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"Gee, it doesn't look like winter..."

For those subscribers who are looking at the current issue's masthead as it was just published, the timing may look suspicious. Fear not. Education Libraries, a biennial journal, is making up for lost time and is near on schedule. Thanks go to the Editorial Board, the Department contributors, the book reviewers, the Business and Circulation Manager, and the publisher. Their continued speedy efficiency will be needed for the next issue, and by then Educational Libraries will be back on its time track -- and this Editor will not have to push so hard.

This present issue theme, therefore, may be prescient: "Management." How many education libraries must operate similarly to the way this journal operates: feeling a semester behind, calling on the good will of staff and volunteers, trying to provide a high-quality "product" that will satisfy its clientele?

The two lengthy articles offer an overview of studies and best practice of basic management issues: leadership and staffing. In terms of these topics, library and information science has long drawn upon the related fields of business, sociology, and psychology. Probably the most salient domain is organizational behavior. Nevertheless, education libraries have existed for decades, and need to conduct more research focuses on their own domain. Weiner suggests some good areas for investigation. It should be noted that the peer reviewers were rather taken back by the lack of current studies, and thought more contemporary work was being done. At the very least, education library-related researchers and presenters need to disseminate their efforts more widely.

In this area of permeable staff borders between professional and paraprofessionals, largely because of budget constraints and technology advances, Osa reminds librarians of various techniques to use in order to build a strong staff team. Quite frankly, as education focuses more on student outcomes rather than library inputs, staffing practices should also reflect that same focus on impacting students and faculty rather than mirroring maintenance of titular caste systems.

Anne Wade offers useful web sites related to management and administration. She remarked that finding such sites was a surprisingly difficult task, which might imply that management in general prefers doing than documenting. Such a situation is prevalent among librarians, an ironic testament to a profession that prides itself on gathering, organizing, storing and retrieving information.

Kudos to the Harvard ladies with their eagle eyes on current reference books of interest to education librarians. Their annotations are succinct, pithy, and "spot on." Readers will also appreciate the thorough reviews of featured books in this issue. More reviewers are welcome; contact Editor Dr. Lesley Farmer at lfarmer@csulb.edu if interested. A growing pile of good books await.

The next theme is "The Visual Side of Education Libraries," based on 2004 SLA conference presentations. Visualize a great article to contribute.
Leadership of Academic Libraries: A Literature Review

By Sharon Gray Weiner
Vanderbilt University

Abstract
This review synthesizes what is known about the characteristics and leadership style of university librarians and academic library directors. It is the leadership of the library that determines whether a philosophy and vision are articulated and to what extent they are implemented. Leadership influences a library's effectiveness, institutional role, and adaptability. Publications on recruitment, leadership potential identification, career development, roles and responsibilities, and characteristics and management style were included.

Introduction
The purpose of this review is to synthesize what is now known about the characteristics and leadership style of university librarians and academic library directors. Each of the 2487 four-year post-secondary institutions in the United States ("Almanac," 2003; 2) either have their own libraries or provide library services through an outside institution. The philosophy, mission, and functions of these libraries strongly influence access to information resources and related services critical to teaching and research. They affect the ability of the students and faculty to identify and effectively search for the most relevant information for their needs. It is the leadership of the library that determines whether a philosophy and vision are articulated and to what extent they are implemented. Leadership affects a library's effectiveness, its role in the academic institution, and its adaptability to new functions and initiatives.

The academic library has been greatly affected by rapid and discontinuous changes in its professional environment. Those changes include: dramatic increases in the cost of materials while budgets decreased; new digital formats and communication technologies; improvements in information availability; growth of interdisciplinary research; issues with the commercial scholarly publishing industry; and expectations that the library will secure some funding through development and grants. (Travica, 1999; 181) (Renaud & Murray, 2003; 164) (Winston & Dunkley, 2002) Other trends are: increasing turbulence; an information-based, service-oriented society; patron expectation of high quality library services; stakeholder expectation of shared responsibility with the library; more complex organizations; and the need for a proactive approach. (Jurow, 1990; 62) Libraries are at a critical juncture due to new demands in information technology, the increase in the number of distance education programs, new models of support for research and teaching, and a declining resource base. These factors "have forced the significant questioning of longstanding principles and practices throughout library services and operations," so the ability to anticipate and manage change is critical. (Martin, 1997; 49) Even more, it is necessary to undergo a "fundamental rethinking and redesign of library roles, services, and operations in universities which are also undergoing great change." (Ferguson & Metz, 2003; 96)

Internal organizational structures of libraries are different from in the past. This is very likely a result of occurrences in the external environment. Hierarchies are flattened, middle management has been reduced, departments are becoming integrated, and new functions have been incorporated.
Another perspective was shown as a result of a survey of directors of large libraries. (Cottam, 1994; 17) It was conducted to contrast roles and responsibilities in 1994 as compared with the previous five and ten year periods. The findings showed that there had been change, but there was not a consistent pattern of change among the respondents. Traditional managerial roles were prevalent and much of the work was similar to what was done in the past, but there was a new emphasis on fundraising. Directors continued to be involved with cooperative projects, to collaborate with computer personnel, to submit grant proposals, to incorporate Total Quality Management, and to engage in globalization initiatives. In contrast, a 1999 survey of library directors showed that their organizational priorities were to focus on quality of services, to train patrons in search techniques, to provide materials in any format, to encourage employee innovativeness, and to develop electronic delivery tools along with the print collection. (Travica, 1999; 190)

This review of the literature on academic library leadership in the United States includes published research studies, theories and models, literature reviews, books, and journal articles published between 1980 and 2003. Omitted are editorials, conference proceedings, and opinion pieces as well as information about two-year colleges or specialized academic libraries, such as law and medical. Citations were identified by exhaustive searches of the ERIC, Education Abstracts FullText, Library Literature, General BusinessFile ASAP, Psyclnfo, Digital Dissertations, and WorldCat databases. Relevant concepts included: leader characteristics, leadership methods and strategies, vision, innovation, influence, mentoring, organizational outcomes, management style, effectiveness, power, persuasion, job satisfaction, and career paths. Bibliographies of those resources were examined to garner additional references. Key authors were identified and searches for their works were performed. Websites of primary publishers of library science books were searched. This introduction is followed by sections on: Recruitment, Leadership Potential, and Career Development; Roles and Responsibilities; and Characteristics and Management Styles. Table One shows that most of the publications cited were surveys.

Recruitment, Leadership Potential, Career Development

"Leadership of tomorrow's academic libraries is not for the faint of heart." (Matthews, 2002) There is concern that there is a shortage of librarians capable of providing effective leadership during these turbulent times. (Renaud & Murray, 2003; 164) One study of academic librarians revealed that they tended to score lower than normative groups on managerial talent. "It would appear that academic librarians, no matter by what route they come to the field, tend to fit a certain personality profile and that, when it comes to managerial talent, they are generally not as able as people in other occupations." (Moore, 1981)

Potential Leaders
What characteristics should aspiring library directors need to have or develop? One library school dean looked for knowledge, ambition, common sense, and character in student leaders. (Wedgeworth, 1989; 41-2) Potential leaders should be innovative and creative risk takers; flexible; have the cognitive ability to deal with complex scenarios; have effective skills in dealing with people; have technical expertise; and be willing to learn. (Martin, 1997; 57) In an organization that has a flat hierarchy, leadership opportunities can "occur at all levels of the organization since authority is dispersed and layers of management and supervision have been reduced...university libraries with flat organizations might be more successful than those with hierarchical structures in producing future leaders, since they expose a broader range of librarians and staff to managerial challenges." (Renaud & Murray, 2003; 170-173)

A study of characteristics of potential leaders was conducted by comparing a selective group of academic library managers in the UCLA Senior Fellows Program with a randomly-sampled control group of members of the Association of College and Research Libraries. The study showed that the Senior Fellows were more than twice as visible, nearly twice as mobile, and three times more likely to assume management and leadership positions
in comparison with the control group. The Fellows achieved all educational degrees and professional positions at younger ages; they had higher degrees, more publications, and greater organizational activity. (Anderson, 1985; 331)

A survey of directors of the Council on State University Libraries found a trend toward women obtaining director positions as external candidates and men obtaining positions through internal promotion. (Hatcher, 1997; 42) Hammond addressed the delicate issues related to being a successful internal candidate for a library leadership position. The person hired internally has the advantages of knowing the organization, the challenges, the budget, politics, and key people. But relationships with some people in the organization may become awkward. Those who are hired internally must convey their new role immediately and consistently. They can negotiate support from those who did not agree with the search committee’s choice and channel the dissatisfaction into activities that will use strengths and best serve the organization. (Hammond, 2003; 188-9)

Trends
In 1994, Rooks analyzed trends identified from a classic 1973 study of decreasing lengths of tenure for academic library directors. Some of the trends in society and higher education discovered in the original study were growth of enrollment, changes in the college presidency, changes in education and research, the information explosion, economics, planning and budgeting, technology, changing management theories, unionization, and increasing control by state boards. The 1994 study added to the list lifestyle changes and ethnic and gender influences. The position of director for a major research library has become more demanding. The 1973 study identified three major qualities required of a director: flexibility, adaptability, and a willingness to accept change as a way of life; a stable temperament and the ability to maintain an emotional balance under constant tensions; and endurance. In 1994, “certainly these qualities have only increased in value.” (Rooks, 1994) There was concern about whether excellent librarians would continue to be interested in director positions because of the inherent difficulties. Similar to academic deans and provosts, term appointments for library directors or institutional appointment options could be considered so library directors could return to a position within the library once their administrative appointment ended.

In a liberal arts college, there is a strong relationship between the individual and the college community. (Clemmer, 1997; 75) Directors of liberal arts college libraries who had worked previously in research institutions had high expectations of the colleges. They “anticipated relief from the management difficulties of large institutions, an intimate work environment in which one can deal with the major players on a face to face basis, and more involvement in the teaching learning process, including closer contact with faculty and students.” (Clemmer, 1997; 78) The directors found that it was possible for them to make an impact on the entire institution and it was easier to accomplish things than in a research university. “In the smaller community, the players attribute a higher level of competence to each other based on familiarity and are less likely to depend on an institutional imprimatur.” (Clemmer, 1997; 79) Directors had easy access to decision-makers and turf battles were almost non-existent. “Directing the liberal arts college library can provide much personal satisfaction.” (Clemmer, 1997; 86)

It is not clear from the literature whether a second master’s degree or doctorate is necessary for those who aspire to a director position. A survey of liberal arts college library directors showed that 40 percent of the directors had second master’s degrees and 20 percent had doctorates. The author believed that degrees “cannot replace administrative aptitude, creativity, and knowledge in a successful college or university library director.” (McCracken, 2000) However, some library directors advised those they mentor to pursue a Ph.D. (McNeer, 1988; 31) Williams believed that library directors who do not have a doctorate are at a disadvantage, but that more important than degrees is a program that is “interesting, dynamic, innovative, and especially responsive to the needs of the library’s clientele.” (D. E. Williams, 1998; 51)

The research literature is a valuable decision-making tool for leaders and can influence the thinking and behavior of a group. Understanding research methods and statistical analysis is key to informed decision-making and organizational success. (J. F. Williams & Winston, 2003; 401) Library administrators are actively publishing research studies: sixteen per cent of the first authors of research studies in the five library journals that have the highest impact factor were academic library administrators. Seventy-seven per cent of the research studies published in College and Research Libraries were written by academic library administrators. (J. F. Williams & Winston, 2003; 398-9)
Nicholson and West Model
The Nicholson and West model of transition cycles can be applied to the process of becoming a chief librarian in an academic institution. "Preparation" is the first stage during which the aspirant prepares psychologically; assesses personal competence, and values; engages in professional development; actively networks; and gathers information about institutions and trends. The second stage is the "encounter" stage, which encompasses the time from the job interview to the first few weeks of employment. Success in the next stage, "adjustment," involves integrating informal socialization and already-developed skills with newly-acquired knowledge of the organization. A mark of the "stabilization" stage is the development of a constructive relationship with the supervisor: "true leadership, achievement, and work performance will be achieved and assessed." (Matthews, 2002)

Learning Leadership
One can learn informally about leadership by learning on the job, by taking every opportunity to learn and to grow, by developing an understanding of the academic community, by knowing who are the leaders and who are the followers, and by associating with leaders and learning from them. A leader should become adept at public speaking and written communication and be able to work with groups and to build consensus. Leaders need to be decisive and to understand the politics, purpose, and history of the institution. (Riggs & Sabine, 1988; 114-6) One should find employment in a library that has a sense of excitement, is likely to stretch one's abilities, has a sense of community or unity of purpose, and employs people who are interested in their work and dedicated to doing it well. (Riggs & Sabine, 1988; 121) People skills are essential because "if you're not effective in handling people, you won't be effective in handling the operation." (Riggs & Sabine, 1988; 103)

Librarians can develop their visionary ability by working on projects that involve organizational analysis and abstract thinking. (Jurow, 1990; 67) It is difficult to learn how to inspire others, but knowing the ideas and ideals held in common by a group is an important beginning. A visionary message must be repeated in different ways to different groups. Examples should be credible, vivid, positive, and passionate. Leaders related that the best ways to develop self-confidence were to take courses and to participate in projects and task forces. (Jurow, 1990; 68, 70)

Development and fund raising are increasingly important in the job responsibilities of senior library administrators. Obtaining these skills can be challenging. "Although academic librarians are likely to develop expertise in some areas that appear to be important with regard to development responsibilities, such as managing staff and written, oral, and interpersonal communication, issues such as cultivation of relationships with donors and previous development experience are not likely to be part of the responsibilities of those librarians progressing through the professional ranks." (Winston & Dunkley, 2002)

Mentoring
Leaders must actively develop successors. Extensive mentoring should take place and participation in professional development activities should be encouraged. (Renaud & Murray, 2003; 170) Mentoring means "identifying talented new individuals and attracting them into an ever-changing and expanding profession, helping those with traditional credentials and experience to develop the qualities necessary for success in an environment of ambiguity, and providing productive learning experiences that build on existing strengths and minimize weaknesses." (Battin, 1998; 274) Mentoring also means surrounding oneself with the most intelligent colleagues, urging others to develop their potential, delegating and being available to work through problems together, selecting opportunities for individuals that require them to stretch, building on strengths and improving the weaknesses, and encouraging the development of new abilities. (Battin, 1998; 276) Mentoring was identified as the single most significant factor in the career advancement of women academic library directors. (Kirkland, 1997; 382) McNeer suggested that good supervision at the beginning of a career is a form of mentoring. Highly placed mentors can provide entrée to restricted forums. (McNeer, 1988; 27-28)

Negative experiences can be analyzed to serve as examples of how something could have been done better. Mentors look for leadership potential when screening mentees: energetic, capable librarians who are willing to grow into positions of responsibility; self-directed, imaginative people with a sense of humor, analytical skills, interpersonal ability, and the fortitude to make difficult decisions. Administrators advised mentees to look for new challenges, assume tasks that would highlight their competence, gain skills in working with groups, publish, and be involved in professional organizations. "Mentoring will occur more often in open library organizations where responsibilities are
ystem should accurately reflect the current situation. (McNeer, 1988: 31)

Library leaders can use a variety of strategies to create a climate that encourages leadership development in their organizations. Some of those are: the use of task forces and committees; coordinator positions; promotion and reward systems; the organizational design itself (matrix models, flat hierarchies, quality circles); projects, "acting" positions, job rotations, internships, formal staff development programs, and the strategic planning process. (Iannuzzi, 1992: 22-7)

Roles and Responsibilities

The following roles and responsibilities of academic library leaders have been discussed in the literature: garnering financial resources, strategic planning, perceptions of leader and library effectiveness, functions and challenges of the leader, and knowledge of organizational culture. Library leaders need to formulate goals and objectives for the library and then create a construct, or a mental image, of what their libraries should become. The vision should accurately reflect the current situation and clearly articulate a future direction. The leader needs to translate this vision into reality and communicate it to the library and the university frequently and consistently. (Riggs, 1998: 60) (Clemmer, 1997) (Gertzog, 1989b: 32) To be effective, a leader must be inspirational. They should try new organizational models. Risk-taking and experimentation should be encouraged. Libraries need leaders who can succeed within a global arena. They need to develop partnerships and coalitions to support their services while maintaining a secure infrastructure for operations. (Iannuzzi, 1992: 20-1)

Budget

Obtaining and allocating financial resources is a key role of a library director. A 1987 study found that library directors understood budget allocation processes at their institutions, but were not as involved in planning and budgetary decision-making as they perceived they should have been. Those who were successful in obtaining institutional support for projects did so by stressing the importance of the library to the advancement of the institution as a whole. (Hyatt & Santiago, 1987: 9) Talbot proposes changes to the budgeting process. "If libraries are to continue to be a vital part of the academic enterprise...Librarians must begin to see the budget for what it really is—the fiscal reflection of institutional intent...It is no longer sufficient to regard the budget merely as a source of funds; it is a tool for implementation and decision." (Talbot, 1982: 35)

Strategic Planning

Development of a long range plan is a responsibility of the director with the participation of the president and academic vice president. The plan should take the university’s mission into account; have a strategy for collection development; include plans for technology and bibliographic instruction; address facility changes; collaboration with other institutions; special collections; and a development program. (Adamany, 1985: 8-11)

During the strategic planning process, a dynamic leader will ensure that the library’s strategies are magnetic and adhesive. The director should involve staff in the process, provide motivation, mediate conflicts, and ensure an orderly integration of change. (Riggs, 1998: 59) "The big challenge facing us is how much of the traditional practices of academic libraries can be discontinued in order to bring forth a new way of doing things." (Riggs, 1998: 61) Directors must be self-motivated, credible, and results-oriented. Subordinates must be loyal and supportive; they should have pride and a sense of accomplishment; they should feel that they are an important part of a worthwhile endeavor. "The relationship between leaders and followers has to be one of strong, effective interdependence." (Riggs, 1998: 62-3) With the changes that are anticipated in libraries and technology, creativity and innovation will become common and the library will become a learning organization. (Riggs, 1998: 61-4)

Director’s Effectiveness

The perceived effectiveness of the library director and of the library are closely connected. (J. R. Euster, 1986: 172) Whether a president commits adequate resources to the library is determined primarily by "whether the president has confidence in the library leadership, whether the library’s plan is being carried out with demonstrable results, and whether the library reallocates substantially to meet internal change even when the library as a whole is in a steady state." (Adamany, 1985: 10) The college president’s evaluation should be based on the library’s strategic plan which would include measures and methods for evaluating library performance. "Many fine institutions with highly productive faculties have relatively undistinguished library operations. If the library cannot serve faculty needs as effectively as it should, the
They preferred a team-based organizational roles. Perceptions of the future of the library differed among library directors themselves and between directors and chief academic officers. Directors believed it was important to be proactive but had not developed strategies to accomplish this. They preferred a team-based organizational model. Directors wanted to be included in strategic institutional planning but administrators did not perceive this as important. (Deekle & De Klerk, 1992; 73)

A number of authors have suggested that directors must focus their energy and activities both on internal library operations and on external activities. They also should experiment with new management techniques. (Cargill & Webb, 1988; 60) (Deekle & De Klerk, 1992; 73) (Olemmer, 1997) (J. R. Euster, 1987)

Library directors did not agree on whether a traditionally structured or a functionally integrated approach to library organization is better. (Buttlar & Garcha, 1992; 15) They thought the best reasons to reorganize staff were economics and to provide a more client-centered library. Their conclusion is that there is not one single organizational model that is best for all libraries. (Buttlar & Garcha, 1992; 16) "Library leadership is situational. The success of a library leader is contingent on many factors, including skills that match the library's needs at a particular time." (Riggs, 1998; 56-7) To succeed, library directors must "recognize that different stages in the organization's life cycle will require different emphases; accept the idea that the same person may not be the appropriate leader for all organizational circumstances." (J. R. Euster, 1987; 109)

Challenges
In 2002, a study examined challenges that were perceived by academic library directors and by their supervisors. Both ranked user satisfaction and serials as the greatest challenges. Younger and newer directors perceived that organizational change, crime in the library, and training were also challenges. (McElrath, 2002)

Due to changes in information technology the "library director must be both an active and an effective advocate for the library on campus and a full participant in the life of the academic community. Librarians must participate in planning for the use of electronic technologies on campus, work collaboratively with computer professionals and others on campus, retrain staff, secure funding for both infrastructure development and operations, understand intellectual property issues, and learn to work in an environment in which change is a constant...The library director is responsible for making the case for this level of participation on campus in the face of administrators who believe that others more effectively represent the future." (D. E. Williams, 1998; 42) To alter the impression that it is not important to involve the library or that the library does not have anything to contribute takes "dues-paying, thick-skinned advocacy and general tenacity designed to portray the library organization as a savvy participant in campus decision making that understands the campus, the traditions of scholarship it pursues, and the technologies required to sustain and advance it." (D. E. Williams, 1998; 43)

Directors must integrate the library into the teaching and research efforts of the university. They must ensure that the library is associated with things that are valued by the institution. (D. E. Williams, 1998; 48) "To make this association, the library director must assume the role of change agent within the university and must transform the library into an organization that facilitates institutional change while maintaining its bridges to the traditions of the academy...Directors must present the library as a place that is both facile at dealing with the politics of the campus and above the kind of divisions that take place between colleges and departments." (D. E. Williams, 1998; 48)

Organizational Culture
Understanding organizational culture is crucial to effective leadership. (Iannuzzi, 1992; 92) The elements of a library's culture include organizational values, management styles, norms, patterns of communication, and philosophy of service. The
degree to which staff share in these elements determines the library's cultural maturity. (Iannuzzi, 1992; 31)

Leadership of a tribal college library is an example of a different situational structure. The authors of a survey of library directors and staff in tribal college libraries focused on attitudes of tribal college staff about their work. More library directors than non-directors said that ties to a tribal community or tribal college affected their employment decision-making. They saw their jobs as a means to a career goal and as an opportunity for personal growth. Pragmatic factors such as salary, benefits, and location were equally important to both groups. The directors "noted that the reality of their job fell short of their expectations...because of the unexpected range of job responsibilities, financial and infrastructure constraints, and the negative influence of tribal politics and college administrators." However, they believed that the remote locations, non-competitive salary, and low benefits were offset by the chance to help others, a strong sense of purpose, and the opportunity to become a more well-rounded individual. (Dilevko & Gottlieb, 2002; 306)

**Characteristics and Management Style**

Power, diversity issues, leaders as change agents, and management styles are characteristics that influence the effectiveness of academic library leaders. The research literature suggests a consensus about effective leadership styles. The most effective ones are those that combine boldness, informed risk-taking, widespread consultation, and consensus-building. They are good listeners, are accessible to staff, have strong public speaking skills, and are consistent and self-confident. (Sheldon, 1992; 394-400) Leaders need "acute powers of analysis, abundant common sense, vibrant creativity, reasoned judgment, and a passionate commitment to the mission and goals of the extended higher education community." (Battin, 1998)

Hernon et al., reported the result of a recent Delphi study. These are the attributes that Association of Research Libraries directors should be adept at:

- Managing—maintains a productive work environment, is results-oriented and committed to service
- Leading—can function in a political environment, can manage and shape change, builds a shared vision, builds relationships, thinks "outside the box,"
- Engages in fundraising and donor relations
- Planning—sets priorities
- Dealing with others—has credibility with faculty and administration, is even-handed and self-confident
- Personal traits—is comfortable with ambiguity, committed to job and profession, handles stress, is honest, energetic, intelligent
- Individual leadership traits—has good judgment, is innovative, articulates direction for library, is enthusiastic

The director should play an extensive role outside the library, serve as a change agent when necessary, and rely on a team for internal management. (Hernon, Powell, & Young, 2002) (Hernon, Powell, & Young, 2001)

Jurow identifies five leadership characteristics: vision, communication, trust, risk, and empowerment. (Jurow, 1990; 59) The knowledge and skills that leaders need are: ability to make choices and focus energy; understanding of group dynamics and strong interpersonal skills; willingness to take risks; ability to make a commitment to a course of action and focus the organization on accomplishing that goal; understanding of what motivates individuals and groups; and can build on the strengths of others. (Jurow, 1990; 63)

Wedgeworth states in a panel presentation on leadership that knowledge is a characteristic that is usually rated low but that a certain level of knowledge and understanding is assumed in a leadership position. It is a working tool necessary to exert leadership. (Wedgeworth, 1989; 37) A director's authority should be predicated on knowledge. (Riggs & Sabine, 1988; 109-10) (Gertzog, 1989b; 32) (Cargill & Webb, 1988; 62) Euster reviewed the leadership and management literature in 1984 stating that there had been no comprehensive investigation of the characteristics of library leaders. She stated that successful library directors must "recognize that different stages in the organization's life cycle will require different emphases; accept the idea that the same person may not be the appropriate leader for all organizational circumstances; and utilize the dual concept of management and leadership as essential and related functions." (J. R. Euster, 1984) Leaders need to establish credibility with colleagues. A leader needs to listen, make the best judgment, and build consensus. (Riggs & Sabine, 1988; 109-10)

Wiegand reported the reasons why academic library leaders were selected for a biographical
A study of the academic library director in an environmental context showed that colleagues outside the library tended to evaluate directors more highly than did internal subordinates. The leadership types that emerged were: The Energizer (high levels of activity and change, high reputation-level); The Sustainer (high reputation, highly active, little organizational change); The Politician (low leader activity, low organizational change, effective reputation); The Retiree (inactive as a leader; organization is unchanging; not highly regarded or disregarded by colleagues). (Joanne Reed Euster, 1986; 146) Evaluation of these profiles indicates that there is no single characteristic or combination of characteristics that relate to effectiveness; rather, successful leader behavior is related to the organizational environment.

Characteristics of library directors of doctoral and comprehensive institutions differed from those of directors of smaller baccalaureate college libraries. Doctoral institution directors spend less time on internal roles; baccalaureate institution directors spend more time with faculty and students and see technical skills as important to their jobs. (Mech, 1990; 425)

Library leaders interviewed for a book opined that leadership is not based on personal characteristics. "Those persons who tend to do well in our field are able to get their work done through others and are able to keep focused on specific objectives and not get lost in the most current fad or the most popular direction. They are the ones who are willing to ignore conventional wisdom in terms of looking at a problem and trying to strike out in a different direction." (Riggs & Sabine, 1988; 101)

Power

Power over setting objectives and policy, leadership style, role clarity, and expertise are significantly related to directors' perceived power. (Holmes, 1983) Subordinates' ideas about what makes a library director powerful differ from that of the directors and their superiors. They place as much emphasis on the importance of objectives and policy-setting as those of the other groups, but they also emphasize operations instead of strategy and budget. (Holmes, 1983; 158) The powerful director is seen "as a professional peer of senior status, a staff specialist with managerial duties." (Holmes, 1983; 155) A survey of power relationships in academic libraries showed no relationship between administrators' preferred power use, empowerment, and characteristics of the administrators. Their preference was to use "expert" power, then "legitimate" and "information" power. (Evans, 1997; 87) However, library leadership characteristics identified in a study by Gertzog did not mention power. (Gertzog, 1989b; 32)

Holmes' dissertation on the perceived power of academic library directors suggested that directors' power over strategic decision areas contribute most highly to perceptions of their overall power. Expertise also contributes significantly to perceptions of the directors' power. (Holmes, 1983) "Persons leading through position authority and personal power have a high potential of being effective directors." (Cargill & Webb, 1988; 61) Position power is strengthened when leaders handle critical situations in a rational manner.

Gertzog examined leader backgrounds and careers to determine what social resources and professional activities were necessary characteristics of leadership. Respondents most frequently selected leaders for their contribution of ideas and for their institutional affiliations; least often for their innovations and personal characteristics. Perceived leaders participated actively in professional associations, published frequently in the professional press, and held high organizational positions. (Gertzog, 1989a; ii) Matthews states that directors must be able to deal with ambiguity and function effectively when the rules and boundaries are not clear. "Adjustment is a continual process in dynamic organizations." (Matthews, 2002)
Diversity Issues
Fisher questioned whether males actually dominate the administrative ranks of libraries. His study of library director entries showed that males had administrative positions in 64 percent of large academic libraries and 58 percent of medium-large academic libraries. (Fisher, 1997; 234) A 1991 study showed that the percentage of female Association of Research Library directors had grown from a few in the 1970s to almost 30 percent in the late 1980s. (Myers & Kaufman, 1991; 252) However, Mobley states that "there seems to be some substance to the criticism that the current model of leadership is only relevant to white males." Women are missing from discussions about personality traits in leadership and there is very little about minorities. (Mobley, 1989; 44)

A study of contemporary feminist theories in relation to career paths, work styles, and leadership practices of feminist librarians examined the effects of feminism on their careers and personal lives, the influence of other women, and the concepts and practices of feminist librarians who had leadership positions. The results showed that their feminism influenced their work as well as personal lives and that feminist librarians have contributed to new approaches to library work and leadership styles. (Freedman, 1984)

Change Agents
Hall studied the relationships between educational achievement, professional involvement and change agent characteristics of selected academic librarians. The characteristics were: educational attainment and continuing education activities, participation in on-campus activities, professional organizations, publishing activities, and research activities. Results showed that educational achievement was not significantly related to change agent characteristics; professional status was related significantly to two of the four measures. On-campus activities and research activities were the best predictors of change advocacy and leadership skills. (Hall, 1984)

Ability to influence is crucial because "there are very few power opportunities in our field." (Riggs & Sabine, 1988; 101) The political position is one in which "decision-making is open to challenge by other parties wielding equal or greater influence, and where formal authority in library decision-making is liable to be usurped by other offices." (Holmes, 1983; 155) Since expertise was a predictor of directors' power, the director's power is influential rather than authoritarian. (Holmes, 1983; 156) Future investigation of academic library directors' power should incorporate a political model that would explore the library director's coalitions within the academic community and determine the nature of the influence. (Holmes, 1983)

Influence can be developed through continuity, reliability, and understanding what other people want. "It's a matter of developing extensive relationships, being able to work effectively with committees, but at the same time, being able to assert initiative and to state an unpopular position and back it up." (Riggs & Sabine, 1988; 101-2) Directors must be sensitive to their larger environment and adjust when it changes. They must "educate staff about opportunities available and constraints imposed by the outside world." (Cargill & Webb, 1988; 60) They must appear confident and be reliable sources of information and advice. They interpret organizational situations. (Cargill & Webb, 1988; 62) They need to use reliable judgment and have a genuine concern for staff. "Consideration for individual needs, however, cannot impair the striving for the achievement of overall organizational goals or obscure present and future organizational goals. Leadership implies responsibility for one's actions." (Cargill & Webb, 1988; 64)

Library leaders must inspire trust in the future of the organization and create a sense of cohesion. (Cargill & Webb, 1988; 69) They need to be able to integrate people with different backgrounds into the organization by valuing their diversity and encouraging different approaches to problem solving. They work to develop each person's abilities. (Cargill & Webb, 1988; 73) Underlying problems must be identified and resolved with mutual trust and respect. Directors must convince employees to find long-term solutions acceptable to all rather than short-term gain. (Cargill & Webb, 1988; 73) They effectively delegate, think on their feet, and can anticipate the consequences of their decisions. (Cargill & Webb, 1988; 79)

Disciplinary actions are an important responsibility. Expectations must be communicated clearly; "the employee who is either ignorant of expectations or is unwilling to change is creating the need for intervention. Employees need to accept responsibilities for their actions just as the manager needs to act on his or her responsibility to address problems." (Cargill & Webb, 1988; 80) Staff training should be directed toward understanding and dealing with moving targets; many changes create unforeseen consequences and readjustments are necessary in goals and daily activities. (Cargill & Webb, 1988; 90)
Management Styles

Decision styles of directors vary by type of institution, as assessed using the "Decision Style Inventory." Most directors in comprehensive and baccalaureate institutions employ the behavioral decision style, which implies a low tolerance for ambiguity and an orientation toward people and social concerns. Directors in doctoral institutions prefer the conceptual decision style. This indicates a high tolerance for ambiguity and also an orientation toward people and social concerns. These directors are future-oriented thinkers who have a system perspective. (Mech, 1993; 379-83) Age is a factor in decision style used: those who have fewer years of experience tend to use the behavioral style more than those who have more administrative experience. More directors at private institutions use the behavioral style than those at public institutions.

Lawson and Dorrell surveyed librarians at the Missouri state academic libraries. In general, the librarians did not think their directors practiced the management style they professed to practice. Staff did not always participate in decision-making. Directors did stand by difficult decisions, encourage staff to achieve their potential, and support professional development. Staff perceived themselves to be more loyal to the directors than the directors were to them. (Lawson & Dorrell, 1992; 191)

Faerman's conceptual map of organizational and managerial leadership performance shows the relationship between organizational performance and managerial styles and behaviors. She examines preferences in leadership style and their effect on dealing with organizational change. She uses the competing values framework because libraries are organizations that have conflicting demands. She discusses user-centered organizations in terms of the rational goal model, the internal process model, and the human relations model. (Faerman, 1993)

A 1994 study showed that research university library directors considered themselves to have transformational leadership behaviors at a significantly higher level than their subordinates. Directors thought they could encourage greater effort from their staff and that they were more effective than their subordinates did. Male directors exhibited higher levels of non-leadership behavior than female directors. Female directors exhibited higher levels of transformational leadership behaviors, were perceived to be more effective, and were more satisfied than male directors. Directors with twenty years or less of experience used inspirational leadership more frequently and were perceived to be more satisfied than those who had more than twenty years of experience. (Suwannarat, 1994; 1-2)

A later study of transformational and transactional characteristics of library directors suggested that perceptions of leadership behavior are associated with perceptions of satisfaction with the leader, effectiveness of the leader, and amount of extra effort by followers. Transformational leadership had a greater effect on leadership outcomes and dimensions of organizational effectiveness than did transactional leadership. (Albritton, 1998; 78) It is "a measurable construct of identifiable behaviors such as the articulation of transcendent goals, demonstration of strong self-confidence and confidence in others, setting a personal example for followers, showing high expectations for followers' performance, and the ability to communicate one's faith in one's goals. Therefore, what is needed are training and education that promote self-understanding, awareness, and appreciation of the range of potential leadership behaviors used by effective transformational and transactional leaders." (Albritton, 1998; 80)

Conclusion

Although some research has been done on identifying library leadership potential, career development, characteristics and management styles of academic library directors, and their roles and responsibilities, it is clear that many aspects have not been addressed and that a comprehensive body of cohesive, evidence-based research is needed. There is a dearth of published studies or dissertations that relate leadership to effectiveness of library directors, their organizations, or outcomes. Although "character" is a current topic of discussion and research in the business and education leadership literature, it has not been related to education library leadership. Transformational versus transactional leadership have begun to be addressed, but other models have not. Within the framework of education libraries, the effects of different leadership styles on employee productivity and job satisfaction have not been studied; nor has it been determined which leadership styles and characteristics are most effective in which environments. Professional networking, social skills that are important for development and fundraising, relationships with university administrators, aspects of influence, and the effectiveness of different internal organizational models are areas that
need to be explored. To have data in these areas, particularly as they relate to education libraries, would inform professional development programs, mentoring initiatives, and would provide university administrators with conclusive information when making hiring decisions.

References


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change in selected academic libraries in the southeastern United States. Unpublished PhD, University of Michigan.


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Figure 1. Study characteristics of publications included in review.

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The Dual Nature of Staffing in the Education Library: Management Issues and Solutions

By Dr. Justina O. Osa
Pennsylvania State University

Abstract

The dual nature of staffing in the education library, just as in most academic libraries, often constitutes a major source of management problems. The blurring and shifting of tasks for professionals and paraprofessionals, and budgetary constraints do not help the situation. Professionals and paraprofessionals must work in concert and in harmony, pulling in the same direction. This article identifies and discusses some enabling variables that can help the education library leader build a well-integrated staff team of professionals and paraprofessionals who work towards a common goal in a supportive workplace environment.

Introduction

Education libraries, like other academic libraries, are staffed by both professionals and paraprofessionals. This dual nature of staffing often constitutes a major source of management problems. The labels -- professional and paraprofessional -- assigned to distinguish these two groups of employees have not helped to ease the tension, animosity, and distrust that sometimes exist among members of both groups.

This tension has increased as the roles of professionals and paraprofessionals have become quite complicated and less distinctive as they used to be. "Over the past twenty or more years, automation of library processes, declining budgets, contraction of higher education generally, and entry into the electronic information age have changed libraries. New library tasks have been created and others realigned." 1 Tasks once seen as exclusively professional are now been shared with, or assigned to, paraprofessionals, and there is a growing emphasis on paraprofessionals as managers, especially of day-to-day operations.

"In library literature the term 'routine' is frequently used to differentiate between the work done by librarians and paraprofessionals. This distinction seems inappropriate to the jobs held by a growing number of paraprofessionals whose responsibilities require sophisticated judgment calls, supervision, and complex operations." 2 Furthermore, many paraprofessionals come into positions with significant academic credentials and experience; some paraprofessionals in the education library have academic degrees in education and have even been classroom teachers in an earlier career. Even though there are still some tasks that require professional knowledge and skills, some paraprofessionals might believe that there is no difference in what they and the professionals do. Such practices can lead to hard feelings on the part of the paraprofessionals,

The performance of any organization or unit is judged by the level of productivity and by the quality of the outcome. For the education library to become and remain a high performing unit the professionals and the paraprofessionals must "work in concert and in harmony. They need to be harnessed and pulling in the same direction, not in different ones." 3 The importance of building an effective, strong, and well-integrated staff team cannot be overrated. In the article "The Basics of Team Building" a team is defined as "a group of people working towards a common goal. Team building is the process of enabling that group of people to reach their goal. It is therefore a management issue...." 4 Consequently, the leader in the education library becomes a very crucial factor in uniting professionals and paraprofessionals into a cohesive, goal focused, and happy team. He/she has to devise a plan to influence, motivate, and lead all staff and get them to work together well. There are certain variables which if well managed under the direction and leadership of the head of the education library could remove inhibitors and promote enablers in coalescing professionals and paraprofessionals into an effective team, even in this time of change. This article identifies and discusses variables that can help the leader create group
synergy in the education library, influence and inspire all employees to voluntarily perform at a high level on a consistent basis and enjoy doing it, and to make goal realization a reality.

Establishing a Shared Purpose

The head of the education library should provide the leadership needed to coordinate the activities of all the staff towards attaining predetermined goals, which give the staff a sense of direction and purpose. Goals should exist as living written documents that are revisited regularly and appropriately revised as the education library grows and changes. It should be made up of three component parts: vision, mission, and task list. As Ankarb rightly puts it, the vision "frames" the work of the team. The vision is a "preferred future state, a bridge from today to tomorrow". The mission helps the education library plan how it is going to get to that desired future, and should be stated in clear, measurable terms so that the library knows when it gets to where it wants to go.

All the professionals and paraprofessionals should collaborate to:
1. determine the purpose of the education library;
2. agree on a mission statement;
3. identify the core tasks necessary to reach the predetermined goal.

As Avery stated, a working team needs to "establish shared clarity. Discuss ... the mission, the deliverables, and the outcome of [the] team's work until [members] can articulate together a common and clear description of [the team's] purpose."

A purpose statement should be straightforward and brief, the results of all professionals and paraprofessionals developing it. All education library staff should spend adequate time listening to each other and working until they can reach an agreement on statements that each can live with and support. "Purpose and principle, clearly understood and articulated, and commonly shared, are the genetic code of any healthy organization. To the degree that [the team] holds purpose and principles in common among [members], [the team] can dispense with command and control. People will know how to behave in accordance with them, and they'll do it in thousands of unimaginable, creative ways. The organization will become a vital, living set of beliefs." The vision statement should be posted prominently so that staff members constantly remind themselves of what they are striving for. The education library should creatively share and use the purpose and vision in as many ways as possible such as on the education library web page, the logo, and letterhead.

The shared goal or goals should be realistic, feasible, attainable, inspiring, and challenging. The human and material resources needed to attain the goal are vital variables when developing and setting the shared goals. If the goal is too ambitious and beyond the efforts of the human and material resources available, staff get frustrated, disillusioned, and may give up trying. The staff may also break up into opposing camps of professionals and paraprofessionals, blaming each other. But when the goal is reasonably high, challenging but attainable, all staff can join forces, focus on the goal, and pull all their efforts together towards attaining the goal. They see the goal as "ours" instead of "theirs". They realize that they need to team up to succeed, and each member of staff is willing and ready to step in and perform whatever is needed to be done for the education library to arrive at the target goals.

Establishing Role Clarification and Responsibilities

Some tasks require professional knowledge, skills, and expertise; whenever possible, professionals should let paraprofessionals know some of the "real" professional tasks they do. Other tasks can be performed competently by paraprofessionals, who should be valued for their contributions to overall library services. Thus the roles and tasks for professionals and paraprofessionals be defined and that each employee knows the tasks he/she is being held accountable for. This would enhance peaceful collaboration, task performance, and productivity.

Basically, the education library exists to provide teacher education majors the resources, services, and assistance they need to meet both the state and national requirements and standards. Accreditation agencies and state certification office are very interested in how prospective teachers are prepared for their jobs in the real classroom. It is a general belief that, given the right conditions and resources, all children can learn. Towards that end, the education library has to provide teacher educa-
tion majors the resources and services they need to learn and to become experts in presenting and packaging learning materials in a way that makes concept mastery and effective learning a reality for all students, even all students in the inclusive classroom. Both professionals and paraprofessionals in the education library need to collaborate in providing the resources and services necessary to meet those needs.

Education Library Functions

For peaceful coexistence and collaboration, professionals and paraprofessionals need to know not just what they are expected to do, but also why they are to do it, and when and how it must be done. Hence, team-building procedures for accomplishing tasks must be developed and adopted. Ideally, the entire education library employees should meet to discuss the task that needs to be done. If it is not possible to have all staff meet, care should be taken to ensure that employees who will have to implement the procedure understand the task and see the rationale for determining how the task will be done. Whenever possible, conditions should be established to guide instances when the prescribed procedure that should be followed routinely becomes impossible. The adopted procedure should be reviewed at reasonable intervals to check for adequacy and currency. The leader should ensure that procedures that stifle employees or that put unnecessarily constraints on staff are avoided.

Needs Assessment

In order to provide an optimal education library program, needs assessments must be conducted and analyzed regularly. "Needs assessment serves as a systematic diagnostic tool to carefully and to cautiously identify what the clienteles need, what the thrust of the collection should be, and what the librarian should be doing to effectively and efficiently meet patrons' needs." Most of the activities required for effective needs assessment for building and maintaining a responsive and functional collection are the responsibilities of the professional librarians. For example, they

- interview different focus groups of potential clienteles
- know the resources required by the state, specialty professional areas such as International Reading Association (IRA), and accreditation agencies, such as the National Council for the Accreditation of Teacher Education (NCATE), and translate those requirements into library resources and services
- keep current on trends, issues, and practices in the field of teacher education and instruction material collections
- develop, evaluate, and manage the instructional materials collections.

Though professionals are primarily responsible for these tasks enumerated above, paraprofessionals may assist with some of them, such as distributing survey instruments. They clearly know that the professionals are in control of the survey. Likewise, after analysis of the data collected, both professionals and paraprofessionals can brainstorm the best ways to use the information gained to improve library activities and operations. Because every employee's input is solicited and is appropriately used in modifying library activities a sense of ownership and commitment – and a feeling of "we" – is experienced by both paraprofessionals and professionals.

Selecting Materials for Acquisition

"Collection development has always been about making choices." Some of the tasks involved in material selection require professional knowledge while others do not. For example the professionals are responsible for:

- Knowing the curricular offerings in the College of Education
- Knowing how the collection will be used
- Assessing the collection and identifying its suitability
- Knowing when to request for copies for preview
- Assessing the adequacy of the contents of the materials
- Evaluating the treatment and presentation of subject matter
- Assessing the coverage in terms of scope and depth, and
- Assessing the value of the special features such as images, charts, tables, etc.

Paraprofessionals know that they can suggest materials for acquisition, but they know that the final selection decision rests with profession-
als. Paraprofessionals assist professionals in verifying information about materials, locate reviews, and prepare materials for use. As paraprofessionals assume specific procedural roles to support professional librarians the ensuing relationship is cordial, supportive, nurturing, and enabling because each employee knows the tasks he/she is responsible for. When there is a healthy balance between assignment of tasks and interdependence, staff interact and the education library staff team functions smoothly.

Reference Desk Duties
Library budget constraints have made it impossible for most education libraries to have a professional librarian on duty on the reference desk to provide quality services at all times the library doors are opened. Moreover, some professional librarians may have fewer hours at the physical reference desk because they are heavily involved in providing reference services electronically. As a result, librarians increasingly have to schedule more consultation sessions and work with patrons by appointment. There is no consensus among librarians on the issue of assigning non-professional librarians to staff the reference desk. Sometimes there is double coverage when both types of staff are scheduled to work on the reference desk. But when a paraprofessional works alone on the desk, a professional librarian should be "on call," readily available when professional expertise is needed. Additionally, the paraprofessional on the desk is not left completely on his/her own recourse if he/she has access to professionally-developed library web pages containing useful information to answer frequently asked reference questions. In the event that the paraprofessional has problem locating information to answer patron questions or he/she feels that the question is not being adequately answered by him/her, the professional librarian "on call" can be consulted to work with the patron on the reference desk, on the public workstation, in the stacks, or in his/her office. Consequently there is collaboration and consultation in the provision of reference services to patrons. Providing quality reference services becomes the product of both professionals and paraprofessionals working together as an effective work team. Scheduling makes it possible for them to join forces and work for a common goal.

Instruction
In recent times instructing patrons on how to access and use materials has acquired great significance. Because both types of employees work on the reference desk, paraprofessionals are offered staff development sessions on how to provide relevant point-of-need instruction to patrons. By building on other library functions, the roles of professionals and paraprofessionals vis-à-vis instruction can be such that it is safe for staff to seek assistance and to pursue self-development.

Decision-Making
Decision-making is a choice process which if properly undertaken has the potential to make the professionals and paraprofessionals to come together as a team to earnestly seek and choose the best solutions to problems. It involves choosing from among alternatives. Decision-making is a rational activity that involves going through a logical sequence of decision making steps. These steps include:

1. Problem definition. It involves "sizing up" the situation. The library staff recognize a problem or opportunity, describe it, and make a diagnosis;
2. Problem Analysis. This is when the staff "dissect" the problem or issue in an attempt to gain a clearer understanding of the problem before trying to solve it;
3. Thinking of alternatives. The staff brainstorm for possible alternative solutions to the problems or issues;
4. The staff arrive on a consensus on the best solution after weighing the pros and cons of each alternative;
5. The staff team translates the chosen decision into effective action. The necessary procedure for implementing and for enforcing the decision is designed; and
6. The staff develop a monitoring and assessment system for the effectiveness and efficiency of the decision.

Patton states that in group decision-making process, decisions are the product of interpersonal decision processes and group dynamics. The head of the education library "must be concerned with leading the group from a collection of individuals to a collaborative decision making unit." He/she should also be alert and prevent a situation where the staff are divided along professional and paraprofessional lines to make decisions. On the other hand, group think should be avoided. Groupthink "happens when in-group pressures lead to a deteriora-
tion in mental efficiency, poor testing of reality, and lax moral judgments. It tends to happen in highly cohesive groups in which group member's desire for consensus becomes more important than evaluating problems and solutions realistically.¹¹ There are several decision-making techniques that could enhance the coalescence of professionals and paraprofessionals as a result of collaborative and participatory decision making.

**Brainstorming**

Brainstorming is an excellent group decision-making technique that enables a group to come up with as many creative and imaginative alternatives and solutions as possible to problems. It encourages group members to focus on the problem, think out of the box, and come up with radical solutions. In brainstorming, ideas and the analysis and evaluation of the ideas are separated. As ideas are generated, often in quick succession, they are recorded and are later evaluated for efficacy and feasibility. The primary idea is to generate as many alternatives as possible. Evaluating alternatives as they are suggested could stunt idea generation and creativity.

**Nominal Group Technique**

Nominal group technique is a structured process which encourages group members to nominally generate solutions and ideas for solving the target problem or issue. Members are instructed to think and work independently. The nominally generated ideas and alternative solutions to problems are recorded on a chalkboard or flip chart. They are then discussed to ensure that all members understand the recorded ideas or solutions. Then each member secretly ranks the potential of each idea to solve the problem. The highest ranking idea is then chosen. This strategy is particularly useful because each suggested solution or idea gets equal consideration, which can reduce the errors in aggregating individual judgments into group decisions.

**Devil’s Advocacy**

Devil’s advocacy is a strategy to poke holes in a decision. An individual or subgroup is appointed to critique a decision and identify problems to consider before the decision is finally taken. Though devil’s advocacy is not purely a decision making technique, it helps the group analyze and validate the strength of alternative solution to a problem.

**Six Thinking Hats**

Six thinking hats technique is a strategy to look at a problem, alternative solutions, and the decision made from as many perspectives and view points as possible. Each thinking hat represents a different approach to thinking and problem-solving. Edward de Bono created this tool. He identified these six thinking hats.¹²

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<td>Red (Self, Other)</td>
<td>Fire, warmth; EMOTIONS, FEELINGS, intuition, hunches; present views without explanation, justification</td>
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<tr>
<td>Black (Self, Other)</td>
<td>Stern judge wearing black robe; judgmental; critical; why something is wrong; LOGICAL NEGATIVE view; makes plans &quot;tougher&quot; and more resilient</td>
</tr>
<tr>
<td>Yellow (Self, Other)</td>
<td>Sunshine; optimism; LOGICAL POSITIVE view; looks for benefits, what's good.</td>
</tr>
<tr>
<td>Green (Self, Other)</td>
<td>Vegetation; CREATIVE thinking; possibilities and hypotheses; new ideas</td>
</tr>
<tr>
<td>Blue (Observer)</td>
<td>Sky; cool; overview; CONTROL of PROCESS, STEPS, OTHER HATS; chairperson, organizer; thinking about thinking</td>
</tr>
</tbody>
</table>

The Blue Hat is worn by the individual chairing the decision-making meeting. When running into difficulties because ideas are running dry, he/she may direct activity into Green Hat thinking. When contingency plans are needed, he/she will ask for Black Hat thinking, etc.¹³ De Bono suggests steps for using the six thinking hats group decision making strategy.

They are:

Step 1: Present the facts of the case -- White Hat

The Blue Hat is worn by the individual chairing the decision-making meeting. When running into difficulties because ideas are running dry, he/she may direct activity into Green Hat thinking. When contingency plans are needed, he/she will ask for Black Hat thinking, etc.¹³

*Education Libraries* Volume 26, No. 2 Winter 2003
Step 2: Generate ideas on how the case could be handled -- Green Hat
Step 3: Evaluate the merits of the ideas—
• List the benefits -- Yellow Hat
• List the drawbacks -- Black Hat
Step 4: Get everybody’s gut feelings about the alternatives -- Red Hat
Step 5: Summarize and adjourn the meeting -- Blue Hat

PMI: Weighing the Pros and Cons and Implications of a Decision

<table>
<thead>
<tr>
<th>PLUS</th>
<th>MINUS</th>
<th>IMPLICATION</th>
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<td>POSITIVE</td>
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<td>TOTAL</td>
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Grid Analysis
Grid analysis is particularly good for making a decision when the team has some really good alternatives and many variables to consider before making its choice. Alternative solutions are visually represented and assigned individual weights based on relative importance. The alternatives are designated as row labels, and the variables are designated as column headings. Each alternative is scored by how adequately it satisfies each of the variables; the score is multiplied by the weight of the variable. The total scores for each alternative are calculated. The team then adopts the alternative with the highest score. Below is an example of a grid analysis table.

<table>
<thead>
<tr>
<th>Variable 1</th>
<th>Variable 2</th>
<th>Variable 3</th>
<th>Variable 4</th>
<th>Total</th>
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<tr>
<td>Weights</td>
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<td>Alternative 1</td>
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<td>Alternative 4</td>
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</tbody>
</table>

Group decision making strategies and activities make the professionals and the paraprofessionals come together to work as a team to make decisions. They stand behind the chosen alternative because it is the decision of the entire staff. Collaborative, participatory decision-making helps every library staff member believe that he/she is important and that his/her contribution to deciding what happens in the library is significant.

Confronting and Resolving Conflict
Conflict can be defined as a disagreement between two or more employees who are interdependent. While conflict is a natural, vital part of life, the dual nature of staffing in the education library adds another variable into the chances for conflict. Depending on how the differences that threaten to divide members of the education library staff is handled, it could be destructive or constructive to the smooth running of the library. When conflict is understood, it can become an opportunity to learn and to create. The leader can skillfully use the
arguments, disputes, and frustrations staff experience to deepen relationships that promote acceptance, respect, and promote task completion.

Conflict management skills are essential for the head of the education library because conflicts have personal, professional, and organizational effects and are interconnected. Conflicts affect employees' emotions, their thinking process, perception, and their behaviors. If not adequately handled, conflicts can adversely affect the quality of education library service and the quality of employees' work life and morale.

Education library leader should remember that not all conflicts among professionals and paraprofessionals can be prevented or resolved. Some conflicts can only be managed with the goal of controlling the adverse impact on the quality of task performance and effectiveness. Still, when conflict occurs, it must be tackled. Avoiding confrontation can prove toxic to the library because it reinforces the destructive cycle of conflict. Often, leaders and employees feel overwhelmed and resign themselves to the idea that avoidance – either by their own silence or by threatening others into silence – is their only avenue. Realistically, conflict management can be viewed as consisting of several related goals.

• Prevent escalation. Escalated conflicts often results in disruptive behaviors. Avoid actions that escalate the conflict, forcing a response – counter-response chain reaction of negative behaviors;
• Solve the real problem. Often the real problem is wall-papered or disguised as something else. Get to the bottom of the situation.
• De-personalize the disagreement. Get employees to think in terms of the situation rather than how hurt their feelings are.
• Invent solutions. Think outside the box, think broadly and creatively.
• Build relationships. Never miss a chance to build a relationship. Share interests, concerns. Inspire trust.
• Achieve workplace goals. Managing conflict does not occur in a personal vacuum. How you deal with it has broader professional and organizational implications.16

The leader can choose from several alternative strategic approaches, based on the situation and the nature of the conflict. Masters and Albright suggest five strategic approaches to conflict. They are:

1. Accommodation. A party concedes to the other's position. It is not assertive of own interests or needs or positions.
2. Avoidance. A party ignores, denies, escapes. It is proactive in avoiding confronting the other party or issue.
3. Collaboration. A party sees a win-win outcome that is naturally satisfactory. It is assertive of own interests and empathizes with the other party's.
4. Competition. A party is selfishly motivated and behaving. It is interested in winning, pure and simple.
5. Compromise. A party is willing to settle for half a loaf. It is inclined to split the difference to get the matter settled if not resolved.17

Often during the conflict discussion and negotiation compromise is necessary. Both professionals and paraprofessional should be ready to give up something so as to get something from other staff members. "When people believe their goals are cooperative (We are in this together. "We swim or sink together."), they are committed to promoting each other and helping each other be effective..."18

As one views the education library staff as a team formed by professionals and paraprofessionals, participatory conflict management can be effective. Participatory conflict management means that all the affected individuals and parties are invited to join in the process of seeking solution to the conflict. Having all of them present gives credibility to the process and to the genuine desire of the leader to resolve the conflict. However, their mere presence does not necessarily indicate that they wish to resolve the conflict; they may be there just to fulfill a job requirement or may be there just to observe, while they intellectually and emotionally distance themselves from the discussion. The leader should aspire for inclusiven participation: getting the commitment of the affected individuals or parties to come to the meeting, ready to negotiate, and earnestly seeking a conflict resolution. The head of the education library should be aware of what Cloke and Goldsmith called hidden layers and complexities of conflict. They capture them through the metaphor of the ice-
The leader of the education library should never let the staff lose sight of their shared common goal which must be the driving force behind every thing they do. The shared purpose controls and tames individual interests, unites the professionals and the paraprofessionals, and promotes the common good.

It could be helpful for the leader to:
- Be sensitive to early signs of conflict.
- Do not hide from conflict -- confront it.
- Know what the conflict is and what it isn't.
- Realize that most conflicts will not go away -- tackle them.
- Never lose sight of the shared goals.
- Approach conflict in a way that defuses defensiveness and enhances healthy and frank discussions.

- Do not think that the presence of conflict means the leader is not effective.

- Remember that the team can learn from the current conflict.
- Develop hearing and listening skills.
- Watch employees' body language.
- Encourage staff to change their mindset to encourage appropriate decisions, behaviors, and outcome.
- Seek inclusive participatory conflict resolution and management.
- Recognize the difference between "buy-in" and consensus.
- Know that reconciliation is not always possible;
- As much as possible, make conflict management a win-win situation for all involved.
- Strive to make employees feel safe while confronting and dealing with conflicts.

Workplace Climate

How professionals and paraprofessionals unite and work hand in hand to attain a common goal
reveals that their relationship and may be the single most important variable in the process of building a unified education library staff. When the leader establishes and maintains a workplace climate that fosters high levels of inclusion, affection, acceptance, support, and trust the staff stick together as a unit. When employees feel good about the education library they become committed to the library goals, and would go beyond the call of duty to ensure that the shared purpose is upheld. When the group morale is high, the workplace will be a happy place, services to patrons will be of high quality, employees will go out of their way to help each other, and the workplace will resemble a warm and caring family. As employees spend more time with colleagues, it is crucial that the workplace climate be healthy, nurturing, safe, non-threatening, and welcoming.

Thus, the question becomes, how can the leader create a positive climate that would promote unity and singleness of purpose for professionals and paraprofessionals? There are some factors that impact the workplace climate which the leader needs to be aware of.

Communication
Communication is a significant ingredient in the effective interaction within a team. For communication to be effective, the target of information must receive what the speaker really has the intention of transmitting. "In addition to the content of our messages, language conveys feelings. Our voices are colored with emotion and attitude. Add the subtle nuances of pitch and loudness, intonation, rate, facial expression and posture. Now we have a complex pattern of behavior with the power to influence our listeners." Effective communication skills should be encouraged within the education library because they can bind employees together and tear down walls of division. Channels of communication should be established. The leader should ensure that there is a mechanism in place to keep every employee informed of relevant information in a timely fashion; otherwise, those left out may gang up or individually work against the unity of the team. Although the interpretation that each type of staff will have for being left out may differ, any effects may be detrimental to group cohesiveness. Therefore, the leader must guide against situations that precipitate ill feelings.

Meetings
Staff meetings should be scheduled and an agenda for each meeting should be distributed before the meeting. This helps each staff member prepare for the meeting, complete assigned tasks to be discussed during the meeting, bring necessary materials and information to the meeting; it also facilitates good time management. During the meeting, contributions should be sought from both professionals and paraprofessionals. The seating arrangement should encourage participation, interaction, and member visibility. Good manners are the lubricating oil of good human relationships; the leader should model and promote proper workplace etiquette and civility, encouraging specific behaviors that help foster a sense of group unity: building up each other, smoothing out misunderstandings between members, enhancing a supportive atmosphere, relieving tension, and promoting individuals' sense of being part of the unit. When employees get along with each other there are few cliques in the workplace.

Staff Development
Most tasks require specific tools, expertise, knowledge, and skills. When staff members believe that they have the required knowledge and skills to perform their duties satisfactorily, they feel comfortable and self-confident, and help make the staff team work together cordially. Because the constantly changing nature of library service requires that staff continually update their knowledge and skills, the leader should provide needed training within a systematic staff development program so staff members can continue to feel that they are competent performing their duties. Often a professional librarian is put in charge of the staff development program. Genuine efforts should be made to solicit input about the contents of the program from all staff members; when staff believe their professional growth impacts library service, and feel safe, they will open up and ask for help when they need it. Facilitators for each session should be determined; for some sessions professionals can offer their expertise to the entire staff, and for other sessions paraprofessionals can lead better than professionals. In all cases, staff must be made to feel they are treated as competent and respected human beings, and that the leader and their colleagues have their best interests at heart.

Motivation
Motivation is that force and that drive within employees that move them to direct their energies, efforts, and actions towards the attainment of the predetermined goals of the education library. Ultimately, the goal of motivation is performance. The leader is responsible for making each employee feel that his/her contribution to the smooth running of the unit is valued. The leader should ensure that
the team engages in activities that build trust and engender mutual respect. Each employee has to believe that his/her interest is being protected. He/she should be given the support needed to be successful and to excel. "Good coaching skills let the leader empower the staff without setting them adrift ... keep them on track without riding hard ... and push them to be their best -- without pushing them too hard."21 That is when the chances of building a cohesive and collaborating team of professionals and paraprofessionals are high.

**Informal Workplace Relationships**

Staff relationships are the library's true asset. They are the energizing force that tremendously impact the unity and success of the unit. If staff like each other, they will support and look out for each other, and get the job done well. Although the leader cannot make professionals and paraprofessionals like each other, he/she can provide opportunities for them to interact informally and get acquainted to each other, such as:

- Shared lunch. Staff order lunch to be brought into the staff lounge, and all eat together.
- Pizza day.
- Winter Blahs. Staff members sign up to bring in food and share it to brighten the winter months.
- Birthday Celebration. Staff contribute to pay for the celebrant's lunch, and each employee pays for his/her own lunch.
- Delicacies Corner. Staff members bring to work food items they want to get rid of for everyone to enjoy; often there are unhealthy delicacies they do not want to binge on.
- Holiday Dinner. Staff meet off-site, often in a member's house, to usher in the holiday season. Games, gift exchanges, and other festive activities are enjoyed by all staff.

These interactions promote trust, esprit de corps, team spirit, pride, group identity, and motivation. Such teams of professionals and paraprofessionals can attain the library goals, and can successfully handle differences and situations that could tear other groups apart.

**Conclusion**

A task-focused and cohesive team of professionals and paraprofessionals does not just happen. It takes time, cost, and conscious efforts to establish and to maintain. The complex task of uniting professionals and paraprofessionals requires that the team establishes clearly defined roles and responsibilities, handles differences and problems skillfully, builds trust and healthy workplace environment and relationships, and keeps the shared library purpose as the driving force behind all activities. Managing and leading a staff team of professionals and paraprofessionals in a way that promotes collaboration and unity of purpose is a challenge for the library head. The leader has to influence and motivate the staff to join forces to achieve the goal of the library in a congenial atmosphere. When there is synergy between professionals and paraprofessional a formidable work team of individuals with different knowledge and skills is built, bringing together the unique contributions of every member to attain the predetermined goals of the education library. The leader, who skillfully applies the variables discussed in this article, can remove barriers and logjams that can inhibit the staff quality performance and goal realization.

**References**


The theme of the next issue of *Education Libraries* is “The Visual Side of Education Libraries.” Some of the potential topics include:

- Art collections in education libraries
- Picture books in education libraries
- Public art in education libraries
- Cataloging/indexing visual materials
- Access to audio-visual materials
- Visual aspects of library instruction
- Creating attractive library spaces
- Web page design, including ADA compliance
- Visual factor of public relations
- The professional “look”: is it still a factor?
- Visual literacy

Can you picture it? Can you write it? Your contributions are welcome. Deadline for submissions is September 15 – something to do this summer.

With a stated purpose to "inform and delight," each quotation selection was based on either its explicit reference to higher education or that it was made in a higher education setting. Offers over 1670 quotations sorted into thirteen chapters using 99 subject headings. The subject headings in each chapter are arranged alphabetically. Quotations within subject categories are listed chronologically for purposes of quotation change over time. Each quotation entry has source, quotation, and author. Subject heading and author index. Complete bibliographic information for almost all the books and journals cited can be found in the Library of Congress Online Catalog at http://catalog.loc.gov.


This collection of articles originally appeared in Rethinking Schools. The introduction states that they are meant to represent the journal's best writing on the topic of school reform. The book is divided into five parts: critical teaching, including an article by the journal editors on teaching for equity and justice in the classrooms; taking bias seriously; education policy and politics; standards and testing; and roads to reform. Other contributors include Howard Zinn, Lisa Delpit, Bob Peterson, Gary Orfield, Stephen Krashen, Gerald Coles, Gloria Ladson-Billings, and Lani Guinier. Index.


Part I is based on a final report from the Conference on Standards for Pre-kindergarten and Kindergarten Mathematics Education, held in May 2000. While the conference focused on pre-kindergarten and kindergarten, the book expanded the recommendations and standards to cover pre-kindergarten to grade 2. Organized into two main parts with an online appendix (http://www.gse.buffalo.edu/org/conference/). Part I consists of major themes developed from the conference contributions and specific recommendations for mathematics education for young children. Part II is an elaboration of major themes and recommendations organized into sections: standards in early childhood education; main standards and guidelines; curriculum, learning, teaching, and assessment; professional development; and implementation and policy. Author and subject index.


A single volume reference source describing the development and current trends in children's literature throughout the world. With an emphasis on English-speaking countries and/or works appearing in English translation, the work contains 97 topical entries arranged in an alphabetical sequence with cross-references to related entries. Additionally
there are 1200 biographical entries on authors and illustrators include biographical data and critical discussion of their work. Author or illustrator selection was based on an evaluation of their contribution to the field by a board of advisors. Includes some author and illustrator photographs.


Designed for introductory research courses, this publication is meant to assist students and beginning researchers with an overview of research methodologies and to provide a background for understanding approaches to research in the professional fields and social sciences. It focuses on research ethics; the relationship of theory and research design; and methods for implementing research, utilizing various strategies to convey the content to its audience. Twenty-three contributors have written twenty chapters to include such topics as historical research; focus groups; narrative inquiry; fieldwork traditions; case study research; evaluation studies; multimethods research; survey research; and experimental research to inform educational policy. Includes contributor biographies. Tables and figures. Lengthy references, author and subject indexes.


Part I provides an overview of the topic. Following an introductory chapter with historical background on education reform, chapters cover the law and education reform, with descriptions of key legislation, background information, key aspects of legislation, and impact; a chronology of important events in the history of education reform; biographical listing of key individuals in the history of U.S. education reform; glossary of important terms related to education reform; organizations and agencies. Part II is a guide to further research with a chapter on how to research education reform issues. It contains a lengthy annotated bibliography which includes books, articles, Internet documents, and other media; an annotated list of organizations and agencies. Appendixes include excerpts of major reform documents. Index.


Directed at students and intern teachers, this resource is meant to encourage reflective thinking, practice, and writing. Chapters cover observation techniques; designing and planning instruction; use of technology to enhance teaching and learning; models and strategies for teaching; multiple assessment instruments; collaborative efforts with parents, colleagues and community; and information to assist students and interns with job searches. Appendixes include guidelines and forms for cooperative learning groups, facilitator tips for approaches, new teacher standards, lesson plan models, professional portfolio assessment criteria, evaluation forms, and addresses for state offices of certification. Figures and tables. Chapter references. Indexes.


This handbook describes its approach as a "broad interpretation" of early childhood literacy (ages birth to eight years old). International in scope, 45 authors have written 33 chapters organized into five parts: perspectives on early childhood literacy, which introduces the history, research, social, cultural, political, and economic factors; early childhood literacy in families, communities and cultures, which focuses on the differences within particular settings; early moves in literacy, concerned with the processes for the acquisition and development of literacy in early childhood; literacy in preschool settings and schools; and researching early childhood literacy. As explained in the preface, this resource does not cover children with literacy difficulties in order to more fully devote chapters to its broad perspectives of the topic. Chapter references and notes; index.

Intended to provide an easy reference for school personnel to use with students experiencing health problems or concerns in the classroom. Health problems are identified by their common names and medical nomenclature. Three sections cover health issues in the classroom; health problems A-Z; and health policies and procedures. Each health problem entry has additional selected resources. Bibliography and index.


Three sections provide a concise, practical resource for adolescent health problems occurring in the classroom environment. Three chapters cover common health issues in the classroom; family and community issues; and stigma and self-esteem. Part II is an alphabetical reference guide to 150 health problems that affect adolescents including body piercing, diabetes, drug abuse, eating disorder, fever, and obesity. Part III covers a variety of useful procedures and guidelines such as care of casts, medical emergencies, pets in the classroom, and immunizations. Bibliography and index.


Written for those interested in learning about and conducting research on historically black colleges and universities. Designed with specific focus on historically black colleges and universities, whether public or private, two-year or four-year, or graduate and professional levels. Provides information on current circumstances and concerns in these institutions, and describes how these institutions influence and shape the personal and professional lives of black individuals and communities. Discussions and analyses are based on research about historically black colleges and universities, governmental and other reports and data, and conversations with experts. Seven chapters cover: an overview of historically black colleges and universities for the past 164 years; a chronology of historical and current events; important legal decisions; the role of philanthropy and government relations; the innovative historically minority universities biotechnology program initiative; a suggested research agenda; and a directory of organizations and print resources. Appendixes include a listing of historically black colleges and universities by state and selected notable graduates. Glossary and index.


Provides background information for students and administrators on the leadership role in higher education. The first four chapters offer an overview of leadership, technology, and organizational change in the university; academic leadership for deans and department chairpersons; practical leadership perspectives and strategies; and managing change: styles, stages, and effective leadership. Chapters 5 to 11 are based on the experiences of practicing deans and chairpersons. Contributing authors developed the chapters through written and oral interviews. Editors conclude by discussing future leadership for higher education. Chapter references, tables, figures, index.


Based on a national investigation of forty-one schools using the Multiple Intelligences (MI) theory developed by Howard Gardner in their approaches to teaching, this book is authored by long-time researchers at Project Zero at Harvard's Graduate School of Education, Gardner's research affiliation. The primary target is kindergarten through grade 8 educators wishing to incorporate MI into their everyday practice: teacher educators, classroom teachers, school administrators, educators of special needs children, professional development personnel, educators intending to enlarge the incorporation of MI to schoolwide practices, school board members and other policymakers. Part I provides an overview of the MI theory and tools for creating ways that allow MI to be implemented in classrooms and schools. Part II presents overviews of implementation within six public elementary schools through detailed examples of curriculum units, strategies, and activities. An appendix describes the forty-one schools from which data was gathered. Illustrated with charts and photographs. Name and subject indexes.
An introduction to educational technology's numerous applications and relevance to many educational endeavors. Alphabetical entries range from acceptable use policies to wireless networks. Each entry's content was classified into seven overall categories: foundations; implementation; issues; leaders; professional associations; projects; and research and theory. An index of contents by category is provided. Entries have references and a see also reference. Includes glossary and index.


Divided into three broad sections, 25 chapters cover the foundations of adolescent development, the contexts of adolescent development, and special challenges and opportunities that arise at adolescence. The first section presents adolescent issues such as puberty and psychological development; moral cognition and pro-social responding; sex, gender and gender role development; and risk and resilience. The second section focuses on immediate and broader contexts: adolescent development across history, cultures, and regions of the world; within the family and peer relationships; and in neighborhood contexts. The final section examines challenges and opportunities that impact healthy adolescent development: physical illness, internalizing problems, externalizing problems, and substance use and abuse. Includes an afterword on the future development of adolescent psychology. Author and subject index.


This publication follows up and builds on the 1999 report *Improving Student Learning: A Strategic Plan for Education Research and Its Utilization*. It is the result of the work of a committee, composed of education practitioners, researchers, and leaders of successful organizations. It sets forth a proposal for the Strategic Education Research Partnership (SERP), described as a program, an organization, and a partnership among research and practice communities. Includes an executive summary and five chapters that discuss SERP's design, its vision for how it would attract participation and funding, and examples of work it might undertake. Chapters cover the need for a new partnership, why an infrastructure such as the proposed SERP has the potential to justify a new education research and development infrastructure to benefit K-12 educational practice; the SERP organization; SERP networks; and a course for action. Includes references. Appendixes with a brief history of federal investments in education research and SERP cost projections. The companion volume is *Learning and Instruction: A SERP Research Agenda*.


Analyzes the research and issues connected with academic motivation and engagement of adolescents in urban high schools, and offers evidence for the necessary conditions to provide optimal school environments for increasing disadvantaged students' desire to learn and be engaged in school programs. Chapters discuss student engagement and disengagement in urban high schools; the nature and conditions of engagement; teaching and learning; climate, organization, composition, and size of schools; family, community and peers; meeting students' nonacademic needs; education through theme-based learning communities; and comprehensive high school reform designs, including descriptions of twelve reform initiatives with URLs. The final chapter summarizes findings and recommendations. Lengthy bibliography and references; index.


Prepared by the Panel on Learning and Instruction, this is a companion document to the Strategic
Education Research Partnership (SERP) committee's report. The committee's report proposed an organizational design for connecting research and practice. The design utilizes networks, which focus, coordinate, and sustain programs of research and design in schools or schools districts serving as field sites. The panel's task was to create a research and development agenda that would produce research that informs and improves classroom practice. That agenda is organized by discipline. Three chapters cover reading, mathematics, and science. A fifth chapter describes a program to advance science and practice. The final chapter discusses how the proposed agenda addresses issues of education research quality and impact. References and executive summary.


A compendium of papers documents educational information and communication technology policies and practices in over thirty countries. Thirty-six chapters, each devoted to a specific country, cover the structure and nature of the educational system; information and communications technology policies with examples; special issues, if any; current trends in policies and practices; and future expectations. Chapter content uses results from the Second Information Technology in Education Study (SITES) survey (1998) of 26 countries and 2001-2002 case studies of innovative practices from 28 countries. Two summary chapters precede country chapters, and address curriculum, staff development, and technological infrastructure.


With the intent to foster discussion and debate, the volume presents educational problems with relevant data through text, graphs, and tables. Six chapters address specific areas of educational experience: schools; teachers; achievement; expenditures; school reform; and students and their families. Each chapter contains problems presented as propositions with accompanying facts, such as: teachers' education levels have increased while students' achievement have not; and special education is an expenditure, staffing, and classroom conundrum. An appendix includes very basic demographic and educational data including the U.S. population and makeup (by age, sex, race, ethnicity, family size).


The intended audiences are students and faculty of human service education programs, programs outside the behavioral sciences, and the area of academic service learning. The book may be used as part of a seminar or as a guide for students involved in field experience. Organized into four sections, this resource presents the conceptual framework with chapters on the developmental stages of an internship and understanding yourself as an intern; discovering the issues and concerns involved in getting started in the internships, with chapters on clients, colleagues and supervisors, the placement site, and the community; challenges of the internship provides reflections on the disillusionment and confrontation stages; the final section discusses the competence stage, the professional, ethical and legal issues, and the culmination stage of the internship. Each chapter contains questions for further reflection, additional resources, and references. Figures and tables. Name and subject index.


Investigates the purpose of secondary schools throughout history and today, and is intended to serve as a resource in understanding policy, legislation, and reform. Eight chapters cover: introduction and history; chronology; secondary school curriculum; urban, suburban, and rural secondary schools; standardization of secondary education; commercialization of secondary education; organizations, associations, and government agencies; selected print and non-print resources. Index.

Gladys I. Dratch, Head of Collection Development, and Deborah S. Garson, Head of Research Services, Gutman Library, Harvard University. Email: gladys_dratch@harvard.edu, Deborah_Garson@harvard.edu
Resources on the Net:

Management

Compiled by Anne Wade, Concordia University, Montreal, Quebec

General


Describes key elements of the site-based management model as it relates to the role of the library media specialist. Looks at how site-based management impacts four key areas of decision making: personnel, curriculum, budget and facilities. Discusses the need for the library media specialist to take a proactive, leadership role in informing their community of users about the value of this model.


Emphasizes the crucial connection between the school library program and the education of young people. Thus, "the role and responsibility of the school library lies in the development of resource-based programs that will ensure that all the young people in our schools have the opportunity to learn the skills that will enable them to become competent users of information." Provides key factors that are critical for the success of these programs.


Informed by the international library community, Saetre and Willars have compiled these guidelines for school libraries based on the principles outlined in the *IFLA/UNESCO School Library Manifesto: the school library in teaching and learning for all.* "These guidelines have been produced to inform decision makers at national and local levels around the world, and to give support and guidance to the library community, all written to help schools to implement the principles expressed in the manifesto." For a copy of the Manifesto in English, see http://www.ifla.org/ VII/s11/pubs/manifest.htm


Intended primarily for Tasmanian government school libraries, however, a useful source for any school library. Includes chapters on: effective library services, information management and collection development, information services, professional development and disaster management. "The handbook has been compiled using information available in existing handbooks, websites and print publications and has been researched by librarians and by teacher-librarians working for education department libraries." Available in .pdf format.
Human Resources


Provides an extensive list of professional and personal competencies for information professionals.


Outlines the major principles of staffing patterns in school library media programs, and suggests that a full complement of professional, and support staff is critical.


Provides a comprehensive list of professional and personal competencies for teacher-librarians.


Establishes a competency profile for professionals and technicians working as information resources specialists. Suggests the Profile has a number of applications: "It can indicate the range of skills needed to work in this area, thereby allowing for an assessment of the availability of corresponding training. It is important to those who share responsibility for developing, providing and purchasing training. In a similar fashion, the profile can be used by individuals to evaluate their own skills and to determine areas where they should pursue additional training. On an institutional level, this material can be applied in developing individual position descriptions." A condensed version of this document has been published in Vol. 46, No. 3 (2000) of *Feliciter.*


Presents the results of a task force that consulted with librarians over an 18-month period to "help the association meet the challenge of keeping our focus on the big questions—those questions which have the potential to help academic librarians shape and change their services to further improve learning and research." Includes recruitment and retention of academic librarians within the top ten issues.
Managing Change


"Isolates the unique contribution that an individual's skills, attitudes, and behaviours make to an organization's innovation performance by focusing on creativity and continuous improvement skills, risk taking skills, relationship building skills, and implementation skills." Available in .pdf.


Discusses the increasing importance of the role of managers in a dynamic environment faced by academic libraries. Based on interviews with 80 library and related support staff in a sample of IMPEL2's case study sites, Edwards reviews some of the factors seen to contribute to this environment, especially the use of information technologies and its impact on organizational change and planning.


Provides a discussion and some practical steps for managers to help cope with change. Also describes some of the benefits of the "learning organization."


Examines three questions concerning change in the university library in the 21st century: the content of libraries, the staff and leadership of libraries, and the changing external environment. She points out that barriers will be broken down in the traditionally "rigid" organizational structure of academic libraries due to technological change and a new breed of managers. Success will depend on the ability of the entire staff to plan for change.


"This paper discusses the essential elements of management for change in academic libraries, the ways in which acquisitions managers can exhibit leadership in this environment, and how acquisitions librarians can cope with this change."

Links to Sites


Provides a selection of links for topics on library management, including: managing change, employment, services, preservation etc.


Provides 30 links to documents on library management related topics.


Provides a bibliography of resources related to strategic planning, not all of which are available online. Requires SLA member ID to access.


Provides a bibliography of general resources related to management, not all of which are available online. Requires SLA member ID to access.

Compiler’s Note: Text that is enclosed within quotations marks has been taken directly from the document.

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The Biography Today Series is designed to appeal to juvenile readers aged nine and above; it should be especially valuable to middle and secondary school readers. The series includes two sets: the General Series and the Subject Series. The Subject Series is further divided into seven distinct subsets: Artists, Authors, Business Leaders, Performing Artists, Scientists & Inventors, Sports Figures, and World Leaders. The entries in the General Series are not duplicated in the Subject Series.

Published twice a year, each volume is approximately 200 pages in length and has ten to fifteen entries. Photographs of the individual profiled are included in each entry. This particular volume profiles writers Orson Scott Card, Russell Freedman, Dan Greenburg, Nikki Grimes, Laura Hillenbrand, Norton Juster, Lurlene McDaniel, and Stephanie S. Tolan; illustrator Mary GrandPre; and animator Stephen Hillenburg.

Each profile is about fifteen pages long and includes in-depth information about the individual's birthplace, youth, education, career, marriage and family, hobbies, honors and awards, and published works. Candid personal quotes make the entries particularly entertaining. Photos of each author and illustrations of his or her work (such as book covers) are visually appealing. The "Further Reading" section directs the reader to more information in online databases, sites on the World Wide Web, and to other reference works such as Gale Publications' Something About the Author series.

Younger readers might find the indexes especially easy-to-use. The Name and General indexes have been combined into a new, single Cumulative Index. The Cumulative Index appears in every issue of the Biography Today publications, and contains the names of all of the persons who have been profiled in the entire series since its beginnings (in 1992). The Cumulative Index also includes the occupations, nationalities, and ethnic origins of all of the persons profiled. Each issue also contains a Places of Birth and a Birthday index, as well as two separate Look Who's Appeared indexes for the General and Subject series arranged chronologically by year of publication.

This appealing, economical, and user-friendly series is recommended for public libraries, school media libraries, and curriculum materials centers.

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In a world of how-to manuals or dry textbooks that tell how to form and manage support groups, this volume is a breath of fresh air. Allen uses his book instead to illustrate through the stories of the participants, the joys and trials of founding and running a support group for people who are GLBT with developmental
disabilities and mental retardation. Although this is a slim work, the chapters tell the stories of people who have found support both in their disabilities as well as in their lives within the GLBT community.

In 1998, John Allen felt the need for a support group within the New Haven (CT) Gay and Lesbian Community Center that would address the unique needs of people with developmental disabilities and mental retardation. He felt that this group was largely overlooked in the conventional support group system and also that this group presented special needs. Often having to rely on others for transportation, assistance with daily living tasks and a myriad of other concerns not usually confronted by other users of the New Haven Gay and Lesbian Community Center, Allen decided to launch the Rainbow Support Group. By taking into account those needs, Allen was able to form a place for women and men to discuss and socialize with others who were like them.

The book opens with two brief chapters to offer the history of the Rainbow Support Group as well as observations from those who have worked with the group. In talking to parents, administrators, and others, Allen comes to the conclusion that the benefits of such a group go far beyond the group members and extend to those around the Rainbow Support Group. Then Allen goes on to offer portraits of fifteen group members. In these descriptions, the needs, hopes, and realities of each of the participants come through. Allen also goes into some detail about how each member of the group became involved, giving a sense of why the group has become so important to its members. Finally, he ends with a couple of chapters about the leaders of the Rainbow Support Group.

Part therapist, part group leader, part social director and part good friend, John D. Allen has created a work that is not only very readable but also enjoyable. For those who would like to replicate his work or try a variation on the Rainbow Support Group in their settings, Allen illustrates the pinnacles and pitfalls of helping GLBT persons who are also developmentally disabled or mentally retarded. For those involved in education, this book can help them to build better programs to meet all of the many needs within their institutions.

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Term paper writers and researchers who dig through the strained usage, anecdotal evidence, clichés, jargon, missing sections, psychobabble, and needless repetition will unearth a diamond mine of information gems, research methods, suggestions, observations, criticism, issues, and controversies to use in their own projects, both online and face-to-face (FTF), by referring to this anthology.

Buchanan organized eighteen readings into separate chapters and assigned each to a section. The preface briefly summarizes the chapters, and there is an abstract for each chapter. References and endnotes have refreshingly current dates. The index helps the reader decipher the rampant abbreviations, acronyms, initialisms, organizations, agencies, and terminology, but there are no people index. An "About the Authors" section answers the natural question: What is the background of the author(s) of the chapters?

Most of the chapters in *Readings* ... present useable, informative, and interesting material in a well-written manner. However, one of the chapters could have been omitted; maybe the sentence-length title and multiple self-references were early clues that it would be fraught with the author's personal details, wordiness, repetitiveness, jargon, and the use of many words where one would do.

*Readings* ... is rife with the arcane allusions, but they are made tolerable by the effective index. Some examples are: CMC (Computer-Mediated Communication), OPPR (Office for Protection from Research Risks), CATI (Computer-Assisted Telephone Interview), MUD (Multi-User Dimensions), MOO (MUD Object Oriented, an Internet-chat environment), and IRB (Institutional Review Board). "The Belmont Report" has for years provided "guiding principles of research ethics" (vi); the index points to further information.
A difference of virtual research from "real" research is shown by example on page 234. A website about a musical band was set up before the band disbanded. "This has placed me [the chapter author] in the awkward position of sometimes fielding enthusiastic messages [and serious interest of researchers] for a group that no longer exists, an act of misrepresentation committed for the sake of history." Later, the author deleted the site.

Readings ... combines elements found in handbooks, encyclopedias, dictionaries, and user manuals. They are usually not great literature, and Readings ... is no exception: "In the concluding section . . . two chapters of import reside. Both are calls to arms of sorts for researchers. Both recognize that researchers and researched share a new relationship within virtual spaces and these new relationships elicit new considerations while demanding new understandings." (xi)

A library school research methods class (taught by one of the authors referred to in this book) disclosed that errors exist even in scholarly journals. An author in Readings ... wrote that the Internet has impacted data collection in five ways, but in the text, only four ways were given (118-19).

In conclusion, it is impossible to look at any part of the book without wanting to look at others. Read about the authors and one is tempted to look at their chapters. Read chapters and one has to look at the index. Reading chapter titles draws one to the chapters which lead one to investigate references and endnotes Readings ... offers splendid methodological, disciplinary, and geographical coverage of many virtual research ethical issues including: credentials of researcher, conflict of interest, informed consent, confidentiality, documentation, IRBs, dispensing with informed consent, offering inducements for research participation, deception in research, and debriefing.

Endnotes
1 One of the techniques used in the readings is that research participants' names are pseudonyms.
2 Although there is a copyright statement at the bottom of every single page of Readings in Virtual Research Ethics: Issues and Controversies, no permission was obtained for the quotes used in this review.

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Distance Education: What Works Well, edited by professors from George Washington University's Educational Technology Leadership Program, has been co-published simultaneously as a special issue of Computers in the Schools, volume 20, number 3, 2003. These ten articles, written by qualified practitioners and academics, provide a mixture of very practical and useful how-to articles for improving online learning, with examples of real-life distance education experiences in K-12 schools, and a couple of more general and theoretical articles. Except for two of the articles, which describe the use of videoconferencing technologies and interactive television, the others refer to Web-based online instruction.

The first four articles describe experiences with K-12 schools. While these are not descriptions of "best practices," the reader benefits from reading about these schools' experiences, especially those that have clearly identified the lessons learned. Indeed, the editors could have improved this first half of the book had they required the various authors to use a common outline, so that the reader could easily compare the methods used, outcomes and conclusions. A model article for its organization and clear sections is "The Design, Development, and Implementation of the UDA Virtual High School" by Charalampos Vrasidas, covering the course development process, student selection, evaluation/lessons learned and training and compensation of teachers for an online course for consumer education in Illinois high schools.
The second half of the book contains the practical advice the reader expects from the subtitle — "What Works Well" — and some true gems for the online instructor. As a community college instructor who has taught an online course for over three years, this reviewer discovered a wealth of practical advice and gained new insights about how to be more efficient with online time from Hirumi's article "Get a Life: Six Tactics for Optimizing Time Spent Online," and how to improve online discussion board conferences from two excellent articles: "Building Active Online Interaction via a Collaborative Learning Community," written by the book's co-editors; and David Winograd's "The Roles, Functions and Skills of Moderators of Online Educational Computer Conferences for Distance Education." The latter article details the various functions of a moderator, and describes the concept of weaving: the summarizing of the discussion points and extracting of the major themes and disagreements to clarify and keep everyone on track. Those charged with training online instructors will find very useful the article by Mcisaac and Craft, "Faculty Development: Using Distance Education Effectively in the Classroom," especially its guidelines for developing an online syllabus and its annotated online references at the end of the article.

All articles contain lists of references at the end, and some also provide useful templates. The index is rather weak, however, as it contains no cross references and seems to lack some major entries. For example, there is no entry for "videoconferencing," (indexed only under "broad-band videoconference") or "interactive television," even though two of the articles describe the use of these technologies.

Overall, this compilation makes a contribution to the literature of practical experiences and advice in delivering and improving certain aspects of online distance education for middle school through higher education practitioners. It is not, however, the manual on effective practices that the subtitle may imply, nor does it provide what the editors claim to be found in one article as the "pros, cons, and requirements for successful distance education" (2).

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Like other titles in the Contemporary World Issues series, this work consists of an overview of the subject, a detailed chronology, biographical sketches, facts and data, primary-source material, a directory of organizations and agencies, annotated lists of print and nonprint resources, and an index.

The authors are on the faculty at Brandeis University. Giele is a professor of sociology and Stebbins a reference librarian. Both have previously published in this field. The general tone of the work is scholarly and is clearly intended as a reference work rather than a text or other monographic work.

The chapters follow the series guidelines, the first being an overview of women's progress toward equality in employment in the U. S. and the world. Industrialization has brought more women into the workforce, but globalization has often deepened inequality in the third world. (6) Sometimes an apparent improvement in the relationship between men's and women's pay reflects a drop in men's wages.

Sex-typing of occupations, where certain jobs are considered male and others female, plays a role in wage inequality. Explanations of the differential between men's and women's pay include: 1) preference theory: women often choose part-time work, spend fewer total years in the full-time workforce, and give priority to their family responsibilities; 2) discrimination and segregation: employers' preference for employees of one or the other sex for certain jobs; and 3) innovative and gender crossovers, where new fields, such as computer science carry no historical baggage, enjoy a high growth rate and require high levels of education, training, and experience. The authors conclude that there has been a great deal of progress, but that much more needs to be done. Particularly in the third world, globalization has brought
vast salary differentials between managers in the developed countries and workers, especially women, in developing areas.

Chapter 2 focuses on legal remedies and social issues. New laws have moved away from the protectionist philosophy of the early 20th century to an equal rights orientation in the latter part of the century. Significant have been the Equal Employment Opportunity Commission (EEOC) and Title IX of the Higher Education Act. On the social front, there has been improvement in child care support by communities. "Although sex discrimination persists,...problems are being recognized, especially among the non-poor, and progress is likely to continue." (97)

Chapter 3 contains a detailed time line from 1900 to 2003 marking milestones of pioneering women, educational firsts, and key legal, political, and cultural events in the U. S. and abroad relating to women's equality in education and employment. Chapter 4 is a collection of short (1 to 2 pages) biographies of women who have been pioneers, activists, and scholars in the area of gender equality.

Chapter 5 includes recent U. S. legislation, case law and statistics on employment, wage gaps, education, gender-occupation links, discrimination, and harassment. A chronological summary tracks legislation, with brief descriptions of laws, court cases, and Executive Orders. There are excellent charts and graphs of employment and education statistics. Chapter 6 is a listing of organizations in the field, including academic programs, with paragraph-length descriptions of each. Chapters 7 and 8 list books, videos, journals, and web sites.

There is a good glossary, with very adequate definitions, and a detailed index. Each chapter also includes a summary and extensive references. This is an authoritative reference work from a reliable publisher for any serious collection where questions of women's equality in the workplace need to be answered.

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Change is hard. Change is messy. Change takes time. Dr. Goldenberg, Associate Dean of the College of Education at California State University Long Beach, has the temerity and integrity to share his experiences and insights about one school's multi-year effort to improve student achievement through substantive school change.

Set in an urban Southern California elementary school with a high percentage of Latino students in the early 1990s. (Names have been largely changed for confidentiality reasons.) The focus for change was reading improvement. A principal who was working on her dissertation in the area of school change had successfully led a school change process at an elementary school, and thought she could use the same approach at another site: Freeman Elementary. Such was not the case. Some teachers were skeptical, others were openly negative. The principal was overworked and frustrated. She had to rethink her approach, and analyze the culture and expectations of Freeman. Instead of working top down, the principal brought faculty together to develop a concrete shared set of specific goals for student achievement.

What developed were "settings for change," both for school improvement and for school community learning. People needed opportunities to share understanding and decide how to accomplish goals. Several elements operated at Freeman: discussion between university mentors and the principal, teacher workshops, faculty meetings, grade-level meetings, quarterly conferences, scoring sessions, and a leadership council. To develop coherence, agreed-upon indicators of success were developed and used, and linked with the other efforts. A disconnect existed between school and home, but homework centers provided a means to engage families in helping their children succeed. Student achievement increased significantly over time, but dropped when the main players left and funding was drained.
The formal school change model that was used includes: goals that are set and shared, indicators that measure success, assistance by capable others, and leadership that supports and pressures. This model "works through" teachers' attitudes and behaviors to impact student learning. The author is quick to say that the model must be contextualized in settings where people come together over an extended period of time and work on common goals. Moreover, the work itself must be "nuts and bolts" oriented: that is, concrete, specific, validated, and well-developed.

Some research on school change is discussed in this work, and separate chapters discuss school-university collaboration and communities with "cultures of poverty." Still, the main strength of the book lies in the author's detailed descriptions of the complex trials and tribulations of this school as a case study. Just as a model can feel abstract and distant, so too can writings about school change seem artificial. This book's treatment is very authentic and realistic. There are not happy endings; however, the insights about the processes help the reader identify critical elements needed for school change and improvement. The title actually does not do the book justice; it sounds as if it can provide a panacea for change. Nothing could be further from the truth. The truths in this book are flesh-and-blood, hard and real.

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Carol Jago makes her stance clear from the very first page. Middle and high school students need to be taught classic literature. Her definition of classic literature is traditional, and several times she makes references to the classics as books that students are unable to read on their own, although her list includes a variety of titles, from Jack London's *Call of the Wild*, to Homer's *Odyssey*, to Zora Neale Hurston's *Their Eyes Were Watching God*. That these books must be taught rather than simply read is a central theme, and she uses examples from her own teaching to illustrate her points.

It is also clear that Jago is a teacher with high and rigorous standards. She decries activities such as designing book jackets, acting out scenes from books, or even watching films, noting that these activities use class time that could be otherwise spent in reading, writing, or active book discussion. She draws a distinction between Vygotsky's Zone of Proximal Development with her own Zone of Minimal Effort, in which she feels students spend far too much time.

This book is an important addition to education libraries. Half soapbox and half teaching strategies, Jago clearly is passionate about the teaching of classic literature. Her lesson design examples are usually accompanied by forms, charts, or tables, most of which she has explicitly granted permission to reproduce for classroom use. Pre-service and practicing English teachers will find lesson design assistance, as well as encouragement for preparing to teach classics to middle and high school students.

The "Accessible" in the title refers to Jago's contention that all students, even those not in honors classes, should read great literature, and some of her strategies are keyed to helping students with vocabulary for some works. For the most part, however, the rigor in her expectations is geared to the motivated student. Although Jago refers at several points to Vygotsky, she gives a minimal definition for Zone of Proximal Development and only briefly describes the application of that concept. Still, excerpts from this work may be used in pre-service English education classes, where other readings may give a fuller definition.

By far the strength of this book is to give courage to the faint-of-heart English teacher, dreading the inevitable season of Macbeth with its whining students and their uninspired papers. A summer read of this book will provide renewed energy and enjoyment as together students and teachers visit the hallowed halls of classic literature.

_Education and Technology_ is a comprehensive two-volume encyclopedia designed to deliver clear and concise information on the impact of technology on teaching, research, and educational and communicative practices.

_Education and Technology_ is arranged for ease of use. The comprehensive index assists in the location of information. A glossary is included to help users understand terminology that appears throughout this encyclopedia. The table of contents lists entries by volume and category. Editors Ann Kovalchick, Kara Dawson, and 140 other contributors provide over 200 entries divided into seven categories of information. Each entry is signed by the author and includes references. Many of the entries include tables, graphs, or screenshots to aid users in clearly understanding the information furnished. A number of entries are cross-referenced to related topics that may be included throughout the two-volume set, assisting users in connecting concepts and applications.

The first category, *foundations*, contains topics that provide a theoretical basis for educational technology. There are entries on constructivism, human-computer interaction, and instructional design. Contained within the entry for constructivism is a definition of constructivism, its importance in learning, contrasting views of constructivism, the history of constructivism, teaching methods, and principles of learning.

_Implementation_ is comprised of terms that illustrate how educational technology may be employed to achieve the desired learning objectives in a variety of educational settings. This category includes computer-assisted instruction, computer-mediated communication, just-in-time training, and learning circles.

The next category, *issues*, includes policies, concerns, and challenges associated with the application of educational technology. Among the topics in this section are acceptable use policies, Internet safety, netiquette, and school reform. All sides of a controversial issue are presented in an impartial, factual manner. As an example, when describing acceptable use policies, a definition is provided. Key challenges of enforcement and accountability are discussed. The author then demonstrates how these policies may be rendered ineffective by their limitations, and concludes the entry with a summary and references.

The fourth category, *leaders*, includes biographical entries on seven prominent scholars whose work is considered essential to the development of educational technology and a model for further research. Included are Bloom, Bruner, Clark, Gagne, Papert, Schramm, and Vygotsky.

Within the category *professional associations* are several important organizations that have positively influenced the use of technology in education. Among the organizations profiled is the Association for the Advancement of Computing in Education, the Association for Educational Communications and Technology, and the International Society for Technology in Education. Entries may include the organization's web address, a list of publications with annotations and ISBN numbers, organizational conferences, society and chapter information, membership benefits, projects and partnerships, and additional resources.

The sixth category, *projects*, includes best practices of the use of technology in education. Among the projects in this section are the Apple Classrooms of Tomorrow Project, Florida Virtual School, Technology Across the Curriculum, and Web-based Inquiry Science Environment. Entries define each project, who benefits from the work, who provides services, and include a history of each project.

*Research and theory* is the final category. Bloom's Taxonomy, Computer-Supported Collaborative Learning, Distance Education, and Multiple Intelligences are just a sample of the important research projects.
that have furthered scholarship in this discipline. Entries may provide a history of the research, the major theories studied, the pros and cons of the research project, as well as examples of implementation.

*Education and Technology* is written in a clear, concise style to provide impartial information about educational technology and its application in instructional design. It is available in print and electronic book formats. *Education and Technology* is a valuable addition to an undergraduate library's education collection. It may also be utilized as a reference source in high school and community college libraries. K-12 educators, college instructors, online facilitators, and educationaladministrators may wish to include this encyclopedia in a professional collection.

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According to *The Distance Education Evolution: Issues and Case Studies*, distance education has existed for over 100 years. Originally created as a way to reach students living in rural areas, its latest incarnation—online distance learning—takes advantage of the assets the Internet has to offer. While online DE serves as the focus of this volume, it should be noted that older delivery methods, such as instructional television, satellite downlinks, cable TV, and videoconferencing, are by no means outdated; all are still viable and widely used. In fact, chapter three, "Can a Viable DE Program Stay Behind the Technology 'Wave'?," argues that distance education programs do not necessarily have to stay on the cutting edge to provide a satisfactory learning experience for students.

That said, *The Distance Education Evolution* tackles a wide variety of subjects in its in-depth look at Temple University's development of its online learning program. The first seven chapters, grouped under the heading of "Distance Education Issues in Higher Education," address issues that most if not all institutions of higher learning would come up against in creating their own online DE programs, such as planning, faculty participation and compensation, accessibility to information, online teamwork, and evaluation. The second section, entitled "Case Studies in Distance Education," gives the reader glimpses into five online classrooms in subjects varying from music and media entrepreneurship to psychology and the humanities. Compiled by Temple University administrators and faculty, this comprehensive overview can provide insight to other institutions interested in starting their own online DE programs.

Librarians are no strangers to distance learning. According to the American Library Association, almost forty universities across the U.S. offer a DE component within their library and information science programs. In addition to being beneficiaries of such programs, librarians have also acted as supporters and contributors. Therefore, this volume can be a good resource for librarians interested in playing a more active role in their universities' online DE programs. Librarians can easily relate to chapter four, for example, which focuses on accessibility. In the traditional sense, a library is a physical space overseen by librarians who make sure that their resources are accessible to disabled users in accordance with the Americans with Disabilities Act. On the Web, a DE designer must do much the same by following national and international guidelines for validating website accessibility. The case studies in the second section of the book that deal with various classroom situations can help librarians—especially subject specific librarians—conceptualize the needs of their users in cyberspace. And finally, "Online Teaching, Copyrights, and the Need for Concerted Solutions" provides food for thought to librarians interested in online intellectual property issues.

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*Education Libraries* Volume 26, No. 2 Winter 2003 46
Setting Up a New Library and Information Service is intended for those people who have the responsibility of establishing a library or information service in their organization but have little or no prior knowledge of the skills that are the stock in trade of librarians. Porter provides up-to-date, easy-to-follow, practical tips and hints in this step-by-step approach to the problem.

The first step is to discover what information resources, such as books, reports, magazines, journals, newspapers, and legislation is already available in the organization. This information audit will help resolve past problems with the supply of information and delineate customer expectations for the new service. The next step is to gather, organize, and catalog the materials already available. Porter briefly discusses various ways to classify and catalog materials to improve access and retrieval. Subsequent chapters follow the logical sequence one would expect in developing an information service, i.e. how to acquire resources to fill gaps and improve the quality of the collection, how to design the new service to meet the information needs of library users, how to market the use of the new service to ensure improved value for money, and how to measure the performance of the service. In each chapter the author raises questions to address, defines terminology, suggests a course of action, and provides suggestions for further reading, mostly to British publications. Two appendices include references to predominantly British publications and copyright law. An index is included.

Throughout the discussion of the various topics Porter emphasizes the importance of meeting the needs of library users and delivering information in a cost-effective, efficient way so that sound business decisions are made. This title is concisely written and digestible, but anyone setting up a new library or information service will need more detailed information to understand MARC records, AACR2 guidelines, license agreements, and other more complicated aspects of librarianship.

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"Local studies" is a primarily British term applied to collections of materials related to a specific geographic area, which are usually located in public libraries. Each of this book's eight chapters examines a broad theme: background to local studies and the Web, the myth of parochialism, enquiry services, remote users and local materials, e-genealogy, e-collaboration and cooperation, e-learning, and evaluation and appraisal.

Reid begins by examining the difference between more focused local history collections and local studies whose purpose is "to recognize the social, economic and cultural activities and achievements of the local community (1)." Local studies departments are reaching out to provide access to relevant electronic sources. Recent emphases on the roles of libraries in social inclusion and lifelong learning have focused on making materials accessible globally. Reid points out "that as our society becomes more mobile then our need to find out and understand our roots and origins becomes more pronounced (37)." Libraries must point to appropriate digital materials that appeal to a wide range of users including children. Reid discusses the merits of examplesm and touches on the need for libraries to create digital content; still, he indicates "the digital age mentioned in the title relates to the Internet more holistically... [and] is as much about the things that the local studies department can get back from the Internet as those things it can give to it." (50)

In addition to the increased accessibility furnished by the Internet, email has greatly impacted the work of the local studies department, facilitating "enquiries" from distant patrons and introducing new challenges.
in conducting the reference interview. While the creation of online guides and instructions can provide relief from answering repeated mundane questions, staff must become comfortable with technological solutions and develop the ability to search the Internet quickly, easily and efficiently. Additionally including information about research methods for local investigations in an email response is a "value-added service.” Libraries may create weblogs of local inquiries, avoiding the too extensive genealogical ones. Hosting and monitoring bulletin boards or discussion boards allows users to interact with each other, and help librarians glean useful information.

In chapter four, Reid discusses practical considerations to choosing content to make available electronically. Offering examples of current good practices Reid notes that digitization can unite materials held in varying locations and also make centrally held collections available at remote locations. A website should represent the best of a collection and not confuse quantity with quality, nor should any one or two areas dominate. Reid concludes the chapter with a 21-page "A to Z of content creation."

Next Reid addresses the explosion of "e-genealogy" and discusses the desirability of local history gateways to assist remote users. He emphasizes the need to provide a mix of national and local sources offering the State Library of Queensland as a “best practice” and Seattle Public Library as a U.S. example. Family-history discussion threads are mentioned as a useful tool for e-genealogists.

Web-based collaboration and cooperation between library staff and others is the topic of chapter six. Reid suggests that a thorough analysis of the local collection is an important first step. The staff can identify gaps and search the Internet for complementary collections. Many academic libraries possess special collections and archive collections of wide interest. One promising area of e-collaboration is the mounting of "virtual exhibitions" featuring items from various locations that never have to leave home. Such exhibitions should be well advertised and made available indefinitely. Local studies librarians may wish to identify and cooperate with individuals working on behalf of their community to gather and disseminate local family and community history.

Reid approaches the topic of 'e-learning' in chapter seven, noting that information and communication technology has altered teaching and learning at all levels. In the United Kingdom, the technology explosion was accompanied by an increased interest in local studies because these topics are seen as accessible and relevant to students who are developing an understanding of a major issue. Reid touches on the creation of Virtual Learning Environments and the increase in distance learning as an impetus for making content available remotely. He provides points to consider in developing tutorials for local studies research (the first of which is to avoid the word 'tutorial' and substitute something more user-friendly such as "how to get started").

Evaluation and appraisal are the focus of the final chapter. Reid points out that traditional criteria should be applied to 'global' sources but purely 'local' sources must be judged differently. Like information found on the Internet, print sources found in local studies collections may not have been subjected to editorial quality standards or a refereeing process. Nevertheless, Reid concludes by providing a discussion of indicators to factor into an assessment of value and positioning of local Internet sources: localness, originality, contribution, authority, level, integrity, timescale, interaction, effectiveness, and support.

Chapter subheadings listed in the contents make it easy to locate a topic of interest. The index includes organizations and major services mentioned. A list of illustrations (screen-shots) and a list of abbreviations are part of the front matter. A four-page bibliography supplements chapter end notes.

While the book is aimed at public librarians, educators will focus on the example websites of particular interest to children and the chapter on e-learning.

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Middle and high school teachers regularly have to deal with reluctant readers, those students who choose not to read. How does one reach them and turn them around in terms of reading? Marilyn Reynolds, who has taught reading to at-risk high school students for more than thirty years, has some answers.

It should be noted that Reynolds has also written several well-received books about at-risk teens, so it should come to no surprise that she knows how to touch these students. Indeed, she uses her own experiences as a way to explain how she connects with young people through teaching and through writing.

Reynolds' gift seems to be that one-to-one connection. She tells several stories about students who discover the joy — and importance — of reading through a caring teacher's telling assessment of a student's interests and needs. Reynolds also shares the benefits of peer reading support.

Reynolds begins her book by providing an overview of the situation and the issues of students and teachers. Next, she details the challenges of reluctant readers. The third chapter notes that books can serve as a safe haven in a hostile or uncaring world. Reynolds also addresses the tough issues of "bad words," bibliotherapy, and "lost causes. She provides guidelines for successful sustained silent reading programs and berates the "weapons of mass instruction. She concludes the volume by providing several useful forms to help students document and share their reading experiences.

Reynolds writes from a very personal point of view. As such, she will either endear or disturb potential readers. However, she has a good point in that individual attention and response can impact students in a very profound way.

Therefore, this book will be useful for pre-service teachers who wonder how they can impact student learning, particularly on the personal level.

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INS T R U C T I O N S F O R C O N T R I B U T O R S

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Education Libraries welcomes the submission of original manuscripts. All manuscripts submitted will be considered for publication in future issues. Three hard copies and one electronic copy should be sent to Dr. Lesley Farmer, Editor, Education Libraries, California State University Long Beach, Dept. of EdPAC, 1250 Bellflower Blvd., Long Beach CA 90840-2201. Inquiries regarding contributions are welcome and should be directed to Dr. Farmer via mail or email: lfarmer@csulb.edu.

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