

# **The Southeastern Librarian**

## **Volume 52, No. 1 Spring, 2004**

### **Up Front**

President's Column . . . . .	3
From the Editor . . . . .	4

### **Articles**

Seeding the Vision: Designing a Minority Librarian Residency Program . . . . . Thura Mack and Jill Keally	5
Perceptions Of The Library: A Key To Planning Effective Services . . . . . Sue Alexander, William Black, Kathy Field, Virginia Vesper	10
Motivation to Manage and Status of Women in Library and Information Science: A Comparative Study Among the United States, India, Singapore and Thailand . . . . . Sarla R. Murgai	17
Is There a Next for Reference Librarians? . . . . . Linda Cox, Gail Stern Kwak, Abbie Landry, Fleming Thomas	32
The Obituary Index Project: A Collaborative Gateway to Local History . . . . . Gerald F. Patout, Jr	36
Results of a SELA Planning Survey . . . . . Carol S. Brinkman, Diane Brown, Ravonne Green, Mary L. Smalls, Wil Weston	40

### **News, Reviews and Columns**

Book Review. . . . .	48
Calls for Nominations – SELA 2004 President's award . . . . .	49
Editorial Staff & State Representatives . . . . .	50

**Cover:** Book of Hours, France, 1300 A.D. Augustinian. Held by the Wyndham Robertson Library, Hollins University, VA. Provenance: Virginia Webb (Hollins University, Class of 1930). A Book of Hours is a late medieval prayerbook, divided into eight parts, one for each of the 'hours' of the liturgical day. The increased piety of lay people and the rise of the urban middle class in the 13th-15th centuries led to a great demand for these personal devotional books, which were not only tools of religiosity, but symbols of wealth.

---

*The Southeastern Librarian* (ISSN 0038-3686) is the official quarterly publication of the Southeastern Library Association, Inc. A subscription to the journal is included with the membership fee. The subscription rate is \$35.00, which includes institutional membership. Please send notice of change of address to: Lauren Fallon, SELA Administrative Services, 1438 West Peachtree Street, NW, Suite 200, Atlanta, GA 30309-2955, or email: lfallon@solinet.net. Send editorial comments and/or submissions to: Frank R. Allen, editor; University of Central Florida Library, P.O. Box 162666, 4000 Central Florida Blvd, Orlando, FL 32816-2666. Email: fallen@mail.ucf.edu or phone (407) 823-2564. Membership and general information about the Southeastern Library Association may be found at <http://sela.lib.ucf.edu/>.

# ***Academic Library Assessment: Practical Approaches for Creating a Continuous Assessment Environment***

Sponsored by SELA – Southeastern Library Association and  
FACRL – Florida Chapter Association of College and Research Libraries

**SELA/FACRL WORKSHOP – Friday, June 25, 2004**

**10 a.m. – 5 p.m.**

**Final Location to be Determined**

**Workshop location will be on the ALA Annual Conference Shuttle Bus Route  
Orlando, FL**

Presented by

**Dr. William N. (Bill) Nelson – Augusta State University, Augusta, Georgia**

**Dr. Robert W. (Bob) Fernekes – Georgia Southern University, Statesboro, Georgia**

This popular one-day workshop will provide you with the know-how to develop assessment plans based upon national standards and your institution's mission statement. The 2004 draft *Standards for Libraries in Higher Education*, and Drs. Nelson and Fernekes' text, *Standards and Assessment for Academic Libraries: A Workbook* (ACRL, 2002) form the basis of the workshop. A copy of the *Workbook* is included in the cost of registration.

LUNCH IS NOT INCLUDED

---

## **REGISTRATION INFORMATION**

Name \_\_\_\_\_ Title \_\_\_\_\_  
Institution \_\_\_\_\_ Address \_\_\_\_\_  
City, State, Zip \_\_\_\_\_ Phone \_\_\_\_\_  
Email \_\_\_\_\_ FAX \_\_\_\_\_

**Mail to:** Lauren Fallon, Administrative Headquarters (SOLINET),  
1438 West Peachtree Street, Suite 200, Atlanta, GA 30309-2955 Phone: 1-800-999-8558

Make check payable to: SELA Southeastern Library Association Check number \_\_\_\_\_

\_\_\_\_\_ I am a SELA or FACRL Member - **\$50** \_\_\_\_\_ I am not a SELA or FACRL member - **\$60**

Become a member of SELA - <http://sela.lib.ucf.edu/MembershipForm.PDF>

Become a member of FACRL - <http://www.flalib.org/membership/mem-app.pdf>

Registration is limited to the first 50 paid participants.

**Cancellation Policy:** Written or email requests for refunds must be postmarked by 5/27/04. Cancellation of registration will result in a handling fee of \$25. No phone cancellations accepted. No refunds after May 27, 2004. Refunds will be processed after July 1, 2004.

If you have questions or require special accommodation, please contact Hal Mendelsohn at (407) 823-3604 or [hmendels@mail.ucf.edu](mailto:hmendels@mail.ucf.edu).

## President's Column

I want to begin by thanking Frank Allen for his outstanding service to the Southeastern Library Association as editor of the *Southeastern Librarian*. It is with regret that I share with you Frank's decision to step down as editor upon the completion of the current volume (end of 2004). During Frank's tenure as editor, the journal has seen an impressive period of growth. For example, thanks to Frank's efforts, the *Southeastern Librarian* is now a peer-reviewed journal in which we can all take pride. Frank was instrumental in arranging a contract with HW Wilson to allow digital access to the journal. He has worked tirelessly to insure that through the journal members of the association receive not only access to scholarship but also current news about library activities within the twelve member states. Please join me in thanking Frank for his outstanding contributions to the association! You can reach him by e-mail at [fallen@mail.ucf.edu](mailto:fallen@mail.ucf.edu).

I'd also like to commend the Planning and Development Committee for the survey they conducted to assist them in updating SELA's strategic plan. To my knowledge this is the first time such a thorough survey has been conducted for this purpose. It was a web-based survey generously hosted by the Southeastern Library Network (SOLINET). The results of that survey are reported in an interesting and thought-provoking article later in this issue. Just reading the article led me to think of several things that could be done fairly easily to begin providing some of the resources for members most desired by survey respondents. For example, the second most desired resource is a job posting service. I'm aware of several such services already available in member states. Links to those services might be provided via the SELA web page to provide a single site for most of the southeast. I hope that as you read the article you will think about how some of the needs and desires expressed by respondents might be met by the association or its sections, round tables or committees. I hope you will also be inspired to contribute your own input to the committee. For various reasons there were a relatively low number of survey responses from active members. If for some reason you did not have an opportunity to respond to the survey, and you would like to provide input to the Planning and Development Committee, I encourage you to contact one of the members. The members and their contact information are listed on the SELA web page at <http://sela.lib.ucf.edu> in the Leadership Directory. Of course comments and suggestions about the association and its activities are always welcome on SELA-L. This might be a really good opportunity to increase communication among members via one of the excellent resources already available to us as SELA members.

Planning continues for our joint conference with NCLA in Charlotte, November 9-13. Judith Gibbons and Mark Pumphrey are working with their counterparts from NCLA to plan speakers and programs. I encourage any individual or group interested in presenting a program or suggesting a program topic to contact Judith or Mark. Their contact information is also available in the Leadership Directory. It will be particularly effective if sections, round tables and committees work with their comparable units within NCLA to prepare programming. That type of cooperation was particularly effective during the 2002 joint conference with SCLA in Charleston.

I can't close this column without recognizing a longtime member of SELA who has contributed at extraordinary levels during his many years of active service including a biennium as president. Our very own Charles Beard has announced that he will retire this year from his position as Director of University Libraries at the State University of West Georgia. I owe Charles a personal debt of gratitude. We worked together on an SELA joint conference with the Alabama Library Association during the early years of my career in Alabama. From that time Charles served as one of my mentors and was the person who helped me get my first assignment to a LAMA committee. I doubt that I would be representing Georgia on ALA Council without Charles's help and inspiration. I'm sure there are many SELA members who can tell similar stories. Please join in sending all best wishes to our legendary friend and colleague upon his retirement!

## From the Editor

It is with mixed feelings that I announce my decision to step down as your editor, effective the end of 2004. Serving as the editor of *The Southeastern Librarian* has been a true pleasure this past 3 1/2 years. There is a season for everything however, and it is always good to step down while still engaged. My hope is that the next editor can build on the work that has been accomplished. Please see the announcement in this issue calling for applications.

It takes many dedicated people to put out an issue and this is a great time to say thank you. The newsletter issue would not be possible without the faithful news contributions from our SELA state representatives, whose names can be found at <http://sela.lib.ucf.edu/Officers.htm>. The journal issues would not be possible without the tireless work of the SELn review board, which now numbers over 20 persons, most but not all of whom are SELA members. We will list their names in a following issue. Editorial board members Catherine Lee and Phyllis Ruscella have provided counsel, editing and layout assistance throughout my tenure. Lauren Fallon, our SELA administrator, has assisted every step of the way in liaison with mailings, subscription address changes, serials claims and a number of other countless details. I would like to thank the SELA executive officers of the current and previous biennia, and previous and current webmasters Curtis Rogers and Raynette Kibbee for their support of the journal. Lastly I would like to thank Sue Shinholser of Spectrum Printing in Orlando, Florida, for her excellent customer service in attending to the details of successfully producing each issue.

This issue features six articles with distinctively different agendas. Thura Mack and Jill Keally proudly share the launching of a residency program for minority librarians at the University of Tennessee Libraries. William Black and co-authors illustrate how their library is putting LibQUAL survey data to use in practical ways, something that is needed in the academic library community. Surla Murgai employees a formal surveying approach to measure management styles of library and information science students in different cultures, with particular attention given to the role of women in senior management positions. Gail Stern Kwak has written a provocative opinion piece on the transformation that has taken place in academic library reference services since the early 1990's. Gerald Patout, Jr. showcases an indexing project in New Orleans to put local obituary records into a searchable database. Wil Weston and the SELA Planning and Development Committee have compiled the results of a survey of SELA members. Lastly we feature the review of a book on the relationship between the city of New Orleans and the Mississippi River.

The rich variety of topics represented in this issue is an illustration of the broad range of issues we deal with in our libraries, as well as the diversity of our profession. What a fascinating time in which to be a librarian.

### **A SPLENDID COMBINATION!**

**Southeastern Library Association Biennial Conference**

**&**

**North Carolina Library Association Centennial Conference**

**November 9-13, 2004**

**Charlotte Convention Center**

**Westin Charlotte Hotel**

**Charlotte, North Carolina**

## Seeding the Vision: Designing a Minority Librarian Residency Program

Thura Mack and Jill Keally

Thura Mack is Associate Professor, Reference and Training Librarian at the University of Tennessee Libraries, Knoxville. She can be reached at [mack@aztec.lib.utk.edu](mailto:mack@aztec.lib.utk.edu). Jill Keally is Associate Professor and Head, Library Support Services at the University of Tennessee Libraries.

---

### Introduction

The University of Tennessee Libraries, in keeping with a long-standing commitment to diversity, is launching its first minority librarian residency program. The UT program follows examples set by ALA, ACRL, ARL, and many other information organizations, which foster cultural enrichment and understanding of cultural differences. The aforementioned associations continue to provide successful residency and internship programs at various ranks of librarianship. In 1997, ARL launched the Leadership and Career Development Program (LCD Program) designed to prepare more minority leaders within academic libraries. Also in 1997, ALA started the Spectrum Scholar Initiative program to encourage and increase minority student enrollment in library science degree programs. The overwhelming success of these two programs inspired the University of Tennessee (UT) to create its first minority librarian residency program. Ohio State University, University of Buffalo, University of Iowa Libraries, University of Minnesota Libraries, and the University of California at Santa Barbara all had minority residency programs in place that proved useful in designing UT's program.

### The Libraries' Vision

The Libraries' expectation for the program is that it will bring into our organization not only ethnic and cultural diversity but also the fresh enthusiasm and skills of recent library and information science graduates. The authors see this energy invigorating our organization, widening our vision, and providing future leadership for our library and profession. Additionally, we see the program as a recruitment tool that offers residents early work experience that is transferable to future

positions. The residency encourages interaction with colleagues and the establishment of professional relationships through involvement with the Libraries' teams, committees, functional processes, culture, and personnel. Our hope is that the current program will serve as a prototype for a continuing and expanded minority librarian residency program at the University of Tennessee Libraries.

### History

During the 2001-2002 academic year, UT Dean of Libraries Barbara Dewey sought funding from the University for implementation of a minority librarian residency program. She described the program as follows:

"The purpose of the program is to attract recent library school graduates to a challenging and rewarding career in academic librarianship. Candidates will serve as residents for two years and will be eligible for permanent employment as faculty upon completion of the program. Residents will be expected to work closely with librarians to develop skills and career plans; to develop collegial relationships with faculty outside the library; to participate in library committees and to become involved in professional associations; and, with the assistance of a mentor, to complete a research project during the second year of their residency. Each resident will be given an opportunity to select the areas of the library in which he/she will work and to take part in a variety of initiatives and projects."

The Libraries proposed to cover recruitment and relocation expenses, travel to attend local and national conferences and workshops, workspace and equipment for two residents, and salary and benefits for one. The University agreed to pay the salary and benefits for the second resident.

### Developing the Program

Initially, the primary responsibility for the program's development resided with the librarian in charge of personnel and the dean of libraries. However, these individuals sought much-needed

and welcome assistance and guidance from a number of groups, committees, and colleagues. The UT Libraries' Diversity Committee served as a sounding board for ideas that came forward from various library teams. The Diversity Committee also helped to define core elements of the residency, including research and scholarship, service to UT Libraries through committee work, and service to the library profession through professional organizations. Prior to interviews with prospective residents, library team leaders were asked to prepare a description of their respective functional areas and a list of potential projects and assignments for residents. Once the financial support was in place, a subgroup of the Diversity Committee was charged with conducting the search. This subgroup, the Residency Search Committee, formed in fall 2002, assumed responsibility for developing and implementing the program.

#### Residency Search Committee

The Residency Search Committee's first step was to identify and evaluate existing residency programs. The committee gathered ideas for program components and candidate qualifications, and extensively researched existing programs at various types and sizes of libraries. One of the committee members had taken part in a post-MLS fellowship program at another institution and was of great assistance in designing UT's program. The committee also sought the advice and support of several campus offices, including Human Resources and the Office of Equity and Diversity. With funding in place to support two residents for a period of two years, the second order of business was to focus on making the program attractive to entry-level librarians, especially those seeking permanent employment opportunities. The search committee included members of different teams, different races, and different categories of staff. Some had worked for the UT Libraries for more than twenty-five years, while others had been here only a few years. Several had never served on a search committee and brought a fresh approach and new ideas. Extensive discussion and collaboration with other interested staff and faculty helped the committee to develop the following goals for the program: to offer the residents a participatory exposure to "real life" in an academic library environment; to provide work experiences that would prepare them for positions in academic institutions similar to our own; to fund residents to attend training,

development, and continuing education programs that would enhance their skills; to fund and support resident participation in professional associations through conference attendance; to assign resident assistance to teams with identified, short-term projects; and, finally, to contribute to the Libraries' goal to diversify its workforce. Since librarians at UT hold faculty rank and status, the committee also wanted residents to have a thorough grounding in research, project management, and committee service. One expected result is that the participants will have developed an area of specialization by the end of their residencies. If they arrive with an area already in mind, the committee anticipates they will have the opportunity to develop and demonstrate growth in that specialization through scholarly performance and service.

Another significant element of the program is evaluation of both effectiveness and resident performance. The University administration and the Libraries will want to know whether the program has achieved the intended results and whether the individuals have measured up. At the same time, library administrators, faculty, and staff understand that the residents will be evaluating the UT Libraries. Residents will provide valuable insights into how well the new program is working and how it can be improved. Since the Libraries are committed to a healthy, positive exchange of feedback, this exchange will not be left to the end of the program, but will be undertaken on an on-going basis throughout the two-year period.

#### Qualifications

Drawing upon the Libraries' definition of diversity, the Committee created a position description with the following required qualifications: recent graduation from an ALA-accredited master's program; member of a historically underrepresented group; authorization to work in the U.S.; ability to work effectively in a library team environment; excellent oral and written communication skills; demonstrated interest in scholarship and professional growth; strong service orientation; and knowledge of issues and development in academic libraries. The Libraries' graphics designer assisted with the development of brochures, posters, and fliers that included a description of the program and information about the University and the Libraries. Except for the open-ended application deadline, the committee

used the same application procedure that the library follows for national searches. Although the committee hoped to fill both positions at the same time and, if possible, to have residents in place by the beginning of fall semester 2003, committee members were uncertain about the size of the candidate pool. Some predicted there might be only a few applications. Furthermore, since the announcement appeared early in 2003, the committee expected to receive applications from individuals who might not complete the degree requirements until summer, and the committee did not wish to eliminate these from consideration. Committee members posted the announcement to discussion lists and other electronic and print media (likely reaching well over 1000 email addresses) and in *The Chronicle of Higher Education*. Librarians distributed fliers and brochures at professional meetings, and library personnel mailed brochures and posters to at least 500 addresses, targeting graduate schools of library and information science and previous and current Spectrum Scholars. Committee members and fellow librarians also sent information to their professional contacts. The dean assisted with the search as well, contacting her colleagues and sending the following note to potential applicants:

The University of Tennessee and the Libraries are deeply committed to diversity in all regards. The Libraries' Diversity Committee plays a leadership role on campus to promote diversity through various programs and initiatives. Please do not hesitate to contact me if you or others have questions. I will be pleased to talk to interested people directly.

Working on multiple tasks such as reading applications (which began to arrive in January), developing criteria, reviewing model programs, and planning office space for the residents, the committee faced a number of challenges during the search process. For example, blending staff and faculty expectations required open communication and compromise. There was a lot to do in a relatively short period of time. Setting priorities and assigning specific tasks to each committee member made it possible to meet deadlines. Enlisting the help of a previous participant in a fellowship program enabled the committee to develop a program that attracted a broader audience and contributed to a better candidate pool. Perhaps most importantly, the committee recognized that collectively and

individually, the members did not have all the answers and that mistakes would occur during the search process. Nevertheless, they were determined to complete the process and to achieve a positive outcome.

In addition to its role in conducting a national search to fill the resident positions, the search committee played a critical role in making the library's staff and faculty aware of the program's purpose and its importance to both the library and the university. As expected, there were many questions about why the library was creating a minority librarian residency program and how the library stood to benefit from such a program. Some team members were anxious about the amount of time they might be expected to devote to training and mentoring residents. One rewarding nontraditional *modus operandi* was planning and scheduling door-to-door visits to each library team, with sincere invitations to ask questions or make suggestions about the program. Committee members were organized into teams of two--one spokesperson and one note taker for each library team. Prior to the visits, the committee prepared responses to anticipated questions. This strategy proved useful in helping the committee to identify areas of the program that warranted further discussion and development. It also assisted the search committee in devising a standard script that ensured the information provided to each team would be accurate and consistent.

The "packaged" presentation addressed the following points: Background/Purpose/Goals of the Program; Recruitment and Hiring Process; Program Components; along with opportunities to solicit suggestions and to field questions. This approach proved to be an excellent tool for providing the entire organization with a general understanding of the program and securing library-wide commitment. The committee's explanation of the value of the residencies resulted in staff volunteering to assist with the program. The search committee labeled these individuals "champions" and called upon them throughout the search process to assist with preparations for resident interviews and, once residents were hired, with their orientation to the library and the campus. As newcomers to the area, residents needed advice on everything from finding housing to baby- or pet-sitting. Champions helped them navigate through both the academy and their new living environment, to meet colleagues across campus, to identify

appropriate mentors, to make connections in the residents' research areas, and to select service options (such as getting on appropriate committees).

By April 2003, the committee had received more than forty applications from around the world. Each search committee member reviewed the candidates' cover letters and resumes and ranked them according to the qualifications outlined in the job announcement. Then the group met to discuss the results. At the conclusion of the first meeting, the committee had identified twenty applicants who met all the required qualifications and had written excellent cover letters. The committee was delighted with the results of the search process but apprehensive about reaching consensus with regard to identifying finalists. After further discussion and evaluation, the committee was able to reduce the pool to twelve. Next, the committee contacted the candidates' references via e-mail, asking them to respond to a series of questions based on the required qualifications for the position. Using that information, the committee was able to pare down the list to nine finalists. Finally, committee members devised another set of questions, this time to be addressed to the candidates themselves. Using the same process as the committee used for visiting teams, one spokesperson and one note taker called each of the nine candidates and recorded their responses to a series of questions including "Why are you interested in this position? How do you see this position as furthering your career goals? The group shared responses with the committee as well as with team leaders. As anticipated, the committee deliberated several weeks before reaching agreement. Viewed through the eyes of a diverse group of staff and faculty, the candidates' strengths and weaknesses were analyzed, debated, and compared. A month after the initial review, the committee submitted a list of names to the dean for her review and approval.

#### Interview Process

In June the committee invited six candidates for one-day interviews. One candidate declined the offer. The Libraries pre-paid all interviewing expenses including travel and lodging. In addition to the material normally sent to faculty candidates, search committee members compiled and mailed a list of community resources that included information about area

activities and ethnic and environmental groups. Interview schedules included meetings with team leaders, the search committee, the dean and associate dean, tours of the main and branch libraries, lunch with diversity "champions," and dinner with search committee members. As is the practice with all faculty searches, candidates were asked to make a ten-to fifteen-minute presentation and to respond to questions during a one-hour meeting open to all faculty and staff members. The suggestion for the topic--"How might this residency program benefit the UT Libraries?"--came from the earlier meetings the search committee held with individual teams. During the interview process, the committee was pleased with the level of interest and support. Not only were the open meetings well attended, there was a healthy exchange of ideas that occurred between the residents and the library staff. The structure of the interview itself contributed to the overall sense of "community" that developed between the candidates and the members of the search committee. At the conclusion of the five interviews, the committee met to review the evaluations of the candidates that were submitted by faculty and staff. What the committee heard from evaluators confirmed that the process had succeeded. One evaluator stated it this way: "Congratulations to the search committee for your excellent work in finding this remarkable pool, and showing the candidates compelling reasons for coming to UT Libraries." Another stated, "Each applicant is different and wonderful in his or her own way. They are passionate about different aspects of librarianship. It was a pleasure to see each of them....It seems they would breathe new life into this organization and stir our hearts and minds to greater achievements in ourselves. Each of them has wonderful insights and ideas that we can use to grow as individuals and as an organization."

#### Current Status

The next steps in "Seeding the Vision" are to select and hire the residents, assist them with relocation, identify mentors, and develop an in-depth orientation program that will enable residents to spend time in each area prior to beginning their first rotational assignment. Although UT's program is still in its infancy, the Diversity Committee continues to receive requests from libraries and potential applicants for more information. In response, the authors of this article have asked for and received

permission from the SELn Editorial Board to write a second article describing those steps. We want readers to hear also from our residents, who will comment on the program from their perspectives. We have high expectations that this program will prove

rewarding and valuable to our residents, to the UT Libraries and to the University as a whole. We hope that by sharing our experiences we can inspire other institutions to undertake similar initiatives.

## Bibliography

### Articles & Books

Boisé, Joseph A., and Connie V. Dowell. 1987. "Increasing Minority Librarians in Academic Research Libraries." *Library Journal* 112 (15 Apr): 52-54.

Brewer, Julie. 1997. "Post-master's Residency Programs: Enhancing the Development of New Professionals and Minority Recruitment in Academic and Research Libraries." *College & Research Libraries* 58 (November): 528-537.

Cogell, Raquel V. and Gruwell, Cindy A. 2001. *Diversity in Libraries: Academic Residency Programs*. Greenwood Press: Westport, Connecticut.

Creth, Sheila D. 1986. "The First Two Years' Experience." *Library Journal* 111 (15 Feb):121- 24.

Dougherty, Richard M. 1986. "The Underlying Rationale of the Residency Program at the University of Michigan" *Library Journal* 111 (15 Feb): 118-120.

Dougherty, Richard M. and Wendy P. Lougee. 1983. "Research Library Residencies: A New Model of Professional Development," *Library Journal* 108 (July): 1322-24.

Hanking, Rebecca, Michele Saunders, and Ping Situ. 2003. "Diversity Initiatives vs. Residency Programs: Agents of Change?" *College and Research Libraries News* 64 (May 2003): 308-10, 15.

Quarton, Barbara. "Five Steps in Effective Internship Program." *College and Research Libraries News*, 63 (February 2002): 109-111.

Switzer, Teri, and William Gentz. 2000. "Increasing Diversity Programs in ARL Libraries." *Advances in Librarianship* 23: 169-188.

### Web Sites

About the Residency Program. University of Massachusetts-Amherst Digital Library. 30 September 2002. <http://www.library.umass.edu/residency/> . Accessed 10 January 2004.

Minority Librarian Fellowship and Residency Program 2002-2004. University of Pittsburgh School of Information Sciences and University Library System. <http://www.sis.pitt.edu/~lsdept/fellowship.html>. Accessed 10 January 2004.

Post-Masters Residency Programs: Enhancing the Development of New Professional and Minority Recruitment in Academic and Research Libraries. University of Delaware Library. 29 June 1998. <http://www.lib.udel.edu/presentations/jbrewer/poster/index.htm>. Accessed 10 January 2004.

Research Library Residency & Internship Programs. ARL, Association of Research Libraries. <http://www.arl.org/careers/residencies.html> . Accessed 10 January 2004.

Spectrum Initiative – New Faces, New Era. ALA, American Library Association. 18 April 2003. [http://www.ala.org/Content/NavigationMenu/Our\\_Association/Offices/Diversity3/Spectrum\\_Initiative/Spectrum\\_Initiative.htm](http://www.ala.org/Content/NavigationMenu/Our_Association/Offices/Diversity3/Spectrum_Initiative/Spectrum_Initiative.htm). Accessed 10 January 2004.

## Perceptions Of The Library: A Key To Planning Effective Services

Sue Alexander, William Black, Kathy Field, Virginia Vesper

Sue Alexander is User Services Librarian, Reference Department. William Black is Administrative Services Librarian and can be reached at [wblack@mtsu.edu](mailto:wblack@mtsu.edu). Kathy Field is Collection Management Librarian, Authority Control. Virginia Vesper is Coordinator, Collection Management. All are with Walker Library, Middle Tennessee State University, Murfreesboro, TN

---

### Prologue

In an era of accountability in education, we are increasingly concerned with the question, "What are our students getting for their tuition dollars?" A 2003 article in *Change* about the objectives of accountability pointed out that effectiveness and accountability are the only topics emphasized consistently from year to year in a survey of State Higher Education Executive Officers.<sup>1</sup>

### Introduction

For years, libraries have kept track of activities such as questions answered, books cataloged, and dollars spent. Now we are called upon to measure the impact of those services on our clients. Stakeholder demand for accountability, changing accreditation standards, and state and federal concerns over student outcomes have driven a real concern for measurement from the client's perspective. This will become increasingly important as demands for accountability and competition from other sectors increase. "Assessment and evaluation are intended as means to demonstrate institutional effectiveness, foster institutional improvement, and demonstrate accountability."<sup>2</sup> Programs such as the *New Measures Initiative*, from the Association of Research Libraries, have been developed to strengthen the role of the library vis-à-vis learning and research. This program was created to respond to increasing demand for outcomes measurement and increasing pressure to maximize use of resources. It is designed to help investigate strategies for assessing the library's value and exploring the library's impact on learning, teaching, and research.<sup>3</sup>

A recent *Measuring Up* report from the National Center for Public Policy and Higher Education is another example of this focus on assessment, providing a state-by-state report card for higher education. It says, in part, "Higher education has become a virtual prerequisite for full participation in the economic, civic, and social benefits of our nation. Moreover, nations, states, and communities now require a college-educated populace in order to compete in the global economy. These are the realities of the knowledge-based global marketplace..."<sup>4</sup> Demand for higher education continues to increase and participants want value for their investment. Reports such as *Measuring Up* will continue to be an important part of the educational terrain. In order to provide relevant services, the library, as a vital component of a quality education, must understand what its audience needs, how best to deliver those services, and how to assess their effectiveness. As Peter Hernon stated in an editorial recently, the question for libraries has moved from "how many?" to "how well?"<sup>5</sup>

### Background

In 1993, following the completion of a university accreditation review by the Southern Association of Colleges and Schools (SACS), the Walker Library at Middle Tennessee State University (MTSU) created an Effectiveness Committee. This standing committee, composed of librarians and reporting to the Library Administrative Council, was charged with managing the effectiveness program. Duties of the committee were defined as follows:

- 1) Maintain ongoing evaluation of the collection management and user services programs;
- 2) Relate the library effectiveness program to the overall university;
- 3) Solicit suggestions from the staff concerning aspects of the program that need review and attention;
- 4) Inform the Administrative Council of committee activities and accomplishments through the submission of a semi-annual report and minutes of meetings; and

- 5) Serve as the liaison group to the Director of Institutional Effectiveness.

In 2001, SACS adopted new standards which moved from statistical measurement, such as the number of books in the collection, books checked out, and dollars expended per student, toward an emphasis on how effectively libraries serve their users. Evaluation is now focused on the impact of library services and resources on students. The new accreditation standards, combined with recent demands for public sector accountability, will make the focus of the upcoming accreditation review at MTSU quite different from the one that took place in 1993.

With a new academic master plan in effect, we needed to know if the library programs were helping to support the mission and goals of the university. Was the library adding value to the education of its students? Were we providing the materials and services actually needed by our users? As part of the Effectiveness Committee's charge, a project was undertaken to survey users about library services and programs. If we could get a more accurate picture of user needs, we would be in a better position to fulfill those needs effectively. We would be able to put our resources at the real point of need rather than at the perceived point of need. Limited funds would be expended in the most effective manner.

The Walker Library mission statement reads, in part, "To provide a collection of materials and services that adequately meets the needs of students and faculty." We wanted to know how well we were fulfilling our mission. Assessment would give us a map of our strengths and weaknesses and allow us to delineate the effectiveness of the library to the university administration and the SACS review team. Through assessment, we would be able to use the assets of the library to address more fully the needs of our users. With this map, we could make plans to focus our time and resources more directly on student needs. If we knew, for instance, that many of our users do most of their research from off-campus, we would be able to emphasize the electronic resources they need to learn most effectively. Assessment would provide important information about student need and library services and allow us to consider changes where they would be most effective.

### Methodology

The Walker Library conducted two user surveys during the spring semesters of 2001 and 2002. The first survey (2001) was developed and conducted by the Library Effectiveness Committee. The second survey (2002) utilized the LibQUAL+™ instrument developed under the auspices of the Association of Research Libraries (ARL).

For the 2001 project, the committee surveyed a random sample of students consisting of approximately 5% of the undergraduate and graduate student population via a web-based instrument developed in-house. The University's Office of Institutional Research developed the sample and provided addresses, and the Information Technology Division (ITD) set up a group email account. Clearance was provided through the University's Institutional Review Board to conduct a survey of human subjects. A letter was sent to each student through campus mail asking for participation. One week later, the first email message was sent notifying individuals that the survey was available and providing the web site's address.

Provision was made for the participants to ask for a paper version of the survey if they preferred that format. If there were problems with accessing the site, they could reply to the email message and the response was directed to the Effectiveness Committee's chairperson. Completed survey forms went to a special email address for compilation. Written comments were separated out and survey answers were sent to ITD for analysis. Comments were organized by student status and category. Answers to the data portion of the questionnaire were analyzed and cross tabulated by subject, student major, and year in school. Participant answers were confidential and no identifying information was returned with the completed surveys.

During the spring semester of 2002, the Walker Library participated in the LibQUAL+™ survey. LibQUAL+™ (<http://www.libqual.org/>) is a research and development project undertaken by the Association of Research Libraries (ARL) in collaboration with Texas A&M University as one of the ARL *New Measures Initiatives* (<http://www.arl.org/stats/newmeas/newmeas.html>). LibQUAL+™ is currently supported through financial support from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE). The project

is intended to define and measure library service quality across institutions, creating assessment tools for libraries. The goals of the LibQUAL+™ project are:

- To develop web-based tools for assessing library service quality
- To develop mechanisms and protocols for evaluating libraries
- To identify best practices in providing library service; and
- To establish a library service quality assessment program at ARL

LibQUAL+™ is a total market survey; it measures perceptions of service quality. Survey participants indicate their desired level of service, the minimum level they will accept, and the perceived level of services being provided. The 2002 survey consisted of twenty-five items divided into four service areas: ACCESS TO INFORMATION, AFFECT OF SERVICE, LIBRARY AS PLACE, AND PERSONAL CONTROL.

As in the spring 2001 project, a sample of respondents was used. Again, approval was gained from the University's Institutional Review Board. This time, 20% of the undergraduates, 20% of the graduate students, and all of the tenure-track faculty were surveyed. The Instructional Technology Division (ITD) provided a random sample of the student groups and Human Resources provided faculty addresses. ITD set up the group email account for all addresses.

The survey was conducted through email and the LibQUAL+™ web site. The email message included a brief description of the survey project, asked for the recipient's participation, and provided the web address for the survey. A special email address was created for reporting problems, providing comments, or requesting an alternate paper version of the survey. Again, participant confidentiality was assured.

Survey responses were automatically submitted to LibQUAL+™ personnel. The survey management web site allowed us to log in and see the number of participants viewing each page of the survey, the number of surveys completed each day, and the breakdown of respondents (student, faculty, etc.). Final responses with summary data and charts were made available to the participants in paper format at a special meeting during the ALA

summer conference, and also through the web site.

#### Findings -Spring 2001 Survey

The response rate for the survey was 25%. While the committee had hoped for a higher percentage, it was decided that this rate was significant enough to warrant serious review of the results. The University's Information Technology Division provided invaluable assistance by compiling answers and performing cross-tabulation analysis.

#### Highlights

- More than one-half of the survey group uses the library weekly or more often, primarily to perform research.
- Approximately 43% of the group normally uses electronic access.
- More than 60% of the students surveyed find what they need most of the time. However, when asked what they do when they cannot find what they are looking for many respondents said that they leave the building. Also, a number of incidents were cited relating to the availability of material in the catalog which could not be found on the shelf.
- 62% of the respondents found the library instruction classes helpful, although there were a number of written comments from respondents who found the classes inadequate to meet their needs.
- Three-fourths of the students stated that the library staff is friendly, helpful and available.
- When asked how the library could improve services, the most frequently mentioned improvements were: Quicker processing of new materials; Longer open hours; Improved printing and quicker repair of equipment, particularly computers and copiers; Additional books and journals; More materials in electronic format
- The survey group was most satisfied with the group study rooms and general study areas.
- The area of greatest dissatisfaction was library printing capabilities (30.5%).
- For those who had not used the library during the semester, the most common reasons were that they did not need to do so for their studies, parking difficulty (particularly for those who wish to make a quick stop at the library), and limited hours of operation.

Responses were cross tabulated for: a) distance education services and status of student (on-campus vs. off-campus; b) college in which student was enrolled and hours of operation; and c) service satisfaction and college in which student was enrolled. The general breakdown of the survey group by class is shown in Table 1.

Freshmen	27.0%
Sophomores	16.7%
Juniors	16.7%
Seniors	29.8%
Graduate Students	9.8%

Findings - Spring 2002 Survey

The LibQUAL+™ survey was sent to a sample of undergraduates, graduate students, and all faculty. The rate of return for the survey was 15%, representing 51% undergrads, 7% grads, and 42% faculty. This corresponds to the group average of all 4-year institutions performing the survey in spring 2002 in the following manner [Table 2]:

Undergraduates	43.0%
Graduate Students	24.0%
Faculty	25.0%

Although the return rate for students was of concern, the representativeness of the sample was considered more important than the number of responses. Three survey items, *CONVENIENT BUSINESS HOURS*, *COMPREHENSIVE PRINT COLLECTIONS*, and *COMPLETE RUNS OF JOURNALS*, were identified as the major areas of concern with perceived service gaps, confirming the results of earlier campus surveys. For these items, users indicated that their perceived level of service was below the minimum level they were willing to accept.

Of the three groups of library users (undergraduates, graduate students, and faculty), differences were discovered in their perceptions and expectations for service. For

example, undergraduates were generally pleased with library services. The only item with a negative gap score was *CONVENIENT BUSINESS HOURS*. Graduate students and faculty members had higher expectations and found more of a gap between their expectations and their perceived level of service. Graduate students' negative scores correlated with scores for the group as a whole and reflected service gaps for hours, print collections, and journals. Faculty rated these items negatively and also gave negative scores to an additional item in the *ACCESS TO INFORMATION* area - *INTERDISCIPLINARY LIBRARY NEEDS BEING ADDRESSED*. An item in the *AFFECT OF SERVICE* area - *EMPLOYEES WHO HAVE THE KNOWLEDGE TO ANSWER USER QUESTIONS*, also received a slightly negative score.

For other four-year institutions conducting the survey in spring 2002, the one gap area was *COMPLETE RUNS OF JOURNAL TITLES*.

**Discussion**

Responsibility for assessing the survey responses and devising a plan to address service gaps was delegated to the Library Effectiveness Committee. Through planning and execution of the library surveys, a number of things were learned about survey design, user expectations, and library service [Table 3].

<ol style="list-style-type: none"> <li>1. Know what is being measured. Focus on activities or services that can be measured.</li> <li>2. Don't just measure: improve. Use the results to make service more effective.</li> <li>3. Be specific. Make sure that questions are targeted. Ask, "How will I be able to respond when I review answers to this question?"</li> <li>4. Be concise. In the LibQUAL+™ survey, only half of those who viewed page one completed the entire three-page questionnaire.</li> <li>5. Neutrality. Use unbiased questions. Avoid a negative or leading point of view.</li> <li>6. Communicate. Let respondents know the outcome of the survey and steps that have been taken to address problems. (cont'd)</li> </ol>
--

7. Develop a method for review and implementation. Create a schedule to ensure that survey results are not simply filed. Nothing haunts a new survey like inaction from a former one.
8. Plan. Allow adequate time for planning, pre-testing, and conducting the survey, and assessing the results.
9. Do not take survey results personally. The goal should be to offer relevant and efficient services. Keep the focus where it belongs.
10. Do not dismiss results. Honor the validity of each response.

It was noted that while the Walker Library matched other four-year institutions in the concern about complete runs of journals, the library also received negative scores for *convenient business hours*, and *comprehensive print collections*. In addition to negative gap scores, it was determined that those categories which were in the positive range, but barely so, should receive attention. These included concerns in the AFFECT OF SERVICE category, including such things as knowledge of staff, courtesy, and willingness to help. Through this review process, it became evident to the committee that a clearer focus on the distinct needs of our user groups would be required to lower the service gaps and improve service. We might need to consider more tailored services focused on specific user groups. "Our challenge may be to learn how to tolerate, and even encourage, thoughtful service exceptions for our users if we want to deliver exceptional services in some particular areas."<sup>6</sup>

The LibQUAL+™ survey results were only a beginning in the process of identifying gap areas, and the committee quickly realized that it would need to pinpoint the problems more precisely in order to effectively address them. For example, the survey respondents indicated a dissatisfaction with library hours. Before allocating library resources toward this problem, we needed to identify and answer some questions: when are the hours needed, week-end or evening; are extra hours needed all semester or just during exams; do students have a clear picture of the current operating schedule; who needs the extra hours, undergraduates, graduates, faculty, distance education students; is the need discipline specific; what services do these students need, reference assistance, circulation assistance, a quiet study area, a

group study area, computing capability, a copy center?

A number of strategies were initiated to deal with the issues identified in the two user surveys:

- Increase hours from 11:00 p.m. – 1:00 a.m. during finals. Increasing library hours was a high priority and this timeframe was identified as the most desirable for increasing hours.
- Add metered parking spaces near the library with one hour limits allowing students to easily access the library building for short periods to accomplish such tasks as picking up books, finding quick information, returning materials, or paying fines.
- Continue to focus on the need for expanding resources. This priority from the student survey should help bolster the library's case for additional support in this area.
- Review operation and maintenance of computers, copiers, and printers. A number of students were concerned about equipment malfunctioning.
- Review library instruction program. Hold focus groups to determine effectiveness of current offerings and consider experimenting with other methods of providing instruction.
- Reduce the number of students leaving the building without finding what they need. Host focus groups to discuss this issue more broadly and obtain more specifics. Consider a brief list of exit questions as students leave the building.
- Review the issue of items listed as "available" in the catalog but not found on the shelf.
- Host focus groups or pursue other means to investigate further the dissatisfaction with the online catalog.
- Reduce length of time for processing of new materials so that materials appear sooner on the shelf.
- Continue to expand access to resources at other libraries as one solution to expanding resources.
- Assess impact of electronic books for possible expansion of this service.
- Consider expanding electronic reserves.
- Work with faculty to increase use of the library within the curriculum. The most common reason for not using the library was that students did not need it for their studies. The library should be a priority resource in the curriculum.

- Promote the library's services more broadly. Many students are unaware of services the library offers.
- Investigate the possibility of workshops or other types of training for library employees to improve the scores in the AFFECT OF SERVICE section of the LibQUAL+™ survey. A number of users voiced reservations about the staff's ability to address their needs.

The Effectiveness Committee decided that a follow-up study would help pinpoint more specific information for areas of concern. The Committee entered into a partnership with a professor in the University's College of Business to determine how best to gather additional information and uncover such issues as when and why students need to use the library, how can we communicate library services to the academic community, what are the specific areas of dissatisfaction with the collections, what specific hours of operation would meet student needs, etc. The Business professor suggested that we could approach this as a student project with a smaller survey targeted to more specific questions. He thought that the project would work well as an independent study with two or three students who would receive credit for their work. Late in the fall 2002 semester, the Effectiveness Committee met with the professor and a group of his students to discuss the project. Committee members shared earlier survey results and a list of areas for which more information was desired. During the spring 2003 semester, the student group worked on survey drafts and methodology in consultation with the Library Effectiveness Committee. The students conducted their survey in April 2003. They selected a variety of classes on campus and administered the survey to 445 students from a wide range of majors. Care was taken to make the sample a representative one. At the end of the semester, they met with the Committee and presented a written report of their findings. The survey revealed more detail about student opinion of operating hours, specific services used by students during certain hours, general feedback on specific services, and awareness of services being offered by the library. The group provided the report in tabular and graph form highlighting trends and making recommendations. The responses generally supported the results of the previous surveys conducted by the library, including overall satisfaction with library services, some concern

over the need for additional training for customer service, continuing desire for additional operating hours, and a need for additional communication with students about hours and services. A marketing campaign was recommended to build awareness.

The project was a learning experience for the students and also provided the Committee with additional feedback about the library's services.

### Conclusion

Although the Walker Library Effectiveness Committee was charged with responding to the survey results, the entire library is engaged in meeting the challenges posed by the service gaps. Faculty and staff in both User Services and Collection Management units of the Walker Library have focused on improving services in their annual team goals and objectives. In addition to this initiative, a service team was formed of library student workers to interview students in the library and identify problems or concerns. It was felt that this student-to-student approach might reveal more than any attempt by library staff to gather information. Our expectation is that information from additional surveys, including the service team, conducting the LibQUAL+™ survey again, and other qualitative and quantitative resources, such as user and collection statistics, will allow us to make decisions on how to better allocate library resources and establish performance goals, objectives, and priorities.

The Library Effectiveness Committee has gathered and analyzed information through the targeted survey performed by the College of Business students and the LibQUAL+™ 2003 survey. Results from these instruments are being discussed by the Administrative Council in order to develop a plan for responding to concerns and a timeframe in which to make changes. At the same time, library team leaders are working on lessening the service gaps through our library committee and team structure. As always, staff, funds, and resources are limited, so prioritization is a must. We may also need to identify stumbling blocks to accomplishing our goals, and unfortunately, one of the stumbling blocks encountered by other libraries is that library personnel often do not take the survey and the identified service gaps seriously. Frequently, library staff and faculty excuse identified service gaps as too difficult to change or even non-existent,

attributing the survey respondent's dissatisfaction to ignorance of how libraries function. Library staff must accept the premise that the user's perception of library service is valid, and proceed from that knowledge. As Joanne Bessler stated, "Where there is user dissatisfaction, it is not the user who is failing the library."<sup>7</sup>

As we continue to work toward shrinking the service gaps, we need to monitor and evaluate our progress, constantly assessing the changing perceptions of our users, and revising services to ensure enduring success. This symbiosis between assessing need and planning service promotes effective services and closer campus ties between the library and its clientele. But we need to do more. We must think creatively about the design of services that increase demand, promote the role of the library, and strengthen education and research on our campuses. In the business world, the surveying of customer need is "old hat." In fact, an article in the January 2002 issue of the *Harvard Business Review* takes service a step further by proposing

that instead of asking customers what they want, companies should be asking customers for outcomes – that is, what they want a new product or service to do for them, which, the article asserts, will encourage innovation.<sup>8</sup> This focuses service on the results our users want to achieve rather than on the features of services they might desire.

Assessment can help uncover perceptions but it can also bring us closer to our users and free us to use innovative thinking in creating more effective library services. As librarians from Miami University stated so succinctly, "Academic libraries need to accept their role as experts in information management and not just meet client expectations, but anticipate client needs and help define those very expectations."<sup>9</sup> Assessment needs to become a regular part of our operations so that we can ensure we are providing service that is relevant and meaningful in a changing and challenging information environment.

## REFERENCES

1. Lingenfelter, Paul E. 2003. "Educational Accountability," *Change*, 35 (2) (March/April):18-23.
2. Baker, Ronald L. 2002 "Evaluating Quality and Effectiveness: Regional Accreditation Principles and Practices," *The Journal of Academic Librarianship*, 28 (1-2) (January – March): 3-7.
3. New Measures Program, Association of Research Libraries  
<http://www.arl.org/stats/newmeas/newmeas.html>
4. National Center for Public Policy and Higher Education. 2002. *Measuring Up: The State-by-State Report Card for Higher Education*. <http://measuringup.highereducation.org/2002/reporhome.htm>
5. Hernon, Peter. 2002. "The Practice of Outcomes Assessment," *The Journal of Academic Librarianship*, 28 (1-2) (January – March): 1-2.
6. Hitchingham, Eileen E. and Kenney, Donald. 2002. "Extracting Meaningful Measures of User Satisfaction from LibQUAL+™ for the University Libraries at Virginia Tech", *Performance Measurement and Metrics*, 3 (2): 57.
7. Bessler, Joanne. 1990. "Do Library Patrons Know What's Good for Them?" *The Journal of Academic Librarianship*, 16 (2) (May): 77.
8. Ulwick, Anthony W. 2002. "Turn Customer Input Into Innovation," *Harvard Business Review*, 80 (1) (January): 91-97.
9. Sessions, Judith A., Schneck, Alex, and Shrimplin, Aaron K. 2002. "LibQUAL+™ at Miami University: a look from outside ARL," *Performance Measurement and Metrics*, 3 (2): 67.

# Motivation to Manage and Status of Women in Library and Information Science: A Comparative Study Among the United States, India, Singapore and Thailand.

Sarla R. Murgai

Sarla R. Murgai is Associate Professor, Lupton Library, University of Tennessee at Chattanooga. She can be reached at [Sarla-murgai@utc.edu](mailto:Sarla-murgai@utc.edu).

---

## Abstract

In most non-western societies, the self-system (personal standards of judging and guiding one's actions) is much more inter-dependent on family and society, whereas in western societies, especially in the U.S., it is dependent on the individual self. Cross-cultural studies suggest that a person's behavior should be understood in the context of their social experience and social roles. In all the cultures and countries studied, however, the status of women is universally lower than men; consequently there is a need to explore the causes. Professional women have made some strides in penetrating managerial ranks in the library and information science profession, but they still experience inequality in compensation, promotion, and in appointment to powerful middle or high-level positions. It seems that social needs and cultural influences play a very important role in the acceptance of women as managers or leaders.

This study compares the managerial motivations of Library and Information Science (LIS) students from the United States, India, Singapore, and Thailand. The students responded to a questionnaire containing 41 statements dealing with motivation to manage, and 16 demographic questions. The respondents consisted of 665 students from the United States, 808 from India, 73 from Singapore, and 284 from Thailand. (The data from Japan was not analyzed because the sample was too small-not a valid sample). The major gender differences show up by gender and country in 'Social Acceptance,' 'Rigidity' and 'Women as Managers.' Even when a majority of both genders agree to accept women as managers at the conceptual level, acceptance of women as managers lags behind men in societies according to the results of this study. In some of the countries studied, a substantial number of women do not have the

confidence that they can handle managerial jobs as objectively and aggressively as men.

## Introduction

The library and information science profession is changing rapidly. We are often reminded that a changing environment needs leadership that is transformational, collaborative and relationship oriented. It is easy to see that the leadership traits which are popularly extolled in management literature generally match those that have been described as the 'female' approach to management: their capacity to care for others, listen, empathize, and search for collaborative solutions (Kram and Hampton 1998, 194). In all the cultures and countries studied, however, the status of women is universally lower than that of men (*Women in Management Worldwide* 1988; Chen, and Miner 1997). Earlier studies by the author and others reveal that women are underrepresented in management and that they are paid less than men and are discriminated against. Women are also blamed for the lack of motivation to enter and succeed in managerial roles (Murgai 1987-1996; Powell 1993). It is important therefore, to continue studying the factors that contribute towards these discrepancies.

In the four countries studied, women constitute 50% to 80% percent of the workforce in the LIS profession, yet only zero to eight percent of them hold positions in higher administration (i.e. directors or deans of libraries). Assessing the impact of women's managerial motivation in the LIS profession is of particular importance to the author both professionally and personally. The reasons for selecting these countries for comparison were: 1) the author's adopted home country is the United States, and the country of birth is India (now Pakistan). An earlier study (1996) of managerial motivation in India and the U.S. was motivated by the idea that east and west would provide enough of a cultural contrast in management motivation theories and practices. The author took sabbatical leave for six months and visited twenty-three universities in India to gather data. 2) Later, the desire to expand the motivational research prompted the

author to gather data from other countries. The International Federation of Libraries and Librarians Associations (IFLA) conferences provided an opportunity to travel, present papers and gather the data.

During the 1960s through the mid 1970s, human psychology held its sway in determining achievement motivation in terms of individual differences, but since then social psychology has attained much more importance in determining achievement motivation. European and American views (both lay and scientific) locate the source of behavioral determinants within the autonomous individual. Accordingly psychologists attribute achievement motivation to a stable, intrinsically based individual system of self-observation, and on a personal standard of judging and guiding one's actions. However, research based in many Asian cultures and contexts show that the source of individual action and behavior is distributed throughout the configuration of one's relations to others. Self-system (the personal standard of guiding one's actions) in an Asian context is much more interdependent on the social group than was previously thought. Because human behavior is a product of both the person and the environment, social psychologists would prefer to think in terms of universal motivation criteria (Baumeister 1999). Cross-cultural comparisons show that a person's behavior should be understood in the context of the social experiences and social roles (*The Journey of the East* 1997). The development of personality, and the perception and fulfillment of individual needs are highly dependent on the social environment. According to Hofstede, "Culture is to a human collectivity what personality is to an individual" (1980, 25). All human beings are motivated to develop a positive self-knowledge, self-worth and self-growth. Effective managers learn to identify basic self-motives of their employees and their cultural values. They create opportunities for their employees to experience a sense of achievement while harnessing employee motivation to benefit the organization.

### Nations, Cultures and Motivation

Geert Hofstede analyzed management data from 40 different modern nations. He believes that different nations have different cultural heritages which are values collectively held by a majority of the population (possibly differentiated

by social classes), and these values are transferred from generation to generation through education, early childhood experiences in the family, schools, and through socialization in organizations and institutions. These values become the social norms for that society. It is hard to see this process in one's own culture. A deep and painfully acquired empathy for other cultures is required before one becomes sensitive to the range of social norms, for truths in one society may be falsehoods in another. Because of how society has programmed us, it takes a prolonged stay abroad and mixing with nationals to recognize the numerous and subtle differences in behavior. Hofstede devised a scale of four characteristics (Individualism, Power Distance, Uncertainty Avoidance, & Masculinity) that can be used to distinguish the prevailing cultures in various countries of the world. Hofstede's definitions of these concepts are elaborated below:

*Individualism:* The prevalence of the value of individual achievement or collective achievement expected from members of a society or an organization will strongly affect the nature of the relationship between a person and the organization to which he or she belongs.

*Power Distance:* Power distance is a measure of the interpersonal power or influence between a boss and subordinates as perceived by the less powerful of the two, the subordinate. In an organization, power distance is the inequality in power between workers and their bosses, and the level at which a society operates or maintains that equilibrium.

*Uncertainty Avoidance:* The concept of uncertainty is often linked to the environment and includes everything that is not under direct control of the organization and is a source of uncertainty. Factors like the economy, demographics, political system, legislation, religion, etc., can be the cause of uncertainty. The organization tries to compensate for it through technology, rules, and rituals to reduce the stress caused by uncertainty.

*Masculinity:* In organizations, there is a relationship between the perceived goals of the organization and the career possibilities for men and women. Some business organizations have "masculine" goals and tend to promote men; others try to keep a balance between the sexes.

### Hofstede's Criteria and Ratings by Country

Criteria	USA	INDIA	SINGAPORE	JAPAN	THAILAND
Individualism	91	48	20	46	20
Power Distance	40	77	74	54	64
Uncertainty Avoidance	46	40	8	92	64
Masculinity	62	56	48	95	34

Based on Hofstede's studies, Americans would be characterized as very high in individualism. The power distance between the bosses and the subordinates is low. Americans lower the stress level for the workers through a system of labor laws, provide an opportunity for fair competition, and through technology, they reduce the uncertainty. They also aspire to give equal opportunity to males and females. Based on the same criteria, Indians (middle class) would be average on individualism (relative to their wealth), high on power distance, low on uncertainty avoidance, and average on masculinity. Singaporeans would be characterized as low on individualism, high on power distance, very low on uncertainty avoidance and average on masculinity. Japanese would be average on individualism, average on power distance, very high on uncertainty avoidance and very high on masculinity. Thailanders would be low on individualism, average on power distance and uncertainty avoidance, and low on masculinity. According to Hofstede, a combination of these characteristics plays a major role in management motivation.

McClelland believed that achievement motivation promotes entrepreneurial activity in a society which in turn leads to economic and technological growth. He suggested that achievement motivation training would be a solution to the management problems in underdeveloped countries. He traveled to India and tested achievement motivation (n arch) theories (1961). The results of his experiments were positive (Pareek 1968). This resulted in exportation of the theories of achievement motivation to other developing countries. Most management schools throughout the world teach achievement motivation theories with the help of local examples and applications. Early and Erez suggest that managers should be cognizant of the prevalent culture in order to

succeed in achieving personal and organizational goals today (1997, 131).

#### Library and Information Science

A great deal of research in management literature exists to show that men and women have similar traits, motivations, leadership styles, and skills. The research also suggests that women perform equal to men in similar situations (Brenner 1988, 641; Spence and Helmreich, 1983, 21). Personality studies of LIS students and specialists do not show any significant difference between males and females in motivation-to-manage scores. In fact the scores of female respondents in three recent studies were even higher than that of the males (Murgai, 1987-1996; Swisher et al. 1985). In the U.S. more women than men in the library and information science field have earned their masters (69% to 80%) and doctorate degrees (69% to 72%) since the 1980s (U.S. Department of Commerce 2001, 177). Many more women than men are undertaking in-service training, continuing education courses, and obtaining a second masters degree in management in order to improve their skills and to stay abreast of the career needs and innovations in the LIS profession. Hiatt claims that as a result of such training and exposure, women have become more aware of their strengths and have gained self-confidence (1983).

During the last three decades in the United States and in other countries, women have made significant advances. For example, 51 out of 111 Academic Research Libraries (ARL) director positions in the U.S. are now occupied by women, with average equal salaries between men and women (Deiss 2001, 3-4, 7). The head of the National Library in India at the time of the survey was a woman; heads of the National University of Singapore Library and the National Archives of Singapore are women; and the head of Kasetsart University Library in Thailand is a woman (*The World of Learning*

2001). However, these women represent only zero to eight percent of the managers. Deiss maintains that women have made inroads into management by adhering to the 'narrow band of acceptable behavior' in ARL institutions and by taking on "masculine characteristics." Deiss believes that women have to work harder than men to achieve the same recognition. Women still earn 76.5 cents of every dollar that men earn, and minority women earn even less. So the struggle for equity and equality must go on (2001).

Between 1970 and 1980, most female managers tried to copy the style of male managers to succeed in their newly acquired roles. Towards the end of the 1980s, women realized that in today's information technology environment, interpersonal skills are more useful and that "female" management characteristics are better suited to handling interpersonal conflicts (Greenhaus et al., 1990; Offerman and Armitage 1993). However, Kram and Hampton report that a general perception exists among higher administrators (the majority of which are male) that women managers are less likely to possess the attributes of a successful manager than their male counterparts (1998).

Several researchers have concluded that high achieving women have high expectations (Astin 1984, 161; Diamond 1984, 23). Women with more education show a greater desire for independence and for the opportunity to perform managerial roles (U.S Department of Labor 1990-91; Brenner 1989, 639; Florentine 1988, 144; Katz 1988, 213) and when such opportunities are denied to them, the results are low self-esteem, low self-confidence, and curtailed achievement levels (Basow and Medcalf, 1988, 556; Daley 1991, 2). While celebrating the advances, Deiss reminds us that "we need to keep on asking very, very provocative questions of the people in the organizations about why the things are as they are." (2001, 3-4).

### Study

This study is an attempt to find out if there are achievement motivation differences among the male and female LIS students in the United States, India, Singapore, and Thailand. Students are generally used for such studies because their values are as important to the researcher as those of the practitioners. An added advantage of surveying students is

immediate feedback (Campbell 1986; Greenberg 1987). As adults enrolling in professional education, LIS students have well-developed personalities and attitudes towards gender roles. A survey of the literature did not show any cross-cultural studies that have been done on managerial motivation within the LIS field. Therefore studies from other fields were examined. McClelland believed that achievement motivation promotes economic and technological growth. He felt that teaching achievement motivation theories could help managers in developing countries. He taught and tested achievement motivation theories in India during 1961-66. Studies done by Hofstede and Early and Erez show that prevalent cultural values have a strong influence on management styles, and only those managers who are able to change and adopt the theories of achievement motivation according to the local values are able to implement them successfully (1997, 131).

### Method and Instrument

A simplified version of the Ory and Poggio Measure of Achievement Motivation was selected for this study (Martin 1983). It included six questions from Terborg's Women in Management questionnaire. For a copy of the Terborg study please contact the author. The questionnaire consisted of two parts. The first section consisted of 41 statements requiring students to indicate relative agreement or disagreement, according to a forced choice Likert-type format, with four response alternatives labeled "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree." Because of lower number of responses in the "strongly agree" and "strongly disagree" categories, results were combined with "agree" and "disagree," respectively. The second part consisted of 14 short answers to multiple-choice statements that provided personal data. Due to space limitations it was not possible to include the survey instrument. For a copy please contact the author.

The survey was conducted at 11 Southeastern library schools in the U.S., 23 universities in India, one in Singapore, and at most campuses of The Chulalongkorn University that offer LIS program, in Thailand. The data was collected by mail and/or by visiting the campuses. A two-way factorial analysis of variance on the mean agreement with items within the scale was conducted. In each analysis, the main effects of

gender and country and the interaction of gender and country were assessed. A total of 1810 questionnaires were analyzed.

### Demographic Analysis

The majority of the respondents were females. Fifty percent of the Indian students, 46% percent of Singaporean students, 20% of the American students, and 17% of Thai students were males. A majority of the Indian and Thai students were younger, unmarried, full-time students, with very little work experience as compared to the majority of the American and Singaporean students, who were older, had more library experience and were part-time students. Many more American students were holding scholarships and/or work-study assistantships as compared to the Indian, Thai, and the Singaporean students. Fifty percent of the Indian students graduated from a co-educational institute, which marks a change in terms of segregation of sexes at the undergraduate level within the last three decades. A majority of the American, Singaporean, and Thai students graduated from large co-educational colleges. Parents of the American students were better educated than the Indian, Singaporean and Thai students. Also, 60% of the mothers of the American students, 19% of the mothers of the Indian students, 37% of the mothers of the Singaporean students, and 43% of the mothers of the Thai students, work outside their homes.

### Results

The data was analyzed under 10 categories- "Task Orientation," "Future Orientation," "Perseverance," "Social Acceptance," "Competitiveness," "Reaction to Success/Failure," "Fear of Success," "Rigidity," "Independence," and "Women as Managers Scale". The survey results showed major differences in the area of "Social Acceptance," "Rigidity," and "Women as Managers Scale," which are discussed in detail below:-

**Social Acceptance:** As Table 1A and Table 1B indicate, statements 4, 22, 33, and 35 were used to analyze the Social Acceptance scale. Table 1A gives the total number and response percentages of those who agreed with the statements, by country. Table 1B gives the total number and response percentages of those who agreed with the statements, by gender.

A majority of respondents from the U.S. disagreed with all the statements.

On statement 4, 'Social acceptance is more important than personal success,' the percentage agreement among Indian, Thai and Singaporean students was very high compared to responses from the American students. A higher percentage of males from all the four countries agreed with the statement.

On statement 22, 'One cannot be truly successful if he/she is also not popular,' fewer respondents agreed in all countries, except Thailand. Therefore a majority of the American, Indian and Singaporean students do not agree that one has to be popular in order to be successful.

On statement 33, 'social recognition is the primary goal of any undertaking,' a significantly higher percentage of Indian and Thai students (male & female) agreed with the statement as compared to the American and Singaporean students.

On statement 35, 'Monetary rewards are the best way to motivate me to do my best,' more males than the females from all the countries indicate that monetary rewards are the best motivators.

For the American students, personal success is more important than social acceptance or social recognition, whereas for the students from other three countries, social acceptance and social recognition are as important.

All four statements showed a significant difference both by country and by gender ( $p < .000$ ).

**Rigidity:** As Table 2A and Table 2B indicate, statements 9, 18, 29, and 41 were used to analyze the Rigidity scale. Table 2A gives the total number and response percentages of those who agreed with the statements, by country. Table 2B gives the total number and percentages of those respondents who agreed with the statements, by gender.

On statement 9, 'A true challenge is one that is practically impossible to achieve,' a majority of the American, Singaporean, and Thai students disagreed, but a majority of the Indian students agreed. Total percentage disagreement by country was highest for Singapore, closely followed by the U.S., Thailand.

A higher number of the American and Singaporean students disagreed with statement 18, 'I would rather have my superior set deadlines than set them myself.' As compared to the Americans and Singaporeans students, the groups who were in majority on wanting superiors to set their deadlines were the Thai males (66%) and Indian males (right at 50%). Female percentage agreements in both those countries were also higher than the Americans and Singaporean students.

On statement 29, 'It is more important to have friendly co-workers than flexibility in the job,' more American students prefer flexibility on the job, whereas Indian, Singaporean, and Thai students prefer a friendly relationship with their co-workers.

On statement 41, 'I would rather change my opinion than disagree with the consensus of the group,' more Indian, Thai and Singaporean students were willing to change their opinions to build a group consensus than their American counterparts. Total percentage agreement was highest among the Thai students, followed by the Indian students.

All four statements showed a significant relationship, both by gender and by country. ( $p < .015$ ).

Women as Manager Scale: As Tables 3A and Table 3B indicate, statements 5, 23, 10, 40, 14, and 30 were used to analyze the Women as Managers scale. Table 3A gives the total number and the response percentages of those who agreed with the statements, by country. Table 3B gives the number and percentages of respondents who agreed to the statements, by gender.

As a response to statement 5, a majority of all respondents disagreed with the statement that challenging work is more important to men than it is to women.

Responses to statement 23 revealed that a majority of both males and females felt that it is as desirable for women to have jobs that require as much responsibility as men. However, 40% of the Indian males and 44% of the Thai males agreed with the statement that 'it is less desirable for women to have a job that requires responsibility.'

On statement 10, many more Indian and Thai students compared to the American and Singaporean students agreed with the statement that 'women have the objectivity to evaluate library situations properly.' Results of this statement were quite surprising because when compared to responses from the American students on other questions, the responses do not fit the pattern. Maybe the wording of this statement was misread or misinterpreted by the American and the Singaporean students, which lead to skewed results.

A higher percentage of American students agreed with statement 40 that 'women would no more allow their emotions to influence their managerial behavior than would men,' than their counter parts in other countries. Although a majority of Indian and Singaporean, and Thai students also agreed with statement 40, the percentage agreement of males from all the four countries was lower than that of females.

Except for Thai males and females, a majority of all respondents from the other three countries disagreed with the statement 14 that 'women cannot be aggressive in managerial situations that demand it.' The percentage of agreements shows that there are quite a majority of both males and females who believe that women are not aggressive enough in managerial situations. In response to statement 30, a majority from all countries also felt that women are ambitious enough to be successful in managerial positions. The total percentage agreement was highest for the U.S. followed by Singapore, Thailand and India.

Statements 5, 23, 40 and 30 showed a significant difference by gender and by country ( $P < .000$ ).

### Summary & Discussion

The results of this survey show that within the same country the percentage responses of the males and females were closer to each other than among the different countries. Major differences emerged in the three categories, "Social Acceptance", "Rigidity" and "Women as Managers Scale," which are discussed below:

Social Acceptance results show a big difference among the respondents from the four countries. A majority of the American respondents disagreed with all four statements. Because of their individualistic upbringing, personal success

appears to be much more important to American LIS students than social acceptance or social recognition. This attitude of self-achievement at the individual level translates into self-development and independent achievement at the individual level. The Americans' self-knowledge makes them feel capable and confident of themselves. The study indicates that a majority of the American LIS students do not equate success with popularity and social recognition. A manager in the U.S. should therefore tap into the enthusiasm of the individual worker and provide incentives that motivate individuals to contribute their best to the organization. In the United States the decisions are often reached through majority rule, whereas in group-focused countries like Thailand and India workers try to reach a consensus through negotiation and discussion before making a decision

For Indians, Singaporeans, and Thai LIS students, social recognition and social acceptance are very important. Their group affiliation prompts them to look to the group for approval and support. People in group-focused cultures use the group as a sounding board for support, evaluation, and affiliation. The group affiliation acts as a buffer to minimize the fear of success and failure. Lawrence states that "much of the unconscious social arrangements human beings make to organize their social life is designed to defend themselves against psychotic anxieties" (1998, 54). Pressure to conform to the group norms and a strong emphasis on the family also exists in group-focused cultures. The work group may be seen as an extension of the family. Getting positive feedback from the group and being a part of the successful group positively influences self-esteem in these cultures. These characteristics coincide with Hofstede's, Baumeister's, and Sinha's research on the differences between western and eastern cultures. According to Early and Erez, people in India are more sensitive to the needs of others than are people in the United States. The concept of self as a separate entity from society and culture does not exist in India. Instead, "self" includes the person himself, as well as his intimate societal and cultural environment which makes existence more meaningful to him/her. "Social status is determined by family rather than by their individual achievement alone," (1997, 76). The decisions in group-focused cultures are made by the group and not by the individual – a scenario

that leads to group harmony and strength. Group participation creates a dynamic process that puts pressure on the individual members to honor group decisions, especially when they are made publicly.

Monetary rewards are not the best motivators for a majority of LIS students, yet surely they would like to work in libraries that pay well. While money may not be the best motivator, it plays an important role in achievement motivation and in job selection. More males than the females from all four countries agreed with the statement.

Rigidity – The study results reveal that a greater number of American and Singaporean LIS students would like to set their own deadlines, whereas a slight majority of Thai students would like their supervisors to set their goals for them. Indian students fall in between, with 46.5% preferring that superior set deadlines. Management research shows that people who set their own goals are more motivated and committed to achieve those goals than those for whom the goals have been set by others. They are also more likely to take responsibility for the consequences of their actions. In low 'Power Distance' countries like the United States, employees expect, even demand, opportunities for using their discretion in decision making. In Hofstede's studies, India, Singapore, and Thailand score high on 'Power Distance,' whereas the U.S. scores low. In high 'Power Distance' countries, people look to their superiors to make decisions, provide guidance, and set deadlines. A high respect for authority exists in these countries, and the power is concentrated in the hands of the superior. Even though all of the countries studied may follow an open door management policy, interpersonal distance is less between managers and their subordinates in the U.S. compared to the other countries studied. According to Pareek, the Indian's tendency to depend on the superior could prompt a "dependence motivation," which could in turn lead to a tendency to avoid responsibility (1968, 119-121). Therefore an Indian manager should give subordinates a chance to make decisions according to their responsibility. Job training and good feedback is known to build trust, independence and confidence in decision-making. A manager must adopt a management style that motivates employees to perform their best for the

organization, within the constraints of prevalent culture.

This study also indicates that Indian, Singaporean, and Thai LIS students would be more willing to modify their opinions in order to build group consensus than would the American students. The American students, however, would prefer to have some flexibility on the job over having friendly relations with co-workers. The results may well reflect the country's culture as pointed out by Hofstede and others. American students are more individualistic and thus want flexibility, whereas Indian and Thai students are more group oriented in their thinking and so look for group support.

Women as Managers – The “Women as Managers Scale” also generated major differences in results. The study supported the conclusion that the prevalent social and psychological climate determines the expected gender roles. Percentage agreements between males and females were closer to each other within countries than between countries. According to prevalent beliefs an ideal manager is supposed to be non-emotional, aggressive, ambitious, objective, and responsible. These expectations of our managerial roles embedded in our psychology collide with the stereotypical impressions about women. If women are aggressive, ambitious, and non-emotional, they are perceived as violating either the traditional sex-roles and are labeled as ‘too masculine.’ If they are caring, empathetic, and relationship-oriented managers or leaders, they are seen as violating leadership roles (Kram and Hampton 1998, 199).

A majority of the female LIS students want the same level of responsibility and challenge as men in their jobs. They feel they can make objective decisions and that they will not let their emotions influence the managerial decisions made by them. However, women are often perceived, and may perceive themselves, as unsuited for positions of authority. A large percentage of female students (20% American, 40% Indian, 42% Singaporean, and 21% Thai) in this study felt that females would allow their emotions to influence their managerial decisions more than men would. The desirability of equally challenging and responsible jobs for women and men was also less agreeable to male students than female students from all four countries.

Societal and organizational messages conveyed to women in most countries have included the notion that women themselves have the primary responsibility to rectify the inequitable representation of women in the management ranks. In response, women turned to business and professional schools, earned post-graduate degrees, and gained managerial experience. Entrepreneurial and professional women organized networks for mutual support and lobbied for laws dealing with ‘equal pay for equal work’ to be implemented. They also undertook research to determine the causes of their low salaries and slow progress in rising into higher management positions. By the end of the 1970s in the U.S. women had started questioning the male dominated work culture. In 1990-91 a U.S. government study compared the qualifications and performance of the entrepreneurial women who excelled in their own businesses with equally qualified women in the corporations and in academic institutions. The study concluded that a glass ceiling exists when it comes to promoting women to higher levels of management (U.S. Department of Labor). Such studies clearly demonstrated institutional and organizational discrimination. As a result, many corporations in the United States and in other countries set up programs to promote women to executive positions.

Most of the research studies also indicate that there are negligible differences between genders as far as managerial motivation is concerned (Murgai; Spence and Helmreich; Swisher et al.). Organizations therefore must be transformed to be fair and enable women to find self-fulfillment through achievement at work. Women advocate that organizations should eliminate discrimination and adopt objective methods of selection, promotion, and reward. Organizations can gain by adding more talented women to the executive ranks and thus maximize their human resources. For women as a group to succeed, such a change is needed at the individual, organizational, and social levels.

A majority of American male and female LIS students are ready to concede, at the conceptual level at least, that women can successfully take up managerial roles. A large gap still exists, however, between the concept and the reality, even in the United States. Deiss concluded that in the current climate, “women are expected to have more strengths and fewer

faults than men, they need to be tougher, take more career risks, have a stronger desire to succeed, and have a more impressive presence”(2001,7). American women have worked hard to get to this acceptance level. The Indian, Singaporean, and Thai working women also demand a similar acceptance. Women in these countries are striving to achieve the same level of equity and equality in the work place as their American counterparts, and they are making some progress. The laws in all four countries guarantee women equity and equality at the work place, but deep-seated social and psychological notions about gender-roles are harder to change. Women themselves must develop an understanding of their strengths and through cooperation and collaboration bring about change in the workplace as well as in society. I agree with Deiss when she says that “Women must look critically at what they do, the way they do it, and the culture that shapes them.”

Management itself is an American concept and the United States is a major exporter of modern management theories to the developing countries. While basic theories of management are taught in all the countries studied, differences lie in the implementation of these theories. The position of extreme individualism of the American workers as compared to the collectivism of most other countries, calls for a major modification of these theories to suit the cultural environment. In cultures where individualism is highly emphasized, collaboration and cooperation may be harder to achieve for a transformational leader. Management motivation theories work well if the managers are sensitive to the prevalent culture and can modify the theories to suit the culture of the organization and or the country. To use effectively the talents of the employees, a manager must assess the basic motives and the cultural values that shape the self-worth and achievement motivation of their workers. In particular, a manager should assess whether the culture is self-focused or group-focused and whether the power differential is high or low.

Furthermore, managers need to discern whether their own management style creates opportunities for their employees while enhancing the organizational goals. Since the U.S. workforce is also becoming more and more multicultural, such awareness can help managers in the United States as well as abroad. Most managers who are able to modify motivation theories have had success in implementing them in their own context.

### Conclusion

Achievement motivation is of interest to both psychologists and sociologists. It is thought to be responsible for economic growth and entrepreneurial activity in society. Perhaps the economic need and entrepreneurial spirit prompted so many women to seek professional roles outside home during the last half of the twentieth century. A small percentage of them have succeeded in achieving the dean and director level positions in the LIS professions. However, a majority of them still lag behind men in terms of equity and equality of rank and remuneration in all the four countries studied. Management training is supposed to help participants gain self-confidence and develop skills. More women than men have sought such training in this profession during the last three decades. Most management research studies also indicate there are negligible differences between genders as far as motivation-to-manage is concerned. This study concludes that prevalent psychological and social climate determines the gender roles. Even in America where a majority of male and female LIS students agree that women can successfully take managerial roles, a large gap exists between the concept and the reality. The Indian, Singaporean, and Thai women are still striving to achieve the same level of acceptance as men at the work-place. Women and men in all four countries have to critically examine the culture that shapes them and develop an understanding of how their achievement motivation will bring about a change in the workplace and in society.

## Bibliography

- Astin, H. S. 1984. "The Meaning of Work in Women's lives: A Sociological Model of Career Choice and Work Behavior." *The Counseling Psychologist* 12#4: 117-126.
- Basow, A.S. and Medcalf, K.L. 1988. "Academic Achievement and Attributions Among College Students: Effects of Gender and Sex Typing." *Sex-Roles* 19: 555-567.
- Baumeister, Roy F. 1999. "On the Interface Between Personality and Social Psychology." In *Handbook of Personality: Theory and Research*, 2nd ed. Chapter 14: 367-377, edited by Lawrence A. Pervin and Oliver P. John. New York: Guilford Press.
- Brenner, O.C. 1989. "Relations of Age and Education to Managers' Work Values." *Psychological Reports* 63: 639-642.
- Campbell, John P. 1986. "Labs, Field and Straw Issues." In *Generalizing from Laboratory to Field Setting*: 269-279, edited by Edwin A. Lock. Lexington, Massachusetts: Lexington Books.
- Chen, Chao C., K C Yu, and J.B. Miner 1997. "Motivation to Manage: A Study of Women in Chinese State-Owned Enterprises." *The Journal of Behavioral Science*, 32 (June): 160-173.
- Daley, S. 1991. "Something Causes Girls to Lose Self-esteem." *The Chattanooga Times* C2: 1-2.
- Deiss, Katheryn. 2001. "Women Moving Mountains: Women and Organizations." *ACRL Women's Studies Newsletter*. Chicago, ALA: 3-4, 7.
- Diamond, Esther E. 1987. "Theories of Career Development and the Reality of Women at Work." In *Women's Career Development*, edited by B.A. Gutek & L. Larwood: 15-27. Newbury Park, California: Sage Publications.
- Earley, P. Christopher and Miriam Erez. 1997. *The Transplanted Executive: Why You Need to Understand How Workers in Other Countries See the World Differently*. New York: Oxford Press.
- Florentine, K. 1988. "Increasing Similarity in Values and Life Plans of Male and Female College Students? Evidence and Implications." *Sex Roles* 18: 143-158.
- Greenberg, Jerold. 1987. "The College Sophomore as Guinea Pig: Setting the Record Straight." *Academy of Management Review*, 12: 157-159.
- Greenhaus, Jeffrey H, Saroj Parasuraman, and Wayne M. Wormley. 1990 (March). "Effects of Race on Organizational Experiences, Job Performance Evaluations and Career Outcomes." *Academy of Management Journal* 33: 64-68.
- Hiatt, P. 1983. "Management skills: Key to Better Service Delivery." *Journal of Library Administration* 4:15. Hiatt, P. "Should Professionals be Managers?" *Journal of Library Administration*.4: 21-39.
- Hofstede, Geert. 1980. *Culture's Consequences: International Differences in Work-related Values*. London: Sage Publications.
- Katz, Marsha. 1988. *Career Values for Men and Women*, Paper presented at HRMOB (Association for Human Resources Management and Organizational Behavior).
- Kram, Kathy E. and Marion McCollom Hampton. 1998. "When Women Lead: The Visibility-Vulnerability Spiral." In *The psychodynamics of Leadership*, edited by Edward B. Klein, Faith G. Gabelnick, and Peter Herr 193-218. Madison, Connecticut: Psychosocial Press.

Lawrence, W. Gordon. 1998. "Unconscious Social Pressures on Leaders." In *The Psychodynamics of Leadership* edited by Edward B. Klein, Faith G. Gabelnick, and Peter Herr. Chapter 3, 53-75. Madison, Connecticut: Psychosocial Press.

Martin, Janet K. 1983. "Salary and Position Levels of Females and Males in Academic Libraries." In *The Status of Women in Librarianship: Historical, Sociological, and Economic Issues*, edited by Kathleen Heim. New York: Neal-Schuman Publishers, 1983.

McClelland, David C. 1961. *The Achieving Society*. Princeton, New Jersey: Van Nostrand.

Murgai, S.R. 1987. "Managerial Motivation and Career Aspirations of Library/Information Science Students" (Ed. D) dissertation, University of Tennessee, Knoxville, TN, 88-02, 687.

Murgai, S.R. (1991). "Attitudes Towards Women as Managers in Library and Information Science." *Sex Roles* 24: 681-700. Murgai, S.R. (1996). *Motivation to manage: A comparative study between male and female Library & Information Science students in the United States of America and India*. Presented at The 62nd IFLA Conference at Beijing, China, August 25-31: 16-39.

Offermann, Lynn R. and Michele Armitage. 1993. "The Stress and Health of the Woman Manager." In *Women in Management: Trends, Issues and Challenges in Managerial Diversity*, edited by E.A. Fagenson: 131-161. Newbury Park, California: Sage Publications.

Ory, John. C. & Poggio, John. P. 1976. *The Development and Empirical Validation of a Measure of Achievement Motivation*. Bethesda, Maryland. ERIC, ED 124 567.

Pareek, Uday. 1968. "A Motivation Paradigm of Development." *Journal of Social Issues* 24#2: 115-122.

Powell, Gary N. *Women and Men in Management*. 1993. Newbury Park, California: Sage Publications.

Spence, Janet T and Robert L. Helmreich. 1983. "Achievement Related Motives and Behaviors." In *Achievement and Motives: Psychological and Sociological Approaches* edited by Janet T. Spence 11-74 Austin, Texas: University of Texas Press.

Swisher, R., R. R. Du Mont, and C. J. Boyer. 1985. "The Motivation to Manage: A Study of Academic Libraries and Library Science Students." *Library Trends* 34: 219-234.

Terborg, James R. 1977. "Women in Management." *Journal of Applied Psychology*. 62: 647-664.

"The Journey of the East: An Introduction." In *Asian Perspectives on Psychology*, edited by Durganad Sinha and Henry S.R. Kao. 1997: 9-22. New Delhi, India: Sage Publications.

U.S. Department of Commerce. 2001. *Statistical Abstract of the United States*: 177. Washington, D.C.: GPO.

U.S. Department of Labor: Office of Federal Compliance Programs. 1990-91. *A Report on Glass Ceiling Initiative* edited by Lynn Martin. Washington D.C.: GPO.

*Women in Management Worldwide* edited by Nancy Adler J. & Defna N. Izraeli. 1988. Armonk, New York: M. E Sharpe: 3-22.

*The World of Learning*, 51st edition. 2001. London, England, Europa Publications Ltd

# = Number  
% = Response

**Table 1 A**  
**Percent of Respondents by Country who agreed to Social Acceptance Statements**

COUNTRIES		USA	INDIA	SINGAPORE	THAILAND
	SOCIAL ACCEPTANCE STATEMENTS	TOTAL # 656 & % RESPONSES	TOTAL # 799 & % RESPONSES	TOTAL # 69 & % RESPONSES	TOTAL # 283 & % RESPONSES
4*	Social acceptance is more important than personal success	25	70.5	59.5	64
22*	one cannot be truly successful if he/she is also not popular	15.5	28	26.5	68
33*	social recognition is the primary goal of any undertaking	8.5	74	32.5	94
35*	Monetary rewards are the best way to motivate me to do my best	20	41	34.5	48

Note: \* indicates differences were significant at <.05 level based on chi-square.

F=Female %  
M= Male %  
N= Number

**Table 1 B**  
**Percent of Respondents by Gender who Agreed to Social Acceptance Statements**

COUNTRIES		USA		INDIA		SINGAPORE		THAILAND	
NO.	SOCIAL ACCEPTANCE STATEMENTS	F %/N	M %/N	F% /N	M% /N	F%/ N	M% /N	F%/ N	M% /N
		536	120	399	400	38	31	234	49
4*	Social acceptance is more important than personal success	15	35	65	76	51	68	58	70
22*	one cannot be truly successful if he/she is also not popular	13	18	25	31	29	24	68	68
33*	social recognition is the primary goal of any undertaking	5	12	70	78	32	33	94	94
35*	Monetary rewards are the best way to motivate me to do my best	18	22	38	44	24	45	46	50

Note: \* indicates differences were significant at <.05 level based on chi-square.

# = Number  
% = Response  
Percentag

**Table 2 A**  
TOTAL PERCENTAGE RESPONDENTS WHO AGREED BY COUNTRY TO RIGIDITY STATEMENTS

	COUNTRIES	USA	INDIA	SINGAPORE	THAILAND
No	Rigidity Statements	TOTAL # 656 & % RESPONSES	TOTAL # 799 & % RESPONSES	TOTAL # 69 & % RESPONSES	TOTAL # 283 & % RESPONSES
9*	A true challenge is one that is practically impossible to achieve	19	53.5	13.5	21.5
18*	I would rather have my superior set deadlines than set them myself	26	46.5	28.5	55
29*	It is more important to have friendly co-workers than flexibility in the job.	40.5	88.5	69.5	94
41*	I would rather change my opinion than disagree with the consensus of the group	12.5	53.5	35	80

Note: \* indicates differences were significant at <0.05 level based on chi-square.

F =Females %  
M =Males %  
N =Number

**Table 2 B**  
PERCENTAGE OF RESPONDENTS WHO AGREED BY GENDER TO RIGIDITY STATEMENTS

	COUNTRIES	USA		INDIA		SINGAPORE		THAILAND	
NO	RIGIDITY STATEMENTS	F %/N	M%/N	F%/N	M%/N	F%/N	M%/N	F%/N	M%/N
		536	120	399	400	38	31	34	49
9*	A true challenge is one that is practically impossible to achieve	17	21	52	55	11	16	21	22
18*	I would rather have my superior set deadlines than set them myself	23	29	43	50	37	20	44	66
29*	It is more important to have friendly co-workers than flexibility in the job.	36	45	91	86	71	68	96	92
41*	I would rather change my opinion than disagree with the consensus of the group	12	13	49	58	47	23	82	78

Note: \* indicates differences were significant at <0.05 level based on chi-square.

# = Number  
% =Response  
Percentage

**Table 3 A**  
Percent of Respondents who Agreed by Country  
to Women as Managers Scale Statements

No	COUNTRY	USA	INDIA	SINGAPORE	THAILAND
	WOMEN AS MANAGERS STATEMENTS	TOTAL # 656 & % RESPONSES	TOTAL # 799 & % RESPONSES	TOTAL # 69 & % RESPONSES	TOTAL # 283 & % RESPONSES
5*	Challenging work is more important to men than it is to women	8	25.5	25	27
23*	It is less desirable for women than men to have a job that requires responsibility	2.5	29	10.5	32
10	Women have the objectivity required to evaluate library situations properly	19	53.5	13.5	65.5
40*	Women would no more allow their emotions to influence their managerial behavior than would men	77.5	51.5	53	56.5
14	Women cannot be aggressive in managerial situations that demand it	42.5	48.5	35.5	64
30*	Women are not ambitious enough to be successful in managerial positions	3	29	9	23

Note: \* shows relationships were significant at < .05 based on chi-square

F=Female %  
M= Male %  
N= Number

**Table 3 B**  
Percent of Respondents who Agreed by Gender  
to Women as Managers Scale Statements

No	COUNTRY	USA		INDIA		SINGAPORE		THAILAND	
		N/F %	N/M %	N/F %	N/M %	N/F %	N/M %	N/F %	N/M %
	WOMEN As MANAGERS STATEMENTS	536	120	399	400	38	31	234	49
5*	Challenging work is more important to men than it is to women	5	11	16	35	24	26	15	39
23*	It is less desirable for women than men to have a job that requires responsibility	3	2	18	40	5	16	20	44
10	Women have the objectivity required to evaluate library situations properly	17	21	52	55	11	16	71	60
40*	Women would no more allow their emotions to influence their managerial behavior than would men	80	75	60	43	58	48	79	34
14	Women cannot be aggressive in managerial situations that demand it	45	40	48	49	39	32	66	62
30*	Women are not ambitious enough to be successful in managerial positions	3	3	28	30	8	10	18	28

Note: \* shows relationships were significant at < .05 based on chi-square

## Is There a Next For Reference Librarians?

Linda Cox, Gail Stern Kwak, Abbie Landry, Fleming Thomas

Linda Cox, is Head of Media Serials. Gail Stern Kwak is Government Documents and Reference Librarian. Abbie Landry is Reference Librarian. Fleming Thomas is Reference-Interlibrary Loan Librarian. All are with Eugene P. Watson Memorial Library, Northwestern State University, Natchitoches, LA. Ms. Kwak can be reached at [kwak@nsula.edu](mailto:kwak@nsula.edu)

---

### Abstract

In this opinion piece four reference librarians at a medium sized academic library in Louisiana, describe their experience with an unanticipated effect of educational technology (online computers) and their recommendations for taking advantage of this effect. This paper makes a case for teaching as the new occupation for reference librarians.

### Introduction

It should be understood from the beginning, as a means of reiterating the abstract, that this article is not based on research in the traditional sense. It is, instead, an anecdotal piece describing the field experience of four seasoned librarians with an even 100 years of practicing librarianship. Our conclusions, while not based on "scientific" evidence, represent our analysis of a problem based on observations of student behavior, reinforced by informal conversations with our peers around the state of Louisiana.

#

Just a decade ago Watson Library's Reference Division was the epitome of a small, traditional university library. Students and the occasional faculty member came to the library and used the card catalog and several print indexes to locate the information they wanted. Reference librarians expected to handle approximately 17,000 fairly substantial questions during the academic year (from Watson Library Reference Division's Annual Report). We were quite proud of the fact that a professional reference librarian was on duty all the hours that the library was open. Life was orderly, and the reference

division faculty was comfortably busy; its place in the grand scheme of university organization was recognized and appreciated. Little in the way of change was anticipated.

Although Watson Library has had standalone workstations and telnet terminals since the mid 1980's, the advent of twenty-seven web-based databases in 1999 marked a definite change in reference services. From that point onward life has been anything but comfortable. As the number of online databases provided by LOUIS (formerly the Louisiana Online University Informational Systems, now Louisiana Library Network) expanded simultaneously with the increase in distance education classes, the number of reference questions plummeted as did the intellectual quality of those questions. In order to help our students and faculty with these new systems, the reference faculty began an accelerated program of library instruction, created an electronic instruction lab, and developed handouts and users manuals describing how our students and faculty could access these databases from home, or from wherever they could get access to a computer.

Interlibrary loan requests could also be initiated from remote locations, and patrons were notified by telephone or e-mail when the requested items were available for pickup. There was no need to come to the library and complete a form – in fact, paper forms were done away with altogether. The only reason students had to come to the library was to check out books. Clearly, Watson Library had joined the information age.

The result of this new technology, combined with the Reference Division's clever and unremitting methods of demonstrating how it could be used from outside the library, has been spectacularly successful; unfortunately, in ways we had never anticipated. Reference questions have declined by three-fourths, and the number of students who come to the library has also declined proportionally. The situation was further exacerbated by the installation of a computer laboratory (but not as an actual part of the library) for the use of students wanting to access

the Internet, e-mail, and to print out class assignments. Many students who “come to the library” are, in fact, coming to the computer laboratory to type papers, check email, surf the Internet, enter chat rooms, and play games.

Ironically, the book budget, as well as funds for journal subscriptions, has been more generous than ever in the history of Watson Library due to the state legislature providing “Enhancement Funds” to academic libraries. The Reference Division is literally awash in new reference books, most of which have never been opened.

In the fall of 2002, the reference faculty met to analyze and discuss this paradoxical situation. We had finally become fed up with staring at spaces largely devoid of students and faculty. Of particular concern was the decline in substantial inquiries from students. Answering reference questions was replaced by putting paper in printers and providing directions. The obvious issue was whether students had become so proficient in the use of the library’s databases that they no longer felt it necessary to consult a reference librarian. Also in question was whether the faculty, for some unknown reason, had stopped giving work assignments that required the resources of a library to complete.

These concerns were further enhanced by a survey the reference faculty sent to the teaching faculty of Northwestern State University. Some of the results from the brief, Likert-type questionnaire which 45% of the faculty returned made some interesting points:

- First, most faculty believed that formal library instruction is useful.
- Second, a significant majority of faculty continue to assign projects that can be completed only with the use of library resources, and
- Third, a very large majority feels that reference librarians are indispensable when using the library for research purposes.

This relatively positive information was offset to a certain extent by the fact that only one-third of the faculty responding had scheduled an instructional session during that semester.

One would reasonably think that if the faculty considers library instruction so useful, instructors

would take the initiative and schedule a class in the library. We do not know why this peculiarity exists. It may simply be that the faculty is not aware that we give library instruction in all areas. Or instructors may just not get around to making an appointment. They may assume students are getting adequate library instruction in orientation classes. In any case, the library has hired an Instructional Services Librarian who began work in the fall of 2003. The job description specifically requires visits to all departments for the purpose of making certain the faculty know that subject matter instruction in all areas is available for the asking, and to seek the faculty’s advice regarding resources to be emphasized. We, as librarians, urged the revamping of this position on the assumption that the library should put more personnel and resources into teaching students, and to some extent the faculty, how to use the elements of research and educational technology with all their ramifications for library applications.

Recognizing that the major responsibility for the development of academic skills rests with the teaching faculty, we also recognize that librarians can play a much more prominent role in this development.

Whether we can make teaching a primary task for reference librarians remains to be seen, but we do know that in general, most of our students show an astonishing ignorance of how to do “good research.” Quite frankly, we thought most of our students would know a lot more about computers and some of the more imaginative ways to use them, but that has proven to be a very false assumption.

Rooting around on the Internet is a far cry indeed from working through the ordered search engines that characterize proprietary databases such as InfoTrac. Students’ main source of difficulty with proprietary systems likely stems from the wide and easy availability of remotely accessible databases that allow students to bypass the library and the guidance of librarians.

For example, students with an assignment find it comparatively easy to print out two or three articles at home, which they—so we suggest—patch together for a research paper. The problem, or one of the larger problems, is that the articles often have little coherent relationship with the thesis of the assignment. If the subject is the writings of William Faulkner, one article

chosen may deal with *The Bear*, another with *Light in August*, and yet another with *As I Lay Dying*. These articles are then used irrespective of their applicability to the given topic. We see this problem with many of the students we help to use the databases: they want x-number of articles on the given subject and usually print off the first full-text articles they find.

Careful analysis of literature is ignored in these circumstances, and undergraduates, usually in a hurry or late with assignments, are merely taking advantage of the convenience afforded by full-text databases. At the same time, it is little wonder that plagiarism is fast becoming a national scandal in higher education. Moreover, particularly galling is seeing the marvelous convenience of online databases used so poorly and with such limited creative utility. But if students have not been properly instructed in the correct methods they just will not know any better.

The evidence we have collected cannot be regarded as particularly scientific, but from a practical point of view it appears to the reference faculty of Watson Library that a vastly enlarged teaching responsibility is an evolving role for reference librarians. And while we can currently make a significant contribution to the general knowledge of freshmen and perhaps some upper-division students, our work will be spotty at best. In 2002, the reference faculty taught 121 50-minute sessions of library instruction with a total of 3,319 students in attendance, roughly half of all students attending the Natchitoches campus (from the Watson Library Reference Division's Annual Report, 2002).

Most of these sessions were introductory English 1010 and 1020 classes, and it is clear enough that if we wanted to teach more students in greater depth, we would need release time for preparation and teaching.

But before that is likely to happen, all libraries facing our dilemma—and we suspect it is becoming common among smaller academic libraries—will need a sanction or mandate from the library profession to offer full-time library instruction as a required course and as a means of dealing purposefully with the residual time now available to reference librarians.

We would like to see library schools and the Association of College and Research Libraries

take a position on this issue, and one that agrees with our sense of reality. The 2000 and 2001 statements by ACRL on information literacy (<http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>) point the way for the adoption of information literacy policies, but we are suggesting that reference librarians would be the ones most suitable to teach these classes.

Armed with the right kind of sanction, it would seem possible for librarians to approach their various academic officers and make a strong case for teaching library instruction full time, beginning with required courses for Freshmen.

Unfortunately, if we are to judge from personal contacts with other librarians in the field, our profession as a whole—but especially library schools—seem blissfully oblivious to the dilemma we have identified above. The candidates we have interviewed for reference positions from a number of library schools indicate that if the question has come up in classes it was not discussed in any way that stuck with them.

From the perspective of field librarianship, the curriculums of library schools appear to be losing their cohesion. The core curriculums do not seem to be addressing the shift in reference from traditional reference work to library instruction. Furthermore, students often swap off course work in traditional librarianship for course work in computers and the Internet, aiming for careers in the computer industry because that is where better salaries are found. However, they may end up in traditional libraries unprepared for the reality they will face. Any library school offering course work in both areas will inevitably create a situation where some students are greatly over-prepared or seriously under-prepared, and this will manifest itself more clearly when new graduates attempt to enter the job market. To put it bluntly, it seems to us that in their love affair with technology, library schools have failed to recognize a problem, and a need, that is the result of that very same technology. Library instruction, in a formal sense, has been ignored.

The point of all this is that new graduates into the profession of library work will find themselves in a state of shock if they expect reference services to be the same as they were

just a few years ago. Library schools, in our opinion, should begin to prepare students for a workday world by responding to the pervasiveness of educational technology, and by that we mean the ubiquitous computer--not just how to use the computer but how to teach others to use it.

The short and long-term effects of computer technology are present, here and now, and they have the capacity for destroying reference services as we have known them for decades. Given the preference of younger library patrons for using computers, this development is probably inevitable, and probably even good for our profession, but only if the transition is characterized by a modicum of common sense.

And the question still remains: what do we do with all those underutilized reference librarians?

Our most succinct answer is that librarians, particularly reference librarians, should become active participants in the teaching of information literacy with emphasis on the applied use of library databases and research tools and their classroom applications. We see this as a charge to others who are experiencing the phenomenon of dropping reference questions and declining patron numbers. Those looking to fill this void might be able to do so through greater

involvement in institution-wide information literacy initiatives and still be able to fulfill their professional obligations. We also believe that the ready availability of electronic library resources in the academic environment has created an opportunity for librarians to expand what has hitherto been a somewhat passive role in "supporting" classroom instruction into a more cooperative and high profile one. Librarians now have the time and the tools to actively influence all subjects and curricula through such activities as providing content for online courses, developing interactive web-based instruction, assisting professors in developing effective research assignments and providing in-depth library instruction sessions for upper level classes. These tasks will all require the acquisition of new knowledge and skills, each of which will contribute to our view of the new and different reference librarian.

There may be other solutions, but many of us are not interested in turning our libraries into variations of Starbucks or PJ's coffee houses, nor does "virtual reference" or "digital reference" seem to have much promise for filling our time.

We recommend this subject for further discussion, hopefully by our professional organizations and library schools.

## The Obituary Index Project: A Collaborative Gateway to Local History

Gerald F. Patout, Jr

Gerald F. Patout, Jr. is Head Librarian, Williams Research Center, Historic New Orleans Collection, New Orleans, LA. He can be reached at [geraldp@hnoc.org](mailto:geraldp@hnoc.org).

### Introduction

Genealogists and local historians are converging on libraries and information repositories in record numbers, armed with questions and determined to locate answers buried in the documentary annals of the past. This crusade is sometimes met with the same confounding and perplexing problems that challenge library genealogy and local history professionals - a proliferation of information resources, the questionable accuracy and validity of certain sources and the daunting and repetitive task of instructing end users in meaningful inquiry and research. In response to these changes, the New Orleans Public Library (NOPL) and The Historic New Orleans Collection (THNOC) are collaborating on an effort to computerize and then upload to their institutional web sites NOPL's Louisiana Biography & Obituary Index, the primary local history reference tool card file index of biographical information found in New Orleans newspaper obituaries from approximately 1804 to 1972. Currently, fourteen aging metal file cabinets on the third floor of the Louisiana Division of the New Orleans Public Library (NOPL) contain over 650,000 index cards of information, some with multiple citations that have been described by researchers as a treasure trove and remarkable historical chronicle of local characters and color.

### Origins of the Index

The Obituary File was begun by Works Progress Administration (WPA) staff working in the City Archives Department in the 1930's. The department was located in City Hall (now Gallier Hall) and the adjacent annex building on St. Charles Avenue. In addition to the manuscript journals and ledgers of city government dating from 1769, it also contained the largest collection of bound New Orleans newspapers in existence. From this newspaper archive, the Obituary Index was created as one of several W.P.A. indexing projects conducted in that department including the Louisiana News Index,

which provides coverage of news articles, exclusive of obituaries. The indexes were maintained by the City Archives Department staff after the W.P.A. project closed down.

Although the City Archives Department was transferred by ordinance in 1946 to the New Orleans Public Library, it was not until December, 1947, that the newspaper files and the W.P.A. indexes were moved to the old main library on Lee Circle. As the library staff began to go over the Obituary Index cards, they began to uncover specific date omissions and other inadequacies in the file. It included references only to deaths of prominent citizens, and it usually omitted editorials or feature stories relating to deaths. Instead, such articles were filed in the Louisiana News Index under such unhelpful topics as "people." The Obituary File was also divided into three sections: 1804 - 1936, 1937 -1945 and "current," the last category covering the portion of 1946 that had been completed at the time of the transfer to the Library. To remedy these deficiencies, library staff initiated a project, beginning with the year 1946 and extending forward, to index all obituaries. They also began to re-index retrospective time periods, beginning with the Civil War era, in order to fill in incomplete coverage.

Due to staffing limitations, work on the Louisiana News Index was concluded in the 1960's; coverage stops at the end of 1963. NOPL staff work on the Obituary File continued, but in the early 1970's volunteers were recruited to take over the project. The decision was made to stop ongoing coverage of obituaries at the end of 1972, when printouts of indexes to statewide death certificates began temporarily, it turned out, to be made available. The volunteers began to concentrate on filling in the gaps in the index. This volunteer effort brought full coverage back to 1858, before the project was put on hold for a number of years. In 1998, the project was revitalized, and a massive effort was made by several volunteers to fill in coverage of obituaries in the *Daily Picayune* back to its beginning in 1837.

When this part of the project was completed, New Orleans Public Library (NOPL) could finally say that the Obituary File had complete coverage from 1837-1972. While only the *Daily/Times Picayune* is fully indexed, the index also includes references from the old *New Orleans States & New Orleans Item* during the post-World War II years, from all New Orleans dailies during the Civil War era, and from a number of other newspapers, such as the *Louisiana Gazette*. The index also includes references to biographies of Louisianans appearing in selected collective biographies published before 1960. Thus, the index eventually came to be designated the "Louisiana Biography & Obituary Index."

### Computers & Collaboration - A New Age For a Card Index

After much discussion, careful deliberation and even a summer of field testing design possibilities, an agreement of co-operation to begin the project was signed in April of 2000. In June of that year, two part-time staffers from the Historic New Orleans Collection began data input on premises at the New Orleans Public Library. Arriving at this point of data input was also the result of considerable application software analysis and technology discussions between the participating institutions that would not only satisfy the purposes of the effort, but would be visionary in addressing the needs of this slumbering body of print information.

Although a number of criteria were employed to evaluate various database options, two interrelated and important factors guided the final decision in selecting the Minisis database management tool for this project. The first factor was the additional vendor cost associated with their proprietary web uploading software package. A second consideration was the fact that The Historic New Orleans Collection (THNOC) had just chosen Minisis as their new institutional information management software.

The Minisis application selected was designed and built to meet the general requirements for this database project as well as simultaneously meet the greater institutional information management needs of the archival, library and museum components of The Historic New Orleans Collection (THNOC). Minisis is a multi-platform object-oriented relational database management tool that has been developed, distributed and supported since 1975 by the International Development Research Centre in Ottawa, Canada. Fully bilingual, with over 450 pre-defined data elements, the user-friendly nature and easy customization features provided application development and solutions to successfully launch this project. A sample of the customized Minisis Obituary Index main data input screen is provided in Illustration 1.

Illustration 1 - Data Input Screen – Main Screen

*Data Input Screen - Main Screen*

Since June of 2000, The Historic New Orleans Collection (THNOC) data input staffers have been routinely entering individual card information, like names, death dates, and the specific newspaper citation(s) into the computer database. Recognizing the tedious and monotonous nature of this process as well as human nature, the data input process does get interrupted and slows when specific concerns about information contained on a certain card is questioned. To this end, the project utilizes volunteer support staff that routinely check problem or “snag” obituary index cards with newspaper citations, enabling the data input personnel to specifically continue data input. Starting with the A’s and B’s of the card file index, project data input staffers have now developed rather keen instincts for obituary index card details as well as the nuances related to the handwritten notes or the numerous typefaces on these historic records. In addition to maintaining a processing journal that records the development of this project, the data input personnel regularly record noteworthy and some very interesting obituary index cards for future project presentation and publicity purposes. With this process in place and over 4,000 hours of data input having been completed, nearly 145,000 obituary index cards have been keyed into the new computer database. Also, countless volunteer hours have been utilized in validating and verifying specific card data.

### Importance of the Obituary Index

For the genealogist and local historian, the importance of the Obituary Index is found in the access to newspaper information and the focus that it provides when initiating a specific inquiry. The index can help researchers rapidly narrow a genealogy search to a specific time frame, a specific religious affiliation or specific sets of government and religious records, thus making more efficient use of time and effort. In addition to access and search strategy attributes, the index tells us about ourselves and the community and collectively records local history over a substantial time period. Besides historical demographic data, the computerized indexed information will be able to detect trends and verify those periods of epidemics as well as economic prosperity. As an access point for genealogical research as well as resource for confirming legal information, the computerized

edition of the index is certain to broaden accessibility, making use faster, simpler and more productive for end users. For genealogists, web accessible and computerized obit index records will accelerate the process of substantiating all-important birth, death and cemetery locations, all-important aspects of basic genealogical inquiry.

As the computerized obituary index begins to take shape in electronic form, the body and the “soul” of print card file information extracted and compiled thus far is quite telling and interesting. In a city known for excessively celebrating and actively promoting its colorful and unique cultural past, obituary cards tell us that voodoo doctors were actually a part of the local landscape as were any number of characters who roamed the streets of the French Quarter. Noted authors Henry Castellanos and Robert Tallant mention the mystical cast of New Orleans characters in their respective writings, but the obituary index actually validates voodoo doctor James Alexander’s existence in time and space.

### Illustration 2 - Alexander, James – Reproduction of Obituary card from NOPL Index

Alexander, James (COLORED)	Age: 57
(VOUDOU DOCTOR)	
Died: 8-19-1890	
D.P. 8-20-1890 PG. 8 COL. 3	

Miss Louisiana “Lulu” Rebel Blackmar is not only noteworthy in name, but her obituary index card notes that her very famous father, A.E. Blackmar, a prolific and controversial songwriter was fined and imprisoned during Civil War General Benjamin Butler’s occupation of New Orleans for publishing the “Bonnie Blue Flag.” Personalities aside, the computerized index literally speaks to our native tongues, eccentricities and ethnicities. Blanchard family names are very rich and revealing, with Clerfruy, Clerphe, Clesida as well as Odalie, Oliziphore, Onesaphore and Orelo Blanchard being just a linguistic sampling of some of the exotic first names. The computer index picks out “place”

name people like Illinois Barconey and Mrs. Kentucky Barclay and odd names like Etienne Beausoleil Batcave. With a "nicknames" field search, one can find "Okey Dokey" Bagnerise and "Short Block" Adams but perhaps, most indicative of the power and potentiality for this developing electronic resource, the obituary index card for one Joseph B. Albite declares on the card that Mr. Albite died of lockjaw. As unusual as these scraps of information appear, these clues can become meaningful leads and relevant access points for researchers either starting or furthering genealogical inquiry.

Whether this collaborative endeavor produces what some might consider an enormous electronic catalog of biographical information or realistically documents actual footprints on the path to local history, the automation of the obituary card index is certain to serve as the primary vehicle for launching genealogical inquiry related to New Orleans and Louisiana. Replication of this collaborative model between institutions and organizations sharing common goals of public service and related historical collections is one that should be considered by the entire library community.

### **The Southeastern Librarian Seeks New Editor**

The Southeastern Library Association (SELA) seeks an experienced writer or editor to produce *The Southeastern Librarian (SELn)*, the official journal of the association. The quarterly publication seeks to publish articles, announcements, and news of professional interest to the library community in the southeast. Two newsletter-style issues serve as a vehicle for conducting Association business, and two issues include juried articles. Review of applications will begin June 1, 2004 and continue until appointment is made. Applicants must make a two-year commitment and attend the SELA biennial conference and leadership meeting.

The editor will be responsible for soliciting manuscripts for feature articles and news of interest, receiving, approving and editing submissions. The editor will establish a close working relationship with and serve as liaison to the SELA Board and Committees. Serves as ex-officio member of the Executive Board.

The incoming editor will assist with production of the Fall, 2004 and Winter 2004/2005 issues and will assume the full duties of editor with the Spring, 2005 issue. Applicants must be SELA members and have a strong overall knowledge of the association and its goals, have an interest in and knowledge of issues relevant to libraries, and a familiarity with current library literature. Applicants must have written and published articles and/or have editorial experience. Preferred applicants will have experience or familiarity with the technical and editorial issues associated with electronic and web publishing. Access to word-processing software and electronic mail is essential for the editor. The editor receives an honorarium of \$300 per issue.

Applicants should send a resume and cover letter summarizing their editorial philosophy and at least two samples of published work or editorial activities to:

Judith Gibbons  
Vice-President/President-Elect, Southeastern Library Association  
Director, Field Services Division  
Kentucky Department for Libraries and Archives  
300 Coffee Tree Road; P.O. Box 537  
Frankfort, KY 40602-0537  
Voice: 502-564-8300, extension 271  
E-Mail: [judith.gibbons@ky.gov](mailto:judith.gibbons@ky.gov)

The successful candidate will be asked to provide professional references.

Questions may be directed to Ms. Gibbons or to Frank Allen, outgoing editor. Mr. Allen can be reached at [fallen@mail.ucf.edu](mailto:fallen@mail.ucf.edu). Membership and general information about the Southeastern Library Association may be found at <http://sela.lib.ucf.edu/>.

## Results of a SELA Planning Survey

Carol S. Brinkman, Diane Brown, Ravonne Green, Mary L. Smalls, Wil Weston

Carol S. Brinkman is Director, Laura Kersey Library of Engineering, Physical Science & Technology, University of Louisville, KY. Diane Brown is Director of Library Programs, SOLINET, Atlanta, GA. Ravonne Green is Library Director, Brenau Trustee Library, Gainesville, GA. Mary L. Smalls is Dean, Library and Information Services, Miller F. Whittaker Library, South Carolina State University, Orangeburg, SC. Wil Weston is Engineering Librarian and Bibliographer, Earl K. Long Library, University of New Orleans, LA. Mr. Weston serves as co-chair of the SELA Planning and Development Committee, which sponsored this survey, and can be reached at [cweston@uno.edu](mailto:cweston@uno.edu)

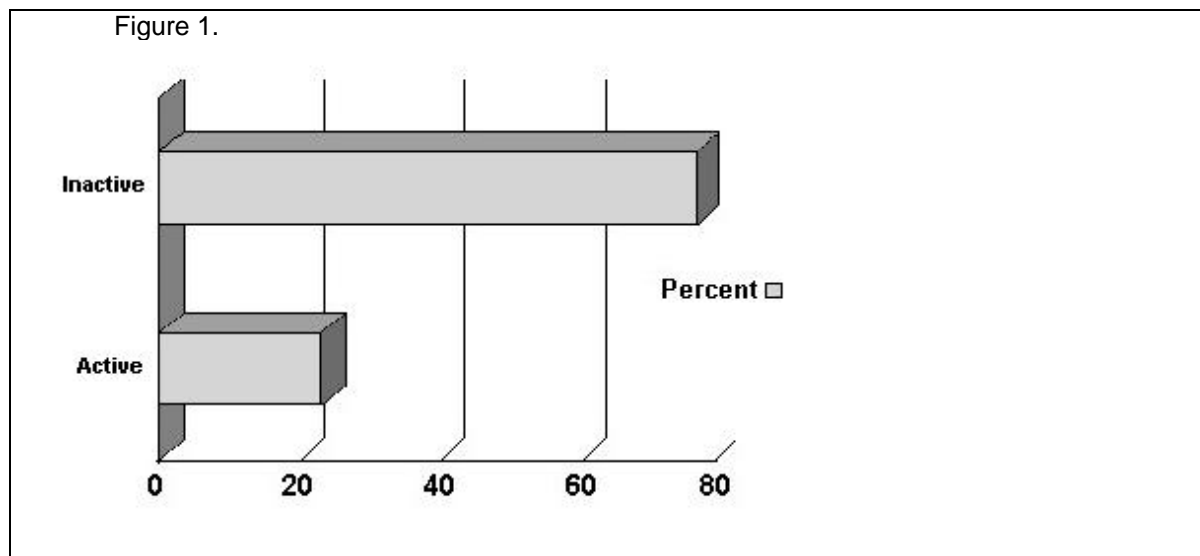
### Introduction

This study arose from the need for member input into the development of the Southeastern Library Association's (SELA) Strategic Plan. Additionally, the Planning and Development Committee felt it was important to obtain a better understanding of what services and activities the librarians in the southeast would like to see provided by the regional association. The Committee also recognized that it was important not only to ask for possible areas of improvement, but to also ask for ideas on how to achieve those improvements.

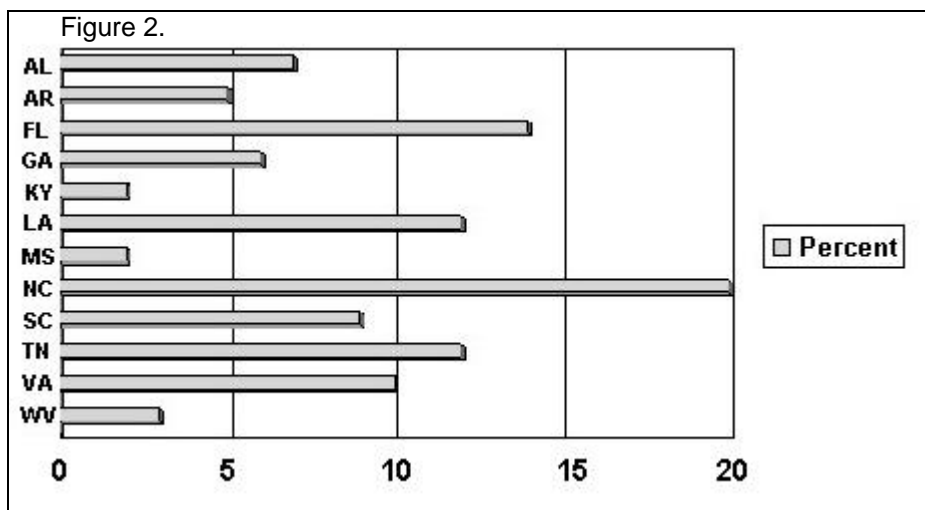
The survey was drafted at the 2003 SELA Leadership Conference in Atlanta and was refined in email communication among committee members. Early in the development stages, it was determined that the survey would be web-based and hosted by the Southeastern Library Network (SOLINET). The method proposed at the Leadership Conference for distribution of the survey was to email the survey's URL to SELA members. Distribution ultimately took place via announcements posted on the SELA listserv and state library association listservs. The original distribution plan proved too difficult due to inaccuracies in the list of SELA member email addresses. As a result of the listserv distribution method, the survey elicited the opinions of many non-members; a few of whom were unaware that the regional association even existed.

### Who Responded

A total of 411 survey responses were received. Surprisingly, the total number of responses by active members was only 22.9% (94 responses) with a much larger 77.1% (317 responses) from inactive members [Figure 1]. The majority of the written comments reflect this difference in that the inactive members offered more written comments on what they would like to see offered by a regional association.



The number of responses from each state was fairly reflective of librarians in the southeast region. The highest percentage of responses was from North Carolina (19.8%), followed by Florida (14.1%) and Tennessee (12.2) with the states of West Virginia (2.7%), Kentucky (1.7%) and Mississippi (1.7%) being underrepresented [Figure 2]. The low response rates may be explained by the fact that email notifications sent to the listservs of these three states were “bounced back” as undeliverable with the result that the notices were never posted or were posted too late to elicit a high number of responses.



Analysis by category shows the largest numbers of respondents were librarians working in public libraries (34.3%) and university libraries (29.7%). The 7% who marked the “Other” category indicated they were primarily students, people in other educational functions or in one case, a librarian who worked part-time in two different categories. Additionally, there is evidence by the number of survey responses (2.2%) from retired librarians that librarians in the southeast remain involved in the profession even after retirement [Figure 3].

Figure 3.

Choice	Count	Percentage
Public Library	142	34.3%
University Library	123	29.7%
Community College	41	9.9%
School Library	33	8%
Special Library	18	4.4%
State Library	12	2.9%
Federal Government	3	.7%
State Government	2	.5%
Other	29	7%
Retired	9	2.2%
Self-employed	2	.5%

### What Was Said

The following section of this article will be a discussion of responses for each question. Whenever possible, responses have been categorized for the purpose of analysis and discussion.

#### Question # 1: What top 3 resources would you like to see SELA provide?

Of the choices listed in the survey for this question, the two receiving the highest number of responses were Staff Training and Job Posting Service. Services mentioned in the “Other” category can be broken

into three broad areas: education, communication, and assistance. Comments related to education included requests for good quality programming at the conference, leadership training and continuing education, professional support programs, scholarships for continuing education, and assistance in getting an MLS program back in Virginia. Communication needs were: opportunities for information sharing, networking, publishing and “school library news”. The need for a “stronger journal” was also mentioned. Some requests were for assistance in a specific area but were not specific as to what was needed. These comments were: “assistance for special libraries”, “assessment” and “assessment tools”, “standards”, and “recruitment and retention of librarians, particularly minorities”.

Question # 2: Aside from budget, what will be the top 3 issues in your library over the next 3 years?

The three choices for this question which received the highest percentage of responses were Electronic Resources, Technology, and Staff Training [Figure 4]. The issues listed under “Other” were reflective of current issues in libraries worldwide. Five comments dealt with issues of library employment: shortage of librarians, education of librarians, recruitment and retention of librarians, professionals replaced by paraprofessionals, career ladder for paraprofessionals, & pay equity. There were four comments each on planning (strategic planning, 5-year planning, assessment of library services, & assessment tools) and budget (budget, capital campaign, development and fundraising, “funding, funding, funding!”). Three respondents listed instruction issues (information literacy, instructional services, and relevance to the curriculum/instruction). One mentioned consortiums and another listed communication as top issues they would face in the next three years. A total of 7 respondents listed what might be generally categorized as “political issues”: filtering and censorship (2 responses), copyright & fair use (2 responses), intellectual freedom, economic impact of libraries on communities, and developing political awareness [Figure 4].

Figure 4

Choice	Count	Percentage
Electronic Resources	227	54%
Technology	210	50.0%
Staff Training	179	42.6%
Library Buildings	123	29.3%
Digitization	94	22.4%
Marketing	90	21.4%
Change Management	88	21.0%
Advocacy	64	15.2%
Leadership Training	58	13.8%
Accreditation	47	11.2%
Mentoring	20	4.8%
Other	34	8.1%

Question # 3: Of these issues, which issues/roles would you like to see SELA address?

Most respondents indicated they would like to see the association address issues of Staff Training (42.6%), Electronic Resources (36.9%) and Technology (35.7%). - essentially restating the top three issues from question # 2 above. Likewise, the “Other” category for this question included issues mentioned under “Other” for question # 2. These other areas were planning, assessment of library services and assessment tools, copyright and fair use, intellectual freedom, consortiums, economic impact of libraries on communities, and issues related to the library employees (“librarian/paraprofessional roles, relations”, “shortage of librarians”, “cross-training, retirement, flex-time, merit pay, increasing salaries and performance evaluations”, “pay”, and “internships”) [Figure 5].

Figure 5

Choice	Count	Percentage
Staff Training	179	42.6%
Electronic Resources	155	36.9%
Technology	150	35.7%
Leadership Training	104	24.8%
Marketing	92	21.9%
Change Management	90	21.4%
Advocacy	84	20.0%
Digitization	77	18.3%
Library Buildings	64	15.2%
Mentoring	51	12.1%
Accreditation	38	9%
Other	17	4%

Question # 4 - Can you suggest a way to address these issues/roles?

There were a number of interesting suggestions and proposed solutions put forth by survey respondents. The bulk of the responses fell into one of the following categories: Training and Continuing Education, Leadership and Mentoring, Advocacy, and Assessment. There were a few suggestions or comments that were unique and have been grouped into a General category for discussion.

**Training and Continuing Education**

By far the most comments were on how to provide training or continuing education, and what topics to cover. Publications - including journal articles, online newsletters, proceedings, and staff handbooks - were mentioned by 17 respondents. Twenty-six respondents suggested online or distance education methods including web courses and tutorials, web casts, and teleconferencing, web resources, web pages, listservs, e-mail notification of continuing education opportunities, and "electronic: forums". More than 26 respondents expressed a desire for local or regional programs, with many citing time and costs as factors that make local training more desirable. There were many who simply suggested conferences, workshops, etc. without adding anything more specific. Others suggested topics including: technology, electronic resources, web page development, collection management, and facilities planning. Comments with more substance are provided below.

"Offer the librarians that attend and participate in the training sessions 'continuing education credits' or CEU's. Ask vendors to sponsor paid speakers from ALA. Ask SOLINET about the Speaker's Bureau and ask SOLINET to pay some of the speaker to come. Offer controversial topics with some heavy hitter speakers."

"WORKSHOPS! WORKSHOPS! WORKSHOPS! Offered at a "low" cost, multiple times, in multiple locations. Pre or Post Conference sessions/workshops. Subsidize partially the cost of experts in selected fields / topics who are willing to travel to libraries to (a) facilitate planning sessions w/Directors, Library Trustees, governing officials, (b) present programs to library staff planning major project in that field (examples: library system reorganization, building expansion/renovation). At minimum create/post such a list of vetted experts from within the Southeast."

"Low-cost training workshops at various locations around the state covering such topics as 'the reference interview in the electronic age' etc."

"Workshops and articles. Have both introductory and advanced information. For example, at the SELA Annual Conference, have two workshops running at the same time, one for 'beginners' and one for 'advanced' participants."

“Put together online classes with ideas in each of these areas. We do not have the time to travel to classes, nor is the cost of travel for classes conducive to repeat attendance.”

“Create a list of available people who can train others on digitization, workflow issues due to technology and format changes.”

### Leadership and Mentoring

Although leadership and mentoring are also training needs, comments regarding these issues have been separated from other training needs due to the number of respondents who mentioned these as areas where SELA should play a greater role. Internships were also mentioned by several respondents, as seen in the following comments.

“Collaboration on a Leadership Institute for newer librarians. I attended the NCLA leadership institute when I was a librarian in North Carolina. I learned all kinds of things and the networking is still valuable today!”

“Sponsor a Southeastern Leadership Retreat instead of a conference. Don’t aim at new librarians. Developing leaders for the future always sounds nice, but we need immediate relief. The shortage of librarians has resulted in many people moving into management positions relatively late in their careers. They need to develop planning, management, and leadership skills and don’t have a ready resource.”

### Marketing and Advocacy

The increasing importance of marketing and advocacy is seen in budget cuts, library school closings and the number of librarians who retire each year. Survey responses indicate the need to promote libraries, library services, and the library profession to all governing bodies - Congress, state legislators, and accrediting agencies - as well as to user populations and our own employees. Some comments from respondents are:

“Advocacy is just that. Get the library community’s contribution to society out in the public forum.”

“Spearhead an effort to persuade Congress to reinstitute federal funding for public library construction.”

“SELA needs a strong lobbying effort in the state legislature, or else hundreds of libraries in this state will be forced to cut back because of lack of financial support.”

“Provide/develop marketing campaign templates or guides that can be downloaded – I am thinking of marketing to an academic student population. One possibility would be to borrow or learn from creative directors the process of marketing / advertising a product(s) to specific groups – could this be a training class?”

“Give idea packets, suggestions, etc. for marketing libraries effectively to the community, local fiscal agents, state legislative folks and in-house with staff. Help develop a video that could be used with local cable and TV stations to promote libraries.”

### Assessment

Another issue of increasing importance, and one that goes hand-in-hand with marketing and advocacy, is assessment. The following comments, regarding the need for SELA to take an active role in assessment, were received in response to the survey.

“Develop assessment tools or partner with initiatives like LibQUAL and SAILS to provide these tools for SELA members.”

“Assessment increasingly is required both on campus and off campus, e.g. for SACS accreditation reviews. We need to develop useful assessment measures for library services and then make those measures available to member libraries and librarians. It does not make sense for short staffed libraries to try to reinvent the wheel when it comes time to assess a particular library service—let’s work together to develop measures that we all can use.

“Provide guidelines for standards that can be used for accreditation.”

### General

Comments that did not fall into one of the categories above are provided below. These cover a number of issues including the need to market SELA among librarians in the Southeast.

“Work in conjunction with the ALA-APA to set guidelines for salaries in the Southeast.”

“Consultants listing of librarians who have experience for building programs.”

“The library buildings in the Southeast has been a successful, informative program. Would like to see this program continued at future conferences with updates, of course.”

“Come up with ‘essential lists’ i.e. every library should subscribe to these types of electronic resources, etc.”

“I didn’t know there was such a thing as SELA, and I have been a librarian in Georgia and Florida for 20 years. Is it part of ALA?”

### Question # 5 - Are there other committees that you would like to see in SELA?

The survey listed the committees that were currently active, but not the sections and roundtables.

The committee suggested most often was one on “Technology”, “Digitization” or “Electronic Resources”. This was no surprise, and it supports the data collected on the question “what were the top 3 issues”. Tied for the second most suggested committee were “Advocacy and Marketing” and “Mentoring”. Comments regarding mentoring included: “Mentoring for new librarians and/or aspiring librarians” and “A committee specifically focused on new librarians”. One respondent wrote the following regarding advocacy: “If SELA could attract sufficient Library Trustees and Friends of Library members to support an Advocacy Committee, that would address needs this locale will be facing but in which library staff cannot actively get involved.” Multiple requests were also made for committees on Information Literacy and Funding Issues (development, fundraising, grants, and consortia purchasing).

There were quite a few single requests for committees that will be listed here by general category. Related to patron services, respondents requested committees on disability services, youth services, resources, and “Community Information and Referral”. Requests for a committee to deal with professional issues included: “Encourage people to attend library school”, “Salary and Status”, “Please address the trend toward replacing professional librarians with paraprofessional”, and “Leadership”. Librarians in specific types of libraries feel a need for a committee to support their interests as evidenced by the following comments: “Joint-use libraries (academic-public)”, “... library administrators share many common problems so maybe library administration”, “Small (1 and 2 person) libraries”, and “Do you have a rural libraries committee, section, or round table? Are rural libraries a priority of SELA?”.

Requests that could not be categorized included: library history, poor library bindings, assessment, regional communication initiatives, and “special web resources for members”. In addition there were a number of respondents who felt that SELA already has “enough” or “too many” committees. Below are some of these comments:

“Too many committees already and no reporting/accountability to the Board or membership. What, if anything, do some of these committees do?”

“Looks like you have plenty of committees. The important thing is having the committees currently in place function effectively.”

Question # 6: Would you be willing to serve on such a committee?

Out of the 411 who responded to the survey, only 78 responded to this question. Of those 78, a total of 64 gave email addresses indicating their willingness to serve on a SELA committee. Only one respondent answered “No”. Of the others, five said they were already serving on committees, two listed the committee of interest but gave no email address, 2 are not members, and one said “If the Director allows” but gave no email address [Figure 6].

Figure 6

Response	Count
Yes	64
No	1
Maybe	3
Already serving	5
Not a member	2
Listed a committee, not email	2
Yes, if my Director allow	1
TOTAL	78

Question # 7: Would you be willing to receive your copy of the Southeastern Librarian solely in an electronic format?

The response to this question was that an overwhelming 80.5% of the respondents are willing to receive the journal online only. However, a cross tabulation of those that were willing to receive it solely online with their indicated current membership was slightly lower at 71.3%. Additional comments in the final section of the survey indicate that access to both formats would be ideal, as there is still the desire for a print “cumulative” or “reference” copy.

Question # 8: Is there anything else you would like to add that was not addressed here?

Many of the responses to this question reiterated comments made in response to previous questions, such as suggestions for training. There were several comments on the effect of budget cuts on travel and participation in SELA. Comments about SELA were both positive and negative. The majority of the responses to this question addressed the need for SELA to find an appropriate role, market itself, and increase membership. Meaningful comments are provided below.

“I think it may be time to reconsider the value added by regional library associations.”

“I'd like to know more about this organization. I've been a member of SLA and ALA for 4 years and never heard of this organization.”

“SELA must carve out a niche which state library associations do not currently address. I think the Interstate Cooperation Committee could become a very important one; it is something that is uniquely regional. Also the Legislative committee should try to give region-based support to national legislative efforts.”

“I have to admit that I am not a member of SELA and have not yet been convinced of the importance of belonging to this regional professional organization. This survey is a good first step to increasing SELA's visibility. I'm not certain what the answer is but SELA could benefit from greater exposure.”

“SELA committees should permit virtual membership-library travel budgets are increasingly tight and most communication can be handled via email during the year.”

### Conclusion

The information gathered through this survey provides insight into the needs and concerns of librarians throughout the Southeast. It also reflects the image of SELA and the need to revitalize and promote the Association. The Planning and Development Committee will use this information to prepare the 2004-2007 Strategic Plan. An edited version of this data (to conceal the identity of respondents) will be sent to the SELA Webmaster, upon approval of the SELA Executive Board, to be added to the Website. It is the hope of the Planning and Development Committee that this data will serve as a resource in organizational planning and future programming.

Carol S. Brinkman  
Director, Laura Kersey Library of Engineering, Physical Science & Technology  
University of Louisville

Diane Brown  
Director of Library Programs  
SOLINET

Ravonne Green  
Library Director  
Brenau Trustee Library

Mary L. Smalls (co-chair Planning and Development Committee)  
Dean, Library and Information Services, Miller F. Whittaker Library  
South Carolina State University

Wil Weston (co-chair Planning and Development Committee)  
Engineering Librarian and Bibliographer, Earl K. Long Library  
University of New Orleans

## Book Review

Kelman, Ari. *A River and Its City: The Nature of Landscape in New Orleans*. Berkeley: University of California Press, 2003. ISBN 0-520-23432-4. \$29.95

This is the story of a relationship. Like many relationships, it is complex, multi-faceted, and continually changing and evolving. It functions smoothly for years, then becomes troubled before settling down again. Conflicts may be resolved in favor of one party or the other, but each has unique needs and compromise may be difficult. The relationship chronicled here is that of the Mississippi River and the city of New Orleans, emphasizing the waterfront, a public space where the two are in constant juxtaposition and “where people interact with urban nature” (p. 10).

In *A River and Its City*, Ari Kelman, assistant professor of history at the University of Denver, explains the reciprocal nature of this relationship and describes how competing interests have vied to control the waterfront where river and city meet. After an introduction covering the evolution of the Mississippi and the founding of New Orleans, Kelman focuses on six critical events in the relationship: the battle controversy, a land-use dispute that changed the public character of the riverfront by opening it to commercial development; the advent of “artifice” (now called technology), especially steamboats and the wharves necessary to accommodate them; the arrival of an unwelcome immigrant--yellow fever--and its impact on the riverfront, where the epidemic of 1853 centered; the roles of postbellum railroads and of man-made barriers that distanced the city from its river; the devastating flood of 1927 and the measures taken to ensure that never again would the Mississippi fill New Orleans with water; and, finally, the aborted efforts to construct an elevated riverfront expressway that

would separate the river from its city. Examining these episodes leads to the conclusion that “nature and public space are more complicated and resilient than we typically assume.” Represented by the Mississippi River and the city of New Orleans, “the two are often intertwined, often inextricably so” (p. 221).

“To understand the ties between river and city, [Kelman] turned to where New Orleans and the Mississippi collide, where the urban meets what has been called the natural--the riverfront” (p. 7). Based on the author’s Ph.D. dissertation (Brown University, 1998), *A River and Its City* illuminates how, and by whom, the riverfront has been shaped physically and culturally. The result is a perceptive, instructive, and engaging environmental history of what has happened at the water’s edge and the impact of those events. It is a cautionary tale, offering insights as to how a city should treat its river and what may be the consequences of mistreatment, however well intentioned. Although the specifics are unique to this particular relationship, many of Kelman’s insights and observations offer the potential to inform similar relationships between other rivers and their cities.

One might complain about Kelman’s choice of critical episodes; for example, he omits pollution, which may or may not be considered outside the scope of a waterfront study. Or one might want more about the controversy over an elevated expressway. What *is not* here should not lessen the importance of what *is* here. This is an important and pathbreaking study that is highly recommended for academic and major public libraries, especially those serving clientele concerned with the environment and with urban history and development.

*Florence M. Jumonville, Chair, Louisiana and Special Collections Department, Earl K. Long Library, University of New Orleans.*

## Call for Nominations - SELA President's Award

The purpose of the President's Award is to honor an individual outside the library profession who has made a significant contribution to the development or promotion of libraries in the Southeast. The President's Award was established by the Executive Board of SELA in March 1988. The President's Award Committee is appointed by the President of SELA and shall include members from a varying number of states in SELA.

### 1. Criteria for eligibility:

- a. The award is given to an individual outside the library profession who has made a significant contribution to Southeastern libraries in one or more states.
- b. The President's Award will be made to one person in a biennium and, if no suitable nomination is received, may be omitted for that biennium.
- c. The nomination for the President's Award must be made by a SELA member. The recipient need not be a member.

### 2. Deadline for submission/nomination of application:

The award will be presented at the 2004 SELA Conference in the Fall. In order to give the committee sufficient time to review nominations, all nominations must be received by **May 31, 2004**.

### 3. Required information on application:

Individuals submitting nominations should send their nominee's name, along with a resume of his or her professional/business and association activities, civic organizations, writings (if pertinent), single events or other honors received. A short statement by the person making the nomination outlining the nominee's significant contribution is also required. Supporting documentation such as newspaper articles, brochures, and letters may be included.

### 4. Nominations may be submitted to any member of the President's Award committee:

Linda S. Harris, Chair  
President's Award Committee  
[lharris@uab.edu](mailto:lharris@uab.edu)

Ellen Anderson  
[ellena@mail.ucf.edu](mailto:ellena@mail.ucf.edu)

Penny M. Beile  
[pbeile@mail.ucf.edu](mailto:pbeile@mail.ucf.edu)

Gina Garber  
[garberg@apsu.edu](mailto:garberg@apsu.edu)

John-Bauer Graham  
[jgraham@jsucc.jsu.edu](mailto:jgraham@jsucc.jsu.edu)

Charlotte Marshall  
[charlotte@gwm.sc.edu](mailto:charlotte@gwm.sc.edu)

## ***The Southeastern Librarian***

Frank R. Allen, editor  
Associate Director for Administrative Services  
University of Central Florida Libraries  
P.O. Box 162666, Orlando, FL, 32816-2666  
fallen@mail.ucf.edu

### **Editorial Board**

Catherine A. Lee,  
Library Director, Wesleyan College  
4760 Forsyth Road,  
Macon, GA, 31210  
clee@wesleyancollege.edu

Phyllis L. Ruscella  
Library Director, Tampa Campus  
University of South Florida  
Tampa, FL 33620-5400  
ruscella@lib.usf.edu

### **SELA State Representatives**

**Alabama:** Linda Suttle Harris  
Head, Reference Services, Sterne Library  
University of Alabama at Birmingham  
1530 Third Avenue South  
Birmingham, AL 35294-0014  
lharris@uab.edu

**Mississippi:** Mary Beth Applin, Cook Library  
University of Southern Mississippi  
118 College Drive Box 5053  
Hattiesburg, MS 33401  
mary.applin@usm.edu

**Arkansas:** Ellen Johnson  
31 Forest Court  
Conway, AR 72032  
ellenj@mail.uca.edu

**North Carolina:** John E. Via  
Humanities Librarian  
Forsyth County Public Library  
Winston-Salem NC 27101  
viaje@forsyth.lib.nc.us

**Florida:** Lisa Manners  
Reference Service Supervisor  
Broward County Library Division  
8601 W. Broward Blvd  
Plantation, FL 333324  
lmanners@browardlibrary.org

**South Carolina:** William (Bill) McRee  
Stow South Carolina Historical Room  
The Greenville County Library  
300 College Street, Greenville, SC 29601  
Wmcree@infoave.net

**Georgia:** William N. (Bill) Nelson  
Library Director, Augusta State University  
2500 Walton Way  
Augusta, GA 30904-2200  
wnelson@aug.edu

**Tennessee:** Stephen Allan Patrick  
Professor and Head, Documents/Law/Maps  
East Tennessee State University Library  
PO Box 70665, Johnson City TN 37614  
patrick@etsu.edu

**Kentucky:** Christie Robinson  
Kentucky Dept for Libraries & Archives  
P.O. Box 537  
Frankfort, KY 40602  
christie.robinson@ky.gov

**Virginia:** Elizabeth Doolittle  
Director of Public Services  
Hollins University Library  
Roanoke, VA 24020  
edoolittle @hollins.edu

**Louisiana:** Melissa Hymel, Director  
Pointe Coupee Parish Library  
201 Claiborne Street  
New Roads, LA 70760  
mkhymel@yahoo.com

**West Virginia:** Frances O'brien,  
Dean, University Libraries  
West Virginia University  
Morgantown, WV 26506  
fob@wvu.edu

## Are you on the SELA Listserv?

If not you need to be! This is an excellent way to stay informed on issues of interest to SELA members and librarians across the south. To subscribe:

1. Send e-mail to:  
listserv@news.cc.ucf.edu
2. Leave the subject line blank,
3. In the body of the message, type:  
subscribe SELA [then type in your name but without these brackets]

4. To send a message to the listserv, send mail to  
SELA@NEWS.CC.UCF.EDU

Instructions can also be found on the SELA web site at:

<http://sela.lib.ucf.edu/listserv.html>

For technical listserv questions, please contact Selma Jaskowski  
<selmaj@mail.ucf.edu>.

*The Southeastern Librarian* (ISSN 0038-3686) is the official quarterly of the Southeastern Library Association, Inc. A subscription to the journal is included with the membership fee. The subscription rate is \$35.00 which includes institutional membership. Please send notice of change of address to: Lauren Fallon, SELA Administrative Services, 1438 West Peachtree Street, NW, Suite 200, Atlanta, GA 30309-2955, or email: [lfallon@solinet.net](mailto:lfallon@solinet.net). Send editorial comments and/or submissions to: Frank R. Allen, editor; University of Central Florida Library, P.O. Box 162666, Orlando, FL 32816-2666. Email: [fallen@mail.ucf.edu](mailto:fallen@mail.ucf.edu); phone (407) 823-2564; or fax (407) 823-2529. Membership and general information about the Southeastern Library Association may be found at <http://sela.lib.ucf.edu/>.

### **Southeastern Library Association**

SELA Administrative Offices - SOLINET  
1438 West Peachtree Street, N.W. #200  
Atlanta, GA 30309-2955

Non-profit Org. U.S. Postage <b>PAID</b> Atlanta, GA 30309-2955 Permit 2007
---