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“Required Reading for Library Administrators Part 2”

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Required Reading for Library Administrators, Part Two

An Annotated Bibliography of Highly Cited Library and Information Science Authors and Their Works

LAMA/LOMS Comparative Library Organization Committee (CLOC) and CLOC Bibliography Task Force

The library and information science literature is overflowing with how-to articles, particularly how to manage the library. Increasingly, library managers find that the time they have available to peruse such literature lessens as other professional demands intrude. With this trend in mind, members of the Comparative Library Organization Committee (CLOC), a LAMA/LOMS standing committee, decided that a list of required readings is in order.

Not just another bibliography, the selection of titles was developed using citation analysis, or bibliometrics, to select highly cited authors and titles for works published outside of the professional library literature, and for works published within that literature. Members of CLOC then annotated the top twenty titles in each of the two categories from the critical perspective of professional practice. Part one of this work, published in Library Administration and Management (volume 16, number 3, summer 2002), contained the twenty most highly cited works published outside the library profession. This second part contains the twenty most highly cited works published in the library literature. Part one includes an extensive description of how the lists were compiled and will not be repeated here.

The Annotated Reviews


The literature on user-information needs is vast. The early ideas on user needs stated that information has the same intrinsic value to everyone because it describes an objective reality that is not dependent upon the user’s context. Therefore, information should be transferable from one person to another. In reaction to this there came to be a shift toward an emphasis on users and the contexts in which they try to solve their information problems. Several important approaches have been used to examine these issues. In this book, Robert Taylor presents one of them, the user-values approach. Then, using this user-oriented approach, he presents a value-added model of the process of information service. By representing to a substantial extent the actual complexity involved in providing information service, this approach and model have proven useful for thinking about and practicing information service.

The user-values approach classifies information-service situations by first describing how the setting of a user might affect the information flow and, most importantly, how the information is collected and directed in the setting. Second, it examines groups of people, such as scientists, engineers, and executives. Third, it considers the characteristics of the information problems that concern each group of people; for example: are the problems simple or complex, familiar or unfamiliar, structured or unstructured? Finally, it considers information traits that would support the resolution of problems. These can include whether information is quantitative versus qualitative, applied versus theoretical, single versus multiple solution, and so on.

Then the value-added model completes the description of the information process. First, it delineates what the user wants from the information system: ease of use, noise reduction, quality of information, adaptability, time-savings, or cost-savings. Second, it delineates what types of value the user wants to satisfy his or her criteria. Examples include formatting to support ease of use, item identification to support noise reduction, information accuracy to support quality, system flexibility to support adaptability, response speed to support time-savings, and cost reduction to support cost-savings. Third, it delineates the processes that support the provision of these types of value to the user. Examples include alphabetizing to support formatting, indexing to support item identification, analyzing data to support accuracy, data manipulation capabilities to
support system flexibility, and low processing time and connection costs to support faster response speed and cost savings. Finally, Taylor applies these ideas to libraries, indexing and abstracting services, and information analysis.


This outstanding study of the economics of academic research libraries was conducted by the staff of the Mellon Foundation and intended for anyone involved in creating and using scholarly material, from library and university administrators to scholars and publishers. Using data from the Association of Research Libraries (ARL), government surveys, and individual institutions, the study analyzed data from 1912 to 1991. Twenty-four institutions were part of the study, all members of ARL, both public and private, and both well-established and younger universities.

An examination of data relative to collection size, rates of acquisition, staff size, publishing output, and unit prices over such a long period allows for the identification of both internal and external variables that affect library expenditures. Variables existing at the time of this study, more than ten years ago, had already begun to affect research libraries' collection development decisions, therefore impacting scholarly communication. The move from ownership to access had begun, although the method of future increased electronic access to scholarly material is very different from today's reliance on the Web. The necessity for building collaborative, resource-sharing relationships with peer institutions was already apparent to the authors. The data presented in the study demonstrate how academic research libraries have moved from the boom years of 1963 to 1970 to the more fiscally restrained early 1990s. It would be very interesting to continue the study for the last decade to see how the trends have continued. Reallocation of funds from materials and salaries to technology had also begun.

The impact of these financial and technology trends on scholarly communication comprises the second part of the study. While some of the discussion is dated, many of the issues raised have yet to be resolved, even ten years later. For example, electronic publishing has yet to be adequately included in the academic reward system of tenure and promotion. And the possibility of links between a research report and the underlying primary data sources has yet to be realized.

This is an outstanding study that has been heavily cited in the library literature since its publication in 1992. The work has been cited in twenty-four articles, most of them related to scholarly communication, collection development in research libraries, and the impact of technology on libraries and their budgets. This is the author’s only cited publication in the library and information sciences field.

Even though the study is now ten years old, it is highly recommended for anyone desiring a better understanding of academic research libraries, the role they play in the dissemination of scholarly information, the variables that affect their financial situation, and the impact of new technology on collection building and budget allocation.


The vision articulated by Nina Matheson and John Cooper in this seminal Matheson-Cooper report has directed and shaped the vision of information management in academic health sciences centers, teaching hospitals, and medical schools for the past two decades. The study ambitiously purports to present a detailed rationale for the development of the integrated management information system, its achievement aided greatly by an established technological library. Further focus on the library maintains its essential place in the facilitation of information, describes the need to educate faculty, students, and medical practitioners about their institutional library's benefits, and demonstrates that the library of the future can be attained with existing technology and financial constraints.

The authors present the background for the study, including the need for a new study as the world's knowledge base shifts inexorably from print to electronic, and the amount of information available increases at an ever faster rate. After groundwork has been laid for the investigation of the support and integration of networked information, chapters explore the nature of information management; information technology in the academic health center; library roles in academic information management; the evolving library as a change agent; and challenges for the health sciences libraries and their future. Recommendations for action are directed at three sectors: academic health centers, professional associations and societies, and public and private agencies.

The recommendations are specific, relevant, and connected to the goals that preface them. Actions needed to carry out the recommendations are delineated. Importantly, the authors stress that the management and disposition of biomedical knowledge will affect the United State's preeminence in this field.

The detail and depth of the authors' research and commitment to the premise that librarians must be able to have an effect on medical education have resounded throughout library communities. The guiding principles of librarians as tool builders, system developers, and information managers are valid and applicable to all types of libraries.

In 1983, in recognition of the quality and influence of this report, this study received the Medical Library Association (MLA) President's Award, which recognizes a contribution's enhancement of the profession of health sciences librarianship or furthers the objectives of the associ-
The recipient MLA member is selected by the association's officers and board of directors for a notable or important contribution made during the past association year.


Planning and Role Setting for Public Libraries and Output Measures for Public Libraries are products of a Public Library Association (PLA) effort to help public libraries undertake formal planning that is grounded in the realities of available resources and that is understandable by the communities they serve. Designed primarily for small and medium-size libraries, Planning and Role Setting carefully takes the library planner through all the steps that carry vision into practice. Starting with the caveat that libraries need to resist the urge to be all things to all people, the manual emphasizes planning as a series of choices. It makes it clear that planning comes in several useful sizes and need not involve all staff or require several person-years of work to be useful.

As part of the manual's flexibility, it sets levels of effort for each of the seven steps of a complete planning process: planning to plan; looking around; developing roles and mission; writing goals and objectives; taking action; writing a planning document; and reviewing results. Throughout, Planning and Role Setting urges libraries to keep planning nicely tied to explicit purposes and to undertake planning with available resources clearly in mind. The manual avoids the pitfall of collecting more data than a library can put to use, a criticism of an earlier PLA guide, A Planning Process (Chicago: ALA, 1979).

The start of a planning process is a good time for public libraries to define, and often to refine, their community roles. The manual gives planners eight basic public library roles, a set of choices that the library board and broader community as well as library staff can understand. Having a strong hands-on bent and chock full of sample forms, Planning and Role Setting moves gracefully from the larger questions, such as public role and mission, to nuts-and-bolts practical information. The manual's coverage of a large topic in simple language and practical instructions has made it popular in library-planning literature.

Like many public agencies, libraries have a much better handle on inputs, such as personnel and collections budgets, than on outputs. Yet internal and external evaluation depends on added value. How does the library measure its progress? How does it present its value to external administrators? In its second edition, Output Measures tackles the knotty issues of gathering and interpreting statistics to answer these questions. A product of the same PLA effort as Planning and Role Setting (and a companion piece to it), Output Measures nests quantitative data in the larger context of measurement. Statistics do not answer all the problems but they are powerful because when properly aggregated and presented, they translate the complex activities of the library into a language suited to resource allocation.

As with Planning and Role Setting, Output Measures moves easily from the general to the specific. The manual features numerous tables, graphs, and forms. It includes a clear explanation of confidence intervals, those plus-minus numbers that seem arcane but reflect an important statistical reality. Output Measures delineates the output measures of library use, materials use, materials access, reference services, and programming. For each measure, the manual gives clear guidance on how to gather statistics, how often, and how to analyze them for discerning problem areas and for charting improvement.

Both manuals are out of print. Based on many years of public library experience, they provide good introductions to their topics and sufficient specifics to be useful reading for newcomers to planning. To remain current, both deserve new editions that address the rise of desktop computing and connectivity to the Internet. These technologies have dramatically changed the information environment in which libraries operate and merit the full attention of new revision to these manuals.


This article is a literature review of critical essays and research studies on information needs and uses, published from 1979 to 1985. Dervin and Nilan propose that during this period traditional, systems-oriented research was increasingly countered by a new paradigm of alternative, user-oriented approaches. They characterize the former as observing information behaviors and user satisfaction strictly within the context of one or more information systems, providing little guidance on how to meet the real needs of users. On the other hand, the newer approach focuses on information needs and uses in particular situations, and therefore is better able to inform practice.

The authors review traditional research and describe the studies as employing a combination of six approaches: the demand on system/resources approach; the awareness approach; the likes-dislikes approach; the priorities approach; the community profile approach; and the interests, activities, and group memberships approach. Traditional and alternative studies are then compared on seven categories of premises and assumptions: objective versus subjective information; mechanistic, passive users versus constructivist, active users; trans-situationality versus situationality; atomistic versus "holistic" view of experience; external behavior versus internal cognitions; chaotic versus systematic individuality; and quantitative research versus qualitative research. Last, the authors review the
alternative scholarship from the period, describing it within three innovative approaches: the user-values approach; the sense-making approach; and the anomalous states-of-knowledge approach.

Although this article may seem of most interest to information researchers, the paradigm of user-oriented approaches has application to management. Library managers need to be aware of research that can inform library practices, and although written fifteen years ago, the authors' themes presage current professional concepts, such as assessing outcomes and information literacy. Reference to the primary research reviewed in this article could provide ideas on how to conduct effective user studies to enhance outcomes.


Evaluation of library programs and services is an important management task. The results provide qualitative and quantitative justification for budgeting, programming, personnel deployment, and, perhaps most importantly, information about user needs and desires. Lancaster's earlier work, If You Want to Evaluate Your Library (Champaign, Ill.: Univ. of Illinois Pr., 1988), was a key text in library education programs for many years and his name became synonymous with evaluation in libraries. While that work dealt primarily with academic libraries, this second edition benefits from the input of Baker, an expert on evaluation in public, school, and special libraries.

The late 1990s trend for libraries to become more user-centered—that is, more aware of and catering to the needs and desires of patrons—was driven in part from the experiences that patrons brought from the business world to their library transactions. Those businesses, whether brick and mortar or Web-based (or both), found that customer comfort and ease of use were important predictors of sales. They designed many of their core products or services around the results of user studies that pointed to those attributes. Similarly, library evaluation through user studies can point out areas where libraries are not meeting critical needs. However, businesses either employ or contact with specialists to provide the evaluations. Librarians generally lack such expertise. This is why Baker and Lancaster's work is so highly cited in the literature.

The book covers evaluation of the whole range and scope of library programs and services, from catalog use to collection evaluation and from materials availability to in-house use. The text is both deep and comprehensive, and includes a wide variety of charts, graphs, and examples of surveys. It is not necessarily easy to read, but the subject matter is appropriately dense and most of it is applicable to and for practicing librarians. If there are any drawbacks to its present-day use (2002 and beyond), it is the lack of information reflecting how to evaluate use of electronic products, although information about online holdings catalogs is included. Moreover, the use of electronic products to survey or to assist in statistical analysis of data is mostly overlooked. This is less of a drawback than it might seem at first glance. The methods described here conceptually underpin all evaluation and data-collection processes, and can be applied in any sort of library evaluation project, whether traditional or Web-based in approach. As such, the book is still useful for the library manager.


This title represents a milestone in library and information science discourse on the application of information technology and organizational theories to the practice of academic library administration. Johnson's book was written just before the advent of Web browsers and the rapid expansion of the Internet as a prime delivery method for library services. Its first three chapters document the history of academic library organization and the status of library automation up to that point. In chapters four and seven the author presents the results of her empirical study of the automation process in ARL and documents how that process has affected library authority, communication, organization, and work. The data for this study were collected from a survey of the heads of technical service units in the 119 members of ARL of which 54 (45 percent) responded. Johnson selected this group because ARL libraries had had the most experience with automation and because the major impact of automation had been in technical services. In chapter five Johnson reviews the dominant theories about organizational development and in chapter seven she applies those theories to the issue of how managers might more effectively implement technology-driven change. Chapter seven represents a call for a new understanding of libraries, while the concluding chapter reiterates the author's argument "that profound and significant changes in library organizational structure and behavior are occurring" (147).

Throughout, Johnson reviews the relevant literatures but often relies on a few core works—including several highly cited titles from part one of this article. Thus, she cites Kuhn's The Structure of Scientific Revolutions (1970), Drucker's work on The Coming of the New Organization (1988), and Zuboff's The Age of the Smart Machine (1988) to support her claim that information technology is forcing a new organizational paradigm into existence. In general, Johnson emphasizes the more sanguine aspects of Drucker's and Zuboff's research, which demonstrate the ability of information technology to flatten and integrate organizations by "informating" their members, thereby giving them more power and understanding. This interpretation generally finds support in the survey results, which indicate an increase in required job skills and an expansion of decision-making authority as well as general satisfaction that the implementation of automation has been successful in improving and expanding library services.

This influential book was written by two of the most vocal and active proponents of the principles and practices of librarianship in the last two decades. Both authors widely present and publish their viewpoints on a frequent basis, and are well known within librarianship for their conservative and practical opinions regarding current issues and challenges within and outside of librarianship on the topics of libraries, information, technology, cataloging and metadata, and the future of librarianship. This book is the result of a collaboration between these two authors on these topics.

The authors begin by stating a credo that they believe in libraries, in the enduring mission and values of libraries and librarianship, and in the future of librarianship. After presenting some comments on the values of librarianship, the authors attack some of the current issues in librarianship that are challenging the profession, and basically provide their own opinions from their years of education, expertise, and experience. Topics such as the disappearance of print, the focus on technology, the future of publishing and distribution, electronic information, dreams of the all-electronic future, enemies of the library (both within and without), diversity in libraries and librarianship, collections and access, the serials crisis, and the disappearance of libraries are all discussed and deconstructed by the authors using both facts and opinion.

This book is of importance for library managers and administrators because it addresses many of the challenges currently confronting librarianship in today's rapidly changing landscape. The book has been successful and highly regarded within librarianship because it is basically a cheerleading book. It focuses on the importance of both the profession and the individuals within it by challenging many of the current assumptions and futures. The short-term significance of this book is that it appeared on the scene (1995) at an especially critical time within the profession and provided a rallying point. Its long-term significance has yet to be seen, since it is a series of opinions and essays pertinent to one particular point in time. It is one of those books that one either really loves or hates. The authors are well known for their conservative stances, and sometimes isolate or diminish those who are trying to adapt and change the profession and its future direction for the better.


Although published separately, these two articles are often cited together. The first provides an overview of the development of paraprofessional staff in libraries and a discussion of the blurring of roles between paraprofessionals and librarians. The second reports the results of a survey regarding paraprofessional staff in academic libraries.

Oberg, in the first article, describes the changing library workplace, where paraprofessionals now perform tasks that once were the purview of librarians, such as original cataloging and reference. However, because librarians still perform many of these tasks as well, the overlap can contribute to role blurring, confusion, and tension between paraprofessionals and librarians. Oberg reviews the literature in this area and describes initiatives by professional associations to address the working conditions of paraprofessionals. He concludes by challenging librarians to focus more on the most professional aspects of their work: “research, teaching, governance, collection development, bibliographic control, and direct patron aid . . . planning, design, analysis, evaluation, problem solving, and administration” (109). Paraprofessionals can then take greater responsibility for the daily operations of the library.

The survey results, reported in the second article, confirm many of the perceptions and anecdotal evidence of working conditions for paraprofessionals, including: requirements for education, skills, and competencies; tasks assigned; administrative and governance responsibilities; staff classification, salaries, and development opportunities. The authors again conclude with a challenge “to the profession to define less ambiguously the role, status, and working conditions of librarians and paraprofessionals alike” (235).

Despite their age, these articles continue to be highly relevant for the library manager. In the first article, Oberg refers to the ALA’s *Library Education and Personnel Utilization* policy statement, first published in 1970, as being under revision at the time the article was published. That revision, under the new title *Library and Information Studies Education and Human Resource Utilization*, was just adopted by the ALA Council in January 2002. The executive summary states that the original “policy document appeared in need of some, but remarkably little revision, given its age.”

Staffing is a critical management responsibility. Library managers owe it to their staffs and to the profession to pay attention to this issue. The Oberg articles are a good place to start.


This volume provides the more comprehensive theory of information systems promised in the author’s earlier *Library Services in Theory and Context* (New York: Pergamon, 1983, 1988), which viewed libraries as one major type of retrieval-based information system. Others include management information systems, records management,
archives service, and museums. *Information and Information Systems* was cited six times by information science journals and ten times by library science journals, which offers hope that the author’s objective of building an interdisciplinary theory that describes and explains information systems in their full complexity may have reached its intended audience.

Buckland’s humanistic objective and irenic style come as a breath of fresh air in the contemporary atmosphere of intense disciplinary and institutional competition. Buckland bases his idealistic search for knowledge and understanding on the reality that “everyone is massively ignorant” (198), which is why we need information systems and theories about them in the first place. The resulting theory consists of a carefully defined and logically arranged taxonomy that maps the known worlds of information and information systems and highlights areas in need of exploration. The book is full of tables that define ideal types based upon their essential aspects. Information, for example, is defined in a four-fold table: as knowledge when an intangible mental entity; as process when treated as the intangible process of becoming informed; as thing when a tangible entity; and as information processing when a tangible process (6).

Buckland divides his argument into three sections. He first explores seven core concepts: theory, systems, knowledge and information, information-as-thing, information in information systems, information technology, and access. He considers access as a unifying concept for the entire field with six aspects: identification, availability, price to user, cost to provider, understanding or cognitive access, and acceptability. Buckland next reviews six primary processes: inquiries; perceiving, receiving, and retrieving; becoming informed; information processing and representation; demand; and providing information. In the last section, the author considers relationships: first describing the connections and coherence among an information system’s political, cognitive, and economic sub-systems; then discussing the interaction between human expertise and artificial intelligence and finally showing how information systems are constructed within a social context. For library administrators, the most relevant chapters are those on demand, providing information, connections and coherence, and social context, which place the traditional issues and core works of management within Buckland’s broader theory.


Marshall reports the results of a study conducted during 1990–91 on the impact of library information on patient care. Physicians in the five-county Rochester (N.Y.) area were asked to request from the hospital library information relating to a specific clinical case and then evaluate the impact of that information. The Rochester study, considered groundbreaking in measuring library outcomes, was not the first such study. It was built upon a 1987 study in Chicago hospitals. The Rochester study used similar methodology but added three questions to further explain the value of the hospital library. The new questions asked about:

- the impact on specific aspects of patient care or treatment, including diagnosis, choice of tests, choice of drugs, advice to patient;
- the avoidance of adverse effects, e.g., hospital admission, patient mortality, hospital-acquired infection; and
- the importance of library information in comparison with other sources of information.

The Rochester study confirmed the findings of the Chicago study: that physicians value information received from hospital libraries and view it as having a positive impact on patient care.

As an example of outcomes assessment, this article is relevant to library managers in any type of library. Libraries—whether public, academic, special, or school—regularly are called upon to justify, if not their existence, then their expenditures on staffing, facilities, and resources. Library managers need to develop and conduct outcomes studies such as this to demonstrate library value and effectiveness.


This article describes the Unified Medical Language System (UMLS), begun in 1986 by the National Library of Medicine. The purpose of this system is to improve the ability of medical professionals and researchers to retrieve timely and accurate medical information in response to their queries, under the assumption that doing so will dramatically improve medical practice and research.

The result of a coordinated effort of many parties throughout the world of medicine, the UMLS contains three broad capabilities: its Metathesaurus, its Semantic Network, and its Information Sources Map, which are distributed regularly to interested users. Organized by concept, the Metathesaurus covers terms from a range of sources, including medical factual databases, bibliographic databases, clinical record systems, and expert systems. It connects alternate names for the same concept, such as synonyms, lexical variants, and translations. Also, it relates the concepts to a hierarchy and network of broader, narrower, and related ones. For the Semantic Network, all concepts in the Metathesaurus are assigned to one or more semantic categories, e.g., organisms or biological functions. This enables generalizations to be made, such as the relatively simple one that “biologic functions are processes of organisms” (286). This provides a unifying influence, for
example, by grouping all organisms or biologic functions together regardless of in which medical databases the concepts originally appear. The Information Sources Map, designed to direct users to appropriate databases for answering their queries, indexes a range of medical databases and other sources using MeSH subheadings and categories found in the UMLS Semantic Network. In contrast to the indexing of most biomedical literature, here medical databases are indexed at the most general level, enabling the intellectually widest possible set of resources to be retrieved in response to a query.

In the years since this article, research on and development of digital libraries has expanded greatly. Critical to successful management of digital libraries, however, is successful representation of their content. This article is important because it describes a relatively early, sophisticated effort to represent the content found in a variety of digital medical resources. By representing this content effectively, the three capabilities in the UMLS contribute powerfully to linking these items into a true digital library.


This book has become a classic in the field of academic library administration, as the foreword predicted. Veaner presents the history, duties, and challenges of academic library administration from his perspective of thirty years’ experience at three major academic research libraries, while at the same time focusing on the future directions and trends that will define this field into the new millennium. The book is a comprehensive treatise on this topic both historically and currently, and also provides some interesting insights for action and thought.

The first three chapters present the history of academic library administration, followed by practical chapters on the first few weeks in the job, dealing with power and politics at the library and university levels, recruitment, responsibilities, communication, finance, performance appraisals, termination, staff development, the self and stress, and career development. Veaner has pulled together all of the relevant historical documentation and literature on academic library administration available at the time of publication, and has added his unique practical suggestions for those currently in or considering this career path.

The book has very little that does not contribute to the overall purpose of the author, which is to look at the field historically and through the literature, then to address specific practical considerations of academic library administrators, and then to present future challenges and actions in the field. The short-term significance of this work is that it has become a highly referenced work due to its currency and thoroughness, and has influenced the direction of academic library administration for the last decade. The book’s long-term significance is that it will continue to be a classic in the field of academic library administration, particularly because Veaner was one of the first to point out (in 1990) that leadership and administrative ability will be the greatest challenges in this field in the future, not technology or funding. Veaner recognized early-on the retirement issue of baby boomer librarians currently challenging librarianship, especially within the ranks of library administration and management, and how ill-equipped the field would be if it did not address this impending crisis. This book will continue to influence and direct all future publications on this topic.


This is a very comprehensive overview of the effect technology has had in libraries and its impact upon library management, staff, and services. It traces the evolution of the use of technology to serve the library staff and then to library users. Library automation has resulted in the redeployment of staff, particularly in technical services departments and the creation of new specialist roles, such as information system managers, electronic resources librarians, and Internet webmasters. Remote access to library electronic resources and the disintermediation of traditional library services are now standard practices in the profession. Lancaster and Sandore have surveyed the literature to discern future trends. There remains a concern in the profession over the future role of libraries and librarians. The Benton Foundation Report in 1996 showed that the general public does not see the library as an important factor in the digital revolution. The authors have concluded that librarians will continue to be needed as intermediaries between users and information. “The real professional expertise of librarians lies in the role they can play as information consultants or information counselors, and there will exist a need for such individuals for a very long time to come” (247).

Lancaster and Sandore’s chapter on libraries and the Internet is particularly noteworthy. No other technology has had a more significant impact. The Internet has greatly expanded the capability of librarians to find, store, and move information, and to communicate with users and each other the richness of information sources. It has led to the creation of the virtual library and enabled the library to make information resources available to its users on a continuous basis. The difficulty has been the explosive proliferation of Internet services and applications. Many libraries have altered their facilities to accommodate this technology through the construction of computer training labs and the segregation of electronic resources to specific computer workstations in designated areas of the building. Librarians have added Internet searching to their repertoire of bibliographic instruction and consequently are viewed as computer experts in their user communities.
This book is useful for the scholar or student interested in the historical and practical development of library technology. This reviewer has a suggestion for a revised edition, an overview of the development of library automation systems. Especially useful would be evaluation criteria, similar to that provided in the current edition on public access catalogs.


This book was primarily written for professional information managers, giving them methodologies and metaphors to evaluate information and its possible institutional benefits. These methodologies are designed to encourage managers to think beyond the formal means of information gathering and dissemination. Although there are several references to libraries scattered throughout the book, the main emphasis of the book is on information management as a function of a larger organization.

Information managers are urged to use metaphors, matrixes, and metonyms (where a part represents the whole) to evaluate and describe the role of information in the particular organization. According to the authors, such metaphors can be used to facilitate change, support decisions, and assess the value of different kinds of information to the organization at a particular time in its development.

References are made to various modeling techniques used in information management and how these techniques can be adopted by the information manager to mobilize assets to respond to various market fluctuations, and to differentiate the organization from its competitors through information gathering and dissemination. A value analysis of the organization and its information needs and sources can contribute to an improved competitive position for the organization as a whole.

The goal of the authors is to get the information manager to think beyond strict measurements and to develop his abilities to make a pragmatic evaluation of options for the organization. One of the important metaphors developed by the authors is information as a commodity, but they also go to great lengths to point out the limitations of such a metaphor, especially in a digital environment.

The primary author, Blaise Cronin, has been prolific over the last twenty years, with articles appearing in many information science journals. This is his only book, and it received the most citations of any of his works. However, of the twelve citations appearing in Social Science Citation Index from 1987 to 2000, eight were reviews of the book. The four articles actually citing the work annotated here appeared in professional information management publications from 1992 to 98.

Although an interesting and original approach written to encourage the information manager to look beyond mere numbers, the value of this book to library administrators is more theoretical than practical.


This article is a staple on most of the library management course reading lists in graduate school programs. Why are employees in some library departments happier than those in others? Answers to this question should help library administrators to identify and overcome job dissatisfaction factors that cause turnover and organizational turmoil. This study conducted in 1971-72 and reported in 1983 examined job satisfaction within three academic libraries using the theoretical base of the “work itself.” This perspective seeks to understand the effects of challenging work on the attainment of job satisfaction. In general, high levels of job satisfaction were reported in these libraries. The study determined that differences in job satisfaction are found among occupational groups and the functional groups within the libraries. Relationships were found between job satisfaction and the variables of supervisory level, career orientation, levels of routine tasks, and job content. The researchers used one-way analyses of variance to test their seven hypotheses of job satisfaction with the variables of sex, age, tenure, career commitment, supervisory level, functional department, and occupational group.

The importance of these findings was demonstrated when the research was duplicated fifteen years later (Beverly P. Lynch and Jo Ann Verdin, “Job Satisfaction in Libraries: A Replication,” Library Quarterly 57, no. 2 (1987): 190-202). Differences in job satisfaction levels were again found within occupational and functional groups in three large academic university libraries. The impact of these studies has caused library administrators to reexamine their organizational structures. They have also contributed to the initiation of job design programs, altered management styles, and introduced job enrichment programs.


Author Battin notes the irony of two disciplines, computer science and engineering, leading the information technology revolution and development of academic information systems, yet relying very little if at all on library services and support. Making the electronic library fully responsive to the electronic scholar demands acknowledgment from the library community and the science disciplines that it is not technological capacities, but rather the requirements and attitudes of academic scholars, that dictate hardware and resource selection.

The library of the future is neither a repository of musty books, nor a virtual presence, online and ubiquitous, but ideally integrates technology and print to support and
advance scholarship and knowledge. As this article is based upon a presentation given at the Fourth Annual Columbia University Lectures in Computer Science, care is given to present from a librarian’s point of view and expertise, the nature of scholarship and the relation of scholars to information sources, three generations of library computing, organizational needs of the wired scholar, and a look at the future.

Academic librarians have traditionally viewed information as carrying substantive content; information is more than just data. Obviously, information is meaningful and relevant when sought autonomously, and evolving infrastructures must afford a gateway to scholars’ particular concerns and disciplines.

Useful to library managers here is a germane overview of the history of computer use in libraries, from initial employment in library processing activities through the development and use of major bibliographic utilities and the emergence of vendor-supported integrated systems, to the present, wherein individual scholars can access and download pertinent information from a variety of databases from all workstations.

The author’s vision of the electronic library is not defined in physical terms but in functional ones. Its organization demands a responsibility that is flexible enough to accommodate changing user needs and technological demands.

Perhaps this article was one of the first to articulate a problem that many academic libraries have struggled with for too long: Does technology drive resources or services offered, or do the needs of scholars drive the development of the wired campus? The very personal nature of the information-seeking process is acknowledged again and again, and the librarian’s role in the research process is noted. A brief mention of the services that librarians will need and, consequently, the continuing education they will require to keep up with changing technological resources is made; there is no emphasis here on the wired scholar’s need for guidance or instruction in the navigation or use of the electronic library. Financial responsibility for the successful implementation is only briefly touched upon, but each of the lightly discussed topics merits lengthy discourse.

This extraordinary discussion of the past and future of the electronic library will certainly stand as an affirmation and justification for the technological imperatives and priorities that librarians and library administrators have articulated and worked hard to implement. The foresight detailed with regard to the electronic scholar of the nineties and capacity to “rummage around in the bibliographic wealth or recorded knowledge” (17) is now reality.


Many libraries serve as official repositories for government publications, so it stands to reason that federal policies on the distribution of information would directly affect libraries. The book is a policy analysis and as such it uncovers conflicts, contradictions, ambiguities, and gaps in administrative and statutory law. Among the more surprising findings is inadequately developed government strategies to ensure provision of government information to the public, contradictory legislation and regulations on dissemination of government information, inadequate use of technology to distribute information, and failure to study and fund information transfer systems for the provision of adequate access of government information in all forms.

The book is quite dense but full of information. However, wholesale changes in dissemination of government information during the 1990s have made many of the observations contained here historical. For example, it appears that the government could no longer ignore technologies for information transfer made possible by electronic data transmission, a shortcoming identified clearly in the book, and has made this a priority. All repository libraries have noticed a steep decline in the amount of printed paper received from the government and a concomitant increase in CD-ROMs, Web access points, and other online data. This does not mean that all the conflicts and issues identified by Hernon and McClure have been settled, but rather that the government has moved to exploit better the new technologies which can both cut printing and paper costs and increase access to information.


You report to work one day and the director calls a hastily arranged staff meeting to communicate the news that your place of employment from henceforth will be a Learning and Leisure Center, not a library. How will you react to this? This type of radical organizational change and the methodology for adapting to it is the focus of this written book. The authors recommend a review of the management fundamentals, organizational analysis identifying staff strengths and weaknesses, defining and measuring available resources, communicating expectations, and planning for the new library environment. Libraries of today and in the future can expect to continue to change organizational structures, from rigid hierarchies to flexible structures that institutionalize participative decision making and problem solving. Managers must be knowledgeable of reactions by staff to these changes. Librarians face increasing challenges in the new organization. They must acquire and continuously develop computer technology skills, they must become adept at working in teams to integrate knowledge from different fields and professions, and they must possess excellent communication and teaching skills. Librarians in management positions have the added challenge of possessing a flexible managerial style, demonstrating their acceptance and effectiveness in leadership roles, and consistently applying their authority in fair, dignified, and
respectful manners. Personal integrity is crucial to success in the new library organization.

A new manager will find part three, “Using Human Resources to Implement and Manage Change” a very useful guide. Personnel selection, orientation, training, and evaluation are key to organizational goal attainment. The reader will find useful, practical advice that still applies to any library environment, especially those in transition.

References


Editor’s note: In the summer 2002 issue of Library Administration and Management (LA&M), an error appeared in the references section of “Required Reading for Library Administrators: An Annotated Bibliography of Influential Authors and Their Works,” contributed by the LAMA/LOMS Comparative Library Organization Committee (CLOC) and CLOC Bibliography Task Force. An extra endnote was introduced into the text and the following endnotes were misnumbered. The authors cited five rather than six items.

Please correct your copy of the summer 2002 issue of LA&M to delete reference 4 in the reference text and renumber reference 5 as 4 and reference 6 as 5, as in the following corrected references:


LA&M deeply regrets the error.