

Participating in the larger academic community

By Jean A. Major

Observations on the recent conference

A CRL's 1996 conference program series, "Every Librarian a Leader," was very useful in stimulating academic librarians' thoughts about leadership skills and in building our expectations of campus citizenship. By including and discussing a wide variety of leadership activities, the program planners communicated effectively that "leaders" bring a range of differing skills to bear on situations and that all librarians, rank-and-file as well as managers, have the potential to participate effectively in campuswide life by employing their personal set of leadership skills.

Seeking prominence

As one who thinks about leadership, but also about empowerment and visibility for all my colleagues, the program stimulated me to consider other elements needed to enhance "beyond-library-walls" librarianship. My best advice to those librarians seeking prominence in the larger academic community is contained in the following points:

- Believe in the importance of your area of specialization within the discipline of librarianship, and the contribution which it can make to the core business of the college or university. Librarians can earn desired recognition and exert influence within their campus communities through the professional practice of their specialty. Besides doing it expertly, however, you must be convinced that it is integral to the university's mission and that your role requires reaching out to the wider community to promote it.
- Develop a real understanding of the instructional faculty, what they do, how they

work, what they value—and what they disdain. The ability of librarians to appreciate the typical faculty perspective and to identify the ways in which that perspective differs from a librarian's typical perspective must be understood for your campus citizenship to be effective.

- Have confidence in your personal skills and expertise in the mechanics of group process. Group work in committees and task forces is an arena in which many librarians possess superior skills and significant experience. To transfer these skills outside the library, librarians must develop an understanding of the conventions of campus committees, the political importance of certain kinds of activities and decisions to the self-governing system, and a sense of intelligent questions and comments. You also must be able to contribute your particular expertise assertively and effectively.

Articulating the message

To advance the standing of academic librarians, two "content" issues must be added to the processes and attitudes that were highlighted in the convention programs and in my previous comments. We must equip ourselves to speak effectively on two points:

- Become effective at articulating the library's collective identity and its long-term goals and objectives—what we are about, where we are going.
- Be prepared to identify the unique information management expertise which we can offer as librarians to projects and partnerships, and be ready yourself to contribute that expertise.

Larger campus roles

The professional environment within a library should stimulate and support librarians who

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language poets are featured here—Ben Johnson, Alexander Pope, John Dryden, Percy Shelley, Elizabeth Barrett Browning—along with many 20th-century poets from North America, Ireland, and Great Britain. It is culturally instructive to compare the varying treatments of, say, the poems of Catullus by such writers as Thomas Campion, Leigh Hunt, Thomas Hardy, Richard Lovelace, Walter Savage Landor, Douglas Young, and Robert Clayton Casto. Original spellings have been retained to emphasize historical differences. \$29.95. Oxford University Press, 198 Madison Ave., New York, NY 10016. ISBN 0-19-214209-7.

For those who wish to find out more about the Greek and Latin authors, try **Classical Studies: A Guide to the Reference Literature**, by Fred W. Jenkins (263 pages, February 1996), an annotated listing of bibliographical and information resources, including the Internet, research centers, and professional associations. \$43.00. Libraries Unlimited, P.O. Box 6633, Englewood, CO 80155. ISBN 1-56308-110-5.

The Painted Photograph, 1839-1914: Origins, Techniques, Aspirations, By Heinz K. Henisch and Bridget A. Henisch (242 pages, September 1996), is the first comprehensive history of overpainting black-and-white photographs from the earliest years to World War I. Photographers, eager to please a public that at first could not understand why color images were not obtainable, began to apply hues and tints using watercolors, oil, chalk, and crayons. By the mid-19th century, overpainting became commonplace as an alternative to traditional portrait painting. In describing the different techniques in America, England, and other countries, the authors survey colorization of daguerreotypes, tintypes, imprinted porcelain, milk glass, enamel, magic lantern slides, and textiles. The numerous illustrations enhance

understanding of these forgotten methods. \$75.00. Pennsylvania State University Press, 820 N. University Dr., Suite C, University Park, PA 16802-1003. ISBN 0-271-01507-1.

Propaganda for War, by Stewart Halsey Ross (341 pages, May 1996), examines how World War I was “packaged, promoted, and sold to a gullible nation as a holy crusade against evil.” The author, a retired public relations executive, describes British and German propaganda efforts to influence American opinion before 1917, as well as the censorship and news management activities of President Wilson’s Committee on Public Information (headed by propaganda czar George Creel), the first overt government propaganda agency in American history. Ross’s research is thorough, well-documented, and serves as a useful commentary on the issues and attitudes of the times. \$42.50. McFarland & Co., Box 611, Jefferson, NC 28640. ISBN 0-7864-0111-7.

Racism in Contemporary America, compiled by Meyer Weinberg (838 pages, January 1996), lists nearly 15,000 books, articles, dissertations, reports, and other materials under 87 subject headings, including those for specific states. The section on racism in higher education has 1,121 listings. Entries are assigned brief annotations when the titles are not self-explanatory. Most listings date from the 1980s or 1990s, although there are references from earlier eras. An author index and an ethnic-racial index offer additional access. Beware the fine print! Introduction, text, and indexes are all in 7-point type, so bring along a magnifying glass if you are an aging Boomer. \$125.00. Greenwood Press, 88 Post Road West, Westport, CT 06881-5007. ISBN 0-313-29659-6. ■

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tion of interest to the library community, and availability of grants and fellowships. To subscribe, send an e-mail message to listproc@ala1.ala.org and leave the subject line blank. Use “subscribe” if your e-mail system requires a subject. Write “SUBSCRIBE ALA-WO FirstName LastName” in the body of the message. For example, President Clinton would subscribe by sending the following message: SUBSCRIBE ALA-WO William Clinton. ■

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seek larger campuswide roles. Experienced librarians can and should make major contributions by sharing information about techniques to enhance campus roles, modeling effective behavior, and creating or sharing opportunities with their junior colleagues. Newcomers must seek out these kinds of help and support to develop campus citizenship and extend the library’s influence. The changing climate in higher education calls for this level of assertiveness from librarians to claim the important roles we believe should be ours. ■