Adaptation, Goal Achievement, Integration, and Latency: An Analysis of the Projects and Programs of the International Association of School Librarianship

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The development of IASL as an organization is explored through a description and analysis of its projects and programs for the period from 1971-1995. Four problems in the development of social organizations—adaptation, goal achievement, integration, and latency—provide the theoretical framework for discussing initiatives such as the IASL/UNESCO Co-Action Project, the Support-a-Friend project, the School Library Leadership Development Award, the International Book Exhibit, several jointly sponsored grants and awards, and the Assembly of Associations.

Introduction

The International Association of School Librarianship (IASL) is one of many professional organizations that promote school library development. Its uniqueness among these organizations, many of which are geographically based, resides in its deliberately worldwide orientation. IASL has expanded the national model for professional organizations (which emphasizes the individual professional) to include national school library associations from throughout the world as a basic structural unit. Along with promoting professional activities per se, IASL seeks to promote a sense of global community and common cause in the field of librarianship; it links school library development to larger missions of universal literacy and international understanding. As a result of its fundamental commitment to individual professionals, school librarianship as a profession, and education, as well as to internationalism, IASL's mission and activities span both professional and cultural concerns.

With a foundation in accepted sociological principles of group organization, this article presents historical overviews of specific IASL activities as a means to discussing larger issues concerning the organization's development. Several programs are traced from their birth to their current state; so are many more general efforts, such as leadership development and membership development activities. These overviews are not intended to be

exhaustive, but rather to provide the framework for a deeper discussion of the successes and challenges that have influenced the manner in which IASL has grown into a mature organization.

Over the years, IASL's leaders have struggled with four specific kinds of problems. These problems, according to Talcott Parsons and others (Blau & Scott, 1962, p. 38), are common to all social organizations, and are paraphrased below.

1. The problem of *adaptation*: the system's need to accommodate the real demands of the environment at the same time as it strives to effect active transformation of an external situation;
2. The problem of *goal achievement*: the need to define objectives and to mobilize resources to obtain these objectives;
3. The problem of *integration*: the need to establish and organize, among the member units of the system, a set of relationships that will serve to coordinate and unify the components into a single entity;
4. The problem of *latency*: the need to maintain over time the system's motivational and cultural patterns.

The chronicle of IASL's attempts to deal with these problems in the context of its programs and initiatives provides key information on which to base an understanding of this organization as well as others. Because IASL and similar organizations have demonstrated an ability to maximize effectively the development of individuals and institutions while promoting values such as universal literacy and international understanding, an in-depth look into one such organization's progress and development will, by induction, provide insight into the means by which a single organization can successfully operate in both professional and cultural realms.

IASL Projects and Activities

IASL/UNESCO Cooperative Action Program

IASL became involved in its first project during the London Conference in 1972, just one year after the organization's inauguration. At the time, UNESCO was spearheading International Book Year (IBY), an enormously successful one-year celebration of the importance of the book. The World Confederation of Organizations of the Teaching Profession (WCOTP), IASL's parent organization, wanted to support the IBY effort by participating in UNESCO's Gift Coupon Programme (GCP): the idea at the time was to have nonprofit organizations collect coupons (which could be exchanged for books) for school libraries in developing countries.

In April 1972 John Thompson, the Assistant Secretary General of WCOTP, met with Calais Calvert-Marty, the UNESCO representative for the GCP, to discuss potential involvement. Thompson suggested that IASL be asked to join the initiative. In an August 31, 1972 letter to IASL president Jean Lowrie, Calvert-Marty pointed out that the GCP would be an effective way

of drawing on the lively worldwide interest that had resulted from IBY activities. Lowrie recognized that, by providing books for school libraries, IASL might also increase its international visibility—an important consideration for the new organization. Lowrie and *Newsletter* editor Bernice Wiese met with Calvert-Marty in August 1972, and by December had decided that this "should be an on-going project, not just an IBY emphasis and then forgotten" (Lowrie, personal communication, December 14, 1972). The project was appealing for several reasons: UNESCO's financial support and endorsement would be of great advantage to IASL, and there was a possibility of receiving start-up funding as well. In addition, the project was perfectly in accordance with the mission of IASL: UNESCO had started the program in 1961 to promote international understanding and peace.

The concept of the GCP was simple and emphasized flexibility and freedom of choice. Donors could choose a worthy project from a UNESCO list circulated annually; purchase United Nations coupons called UNUMS, designed to facilitate the international transfer of money; and send the coupons to the designated nongovernmental organization serving as a conduit. That organization would encourage communication and interchange between donor and recipient.

Later in the program's development (1976), a reevaluation by UNESCO would lead to a name change, and the GCP would become the UNESCO Cooperative Action Programme in order to "emphasize the two-way approach to solving the problems of inequality in the distribution of resources ... co-action is a two-way process, based on personal contact and involvement" (*Co-action*, 1976). The goals of the coupon program were rearticulated at this time:

> National and international non-governmental organizations of all kinds, representing almost every aspect of human activity, have an important role to play in mobilizing resources and promoting support for development. In its turn, the UNESCO Cooperative Action Programme, which unites individuals and groups throughout the world in the desire to contribute effectively to the creation of what can simply be called "a better state of affairs," can provide a framework for action by non-governmental organizations in their chosen fields of concern. The process is essentially a bridge-building one, for only by building bridges from each side of the gap which separates ignorance from knowledge, privilege from under-privilege, wealth from poverty and need from plenty can that better state of affairs begin to come about. (*Co-action*, 1976)

Despite the advantages of joining an existing program, IASL's involvement in the GCP got off to a slow start, in part because of the newness of IASL—it was still in the process of inventing itself. In 1973, efforts were directed toward negotiating with UNESCO for financial assistance in the preparation, printing, and distribution of publicity for the project; in 1974, IASL was awarded $1,500 for these purposes. IASL publicized the program

through its newsletter and through WCOTP publicity mechanisms; the program was also included in UNESCO's list of programs for donor selection. Meanwhile, IASL leaders were striving to create networks with contact people in developing countries where the coupons could be sent.

IASL leaders decided to develop the program gradually, concentrating first on those countries where IASL had held conferences and had some contacts. In a January 23, 1974 letter, Lowrie commented that the board "felt quite strongly that we would prefer to begin in a small measure until we really know exactly how much we can be involved, what we can actually handle, and the countries which we feel would benefit particularly from the program." Contributions in 1974, the board decided, would be sent to Africa. In 1975, the program would be extended to Southeast Asia and the Pacific, and in 1976 to Latin America and the Caribbean. In this way, development of a network for contributions could follow in the wake of IASL conferences that were to be held in Kenya in 1973 and in Singapore in 1974.

There were other good reasons why Lowrie wanted to establish contact in new recipient countries before listing them in publicity efforts (Lowrie, personal communication, March 25, 1974). Because IASL's objectives included "encourag[ing] the development of school libraries and school-library programs throughout all countries," organization leaders felt strongly that certain preconditions were necessary or there would be no library development. In a May 14, 1974 letter, Lowrie wrote, "If we are promoting the library concept then there needs to be some library influence evidenced." In accordance with these concerns, a 1974 IASL GCP brochure specified that coupons collected that year would go to African countries (Nigeria, Kenya, Tanzania, Ghana, Ethiopia, Côte d'Ivoire, Liberia, and Zambia) and stated that schools must guarantee shelves, space, and service in order to qualify for coupons.

Finding contact people was not an easy task in the early 1970s. When Ethiopia, the Côte d'Ivoire, and Liberia all failed to reply to requests for names of schools with libraries, Lowrie decided to focus even more narrowly "on the countries which cooperate. Once the visibility is established we hope to be able to arouse wider participation in the developing countries" (Lowrie, personal communication, May 14, 1974).

In an October 1974 letter, Lowrie asked IASL member Helen Bennett to help with the project:

> We are beginning now to receive coupons from quite a few places and I need someone who will make the necessary contacts with the countries selected, send on the coupons, keep track of the donors to see that they receive the *"ex libris"* which thanks them, etc. I have all the records organized and going but I need help and we want to involve more members in specific activities.

Bennett agreed to coordinate the program, and did so until 1980.

During these first difficult years, one of Bennett's main tasks was carrying on an extensive correspondence. She wrote to government officials (such as

the Minister of Education in Zambia), pursued suggestions from conference contacts, and responded to inquiries from interested potential recipients. In addition, she collected information from recipient schools and sought pictures to be used in publicity; one of UNESCO's goals for the program was that recipients provide the IASL coordinator with feedback on the day-to-day activities of the project and its impact on the local community (*UNESCO Co-operative Action Programme*, 1976).

Publicity, however, was an added burden, and after two years as correspondent Bennett protested that she had not realized the job of distributing Book Gift Coupons would include promotion when she agreed to it. Bennett felt uncertain that she was "well enough informed to undertake [the task]," and further, she wrote, the "lack of secretarial help is a great handicap!" However, Bennett continued to work on publicity. Under her direction, reports were periodically submitted to the IASL *Newsletter*, a new campaign slogan was developed (describing the program activities as combating the condition of "book hunger"—the scarcity of children's books and textbooks in developing countries), and, in keeping with IASL's mission, the project was repeatedly presented as contributing to international understanding (*Newsletter*, 5-3).

Bennett and Lowrie shared a concern that the intent of the program—which was to get donations to the particular project or geographical area designated by the donor—be honored, but sometimes this was not easy. Both Lowrie and Bennett were somewhat staggered by a contribution of $2,000 that was earmarked for school libraries in the Sahel. Bennett researched the country but could not find it on her map (Bennett, personal communication, March 1, 1976). Lowrie determined that it was a small state in Tunisia, but was at a loss to find the right contact person; she wanted to honor the request without losing sight of the fact that the "main thing is to get books into school libraries" (Lowrie, personal communication, February 4, 1976). Other complications included gifts sent to Africa in 1975 and 1976 that were not acknowledged. In the 1980s, UNESCO had to send out a series of letters to try to track down unredeemed checks.

By 1976, $5,275 had been distributed. This figure was inflated by a large contribution from one source—UNESCO Centrum. Most contributions were fairly small; UNUM coupons were available in denominations starting at $1. Contributions came from all over the world—the Girl Guides in Tasmania, gymnasiums in Austria, public libraries in Saskatchewan, high school and elementary schools in Quebec, as well as private donations from the USA, Japan, Saudi Arabia, and Australia (*Newsletter*, 4-2). Individuals were encouraged to take part, no matter how small their donation.

In 1976, during a discussion on revision of the project brochure, Bennett suggested that donations be consolidated until a significant contribution could be made to one school or system. She questioned the effectiveness of

an amount under $25 being sent to a school (Board Minutes, 1976). This consolidation of donations proved to be a good approach. In Ghana, gifts of UNUMs were used to buy a wide range of titles for three elementary schools and one secondary school, all of which had been selected as model libraries. In Fiji, UNUMS helped a Peace Corps volunteer establish a model school library at Nadi College. The volunteer reported that daily circulation improved, and stated, "I wish you could be present to see the joy that the students display while browsing through the new books" (*Newsletter*, 7-3, p. 3).

By 1979, UNUMS in the sum of $22,038 had been contributed by 27 donors in 10 countries. Eighteen countries in Africa, one in Latin America, three in Southeast Asia, and one in the Pacific region had been served by the project. However, when Bennett stepped down in 1980, there was no balance in the fund and no contributions had been made in the past year (although there had been several requests for UNUMs). The president (now Amy Robertson) reported in 1981 that the project "went on fairly well under Mrs. H. Bennett but was affected by the economic situation and slumped for a time. Now there is renewed interest" (Robertson, 1981, p. 159). Robertson was referring to widespread economic downturns that resulted in reduced funding for social and cultural programs.

Lucille Thomas accepted responsibility for the project out of her belief that "we live in a global village and we must share some of our advantages" (Thomas, personal communication, May 18, 1995). Thomas set about reactivating interest and stressing the importance of the project, "which cannot be overlooked at this time of weak economies, and consequent poor library budgets, expanding school populations and the growing pattern of disruption in the lives of the children of the world" (*Newsletter*, 9-3, p. 2).

Publicity was the top priority for the project in 1980-1982, and articles appeared in seven journals, a new flyer was printed, and directors and officers were asked to make a special effort to advertise this program (Board Minutes, 1982). However, the only contributions were $132 collected at the general business meeting of the 1981 conference and $100 from a private research company collected the next year.

In 1983, intensified publicity efforts for the program suggested that IASL members involve their students in collecting donations. Library associations were urged to make appeals to their membership to "HELP ERADICATE ILLITERACY!" Conference participants donated $400, and some members helped further by writing articles or donating advertisement space in journals with which they were affiliated. Potaton Vocational School in the Philippines was presented with a check for $1,000, which represented $500 from the IASL and $500 in matching funds from UNESCO (*Newsletter*, 12-2).

At their 1983 board meeting, members agreed that a line for donations to the Gift Book Program should be added to the membership application form.

Thomas stressed the necessity for IASL representatives to actively pursue donations at their national school library association meetings. She promised to explore the possibility of special funding or advertising from a large firm such as McDonald's (Board Minutes, 1983). It was important to promote the program, as it was IASL's "chief visible outreach activity" (Board Minutes, 1984). The goal set for 1983-1984 was $1,000; $200 toward that goal was collected at the 1984 annual meeting.

In 1984, IASL received $2,000 from the Public Liaison Division of UNESCO in order to promote the gift book program. With $1,500 of these funds, a new brochure was printed and mailed to members of the American Library Association International Relations Roundtable, Friends of International Board on Books for Young People (IBBY), Children's Book Council, Canadian School Library Association, and IASL. Unfortunately, the mailings yielded few contributions, and Thomas turned to the board for assistance, proposing that board members solicit contributions from IASL affiliates, publishers, and schools in their areas. Her goal was to collect $5,000 by July 1985 (Thomas, 1984), but actual contributions fell far short of this sum.

Lavington Primary School in Nairobi, Kenya—which Lowrie and Thomas had visited during the 1984 International Federation of Library Associations and Institutions (IFLA) conference—was awarded $2,000. Lavington was selected on the basis of need and evidence of parental commitment. Parents had sponsored construction of a separate library building, but had run out of money for an extensive book collection.

Thomas set a new goal: $3,000 by the 1986 conference. At this conference, which was held in Nova Scotia, raffle tickets were sold for the popular book *The Art of Maurice Sendak,* and sales efforts for the Gift Book Program netted $402. A special collection effort and book raffle at the 1987 conference brought in enough money to present the Colegio Los Nogales in Bogotá, Colombia with a $2,000 grant in 1988.

When Thomas became president of IASL in 1989, Gladys Caywood took over as coordinator of the Gift Book Program. The pattern of giving sizable grants continued in the 1990s. The International College in Beirut, Lebanon received $2,500 for the purchase of books for grades 6-12. Two schools, Lusoti High Simonye in Swaziland and Willes Little Flower School in Bangladesh, were awarded $1,500 each, and the Sergio Maancio Villagas Primary and Secondary School in La Paz, Bolivia received $1,000.

Caywood continued to raise money from donations, but the majority of contributions continued to be collected at the conferences. In 1989, $260 was raised. Pencils inscribed with the IASL/UNESCO Gift Book Program name were sold at the 1990 conference in Sweden, and donated items were raffled off at the IASL Book Project Raffle. Donations for 1990-1991 came to $1,001. A new brochure was printed and mailed in the following year; as a result, $853 was collected (including $303 from the 1992 raffle).

In summary, the GCP (after 1976, the IASL/UNESCO Co-operative Action Program) is IASL's oldest program and has proven to be a appropriate activity for IASL to engage in, in terms of its congruence with IASL's mission and objectives. The program was quite successful in the 1970s, when UNESCO sponsored activities that focused attention on the importance of books. Despite intensive efforts in the early 1980s, interest declined throughout the 1980s. In the later 1980s, raffles and a new brochure helped to stimulate interest, and since then between $1,000 and $2,000 in contributions has been received every year or two. From their involvement in the project, IASL leaders have learned several valuable lessons, summarized below with reference to the particular organizational problem (Blau & Scott, 1962, p. 38) to which the lesson pertained.

1. Cooperation with larger organizations can lead to joint projects and financial support for IASL projects (addressing the problem of integration).
2. Ongoing projects that are dependent on donations require constant infusions of effort and publicity and will languish if neglected (addressing latency).
3. Leaders' involvement in focused activities seems to follow a natural life cycle: they will expend most of their energy when first appointed, and gradually there develops a need for renewal and new leadership (a problem of latency).
4. Some external events (for example, international promotions like IBY) can affect IASL activities positively; other external factors (such as the economic cutbacks in the late 1970s) can affect activities negatively (the problem of adaptation).

Support-a-Friend Project

Since the inauguration of the organization, IASL members have been conscious of the fact that dues, for those living in developing countries, might be an obstacle to joining and therefore also to the organization's growth. Donations were occasionally used to subsidize memberships, as in 1981 when a gift of $50 was used to pay one-year memberships for Sierra Leone, Fiji, Tonga, and Western Samoa (Lowrie, personal communication, February 5, 1982). Over the years, IASL has subsidized and encouraged the retention of members from developing countries through a lenient membership renewal policy that acknowledges the lack of funds and the difficulties of obtaining nonlocal currency and dealing with currency exchange problems.

These efforts were formalized in 1984 when the Support-a-Friend program was announced in a full-page spread in the December *Newsletter*. Support-a-Friend was presented as an "umbrella" that would enable members who wished to support the membership of others to be brought together with school library people who wished to join IASL but could not do so, for any of the above reasons. The article brought up the possibility of friendly

correspondence between "helpers and helpees." According to Lowrie, the project was the brainchild of Valerie Packer of Australia, who also designed a logo for it. The logo showed happy people, sitting under an umbrella on a giant hand, reading. In the spring *Newsletter*, this logo appeared again above a column by president Michael Cooke, in which he asked members to include with their regular dues a donation of partial or full subsidization of a membership; he offered to put those who did so in touch with the recipient of their gift (*Newsletter*, 14-2). The next *Newsletter* featured an honor roll—a list of 10 donors who had given $180 dollars in dues for members in Bophuthatswana, China, Egypt, Gambia, Ghana, Jamaica, Peru, and Sierra Leone.

The *Newsletter* continued to publicize the project by featuring articles and notes from various recipients. In 1987, it featured an article by George Mwangi Njithi, Library Assistant at Lavington Primary School in Nairobi. Njithi reported on development efforts in his library, and he thanked the organization for his gift membership, which included mailings of the *Newsletter* (*Newsletter*, 16-1). Sometimes recipients mentioned the program in reports on local school library development; sometimes the fact that the reporter had received a gift membership was added in a footnote.

Both Gloria Dillsworth, of the Sierra Leone Library Board, and Ahmad bin Mustapha, of the State Education Department in Malaysia, expressed thanks for their memberships. They praised the newsletters for advancing librarianship in the Third World (*Newsletter*, 17-2) by providing information on practices and innovations relevant for developing countries and for supporting professional growth. Zambian member Albert K. Kakoma wrote that "the newsletter is an [educational] tool which will go a long way in arousing interest in school libraries in Lusaka" (*Newsletter*, 17-1, p. 8).

C.D. Mparutsa wrote from Zimbabwe that the *Newsletter* article about Finland had made him realize that similar constraints plagued school libraries everywhere. His problems in Zimbabwe looked more or less the same as those of an advanced country like Finland. He praised the newsletters and said that he found them "encouraging in tone and informative as well. Your generosity will make it possible for us to continue enjoying [the newsletters]" (*Newsletter*, 16-4, p. 2).

Memberships have been offered to educators in many countries, including China, Ethiopia, India, Kenya, Nepal, Peru, Sierra Leone, Thailand, Zambia, South Africa, Egypt, Ghana, Jamaica, Malaysia, Nepal, Nigeria, Swaziland, Zaire, and Zimbabwe. In 1992, membership was given to a library in Jordan run by the United Nations Relief Workers Association; more recently, Support-a-Friend funds have made memberships possible for Eastern European countries, including Hungary, Estonia, and Lithuania.

For IASL, this program strengthens organization networks (Lowrie, 1992) as well as its membership base. The president of the new Romanian Associa-

tion of the Librarians in Education was granted a one-year membership in 1990, and a new school library association in Poland was granted a membership in 1993.

Support-a-Friend is another project that reflects high congruence with IASL's mission and objectives. As mentioned above, it not only serves an educational function, but is also an instrument for disseminating information, promoting school library development, increasing membership, and improving public relations. It initiates people from developing countries into the international movement toward school librarianship. This activity is practical not only in its addressing of adaptation and latency problems, but also in its encouragement of goal achievement: Support-a-Friend both promotes school librarianship and brings new people into the organization. Further, the activity resonates with the deepest values of the organization— the promotion of universal literacy.

However, as with the UNESCO project, Support-a-Friend is dependent on contributions, and projects without a reliable income base inevitably run into problems. By 1990, the Support-a-Friend fund was $163.97, and there were approximately 10 memberships this fund needed to support each year. In 1994, the fund reached an all-time low—partly a result of low levels of publicity, but also of the project's success in soliciting members and the increased demand for subsidized memberships. Publicity for the fund had been plentiful at first, but decreased as the program came to be considered a regular activity of the organization. The emergence of many new member countries (particularly through changes in Eastern Europe) had depleted the funds. Continuity in the infusion of donations and energy into ongoing projects that are a success (in terms of meeting real needs) but rely on individual contributions continues to be a challenge for IASL.

School Library Leadership Development Award

A New Project

With the Support-a-Friend project providing initial membership fees for interested Third World members, the next issue facing IASL was subsidizing these members' attendance at conferences, and the possibility of establishing a conference scholarship fund was raised at the IASL board meeting in August 1983. Discussion centered around soliciting private donations from retired or original members, encouraging memorial contributions, or perhaps "latching on to the literacy concern [as] a way to invite business support" (Board Minutes, 1983).

In 1985, Lowrie again brought up the idea, suggesting a way to stabilize an income base for this project: the interest alone from a Certificate of Deposit (if built to a minimum fund of $25,000) would provide enough money to make a substantial annual grant (Lowrie, 1986). Funds generated at

the Hawaiian and Jamaican conferences in 1984 and 1985 provided a start of $8,000.

At the 1986 IASL Conference in Halifax, IASL initiated the School Library Leadership Development Award. Designed to complement the Support-a-Friend program, this annual grant would help leaders from developing countries, in the fields of education and library development, to attend an IASL conference. A selection committee was appointed, and guidelines were established. The applicant should demonstrate ongoing involvement in a program specifically designed for school library development and have evidence of support from local authorities; successful applicants would submit a progress report to IASL, showing how they were applying the conference experience to their work in their home country (*Newsletter*, 15-3). Grant recipients were expected to participate actively in conference discussions, to learn from the wide range of experiences among conference participants, to develop professional contacts, and to identify strategies for implementing school library programs in their countries. The end result would be the encouragement of school library leadership in developing countries at the individual school, district, and academic levels.

The new project was publicized in the October 1986 *Newsletter*, and application forms were mailed to all member associations. In the December *Newsletter*, a "Special Challenge" offered a gift of $1,000 to the project fund if matched by member donations. It was "an opportunity for every person in IASL to make a contribution, regardless of size, to a project which could be of great significance in building school library services around the world" (*Newsletter*, 15-4, p. 10). In her executive secretary's report to the board in 1987, Lowrie called the launching of the leadership development fund a highlight of the year, even though the fund was not growing as rapidly as she had hoped.

The International Gift Exchange
Fundraising for the Leadership Award received a tremendous boost after Michael Cooke, IASL president, announced the International Gift Exchange, a suggestion from members Peter Genco and Arline Wood (*Newsletter*, 18-1). Each person attending the annual conference was asked to bring a small gift (limited in value) representing their country, region, or state. These gifts would be auctioned off and the proceeds given to the Leadership Development Fund. At the 1989 conference, $200 was raised at the auction.

The 1990 auction in Sweden was an even greater success, and the fund balance of approximately $18,000 enabled the grant amount to be raised to $1,000. In 1991, the auction netted $1,150—enough to cover the next year's leadership recipient without touching the capital. The auction had become a highly entertaining annual event.

The auction serves several functions for IASL. First, by generating substantial funds and making the Leadership Award possible, it is serving as an instrument of goal achievement. Second, the range of donated items showcases international participation in the organization. Third, participants can feel that they are supporting a worthy cause. But the most important function of the auction may be that it is fun: according to traditional organizational theory, "the distinguishing feature of the voluntary association is its reliance on solidary incentives such as sociability, fun, and prestige" (Clark & Wilson, 1961, p. 63). Frequently, participation in cause-based organizations is sustained by friendship and sociability (Merle, 1975). The auction brings people together in an event that supports IASL's mission (and thus addresses goal achievement and adaptation issues) while satisfying the need for pleasant social interaction (thus addressing latency issues, the maintenance of motivational and cultural patterns). The auction has become part of the "culture" of the IASL.

Implementing the Leadership Development Award

Since the first award in 1988, given to Daniel Paraide of the National Library of Papua New Guinea, the IASL *Newsletter* has provided generous publicity for the award and its recipients. In 1991, an article reminded members that their contributions to the fund "will not only help an individual leader to function better as an educator, but will be also a contribution towards improvement of the education of the children in the particular developing country" (*Newsletter*, 20-1, p. 4).

In another *Newsletter* article, 1989 recipient Indir Vir Malhan of Jammur University in India, called the Leadership Development Fund an "excellent and imaginative initiative" and described the conference as an ideal forum for the sharing of experiences (*Newsletter*, 18-4, p. 9). Malhan was "elated" at being able to attend the conference and having the opportunity to establish contacts and absorb the latest developments in school librarianship.

Despite a decision to waive conference registration fees for grant recipients, obstacles to their attendance persisted. Felix Tawete of the University of Swaziland, who was awarded the 1990 grant, was unable to arrange sponsorship for airfare. In a June 4, 1990 letter of regret, he explained that, despite the grant and the waiver, "the heaviest burden of members from developing countries especially Africa is the air ticket." Tawete's inability to accept the award was a great disappointment to Lowrie (personal communication, July 6, 1990), and in a report to the Executive Committee she suggested policies be modified and alternate recipients designated at the time of selection. An article in the *Newsletter* reminded future applicants that the grant is "seed money only" (*Newsletter*, 19-3, p. 5). The 1991 increase of the grant amount to $1,000 was probably influenced by Tawete's experience.

Grants in 1991 and 1992 were awarded to Ahmed Kamrul Hasan, Library Development Officer, Directorate of Secondary and Higher Education of Bangladesh, and Mary Jamil Fasheh of the United Nations Relief Workers' Association Headquarters in Amman, Jordan. However, in 1993, only two applications were received and neither met the award criteria. At an IFLA seminar in Spain on school libraries and developing countries, Thomas, Hannesdóttir, and Lowrie (president, vice-president, and executive secretary of IASL, respectively) agreed to award the grant for 1993 (for the Australian conference) to Humesh Prased, Senior Librarian, Library Service of Fiji. The 1994 recipient, Muhudien Mohammed of Addis Ababa, Ethiopia at the last minute was unable to attend because of air travel complications.

Prased attended the Australia conference and wrote an extensive *Newsletter* article on the experience. He praised the conference for the information it provided, information that had energized him and "reactivated" his "static mind." For Prased, the conference was an opportunity to evaluate and reexamine Fiji's library services and activities, identify strengths and weaknesses, and work out solutions to enhance progress. Prased was struck by both the commonality of problems in libraries all over the world and the importance of strategic planning. At the conference he made valuable contacts, and began corresponding with librarians from Canada and Germany.

Explicit in the guidelines of the Leadership Development Award program is the expectation that recipients will have new means to contribute to local school library development upon their return. Implicit is the hope that participants will continue their association with IASL and promote IASL goals and objectives. Even though he could not attend the 1990 conference, Felix Tawete was selected as a second IASL Director for Africa and began work with Carver Mparutsa, a former director, on projects designed to raise the profile of IASL and school librarianship in Africa. Daniel Paraide also contributed to the organization by serving as a *Newsletter* reporter.

The School Library Leadership Development Award has been, by several criteria, a successful project for IASL. Recipients have enriched local school librarianship in six countries: Bangladesh, India, Jordan, Papua New Guinea, Swaziland, and Fiji. In terms of latency, the award is now self-supporting and sustainable by the use of interest on dedicated investments; as of June 30, 1994, the fund stood at $24,976.82, just short of its original goal. Second, the award amount has been changed in response to participants' real costs, demonstrating the program's adaptability. Third, IASL's goals have been advanced through the nurturing of leaders who, as a result of their participation at conferences, advance school library development in their home countries. Integration and latency are thereby also served: international members are brought into the culture of IASL through this award program, and their participation at conferences increases their potential to serve in a leadership capacity with the organization.

International Book Exhibit

Many IASL projects have evolved out of a combination of the organization's mission and the special interests of its members. The International Book Exhibit is an example of this trend. Many IASL members have received specialized training in children's literature and have a strong interest in children's books. The Book Exhibit represents this specialization and is an extension of ongoing efforts by IASL to encourage the development, publication, and dissemination of books that authentically represent the culture of their countries of origin. Over the years, promotion of attractive and authentic indigenous materials has emerged consistently as a priority in discussions and presentations.

Beginning with the 1990 conference in Umeå, Sweden, IASL has sponsored an annual book exhibit that involves participants donating books that appropriately reflect their home countries' cultural values. Based on an idea by member Valerie Downes, the project was started by IASL president Thomas as a vehicle to promote understanding about member cultures (Thomas, 1992).

In addition to showcasing children's literature from around the world, the annual exhibit results in the addition of a significant body of this literature to a children's library (*Newsletter*, 20-3). Special bookplates are installed in the books, and after exhibition the collection is either placed in a library in the host country so that the books may be shared with local children, or the books are donated by the conference hosts to a library in a developing country. In Sweden, the first year, 150 books were brought to the exhibit and later donated to the Children's Room at the Stadtsbibliotek in Umeå. Thirty-three books were featured at the Second International Book Exhibit at the 1991 conference in Everett, Washington. This exhibit was donated to the Reading Centre at Fiji's University of the South Pacific (*Newsletter*, 20-3). The 1992 collection went to Victoria College in Belfast, North Ireland, and the headmistress's letter of thanks, which appeared in the IASL *Newsletter*, witnessed the success of this IASL project:

> Our Preparatory Department pupils were thrilled and delighted to receive so many new books, each with a unique background. They spread themselves all over the floor of the Assembly Hall in order to spread the books out and savour the beauty, as well as their contents. They felt most honoured that they had been chosen as one of the "recipient" schools and I know they would wish you to assure your kind members that their gifts were deeply valued and appreciated and will be kept as an honoured part of the Preparatory Department Library, and will be read with interest and pleasure by many generations of prep pupils to come. They love books and are discriminating in their tastes; also this was an opportunity for them to try exotic new literary territory.... thank you for keeping live the penchant for reading and the supreme value of the "precious life-blood of master spirits." Your work has meant a very great deal to many pupils. (*Newsletter*, 22-2, p. 15).

The 1993 and 1994 collections went to Australia and Nigeria, respectively.

The International Book Exhibit is an example of a project that serves multiple functions for IASL. Among other things, it is a tangible way for members to share and to express commitment to providing children with books; it is a way to leave a legacy in a host country or to help a library in a developing country, to help children (and members) learn about other cultures and thereby promote international understanding, to stimulate discussion about children's literature among conference participants, and to reinforce the international scope of the organization. The International Book Exhibit constitutes a comprehensive contribution to organizational efforts toward overcoming problems of adaptation, goal achievement, integration, and latency.

Instructional Materials for Leadership Training (IMLT)

In 1990, Gerald Brown, IASL Director for the North American Region, proposed a new project for the association: "Instructional Materials for Librarianship in Developing Countries." It was specifically designed to address IASL Objectives Number 5 ("To foster communications and research in the field of school librarianship") and Number 6 ("To promote the publication and dissemination of information about school librarianship and materials for children and youth"). The project grew out of Brown's reaction to conference discussions in which colleagues expressed their need for help. Brown realized that many inexpensive, "field-based, user-driven documents" already existed in the field and that providing access to this material made better sense than "re-inventing the wheel" (Brown, personal communication, April 14, 1995).

Brown, as Chief Librarian in Winnipeg School Division No. 1, had extensive experience in training school library personnel. In an April 14, 1995 letter, he described his role as having included a constant search for "materials to help the integrated library media service programme become indispensable to the classroom teacher.... I searched new publications regularly, visited other centres, asked at conferences and seminars where I was doing presentations, and generally 'rooted out' quality documents which people had not marketed outside their own jurisdiction."

On his own initiative, Brown staged an exhibit of these materials for the Assembly of Associations to test members' responses—which were favorable. Brown then developed objectives, many of which were geared to meeting the information needs of members from developing countries. The objectives and their related tasks included identifying and documenting available resource materials, negotiating copyright releases, reproducing learning materials based on feedback from users, prioritizing these materials, identifying authors and editors for this production, and evaluating the appropriateness of materials for use in developing countries (Brown, 1990). In

her 1990-1991 annual report, vice-president Hannesdóttir described IMLT goals as serving as a basis for two project areas that had been proposed by the Assembly (the development of elementary training material and the compilation of a bibliography of available training materials) which together would serve as a basis for instructional packages for school librarianship training in developing countries.

By 1993, Brown's exploratory efforts had increased his appreciation of two problem areas: the audience for the materials and the question of access to materials by educators in developing countries. Brown staged exhibits of materials at the 1991, 1992, and 1993 conferences in the hope that this would elicit donations of additional instructional materials or suggestions from participants as to titles from their own areas. But at the first two conferences, he found the "Give me a copy syndrome" more prevalent than an "I know something we have that I could share" approach (Brown, 1992). A survey sent to 16 leading overseas members had yielded minimal response, and Brown was also disappointed with the response to news releases sent to approximately 80 associations in North America, inviting people to submit materials for the exhibit; little usable information was collected. However, at the 1993 Australian event, a joint conference with the Australian School Library Association, the exhibit was well attended and resulted in the submission of many documents.

In 1993, Brown worked with the publication committee on an amalgamation of the 1992-1993 and 1993-1994 bibliographies, which appeared in the second issue of *School Libraries Worldwide*. Brown also explored the possibilities of using an information database and maintaining complementary files with the American Association of School Librarians (AASL). He forwarded copies of collected documents to the ERIC Clearinghouse, which he saw as the "best vehicle for publicizing the information around the world" (Brown, personal communication, April 14, 1995).

To complement the IMLT project, Brown proposed the IASL "Recognition of/for Notable Documents" program at the 1992 board meeting. The board accepted, in concept, this effort to recognize creative publishing in the promotion of school library programs and their advocacy. However, after extensive discussion, the board decided to shelve the subject until acceptable criteria for evaluation and selection could be devised and a funding sponsor found.

Another aspect of Brown's efforts to distribute leadership materials is IASL's reprinting and distribution to members of the brochure *Collaboration through Partners in Action: Superintendent's Guide*. Prepared by the Council of Ontario School Library Consultants in 1992, it is a useful flip chart that summarizes the collaborative roles of both teacher-librarians and superintendents in curriculum development, staff development, integration, and technology efforts.

Brown's promotion of IMLT exemplifies the individual's ability to work within IASL to further both the profession in general and the goals of IASL in particular; IASL's incorporation of IMLT is an indicator of the organization's ability to successfully negotiate the problems of adaptation, goal achievement, integration, and latency. The program required adaptation to a recognized need for leadership materials, and Brown responded by using existing materials, resources, and agencies. The dissemination of IMLT materials ultimately results in their direct use in training and professional development in the field of school librarianship.

IMLT has directly contributed to IASL goal achievement. By seeking input and materials from members all over the world, the IMLT project has served integration and the goals of increasing cohesion and sharing. Sharing and the exchange of materials and ideas is a key component of IASL motivational and cultural patterns, and IMLT thus also serves as an instrument of latency. Overall, IMLT shows great promise as an instrument for the dissemination of useful instructional materials for school librarians.

Jointly Sponsored Grants and Awards

IASL/SIRS International Commendation Award

Professional groups often encourage innovation or excellence among members through competitions and awards; it is a recognized technique for acknowledging outstanding efforts and stimulating development in the profession while also raising the visibility of the organization. In 1989, responding to a suggestion by the Assembly of Associations, the IASL Board of Directors agreed to establish a Commendation Award "to give recognition to outstanding and innovative projects, plans or programs which could serve as models for replication by other school librarians" (*Newsletter*, 19-3, p. 9). The board decided a prerequisite for submission would be sponsorship by a school library association (Board Minutes, 1990).

Criteria for the award were drafted by vice-president Hannesdóttir, president Thomas, and Lalita Brond, a member from Australia. By December 1989, a brochure was distributed to all affiliated school library associations and the media. Hannesdóttir also arranged for the design of a Commendation Award Diploma by Icelandic artist Thorvaldur Jonasson.

The first commendation award was announced at the 1990 Sweden conference. Two projects were commended, one from Australia and one from Canada. "Networking Down Under," submitted by the School Library Association of the Northern Territory, was a computer system that linked libraries in this huge geographical area. The Canadian project, "Resource-Based Learning and the Classroom Teacher," was a training program designed to implement a new curriculum through the school library. It was nominated by the Saskatchewan School Library Association (SSLA).

The award diplomas were presented at special occasions in the home country and resulted in considerable news coverage and publicity for IASL. When the award certificate was formally presented to the SSLA at a special reception sponsored by a local newspaper, representatives from all levels of government, from both the local public and private school boards, and from the public library were present to honor both SSLA and IASL (*Newsletter*, 19-4).

The School Library Association of the Northern Territory (SLANT) celebrated its award at its 20th birthday dinner. The certificate was formally presented by Rhonda Bracey, then president of the School Libraries section of the Australian Library and Information Association, at a biennial conference in Perth, Australia. The Northern territory, SLANT secretary Lynette wrote, is vast—one sixth of Australia's land area. "To know that the work we have done, to provide this small scattered population with their information requirements, has gained international recognition, has given us all a sense of pride and encouraged us to continue to provide the best possible service" (*Newsletter*, 20-1, p. 16).

At the 1991 conference, it was announced that IASL was the recipient of a grant from SIRS (Social Issues Resources Series, Inc.) that would support the new International Commendation Award. The Commendation Award would now be given jointly by IASL and SIRS; the latter would provide $600 to the winner/winners, print appropriate brochures to advertise the award, and finance plaques. SIRS fully endorsed the concept of an international award that recognized creativity in promoting the use of library resources for students of all countries as a means of enriching instruction. The award was to be administered by the vice-president of IASL and the Assembly of Associations (Thomas, 1991).

In 1991, the winning project was TeleSLAQ, a program of interactive audio and video teleconferences that the School Library Association of Queensland (SLAQ) had been using since 1983 to enable members and other educators to take part in professional development and the decision-making processes of the association, irrespective of their location in the state of Queensland (Hannesdóttir, 1991). The reaction of SLAQ to winning the award was "Bonza!" which is "Aussie slang translating as wonderful, amazing, stupendous, thrilling" (*Newsletter*, 20-4, p. 9). SLAQ donated the award money to the Leadership Development Fund.

The 1992 award went to "Leadership Skills for School Library Empowerment," a network for leadership training among school librarians supported by the School Librarians Association of Western New York. The winner in 1993 was "Project Parent—Assignments Control or Chaos," another project by SLAQ, which received a commendation for "original and practical guidance for parents to collaborate in the education of their children" (IASL/SIRS *International Commendation Award Brochure*, n.d.). SLAQ won again in 1994

1994 for "SAIL—Students as Independent Learners," six workshop modules that enable participants (school groups comprised of administrators, teachers, and teacher-librarians) to understand the role that resource-based learning can play in the development of students as independent learners (*Newsletter*, 23-3). Janet Sibley accepted the award on behalf of SLAQ and said that winning earlier did not diminish the thrill. She thanked IASL and SIRS for the award and stated that those involved in the project had enjoyed tremendous professional and personal growth, and recommended to all teacher-librarians the experience of developing and presenting professional development activities.

IASL and SIRS annually circulate a brochure and application form for the project. Criteria have evolved to require that a nominated project must be innovative and well documented to show that it has been successfully carried through or is already in progress. The project may be developed by an individual member of IASL, a school library system, or a school library association. If the project is submitted by an individual, it must be accompanied by a letter of endorsement from the president of the local school library association or equivalent, or be verified by a recognized education official in the appropriate country or region. Details of a project, program, or publication may also be submitted by any school library association that is a member of IASL. The recipient of the Commendation Award is expected to demonstrate the project at the IASL conference, perhaps by a poster session display, in order to help publicize the award (*International Commendation Award Brochure*, 1994-95).

Hannesdóttir, as IASL vice-president, has coordinated the project from its beginning. In her annual report for 1993-1994, she suggested revising the award, expressing concern over how few nominations fulfill the requirements. The purposes of this requirement were to encourage national/regional school library associations to keep abreast of what is going on in their areas and to incorporate a quality check—a guarantee that an association had investigated the value of the project prior to nominating it. Hannesdóttir pointed out that all award-winning entries so far were carried out by school library associations themselves; the scarcity of nominations of other kinds of projects suggested that associations lacked interest in nonorganizational projects. Additional problems were the guidelines' exclusion of small projects from countries without a school library association (projects from Palestine and South Africa fell into this category); also unacceptable according to the existing criteria were projects from countries whose school library association is not an IASL member. As a result of Hannesdóttir's report, discussions about changing the criteria (to clarify that the award is open to the membership at large and not only to the projects of school library associations) are underway.

The IASL/SIRS International Commendation Award is still evolving and has been an experiment for the organization. Its strength seems to lie in the publicity it generates for the IASL, for the local association, and for the featured project. In fact, its success has made other interest groups in the organization—specifically, those working on disseminating information on school librarianship and on stimulating development of local school library associations—consider incorporating awards into their programs. Since 1990, the board has discussed the possibility of an annual award for a "notable document" on the topic of school librarianship, in order to acknowledge and encourage the publication of worthwhile professional papers. The board has also discussed the possibility of an award or grant for a new association.

A significant aspect of the commendation award has been corporate sponsorship. SIRS has both provided money for a cash award and helped with publicity, and this shared sponsorship is part of a trend in IASL and other international organizations toward linkage with commercial interests. For example, IASL leaders have fostered relationships with the international encyclopedia company World Book and with Softlink, a software company; in 1994, UNESCO linked with the Hooked on Phonics company to sponsor a symposium on family literacy. Organizations are beginning to acknowledge their financial limitations and opting for a trade-off: by accepting a private company's sponsorship and allowing it to publicize its wares and raise its own profile through IASL channels, the organization gains a degree of stability in being able to fund the activities that further the organization's goals.

World Book International Grant

Since the early days of IASL, officers have sought outside financial assistance from international organizations, individuals, or private companies. In 1990, former president Michael Cooke secured funds from World Book International for sponsorship of a special project/program (outside of regular programming) for conferences; Thomas, president of IASL, has since worked to retain the World Book grant. In 1991, the grant supported a one-day IASL preconference symposium on leadership and the change process. Originally perceived as a tool for leadership development, the grant evolved into a means to support the keynote lecture at the annual conference (*President's Report*, 1994). In 1992, the grant funded conference keynote speaker Peggy Heeks of Loughborough University of Technology, United Kingdom. In 1994, Lillian Gerhardt, editor of *School Library Journal* spoke on "Literacy: Tradition and Innovation," and the grant covered her expenses as well as a reception held afterward.

Softlink Research Grant

The subject of an IASL research grant had been raised before the board periodically over the years, often by Hannesdóttir. However, money was not available to put this activity into action, although it was discussed as a possible use for a large, undesignated donation received from Murofishi in 1994. During the 1994 Pittsburgh conference, vice-president Hannesdóttir was approached by John Dunne, Director of Softlink International, an Australian library software company that markets library systems in different parts of the world (OASIS in Australia, EMBLA in Iceland, ALICE in the United Kingdom, and ANNIE in the United States). Softlink's strongest market is school libraries, and Dunne volunteered to "do something" for IASL. Out of this conversation came the "SOFTLINK/IASL 25th Anniversary Research Grant," a grant of $1,500 to support an innovative research project in the field of school librarianship.

Projects are evaluated by the following criteria: potential benefit to school librarianship worldwide; originality, clarity, and completeness of research; potential for replication; and the demonstrated ability of the applicant to successfully complete the project. The first grant will be awarded during the 1996 Jamaica Conference; two thirds of the grant would be awarded immediately, and the final payment of $500 would be issued when a summary was submitted for publication. Softlink has promised a grant to a library of choice in the country where the IASL conference is held for the next five years.

Weston Woods Institute Grant

In 1994, IASL president Thomas, through her long professional association with Mort Schindel, the president of Weston Woods Institute, was able to secure funds from the institute to fund an annual lecture and consultancy. The funds were intended to "encourage the use of the new media as a tool for teaching and learning, as well as for pleasure, in school library programs" by funding lectures at IASL conferences for the years 1995-1997. An annual grant of $1,000 will cover the speaker's honorarium and expenses, with any remaining balance being available for consultant work. The lecturer, selected by local conference hosts in consultation with the IASL board, must be a reputable authority in the field of media and library science; preference is reserved for someone of these qualifications from the host country or a nearby country.

Assembly of Associations

The question of whether IASL is primarily a federation of library associations or a body representing individuals has never been resolved, although it generally tends to fulfill the latter role. Efforts to promote and accommodate the representation of national school library associations in IASL have fluctuated, but nevertheless, over the years, some sense of a structure and role for

association representatives has emerged as a result of the formation and development of the Assembly of Associations.

From its inauguration, IASL has encouraged formation of local school library groups. The organization was proud, for example, when the Nigerian School Library Association was formed during the 1977 conference in Ibadan, Nigeria. Around that time, IASL publicity was stressing the need for united action. A *Newsletter* article stated:

> School library/media associations need active members to work together on committees, to support legislation for school library development and financing, to share ideas, to encourage experimentation, to sponsor innovative projects, to encourage research in the field, to develop standards, and to encourage good training programs for school librarianship. Associations offer members many benefits and can assist in helping the school library/media specialist to keep informed about new techniques, advances in the field of communication, new media resources, successful practices in school library/media centers throughout the country. (*Newsletter*, 6-3, p. 4)

At the 1979 board meeting, it was proposed that a forum for the official representatives of library associations be held at each conference. The purposes of the forum would be to foster participation and involvement from both association and individual members, to collect up-to-date information on school library organization development in member countries, and to develop recommendations and policy statements for the organization as a whole.

After extensive planning, the first forum was held in 1981 at the 10th anniversary conference in Wales. Twenty-eight people representing 20 associations shared concerns about organization trends, association programs, and other items of interest (*Newsletter*, 9-4). Each representative reported on the activities of his or her library association and agreed to submit a statement (for later dissemination) describing that association's structure and programs.

During 1981 and 1982, efforts were made to increase membership from 20 members representing national associations to 36 (*Newsletter*, 11-1). The president's report for 1982 read:

> Although the IASL draws its strength mainly from personal memberships, a strong bid has been made to involve constituent Associations.... Letters and enrollment forms were sent to librarians in twenty countries of the Caribbean including Dutch, French, and Spanish speaking, inviting membership in IASL. They were reminded of the need for small developing countries to avoid parochialism and involve themselves in international bodies which have access to world forums. (Robertson, 1982, p. 406)

In 1982, a total of 16 associations met; they voted to continue the *National School Library Association Newsletter* and discussed ways that they and IASL could help each other. Members suggested that future conferences could add

to their schedules two Assembly meetings, including discussion and presentation times. In this plan, presentations would feature up-to-date reports on the activities of each association, and discussion would focus on subjects of concern to IASL members. At the time, associations' constitutions and bylaws were being collected by the Secretariat and assembled for use by persons or groups interested in establishing their own similar associations (AGM Minutes, 1982).

The Assembly of Associations meeting in 1983 included the proposed presentation meeting, followed by a working session in which representatives and IASL board members discussed matters of mutual concern. Members were challenged to see the potential in this new organization of associations: "This is your Assembly, an opportunity to air the particular views and problems of your local association; an opportunity to prod IASL in the direction you would like it to go" (*Newsletter*, 12-2, p. 4). In the minutes of the Assembly in 1983, its third year, an air of excitement about the future was unmistakable: "[the] school librarianship movement worldwide can make great strides through strong associations."

In 1985 and 1986, an operational framework (involving modification of the bylaws) resulted in vice-president John Wright being made presiding officer of the Assembly and the designated liaison between the Assembly and the IASL board. (He had worked on developing a mission and structural framework for the Assembly over the last few years.) Primarily a forum for discussion (*Newsletter,* 15-1), the Assembly of Associations now had three official purposes: to foster communication about organizations, to promote an awareness of IASL and of the international school library community among members, and to encourage the development of national and international cooperative projects (IASL Statutes, 1986). In order to increase visibility and the active participation of Assembly members in the conference program, an Assembly resolution stated that up to one day of the IASL conference should be devoted to association matters, and organizers for the 1986 conference were asked to allot a full morning for experimentation with that recommendation (Board Minutes, 1985).

The Assembly's directory now included 37 associations and government agencies from 20 countries and four international bodies with 27 currently active members. A brief questionnaire was sent to all members to collect information on the possibility of the formation of local IASL chapters. Most of the polled associations indicated that they were too small to cope with subgroups and unable to handle the complication of dues collection that this would entail.

IASL had hoped to follow the model of such international associations as IBBY and IRA, which provide guidance and some financial assistance to local chapters. However, it was decided instead to seek an avenue by which IASL members representing their country's national association could meet at

national conferences and act as a visible group without the additional burden of financial or other formal obligations. To maintain a link with the rest of the organization, IASL would seek a member in each country to act as liaison between the association and the organization (Wright, 1988).

Wright's vision of the Assembly of Associations as a forum where representatives of associations could share common concerns had a special role in its development. Although early efforts to promote regional IASL associations in large geographical areas had proven ineffective, member associations grew to be significant factors in IASL's efforts to reach out to more countries. When Wright stepped down as vice-president, his closing report included observations of how his identification with the Assembly had both focused his activities and extended his influence in the IASL program. However, he felt that his links with the associations themselves, whose officers change yearly, had been "tenuous at best," and he advised that the new vice-president try to maintain continuing communication directly with association members in their own countries. Local IASL liaisons, he wrote, needed to strengthen their roles as delegates of IASL to their national associations. Also, Wright felt that assembly meetings should increasingly reflect the regional concerns of Association members rather than the more general concerns of IASL.

In 1989 the new vice-president, Sigrún Hannesdóttir of Iceland, assumed responsibility for the Assembly and changed the form of the meetings in order to increase interaction and feedback from members. In the first meeting of her term, rather than being asked to give presentations on national association activities, members were given the IASL Mission Statement and copies of the three IASL priority program goals and asked to brainstorm suggestions as to how IASL could enact its goals.

Many ideas were generated, and resulted in two new IASL programs: the Instructional Materials for Leadership Training project (IMLT) and the IASL/SIRS Commendation Award. A second meeting focused on the critical issues facing the school library movement around the world. These meetings led to a new conception of the Assembly as a problem-solving body, a "think tank" where Assembly members could take advantage of the resourcefulness of conference participants to address "burning issues" (Hannesdóttir, 1992) and "play a major role in the IASL's future" (*Newsletter*, 23-3, p. 4). To build a sense of internationalism and raise the profile of the Assembly, a ceremony was held to recognize all Assembly members present at the conference; it has become a tradition at IASL conferences.

To retain the role of association representatives as a sources of up-to-date information on school library development in individual countries, in 1989, Hannesdóttir compiled, edited, and mailed to 40 associations the Communiqué of the Ninth Assembly of Associations, called *School Library Associations Around the World*. In 1990, in an effort to collect comprehensive

information, Hannesdóttir distributed a new form that called for reports, modeled after the annual reports made by such international associations as IBBY. However, she received little response from her call for reports.

In 1991, members of the Assembly discussed IASL's role in library education, the need for research, the necessity of strengthening IASL's voice in local groups, and the need to reach people in developing countries who needed specific assistance. In 1992, members presented reports on national association activities and identified common issues. Again, questions arose concerning the profile of the libraries and the need for more visibility; also raised were issues of internal operations, funding, and guidelines, professional development and education, and the need for research. Some concern was expressed in 1991 that library programs in developed countries seemed to be moving backward rather than forward.

The same dilemma (over how to best utilize scarce meeting time) kept resurfacing at all conferences in the 1990s. According to the vice-president's report for 1991-1992, "the time allocated for the meetings is short, frequently collides with something else and people must show a special dedication to attend." Hannesdóttir discussed the advantages and disadvantages of using the limited time for meetings for informal brainstorming. The advantage of informal meetings was that the membership as a whole shared and participated more, and the quality of discussion was higher. Discussion questions—all focused around the objectives of the organization—were part of the process by which the Assembly of Associations had begun to advise the IASL leadership concerning activities and policy. However, Hannesdóttir felt somewhat discouraged that those ideas identified as most urgent by Assembly representatives in 1989 had been only partially realized. And, in pursuit of the Assembly Association's promise of being "one of the strongest grassroots inputs IASL can have ... a formal network between the associations" (Brown, personal communication, April 14, 1995), the informal nature of its meetings had produced a decrease in reports from associations; in 1993, the receipt of only five or six reports made the publication of an Assembly report futile.

In a summary of her last year as vice-president, Hannesdóttir stated that although the Assembly of Associations had served as a useful tool for generating ideas for activities and programs, the second, informal meeting at each conference had too often been canceled in favor of other activities. Therefore, the Assembly had returned to being a venue for reporting national activities that had taken place in the year prior to the conference.

The function of the Assembly of Associations has tended to shift back and forth from a body representative of local associations (and a place to discuss the functions, programs, and progress of the national organization) to a forum for member input into IASL programs and activities. The second role evolved as IASL conferences developed from scheduled discussion times to

produce resolutions into conferences that featured speakers and formal presentations. Thus the Assembly of Associations' emphasis has alternated between adaptation (focusing on school library development through the activities of local associations) and integration (joint efforts toward unity) or emphasis on organizational goal achievement (serving as a conduit for member input and a source of ideas for IASL's functioning). The Assembly of Associations' orientation at any one time seems to be shaped by the vice-president's perception of the Assembly's purpose and the conference organizers' willingness to accommodate meetings. If these shifts were the result of conscious decisions by IASL leaders, then flexibility may be desirable. However, an economical balance must be found so that commitment to one role does not occur at the expense of the other.

Any discussion of the Assembly of Associations must consider the complicated issue of regional associations in IASL—in particular, questions of adaptation and integration, of the need to coordinate and unify within external realities. The development of the Assembly of Associations as a forum for associations responded to some of IASL's demands for intensified support of regional groups. The issue may be less a question of implementing the best conceptual model for IASL than of maximizing the possibilities of the organization within the current model, which recognizes both the resource limitations of IASL and the regional realities of school library development. Other studies have suggested that the development and activities of a professional group should mirror the development of the profession. Indeed, it may be true that the profession of school librarianship is not sufficiently advanced yet to support effective independent regional associations in every region of the world.

Membership Activities

Because IASL depends on individual memberships for survival, issues concerned with promoting, encouraging, and sustaining membership have received high priority in the IASL program. Membership is the foundation of the association, and dues are its principal source of funds. Yet despite creative and persistent efforts, membership numbers have not risen, in part because of the "conference phenomenon" (individuals joining in order to attend an IASL conference in their area) and a regular pattern of non-renewals. Yet these factors do not account for all the turnover. IASL officers are continually asking themselves, "What are we not doing right? Do we need more projects for visibility? More publicity? How can we involve more people from many countries?" (Lowrie, *Executive Secretary's Report, 1985-86*). Each wave of soul searching is followed by new campaigns, efforts, and initiatives.

In preparing the ground for the new organization in the late 1960s, leaders compiled lists and carefully nurtured contacts. There could be no

organization without a cadre of committed members. In the bylaws, three categories of membership were created: individual members (people with a personal interest in the development of school librarianship throughout the world community), institutional members (those educational and commercial institutions and agencies directly or indirectly supporting the objectives of the organization), and association members (regional, national, or international organizations engaged in any activity related, directly or indirectly, to the promotion of school librarianship). In 1979, an honorary membership was created to recognize individuals who have made noteworthy and outstanding contributions in the field of school librarianship; unanimous approval of the Board of Directors is a prerequisite of this status (IASL Statutes, 1986). Margot Nilson of Sweden and John Ward of Australia were made honorary members at the annual meeting in Melbourne in 1978. In 1991, John Wright of Canada was honored with a membership for his "long and gracious service" to IASL, which included participation in the 1971 inauguration of IASL in Jamaica, service as vice-president, establishment the Assembly of Associations, assistance in the 1986 revision of the bylaws, and service as a mentor for many members (Board Minutes, 1991). In 1994 Mieko Nagakura was awarded an honorary membership for her contributions as a member of the board for six years, for developing a chapter of IASL in Japan, and for her promotion of school library research, education, and services. Also in 1994, an honorary membership was awarded to Takeshi Murofishi of the Asian University of Japan, who served on the board for six years and worked diligently to obtain funds for IASL projects (*Newsletter*, 23-3).

IASL's early years were characterized by continuous debate as to whether IASL should be an organization geared toward individual members or representatives of associations. IASL leadership has tried to satisfy both needs, but despite continuous efforts to promote association membership through regional and national chapters, its financial base comes from the dues of individual members. According to Lowrie, because of "the small number of associations and the amount they pay [which] is quite insufficient for our needs ... interest lies with the individual librarians rather than associations in most instances" (Lowrie, 1982, p. 399).

Once IASL was inaugurated, membership had to be cultivated for several reasons: dues were the financial base of the organization; sizable numbers of members would give credibility to the organization; and a significant pool of active members was needed to serve as officers, committee members, and liaisons with national and international organizations. Publicity was vital. At the first official board meeting on July 28, 1972, those present discussed a membership drive and the creation of a brochure introducing the organization. The question of membership was also the dominant theme of the 1973 board meeting. Mock-ups of a promotion leaflet and membership form were

presented as a prototype for a brochure sponsored by the Australian School Library Association that would define IASL's aims and objectives.

By 1974, IASL had 423 individual members and 15 associations representing 35 countries. In a February 4, 1974 letter, IASL president Lowrie pushed for a vigorous membership campaign to demonstrate to possible financial sources and foundations that IASL was a viable association; as executive secretary, she would seldom fail to remind the board of the pressing need to promote and sustain membership.

In 1975, several plans to promote membership were considered by the board, including a network plan to identify one person in each country to promote membership, and a public information committee to disseminate information about IASL. Katherine Peisley of Australia was appointed chair of an ad hoc committee assigned to study the feasibility of regional and/or national chapters and to identify programs of interest to individual regions (*Newsletter*, 4-3). At first it appeared as if chapters might be viable. Twenty individual members of IASL in Japan began to meet together periodically in 1976 (*Newsletter*, 5-2). The Nordic Association of School Librarians (Denmark, Sweden, Norway, Finland, Iceland, Faroe Islands), IASL's first Regional Chapter, showed great promise. But despite these efforts, a critical mass of members interested in IASL failed to mobilize the energy and resources necessary for widespread, viable chapters. And, although efforts continued to target associations, efforts to enlist individual members were somewhat more successful.

In 1976, various ideas for extending the membership were tried, including the idea of subsidizing memberships for colleagues from developing countries. This would eventually evolve into the Support-a-Friend program discussed earlier. Margot Nilson of Sweden became chair of a Membership/Network Committee. Members from 13 countries were asked to be on this committee and promote IASL locally. Two ideas were brought forward: first, to have one person collect dues in a country and then convert local currency into dollars, and second, to disseminate a circular letter to describe IASL, which would be available in three languages. In several countries, collection centers for dues in local currency were initiated.

Increasing and maintaining consistent membership was a constant strain. In a 1981 memo to the board, Lowrie regretfully reported that

> we are close to bankruptcy. The treasurer was unable to pay the last bill until I returned from Europe. The cost of postage for the last *Newsletter* was monstrous. We must really get out and raise money in all of our countries and regions. People join—we carry them for two years and then we lose them. If everyone who had joined over the last five years had continued to stay and pay, we would have well over a thousand members and be able to live beyond a hand-to-mouth existence. This is a serious problem and we must tackle this head-on. (Lowrie, personal communication, September 10, 1981)

Many methods for stimulating membership have been tried repeatedly, including appeals to members, application of pressure to directors, and extended publicity efforts. Members are periodically asked to actively involve themselves in publicizing IASL and enlisting new members. In 1981-1982, in a "10th-anniversary challenge," members were asked to increase IASL's membership in an "Each One Reach One" initiative. Only Australia was able to meet its goal. In 1983, IASL's president was satisfied with members' recruiting efforts and realized that retention was up to members themselves: "I believe that within our resources we give all we can and more. It is up to the membership to demonstrate their loyalty and commitment by remaining paid up and recruiting new members" (Robertson, 1983, p. 178).

Periodically, the pressure in membership drives has shifted away from individual members to regional directors. "Membership Development: A Discussion Document" was presented in 1982 (Board Minutes, 1982), suggesting that directors were responsible for being aware of membership and coordinating actively with national associations. At other times, public relations has seemed to be the answer to the big question—why do we lose so many after two years? (*Lowrie, Executive Secretary's Report, 1982-1983*). In 1983, Ruth Waldrop became chair of a new Public Relations Committee and presented many suggestions to the board: a publicity kit for directors, a new membership brochure, press releases for regional representatives, and publicity racks for conferences. A motion was passed that a fully fledged membership committee be appointed, to be headed by an enthusiastic chairman (Board Minutes, 1985). The vice-president would be responsible for this committee, and the emphasis would be on retention and growth. In 1984, the board was pushing membership initiatives in a full-speed-ahead mode with cooperation from the Membership Development Committee (Board Minutes, 1984). In 1987, great emphasis was placed on "enthusiasm—a contagious element" (AGM Minutes, 1987, p. 254) and in 1988, a goal of doubling membership resulted in a special campaign to raise membership as well as money for IASL projects. Membership forms were designed so that contributions to the various projects could be easily forwarded with dues (*Newsletter*, 17-3).

The issue of encouraging membership through the development of association memberships kept arising, and eventually led to an experimental project in 1989. After the 18th Annual Conference in Malaysia, the board endorsed a follow-up plan to encourage Malaysians interested in school librarianship: a reduced subscription rate of $5.00 entitled the person to a photocopy of the IASL *Newsletter* mailed in Malaysia. The experiment (involving 15 participants) was rated a success the first year, but interest seemed to falter and the project was discontinued.

In the early 1990s, both the Membership Committee (under a new chair) and the Public Relations Committee launched creative efforts to stimulate

interest in IASL. In 1990, an honorary membership was presented to Suzanne Mubarak, First Lady of Egypt, for her efforts in supporting children's reading and book development in her country. The award was made at the IBBY Conference in Williamsburg, Virginia. Board members were pushing visibility. Joseph Hallein and Lynn Bishop developed a slide-tape presentation "which hopefully can be used in many places to *sell* IASL" (Lowrie, *Executive Secretary's Report, 1991-1992*, p. 211). The presentation—which describes IASL projects, programs, and persons involved in the association's recent developments—was subsequently turned into a video presentation and made available for rental or purchase at a nominal fee. Also, the membership brochure was translated into German and Spanish. Invitations to join IASL were forwarded to both international schools and overseas schools operated by the United States. On IASL's 20th birthday in 1991, charter members and those who had been members since the beginning were honored.

Under Peter Genco's editorship, the *Newsletter* has improved its role in publicizing member activities and in personalizing member coverage. The *Newsletter* has actively supported membership efforts over the years. One of the methods by which the *Newsletter* promotes membership is through appeals for member involvement. In 1991 issues, an IASL Member Opportunity Checklist presented 18 possible ways members could be more involved in the association (*Newsletter*, 20-4), and a mini-survey entitled "IASL Talent Bank" asked members to list their major areas of interest and expertise and to indicate an interest in serving on one of six committees.

In 1992, in coordination with the *Newsletter*'s efforts to stimulate membership, the introductory brochure was redesigned by a graphic artist. Membership renewals were sent in a separate mailing (rather than with the *Newsletter*), and various devices (such as enclosure of a return envelope and the option of credit card payment) were employed to make renewing easier. The Membership Committee continued to provide displays at various national conferences. These have been somewhat successful in recruiting new members, although results from a 1995 member survey indicate that formal methods such as displays at conferences are among the least effective ways to recruit members (Knuth, 1995).

The goal of "1,000 or more by '94" was set in an effort to increase membership to 1,000. Each member was urged to bring in 10 new members, and the idea of a membership challenge was passed at the annual business meeting of IASL in Belfast. This resolution urged members to contact educational leaders and decision-makers at all levels and introduce them to the objectives of IASL (Thomas, 1993). The initiative was publicized under the umbrella theme "Increase Membership: Each one, reach one" (*Newsletter*, 21-3, p. 12).

However, by 1993 there was still an "unbelievable amount of non-renewals" (Lowrie, personal communication, April 26, 1993). The board

decided to approach former members from the past five years to determine the reasons for nonrenewal. Hannesdóttir developed a survey to ask "some questions which have repeatedly cropped up in the activities of IASL" (*Report of the Nordic IASL Membership*, 1994), to determine the reason for nonrenewal and to gather member feedback for use in setting priorities and in evaluating current IASL programs. This information would be used for recruitment purposes, to set priorities, and to plan the focus of IASL's short- and long-range planning strategies. The survey was sent to 55 lapsed and current members in Denmark, Finland, Iceland, Norway, and Sweden in 1993-1994; only 18 responded (a response rate of only 33%). The two most heavily weighted reasons for nonrenewal of membership were "lack of personal contact" and "forgot to renew." There was a clear need for both a better marketing strategy and reorganization of the renewal process. Further studies are planned.

It may be that the efficiency of membership record-keeping as a whole will have to be scrutinized. An attempt to compile statistics for this study was complicated by the fact that records have not been kept in a systematic fashion. For example, membership directories exist for only nine of the 20 years of existence, and because the directories were compiled at different times of the year, comparison is difficult. (And numbers reported in board minutes were not accompanied by explanations of how the figures were arrived at.) Available figures do reflect a pattern of "carrying" members who do not pay dues. Mailing lists are not a source of archival data because they are frequently updated. The format for the 1993 directory was vastly improved, but members were not listed by country as was done in the past; the benefits of this are debatable. With new database possibilities, record keeping has improved and could be improved further still.

At present, approximately two thirds to three quarters of the individual and institutional members are from the USA, Canada, Australia, and New Zealand. Over the years, half of the IASL membership has tended to be from the United States. Members from European countries make up approximately one 10th of the membership, and members from developing countries make up approximately one eighth of the total membership. Japan has had an ongoing presence in the association, with membership at around 5-7%.

Efforts in the acquisition and retention of members, spurred on by financial necessity, have taken a large proportion of the leadership's time and energy. The difficulty in making progress is essentially a conflict between latency or maintenance issues and goal achievement: considerable financial and human resources have been spent on seeking to maintain IASL rather than achieving external or professional goals (in organizational theory, this phenomenon is referred to as *displacement* of goals). Although IASL is stable and—largely due to funding from external or stable sources for many of its

Table 1
IASL Membership Figures as Determined from Five
Directories and a Mailing List

	74	77	81	84	87	95*
Total Members (Individual and Institutional)	N= 368	N=399	N=696	N=460	N=610	N=515
Total (n) from USA, Canada, Australia, New Zealand and Percentage of IASL Total	277 75%	287 72%	495 71%	335 73%	429 70%	355 69%
Members (n) from USA and Percentage of IASL Total	215 58%	207 51%	251 36%	212 46%	327 54%	267 52%
Members (n) from W. Europe and Percentage of IASL Total	25 7%	42 11%	81 12%	65 14%	61 10%	39 8%
Members (n) from Developing Countries and Percentage of IASL Total	45 12%	43 11%	104 15%	38 8%	91 15%	84 16%
Members (n) from Japan and Percentage of IASL Total	21 6%	27 7%	16 2%	22 5%	29 5%	37 7%

programs—no longer as financially endangered as it was in its first decade, the issue of membership remains a distraction.

However, membership maintenance may also be viewed as a necessary task of all professional and/or voluntary organizations. For IASL, the communication and currency difficulties that arise from the international membership base may simply complicate the problem.

Library Education Efforts

IASL has recently formalized an interest in library education and training for school library personnel—topics that have been discussed periodically since 1971. Interest in the area has intensified in the 1990s. In 1991, Diljit Singh of Malaysia presented a paper suggesting that IASL coordinate the establishment of a worldwide network for the delivery of library education; consideration was deferred. The general topic of library education resurfaced as the focus for several groups at the 1993 joint Australian School Library Association (ASLA)/IASL conference in Australia, and a spontaneous meeting of library educators took place. The group was "keen to keep abreast of developments in teaching, in research and in professional development for educators" (*Report of the Education Committee*, 1994) and made a motion requesting that a formal meeting of educators be held during each IASL conference.

Also during the conference, a library education ad hoc committee met, with Nicholson of Australia as chair. This committee was interested in finding out what possibilities were available in distance education, the status of

continuing education programs in countries and regions, and how to emphasize the need for trained personnel to government officials. The Library Education Committee conferred with the Publication Committee and supported that committee's efforts to establish an electronic database of information about school library education. A series of monographs on methods of delivery of professional education was suggested (Board Minutes, 1993).

Hannesdóttir and Clyde wrote a discussion paper on the role of IASL in library education. They pointed out that the second objective of IASL is "to promote the professional preparation and continuing education of school librarians." To Hannesdóttir and Clyde, the word *promote* could have various interpretations, but it "does imply some deliberate action on the part of the Association." They listed various options that might be pursued, including lobbying, publication of promotional materials, preparation of learning materials, and maintenance of a register of programs in school librarianship. These initiatives indicate an enlarged role for IASL in library education in the coming years.

The flow of efforts to support this new emphasis resonates with motivational and cultural latency patterns in IASL. A groundswell of interest in an area that has been relatively unaddressed usually results in expanded discussion at conferences and among members. If strong leaders adopt the area, they will formalize its issues and bring these to the attention of the board. Committees may be formed or reactivated, objectives determined, and initiatives planned. This process has characterized many of IASL's research and publication activities.

Research and Statistics Activities
From IASL's inauguration, the promotion, generation, and dissemination of school library related research and statistics have been considered appropriate and necessary professional activities that enhance the reputation, credibility, and visibility of IASL. An overview of IASL's research activities reveals a cyclical pattern of strong leadership and reinvention of mission followed by relatively stagnant periods; indeed, this is a pattern that characterizes many of IASL's activities. New leaders tend to overcome inertia, provide new direction and energy, recruit like-minded committee members, and redefine IASL's research mission in terms of contemporary needs; eventually efforts wind down, and a new leader emerges.

IASL research efforts began in 1974, when a committee was appointed to survey research studies in school libraries in all member countries in order to gather statistics and make recommendations. By 1975, the Research and Statistics Committee was formed with Patricia Beilke of the School of Education, Auburn University, Alabama, as chair. Beilke had served on the AASL Statistical Study Committee and the ALA Statistical Committee, and she had also attended several of the IFLA statistical committee sessions. The objec-

tives of the committee were listed in an article on IASL's research initiatives in *School Media Quarterly*. Objectives included collecting existing information, identifying a network of people to collect and disseminate information, developing alliances with other organizations, developing guidelines for the collection of comparable data, generating research questions, and contributing to IASL conferences. Objective number 10 was "to face the language barrier; e.g., to encourage the development of a register of persons capable of translating research documents." Beilke concluded the article by stating that

> an opportunity exists for the professional community to contribute to the improvement of school library services for the children of all countries. Can an international organization ascertain priorities and facilitate improvements in school library services? The ideas, time and talent of many persons are needed if we are to progress together. (Beilke, 1976, p. 146)

Beilke initiated correspondence with IFLA's Secretary-General to explore the possibility of working with IFLA, UNESCO, or other agencies to conduct research on the current needs of library education for school librarianship. At IFLA's suggestion, Beilke submitted a proposal to UNESCO involving a survey of 2,000 library educators, the findings from which would guide in the improvement of professional training programs. The sum of $3,000 was awarded and later linked with plans for school library development in Latin America and a 1978 IFLA/UNESCO Seminar on Education of School Librarians in Central America in Colombia. Beilke continued to serve as an official representative on IFLA's Statistics Standing Committee, which was to function as a clearinghouse for all international library statistics.

By 1982, the committee needed a "shot in the arm" (Lowrie, personal communication, September 15, 1982). Taylor became chair of the committee and brought in new perspectives. Taylor pointed out to the board that "this group is more of a survey or investigative committee than an in-depth research group" (Board Minutes, 1983). Her committee began thinking more in terms of investigation rather than pure research. In the 1983 board meeting, Taylor explained:

> It is not easy to obtain consensus on a policy for action from such a far-flung committee ... definite decisions must be taken with the planning of the project(s) laid down at the annual conference. A small, well coordinated and useful investigation with short-term objectives would be more practicable than more grandiose schemes which prove unpractible in their execution. (Board Minutes, 1983)

In attempts to gain information for the board and for the purpose of setting committee priorities, the committee surveyed conference participants both to discover their feelings about the existing conference arrangements and to determine members' research interests and expertise. A questionnaire was sent with the 1983 *Newsletter*, asking members to indicate if there was a need for research in certain areas and if they would be willing to cooperate in

a research project in one of these areas. Areas listed were: bibliography compilation, children's reading interests, an international glossary of library terms, training of librarian and/or school librarians, use of computers in the library, and the library in the total school curriculum; other areas of research also could be suggested. Responses showed most interest to lie in computers in the library, assistance in learning library tools, and children's reading interests. In the latter field, of particular concern were books that presented an accurate picture of a country. Wright proposed a study on books about Canada that would analyze their quality and determine whether they were being read in other countries. Katie Mungo offered to make an inventory of research in school librarianship from 1980 to 1985.

In 1984, discussion tended to center on the need for making IASL more visible and thus more eligible for research funds from other organizations. A possible multinational book about the images of various countries as developed in children's books was discussed, as were the possibility of a monograph based on a study of the reading interests of children and research focusing on the training of school librarians. At the end of the year, another questionnaire went out in the *Newsletter* to gather information for Mungo's inventory of research. Ultimately, a list of projects by 22 members was compiled.

At the 1985 conference, Mungo led a session based on results from this questionnaire and involving a presentation of research by IASL members. This first research session at an IASL conference began with Mungo's definition of research as "conscious premeditated enquiry." According to her, the benefits of research are that it assists in the process of distinguishing between significant and insignificant issues, aids in the development of the profession, and adds to the body of professional knowledge. "The relevance of all this to IASL was that IASL's value as a professional body would be enhanced by the amount of work done by its members, and the applicability of this research to school library development." This was in line with a statement made a few years before by committee chair Taylor: "the more we publish, the more credibility we will have as an association" (AGM Minutes, 1983, p. 176).

However, it was difficult for the Research and Statistics Committee members to sustain energy, maintain communication, and keep projects moving across great distances via international mail. In a September 10, 1985 letter, Lowrie pushed for more action. "The board feels strongly that we must pursue the research program more vigorously ... even though we may not be able to offer grants, we can certainly let our people know what is happening. It is really the one international channel for this particular purpose."

But initiative seemed to be fading, and in 1986 the committee sought clear direction from the board in devising and implementing a large-scale research project under IASL's umbrella, recognizing that "the association needs to

produce an original and sizeable piece of research" (*Report of the Research Committee*, 1985-86). Taylor asked the board whether the committee should try a small pilot project involving development of an evaluative tool for use in developing countries, or whether they should instead try to obtain a grant from a foundation for a large piece of research (Board Minutes, 1986).

Anne Clyde took over as chair of the IASL Research Committee in 1990 and began working with new committee members Kathleen Craver and Catherine Murphy. They felt that a change was necessary, because most of the committee's work up to that time had been

> reactive, collecting information about research going on, and then trying to find ways to disseminate the information before it was out-of-date. It has required a great deal of letter-writing to people in many countries, sometimes with depressing results. It has resulted in very incomplete coverage.... It has been difficult to find ways of making potential users of the information aware that material had been collected.... In some countries, too, this collection of information duplicates the work of other agencies, while some of the material is already available on-line. Without the use of electronic information systems technology, and sophisticated information gathering techniques, we cannot hope to cover the field as well as these organizations—and nor should we be trying to. (*Summary of Research Committee Work*, 1990)

Clyde advocated a more proactive role that would encourage and facilitate research, and she suggested dissemination of information on research in progress (perhaps in the *Newsletter*) and publication of a book on how to do research, aimed at the international school library community, and a book of short, published and unpublished reports of school library-related research with an international emphasis. Clyde stressed the need for research sessions at annual conferences.

In 1991, in an ongoing effort to determine the future of the Research Committee and set direction for projects, Clyde presented a discussion paper to the organization entitled "A Role in Research." She pointed out that within the IASL's objectives there were many possible roles for research, ranging from simply encouraging the member to do research and take advantage of the research of others, to establishing a formal, funded program as part of the Association's ongoing activities (Clyde, 1991). Clyde pointed out that official IASL objectives used words like "foster ... research", "promote," "initiate and coordinate," and "encourage," which did not necessarily imply that the association in itself would carry out research. In light of this, Clyde suggested that the purposes of the Research Committee, as listed in the *Handbook of the Organization*, be revised because "they indicate a role that is more demanding than could reasonably be carried out by a group of people living a long way from each other and with limited resources at their disposal."

In Clyde's official committee report for 1991, she based the need for clarification on several factors. First, there was general member dissatisfaction with the apparent role of the Research Committee and with what they had been able to achieve through the Committee; this raised the question of whether the stated purposes were unrealistic, given the financial and human resources of the organization and the professional commitments of its members. Second, an uneasy relationship seemed to exist between the stated purposes of the Research Committee and the overall objectives of IASL—a clear indication of the need for clarification. Clyde also pointed out the need for the Research Committee to have an ongoing operational budget for communications, information access, and preparation of any necessary documentation, as well as funding for projects that were unlikely to attract outside financial support.

Clyde's discussion paper was reviewed at the 1991 conference, and a decision was made to prepare a new draft of the committee's purposes to present to the board at the 1992 conference; the new purposes of the Research Committee were to include promotion of research in school librarianship and encouragement of such research through the *Newsletter*, research sessions at the annual conference, and the publication of information on research techniques and methods. The committee was also to disseminate research-based information to practitioners, publicize research efforts, assist those wishing to participate in research projects, and encourage the development of a research climate in the organization. The overall effect would be to establish research as an operating theme throughout the association's activities.

With the purpose of the committee clarified, Clyde presented a proposal for a monograph, tentatively titled *Research in Librarianship*. The book would be aimed at people working in school libraries and would provide information that would help them to carry out small-scale research projects in their own local setting. The proposed budget for this was $9,950 (Canadian dollars).

As planned, regular research sessions became a customary feature of the annual conference. Participants in the 1991 research session were asked to expand their papers for publication in a special theme issue ("Research in School Librarianship") of *Australian Library Review,* edited by Clyde. The research session at the 1992 conference featured a panel session on methodologies, followed by a discussion. In 1993, Hannesdóttir spoke on a UNESCO/IFLA project that she had coordinated, *Guidelines for National Surveys of School Libraries and Their Needs.* At an open meeting of the Research Committee, discussion centered on how to find funds for small-scale research projects.

In summary, the Research and Statistics Committee's objectives and perceptions of its mission have been revised intermittently. In the early years,

the mission focused not only on collecting basic information, but also on large projects or pure research. By the 1980s, IASL's role in research was reconceptualized as an investigative one, with a concentration on short-term objectives and the gathering of information for planning. In the 1990s, the research mission was revised again and formalized to reflect a broad-based effort to create a research climate and to collect and disseminate useful information.

IASL's research program seems to be primarily driven by questions of goal achievement, but is also affected by the external environment of school librarianship worldwide. Research activities have usually been tied to, and affected by, publication initiatives. At times, it has been difficult to separate issues of the generation of new professional information from collection and dissemination of existing information.

Conclusions

Traditional organizational theory suggests that the creation of organizational programs and activities involves a dynamic process of interaction between members and their organization. In these terms, IASL's programs have emerged as one might have expected and are still developing. IASL is theoretically like other organizations: as do other professional associations, IASL provides a variety of professional incentives; as do other voluntary associations, it provides members with "sociability, fun, and prestige" (Clark & Wilson, 1961, p. 63). Like all volunteer organizations, IASL is dependent on member commitment; recent research points to a definite relationship between the members' commitment and both organizational effectiveness and member participation (Torres, 1987). Indeed, major emphasis is placed on the enhancement of the individual's experience in IASL, which involves both professional and personal growth. IASL's greatest strength lies in its committed members, and its greatest weakness in uncommitted members.

Like other organizations, IASL has had to deal with the four common organizational problems (Blau & Scott, 1962). Over the years, IASL initiatives have required adaptation and have been riddled with difficulties in achieving goals. Other initiatives have raised the problem of coordinating and unifying members (integration), and some have raised latency concerns (maintenance of IASL's motivational and cultural patterns). Grounding this discussion of IASL's programs and activities in the language of traditional organizational theory has provided a background against which to formulate conclusions about both IASL's organizational effectiveness and patterns that may be generalizable to like organizations.

IASL activities and projects have tended to evolve either directly from its mission or as a byproduct of the special interests of members. Organizational initiatives concerning membership, research, and library education have tended to be driven by traditional professional concerns, although they are

certainly affected by IASL's international orientation. Ongoing programs such as publication of the *Newsletter* and conference proceedings have been relatively consistent, but most committee-driven activities have shown a characteristic ebb-and-flow pattern, the result of periodic infusions of new leadership and energy alternated with intermittent slumps in activity. A tremendous amount of financial and human resources has gone toward the maintenance of membership since the organization's beginnings.

In general, IASL in the 1970s can be characterized as an organization focused on survival and formalization of its structure and culture. The 1980s were years of struggle—performance was erratic, and the leaders and members engaged in more serious attempts to implement the organization's goals and objectives. Throughout these two decades, IASL's organizational energy was channeled toward its international mission. The Assembly of Associations was formed in 1981 to support the development of local and regional school library organizations and development. New program initiatives—UNESCO Gift Coupon Program (1972), Support-a-Friend (1984), and the School Library Leadership Development Award (1986)—showed high congruence with the international goals of IASL in their focus on supporting school library development in Third World countries.

In the late 1980s and early 1990s, programs and goals were coalescing as the organization shifted from an emphasis on maintenance, adaptation, and integration to a greater focus on goal attainment. Various formal initiatives were begun: the IASL/SIRS International Commendation Award (1989), Instructional Materials for Leadership Training (1991), World Book International Grant (1991), Softlink Research Grant (1994), and the Weston Woods Grant (1994). Together with other new initiatives in library education and research, these projects marked a trend toward formalization and a more goal-oriented approach to enacting the organization's mission.

Despite this shift in focus, IASL appears to have remained true to its desire to serve as an international organization—its mission and goals remain solidly international. The majority of its formal programs, in fact, serve to support school librarianship in developing countries—for example, the IASL/UNESCO Cooperative Action Project, Support-a-Friend, the School Library Leadership Development Award, the International Book Exhibit, and the Instruction Materials for Leadership Training Project.

In general terms, IASL's programs have been generated by valuable suggestions and fresh perspectives provided by the members. A typical pattern is for a groundswell of interest to generate discussion at conferences and among members. If a strong leader adopts an issue and brings it to the attention of the board, a committee may be formed to determine objectives and plan initiatives; before long, a new program emerges. Efforts to formally provide for the interest of individual committees (for example, by scheduling time at IASL conferences for their input) can facilitate this process, but such

efforts have been inconsistent and, overall, tended to diminish over the years. This fact has clear implications for the development of new and vital programs.

Through such grassroots input and leadership initiatives, the individual member has repeatedly supplied the inspiration and labor for the development or revitalization of programs, although these members' contributions generally follow a cyclical pattern. Leaders who assume responsibility for an activity tend to expend the most energy when first appointed; their involvement decreases over time, a new leader emerges, and the cycle repeats. Leadership in the research committee, for example, has followed this pattern. These cycles have various implications for the organizations, but generally suggest that individuals should be encouraged to experiment with new ideas, and those with leadership capabilities should be nurtured. New leaders provide direction and energy, recruit like-minded members, and redefine IASL's research mission in terms of contemporary needs; by cultivating such individuals, the organization can keep vitality, creativity, and productivity at high levels even while individual contributions cycle through highs and lows. Of course, acknowledging leaders who maintain their vitality over long periods is also important.

The effectiveness of all IASL leaders—even at the height of their efforts—is often hindered by the organization's small financial base, the distances separating its members, problems of communication, and the limitations of voluntary commitments. It is important, therefore, that their efforts be maximized and exercised in a thoughtful manner. Strategic thinking can be facilitated by the use of such sociological/theoretical constructs as those of Talcott Parsons, which have informed this article. They provide (among other things) a standard against which to measure the relative values of various activities. For example, over the years acquisition and retention of members (latency or maintenance measures) have claimed sizable amounts of the organization's financial and human resources at the expense of goal achievement. Granted, membership maintenance is inherently a necessary task of all volunteer organizations, and IASL's international base (with the accompanying communication and currency difficulties) makes the task especially difficult. But it may be that although concentrating on membership initiatives was a viable coping strategy in the precarious early years, it now functions as a distraction. If larger issues and goals are to receive the attention they warrant, membership tasks (at least the mechanical aspects) need to be accomplished more effectively—for example, with the use of technology such as e-mail and databases.

A good analogy to the challenge facing IASL leaders is the gardener's work. A garden requires continual maintenance and attention to detail, but it also requires of its caretaker both annual and perennial planning—a broad perspective. In terms of IASL projects, the energy and resources spent by the

leadership can be justified in terms of immediate payoff (achieving goals, integration, and latency), but care must also be given to the long-term significance of a project. For example, the Leadership Award nurtures potential leaders while providing for integration and latency by bringing international members to conferences and into the culture of the organization. The award encourages members to promote the organization and the profession in their regions and to serve in a leadership capacity in IASL. Although some of these leaders may not be in a position to provide immediate leadership returns, efforts to capture their interest nevertheless represent an investment in the future.

Again, conscious decision-making and consideration of the costs of organizational patterns on the part of leaders are essential so that commitment to one role does not occur at the expense of another. For example, the fluctuating purposes of the Assembly of Associations (for representation of regional associations or for discussion of, and input into, the progress of the national organization) has created confusion between the priorities of adaptation (school library development through the activities of local associations), integration (joint efforts toward unity), and organizational goal achievement (serving as a conduit for member input and as a generator of ideas as to IASL's functioning). Although neither role is inherently more important than the other, conscious recognition that a choice is being made for one role over the other is essential, as is awareness of the variables involved.

This kind of identification of trends and patterns points out the complexity inherent in choices. For example, over time, member input and concerns have given way to academic discussions—not surprising for a professional organization that aspires toward formalization, but nevertheless a costly trade-off. Programming must satisfy members, who were attracted to a group like IASL for a multitude of reasons—some professional, some personal. Studies have shown that participation in cause-based organizations is often sustained by friendship and sociability (Merle, 1975); conference activities and IASL programs that involve interaction and bonding usually enjoy substantial success and result in increased participation and commitment to advancing the organization's goals. An example of this is the popularity of the auction, which brings people together in an event that supports the mission (by providing funds for the Leadership Award) and also satisfies the need for pleasant social interaction. Intense professionalization of conferences and programs may be counterproductive and actually discourage participation.

There are other lessons to be learned from the stories of IASL's programs and activities presented here. First, the fluctuating effectiveness of IASL programs suggests that ongoing projects require regular infusions of effort and persistent publicity in order to prevent their lapsing (a problem of latency). Programs dependent on voluntary contributions (like the UNESCO

project and Support-a-Friend) are difficult to sustain, especially if the need they address is an ongoing or increasing one. Strategies that result in dedicated investments and/or a regular infusion of funds (such as the use of the auction to support the Leadership Award) seem successful in assuring the sustainability of worthwhile activities.

Second, seeking financial assistance from international organizations, individuals, or private companies is a useful strategy. A promising trend toward consistent funding for ongoing projects has emerged through the relationships established with World Book, Softlink, and SIRS. Resulting from an acknowledgment of the financial limitations of voluntary organizations, these partnerships offer a beneficial trade-off to both parties and serve in multiple ways to advance school librarianship.

Third, external events (such as international promotions like IBY) can affect IASL activities positively. Cooperation with other international organizations can lead to joint initiatives and financial support for IASL projects, thus addressing the problem of integration. Although IASL is poor in finances, it is rich in expertise and other areas that can be used for mutual benefit in such alliances.

However, external conditions can adversely affect activities and adaptation—economic constraints in the late 1970s were an example of this. Rather than focusing on the negative aspects of the external environment, IASL and other international organizations have scanned that environment for opportunities—and, based on the results, they should continue to do so. Successful IASL programs have resulted from use of the model of constructive adaptation—a combination of adjusting to the environment and, at the same time, trying to exert a positive influence of that environment (Blau & Scott, 1962). An example is the IMLT project, in which Gerald Brown responded to an expressed need for leadership materials by gathering existing materials and resources based on his perception that the need was not the result of a lack, but rather a problem of availability. Dissemination of IMLT materials has meant the direct use of these materials in training and in the improvement and development of the field and practice of school librarianship.

In a slightly different way, the School Library Leadership Development Award has responded to external realities and thus served IASL's successful adaptation; the amount of the award was increased after just a few years because of evidence that total costs of attending conferences were still prohibitive to Third World participants. Although IASL's research program seems primarily driven by issues of goal achievement, it is also certainly affected by the external environment of school librarianship worldwide. The ability of the organization to reshape the objectives of programs in response to external circumstances marks a definite strength in its structure and leadership.

Finally, successful IASL projects often serve multiple functions; these tend to reflect high congruence with the organization's mission and objectives. For example, Support-a-Friend serves an educational function and is also an instrument for disseminating information, promoting school library development, increasing membership, and improving public relations. Practical in terms of adaptation, goal achievement, and latency issues, Support-a-Friend resonates with the deepest values of the organization—the promotion of universal literacy.

Similarly, IMLT serves a multitude of functions, including the mobilization of resources to attain goals and the promotion of integration by emphasizing sharing (a key component of IASL motivational and cultural patterns). And the IASL/SIRS Commendation Award's strength lies too in the combination of its effects: the publicity it generates, the dissemination of information on school librarianship it encourages and rewards, and the development of regional school library associations that this dissemination of information produces.

The value and success of IASL programs can be seen as the result of the general sensitivity among organization leaders to the very issues that, according to sociological theories of organizations, are fundamental to such an organization's existence and growth. At the same time as IASL successfully navigates a path through problems of adaptation, goal achievement, integration, and latency in the context of specific programs, it struggles with finding a way around the same problems in other projects and activities. As an apt way to describe the progress and development of the organization over the years, the theoretical constructs of Talcott Parsons and other sociologists should be utilized also as a means to foster the future development of vital programs and initiatives.

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