

# ChangeMasters All—A Series on Librarians Who Steered a Clear Course toward the Twenty-first Century

## An Interview with Hannelore B. Rader

Cheryl McCain

The goal of this series is to document the career journeys of leaders in librarianship. In the first ChangeMasters All article, Pat Weaver-Meyers expressed her hope that the series would also provide new librarians with inspirational stories that would give them “an appreciation of their predecessors and some historic awareness of librarianship.”<sup>1</sup> This article, the seventh in the series, sketches the career and leadership model of Hannelore Rader, dean of libraries at the University of Louisville.

Hannelore Rader can be described as a pioneer, a tireless worker, an innovator, a risk-taker, and a visionary. Her work has had a positive and lasting impact on libraries, librarians, and students all around the world. In the past thirty-seven years she has taught thousands of library instruction and orientation classes, published hundreds of articles, edited and contributed to several monographs, and given hundreds of presentations on topics relating to a wide variety of library issues. Her leadership roles include an Association of College & Research Libraries (ACRL) presidency, the positions of director or dean of three academic libraries, and membership on dozens of American Libraries Association (ALA) and ACRL committees. She has received numerous awards in recognition of her work in librarianship and higher education.

The fact that Rader has attained such a distinguished and extensive record of service and dedication as a librarian is somewhat of a surprise to her. “I didn’t want to become a librarian,” she declares. “I never wanted to become a librarian; I just ended up in it somehow.” Rader’s explanation of that “somehow,” together with a sampling of her life experiences, make it seem as if she was destined to become a librarian.

In an interview conducted during the thirty-third Library Orientation Exchange (LOEX) Conference (May 13, 2005) in Louisville, Kentucky, Rader traced her career path, talked about what makes a library leader successful, and at times hesitantly shared memories of her childhood. When pieced together, her stories illuminate a remarkable journey. As a young girl from Berlin, she lived in East Germany during the post-World War II Russian occupation, and then immigrated to the United States with her parents in 1954 after escaping the communist regime. Through a combination of education, passionate pursuit of

goals, and a lot of hard work, she became the internationally recognized leader in librarianship that she is today.

Many of the ideas and values that Rader expressed during the interview are ones that librarians strive to uphold. Her perspectives on intellectual freedom, censorship, and the importance of education and literacy and a commitment to diversity have their origins in her childhood experiences and principles instilled by her parents, Heinrich and Talia Busch. A few of the convictions that have made her a successful leader are rooted in her father’s affirmations regarding freedom, the necessity of diversity, and the value of education.

When Rader was a little girl, her father often said to her, “The only time the world will ever be at peace is if we are all mixed up together.” She credits him with her appreciation for diversity, and she preaches it as well as practices it. Several of her presentations have dealt with diversity and minority issues. She says that she often advises others, “You shouldn’t be looking at how people look color-wise or whatever. We should all be together. We are equal, and we shouldn’t be worrying about all of this other stuff.” Although World War II and the pursuit of a better life took Rader’s father away from his family for extended periods of time, the distances and periods of having little or no contact clearly did not diminish his influence on her character.

Rader knows what it is like to live in a society that prohibits the expression of opinions and ideas, does not allow its citizens to move about freely, and denies them opportunities to grow intellectually. “In Germany, particularly, there were always these times when things were suppressed and you couldn’t be free,” she recalls. When reminded of the nineteenth-century German folksong, “Die Gedanken Sind Frei” (“Thoughts Are Free”), she reflected on its message: “Your thoughts are free, nobody knows what you are thinking, just keep it inside of you.” She says the words and the song “helped a lot of people get through [those difficult times], and quite frankly that’s an important piece.” Referring to the song in a recent article, Rader

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wrote: "As a child living in a country with restricted freedom, I realized early that no one could restrict a person's thoughts and ideas."<sup>2</sup>

People who have been denied certain freedoms are perhaps more appreciative of those freedoms than other people who have always had them. Rader knows how it feels to be denied many freedoms that most Americans—and librarians—take for granted. "When I was growing up right at the end of Nazi Germany and World War II, all the books had been destroyed," she recalls. "We didn't really have any books. I barely could find books to read." Simply having a selection of books to choose from is one advantage she missed during a large part of her childhood, and she knew that she was missing something important.

Experiencing the Nazi Regime, World War II, and the post-war Russian occupation as a child instilled in her a great appreciation for the rights and freedoms that many Americans take for granted. The assurances that come with United States citizenship are "another reason why I love this country," Rader says. "When we set foot in this country I swore I would never live anywhere else, and I wouldn't want to live anywhere else but this country. This is my country. It's the freedom of thought, the freedom of expression, the whole constitution. I just love it."

Rader and her mother survived much of the worst of World War II. The war actually provided her father with an unforeseen way to get out of Germany. Drafted into the military as a paratrooper, Rader's father served under German field marshal Erwin Rommel in Africa. Being assigned to a unit in Africa rather than to the Russian or Western fronts turned out to be a lucky break. Rader's father was captured by Allied Forces and sent to work in prisoner of war camps in the United States, the very country he had longed to go to before the war began. Whether picking cotton in Mississippi or apples in Oregon, "He was the happiest person. He just loved being in America," recalls Rader. "He learned English, and he didn't want to come back."

Eventually, the prisoner who had experienced a measure of freedom while in chains was repatriated to the unbearable confines of East Germany: he refused to stay there and was determined to return to the United States. Within a couple of years he had managed to escape, leaving his wife and daughter behind. His destination was Brazil, where he had a friend and some hope that one day he and his family could be reunited and make their way to the United States. Although they were on separate continents, the family worked together to make that dream happen.

"In order for my mother and me to escape from East Germany and get here, we had to get money together for a flight—from Berlin to Hamburg—and then get on a boat to go to Brazil, which is a six-week boat trip on a trading ship," says Rader. Working at various jobs, such as woodworking and house painting, in Brazil for about three years, her father was able to save money and also send coffee back to several family members in East Germany. They were allowed to receive a small amount of raw coffee beans

each month. "He would send that to us and all the relatives in the area, and then they would all give it to my mother and she would roast the coffee—you couldn't buy any coffee in East Germany—and then she would sell it at 10 grams, 100 grams at a time. So she had this little business going." Rader's mother, a professionally trained cook, also worked for Russian military officers as a cook during these years, so they always had food to eat.

Eventually their efforts came to fruition, and Rader and her mother were able to leave East Germany. She recalls, "At that time the wall hadn't been built, so we could go to East Berlin and then go over to West Berlin. There were borders and all that, but you could go there . . . but it took a long time and a lot of work." The family was reunited in Brazil in 1953 and proceeded on to the United States together.

Rader was a teenager when her family arrived in Ann Arbor, Michigan, with only ten dollars. They chose Ann Arbor because her mother had brothers and other extended family living there. The three of them lived rent-free in a small apartment on a wealthy family's estate in exchange for work. Her father worked as a groundskeeper in addition to starting his own business as a house painter. Her mother cleaned and cooked for the family, and also worked as a cook in a German restaurant. Rader's job was to go to school and look after the family's children, who helped her learn English. In about one year they had saved up enough money for a down payment on a small house. She thinks about this time in her life when she hears people make excuses for themselves or complain about their situation saying, "Oh, you know, we don't have any money." Her response to that way of thinking is, "You know what? That doesn't mean anything. Just work hard. You can do it."

Rader's mother and father were both from very poor families, and neither had the opportunity to attain an education beyond the eighth grade. But her father "always thought that education was the most important thing you could give to a person," recalls Rader, "and that's exactly what I feel. That's how I grew up." There was an expectation that she would attend college, somewhere, somehow. Her father always said to her, "You are going to the university no matter what, no matter where." So she grew up believing in the value of education, and it's a belief she shares with others. Rader says, "I tell all the students and all the people I ever meet—get education: nobody can take it away from you and it can get you where you need to be, and work hard."

Her father's unwavering pursuit of the things he believed in became a great model for Rader to imitate. In regard to his firm belief in the value of education, she says, "I was so proud of my father. He always had that vision." Thus, his daughter was the first person in her entire family to attend college.

While pursuing a bachelor's degree at the University of Michigan, Rader held a student job in the campus

library. She claims that she never thought about becoming a librarian as she worked in the stacks shelving books. To complement her major and because she was interested in the topics, she took elective classes in storytelling and children's literature that were offered through the library school. Having those courses on her transcript would come in handy more than once in her future.

The career that Rader dreamed of was one that would give her the opportunity to work internationally. "What I really wanted to be was a Foreign Service worker, because my major was Russian, and I know Spanish, and I really wanted to work for the [United States] State Department." Surely the government needed employees who were fluent in those two languages as well as in German and English.

After graduating from college Rader married and moved with her husband to Washington, D.C.—exactly where someone with her career aspirations could hope to find her dream job. But her hopes were dashed in the cold war environment of the 1960s. "Because of my background—having come from East Germany, having escaped and all that—I sure couldn't get the clearances, even though I was a U.S. citizen by then. So I had to let that go," says Rader. There was no choice but to look for a job elsewhere. She thought, "Well, I need a job, desperately, just a job."

Because she had some experience working in a library, the next step seemed a logical and natural one. "I walked into the D.C. public library, and I got a job immediately, that same moment. They were desperate." She was hired as a children's librarian even though she did not have an MLS. "I worked at the Georgetown public library and at different libraries [in Washington, D.C.] as a children's librarian, and I really enjoyed it. I began to think that I might want to get an MLS."

After spending about two years in Washington, D.C., Rader's husband changed jobs and they moved to Iowa. It was there that her daughter was born, and she did not work for a short time. Eventually she went back to school to get a teaching certificate, and "actually, I did tax work," Rader chuckles, "because I always had to do something."

When her daughter was about two years old, Rader's father suddenly became ill, so she returned to Michigan to be with her parents, and her father died shortly after that. "I was there with my mother, and I decided I didn't want to go back to Iowa." She chose to remain with her mother in Michigan and raise her daughter there. About a year after that her husband became ill and died, leaving her to raise and support her daughter alone.

Once again Rader needed a job, and again she found employment in a library, this time at the University of Michigan's remote library storage facility. It was while working there that she again began to seriously think about getting a master's degree in librarianship. Realizing that she was qualified for much more and in need of a greater challenge, Rader reports, "I finally decided that I needed to get a [library] degree." The library school courses she had taken years before to supplement her bachelor's degree

counted toward the MLS, so she was able to complete it in only eight months while working full-time. "Once I had my library degree, I started at Eastern Michigan University right away as an academic librarian."

It was 1968 when Rader was hired as assistant humanities librarian by A. P. (Albert P.) Marshall, one of the first African American academic library directors. He was a great boss, mentor, and friend to Rader, encouraging and supporting her passion for teaching. He continually presented her with opportunities to learn, grow, and lead. With great respect and admiration in her voice she recalls, "He always kept pushing me . . . he kept pushing me very hard. He pushed me to write a grant to get money for this orientation program, and we did." Although she was a relatively new librarian, Marshall appointed her to the position of orientation librarian and head of orientation program in 1970, placing her in charge of Eastern Michigan University's Library Outreach Orientation Program.

A year later, in 1971, Eastern Michigan University hosted the First Annual Conference on Library Orientation for Academic Libraries, followed by the creation of the LOEX Clearinghouse in 1972. Rader points out that neither the orientation program nor the conference series that grew out of it would have been possible without the support of Marshall and Sul Lee, the program's first coordinator and her immediate supervisor. Yet a large measure of the credit for the establishment and continued success of LOEX and its annual conferences can be attributed to Rader. Especially in the beginning, she was the person people saw and heard.

In the introduction to the papers of the *Fifth Annual Conference on Library Orientation for Academic Libraries* held at Eastern Michigan University in 1975, Fred Blum stated, "Once again, the conference is in large part due to Hannelore Rader, our orientation librarian and conference coordinator."<sup>3</sup> The report Rader submitted in fulfillment of the orientation program's grant requirements also provides evidence that she was recognized as a leading force behind it. A selection of comments from the teaching faculty refer to her by name: "I feel that Mrs. Rader's program is especially thorough," "Ms. Rader is *very* helpful," and in reference to her personality and German accent, "I had always known librarians are the salt of the earth. I had not known they were vivacious and charming and spoke like Marlene Dietrich."<sup>4</sup>

Through her hard work on the library orientation program, Rader had become well known on her own campus. It didn't take long for word about the program to spread beyond Ypsilanti, Michigan. She was invited to speak at conferences and workshops in several states in the United States and in Canada. The orientation office even received requests for materials and additional information from "other countries, such as Malaysia, England, Australia, Hong Kong, Puerto Rico, and South Africa to name but a few."<sup>5</sup> Within the first few years of her first professional librarian position, Rader was visibly guiding a highly pub-

licized program that other academic librarians wanted to know more about. She was already demonstrating great leadership skills.

At the forefront of the library orientation and instruction movement of the early 1970s, the publications, networking, and synergy that resulted from the orientation conferences and Project LOEX affected library instruction efforts not only throughout the United States but also around the world. More and more, librarians were getting together to share ideas about teaching methods, how to motivate students, the importance of evaluating instruction, and how to integrate instruction into the curriculum. Rader was one of the prominent leaders of that movement.

When asked if she at some point consciously decided to become a leader in librarianship, Rader replied, “No, to tell you the truth, I never thought about it. Once I got

into the profession I liked it, and I just kept wanting to do things. You know, I get bored easily, so I’m constantly having to explore things. I work hard and do everything, but I also always want to grow. When I first started out I hadn’t planned to be a leader.” She explains, “What I did is, when I was at Eastern Michigan, I continued to work on a master’s because it was always good to have a second master’s, especially since this was a faculty position with tenure.”

While working as coordinator of the library orientation program at Eastern Michigan, teaching classes, writing articles, and speaking at conferences all over the United States, Rader continued going to school. She completed both a master’s degree in German literature (University of Michigan, 1971) and a specialist’s degree in educational leadership (Eastern Michigan University, 1978). “You know, I just kept at it,” she says.

## Hannelore B. Rader Career Highlights

### Education

- BA, Russian and Spanish, University of Michigan, 1960
- Secondary Provisional Teaching Certificate, University of Michigan, 1968
- MLS, University of Michigan, 1968
- MA, German Literature, University of Michigan, 1971
- Specialist’s degree in Educational Leadership, Eastern Michigan University, 1978

### Professional Experience

- 1960–1962 Children’s Librarian, Washington, D.C. Public Library
- 1968–1970 Assistant Humanities Librarian, Eastern Michigan University
- 1970–1976 Orientation Librarian/Head of Orientation Program, Eastern Michigan University
- 1976–1980 Coordinator, Education & Psychology Division, Eastern Michigan University  
Director, Library/Learning Center, University of Wisconsin–Parkside
- 1987–1996 Director, University Library, Cleveland State University
- 1997–present University Librarian and Dean, University of Louisville Libraries

### Selected Publications

- “Reaching Out to Freshmen.” *Michigan Librarian* 37 (Fall 1971): 11–13.
- “The Formal Course in Bibliography,” in *Educating the Library User*, ed. John Lubans. (New York: Bowker, 1974), 279–286.

“Reference Services as a Teaching Function.” *Library Trends* 29 (Summer 1980): 95–103.

“The Teaching Library: Myth or Reality,” in *Academic Libraries: Myths and Realities: Proceedings of the Third National Conference of the Association of College and Research Libraries*, ed. Suzanne C. Dodson and Gary L. Menges. (Chicago: ALA, 1984), 234–237.

“Teamwork and Entrepreneurship.” *Journal of Library Administration* 10, no. 2/3 (1989): 159–168.

“Information Literacy: A Revolution in the Library.” *RQ* 31 (Fall 1991): 25–29.

“From Library Orientation to Information Literacy: 20 Years of Hard Work,” in *What Good is Instruction Now? Library Instruction for the 90’s: papers and session materials presented at the Twentieth National LOEX Library Instruction Conference held at Eastern Michigan University 8 to 9 May 1992*. ed. Linda Shirato. (Ann Arbor: Piernan, 1993), 25–28.

“Faculty-Librarian Collaboration in Building the Curriculum for the Millennium: The U.S. Experience.” *IFLA Journal* 25, no. 4 (1999): 209–213.

“Preparing Library Users for Productive Global Information Use.” in *Global Librarianship*, ed. M. Kessleman and I. Weintraub. (New York: Marcel Dekker, 2004), 101–118.

### Selected Professional Activities

- 1972–1974 Member, ALA Instruction in the Use of Libraries Committee
- 1981–1982 Chair, ACRL Education and Behavioral Science Section
- 1984–1991 Chair, ALA International Relations Com-

The additional advanced degrees made it possible for Rader to pursue an opportunity outside of the library. Again, Marshall encouraged her to take on a new challenge. "After several years he kept pushing me to go on and eventually become an administrator. But I moved forward at Eastern Michigan because I didn't want to leave at the time," says Rader.

One of those moves was to the position of head of the education and psychology division. Even though she was no longer under Marshall's supervision, he continued to influence her career in a positive way. "It was he who really worked hard on me to become a library administrator," she says. "He kept pushing me and eventually I ended up at the University of Wisconsin-Parkside as the library and learning center director under Carla Stoffle, who was the assistant chancellor there" in 1980.

As a newly appointed academic library director, Rader tells of an awkward situation she encountered and dealt with in her own way. All of the library directors in Wisconsin would get together for long meetings on a regular basis. She recalls, "The first meeting like that that I went to, it was lunchtime and so they went off to lunch (and I was the only female) and they kind of ignored me. [The men] just went off to lunch and didn't invite me or didn't say anything, and I just thought 'okay, well.'" Laughing as she remembers the scene, she reports, "I just kept following them and joined them, and then everything was okay from then on." In explanation of her behavior she admits, "I tend to be pushy, in a nice way I think."

While at Wisconsin-Parkside, Rader built a nationally recognized teaching library that promoted the library as the center of the campus educational environment. Then in

	mittee, Joint Committee on International Exchange of Librarians and Information Professionals		
1986-1987	President, ACRL	1998	ence on Information Literacy—Canberra, Australia
1990-1992	Chair, ACRL Expert Advisory Board on Information Literacy		"The Library Liaison Program: Integrating the Library into the Academic Enterprise." 27 <sup>th</sup> Workshop on Instruction in Library Use—Kingston, Ontario, Canada
1998-2002	Member, ALA Council	1999	"Life-Long Learning in an Electronic Environment." 65 <sup>th</sup> IFLA Conference, Workshop—Bangkok, Thailand
2003-2005	Information Officer, IFLA Information Literacy Section	1999	"Preparing for the 21 <sup>st</sup> Century: Educating Students and Citizens for Effective Use of Information." 2 <sup>nd</sup> National Conference on Information Literacy—Ciudad Juarez, Mexico
2003-Present	Member, ARL Diversity Committee	2000	"Competencies for the Profession." 66 <sup>th</sup> IFLA Conference, University and Research Libraries Workshop—Jerusalem, Israel

### Selected Awards

1984	Distinguished Alumna, University of Michigan Library Association	2001	"Faculty-Librarian Partnerships to Teach Information Skills for the 21 <sup>st</sup> Century." EUNIS Conference—Berlin, Germany
1995	Miriam Dudley Bibliographic Instruction Award, ACRL	2002	"Preparing an Information Literate Society: the U.S. Experience." 1 <sup>st</sup> International Conference on IT and Information Literacy—Glasgow, Scotland
1996	Women Who Make a Difference, Cleveland State University	2003	"Information Literacy: An Emerging Global Priority." Meeting of Experts on Information Literacy—Prague, The Czech Republic
1999	Academic Research Librarian of the Year, ACRL	2004	"Information Literacy for Life Long Learning." 70 <sup>th</sup> IFLA Conference—Buenos Aires, Argentina
2005	Distinguished Faculty Service Award, University of Louisville	2005	"Information Literacy in Workforce Development." UNESCO Meeting of Experts on Information Literacy—Paris, France

### Selected International Presentations

1995	"Trends in US Academic Libraries: Effects of the Internet on Libraries."—Berlin, Germany		
1995	"User Education and Information Literacy in the Next Decade: An International Perspective." 61 <sup>st</sup> IFLA Conference—Istanbul, Turkey		
1997	"Information Literacy for the Professions: the U.S. Experience." Third National Confer-		

1987 she moved to Ohio to become the library director at Cleveland State University. There she continued her commitment to the role of libraries and librarians in the educational process by establishing a nationally recognized information literacy program as part of a revised core curriculum.

Working in administrative positions has never stopped Rader from finding opportunities to practice her teaching skills. She has been involved in teaching librarians how to teach, because library schools typically do not train students how to prepare lessons, manage classrooms, present materials to accommodate multiple learning styles, and so on. In the various communities where she has lived and worked she has taught both undergraduate and graduate-level courses in bibliographic instruction, information literacy, and collection development, as well as conversational German classes. In the fall of 1994, while at Cleveland State University, the library director even taught a freshman orientation course.

Rader's next career move was to the University of Louisville in 1997, where she is presently dean of libraries. One of her greatest personal achievements has come while at the University of Louisville. She is proud to have led the library's successful bid to become a member of the Association of Research Libraries (ARL) in 2002. "That was such a big thing for all of us . . . it took us several years to get to that point. I'm still real excited about that," beams Rader. "I love working with that group of people, I mean, it's a totally driven environment and challenging. It's really great for us."

Another of Rader's proudest moments came recently when she was asked to represent ALA and the United States at a United Nations Educational, Scientific, and Cultural Organization (UNESCO) meeting in Paris, France. On April 5, 2005, she presented her paper "Information Literacy in Workforce Development" during UNESCO's Thematic Debate on Information Literacy. The meeting was attended by education department officials from countries all over the world. Rader was the only American representative, and the only other librarians in attendance were the current and the incoming International Federation of Library Associations (IFLA) presidents. Her love of being involved in the international arena is apparent when she exclaims, "I'm still excited—I'm just still excited," about getting to speak at such an important international event.

The opportunity to address the UNESCO session arose from contacts Rader made during meetings of the National Forum on Information Literacy (NFIL), which she regularly attends. Throughout the past few years UNESCO representatives have been invited by Patricia Breivik, NFIL chair, to attend some of its semiannual meetings in Washington, D.C., bringing together many people with a common global concern. In 2003 UNESCO reciprocated by inviting Breivik, Rader, and a few others to attend the first Thematic Debate on Information Literacy in Prague. That networking resulted in Rader being invited to speak at their meeting in Paris in 2005.

There is no doubt that Rader enjoys talking to people about library issues, information literacy, and the value of education. She does so both on a formal, grand scale internationally, but also in informal settings every day. "You can't imagine how many students I talk to and counsel on those kind of things," she says. When asked to describe the opportunities she has to speak to students, she beams, "Oh, I see students all the time . . . I work with student government, I work with everybody. I mean, I'm out on campus talking to everybody. When I walk from one building to the next, you know, I just talk to them." The library is, of course, one place where she comes into contact with many students. "We are packed with students, and so whenever I have a chance I talk to them."

It seems that when Rader is not busy talking to students, attending or speaking at a wide array of conferences and meetings, or directing the University of Louisville Libraries, she never has difficulty finding more to do. Driven by a sincere love of her work and a natural inclination to always be working on something new, Rader admits, "I'm overextended all the time." When asked about how maintaining such a high level of activity has affected her career, she claims, "I wouldn't be here if I wouldn't have done that to myself. I've always taken on more than I could possibly handle."

The result of being involved in so many activities, organizations, projects, committees, and so on means that "I'm way behind on all my writing and research and all that stuff because I'm doing all these other things," admits Rader, "but, you know, it's part of being in a leadership position." Her dedication and the many hours she works do not go unnoticed or unappreciated by the people she leads. Her staff at the University of Louisville Libraries amusingly acknowledged her full schedule in the library's April 2003 newsletter. A section on the front page reads, "Libraries Dean to Take Phased-in Retirement—In 50% cutback, Dean Rader trims work schedule to 95 hours per week."<sup>6</sup>

As an example of a successful leader, Rader depicts someone who believes in what she is doing and works hard at everything she does. When asked to list the characteristics a successful library leader should have, she offered several ideas. Her initial response to the question was, "First of all, you have to understand what the library profession is all about, and then be able to make other people understand that. That's what I've been trying to do for the last thirty years, is actually explain to people what libraries are, what libraries can do." The ability to articulate the value of libraries is necessary in order to get funding and support from both internal and external sources. "You have to be able to market yourself and the library very well," declares Rader, and "you have to understand your profession well in order to talk about it and market it."

In addition to needing exceptional communication skills, she believes that having people skills is a necessary ingredient for successful leadership. Rader adds, "I think you have to have an understanding of not just your own

area and the national area but the international area, because we're so global now. I think [to be successful] you have to be global in what you do. You have to be a hard worker. You do have to be organized. I think you have to like what you do, and you have to like people."

What about the willingness of leaders to take risks? To this question Rader responds, "Yes, big risks, and I do that a lot because I try to be a visionary in the profession." Noting that her thinking is "always way ahead of where we are," she admits that her vision is not always well received. "I sometimes make people very mad, especially in my own library arena, because we've just accomplished so much and then I say, 'OK, this is just the beginning. Now we have to go and do such-and-such and such-and-such' and I just drive them crazy!"

Yet she continues to challenge herself and her staff. "You have to have ideas and visions for the future. I think a good leader has to have that and then find ways to make it happen." For Rader, making things happen is partly accomplished by being assertive. "That is where your pushiness and your consistency and your strength come in," she says, "because you have to find ways to get the support and the funding to do all of those things."

Sometimes a leader has to accept that a vision is not going to work out exactly as she planned. Rader admits, "I've had to change some of my ideas." When you start with a really big dream, concessions may have to be made. Nevertheless, Rader always dreams big. She describes how she leads others to great accomplishments, saying, "Oftentimes I throw out a whole bunch of things which I know are not really possible to my staff, to get them all riled up and excited. Then when we go back and decide what we can do it's still way ahead of what we would have done if wouldn't have done that." She has high expectations for herself and her staff, to keep moving forward in reach of what may or may not turn out to be lofty goals.

When all of Rader's stories are brought together it does not seem so surprising that she ended up in a career

field that would allow her to express her convictions, follow her passions, and become a successful leader. In assessing the career that she "just fell into somehow," Rader says, "I like what I'm doing. I never wanted to be a librarian, but once I became one I made the most I could make of it; that's what I do with things." Her dedication, persistence, and hard work paid off.

Hannelore Rader did not set out to become a librarian, yet she has become a leader in librarianship, recognized as such not only in the United States but all over the world. Her career has allowed her to achieve her dream, just not in the way she expected to do it. She notes, "I wanted to be a Foreign Service worker, [to] work with other countries. I wanted to work internationally—that was my big goal. And guess what? I made it."

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