The Portable MLIS

Insights from the Experts

Second Edition

Ken Haycock and Mary-Jo Romaniuk, Editors

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PART IV: APPENDICES

Preface

Typically, interested laypeople and students are introduced to the knowledge, skills, and abilities of professional librarians piecemeal, through brief conversations or through introductory or core courses. Unlike other fields, the library profession has no published broad overview. (Take, for example, business administration and management, where such popular books as *The Portable MBA*, *The Personal MBA*, and *The Complete MBA for Dummies* provide a broad overview.)

Almost peculiarly, the basic foundation course in Library and Information Science (LIS) education is typically about information in its social context, or about libraries and their mission, but not about the competencies of professional librarians; rather, each class provides a foundation for *future* courses or specialization. *The Portable MLIS* fills that gap. Whether as an introduction to the profession or as a response to an educated family or relative ("What does a librarian actually do?" or "Do you really need a master's degree for that, dear?"), this work is designed to be accessible, comprehensive, and useful as an introduction to the work of the professional librarian. Student response to the first edition suggests that it is also used extensively as a refresher for portfolios to demonstrate competence prior to graduation.

The core competencies of professional librarians have been defined by several professional associations. The editors of *The Portable MLIS* have synthesized these competencies into core areas and supplemented them with foundational principles and context. As the subtitle *Insights from the Experts* suggests, we sought out the leading thinkers in each area for contributions. Each chapter provides an introduction to the knowledge, skills, and abilities connected with the area, as well as current and emerging applications and trends and issues; most chapters close by listing a limited number of key resources for further reading.

In approaching the individuals invited to contribute to this book, we looked for authentic practitioners and educators whose work has had and is having a profound effect on the values and practices of librarianship. We have been successful in capturing the current thoughts of more than 20 leaders in the profession whose combined experience totals almost a thousand years. Half of the contributors are new since the first edition.

While the book's focus is on libraries and information centers, there are innumerable examples of other environments in which librarians work. Our view is that LIS is the discipline, librarianship is the profession, and those competencies and attributes can be applied in many different settings with different job titles. The research analyst with an MLIS at a law firm is no less a librarian than the law librarian, the information architect with an MLIS is no less a librarian than the corporate information professional, and the researcher with an MLIS tied to a faculty research team is no less a librarian than the academic librarian. The degree confers the abilities and disposition, the workplace provides for application, and the setting and job title are largely irrelevant to that discussion.

Essentially, however, the user or potential user is at the center of a service profession and its decision-making processes.

INTRODUCTION

Ken Haycock begins with a seemingly simple yet surprising complex task of outlining "What is a library? What is a librarian?" A library begins with a domain focus, with collection of resources to address the unique informational or literary needs of the defined clientele; these resources are organized for use and are exploited through appropriate programs and services; activities and processes are managed, evaluated, and improved by trained personnel. After several approaches, Haycock offers a brief role statement for a professional librarian and how to think like a librarian. He settles on S. R. Ranganathan's five laws of library science as appropriate filters for professional librarians to make judgments and decisions: library resources are for use; library resources are for all; every resource has its user; save the time of the user (and the staff); the library is a growing organism.

FOUNDATIONS, VALUES, AND CONTEXT

In the chapter "A Portable Library History," Anthony Bernier begins with the ancient libraries; then, moving through history, he delves into the experience of the library itself, noting how roles have evolved in collecting, storing, preserving, and making content accessible (in whatever ways and formats). Libraries represent one of the key achievements in human culture across time and space. Bernier makes the strong case, however, that the experiences of the staff and, most importantly, the users have been overlooked in the documentation of our history. And while there has been progress on many fronts, the library has been a reflection of the society in which it operated, catering mainly to elites over time. Recent gains in inclusion, advocacy, and

transparency need to be documented and protected. Bernier notes that today, as libraries continue to explore transitioning from spaces of information usage and consumption to spaces of information creation and production, librarians find themselves at the cutting edge of new service visions.

Michael Gorman, in his chapter "Professional Ethics and Values in a Changing World," makes the compelling point that librarians should not only be familiar with all of the policies and techniques concerned with the interaction between humans and the human record but also understand that the application of these techniques must be informed by the ethics and values of the profession. Having defined *ethics*, he goes on to explain why we must also have professional values, and why each value on the Gorman list has its place in the professional librarian's value system. He presents these values not in the abstract, but in context with current historic and political events.

In "Librarians as Active Bystanders: Centering Social Justice in LIS Practice," Nicole Cooke urges every librarian to be an "active bystander" and to work toward improving understanding and interactions between individuals who are different from one another, toward equity and equal access in our workplaces and organizations, and toward eliminating marginalization and subjugation in our larger society. Librarians are social justice advocates. Libraries are proponents of equal access, and that access is not relegated to books and information within the library, but applies to all dimensions of the community: Equity is about not only who has access, but also who has the necessary tools, and who feels welcomed and included.

Donald Case, in his chapter on "Information Seeking," explains with great lucidity how scholars have moved away from a preoccupation with library use and user studies and their emphasis on institutional sources and searches, and have moved toward a focus on how individuals encounter and make sense of their environment. He discusses research showing our natural tendency to rely on the most easily available sources of information rather than the "best" source. Compounding this is the profusion of information available from too many sources and the problem of interpreting and understanding that information. The librarian's dual roles, says Case, are to teach students and other users the skills that will enable them to become effective seekers of information and also to filter the search and guide users to the answers to their questions.

In her engaging chapter "Careers for the Information Professional," Laura Kane reveals all: where librarians work (at literally hundreds of different types of libraries and environments) and what librarians do (an amazing range of jobs in libraries, in every discipline, in the private and not-for-profit sectors, and in government agencies). Kane makes a very strong and appealing case for librarianship as a profession that can accommodate the most esoteric of interests.

Jean Bedord both expands on and narrows this work with "Where Can You Work with an MLIS? Extending Your Career Reach." She touches on the traditional library environments, known to most students, and then explores special(ized) libraries, information centers and knowledge centers, archives and records management, information producers and publishers, and information aggregators and information management, including content management

systems. Bedord reinforces the notion of "doing your research" to understand the myriad of positions and what is expected.

FUNCTIONS AND COMPETENCIES

Moving into functions and competencies, Mary-Jo Romaniuk updates Brooke Sheldon's original chapter "Another Look at Leadership" with "A Conversation on Leadership: Taking Another Look." In the first edition of *The Portable MLIS*, Sheldon suggested the following as a good definition of *leadership* (one of thousands): "Leadership is a process whereby an individual motivates a group of people or an entire organization to achieve shared goals." While *leadership* is difficult to define, two of its properties—process and influence—are common in all definitions. The chapter highlights five principles that if practiced should help new librarians who are interested in moving up in the organization. A major point is that management is not leadership, and every new professional needs to understand the differences. The overall message of the chapter: We all have leadership potential and strengths, and there are specific ways to utilize, refine, and expand them in one's career.

Leadership is important at all levels of the organization, but as Barbara Moran points out in her chapter "The New Manager: What You Need to Know to Achieve Managerial Success in Today's Libraries," what many people entering the library profession don't realize is the amount of time that nearly all professional librarians spend managing resources, managing facilities, and managing people. Moran, who literally "writes the books" on library management, gives an overview of the most important elements of library management, discusses the specific skills needed, and concludes with very practical suggestions for how librarians can acquire managerial expertise.

A major aspect of management is the ability to market one's library, as described in "Libraries and Marketing: So Essential but So Misunderstood" by Mary-Jo Romaniuk. Marketing begins with the users (and there are many groups of users) and a marketing mindset in order to deliver products and services that will satisfy the needs of customers and users. The organization determines the marketing mix, which is the product, price, place, and promotion strategies for each target market. Then there is the need to evaluate the effectiveness of the programs and services the library offers, in order to ensure that the customers'/users' needs are met and the desired behaviors are achieved. And the strategic planning cycle begins anew. When an organization truly has a marketing mindset, the whole organization is involved in aspects of marketing. Today, more than ever before, we recognize competitors, as well as the social media and technological tools at our disposal.

Of course, libraries would have little uniqueness without "product." Melissa Wong guides us through "Developing and Managing Library Collections," based on our shared principles and values. As a management function, collection assessment requires planning and budgeting, selecting and acquiring for an intended audience, licensing of products, and organization and maintenance—as well as "deselection" to keep the collection current and responsive. Libraries also work with and through consortia and, especially in higher

education, engage extensively in interlibrary lending and document delivery. Current issues are related to e-journals, e-books, ownership versus access, demand-driven collection development, and collaborative arrangements.

In "Organization and Representation of Information," Arlene Taylor and Daniel Joudrey move to what many believe to be the heart of LIS. These authors discuss the major activities involved in the organization of recorded information—from identifying the existence of a resource to providing the means to locate each resource or a copy of it. They also describe the functions of cataloguing and of classification systems, of processing and locating materials. Thoroughly updated, the chapter includes systems design, difficulties inherent in organizing the Internet, and the organization of digital libraries and information architecture, all in an excellent overview of a rapidly developing field.

In "Information Retrieval: Designing, Querying and Evaluating Information Systems," Judith Weedman presents a most understandable and compelling introduction to the topic, reviewing the complexities of designing an information retrieval system and the need to train searchers to ask the "right" questions. Librarians and other information professionals play a key role not only in designing systems, but also as intermediaries in helping clients translate their questions so that search engines can retrieve the relevant documents.

For decades, the integrated library system (ILS) served as the core automation system to facilitate acquiring, organizing, and managing resources, as well as connecting clients with collections; as a result, the ILS defined the workflow, business process, and operation. However, as Win Shih and Deborah Holmes-Wong point out in "Library Information Technology," the library services platform (LSP) has evolved as a more useful, open, and interoperable system. They also introduce the reader to content, digital asset, and electronic resources management systems. This newer Web-centric library ecosystem affords better and faster responses to customer needs, and it expands access beyond physical collections and site-based services.

Since there are many openings, and changes, in reference and information services, David Tyckoson's chapter "Reference Service: The Personal Side of Librarianship" will be very helpful to those interested in direct interaction with library users. This chapter has it all: the history and importance of reference service and how its role has shifted over the years from answering specific questions to research counselor. Tyckoson notes that while reference librarians still consult reference books, the primary tool of today's reference specialist is a computer with an Internet connection. From the reference interview (a critical part of the process) to the difficulties of measuring and evaluating reference transactions, and a look at the future of reference services, this is a comprehensive overview.

Picking up from Tyckoson, Christopher Brown notes three phases of reference work: the print phase, when all tools were in a tangible format; the initial digital phase, when finding aids migrated to digital formats and wound up on the Web; and the digital deep discovery phase, when a high percentage of content becomes searchable and discoverable in full text. In "Reference Librarians, Online Databases, and an Assist from Google," Brown explores how library databases and the "three Googles" (the Google search engine, Google Scholar, and Google Books) can work together for the benefit of the user.

Mary K. Chelton's style has never been more apparent than in "Readers Advisory Services: Helping Readers Find a 'Good Book'." Chelton pulls no punches when she discusses the misconceptions many librarians have about their ability to advise readers, and the mistakes libraries make in attempting to attract readers to books. This well-documented chapter on the current state of Readers Advisory Services tells us what RA services ought to be and how to work with readers. It also discusses a wide range of options to promote reading in the community in traditional ways and using new technology. This is essential reading for librarians who are interested in promoting the joys of reading.

It is important for professional librarians to understand the difference between "library research" and true research, and Ron Powell, a prolific writer on all aspects of research, carefully makes that distinction in his chapter "Research." He goes on to describe various types of research and research methods, and the research report, and he stresses the importance of librarians not only keeping up with research in the field, but also being able to critically evaluate the methodology being used, even if they are not inclined to conduct their own research. An understanding of research methods is vital to professionals who serve researchers, and also in academic and certain special libraries where librarians are often expected to conduct and publish their own research as part of the tenure and promotion process. Powell observes that not enough attention has been paid to teaching research in LIS programs, but he cites encouraging signs for the future.

In the chapter "Evaluation: An Introduction to a Crucial Skill," Joe Matthews, a major writer in planning and evaluation, takes us through a range of ongoing evaluation and assessment activities. In answering the basic questions of evaluation—how, why, who, what, where, and when—he makes clear that the focus should be on the assessment criteria: extensiveness, efficiency, effectiveness, service quality, impact, usefulness, and outcomes. If committed to their customers, librarians need to ensure that the allocation of resources is appropriate and that we are making a difference. Finally, Matthews provides guidelines for writing the evaluation report.

MOVING BEYOND BOUNDARIES

Moving to broader issues in the final section of the book, Barbara Ford directs our attention to the important role of "LIS Professionals in a Global Society." Informed by her international work and career-long convictions on the importance of "local touch . . . global reach," Ford argues for the importance of ubiquitous open, free access to information as the key perquisite for a peaceful, equitable world. She also sees public libraries as key players in helping societies address health issues and social issues, and her chapter includes many examples of libraries fulfilling these roles. Ford is optimistic about the changes that information technology is bringing to developing countries, but she's worried about the politics of how to use the new technologies in positive ways for the benefit of all. She concludes with a list of ideas that library professionals can use in their libraries and individually to have "global impact and focus."

As each chapter provides insight to trends and issues in specific areas, Ken Haycock focuses on broader "Issues and Trends." Haycock is concerned about professional librarians' social disdain for all matters related to a business orientation, when the library is in fact a business, receiving and allocating resources for the greatest possible impact. He notes that the library's business is community development, however one might define *community*. And like any business, the library focuses on gaining customers and providing good service. What we have yet to determine is the measure for success and communicating value. The library has experienced growing importance both as physical space and as virtual space. As libraries incorporate more technologies, however, client needs and professional values tend to clash, particularly around privacy. We also find others moving into "our" space while we move into theirs—community centers, in particular. What, then, is our unique value proposition? Perhaps inevitably, roles and relationships of professional librarians are being redefined with many results, not the least of which is the continuing tension between professionals in the field and the educators who prepare them.

THE PORTABLE MLIS

Our goal is to provide a broad overview of the profession, its foundations, current practice, and future trends. This book is designed to be accessible and relatively free of jargon, providing insights to the beginner and layperson about the continually evolving, changing, and exciting world of the professional librarian.

Librarianship truly is the 21st-century profession.

Ken Haycock
Los Angeles, California

Mary-Jo Romaniuk
Winnipeg, Manitoba, Canada

1

What Is a Library? What Is a Librarian? An Introduction

Ken Haycock

Let's start with the basics.

What is a library?

What is a librarian?

What does it mean to think like a librarian?

WHAT IS A LIBRARY?

The word *library* means many different things to different people. Sometimes it is simply a collection of books (your home library) or a meeting room (the company board room might be called the library) or even a bar (throw a few books on the wall as wallpaper and, voilà, you have the "library bar").

There are generally some common characteristics of what we mean by a library.

Typically there is a collection of resources (variously called books and other media, or electronic resources or data objects or even "stuff") that address the unique informational and/or literary needs of a defined clientele or population; these resources are organized for use through an accessible catalog or other search system and are effectively exploited through appropriate programs and services; activities and processes are managed, evaluated, and improved by trained personnel.

To be more basic: Wikipedia defines a *library* as "a collection of sources of information and similar resources, made accessible to a defined community for reference or borrowing. It provides physical or digital access to material, and may be a physical building or room, or a virtual space, or both."[1]

Dictionary.com notes that a library is "a place set apart to contain books, periodicals, and other material for reading, viewing, listening, study, or

reference, as a room, set of rooms, or building where books may be read or borrowed" or "a public body organizing and maintaining such an establishment."[2]

According to the American Library Association, the word *library* seems to be used in so many different aspects now, from the brick-and-mortar public library to the digital library. Public libraries—and indeed, all libraries—are changing and dynamic places where librarians help people find the best source of information, whether it's a book, a Web site, or a database entry. In *The Librarian's Book of Lists*, George Eberhart offers this definition: "A library is a collection of resources in a variety of formats that is (1) organized by information professionals or other experts who (2) provide convenient physical, digital, bibliographic, or intellectual access and (3) offer targeted services and programs (4) with the mission of educating, informing, or entertaining a variety of audiences (5) and the goal of stimulating individual learning and advancing society as a whole" (p. 1).[3]

Another general definition of *library* comes from the Online Dictionary of Library and Information Science (ODLIS): "Library—from the Latin *liber*, meaning "book." In Greek and the Romance languages, the corresponding term is *bibliotheca*. A collection or group of collections of books and/or other print or nonprint materials organized and maintained for use (reading, consultation, study, research, etc.). Institutional libraries, organized to facilitate access by a specific clientele, are staffed by librarians and other personnel trained to provide services to meet user needs. By extension, the room, building, or facility that houses such a collection, usually but not necessarily built for that purpose.[4]

The Institute for Museum and Library Services defines a *public library* as one that "is established under state enabling laws or regulations to serve a community, district, or region, and provides at least the following: an organized collection of printed or other library materials, or a combination thereof; paid staff; an established schedule in which services of the staff are available to the public; the facilities necessary to support such a collection, staff, and schedule, and is supported in whole or in part with public funds.[5]

Characteristics and Environments

Essentially, then, we begin with a "domain focus"—a subject, for example (law library, health information center), or a user group (K–12 students, university research faculty, municipal residents) or an institution (school, college, corporation). This provides the "environment." For example (in most but not all cases):

- An elementary or secondary school, when professionally staffed, will have a "teacher-librarian," who reports to the school principal. The principal in turn reports to a superintendent (or intermediary), who reports to an elected school board. The board represents the community, sets policy for the school district (e.g., on the selection of learning materials), and employs the superintendent as their employee. Funding for the school library is typically set by the school principal.

- A college or university will typically have a number of professional staff who answer to a university librarian, dean or library director. The university librarian will report to a vice president—again normally either for academics (the "provost) or for student services—who reports to the president. The president reports to an appointed board of governors that sets policy but has less involvement in operations than would be typical of an elected (school) board. The provost will typically set the budget for the library.
- In the case of a public library, an appointed library board will typically employ the library director. There are more models here: the board may be appointed by the mayor and council or occasionally elected (in the latter case, the library is "independent" of the city); sometimes the board is not a board but may be an advisory commission, if the library is a city department and the director a city employee. In any case, most funding comes from the municipality.
- A "special" library (corporate or government) will be staffed according to the needs of the institution. The head of the library or information center may be a department head or part of another group—in knowledge management, research, or records, for example. Funding will be dependent on perceived value and return in investment. This is really no different from any other environment, just more obvious.

As will be made clear in succeeding chapters, these are library environments, but librarians (by whatever job title) may work in other parts of the organization, whether a school district, law firm, municipality, or corporation.

The library has a collection of data objects, which are available physically on-site or accessible remotely. This collection reflects the needs and interests of the specific "domain" and institution. The collection is accessible through metadata structures such as catalogs.

The library will offer a collection of programs and services, again reflective of the particular domain—storytelling for preschoolers and caregivers in a public library, course-integrated instruction in a school; information literacy classes in a college; basic legal search strategy training in a county law library, and so on. These programs and services in some measure ensure both physical and intellectual access to the collection (the product), to enable users to exploit these resources for their own purposes.

Quality control is ensured through the professional staff, who offer a filtered or curated collection unique to the needs of the audience served and offer enriched metadata for access and exploitation.

Academic libraries in particular will ensure preservation of records and objects of enduring value.[6]

WHAT IS A LIBRARIAN?

Overall, librarians enable society, and each individual, to access and make effective use of society's recorded information and ideas. But what does that mean? Typically, librarians plan, implement, and promote the preservation,

organization, and effective use in their own organization. Professional librarians hold a graduate degree in Library and Information Studies accredited by the American Library Association (ALA); outside North America a graduate degree recognized by the national accrediting agency or association is considered equivalent. For teacher-librarians in elementary and secondary schools, a graduate degree in school library media accredited by the ALA or the Council for the Accreditation of Educator Preparation (CAEP) is considered equivalent. Unlike many other professions, librarians are not individually credentialed.

We have all heard the stories about the "bunheads" obsessed with quiet and order, but profiles of negative images simply reflect ignorance—as professional librarians assume leadership positions in their communities, whether municipal, academic, or corporate. The jokes about getting a degree to stamp out books means only that the speaker hasn't been in a library in a few decades. The comments about the Internet replacing libraries simply suggest ignorance of the increased use of libraries and the role librarians play in quality assurance at the major search firms. Rather than declining in use and support, libraries are being refurbished and rebuilt to contribute to economic development as communities revitalize the downtown core and being enhanced as neighborhood centers to contribute to social development. Indeed, the profession of librarianship is often listed a one of the "hot" careers of the 21st century.

Professional librarians are smart and savvy, contributing to the cultural, economic, educational, social, and technological well-being of their communities. Public librarians can change lives; the stories are innumerable. Teacher-librarians contribute to student achievement when they collaborate with teachers. Law librarians save their firms time and money as they support communities of practice. Medical librarians help to save lives when consulted by physicians. Academic librarians advance scholarship and teaching and learning. Corporate librarians organize and make accessible corporate information and records that save time and influence the development and availability of many products and services we consume. Study after study documents the contributions of professional librarians.[7]

THINKING LIKE A LIBRARIAN

What, then, does it mean to "think like a librarian"?

There are many lens or filters through which librarians determine how best to serve their particular community. Some of these are based on the values of the profession; some are based in the profession's code of ethics. These have remained constant over time.

Similarly, in spite of the incredible technological advances transforming libraries and librarianship, there are basic principles that influence the decision-making process of every professional librarian.

These principles begin with the basic five laws of library science.

Shiyali Ramamrita Ranganathan, a well-respected Indian leader in library science, first promulgated these five laws in 1931.[8] They form the foundation for professional education and thinking like a librarian, even when they are not articulated.

Simply stated, these are the five laws:

Books are for use.
Books are for all.
Every book its reader.
Save the time of the reader.
The library is a growing organism.

These might be restated as follows:

Library resources are for use.
Library resources are for all.
Every resource its user.
Save the time of the user.
The library is a growing organism.

Regardless of the language used, the five laws are the bedrock of librarianship as a service profession.

The First Law: Books Are for Use

Restated: Library Resources Are for Use.

The first imperative for a professional librarian is access and service.

From the location of the facility (or ease of access to the resources of an e-branch or the Web), librarians begin with the "end user" in mind. How can the resources acquired for this particular clientele or community be made as accessible as possible? What hours of service are most appropriate? How can the physical or virtual space be made attractive and easy to use?

What training is necessary for staff to be able to deliver high-quality and effective service? What understandings do we need of our communities to ensure that we are meeting their needs? How can we offer personal service? These are issues that professional librarians face as they work to improve use.

Books are obviously still important. It is interesting in a highly technological "information age" to note the return of importance of reading and readers and thus of readers' advisory services by librarians. In some public libraries, clients (or users or patrons or customers, if you prefer) can make an appointment with a readers' advisory librarian to develop a reading plan.

The Second Law: Books Are for All

Restated: Library Resources Are for All.

Librarians have a strong sense of service, social justice, and the defense of human rights, which manifests itself in a variety of ways, including the public's right "to know," equitable and unfettered access to information, freedom of expression, and intellectual freedom. From the notion of the people's

university to community development, librarians have worked to ensure access to information and ideas regardless of socioeconomic class, gender, orientation, ability, religion, ethnic background, or immigrant status. The work of librarians has always included opening doors and developing programs for the disadvantaged, whether providing literacy classes for new immigrants or encouraging reading by reluctant boys. The library is the marketplace of ideas, the living room of the community.

Reference and information services have similarly been developed and delivered to ensure that services are available at point of need. With more users finding information on their own, librarians have moved themselves and reference stations or kiosks to academic departments and student union buildings on campus at high traffic times to be readily available, and they have developed health information programs in public libraries. Services are delivered face-to-face, by telephone, by e-mail, by virtual chat, by instant messaging. Of course, instruction has always been available to users, and it focuses more now on enabling customers to find, evaluate, and use current, reliable, and accurate sources on the Web and in licensed paid databases.

Librarians have also moved to embed their collections and organizing tools into Web search engines to make their resources accessible to everyone. Much attention is paid to the "digital divide," such that libraries provide the necessary equipment for all users to access electronic resources and the instruction necessary to enable effective use.

Marketing, public relations, publicity, promotion . . . these focus on ensuring that the resources are meeting the needs and interests of particular segments of the community and that individuals and groups are aware of the resources and assistance available.

Not surprisingly, librarians feel strong obligations to advocate for legislation and funding that assures this access, whether support for the first amendment rights of young people, copyright rules for fair use, or open source software. Indeed, the ALA supports a Washington office of professional lobbyists and alerts members to federal issues affecting not only support for libraries but also the ancillary issues around all facets of equitable and unfettered access for all. State associations typically do the same.

The Third Law: Every Book Its Reader

Restated: Every Resource Its User.

Librarians have moved away from a disdain for marketing and toward a recognition of the needs, desires, and interests of target market segments, whether teenagers or small business, and to adjust resources and services to meet those needs.

Librarians carefully select and organize resources to ensure ease of access. They then promote the use of these resources through displays, reading lists, and e-guides; through newsletters, research guides, and pathfinders; and through outreach and extension services. Resources that are not available locally are obtained through interlibrary loans or even purchased for direct delivery to the client. It is all about connections—between the user and the necessary resource, no matter where it might be.

Librarians are less constrained by "containers" (or formats) and more concerned about making content available. They work both to encourage book clubs in the library and in the community and to integrate Web resources in their catalogs. The catalogs are also becoming more user-friendly and better integrated with other services. Cross-references and connections make searching and finding easier.

When seeing a new format, a librarian will determine how to provide effective and efficient access, and then how to preserve that access.

The Fourth Law: Save the Time of the Reader

Restated: Save the Time of the User.

The fourth law was accomplished much more easily in Ranganathan's day than today, through well-situated branch libraries, appropriate hours of service, open shelves, shelf labels, and arrangements and efficient systems. Policies and procedures were designed to save time and support users.

Today, this law is even more critical, as convenience often takes precedence over quality as customers seek information. Librarians provide computer terminals with printers, as well as self-check-out and self-check-in of resources. They work to save time to free staff to work more directly with clients in the stacks, at the terminals, and in the community. Technology is used judiciously to improve service and enhance the user experience.

Metasearching capabilities through multiple channels and electronic advising of related resources are becoming more common.

The Fifth Law: The Library Is a Growing Organism

Restated? Not necessary.

Some might argue that terminology should be changed, such as the "information agency", but regardless of our change in terms, our clients still typically return to the term *library*.

Although Ranganathan focused on physical growth and planning for an increased collection and physical plant, he also spoke to the spirit of the library as an instrument of universal education and to the variety of environments in which librarians practice (academic, public, school, special/corporate library environments).

For the 21st century, there is no question about the necessity of more "public spaces," especially in academic and public libraries. In the college and university setting, space for study, for group work, for instruction are all necessitating more space as even more resources are acquired electronically. In public libraries, as community space generally diminishes, gathering spaces for programs and events, as well as a latte with neighbors, are becoming more important.

There is also no question that the library is growing and evolving as a conceptual organism. Librarians recognize that physical space is important, but so too are resources and services in virtual space—whether simple database access, e-branches, or services in immersive environments like Second Life—to meet more needs of more users.

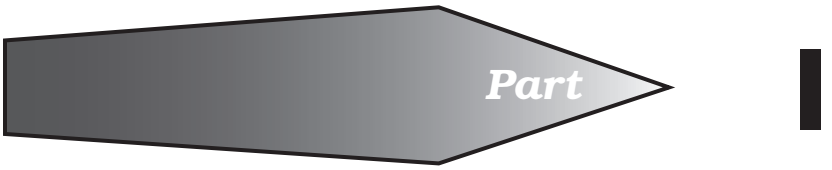
Librarians are becoming critical partners with the larger community as they are freed to work more closely with community groups on community issues. Library Web sites are moving from simple electronic resources to electronic or virtual branches; they're providing a full range of services "24/7" to users who are unable or unwilling to come to the physical space.

Flexibility, ingenuity, creativity, and social entrepreneurship are becoming increasingly important for librarians as changing needs shift old work boundaries.

Thinking like a librarian? Always remember that library resources are for use; that they are for all segments of the community, especially the underserved; and that each resource should have a user. Be sure to save the time of users and of staff, and recognize that the library is an evolving organism.

Professional librarians are members of an affinity group. They are connected through a common endeavor, organized around a whole process involving multiple but integrated functions, with both extensive knowledge as generalists and intensive knowledge in one or more specialist areas. They are bound by their service ethic, deep and shared values, and these foundational laws.

Change may be a constant, but the principles for decision-making remain unchanged.



Foundations, Values, and Context

Chapter 2

A Portable Library History

Anthony Bernier

INTRODUCTION

Librarians generally regard the history of their institution and profession through a developmental lens. This is to say that traditional library history documents a constant, universal, and always upward trajectory of progress: growth toward increasing complexity and ever-wider domains of achieving influence and cultural purpose. These concerns cohere in a single question: How has the library progressed through history?

Certainly, growth and development represent vital features of library history. This is what we might refer to as the *experience of the library* in history. This traditional concentration on the experience of the library, however—especially viewed mostly from the perspectives of cultural elites—frequently obstructs more complex and necessary assessments. Nor have traditional narratives sufficiently addressed the equally important questions and concerns about the institution's various *meanings*. While it is possible to learn some aspects of library history through this traditional master narrative, the immutable story of progress, growth, and development remains rather static and incomplete.

This chapter critically engages the traditional vision of libraries, while also introducing additional concerns and questions that may begin to disrupt the current and universal story of progress. More specifically, in concentrating mostly on the historical perspectives and aspirations of elites, we have tended to ignore the experience and meaning of those at the core of our professional obligations and responsibilities: library users. As you pursue Library and Information Science as a new professional, your career will benefit from a historical orientation by engaging these various perspectives—even if doing so renders an incomplete story.[1]

The Ancient Library

The broad notion of the library's experience in history, of how the library *progressed* through history, brings together the dates, places, and names of institutions dating back to what historians loosely refer to as "the beginning of recorded history." This approach is associated roughly with the invention of the written word—during which the institution we came to know as "library" began to take responsibility primarily for collecting, organizing, and preserving the documentary record of human experience and memory.

Early libraries and archival collections (considered synonymous in North America until only recently) were largely responsible for the administration of these documentary records for religious and governmental purposes, for the transactions of commerce, and for the preservation of genealogical papers. These basic library functions have not changed a great deal throughout history.

It was in the temple storehouses of the first urban civilization of ancient Sumer in southern Mesopotamia during the fourth century BCE that historians generally mark the origins of the first notion of a library. Temples then collected documents and records of immediate relevance to religious practices, the exercise of government, and commercial activity; occasionally, they collected works of epic literary value.

Long periods of time elapsed between major library developments in the ancient world. Thus, it was not until the seventh century BCE, for example, that royal libraries such as those that appeared in ancient Syria, Egypt, Assyria, and Babylonia stored a much wider variety of materials. The scope of Assurbanipal's royal library at Nineveh in Assyria, for instance, was an attempt to collect every cultural form relevant to his sprawling Mesopotamian kingdom.

The ancient Greeks developed libraries within their great temples, and they too supported the growth of large private collections. In the third century BCE, for instance, the Royal Library of Alexandria, with materials organized by Aristotle, became the largest and most significant in the ancient world. Other ancient libraries were established at Pergamum (in present-day western Turkey), where Mark Antony reputedly gifted about 200,000 volumes to Cleopatra. In the east, members of the Han dynasty of China attempted to preserve literature and records through the development of their own classification schemes.

The Romans followed the Greek pattern in establishing great central libraries and private collections of political and military leaders. A long line of emperors, for instance, from Augustus to Hadrian, established or grew libraries in Rome during the first two centuries CE.

Throughout the development of ancient libraries, there labored centuries of copyists and scribes—documenting, recording, and preserving human experience on soft clay and wax tablets, papyrus scrolls, and parchment made from animal hides. Kings and emperors and scholars sought to amass larger collections both from within and beyond their political borders. And libraries grew.

While we do know about some aspects of the lives of these copyists and scribes, library history does not closely examine the experiences of people

working in or using these early institutions. Nor do we know much about the meanings they made of their experiences.

The Medieval Library

In contrast to the copyists and scribes housed in the temples of the classical era's libraries, it was in the scriptorium of monasteries that monks assumed scholarly responsibility for reproducing and preserving manuscripts, each one in a bound material called a codex, which was made from parchment and vellum. It was here, too, in the medieval library, that those who worked with organized collections were first called "librarian." Medieval librarians also developed the first early conceptual and systematic notions for library standards: rules for transcription, for instance, and practices for maintaining and preserving manuscripts.

Medieval libraries exhibited a general pattern of not separating political collections from religious ones, which became common subsequently. Both secular and profane materials, for instance, played key roles in the collections of the great libraries of Constantinople of the 13th century. Similarly, the private collections of Muslim scholars eventually merged into increasingly impressive mosque libraries, such as those founded in Cairo and Baghdad during the ninth century. By dutifully reproducing and preserving earlier ancient manuscripts, medieval monks ensured that the world they documented would be preserved and handed down through the ages.

Between the 11th and 14th centuries, cathedrals and early universities began to amass formidable collections, such as those at Oxford, Cambridge, and Paris. Early universities, however, did not host libraries. Teachers personally maintained their own collections—sparingly lending them to students. Otherwise, students bought or borrowed books from local booksellers (*stationarii).* Also during this period, kings and nobles assembled large collections in homage to God or as status symbols. Some of these collections subsequently merged and became valued materials in institutions that were founded later—such as what would eventually become the Bibliothèque nationale de France and King's College Library in Cambridge.

Collection size became increasingly significant in our assessment of these early institutions. While we know that special care was taken to preserve these collections, we know relatively little about the actual experiences of the scholars and university students who used them in their studies. Similarly, while we have some indications about the meanings of these libraries for religious and political elites, we know very little about the meanings that libraries held for these ordinary scholars and students.

The Renaissance Library

Ancient and medieval libraries served primary roles as collectors and preservers of written knowledge. Some historians credit these monastically preserved collections with lighting humanity's way out of the Dark Ages and into the Renaissance. But the cultural movement known as the Renaissance,

emerging largely in Europe between the 14th and 16th centuries, was intimately connected with the era's dramatic expansion of libraries and such library-related activities as the preservation, collection, production, and distribution chiefly of books.

In addition to the literate and cultural elites' commitment to amassing large and increasingly accessible materials, Johannes Gutenberg's invention of movable metal type in the middle of the 1450s fueled tremendous growth in the production of books, in literacy, and in the spread of the intellectual tradition known as humanism. During this period, many individual and royal libraries were established in France, Britain, Germany, and Spain and in large cities like Vienna, Prague, Munich, and Seville. Libraries such as the Biblioteca Marciana in mid-16th-century Italy, for example, represent the period's notion of a public library, in which only elites were considered the "public."

Also during the dramatic intellectual ferment of the Renaissance, the traditional library story of the constant spread, growth, and progressive development encounters a rupture. Not only did massive conflicts within Europe's religious universe—namely, the Protestant Reformation's schism with the Roman Catholic Church—generate tremendous new publication outputs as these world views vied for dominance, but also many monastic and university libraries sustained tremendous damage and destruction.

Despite these events, however, during the Renaissance various library configurations played pivotal roles in the evolution of the modern humanistic world. Libraries housed the era's highest cultural achievements. Libraries incubated the reconceptualization of civic life from the medieval period, and these institutions attempted to safeguard cultural expression through spoken and written experience in pursuit of such notions as civic prudence and virtue.[2]

As with the histories of earlier periods, however, while we have some grasp of the experience and meanings of libraries for elites, the experiences and meanings of non-elite users and library workers remain rather in "the dark ages." How did ordinary people, for example, relate to libraries during this awakening of new civic experience?

The Enlightenment Library

A library more familiar to us today emerges between the 17th and 18th centuries. From an institutional profile connected especially to European traditions of faith, the contrasting Enlightenment library orbits loosely around the notion referred to as the Age of Reason. Here, increasingly in the homes of the wealthy classes and the founders of other institutions, rose libraries more dedicated to collections valued for their content than for the artistic expression evident in them as individual or rare physical artifacts. Increasingly, too, collections were systematically organized topically and by author in catalogs.

More importantly, however, libraries during the Enlightenment reflected the growing significance of the nation-state compared to religious authority. Consequently, among other spreading ideas like constitutional government, many libraries emphasized secular experience. It was during this period, for

instance, that the Bibliothèque nationale de France was founded, along with such others as the Prussian State Library and the British Museum incorporation of the British Royal Library in 1757.

Other kinds of institutionally rooted libraries began to spring forth in the 17th century. Oxford University's Bodleian Library was established in 1602. Many university libraries in the early American period, such as those at Harvard, Princeton, and Yale, began as a result of private religious concerns. Others, such as the Library of Congress, began as secular institutions.

Another type of library also emerged during the Enlightenment. Variously now called "social," or "circulating," or "subscription" libraries, these private collections were owned by different kinds of associations and made available for use by fee-paying members. While the popularity and growth of these "lending" libraries echoed developments in England, it is Benjamin Franklin's Library Company of Philadelphia, established in 1731, that presents the illustrative example.

Much less is known about Asian libraries, though some histories reflect a story similar to those in Europe and the United States. During this period in China, such royal and government collections as the Imperial Library and the Four Treasures Library began to amass tens of thousands of volumes in a wide array of cultural forms and expressions.

Here again, however, library history has yet to yield stories and analysis of people using or working in or even administering libraries during this period of rapid growth. The increasing role of national governments in the development of the Enlightenment library also provokes awareness that we lack strong analysis of statist influence on more contemporary library history. Nor does library history generally recount stories of failed or destroyed institutions or offer reasons for such outcomes. Instead, we are left with the story of rather uncomplicated and continual progress, growth, and development, leading, as if naturally, to the full flowering of the institution we behold today.

Revolutionary Developments

The proliferation of large central libraries constitutes one of the most important features of global library history between the end of the Enlightenment and the mid-19th century. In tandem with more widespread notions of national identity, tremendous central collections grew—from Paris to St. Petersburg and from Oslo to Santiago de Chile. This pattern tracked closely with the global expansion of urban middle-class wealth and higher rates of literacy.

But a wide variety of other library collections also proliferated. Collections developed predicated on particular audiences or users. Literacy itself was mobilized and promoted for a variety of reasons—from providing moral education and acculturating new urban masses, to suppressing race and class rebellion, to shaping national and civic identity.

Libraries called "mechanics institutes," for example, intended to elevate industrial working-class men. In England, the Society for the Diffusion of Useful Knowledge began in 1826. Here we see the more systematic origins of interlibrary loaning, as the society offered men access to related collections

in religious and local governmental collections in addition to other less institutional collections.

A third library type grew from religious institutions. Such collections offered more gender-inclusive access, as well as holdings and services for workers. It is reported that by 1850, Protestant churches alone operated some 2,000 such Sunday school libraries.

The mid-19th century, particularly in Europe and North America, also witnessed the growth of the notion of public education. Here, in addition to changing work patterns and notions of political involvement, school libraries at both the primary and secondary levels developed to support curricular goals. As they do today, school libraries increasingly existed to support the school's curricular mission and centralize materials (rather than disperse them in classrooms); the library was looked upon as an integral unit of the school community. By the end of the 19th century, libraries in schools numbered between 2,500 and 4,000 in the United States alone. Another explosion was to be witnessed with the rise of modern school reform movements of the 1920s, and yet another later in the 1950s and 1960s.

Finally, it was during this period that university libraries evolved, along with different teaching models. Previous university libraries served largely as protectors of small and donated holdings of wealthy benefactors and scholars. Now, in response to the growing popularity of the seminar model of university teaching, libraries supported the students' need to consult ever-larger numbers and types of sources, which led to larger buildings and collections opened for broader audiences. Indeed, one of the students who benefitted from this broadened access to Germany's University of Göttingen library, George Ticknor, eventually founded the Boston Public Library. University libraries today largely maintain this mission to support research for faculty and students.

Consistent with what we know of previous library history, however, we remain without documented and analyzed histories of the people presumably taking advantage of libraries as users or of the people working in them. To what degree did university students, Sunday school children, or working men benefit from their interactions with growing collections and access to larger facilities? What were the ethical and political issues facing library workers? What did these groups interpret as the meaning of these institutions for enhancing and enriching their lives or communities? In what ways did the institutions achieve or fall short of these aspirations and meanings?

The Professionalized Library

While the functions and missions of libraries in the Enlightenment and the Revolutionary Era seem familiar, the development and professionalization of libraries from the mid-19th century forward are more readily recognizable still. In this period, even particular individuals' names appear more familiar.

It was William Frederick Poole—his name revered in library history—who eventually advocated successfully for democratizing both public access to and public support (via local taxes) of libraries. Poole envisioned relying less on wealthy benefactors whose collections generally remained accessible only

to elites. While a few smaller towns in the northeastern United States had been first, it was not until the first large urban public library, the Boston Public Library, opened in 1854 that a local population voted to support its library through taxation.

This major development marked the changing of libraries from quasi-private, "subscription clubs" into increasingly tax-funded institutions. The opening of the Boston Public Library also manifests the predominant pattern of library growth in large cities that had burgeoning immigrant populations. In more agricultural and rural regions, however—regions that, even in industrializing nations, had considerably less wealth and lower population density—the spread of libraries was not nearly as apparent.[3]

Large and industrialized communities in Europe and North America witnessed the emergence of a new class of philanthropist who contributed dramatically to the expansion and distribution of libraries. Andrew Carnegie represents perhaps the most venerated of these. Grown wealthy from various industrial enterprises, these men and their foundations contributed huge sums in support of such civic institutions as libraries, museums, and colleges. Between 1883 and 1929, Carnegie, in particular, pioneered a public–private partnership with over 2,500 municipalities in the United States, Canada, England, Ireland, Australia, New Zealand, Serbia, the Caribbean, Mauritius, Malaysia, and Fiji to construct library buildings. In expanding on Poole's model of open access, Carnegie library buildings almost always inscribed powerful aspirations on their exteriors: terms like "free to all" or "free public library"—a way of announcing that all were entitled to enter the portal of knowledge and improve themselves. It was this notion of the library as "public" that spread to many other continents in the late 19th century.

The Carnegie partnership, though, did not fund the purchase of library collections nor provide funding for staff. Such ongoing operational costs required the commitment of respective communities to qualify for Carnegie building grants—thus insuring that local populations would maintain an interest in the future of their own libraries.

In the English-speaking world, the inexhaustible work of Melville Dewey (1851–1931) is difficult to surpass with regard to libraries and librarianship at the center of the Victorian era. Lists of Dewey's myriad accomplishments are not feasible here, but suffice it to note the global influence of the classification system bearing his name: the Dewey Decimal Classification, from 1876.

That same year witnessed other landmark dates in library history in the United States: The first U.S. journal devoted to libraries, the *Library Journal*, was established in 1876. The founding of the American Library Association (ALA) occurred that year, followed quickly the next year by the establishment of the Library Association in Great Britain.

By the mid-19th century, governmental libraries (at both the national and local levels) burgeoned in size and variety. The most significant examples of this pattern grew from the private collections of wealthy and elite citizens. In the United States, for instance, the Library of Congress began with the formidable Thomas Jefferson collection. By the time the current building opened in 1897, it was thought to be the largest and safest library in the world. Today, it remains the world's largest library, with a collection of some 32 million books, a staff of 5,000, and an annual budget of $700 million.

Between the 19th and 20th centuries, the number and type of what the profession calls "special" libraries also burgeoned to more than 10,000 libraries of over 80 different types. Special libraries were grouped broadly into three categories: libraries serving professional schools, such as law and medicine; corporate or company libraries; and myriad special governmental libraries, such as county law libraries. While their stories are too varied to detail here, special libraries have flourished in most industrial countries since the mid-19th century.

During the waning years of the 19th century, university libraries, particularly in Germany, set the pace for rapid development. Libraries responded to and advanced the development of new professional paradigms and academic disciplines, especially in the social sciences. Private universities such as Harvard, Yale, and Stanford—as well as the still-new public universities at UC Berkeley, Illinois, and Michigan in the United States, Toronto and McGill in Canada, and Oxford and Cambridge in the United Kingdom—constituted research libraries rooted in complex internal organizations and amassed huge collections. Models of funding and governance among all these institutions differed dramatically; some universities administered their own libraries, for instance, while others blended private and public administration.

Beyond these stories of growth and increasing complexity in their buildings and collections, however, library history has yet to seriously consider the nature of how library-using experience responded to, precipitated and modified, or even contested these changes. While wealthy and powerful white men constituted the most acknowledged names in the institutional growth of libraries, were there not other stories as well—of influential women and the experiences of others contributing to the development and delivery of library services? And, as with earlier periods of library history, we must still inquire about the meaning(s) of libraries and their offerings to various communities of users during this period.

Training and Work in the Profession

In addition to the dramatic growth in collections, institutional complexity, and the number of physical buildings that libraries occupied during the late 19th century, the human capital working and providing service in these buildings also represents a tremendous aspect of library history. Simultaneous with these developments was the groundwork being laid for the training and education of the people to work in libraries.

Prior to the 19th century, people working with book collections trained mostly at the sides of scribes, scholars, collectors, and bibliographers. The largest and most complex collections trained new people through apprenticeship. Evolution of the conceptual aspects of training began to quicken in the early 19th century, and it quickened further during the middle of the century—especially in Europe, and in China as well.

Melville Dewey's energies and conceptual rigor in classification and standardization procedures achieved their highest fruition and influence. Through Dewey's efforts, the first library school was founded in 1883 as the School of Library Economy at Columbia College (now Columbia University). Dewey's

influence eventually spread to schools in Germany, Denmark, England, Italy, and China by 1920.

Women, particularly in the United States and Europe, parlayed activism in libraries, among other professions, to increasingly emerge from Victorian domestic roles and enter what historians have called the "public sphere" as library workers. Indeed, between 1870 and 1930 perhaps as many as 75 percent of all public libraries, including those applying for Carnegie grants, appeared as a result of the activism of middle-class white women through a broad array of voluntary women's associations and clubs. Women have numerically dominated the ranks of library professionals ever since: 73 percent of the ALA membership and 70 percent of all master's degree–level students by the end of the 20th century.

Perhaps the most significant disruption in the grand narrative of ever-increasing institutional growth and progress, however, is the still-nascent history of the "feminization" of librarianship. While library historians have done an admirable job acknowledging the significance of growing numbers of women in the profession since the late 19th century, that story remains one largely of middle-class white women and mainly in the United States and Britain. There are very few historical treatments of women in administrative or policy-making positions and fewer still of nonwhite women. With rare exception do we learn about the daily experience of female library users. Indeed, ordinary experience in general remains a largely ignored topic in library history to this day.[4]

Libraries in the 20th Century

While the conventional master narrative of libraries in the 20th century portrays tremendous growth and development, the full story remains largely unexamined. Two major changes help define this complexity. First, the size and growth of national governments in the western world, a consequence of two engulfing world wars, certainly led to unparalleled expansion of many governmental functions and to the evolution of international library cooperation and resource sharing. Second, especially in the United States, library history also included an important degree of reconciling the institution's tensions regarding service in a culturally diverse society.

During this period of rapidly expanding libraries, as is evident throughout history, collections kept on hand seldom satisfied user demand. Thus, to one degree or other, resource-sharing has played a role in library service from the beginning. Certainly, observable sparks of international connections and resource-sharing appeared in the late 19th century. The first International Conference of Librarians, for example, convened in London in 1877.

But it is in the 20th century that systematic and institutional connections began hard-wiring international institutions and resources together. The Dewey Decimal Classification was adapted and renamed as the Universal Decimal Classification in 1907. The Union of International Associations (UIA) was established in 1907. The International Federation of Library Associations and Institutions (IFLA) was founded in 1927 in Scotland and is housed now in The Hague, and the International Federation for Information

and Documentation (IFID), while established in 1895 as the Institut International de Bibliographie (IIB), was renamed and reconceived in 1938 and is also resident in The Hague. These organizations sought not only to better connect key library personnel and resources across national boundaries, but also to establish and support the growth of library programs in Asia, Africa, and Latin America.

During the 1960s, a variety of technical innovations accelerated the sharing of library collections and records across the globe. Recently decolonized nations, or those emerging into greater independence, frequently benefitted from technical advances introduced by previous colonizers. Such is the case in the development of the National Central Library in Tanzania's Dar es Salaam. Recently, the library began offering Chinese-donated computers for an Internet café. Libraries in Australasia have earned a good reputation as early adopters of digital preservation and access. The MAchine-Readable Cataloging format (MARC) created bibliographic records sharable across national boundaries. The Online Computer Library Center (OCLC) and Research Library Information Network (RLIN) facilitated a dramatic capacity for member libraries to share collection data.

The spread of these systems, along with increasing adaptation of digitization and the advent of the Internet, quickly became evident among European and Asian libraries, further extending reciprocity across international boundaries. By the end of the 20th century, an estimated 93 percent of all disseminated information was being produced (also called "born") digitally and 95 percent of public libraries in the United States provided Internet access. In Japan, 90 percent of academic libraries and 60 percent of public libraries reported offering Internet access. Another indication of the rapid spread of technical innovations is manifested in the fact that by 1999, about 75 percent of the 56 programs in the United States and Canada accredited by the ALA leading to the master's degree for librarianship offered online or "distance" learning of one kind or other.

Seemingly ensnared in constant warfare, the 20th century occasioned the transformation of many service institutions. The ALA itself grew tremendously through the early years of World War I, for instance, in furnishing far-flung troops with reading materials through such social support organizations as the American Red Cross. Government-supported libraries of all kinds, particularly at public universities, grew as nations pressed many aspects of education and learning and research into war mobilization.

Worldwide economic depression in the 1930s, followed by World War II, and then by the Cold War lasting through the 1980s—these induced unprecedented governmental spending as global forces battled for ideological supremacy. Like most major institutions connected to learning, education, and research, libraries expanded to meet new challenges. Some reports suggest that academic library collections doubled as rapidly as every 20 years during this period, and they matched this with massive numbers of new buildings. Also during this period, in which post-war population distribution growth shifted from cities to suburbs, the distribution of federal funds facilitated rapid expansion in public libraries through increasingly important state and county jurisdictions and bureaucracies.

Libraries located in schools also exploded in number, particularly from the mid-1950s into the 1980s. In the United States, for instance, as part of the National Defense Education Act (NDEA) of the late 1950s, federal matching funds supported the purchase of curricular materials, media, and equipment as school library roles grew. The American Association of School Librarians (AASL) officially became a division within the ALA by mid-century. The AASL, by issuing its first Standards for School Library Programs, facilitated the rapid professionalization of school library staff. Many school libraries were renamed "media centers" to reflect the equipment and new formats that were streaming into libraries, from "film strips" through the introduction of the computer into schools.

More broadly, although "minimum standards" for the education of librarians had been a concern for the ALA back in the 1920s, as was the case among many professional associations, it was not until the 1950s that ALA established the Committee on Accreditation (COA) to apply standards conferring professional status upon holders of the master's degree. The COA ensured students, the profession, and the general public that master's-level programs delivered appropriate preparation for the ALA's practitioners. As the profession responded to change, the criteria guiding COA's review of master's programs have periodically undergone revision as part of a profession-wide discussion. More recently, for instance, the criteria that COA uses to assess master's-level education include an emphasis on LIS program-level learning outcomes.

While the rapid global expansion of all kinds of libraries—and their capacities to respond to technical innovation—represents the most important aspect of library history in the 20th century, a second major change arises from U.S. libraries becoming increasingly embroiled in conflict and social change domestically. Libraries were forced to reckon with the complex demographic profiles of their communities.

With rather few exceptions, library users prior to the 20th century came largely from the intellectual and social elites. The 20th century's massive urbanization and social upheavals—combined with various reform movements and a broadening economic prosperity, particularly in western societies—generated new demands and created new notions of library publics. Libraries faced direct challenges regarding whom they defined as their publics and whom they excluded. And, contrary to the master narrative of traditional library history, libraries frequently did not greet these challenges with open arms.

In contrast to library lore and myth about being "open" and "free to all," as the Carnegie library buildings proclaimed, or as contemporary professional identity likes to project back into history—about being forever dedicated to pluralistic and liberal democratic values of intellectual freedom—libraries in the 20th century were forced to come to grips with actual history.

Recent historical treatments of libraries from the 18th century to the present demonstrate how the institution has struggled mightily to define its user base and purpose. Historians and librarians writing in the past quarter-century have only begun to discover heavy conflicts over incorporating working people, immigrants, women, African Americans[5] and other racial and linguistic minorities, people with disabilities, and even adolescents into library visions of entitled users.[6]

Few of these histories portray the familiar progressive, enlightened, value-neutral institutional exception to social and historical circumstances of the profession's self-image. Among the illustrative moments in this more complex past are the ways in which, between the 1950s through the 1970s, libraries and their associations frequently and strenuously fought against racial integration of public facilities in ways similar to those seen at public pools, recreation centers, and city parks. Such conflicts plagued all aspects of library experience—from how resources were secured, distributed, and governed; to who was or was not allowed to attend children's story time, to admissions of students into library schools.

Today, with the global ideological wars of the 20th century receding quickly into history's rearview mirror, libraries continue to evolve, still at the prominent center of human experience. Arising out of the research emphasis of Cold War militarism, for example, the Internet's global connectivity changed the world's relationships to information across commercial, educational, and governmental purposes—engendering progress and disruption at the institutional, social, and cultural levels, as well as the personal level. Libraries and their holdings became increasingly digital and thus increasingly accessible beyond physical walls. A 21st-century goal of the library of Congress is to convert all its holdings to digital formats.

NEW QUESTIONS TO ASK LIBRARY HISTORY

Documenting library development and growth across history certainly reveals important aspects and dimensions of the institution's past. As noted above, however, traditional library history's "master narrative" has tended to approach this story through the library's own experience—that is, viewed largely through elite perspectives. In many instances, this master narrative concentrates on the building of buildings, on statistics about numbers of books in library collections, on the rehearsal of policies and procedures, and on the celebration of aspirations (or motives) of elites. Today, many students quickly learn, for instance, that the United States hosts some 121,790 libraries, over 17,000 public libraries, 3,745 academic libraries (including those in community colleges), nearly 9,000 special libraries, over 1,000 government libraries, and nearly 100,000 school libraries.

In contemporary terms, we would call these criteria "input" and "output" measures—what libraries self-report about their own experience: what libraries aspire to accomplish, what they believe they do accomplish. From this vantage point, we might be tempted to claim that the library has played an exceptional or "essential" or "vital" role in cultural value and achievement, and to consider this success as something rather inevitable. Alas, it is easy to indulge this interpretation—in the same way western democracies tend to imagine themselves as developing on a straight upward trajectory toward ever-broadening notions of liberty and freedom.

Telling the history only within the parameters established by the institution like this, however, comes at the expense of other ways to explore and learn about the dynamic and complex ways in which libraries have collected, organized, preserved, and made accessible the documentary record of human

experience. History does not guarantee inevitability. History is ever and always more contingent.

Given this traditional master narrative, then, we are justified in being skeptical about how library history has generally assumed too heavy a reliance on "growth" and "progress" themes at the expense of pursuing more complex and contested stories. It can appear as if the story of users serves only to tell the library's own story of itself.

There was never a guarantee, however: no static or consistently upward trajectory and no assurance that society would adopt, support, or value these institutional aspirations. Libraries are more contingent, complex, and dynamic than that. They existed in particular ways for particular reasons to serve particular purposes. Libraries existed because they responded to particular cultural needs and historical contexts. They became devalued or failed to exist when they did not.

Moreover, not all stories or episodes demonstrate "success" or progress. Some library aspirations were less well achieved than others. Mistakes and accidents and disasters and disruptions occurred. Failures and misfires happened. And, as we have seen all along, many stories remain untold.

Other Experiences in Library History

Other stories, different criteria, and new questions can help us understand more of the complexity and contingency of the library and how it changed, or did not change, within particular contexts throughout history. As mentioned above and arising specifically out of the social conditions of the 20th century, library history has recently begun to explore new questions. Some of these questions examine the experience of ordinary library users and their communities, beyond what libraries and leaders said or assumed or imagined. As someone considering or starting a career in the profession, you may find value in exploring some of these new questions.

The interpretation of "libraries as always contributing to an ever-broadening democratic culture" indeed conflicts with the difficult and frequently dangerous contingencies we read about in the history of how, for instance, libraries had to be forced to accept users from nonwhite racial backgrounds. In many instances, in fact, white communities were willing to sacrifice their beloved libraries rather than share them with people of different races. This story alone illustrates that there was no necessarily straight line leading to ever-expanding "free to all" access to resources, to library buildings, or to careers.

Emerging out of these still largely overlooked common experiences lay other approaches, and other questions, deserving our attention. Chief among these are the actual experiences of nearly all library users throughout history. What did users actually do in those temple libraries of ancient Babylonia? How did users in medieval Cairo and Baghdad find value in early librarian efforts to systematically organize library holdings? We know that in 1873, Karl Marx penned one of the most famous phrases in western literature (*Das Kapital)* in the British Museum Library: "From each according to his ability, to each according to his needs." But library history has yet to render much of the