Summer 2008

Workplace Speech in Libraries

Authors: Kathleen de la Peña McCook

Follow this and additional works at: http://scholarcommons.usf.edu/si_facpub

Part of the Library and Information Science Commons

Scholar Commons Citation
McCook, Kathleen de la Peña, "Workplace Speech in Libraries" (2008). School of Information Faculty Publications. 118.
http://scholarcommons.usf.edu/si_facpub/118

This Article is brought to you for free and open access by the School of Information at Scholar Commons. It has been accepted for inclusion in School of Information Faculty Publications by an authorized administrator of Scholar Commons. For more information, please contact scholarcommons@usf.edu.
PROGRESSIVE LIBRARIAN
A Journal for Critical Studies & Progressive Politics in Librarianship

Issue #31 Summer 2008

Freedom of Expression in the Library Workplace
Reading & Culture: Progressive Era
Library Science in Mexico
Jammin’ in the Stacks
Braverman Prize – “Just throw it all away!”
Documents & Book Reviews
CALL FOR PAPERS

Articles, book reviews, bibliographies, reports, documents, artwork and poetry that explore progressive perspectives on librarianship and information issues are wanted for future issues of Progressive Librarian.

Please submit electronic-files via e-mail, CD-ROM or floppy as Rich Text Format (.rtf) or Microsoft Word (.doc). Typewritten manuscripts are welcome. Prints and digital images also welcome, if digital provide 300 dpi grayscale TIFF (.tiff) files no larger than 5x7 inches. Use your favorite citation style for references. Just be consistent, please.

We reserve all rights to edit all submissions.

Submit manuscripts to:
Progressive Librarians Guild, PL Editors
Rider University Library, 2083 Lawrenceville Road, Lawrenceville NJ 08648
or e-mail jeb224@georgetown.edu

Subscription/membership rates:
$20 individuals; $35 institutions; $40 overseas firstclass
Checks and money orders in US$ to Progressive Librarians Guild

Subscription requests & membership dues to:
Progressive Librarians Guild
Rider University Library, 2083 Lawrenceville Road, Lawrenceville NJ 08648
PLG membership form at www.libr.org/PLG
# TABLE OF CONTENTS

**Progressive Librarian #31**  
**Summer 2008**

## GUEST EDITORIAL

Cultivating a Culture of Freedom of Expression in the Library Workplace, *by Toni Samek*

## ARTICLES

Workplace Speech in Libraries, *by Kathleen de la Peña McCook*

Reading and Culture: the Challenge of Progressive Era Beliefs in the Postmodern World, *by Jenny Bossaller and Doug Raber*

Library Science in Mexico: a Discipline in Crisis, *by Angel Castillo and Carlos Martinez*

Jamming in the Stacks: Music as a Progressive Librarian Ideal, *by Scott J. Simon*

## BRAVERMAN PRIZE ESSAY

Just Throw it All Away! (and other thoughts I have had that may bar me from a career in archiving), *by Miriam Rigby*

## DOCUMENTS

On the Misrepresentation & Misunderstanding of Library Archives and Special Collections in the case of the *National Review*’s “Investigation” of Documents Housed in the Richard J. Daley Library at the University of Illinois at Chicago – August 2008.

PLG Statement on WiFi in Libraries & the Precautionary Principle

Fact Sheet 2008 – Library Workers: Facts & Figures, *Department of Professional Employees, AFL-CIO*
Fact Sheet 2008 – Professional Women: Vital Statistics, Department of Professional Employees, AFL-CIO

The Union Difference for Library Workers, Salary Survey 2006 by ALA-APA & DPE, AFL-CIO

BOOK REVIEWS

College Libraries and the Teaching/Learning Process: Selections from the Writings of Evan Ira Farber, edited by David Gansz.
    reviewed by Eileen H. Kramer

Mrs. Magavero: a history based on the career of an academic librarian, by Jane Brodsky Fitzpatrick.
    reviewed by Cody Hennessy

NOTES ON CONTRIBUTORS
CULTIVATING A CULTURE OF FREEDOM OF EXPRESSION IN THE LIBRARY WORKPLACE

by Toni Samek

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 19, Universal Declaration of Human Rights

As Kathleen de la Peña McCook notes in her article “Workplace Speech in Libraries and Article 19 of the Universal Declaration of Human Rights”: “in the spring 2005 Berman put forth the proposition in the Journal of Information Ethics that ALA adopt a policy on workplace speech. With some modification from Berman’s proposal, a resolution ‘Resolution on Workplace Speech’ was passed in June 2005 and a policy incorporated in the ALA Policy Manual.” Fast forward three years later to Thursday, May 22, 2008. On this date, at the Canadian Library Association (CLA) Annual Conference in Vancouver, the Advisory Committee on Intellectual Freedom hosted a landmark session titled “Inside Talk: Freedom of Speech in the Library Workplace.” The official session description read as follows:

What are library and information workers talking about on the job? Whose voices are coming through the library channels? To what extent is self-censorship or inside censorship a common practice? What is and is not acceptable when librarians participate in citizen journalism that criticizes employers in the blogosphere? And in a professional community that holds intellectual freedom so dear, why did the ALA see the need to adopt a 2005 Resolution on Workplace Speech which states: “Libraries should encourage discussion among library workers, including library administrators, of non-confidential professional and policy matters about the operation of the library and matters of public concern within the framework of applicable laws.” Should the CLA adopt a sister-resolution? And what about our library administrations? The pros and cons of resolutions on workplace speech for library institutions are up for debate with panelists Kathleen de la Peña McCook, [Mitch Freedman], Sam Trosow, and Paul Whitney, who will discuss just what resolutions on workplace speech might look like and mean for the CLA, library administrations, and Canadian library and information work in the 21st century. Audience participation is highly encouraged in this timely, reflective look inside our very own institutional culture.
Learning Outcomes:

- What is “workplace speech” in the context of library institutions?
- What is the history and context of ALA’s 2005 Resolution on Workplace Speech?
- The pros and cons of adopting sister statements in the context of the daily-life, recruitment, and retention of Canadian LIS workers in the 21st century.

The speakers, in order of appearance, were Maurice Freedman (former ALA President and current publisher of THE U*N*A*B*A*S*H*E*D LIBRARIAN); in absentia Kathleen de la Peña McCook (Distinguished University Professor, University of South Florida); Paul Whitney (City Librarian, Vancouver); and, Sam Trosow (Associate Professor, jointly appointed to the Faculty of Law and the Faculty of Information and Media Studies, University of Western Ontario). I convened the session, which involved organizing it (with the aid of the Committee members), providing the introductory and closing remarks and, delivering Kathleen’s speech. Prior to the conference, library activists in Canada and the United States rallied interest in the session via two essential blog postings. The first notice, titled “Employee Expression in the Library Workplace, Encouraged or Censored?,” was posted on May 15, 2008 to the Concerned Librarians of British Columbia blog. (This is an advocacy group of Canadian librarians formed in 2004 whose goal is to heighten awareness on current issues as they pertain to the profession). The second notice, titled “Freedom of Speech in the Library Workplace”, was posted by Rory Litwin on May 19, 2008. Rory wrote:

I don’t often blog conference programs, but this is one I want to highlight, in part because I’m hoping that it will generate some papers and activities that will be helpful to people outside the conference and I want to let people know about that possibility, … ALA affirmed the right of librarians to intellectual freedom on the job, which is great, but despite that affirmation it is something that needs more discussion and advocacy in order to advance. I hope that this program will be helpful outside of Canada and I look forward to hearing about how it went. [The post was filed under Intellectual Freedom, Labor Issues, The Profession.]

So what happened? About 70 people attended, which was an encouraging number for a conference registration of less than 600 with simultaneously overlapping sessions. I delivered the introductory remarks to contextualize the session. Then Mitch spoke. Then I read Kathleen’s speech in absentia. Then Paul weighed in. Then Sam gave a kind of closer that picked up on what was already said, and he did so partly through a legal lens. I then made some summary comments and suggestions for future directions. Four or five audience members spoke eloquently at the end, including a librarian from Winnipeg, from Saskatoon, and Alex Youngberg – the recently named Library Journal Mover & Shaker from the Canadian Union of Public Employees (CUPE). These audience contributions provided interesting and supporting comments in favour of more momentum for workplace speech in libraries. Overall, the session included examples from both US and Canadian perspective. We read aloud ALA’s 2005 “Resolution on Workplace Speech” and encouraged the room of people to help build discussion about whether CLA should adopt a sister resolution and whether or not a day may come when CLA opts to censure libraries that do not uphold its values. We acknowledged that ALA’s Resolution is a persuasion and consensus building tool, but does not reflect enforcement authority in libraries. We also read out a model clause from the Saskatoon Public Library
agreement that directs the institution to uphold CLA’s “Statement on Intellectual Freedom,” both in the external context of the library’s publics and the internal context of its workers. Of special import, Paul Whitney gave some attention to the newly amended Code of Conduct for the City of Vancouver, which includes mentions of both criticisms of policy and of city officials.

I express thanks to my critical librarianship colleagues at *Progressive Librarian* for publishing Kathleen’s outstanding speech and for giving me the opportunity to contextualize it within context of the conference session and its aims. This creates an important – and bibliographically accessible – historical record to put the session in our collective memory. I extend thanks to all four session speakers – Kathleen, Mitch, Paul and Sam – and to the folks who came out to hear them. A very special thank you goes to the students in attendance! Having a cadre of Canadian MLIS students present was particularly heartening. Because, as Kathleen states so elegantly: “Why some will advocate for values like Article 19 of the Universal Declaration of Human Rights (cited above) and others will not, is likely due to a lack of focus in LIS education on ethical issues and by the profession at large” and that the “adoption of the ‘Position Statement on Information Ethics in LIS Education’ [ratified] by ALISE [in January 2008] is a step forward in guaranteeing that these issues, including workplace speech, will be addressed in programs of LIS education.” Of special note, two attending MLIS students, Darby Love and Kathleen Reed, just launched the “New Librarian Guide to Workplace Speech” website on May 31, 2008. Their pioneering work was originally published in print brochure format on March 25, 2008 as part of an assignment for me in LIS 592 Intellectual Freedom and Social Responsibility at the University of Alberta’s School of Library and Information Studies.

The location and timing of the CLA conference session was especially significant, because it was held in Vancouver and the Vancouver Public Library had its first strike in 2007 (shortly followed by a lockout at Victoria Public Library). The strike, in part, prompted CLA’s related 2007 resolution on pay equity titled “Canadian Library Association Position Statement on Equitable Compensation for Library Workers,” approved by Executive Council, October 5, 2007. Will a workplace speech resolution follow? And if so, would it be sufficient to cultivate a culture of freedom of expression in the library workplace? And would it acknowledge that freedom of expression includes freedom to dissent?

**Sources**


WORKPLACE SPEECH IN LIBRARIES
by Kathleen de la Peña McCook

Once the idea of inequality is allowed to take root, a veritable
forest of ritualized gestures and phrases springs up to reinforce it.
The notion that some bow and others are bowed to comes to seem
natural; the cool touch of the floor against our forehead begins
to feel right: from classroom to corporate cubicle to the halls of
Congress, deferential way leads on to deferential way, and at the
end of the road, as Tocqueville foresaw, stands a baaa-ing polity
“reduced to nothing better than a flock of timid and industrious
animals, of which the government is the shepherd.”
From “Democracy and Deference” by Mark Slouka
Harpers, June 2008

Everyone has the right to freedom of opinion and expression; this
right includes freedom to hold opinions without interference and to
seek, receive and impart information and ideas through any media
and regardless of frontiers.
—Article 19, Universal Declaration of Human Rights

Fear of speaking out at work is a manifestation of larger political and
social forces than simply a dysfunctional administration at one’s
place of work. If we assess our working life as part of a system we
will begin to see where repression comes from and we can begin to develop
a philosophical, ethical and political framework to overcome fear. Certain
kinds of governments unleash and empower the petty dictator within some
bureaucrats. Without a larger world view than our cubicle in our office in
our building we can easily be made to feel threatened, marginalized or
isolated when we speak up for what we deem is right action. And there is
nothing good about being threatened, marginalized or isolated. But some
of us take stands that make us so. Why some will advocate for values like
Article 19 of the Universal Declaration of Human Rights (cited above) and
others will not, is likely due to a lack of focus in LIS education on ethical
issues and by the profession at large. This is why “Inside Talk: Freedom of
Speech in the aLibrary Workplace,” sponsored by the Advisory Committee
on Intellectual Freedom of the Canadian Library Association is of such
importance.

Librarianship had a recent case (1999) of a major workplace speech
controversy when Sanford Berman was to be given a reprimand and
demotion at the Hennepin County Library following his speaking out
against the library’s cataloging policy (Berry). Berman’s efforts to stand for workplace speech have been discussed by Carney in his article on democratic communication in the library workplace:

On January 18, 1999, Sanford Berman sent three of his superiors a memo expressing his opinion on proposed changes regarding the cataloging of library materials. Berman’s superiors responded to his seemingly harmless memo with a written reprimand, accusing him of unprofessional behavior, stating “You have the right as a citizen to express your opinion. You may not initiate discussion of that opinion on work time nor route that opinion to staff at work” and that “…further counterproductive behavior” would result in “… further discipline.”

Berman resigned.

In spring 2005 Berman put forth the proposition in the Journal of Information Ethics that ALA adopt a policy on workplace speech. With some modification from Berman’s proposal, a resolution “Resolution on Workplace Speech” was passed in June 2005 and a policy incorporated in the ALA Policy Manual.

54.21 Workplace Speech – Libraries should encourage discussion among library workers, including library administrators, of non-confidential professional and policy matters about the operation of the library and matters of public concern within the framework of applicable laws. (See Current Reference File: Resolution on Workplace Speech, 2004–2005 ALA CD#38.1)

I offer my recent experiences to demonstrate how daily work in the 21st century is a constant effort to be true to values of human rights and social justice and the many ways that workplace speech can be repressed. I write from the point of view of a citizen of the United States and an employee of the state of Florida. I tell you at the outset that I speak only for myself and not my university. My name is Kathleen de la Peña McCook and I am a professor of library and information science at the University of South Florida (USF) in Tampa. I am also an active member of the union, the United Faculty of Florida (UFF).

The case of Sami al-Arian

The University of South Florida (USF) employed Dr. Sami al-Arian as a computer engineering professor. Outside of work Dr. al-Arian was very active in, and very outspoken on, a number of pro-Palestinian and Islamic issues. On December 19, 2001, the university president announced Professor Al-Arian’s imminent termination. Since this termination involved Professor Al-Arian’s due process and academic freedom and tenure rights, my union, the United Faculty of Florida (UFF) quickly became involved.
Over holiday break in 2001-2002 we organized a mailing and protest of the university's labor action. The UFF defends the contract by which professors at USF are hired, and any violation of the contract threatens the entire faculty at USF. During 2002, and into 2003, UFF assisted Al-Arian in his confrontation with the USF Board of Trustees. On February 20, 2003 Dr. al-Arian was arrested for allegedly supporting terrorism. Although acquitted of most of the charges, Dr. al-Arian remains in jail (see United Faculty of Florida; Free Sami al-Arian).

The al-Arian case illuminated for me the intense fear that workers experience regarding their employment. During my union’s defense of Dr. al-Arian we had members resign because they were either afraid to be part of his defense or because they felt he should be terminated. The union never took a position on Dr. al-Arian’s guilt or innocence, simply on his right to due process. Florida is a so-called “right to work” state which means that although all are covered by the collective bargaining unit, paying dues is not required. When I recruit for union membership (only about one-third of the USF faculty are paying members) I am often told that there is “fear” of reprisal for union membership and that supervisors might not support tenure for those belonging to the union. In truth the union protects workers, but so much disinformation has been spread that some faculty express anxiety.

The al-Arian case was a direct result of the attacks of September 11, 2001 because Dr. al-Arian appeared on a TV talk show—The O’Reilly Factor—and his exercise of free speech stirred up much public concern. Jeb Bush, then governor of Florida (1998-2006) issued a press release calling for Dr. al-Arian’s termination. Jeb Bush had dismantled the entire state university system and replaced it with trustees appointed by him who were inclined to follow his directives. (It took the union several years to be re-established, but this did happen after much intense effort).

*Florida Librarians and the Very Petty Governor Jeb Bush*

Open speech in Florida’s public institutions had slowly shut down under Governor Jeb Bush since the 2000 presidential election in which Florida played such a central role for his brother’s eventual selection to the presidency by the U.S. Supreme Court. In 2002 librarians invited Professor Lance deHaven-Smith, a widely published and quoted professor of public administration at Florida State University to speak to a state library program on trends in Florida politics. However, prior to his presentation at the library program deHaven-Smith wrote in a column:

> One must assume that this is why Florida Republicans have become so aggressive in punishing their critics, insisting on total loyalty from professional staff, drastically reducing civil service protections, and interjecting politics into the administration of Florida’s public universities...It also explains their actions in blocking and disrupting
the proper execution of Florida election laws in the disputed 2000 presidential election.

And then deHaven-Smith followed these comments on Sept. 2, 2002 with a guest column saying that Al Gore got the most votes in Florida two years ago and would have been declared the winner if the state had been allowed to recount all uncounted ballots. Three days later, as Martin Dykman reported in the *St. Petersburg Times*, deHaven-Smith got word that he was out as a luncheon speaker at the state library conference. A consultant at the Bureau of Library Development explained that “preparing for our transition” to the governor’s office “is making folks sensitive to anything which may be construed as inappropriate. This has had an impact on the Conference agenda . . .”

Librarians in the state of Florida were put on notice that crossing the governor would have repercussions. On January 21, 2003 Jeb Bush announced plans to dismantle the State Library of Florida. The sudden “retirement” of long-time State Librarian Barratt Wilkins, the appointment of a successor, Judi Ring, without a search, and the Governor’s peculiar statements in his inaugural address:

...we can embed in society a sense of caring that makes government less necessary. There would be no greater tribute to our maturity as a society than if we can make these buildings around us empty of workers; silent monuments to the time when government played a larger role than it deserved or could adequately fill,” seem to have been the result of his displeasure at librarian advocacy (Dillinger & McCook).

The Florida Library Association (FLA) issued a resolution on February 21, 2003 against the planned elimination of the Division of Library and Information Services and the dispersal of the State Library collection. A coalition was formed and public support generated to defeat Jeb Bush’s plans. Standing together librarians were able to reverse Bush with support of the legislature. However, at the end of his term in 2006 Jeb Bush took a final petty action and cut nearly $6 million in library support. There was payback for standing up to his wishes.

As I look back at Florida during the Jeb Bush years it was like Portugal in the late 1930s under António de Oliveira Salazar in the days leading up to total control. It is through reading and literature that we can gain the best understanding of how a government sets the tone for repression that eventually becomes fear to speak at work. This does not usually happen all at once. I recommend to you *Pereira Declares* by Antonio Tabucchi in which the protagonist, a journalist in Lisbon (1938), slowly realizes that by acceding to government censors in the choice of books he reviews that his culture is being compromised:
Well then, said the editor-in-chief, I really didn’t expect this latest thing. What latest thing?, asked Pereira. That panegyric on France, said the editor-in-chief, has caused a lot of offence in high places. What panegyric on France? asked Pereira totally bewildered. Come now Pereira! exclaimed the editor-in-chief, you published a story by Alphonse Daudet about the Franco-Prussian War which ended with the phrase, “Vive la France!” [p. 109]

**War in Iraq – Discussion Curtailed Among LIS Students:**

“Befehl ist Befehl” [Orders are orders]

In February 2003 students at the University of South Florida School of Library and Information Science (SLIS) were discussing the possibility of war in Iraq on “ALIS” (Association of Library and Information Science), the School’s electronic discussion board. Without notice the director of the SLIS shut down the discussion board and restarted it with a moderator as censor designated to read the posts and delete those deemed controversial (no notice or criteria provided to members). Prior to this the discussion board had been completely without moderation. I filed a grievance under the contract of my union—the United Faculty of Florida—and the shutdown and censorship of the discussion list was deemed to be a violation of academic freedom. It was restored but marginalized. There was no more school promotion of the discussion list as a vehicle for student information.

However, although individual colleagues noted their sympathy I was also shunned to some extent and viewed as belligerent for fighting the shutdown. I asked the person directed to moderate the list why s/he had done so and got a shrug. We must all recognize that “Befehl ist Befehl” is not a new defense. Stand up and be ready to be alone.

[Again, I commend to you, “Democracy and Deference” by Mark Slouka in Harpers June 2008. He states – “What we require most in America today are bad soldiers: stubborn, independent-minded men and women, reluctant to give orders and loath to receive them, loyal not to authority, nor to any specific company or team, but to the ideals of open debate, equality, honesty, and fairness.”]

**Gay Pride in Hillsborough County, Florida (Tampa)**

In June 2005, a student at the School of Library and Information Science at the University of South Florida created a display of young adult books on gay themes and set it up at a branch of the Hillsborough County Public Library in Tampa. The display upset a parent who protested to the county’s governing board. When this occurred three of us on the School of Library and Information Science faculty worked to develop a support group and made efforts to challenge the Hillsborough county commission’s vote.
We lost. I was most amazed, frankly, about the little support we received from the larger library community in spite of the protection of such a display under the American Library Association policy, “Access to Library Resources and Services Regardless of Sex, Gender, Identity or Sexual Orientation.” Only a few students and one brave school library media specialist spoke up in public forums. A read-in was sponsored to discuss the books banned from display and support was small. The conservative tone of the employing county seemed to have had power over many librarians’ inclination to speak in support.

Later that summer of 2005 the American Library Association Council adopted the resolution on Workplace Speech which could be applied to the Hillsborough County incidents: “Libraries should encourage discussion among library workers, including library administrators, on non-confidential professional and policy matters about the operation of the library and matters of public concern within the framework of applicable laws.” As noted above this resolution was incorporated into the ALA Policy Manual as Policy 54.21 “Workplace Speech.”

As Linda B. Alexander discussed in American Libraries, the Hillsborough County gay pride ban shows why the resolution on workplace speech is crucial. County employees, specifically librarians, were afraid to speak up against the ban on Gay Pride because of a rule that county employees are not allowed to share information with the media about their opinions of events in the workplace. This is counter to the ALA resolution, which asserts that “library staffs are uniquely positioned to provide guidance on library policy issues that is informed by their experience and education.” When librarians were not allowed to speak out to defend their First Amendment rights, the public could only assume that librarians were not solidly against the commission’s action nor solidly for the cause of intellectual freedom. Although this was not the case, Hillsborough County public librarians remained tight-lipped due to fear of reprisal.

Is the pressure to get along more important than Human Rights? I know that by standing up to the County Commission and going to Library Board meetings to protest this action that I have lost the friendship of library administrators in Hillsborough. On a personal basis this makes me very sad. However, I think that Human Rights are more important than caving to a Board of County Commissioners that does not believe in Human Rights for everyone. I am very proud of the Florida Library Association Boycott of Hillsborough County. The state library association did the right thing.

Bart Birdsell, a Hillsborough County School Library Media Specialist spoke up bravely in defense of intellectual freedom in this case and was honored by Library Journal as a “mover and shaker” in 2006. Birdsell sent emails from his home account to the Hillsborough county library director, protesting censorship of Gay Pride, and was warned by the school board to keep his political opinions away from work. Two days later, Bart Birdsell stood with a bullhorn in front of the public library where a county
commission meeting was underway, reading aloud from books taken off the display. Birdsall said, “My freedom of speech means more to me than any job…and some gay teen may be watching. I will stand here and read for her or him, so she/he sees an adult who stands firm and isn’t afraid to be openly gay.”

While the end result was a county-wide ban on the use of any county facilities to celebrate Gay Pride in spite of community comment and protest (the ban remains in effect at this writing in April 2008), there has been a statewide conversation about workplace speech. Gay and lesbian people have been denied the right to celebrate Gay Pride Month using Hillsborough county resources, but the state library association took a stand. This action was recognized by Toni Samek in her book, Librarianship and Human Rights.

When library administrators follow the will of anti-free speech politicians, the people lose. Carney has observed that when library workers stand up the people gain voice:

When the library worker is unable to challenge these practices, factors, and limitations, the defense of universal intellectual freedom and freedom of expression is inhibited as the voices that wield more power are allowed to dominate the dialogue of human communication. Challenging the hierarchical organizational structure that is common to the library as a place of work may then be looked upon as a first step toward the development of an egalitarian free speech situation, where intellectual freedom actually exists along side real social and economic equality.

**Standing up for Unions in the LIS Curriculum**

Recognition of the increasingly repressive 21st century academic environment in the United States is important in the context of this CLA program on workplace speech. While we might think that all LIS faculty are proponents of workplace speech, it seems that some side with administrations without a second thought and thus against unions. Some who teach future librarians seem to assume all graduates will be administrators and exercise self-censorship as regards analysis of unionization.

Library educators who belong to the Association for Library and Information Science Education (ALISE) lost when it comes to debating issues about unionization on their discussion list—a flaccid public sphere. ALISE has long had one central discussion list called JESSE. JESSE is moderated and censored. Last summer I had been writing about the Vancouver Public Library strike at the blog, Union Librarian. Over 800 library workers had been on strike for pay equity in Vancouver (Galanopoulos). A simple post to the discussion list about the strike was ruled unacceptable by the moderator of JESSE. Discussion off the JESSE list found a number of professors felt the censored nature of the JESSE list went against the values that ought to
inform the teaching of librarianship. A habit of reflection would require that educators have the opportunity to carry on discussions in an uncensored fashion about issues that affect the profession.

How can students learn to stand for their public when professors will not stand for them? If the JESSE list moderator would not allow discussion of a strike of library workers in Vancouver, then we see that workplace speech is an issue that needs attention in the academy as well as the local library.

LIS educators must reflect on the nature of discourse in our own discipline if we are to be effective advocates for intellectual freedom. Additionally, LIS educators should consider themselves as part of the university community at large and take into consideration the American Association of University Professors 2007 report *Freedom in the Classroom*, which concludes:

> We ought to learn from history that the vitality of institutions of higher learning has been damaged far more by efforts to correct abuses of freedom than by those alleged abuses. We ought to learn from history that education cannot possibly thrive in an atmosphere of state-encouraged suspicion and surveillance.

The adoption of the “Position Statement on Information Ethics in LIS Education” by ALISE is a step forward in guaranteeing that these issues, including workplace speech, will be addressed in programs of LIS education. I am most grateful to my colleagues here today who persisted in passage.

*Disappointment and Hope*

In the United States it has been very difficult to speak out on war, peace, science or education since the selection of George W. Bush in 2000. Speaking out on things big and small has been a challenge if one has an opinion that differs from or disproves current U.S. government policy. So, gradually if the political environment remains toxic the whistleblower is moved from the status of truth-seeker to pariah as was reporter Dan Rather (Blumenthal). In my own case I was banned from the Higher Education Service Learning Discussion by the U.S. government because I pointed out a case of disinformation even though I was an early adopter of the service learning model in LIS. (Criticizing Bush Administration Policies is not Allowed; McCook, 2008).

It has been difficult not be disappointed as those in charge—in the workplace, in professional associations, in local government, in state government and in federal government – gradually drift to accede to the dictates of those in power. The ALA has given Laura Bush accolades and publicity in spite of her censoring anti-war poets and her support of the USAPATRIOT Act (Progressive Librarians Guild, Leaving the American Library Association Conference Early).

I always wondered, in the Dominican Republic, “How could it have happened to a whole country? It was a whole country, and then it was just one man.” You think of Nazi Germany and wonder, “How could you have let that happen?” It’s isolated incidents. You think, “It’s just because that book was problematic,” or “It’s just because that person was troublesome,” and then one day you wake up, and the shelves are empty of many books. Or, a whole group of people are gone, because they didn’t belong. Suddenly, you live in a world that you allowed to happen. (Saldaña).

So, we let it happen that ALA gives awards to the wife of a man who has condoned torture and the erosion of civil liberties. We let it happen that the LIS professional association will not allow discussion of unions on the professors’ discussion list. We let it happen that a county commission orders a library system to end the celebration of Gay Pride while teen suicide is a pressing social problem. And worse, because people won’t like us if we bring these up things, we seldom do.

If you are here in this audience then you are concerned about the erosion of freedom. This gives us all hope that together we will seek to understand and there will be many of us who will take from what we know of literature and poetry and share it and then elect the governmental bodies that will free democracy.

I recommend to you one final book, *Distant Star* by Roberto Bolaño. In part it entails a look at the horror men do to each other and the guilt that those who survive it feel. If we are afraid to criticize the smallest thing, then we learn through a book like *Distant Star* how violence and patriotism might converge if we do not stand up.

...and Carlos Wider wrote: *Death is cleansing*, but so unsteadily, given the adverse weather conditions, that very few spectators, who by now had started to get up from their seats and open their umbrellas, could understand what had been written. All that was left in the sky were dark shreds, cuneiform characters, hieroglyphics, a child’s scribble. (p. 81)

**References**


American Association of University Professors. *Freedom in the Classroom* (September 11,


French

Tout individu a droit à la liberté d’opinion et d’expression, ce qui implique le droit de ne pas être inquiété pour ses opinions et celui de chercher, de recevoir et de répandre, sans considérations de frontières, les informations et les idées par quelque moyen d’expression que ce soit – Article 19 - Déclaration universelle des droits de l’homme.

Spanish

Todo individuo tiene derecho a la libertad de opinión y de expresión; este derecho incluye el no ser molestado a causa de sus opiniones, el de investigar y recibir informaciones y opiniones, y el de difundirlas, sin limitación de fronteras, por cualquier medio de expresión. –Artículo 19 - Declaración Universal de Derechos Humanos

This paper was delivered at the conference program “Inside Talk: Freedom of Speech in the Library Workplace.” Convened by Toni Samek for the Advisory Committee on Intellectual Freedom, Canadian Library Association, Vancouver, BC, April 25, 2008.
TECHNOLOGY plays a crucial role in the social milieu of the “postmodern library” – it allows us to connect with others in virtual worlds, and we could even say that it frees us and our patrons from the bondage of physical reality, as we have seen in the Second Life phenomenon. This essay acknowledges that technology is an undeniable facet of the postmodern condition and that its possibilities can be used as a means to interrogate its affect on libraries, but our concern here is neither technology in itself nor its implications for Library 2.0. Rather we want to explore the residual strength of certain Progressive Era ideas in the context of an emergent postmodern library and speculate on reasons for their persistence.

To set the stage, let’s take a look at a moment of progressive/postmodern confluence in library practice. The library catalog is an immediately accessible example of postmodernism in action in the library. Francis Miksa’s tract on the Dewey Decimal System explained the postmodern library in terms of subject classification. In this short piece he delineated the relationship between subject headings and epistemology since the introduction of the DDC. The postmodern library which he describes has an ever increasing flexibility in the catalog due in part to the creation of personal online libraries. When libraries (that is, institutions) link to those personal libraries, to the larger “collection” on the internet, they are breaking out of their walls, and the internet is decidedly not organized according to traditional cataloging rules.

The DDC has been repeatedly criticized for its organization of knowledge, which reflects a Western European ethnocentrism. The democratic classification scheme offered by the internet has the potential to be “value free,” as everyone has the freedom to create a unique classification system. As these wildly diverse schemes are distributed and used by others, a postmodern, or subjectively emergent system of classification could potentially arise. Most users do not create or use strict rules that are aligned with subject headings. The library catalog, which has up to the present reflected an “epistemological point of view,” now “reflects how people view and arrive at the ‘truth’ and that observation of the world and of humans and can be made in an objective matter” (Miksa, 1998, p. 86).

The objective classification scheme of the DDC is contrasted with post-
modern conceptions of the world, which brings an idea that “truth is not absolute in any sense and society must reformulate itself to accommodate this factor” (ibid.).

Classification is a reflection of a presumed natural world order which according to strict postmodernists does not exist except as a subjectively perceived and constructed phenomenon (Jameson, 1984). There may be such orders, but the existence of one does not preclude the existence of others. The evolution of subject headings is a very concrete way to conceive of the difference between the Progressive Era beginnings of the modern public library and the postmodern library. While classification is by no means simple, it is a familiar tool. Many of us have witnessed transformations not only in the cataloging scheme, but also in the way that our users interact with classification in the progression from card catalogs to OPACs to the socially driven organization schemes of Amazon and Google. Because the catalog is concrete and observable, the metamorphosis of the DDC and what’s happening to it makes a nice metaphor for understanding the transformation of other library phenomena.

Postmodernism encompasses aesthetics, culture and economics. Frederic Jameson said that postmodernism is not a style, but “a cultural dominant: a conception which allows for the presence and coexistence of a range of very different, yet subordinate, features” (1984, p. 3). In other words, postmodernism dominates thought and action in a totalizing way, directing if not determining what we do, how we do it, and how we explain it. Jameson attributes this “theoretically totalizing” conception of the postmodern world to Foucault, and describes it as "an increasingly closed and terrifying machine...in which the reader feels powerless, since the critical capacity of his work is paralyzed, and the impulses of negation and revolt, not to speak of those of social transformation, are increasingly perceived as vain and trivial in the face of the model itself" (ibid., p. 5). Foucault’s model describes a world that is philosophically complete; everything can be explained in terms of the system of ideas itself, including the existence and explanation of the system. In Foucault’s postmodern world power is always already everywhere and existence is totalized by means of it.

As librarians, our interpretation of culture dictates our practice. This is the praxis of librarianship: the theory behind our practice dictates how we plan and execute our programs and how we define our agendas of action and research and it works in just this way regardless of our conscious awareness of our own theory. It is research put into practice. Despite our postmodern context, libraries as institutions still work with and for real people – both those who come into the library and those who access the library from home. While the world at large and our work environments have changed drastically, we are still working under some of the same fundamental principles that governed our profession when libraries, in the modern sense, developed. Our interpretation of the postmodern condition allows Progressive-Era roots to remain relevant to practice. These roots are evident in our mission statements and our values. Our conception
of how we can arrive at truth has changed, but the fact that we are still working with people has not. So, while we are working under the tyranny of a postmodern condition in which ideological critique is difficult or even impossible, we are still making judgments about what to include in our collection, who we are here to serve, and what we should be doing to make the world a better place, or at least to preserve the institution of the library. We are in a strange position: we are a modern institution located within a postmodern world, and there are some interesting and positive aspects to this predicament.

*Remembering the Progressive Era*

The idea of the Progressive Era conjures up images of Hull House, the temperance movement, and a backlash against the evils of big business. There were some distinct cultural beliefs and solutions to social problems offered by the Progressives, and the public library fit in well with their utopian visions. Progressives, however, were working within a larger political milieu, and they really didn’t have a unified picture of the world. They were struggling with many of the same social issues that we are today, including immigration, poverty, and the gap between the rich and the poor. They offered many and sometimes competing solutions regarding methods to solve complex social ills, and not all social problems were universally conceived as problematic.

Many characteristic American beliefs regarding the effects of reading and its relationship to individual development and social reform emerged during the Progressive Era. These beliefs still circulate in the underlying currents of our thinking regarding social institutions, especially in fields such as education and library science. Some of the great thinkers regarding education and society, notably John Dewey, were searching for ways to use education to better serve all people – as a social equalizer. “The People’s University,” the library, was similarly conceived.

The Progressive ideology was a reaction against the excesses of late 19th century individualism, industrialism, and class divisions marked by the growth of dirty and dangerous slums. Reformers had a variety of motives, but the heart of their fight was progressive social change. Proposed cures for problems ranged from personal hygiene and temperance to settlement houses and Chautauqua, from changing personal, individual habits to changing societal habits. The reformers were activists and intellectuals; most were educated, middle class Protestants – some would say elites – who saw problems with the welfare of the working class and whose causes they judged to be identifiable and eradicable. They believed that rational thought would lead to solutions to these problems.

The workers themselves formed unions to fight for benefits such as shorter work days and child protection laws. The results of the reforms were, therefore, not only from above; they were also grassroots. The people wanted reform. Their lives were very difficult. It is hard to imagine that the
middle-class reformers didn’t base some of their efforts on the likelihood that active and possible violent class conflict would result unless some progress was made toward the solution of social problems. Many of the reformers’ actions resulted in laws – they used the government as a means to control what they perceived to be the excessive and destructive behavior of both the masses and the capitalist ruling class. Other, positive forms of coercion were also used, such as free public schools, and expanded public libraries, which were to provide voluntary means for equal opportunity, allowing individuals of sufficient strength of will to gain a foothold in society. The thought was that if the poor were exposed to “the good life,” they would come back for more.

The work of Jane Addams is exemplary of Progressivism because of its practical radicalism and the ambivalence with which she was met. Addams sought to improve the lives of the working class by creating settlement houses in the inner cities. She hoped that the residents would pool their resources and enjoy opportunities for increased leisure time and uplifting educational experiences for the purpose of moral and practical personal development. Inspired by London’s settlement houses, she brought a vision to America that she believed could solve social ills such as inadequate housing and harsh labor conditions, especially for poor immigrant populations.

She and her friend, Ellen Starr Gates, founded Hull House. They remodeled their decaying mansion in order to accommodate their plans, and it opened in September of 1889. Their goals accommodated the imminently practical problems the poor faced, such as trying to feed a family in an unfamiliar land, but they also addressed issues of the soul by teaching the humanities as a restorative means of coping with harsh living conditions. Hull House was a hub of activity, with classes teaching women how to care for their children, for children to learn about the theater and art, and for students of all ages learning to paint and write. In 1899, ten years after she founded Hull House, Addams (1899, p. 36) explained the settlement house as:

…an attempt to express the meaning of life in terms of life itself, in forms of activity. There is no doubt that the deed often reveals when the idea does not, just as art makes us understand and feel what might be incomprehensible and inexpressible in the form of an argument…The chief characteristic of art lies in freeing the individual from a sense of separation and isolation in his emotional experience, and has usually been accomplished through painting, writing and singing…

The climate was ripe for the settlement house movement in Chicago: according to Schutz et. al., suffragists and societies for the advancement for women were actively transforming the political atmosphere. Addams was involved in activities relating to a variety of other Progressive concerns, including fights for improved public housing, arts education, workers’ unionization and world peace. She didn’t require that the residents of Hull
Hold similar political views, however; according to Levine (1971) the settlement was centered on activity, not necessarily political action.

Yet the ambivalence towards Addams remained. She provided a model of appropriate behavior to those around her, on either side of the class divide, but her work remained a model not really acceptable to either the working or ruling classes. She faced a self-imposed status of insider and outsider because of her position in life. She was an upper middle class woman, but advanced a kind of paternalist socialist agenda (Levine, 1971) that aroused suspicion by members of both working and ruling classes.

Progressives were famously prescriptive in their recommendations for curing social ills. Gusfield (1986) described the temperance movement, led by Frances Willard, as one such cure. Willard, in addition to being the leader of the temperance movement, was also an avid bicyclist: the embodiment of a healthy mind and healthy body. Using temperance as the vehicle for curing the social ills of the underclass, she led campaigns to force legislation enacting a strict moral code, along with economic justice which she believed was the underlying cause of moral degeneration. While she believed that society’s moral problems, notably crime and prostitution, were caused by low wages, or the gap between the rich and the poor, she also faulted personal inadequacies. While she was compassionate towards the poor, she didn’t believe that their moral lapses should be excused. So, she sought the help of the middle class in leading by example, peer pressure, and the law (when all else failed) in order to mold a new morality among the poor.

During this era, practical Progressive politics carved out a social space for the welfare state to eventually occupy, as well as a different, “progressive” view of social problems and their solutions. It brought concepts of social moral responsibility, along with individual personal responsibility to the table. It also acknowledged the role of the expanding bureaucracy of the government in providing provisions for the poor. It gave an outline for the rational conduct of human affairs. However, progressive prescriptions were not always appreciated. We can speculate that the poor perhaps liked to go to the pub after a hard day at the factory, and if they wanted to read anything it might not be the uplifting books which they were told to read by the people who were trying to get them to read. In other words, the vision of the “good life” was contested. If we look ahead to the present, we realize that we’re still dealing with similar issues and contests. There were arguments then surrounding the role of the government and personal responsibility in regards to the social order at that time, just as we have now.

Librarians were not so far away from such moralizing: enabling legislation which made it possible for local governments to raise taxes for the funding support for public libraries was based in a belief that reading would form a responsible and informed public. Bringing the poor to sources for continued education was to keep them off the street and out of trouble. In other words,
while the vehicles for reform were different, the goals were still moral and societal reform. Elaine Fain (1975) described that moralizing in the early public library for the purposes of subjugating the masses. George Ticknor, one of the Boston Athenaeum’s original trustees was quoted as saying that education was “urgent” if the masses were to be “brought in willing subjugation to our own institutions.” The public luminaries Horace Mann and Henry Barnard offered the same reasoning for compulsory education: it would offer “efficiency in promoting social order and dampening class war.” Wiegand (1999) wrote about the general tone of the 1893 ALA meeting, concluding that there was a belief in a tradition of education that should be employed in forming the minds of their patrons. Their duty was to dispense knowledge and respect for the traditional canon in order to create a cohesive base for education; this cohesiveness of the literary canon was to be based on and extended to a like-minded, educated society. Allison Parker (1997) connected varied Progressive Era beliefs, pointing out that librarians and educators of that time:

applied Progressive Era health concerns to the act of reading sensational fiction; excessive reading was deemed to be physically and mentally unhealthy for youths. The desire to balance “the benefit of outdoor play” with children’s studies was particularly important to librarians who served an urban population yet who generally believed in the superior wholesome qualities of rural life (p. 86).

The Postmodern Library

Today, many librarians still maintain some prejudices against genre fiction, especially romance novels (Adkins et. al., 2006). Literary fiction is favored, with a bent toward bringing people to “the good life” through “good reading” and the traditional literary canon. This exclusion is a method designed to produce and reproduce a citizenry in the image of the dominant world view.

The significant conceptual difference between the postmodern vision and that of the modern era is that there is a belief that there is a natural order of the world (Habermas, 1983). The social sciences have been changed irrevocably by postmodernism. Even in these disciplines there is more than some acceptance of the notion that a “natural order” does not exist and cannot be defined. The decay of the idea of a natural order perhaps has had some progressive consequences. The agenda for political action is, fortunately, more democratic and inclusive since the civil rights movements. Race and gender issues have certainly not been resolved, but the fight that is in process is definitely acknowledged, for better or worse, by all sectors of society. However, we still have not solved our social problems; in fact, when everyone is able to speak up, perhaps we realize that there are more social ills on the table and more agendas to be addressed than we had before. Phillip Harper (1994) said that “despite what we know theoretically” regarding the decentered nature of postmodern society (that
is, one which recognizes the marginalized), “certain individuals have less access than others to political power in contemporary U.S. society, based on the configuration of their ‘identities’ and other factors that mark them socially” (p. 12). While postmodernism is framed by multiple viewpoints, there is still not a political equality.

Postmodernism stresses the notion that everyone has their own reality and way of solving problems. The problem is that a functioning institution, such as the library, cannot completely abandon rationalism. Critical theorists have allowed us the means to question some of our methods and motives, but there are still some unchanging truths that we, as a profession, need to agree about in order to have some type of cohesion, in order to make the case for libraries and education.

Libraries are still grounded in reality, not hyper-reality, and the library itself is governed by ideas about equal service to all people. The intention here is to explore the convergence of Progressive Era ideas about reading, education, and moral reform, to better understand their relevance, if any, to contemporary librarianship. Reading and education are social forces, and are part of the Progressive ideal of the “good society.” We are in the fortunate historical position of having gone through civil rights movements, which caused us to critically examine our motives, yet we still face some of the same issues; some problems will not go away, so we must continually fight for them. While some of the social sciences changed drastically by the introduction of postmodern thought, more pragmatic fields still cling to Progressive Era ideas.

The development of cultural institutions for the masses has been viewed by historians in essentially two ways. The “true believers” tend to see them as instruments in the fight against darkness – recall the “library faith.” Critical theorists, however, insist that they are often used as a means for the upper echelons of society to control the masses by guiding their activities in ways that they find acceptable. Questions turn on which was in need of reform: the individual unfortunate or the social system that created him; in other words, are social ills caused by individual problems or are they systemic or structural products of American democratic capitalism? More importantly, do the institutions which we are building still hold on to classist or racist ideas? Do they effectively accommodate cultural pluralism? If not, they’re meaningless for the people who we are trying to empower. The source of social problems is one area of contention with which we struggle today. Even the conception of a social problem is a quandary in the postmodern conception of reality. Because social reality is determined by the subject, the individual would have to determine whether there is a problem, and, if so, how it might be solved. Education is, of course, one diversion from economic troubles; there is plenty of quantitative evidence to prove it. But how can reading or libraries cure social ills?
This questioning and acknowledgment of the fragmentation of human existence marks the postmodern crisis in education, and is the root of the problem with the library in the postmodern world. When we, as librarians, realize our own biases and prejudices, we are plagued by questioning our interpretation of the world. However, this critical examination also causes us to look at what we’re researching and doing with that research so that our work positively affects those whom we are trying to teach or collect for. In other words, we can let our patrons tell us how their world is structured, and respond to their needs by attempting to meet those various needs.

Adult literacy education is an area that exemplifies the possibilities and limitations for library collection and service development. Demetrion (2005) describes a dichotomy in adult literacy education in terms of a policy/humanities division: “In the baldest of terms, from the policy perspective…adult literacy students are viewed as clients of the state, whereas proponents of participatory literacy education consider them equal partners in the learning process and co-creators of the curriculum” (p. 36). Policy aims place literacy programs under the welfare rubric, whereas participatory literacy educators frame literacy as a humanitarian effort. The dichotomy could be difficult for libraries.

In order to explore this problem, we now turn to the personal experiences of one of this paper’s authors (Bossaller) and to the first person in order to give concrete evidence to theory. Adult literacy education is one method for solving a real social ill. It is difficult to imagine an obstacle greater than illiteracy to participation in economic, social, and cultural life.

In order to find out about the life worlds of minimally literate adults, I began tutoring in an adult basic education literacy program. Armed with theoretical knowledge but little practical experience about adult education, I came to the program with naïve ideas about empowerment and participatory democracy (not that those are naïve ideas, but my application of them was decidedly so). I envisioned students who would be eager to revolt against the system that had failed them once they were empowered by literacy, and, once empowered, they’d be ready to march on to the library, read important things, and become respected citizens. Yet, I was afraid at the same time that I’d be exposed as a member of the dominant culture by imposing what is important upon them since education, by definition, imparts values and ideals. I asked, would I become a part of their problem by participating in the educational process, of saying that “our values are better than your values”? Was I somehow saying, by teaching them, that “my subjective reality” is better than “your subjective reality”?

In order to better explain some theoretical applications of critical approaches to literacy education, it is helpful to review its historical roots. Alberto Manguel (1997) described medieval literacy instruction thus:
The teacher would copy the complicated rules of grammar onto the blackboard – usually without explaining them, since, according to scholastic pedagogy, understanding was not a requisite of knowledge. The students were then forced to learn the rules by heart. As might be expected the results were often disappointing...(p. 76).

Rhetoric was one of the primary instructional tools. Through repetition, students learned how to speak and what to believe. The writings and received wisdom of the past were ingrained into the students’ consciousness and the goal was the creation virtuous pupils who would also be virtuous persons. There was no questioning the authority or the certainty of texts. The voice of the marginalized and the recognition of its validity wouldn’t even be conceptualized until the modern period. The supremacy of the canon wouldn’t allow it. The subject, the powerful object within the text, is central, as opposed to the postmodern, problematic and decentered subject. The postmodern text goes against traditional canonical works; it is dangerous because it exposes the central or hegemonic culture to alienation (Harper, 1994). Fortunately, many modern adult literacy classrooms acknowledge the voices of the marginalized by incorporating their texts into the lessons; the student’s difficulties are thus acknowledged so that they can connect, personally, to the text.

A fundamental basis of my personal crisis, though, was centered on questioning my placement of literacy as central to the well-being of the students. Why is literacy education so important? These students will probably not make enough money that they will be freed from poverty, even if they do get their GED. Is their destiny to remain members of the low-wage workforce? Can literacy actually help them to find a voice that they didn’t know, enabling them to really change their world, or even better, the world at large? The postmodern world has a different perception of the relationship between culture and pedagogy; we can’t simply assume that what we’re teaching is meaningful to our students. We have to pay attention to their actions and reactions in order to evaluate the program (Demetrion, 2005).

My crisis has since been resolved, because as I talked with the students, I realized that most of the students in the classroom really do need to learn to read, and that we are doing what we can there to help them. Most of them (that is, those who aren’t in there by decree of the justice system) are in the classroom because they want to read. Most of the students do need to read in order to function in their daily lives. Class time is devoted to a combination of practical literacy which helps them pass state-mandated tests and to access more transformative literature experiences, such as poetry. So, we work on phonemes and phonics, discuss poetry occasionally, and on a rare occasion politics come up.

I do believe, however, that reading is changing their lives. In interviews with the students, we explored why they want to read, and they don’t
always talk about reading as a prerequisite to job skills (although that is usually the primary reason). One man said that he just wanted to be able to read. He likes the idea of it. It’s important to him personally; it’s a form of personal empowerment. Reading is both a powerful force as an activity in itself and as means to change minds. Learning how to read is not only a politically charged activity—it’s also a life-changing personal experience, and you have to have the latter before you can have the prior.

The empowerment aspects of ideas of literacy corroborate those presented by Demetrion (2004) and Apple (1982). By allowing the students to take part in creating their curriculum, they are empowered to become subjects rather than objects in their own education. They become engaged in critical self-reflection. These concepts are also directly applicable to current library practice. Libraries, as opposed to public education facilities, have the ability to supply their users with materials to engage a widely diverse population. Library users have access to the world.

What are the implications of the postmodern condition, itself, for current library practice? Postmodernism fundamentally changed the way that society reacts to the subject. It recognizes that there is no essential collective truth, or meta-narrative (Habermas, 1983). However, this doesn’t mean that librarians can’t create an institution that responds to individuals. The postmodern collection is highly diversified, and includes the minor literatures as well as the traditional canon. It takes its cues from the outside world. How, then, does this description of current ideals in library practice compare to those of the Progressive Era?

Many of the Progressive Era ideals still serve as guiding forces. The research which supports libraries undergoes periodic evaluation as libraries are forced to adapt to political and economic realities. We still want to reduce the gap between the rich and the poor and create equal opportunities by giving everyone, regardless of the ability to pay, equal access to information. This role of the library as equalizer can be thought of in simply economic terms, or reframed through the critical lens as a bridge between the dominant society and the marginalized. The idea of power, in this sense, is contested and shifting. Few people argue against economic equalizing, but shifting cultural norms cause problems. The goals of the library aren’t necessarily dictated by popular decree, but rather from a certain faith in the idea that the library is a purpose-driven institution, grounded in current social science practice.

One current debate concerns the censorship of information. The American Library Association (ALA) dictates a rule of absolute freedom of information. While the ALA stands firmly against all types of censorship, the truth is that most public libraries will fall short of this dictum. We can neither provide access to all information, nor do we necessarily want to. We constantly make choices about what to include in the collection in order to bring people to “good reading,” or what is more commonly called, today, “good information.” Providing literacy resources involves
making judgments; a completely value-free literacy program is a difficult conception, though theoretically intriguing because of the possibilities for inclusion.

The internet, of course, opened a can of worms regarding censorship and equal access to information. While the argument about censorship of websites in the library is somewhat banal at this point, it is still worth addressing. There are, without a doubt, a lot of things on the internet that should not be in the library; sites promoting violence or cruelty don’t serve any useful purpose or meet our criteria for inclusion. However, they are something that someone has produced, and so in some theoretical way we can excuse their existence if we go down the extreme route of subjectivism. This leads to questions, as a profession, of where do we stand? Where should we stand? What is actually going on? What is the root of the question, anyway? This problem will only continue to become more problematic if the catalog is becoming, as Miksa says, more democratic. If the “true believers” in the old-time library faith believe that, indeed, “good reading leads to good behavior and bad reading leads to bad behavior,” we obviously should be treating internet resources as part of our selected collection.

The postmodern catalog presents us with an alternate model. Librarians have less control over the collection when they link to the internet. The people select the collection by linking to outside resources; it’s given us a realm of possibilities and threats to the social order that the Progressives never would have dreamed of. Yet, many of the Progressives, such as Addams, would have advocated listening to their constituents, given the possibility. Reality, at this point in history, is less tricky than theory because most libraries have rules about what people can do on the internet, so there are some legal restraints should we need them. Library practice dictates a certain pragmatism that should be informed by theory which argues for inclusion while maintaining principles.

The critically reflective practitioner looks inward, but should also be inspired by the world outside of the walls of the library. There is a recognition that librarians can’t necessarily know what our patrons need without consulting them, without observing their everyday life worlds. One librarian I talked to recently said that she routinely asks for her patrons’ help in ordering for the collection; she didn’t know how to order appropriate Arabic books, or French books for her growing Vietnamese population; she was recognizing that the pedagogy of traditional collection development will not meet her population’s needs. Collection development had to come directly from the people.

The idea of extending collection development responsibilities to the people can of course be extended to all sorts of traditionally “othered” populations, such as adult new readers or children. Programming for literacy under the postmodern model would utilize all sorts of materials, recognizing that literacy goes beyond books and an idea of proper reading.
This is a new way of the world; “new government” organization defies traditional hierarchies (Kettl, 2002, p. 111). New governance models are outward-focused, and work in coalitions or in a spider-like fashion. They recognize the knowledge of those who are working on the ground level. Following such a model, literacy educators and libraries should turn to knowledge from indigenous sources by going to the people to find out how they are using knowledge and to find ways to mold education so that it is relevant to those we want to serve rather than mold people so they are relevant to education.

Our vision of a perfect world may not come to fruition, because there is no agreement about such a world. Questions are the norm under the postmodern condition. We will not speak with a unified voice. Rather than unquestioningly working with dictums that come from above, the reflective, critical researcher will consider the possibilities from all sources of knowledge. However, libraries still should cling to the central tenet of the profession regarding equality. If anything is post-modern about this, it’s not a lack of values or uncertainty about values. There is an essential essence to be maintained. Rather it’s the manifestation of the necessity of living with contradictory values.

References


LIBRARY SCIENCE IN MEXICO:
a Discipline in Crisis

by Angel Castillo
& Carlos Martínez

In May 2006, the biggest public library in Mexico was opened. The Mega-library, as it was named by the Secretary of Culture, was built at the northwest side of Mexico City’s center, right on the corner of one of the most popular neighborhoods in the city.

The Mega-library project was part of a National Reading Program, which also included the implementation of computers in schools and libraries supported by the “new friends” of former President Vicente Fox, Bill and Melinda Gates. By establishing publicly on T.V. and radio this new relationship, Bill Gates committed himself to “donate” computers and money (he actually donated 30 million dollars) to this program so that every school and every library had access to the web and latest information technology. However, they never talked about the rest of the conditions of this contract, which leaves the government with a debt about $3500 million dollars in software updates.

The Mega-library was supposed to be the main library in the whole country, a central administrative library in charge of the country’s entire library system: the matrix of a national library project represented by a huge rectangular six-story building.

After the first six months some serious issues appeared. The collection is not representative of the vast and relevant literary Latin-American and international world. Some of the most renown writers such as Gabriel García Márquez, or Eric Hobsbawm for example, or their most important works such as One Hundred Years of Solitude do not figure on the catalogue, and the ones that do, cannot be found physically in the collection. Instead of that, what has been generously collected was the last Secretary of Culture’s Public Inform with multiple copies on the shelves.

Also to be mentioned is the overwhelming presence of police officers outside and inside the library. Cops walk around and in-between the tables, throughout the entire library, or stand on every corner like vigilantes while outside the library. The police officers do not allow anyone to sit on the floor or lean against the walls, giving no explanation for this “rule,” but issuing offensive threats of arrest. This police presence in the library is a
Progressive Librarian #31

Page 30

microcosm of what the government is doing in the country to manage its lack of achieved consensus within a society growing angrier everyday.

All these inconsistencies and abuses have been going on and on without any kind of public critical expression from the librarians, and most of what is known about the library has been researched and published by a couple of newspapers and a weekly magazine.

Just a week after the new president took office (from the same political party as the last one), on December 1st 2006, under a huge police siege and after six months of public demonstrations, city riots, journalist assassinations, dissident disappearances and, of course, the doubt of a legitimate electoral process, the budgets for education and cultural sectors were cut as never before in order to give more money to the police and military sectors. Also cut was the budget for libraries and the Mega-library.

The country lives in a police state where every single corner is under vigilance and where citizens are searched by police officers in order to “prevent insecurity.” In a country that has just passed through several social conflicts that have lead to assassinations, tortured activists, illegal deportations, narco-government secret relationships, etcetera, the libraries and librarians are not working in order to give people alternative information sources about this political reality, nor do they do anything to offer diverse opinions or points of view other than the official version. The librarians keep working on their daily duties while the library appears as a sterile abandoned cave, completely oblivious to social reality.

The media spreads an alienated official version of reality that comes from the political elites of the country. Propaganda goes through T.V. programs as commercials and public libraries do not do much to fight these dictatorial regime tendencies.

These public spaces are not reflecting what the country has been going through, or the world either. This situation is due to the lack of social, political and cultural appreciation and understanding shown by librarians.

This example leads us to a relevant and critical issue: Librarianship education is not providing librarians with enough theoretical and critical tools to face what political and social conflicts demand from public libraries. Librarians have not been capable of taking the responsibility of changing the way public libraries develop in Mexico, nor have librarian’s organizations. Leaving aside budget cuts or authorities’ censorship, this is a consequence of the education librarians get in school.

*Librarianship in México: A Concept in Crisis*

During the last 40 years, librarianship school authorities in Mexico have been trying to establish this discipline as a science, arguing that
the more quantifiable, mathematical, and administrative librarianship activities become, the more positive answers we will get from information processing. According to that view, automatization and information technology will determine the way librarianship behaves as information science in the information society. Accordingly, what can be noticed in the Study Programs is that the education of students, teachers, and also researchers, is mostly technical.

For example, by analyzing the 2001 Study Program of the Library Science School at The National Autonomous University of Mexico (UNAM), we find subjects such as “Information Marketing” (technical, but not scientific) and we also find the complete lack of any humanistic or theoretical subjects. Academics in this field just keep the discipline on a very technical level. Therefore, it is difficult to understand how can they talk about history of libraries or the mission of libraries since most of them do not know anything about history.²

Similarly, librarians have adopted concepts such as “information society” without any critical or theoretical perspective, but with a doctrinal acceptance of a concept as a “Commandment.” And they have not even analyzed, from any historical perspective, whether or not any past civilizations, such as the Greeks or the Renaissance or even the Enlightenment, could have been called an “information society” as well, or even what this concept implies in a political manner, because for them knowledge society or information society are reduced to one word: technology.

In the present work, we analyze the technical and positivist perspective and education of librarians in Mexico while we locate librarianship as a discipline in crisis. In order to support our argument, we will mostly use the critique of some of the Frankfurt School’s authors among some others.

Instrumental Reason and Positivism in Librarianship

Horkheimer’s critique of instrumental reason is particularly related to positivism when he speaks of how mathematical procedures shaped the dynamics of thinking, transforming it into an object or an instrument. This led to a behavior where Thinking cannot be “thought” or “analyzed” because it had become an “automatic process” for the exigencies to direct praxis.

Luis Villoro, a Spanish-Mexican philosopher, says this kind of rationality limits thinking to question the means or the instrumentation to an end, but not to question the end itself.

Herbert Marcuse talks about the principles of positivism: the sole validation of thought as a process reduced to mere experience of the facts, and the orientation of knowledge determined by mathematics and physics in order to arrive at exactitude. For Marcuse, positivism means a
transformation where philosophical thought becomes affirmative thought and the harmony between theory and practice is realized, while our reality becomes industrial and technological. This way, the ideal of progress and order as the historical axis of positivism ends up, with the realization of late capitalism, justifying a scientific and technical progress that stands as the triumph of instrumental reason.

In librarianship the technification of knowledge begins when concepts of other disciplines are adopted uncritically with the end of achieving efficiency and accuracy, and without relating any of these concepts to social or political contexts.

Thus, it is interesting to observe how librarians use the term “information” for anything, for any object, for any historical character, etcetera. As for them, a subway ticket and *The Communist Manifesto* are just different formats of the same thing: information. Under this postmodern perspective, librarian’s ahistorical appreciation of knowledge perpetuates itself through the hierarchical circle of research, education and work practice as well as in every uncritical publication they manage.

Furthermore, for many of our students, mathematization of knowledge is the way to follow. For instance, through bibliometrics and quantitative methods such as statistics, they believe they are actually making science, but what they really do is deny any critical interpretation of social and cultural Mexican reality by limiting research and discourse to a given set of facts of experience and they ignore the very problems of cultural practices in Mexico by not individualizing knowledge or giving it a social and political importance, but taking it as useful data for faceless user’s needs.

Librarianship and positivism flow together when these two treat data as immutable and truthful, that is, they reject any kind of reflective or critical thinking. For Horkheimer, this kind of submission to a “logical formalism” might seem an “objective rationality triumph” when it is actually, the “submission of reason to immediate data,” For Horkheimer, data must not be considered just for the “space-time relationship” that makes it manageable and quantifiable, but also as mere superficial parts of a social, historic and humane context, acknowledging that knowledge is not just about classifying and calculating, but more importantly it is about transcending the immediate. An example of this could be how the Anglo-American Cataloguing Rules present data that never seem to change and stand as immutable signposts of all knowledge.

Consequently, librarianship, bibliometrics or even library and information marketing subjects are an excellent example of the mercantilization of knowledge that shapes the Study Programs of librarianship in Mexico. For instance, on July 29th 2002, the new Study Program of the Library Science School at the Philosophy School of UNAM was approved [http://www.dgae.unam.mx/planes/f_filosofia/Biblio.pdf](http://www.dgae.unam.mx/planes/f_filosofia/Biblio.pdf). This program
is uncharacteristically contrary to the Philosophy School’s humanistic tradition. The subjects do not correspond to a formative reflective thinking, but are completely directed towards pure technical, administrative questions as well as to library service marketing. School authorities argue that humanities were left as options for students who are interested in studying historical archives or antique books, as if humanities were some kind of tool to treat old books. Moreover, showing his complete misunderstanding and ignorance of the humanities, Adolfo Rodríguez Gallardo, the author of a book entitled Librarian Education: Towards its Humanistic Recovery, said that cataloguing was actually part of the humanities as it, in fact, was an activity that “served mankind.”

For reasons like this, librarianship in Mexico has never been able to transcend the technical perspective; and this fact shows the academic and the methodological trauma of the discipline.

Isolated from Enlightenment thought, library science neglects the fact that it was because of a critical social and political movement, that the public library was created. Because of this, most Mexican librarians have not developed the ability to work from an internalized critical position, preferring instead to praise each other by funding organizations, such as CUIB, AMBAC, CNB, etcetera, and publications that do not have any kind of social or cultural relevance, but serve primarily to justify ignorance and incompetence.

Marcuse’s Critique

The central concern of this article is to show how library science in Mexico treats knowledge in a technical, administrative and mercantilist way and to offer suggestions for a different approach. Our critique is based in five premises: a) that there exists within librarianship a lack of comprehension and critical interpretation of reality; b) that librarians are not well served by notions of the immutability of concepts and definitions; c) that the technical reduction of knowledge does not serve us well; d) that it is a myth and pretension to consider technology as the essence of librarianship; and e) the formation of critical librarians is essential to the future of the profession.

The management of science and technique as a method of domination characterizes library science education in Mexico. That is why, it is not necessary to go beyond of the given data or, in other words, the lack of critical interpretation of quantitative data is very common in this discipline. As we have argued, librarianship’s failure to engage in any kind of theoretical-philosophical reflection has taken the profession to the point of denying the possibility, much less the vital importance, of a critical understanding of facts.

Marcuse shared the same concerns of his colleagues at the Frankfurt Institute, that is, he cared about the logics of domination where the subject
was left just as a mere instrument of consumption. Librarianship need to
care about this state of affairs also, instead it eliminates from its conceptual
horizon critical and doubtful elements and its function has become simply
to serve as a vehicle of an established order; in other words, thinking
becomes linear and affirmative of the status quo. The majority of teachers
and students spread this way of thinking through their papers and classes,
leaving aside the historical characteristics of social contradictions.

The result of all this, is the realization of a kind of knowledge isolated from
the social, historical and political context: Library Science develops an
ideological and technified knowledge.

Towards a Redefinition of the Librarian

One of the main intellectual commitments of the librarian is to contribut e
to the construction of a radical democracy, not just to a formal, electoral
democracy, but a radical active democracy. In other words, from the library
can emerge the development of a wider vision of reality for librarians and
librarianship, especially for a critical perspective of social context, and the
library can also contribute to the debureaucratization of knowledge.

Librarians should stop thinking that technology is the future of the
discipline, and realize that the market cannot give humane answers for
the world’s most important issues. It is more relevant to have a social-
humanistic based education with a technological complement.

For this reason it is important to finish this paper by raising a series of
questions: What kind of librarian wants to assure that technology is the
future of this discipline? What kind of librarian could say that Humanities
are not important for the understanding of the discipline and the world?
What kind of professional could design a Study Program under the most
uncritical positivist perspective? What kind of librarian could call him/
herself a professional if he/she does not even know a little of political and
social theory or the contributions of thinkers such as Hegel or Marx?

The librarians who stand as answers to these questions are ones who allow
library science to embrace the seed of authoritarianism and dogma, and
have let it be structured by a social control scheme which minimizes the
critical abilities of the moral subject. If we keep following this path, this
discipline will only form individuals with no social commitment in the
future.

Librarian’s education is mostly doctrinal and mechanical. There is no
complex and critical thinking in Mexican librarianship at all. Under a
big cloud of information technology and society information ideology,
librarians let themselves go along with the image of an information
technology controlled world.
This is an instrumentalist vision of reality in which technology is not just the medium, but the very end of librarianship activity. For librarians the most important thing right now is to get people to know and use the newest information technologies even when this means technological dependency and external debt. Librarians do not know whom they are working for anymore.

What they learned in school does not have anything to do with social activity and participation. They conceive the library as a space closed to the exterior, a space to be ordered for the efficient and quick information flux. They conceive it as a department store, where everything they sell has been efficiently classified and tagged by tradition and authority, and therefore, does not show any ambiguity at all. They appear apathetic to social conflicts and political activity, and do not consider these issues as a context where public libraries are involved.

Squatters collectives and urban isolated tribes are doing more for public information access by generating their own documents and records than librarians do.

“Information professionals” is what librarians call themselves nowadays, seeking “integration” into the “information society,” but this integration implies the complete denial of any kind of social or cultural activism, any kind of resistance to the qualitative reduction of unofficial and uninstitutional created knowledge. As Horkheimer said, this ability of the dominant group to integrate those who do not show any resistance but pure subordination, means nothing other than fascism.

And as one version of reality is being institutionalized and legitimized by the government through mass media, education, and also public libraries, all the alternative unofficial historical documents have been neglected by apathetic obtuse librarians which are the people in charge of the collective memory “conservation” and retrieval processes.

This attitude puts librarians as collective memory predators just as the rest of the media are, and suggests that these are not the people who should be entrusted with this public task, unless they understand and act in accordance with their social responsibilities. Moreover, this is neither a democratic nor an enlightened model of a public library and does not accomplish the social inclusion, the participatory politics, or the knowledge public access goals and purposes it should serve.

The ultimate success of the kind of public space the library could become depends, not on the use of the latest information technologies or the excellence in the daily operative tasks librarians do, but on the big and little possibilities people get from them to participate and take possession of the space, resources and choices this place has to offer, especially at a time when the politics of exclusion and extermination corrupt and threaten every single aspect of life.
Footnotes

1. In general, this subject treats users as clients and the library as a private institution.
2. Geir Vestheim spoke clearly about this subject: The lack of basic philosophical, sociological and historic thinking in practical librarianship is quite a paradox. Libraries collect, organize and distribute theoretical knowledge though books and other media to all kinds of people, but we do not have much theory on the social and cultural functions of librarianship itself. p.1
3. Robert Darton explains this matter: Yo sostendría que todos los tiempos han sido eras de la información, cada una a su modo, y que los sistemas de comunicación siempre han dado formas. Vid. Robert Darton. El coloquio de los lectores p. 371
7. Idem. p 199
8. Horkheimer op. cit., p 80
9. Horkheimer, op. cit. 99

Referencias Bibliográficas

Las bibliotecas públicas y la sociedad de la información un estudio: precedentes, contexto, objetivos: La sociedad de la información necesita bibliotecas. (s.f.). Extraído de http://www.cordis.lu/libraries/es/plis/study.html
Proyecto de modificación del plan de estudios de la licenciatura en Bibliotecología y estudios de la información (2001). Facultad de Filosofía y Letras: UNAM.
Ríos Balderama, Sandra.(2000). This trend called diversity. Library Trends, Summer, #49, pp203-211.
Sánchez Vázquez, A. (1990, Octubre). Humanismo y universidad. Universidad de México, 477, p. 4-9
When one speaks of libraries, music may not be the first topic to come to mind. Libraries are dominated by words as contained in books, journals, newspapers, magazines and other informational documents. Images may receive a passing thought in the form of photographs, paintings, film, visual art. Finally, the more progressive among us may speak of rights and the public services that libraries and librarians provide: the right to be informed, the right to communicate, and the resources and services that make that possible. But listen carefully and one may hear another voice, one attuned to the universal language of harmony, melody, and rhythm. For the 21st century progressive librarian, where does music fit in?

In the following paper, I will explore the topic of music and progressive librarianship. In doing so I will briefly cover 1) music in the context of human rights and the Universal Declaration of Human Rights, 2) the importance of libraries and library services in the preservation and promotion of music, and 3) music performance in libraries as an extension of Habermas’ theory of communicative action.

Music as a Universal Human Right

In addressing the question of music and progressive librarianship, I will begin with a subject of fundamental importance to both: human rights. A commitment to human rights has been recognized as a defining characteristic of progressive librarianship (Samek 2007; Phenix and McCook 2005). Progressive librarians have adopted a number of ethics and human rights guidelines including the America Library Association’s code of ethics, International Federation of Library Association’s statements, and the United Nations Universal Declaration of Human Rights (the UDHR) as principle references. Of these, the UDHR is possibly the most influential. The UDHR is not without its faults. Recently it has been questioned as...
outdated and too focused on traditional rights for progressive librarianship in the 21st century. For example, Birdsall (2007) raises concerns that the UDHR does not explicitly address the right to communication, and the technological resources that make it possible, as a universal human right that deserves recognition. In the following, I will briefly address this communications weakness, and comment on the UDHR in the context of music.

The United Nations' Universal Declaration of Human Rights (UDHR) is an international declaration of universal human rights that was brought about by the need for ethical guidelines that arose out of World War II in 1948. As such, the rights are moral prescriptions rather than descriptions of human behavior as exemplified by the war. Also, the rights are acutely focused on the relation between the individual and the state, and not on interpersonal relations; hence Birdsall's insightful recognition that communication (an interpersonal relation) was underrepresented in the UDHR. Regardless, the post-war recognition of universal human rights was a worthy accomplishment. Universal rights as such are an implicit claim to universal principles of morality and humanitarian ideals.

Is music a universal human right? No less a humanist (and amateur musician) than Albert Einstein recognized the connection between music and the quality of life (1929). Like all human beings, musicians are concerned with human rights, and musicians’ rights advocates such as FREEMUSE are both actively promoting these rights and combating cases of censorship. Musicians’ rights and human rights in general intersect in many ways, but two rights in particular are of special relevance for musicians: 1) the right to freedom of expression, and 2) the right to participate in cultural life. Together, these rights ensure protection for musicians from arbitrary censorship and persecution. The right to freedom of expression is directly declared in Article 19 of the UDHR.

Article 19.

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Free expression is an essential right valued by musicians and librarians alike, and article 19 has been endorsed by the American Library Association (see Phenix, 2008).

There are important exceptions to the freedom of expression including expressions of propaganda, and the advocating of racial, religious, or national hatred. Also freedom of expression can be legally restricted to protect against defamation. Of course, this “gray area” in the limitation of expression can be abused. In the context of music, this would only appear to cross the line with music lyrics, but instrumental music has been
excessively censored as well (for a recent account of instrumental music censorship in former communist Poland see Szurek 2007).

Unlawful limitations of free expression can and should be reported to international human rights organizations such as the UN Human Rights Committee, the European Court of Human Rights and the Inter-American Court of Human Rights.

For musicians, freedom of expression entails such things as the freedom to perform music publicly and privately, to give concerts, and the freedom to record and distribute music on CDs, MP3s, iPods, and the Web. Libraries can and should promote these freedoms by developing stylistically broad, well stocked music collections utilizing popular formats and technologies, as well as promoting music performances and events that highlight the cultural life of local or regional communities, ethnicities, or historical eras. In this way, libraries can promote the cultural life of local communities and identities that make up our global village.

In addition, the right to participate in cultural life is declared in Article 27:

Article 27.
(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

The right to participate in cultural life would include such things as the right to perform and produce music publicly, the freedom to listen to and enjoy the music of others, the right to protection of interests resulting from one’s own musical productions, as well as the freedom of ethnic minorities to play and listen to the music of their own culture.

By proxy, the UDHR protects both the freedom to express music and the right to share it. Committed to human rights, progressive librarians can be assured that music and musicians are integral to those commitments.

The Importance of Libraries in the Preservation & Promotion of Music

While music lovers tend to be universal, there are exceptions who may question why libraries and library services are important when it comes to music. While an extensive analysis of library music collections is beyond the scope of this article it is a safe bet that the selection is many times lacking. This lack of selection could be the result of an under-representation of new genres, such as electroacoustic music, or folk music represented from all parts of the world, or historical recording tracing
all eras in the evolution of Western classical or jazz music; or a lack of formats, including electronic resources compatible with iPods and MP3 players. Music collections consist of more than just recordings, but music books, music scores, and music programs as well. Organizations such as the American Library Association’s Public Programs Office are making an effort to promote music programs in libraries, but much more can be done.

What makes music so important, and why does it matter? For one, its importance is a reflection of the values of the communities from which it originates. Music is the expression of cultural values and norms in sound. In many cases it is converted into a product that is in turn revalued by the technology of exchange. The technology of exchange in capitalist societies is money. Money has had a profound impact on the way music gets created, packaged, performed, and consumed. A problem arises in capitalist societies when these cultural values and norms get perverted by market forces, i.e., the profit motive. Honest musical expressions too often give way to formulaic and pre-packaged sound bytes designed to manipulate the masses: music turned into a product that can be bought and sold, and in turn used both to create and to sell identity.

Music is used to sell emotions such as cheerfulness or anger; attitudes such as defiance or conformity; personas such as the rebel, the diva, the superman, the poet; and also fashion trends, politics, philosophies, ethics, religions; and all of this in turn is used to sell consumer products (Martin, 1997). From dish soap to sports cars, music is the soundtrack.

Library music collections can provide a safe haven from market forces, and in turn protect the universal rights of free expression and participation in cultural life. Although music executives and the Recording Industry Association of America (RIAA) may disagree, music can be appreciated and valued for reasons other than its current popularity or commodity value. Music also has historical value as well as potential future value: music and musicians may be under appreciated or misunderstood in the present, and later be highly valued and appreciated at a future time: examples include Bach, Mozart, Stravinsky, Schoenberg, and Charlie Parker, Thelonious Monk, John Coltrane, and so on. Libraries can and do develop music collections based not only on popularity or demographic trends, but on aesthetic, ethnographic, historical and shared cultural values. In this way, avant-garde, experimental, and musical forms that generally fall outside the mainstream are protected from neglect and disregard. The folk music of ethnic minorities and indigenous populations are preserved, appreciated, and passed on to future generations. The war pipes of the Scottish, Irish, and Celts, the dance of the Argentinean tangos, Tejano cunjuntos, Cuban danzones and habaneras: music preserved thanks to libraries. Without libraries, and progressive librarians, such music might very well fade from cultural consciousness.
The Digital Revolution in Music

Besides protection from the market, libraries provide music to poor and underserved populations who could otherwise not afford it. And in the best cases, not only do they provide the music; they provide the technological resources that allow them to participate in the new digital contexts in which music thrives. As Kusak and Leonard (2005) describe it, the digital revolution in music started with the convergence of three technologies: the Internet, the MP3 file (developed by Fraunhofer IIS) and Napster (the first popular peer-to-peer web application developed by college student Shawn Fanning). MP3s are a digital music format that compresses the audio in order to reduce the file-size. While some of the fidelity is lost, this makes it possible to download and transfer music files over the Web. Napster was a file-sharing software that made it possible for users to share their digital music collections over the Web. Napster quickly ran into legal issues with the major record label cartels (represented by the RIAA), and subsequently was bought by AOL/Time-Warner and converted to a pay-for-music service similar to Apple’s iTunes.

Libraries are struggling with copyright issues related to their digital collections as well. The U.S. Copyright Act was written with analog intellectual property in mind. Currently, the Section 108 Study Group, formed by the National Digital Information Infrastructure and Preservation Program (NDIIPP) of the Library of Congress and co-sponsored by the U.S. Copyright Office, is considering revisions of relevant aspects of U.S. copyright law in order to balance the private interests of copyright holders and public interests of libraries and archives. The digital revolution is not only necessitating the revision of copyright laws, it is redefining the music business as well.

The digital revolution in music has transformed the way music is produced, distributed, and consumed. This continues to have a tremendous impact on music business, music performers, music consumers, and music libraries. The top-down model of music executives dominating the market is declining (although they still have a strong hold). The “old” music business is currently run by 4 corporations: TIME/Warner, Sony/BMG, Vivendi/Universal, and EMI. Almost all so called “indies” (independent recording companies) are in fact owned by one of the 4 major labels. Many pay-for-music sites such as iTunes, Napster, Rhapsody, eMusic, etc. pay fees to the major labels for access and distribution rights to their music collections. The only true “indies” are those that can be found by searching the Web and label-free music services such as CD Baby.

In addition, Apple’s iPod has revolutionized the way music is transported and listened to. iPods (and other proprietary media players) have made it possible to carry and collect a staggering quantity of music (thousands of songs as opposed to approximately 40 minutes worth as found on a standard CD). And recently satellite radio services such as Sirius and XM
are providing both a quality and quantity of music programming options (and without advertising) that was simply not available before.

These developments have not only changed the expectations of music professionals and consumers, they have also changed expectations of library professionals and patrons as well. Standard music collection reference texts rarely mention these technological changes and their impending impact on library services (for example, see Davis, 1997). Are library music collections and technologies keeping up with these changes? Are MP3s in most libraries music collections? Are iPods welcome in the typical library? Are podcasts readily available? Progressive librarians should promote these technological innovations and be active participants in the digital revolution in music for the sake of libraries, library services, and the communities they support. But progressive librarians can do more than adopt new music technologies; they can promote live music and the musicians that make it possible.

Music Performance in Libraries

Libraries are traditionally considered to be places of quiet contemplation. Musicians performing in libraries can complement such quietude and solace in immeasurable ways. I should make clear; what I am suggesting is something close to chamber music settings to support local musicians and music lovers. Many bookstores and cafes already provide these services. Libraries are to a certain extent in a state of competition with bookstores and coffee shops for traffic. Responding to this, many libraries have introduced coffee shops into their services. For those that can afford it, a cappuccino or latte can make the library experience all the more pleasant. Many brick and mortar bookstores not only have coffee shops, but live music as well. There is rarely any direct cost for the audience. The musicians usually perform for the right to promote and sell recordings, or for a small fee paid up front by the bookstore. And many stand-alone coffee shops provide live music as well. Music performances can stimulate a creative ambiance and do so without intrusive volume or theatrics. A classical guitarist, a string quartet, a jazz combo, or an acoustic blues “jam” are just a few examples.

Music performances in libraries are not limited to entertainment; such performances can include educational outreach as well. Libraries can collaborate with local talent to offer music education seminars on a variety of music-related subjects, and these seminars can include performances. These “enhanced” performances are something rarely offered in traditional concerts, and allow the audience to participate and interact with the musicians in a way not possible in crowded arenas or large theaters. The opportunities for increasing historical awareness and intercultural dialog through music performances are something progressive librarians should be actively promoting based on their shared values.
The *Library Jazz* series provides one example of the kind of events that I am suggesting. The presentation and performance includes a lecture on jazz history and jazz collections, as well as a jazz guitar performance. Since locating to Tampa, I have been giving these jazz and blues presentations and performances throughout the Tampa-Hillsborough County Library System and other regional Florida libraries. The events promote the historical significance of jazz music, educate librarians on jazz collection development, and introduce potential students to the University of South Florida School of Library and Information Science program. In the process, I have also built professional relationships with state librarians and promoted circulation of local music collections.

With the right intent and purpose, music performances in libraries are more than just forms of entertainment or even educational outreach; they are a form of communicative action.

*Habermas’ Theory of Communicative Action*

In the theory of communicative action, the German philosopher Jurgen Habermas describes agency (the capacity of an agent to act in a world) as a form of communication limited to deliberation, i.e., the free exchange of beliefs and intentions without manipulation or coercion (political or otherwise); in other words, much like free expression as defined by article 19 of the UDHR.

For Habermas, communicative action is not only a form of agency, it’s a form of social action that can be contrasted with instrumental action (self-interested), normative action (adapted to a shared value system) or dramaturgical action (one which is designed to be seen by others and to optimize our public self-image). Habermas claims that all these actions are subordinate to communicative action, i.e., free expression (1985, pp.82-101). Communicative action is social because it is inter-personal, making use of shared language systems and structures. Music, as a form of communicative action, is a deeply social activity, hence the need for social institutions such as libraries to preserve and promote it.

While Habermas is not explicit about the role of music in communicative action, his argument suggests that music performance, freely expressed, is an ideal extension of his theories. Music has been described as a universal language; a language that at best communicates the core of human feeling and spirit. A music performance is certainly instrumental, the musicians are self-interested in their performance and its reception. It is normative as well: music conventions are themselves a product of norms. And it is dramaturgical, the musicians are engaged in a public display of their musical talents and skills and in the process hope to enhance their public self-image. But, a freely expressed musical performance, in a setting that libraries are perhaps best equipped to provide, goes further. Free from market demands, free from popular constraints, free from the public demand
for drama, music expressed for the sake of its own merits, this music can truly be said to be a form of communicative action. Such communicative action is often the stimulus for great works of art.

Habermas’ theories suggest that the free expression inherent in communication action, and by extension the free expression of music, is not merely a part of what classical Marxist theory calls the “superstructure”; rather, it is a base for the conflicts and power struggles that shape and form societies. A contemporary of Habermas, the political theorist Jacques Attali (1985) developed this view further by arguing that certain forms of music, especially avant-garde, experimental, and newer forms not yet assimilated by a society, both reflect and anticipate changes occurring or about to occur in a society. Thus music, freely expressed, acts as a social “subconscious,” as both a herald and precursor of changes to come. With the help of progressive librarians, perhaps music can change the world after all?

**Conclusion**

Music may not be a top priority for libraries and librarians, but times are changing. There is a growing recognition and importance of human rights by librarians, especially in regards to free expression and participation in cultural life. These universal human rights, highly valued by librarians, intersect the shared rights and values of musicians. Committed to human rights, progressive librarians are well positioned to both support and advocate the value of music and universal rights of musicians to free expression and participation in cultural life. They can do this by promoting the development of music collections based not only on current popularity or market values, but aesthetic, ethnographic, historic, and shared cultural values as well. Libraries can enable this by adopting and making available the latest music technologies and digital formats such as MP3s, digital music players such as the iPod, and new media forms such as podcasts. Libraries can do more than develop music collections and adopt new technologies; they can promote musicians and music performances as well. While music performances in libraries support the universal human rights of free expression and participation in cultural life, they also connect local musicians with their communities; expose new, ethnic, or historical forms of music to an appreciative audience, and provide opportunities for music education as well. As Habermas’ and Attali’s theories suggest, the free expression of music may be of deep significance both as a fundamental human right aligned with progressive librarian ideals, and as a force for social change.

**Works Cited**


JUST THROW IT ALL AWAY! (and other thoughts I have had that may bar me from a career in archiving)

by Miriam Rigby

Culture is dynamic, and the division between traditional and non-traditional [is] actually a reflection of the collector’s nostalgia… One commenter has called the idea of tradition, in its most politically charged form, the “sacred weapon” of oppressors… Cultural preservation that has focused on the idea of a “traditional” way of life and traditional artifacts develops a corresponding problematic concern for “authenticity.” (Welsh 843)

Sound archives of once-colonized people’s materials serve an important role in preserving rare recordings for use in the future. The items kept in them may be valuable for academic studies of languages or cultural forms that have been lost or are changing. They may also be used by the people recorded; accessed out of personal interest or for study and reference on old or forgotten knowledge. Despite the clear value of keeping and preserving recordings for the future, the archivist is faced with an ethical dilemma in regards to rights. Since the passing of the Native American Graves Protection and Repatriation Act in 1990, and through similarly themed movements around the world, projects to repatriate items have become a common practice for museums and archives.

With current digitalization technologies, repatriating sound recordings can be a simple transfer of data, and the archivist may be left with original items to continue preserving. However, before any manifestation of a recording can be returned, rights must be established – potentially a difficult process if detailed documentation for the recordings does not exist. Further, in recognizing the owners of items, archivists open themselves up to requests not just for the content of recordings, but for the originals, or even for the destruction of all copies. It is my belief that the ethical archivist must be willing to seriously consider such requests, and to fulfill them if possible,
provided that the request comes from someone with establishable rights. Nothing is permanent in the long run, and some recordings have the potential to cause undue suffering – items may contain sensitive information, or there may be cultural restrictions on the content of the recordings. Far from shying away from losing items, archivists should embrace their role as both a keeper and a ridder of recordings. In doing so, archivists are more likely to gain the trust and friendship of those whose recordings they hold, thereby gaining more control over the items they keep and losing relatively few.

There are many cases of collaborative relationships between archivists, collectors and recorded people – especially First Nations and Australian Aboriginal peoples. Through a few example cases I will illustrate these assertions.

Before much can be done with a recording, it is crucial to establish what it is of, who is recorded, and any restrictions on it. Ideally, a collector would note these details and give them to archivists along with providing the archivist with contact information for all of the people with potential rights claims. In reality though, the extent to which documentation exists varies considerably. As well, in many cases the circumstances under which a recording was made are less than desirable. For instance, an unscrupulous collector may have pressured people into recording by collaborating with the people recorded, or their representatives, can inform the people about what exists and provide them with access to valuable resources while establishing these details for the archivist’s purposes. One stellar case of collaboration between archivists, collectors and recorded peoples is from Australia (Christen 2006). Taking advantage of growing movements of museums repatriating items to Aboriginal peoples, two Pitjantjatjara elders, Peter Nyaningu and Colin Tjapita, worked with an anthropologist, Ushma Scales, in a major project to reclaim objects belonging to Aboriginal communities. They collaborated with the South Australia Museum to find and retrieve items and then make them accessible to the appropriate area groups via a large digitization project (Christen).

One of the factors working on the side of the Pitjantjatjara Council’s “Return of Significant Cultural Property” project (Christen 56), was that they were working towards gaining access to materials more than gaining the materials themselves. In recognizing the value of the cultural property they wished to have returned, the Pitjantjatjara Council also recognized the significant value of the archiving and preservation that the South Australia Museum (SAM) could provide, and the perceived value of the artifacts as part of all Australian’s cultural heritage. The communities to which they desired to repatriate items were in remote desert locations in which it would be impractical to try to house and preserve original recordings and photographs. “…instead of a physical repatriation of some objects, what Anangu wanted was a more extensive community archive that would be easily accessible, culturally appropriate and transportable.” (Christen 56-57). The Pitjantjatjara Council came to the conclusion that providing access to writings, photographs, films, and sound recordings by way of a huge effort in digitizing all of these and creating an online database with
complex and multi-layered permissions and restrictions on access was the most practical solution (Christen).

This choice necessitated great effort and the invention of “niri niri”: fully enclosed pods on wheels, containing a computer, printer, data projector, satellite-internet link-up, and uninterruptible power supply that are easy to transport in trucks and which can withstand a harsh desert environment. Yet, the decision to go with a digital archive seems to have aided the project greatly. I believe that items could be repatriated without much of the controversy that surrounds some repatriation projects, due to the fact that no individual or institution had to lose access to items other than for the period of time when they were being digitized. With the eleven niri niri dispersed to remote Pitjantjatjara communities, the people now have access to a vast database of cultural materials in a manner that would be unattainable otherwise. The digital format also allows for each individual to have an easily assigned and enforced personalized level of access to edit general, “offensive,” and “dangerous” items. Primarily due to the initiative taken by the Pitjantjatjara people, and despite relatively poor funding, this project was highly successful (Christen).

This type of successful collaboration is what archivists must strive for. When it is unclear if an item is “dangerous,” offensive, or has a troubled history the potential for relaxed permissions for access can be high. Unscrupulous museums and collectors have long been known to share or display items that potentially ought not to have been. For instance, a few years ago I went to the American Museum of Natural History in New York and viewed an exhibit on “South American Peoples.” While I do not know how, by whom, or the circumstances of the collection of all of the objects displayed, I came across one troubling item in a glass case: a bullroarer, which I recognized from my anthropological studies, reading Claude Lévi-Strauss’ *Tristes Tropiques*. Bullroaers are ritual items of the Bororo people, traditionally kept in the men’s hut and under no circumstances are women allowed to see them. Lévi-Strauss wrote, “Woe betide any woman who happens to see a bull-roarer; even today there is a strong possibility that she will be clubbed to death.” (230). Lévi-Strauss was only allowed to take a set after agreeing to take strong precautions to never allow women to view them (230). But here it was in full view, with not even a warning at the entrance of the exhibit to alert the potential Bororo-visitor to take caution due to the contents of the displays.

As seen with this potentially offensive exhibit and the multiple levels of access for the Pitjantjatjara’s online archives, it is important to make rights and restrictions on use clear, and then follow them. Even if recordings have few or no restrictions, a responsible archivist should take precautions to make sure that users respect rights. Yet more problematic, is the fact that there are many cases where establishing rights is near impossible. One such case is that of Ishi, the last living Yahi man. His people were systematically murdered, and in 1911, when everyone else was dead, he walked into white society. He was received remarkably well in comparison
to the rest of his people, with a linguist, Alfred Kroeber, being contacted quickly to come and communicate with him. This relationship evolved, and over the course of the rest of Ishi’s life until his death of tuberculosis in 1916, Kroeber made many recordings or Yahi vocabulary and stories, both mythological and biographical. As there are no Yahi alive, it is difficult to establish can make claims on recordings and perhaps more importantly, his preserved brain kept in the Smithsonian (Kroeber 2003).

In Ishi’s case there is the additional problem that we do not know anything about his intention in sharing information. Surely he wanted some human contact; he was apparently excited when Kroeber was finally able to speak words he understood after trying many languages. He gladly recounted stories, and seemed to want to share his knowledge. “For his own reasons, Ishi may have wanted to create a personal memorial to his dead family and people…” (Kroeber 260). Yet, he was also clearly distraught, under “unbelievable psychic stress” (xiv) and arguably, was therefore in no condition mentally to give permission to be recorded. While there is no one in a clear position to make the case for his recordings to be destroyed or to have severe access restrictions, his recordings and remains are in a position to be exploited, studied, and enjoyed by humankind, for as long as funding for archiving and electricity are available. As they have been published, it is also highly unlikely that they could be fully eliminated. His brain at least was repatriated in 2000 for burial to a “culturally-affiliated” Northern California tribe, the Pit-River people, who white-bureaucrats determined had the strongest cultural ties to Ishi due to linguistic similarities (121-122).

When there are people with clear rights and who hold belief systems that motivate a call for the destruction of items though, they and their requests should be respected. Barre Toelken found himself in this position in 1997, after 43 years of collecting Navajo stories (Toelken). His friend, and chief informant Hugh Yellowman had passed away and Toelken had to think about what would happen to Yellowman’s recordings. In Yellowman’s Navajo belief system speaking is a creative act and words have power over reality. As such, the stories he had recorded had conditions on them about the time of year they should be told – not unlike in Judaism or Christianity how certain sections of the holy books are read at certain times of the year – though there is considerably more perceived danger in relation to Yellowman’s Navajo beliefs. Beyond traditional stories, talking about events could bring them into existence, and it is therefore unwise or at least, uncomfortable to discuss death. Toelken admitted that he had in fact not even thought to have asked what Yellowman’s wishes were for the recordings after his death (388). A further problem with the tapes is that many Navajo, including Yellowman’s family, avoid interaction with the dead (383, 385).

Upon consultation with Yellowman’s widow, Helen, they determined that archiving the recordings was not an option. On the one hand, in a non-Navajo archive they were in too much danger of eventually not being
under the correct restrictions. On the other hand, Helen believed that any uniqueness they held was family business rather than tribal, and that the tribal organizations where they could potentially be deposited (The Navajo Tribal Museum and Navajo Community College) already knew the stories (385). Weighing the potential danger of the tapes and Helen's wishes against his personal desires to keep a monumental record of his life's work, Toelken decided to return all of his tapes of Yellowman to Helen for destruction. This choice created much controversy, but I agree with Toelken that it was an appropriate course of action.

...letting the “target group” set the rules and the limits is not only ethically sound in a potentially hegemonic situation, but it is also eminently practical because it brings better results. (388)

Frankly, doing anything other than letting the people who have rights over objects determine what happens to those objects seems crazy; at the very least, the archivist or collector is setting herself up for bad relationships and lawsuits.

Who knows what Yellowman would have said if Toelken had thought to ask him about the future of his recordings? Toelken speculates that any agreement they would have come to would nonetheless have been trumped by Helen’s concerns about the voice of a dead man (388). In that he did not ask, we are left only with speculations as well. It strikes me that perhaps Yellowman never even considered that the items would be archived given Navajo beliefs about avoiding items having to do with the dead. Or, perhaps it was not a concern for him as Yellowman may have recognized that Toelken held different beliefs and that Toelken would not be worried about a dead man’s voice (while understanding the need to not play it for another Navajo).

Two clearer, brief examples of assumptions of the destruction, or deliberate avoidance of preservation, of items come from the Zuni Nation and the Tiwi Australian Aborigines. The Zuni have a ritual that involves placing twin deities in shrines, exposing them to the elements, and allowing them to decompose. Many of these images of deities were stolen from shrines however, ending up in museums and private collections. In 1987 some of these were repatriated from the National Museum of Natural History, replaced in shrines, and allowed to resume their deterioration. More have been returned and destroyed since NAGPRA passed. In this case, preserving objects went directly against cultural practices (Sercombe, Flynn).

For the Tiwi of Melville and Bathurst Islands off the northern coast of Australia, the preservation of a dead person’s possessions is also a strange idea. When a person dies, all but the most distant relatives avoid everything to do with the deceased. Distant relatives carry out the burial rituals and every personal possession or item used by the deceased is buried or destroyed. The only exceptions are items that have considerable value, (either monetarily or in terms of time required to make it) such
as a house or canoe, which are smoked-out for cleansing and only used again after a waiting period. Even the name of the deceased is put out of use⁴. Photographs and recordings are therefore highly taboo items, which ought to be destroyed. Yet, there are exceptions. The main reason cited for destroying and avoidance of items of the deceased is to not be reminded of them – namely to avoid emotional pain. As well, there are differing lengths of mourning periods depending on relationship to the deceased and this also affects how ‘dangerous’ and item might be to a person (Goodale 266).

If a case similar to Yellowman’s occurred amongst the Tiwi, especially with the collector being so intertwined with the family, it is highly likely that the deceased would assume that items would be destroyed after their death. Yet, while I do not want to generalize across Australian Aboriginal peoples, there is also the Pitjantjatjara archive to consider again. They keep images and recordings of dead people, but they maintain strong restrictions on access to these, placing them in the “dangerous” category. People who will be hurt by such items do not run the risk of encountering them, yet they are kept out of a desire to keep a record of the past, and so that certain people who will not be hurt by them can study them. Perhaps a similar archiving method could have been found for the Yellowman tapes, but Toelken and Helen were too worried about restrictions being removed at some time in the future. And rightfully so, returning to the Bororo and Lévi-Strauss, there is nothing restricting a Bororo woman from walking through the National Museum of Natural History and seeing the bullroarer, despite the restrictions on that scenario that were clearly expressed by the Bororo men to Lévi-Strauss.

There are clearly many cases in which the destruction of items is not necessary. Of course, an archivist’s default should not be destruction, yet the ethical archivist must allow for that option. First and foremost, it is important to document items and establish rights and restrictions. By doing so consistently, the question of destruction should become one that is already answered; if and when an item should cease to exist will no longer be the archivist’s dilemma, or at least not as strongly so. As this is not the case, and it is likely that there will always be collectors without good notes and dead depositors who cannot tell the archivist what is what and why, the ethical archivist is left with a need to consider if and what items should be destroyed. When faced with an item that might need to be destroyed, archivists should question their motivations for keeping, and what claims the parties calling for the destruction have on the item. Cultural forms are impermanent; to keep an item based on nostalgia or a desire to ‘preserve’ a culture is to deny cultural change. Although recordings can provide people with a glimpse of how a culture or cultural form was manifested at one point in time – and this can be valuable – what argument is this against a legitimate claim of items causing unnecessary harm to people?

I believe archivists should put the maintenance and preservation of their collections first; it is their job. Yet, if someone with rights on an item calls
for its destruction, the archivist must consider this request and reach a decision of whether they are able to do so and if they will assist them achieve this goal. Much must be considered before destroying an item, but it is the ethical archivist’s duty to at least consider it.

End Notes

1. Establishing who has rights over an item, or figuring out the complexities of multiple claims on an item is a difficult matter that I will not try to tackle here. Within this paper, unless otherwise stated, the assumption is that rights have been established in a relatively clear manner when I discuss what actions an archivist should take.

2. Due to having more documentation, including clearly stated permissions and restrictions, they will have greater ability to use and share items.

3. The Pitjantjatjara/Yankunytjatjara people.

4. Each name a Tiwi receives (and they receive many throughout their lives) must be unique/never previously used (Goodale 29).

Bibliography


Fine-Dare, Kathleen S. Grave Injustice: The American Indian Repatriation Movement and NAGPRA. Lincoln: University of Nebraska Press, 2002.


MISREPRESENTATION & MISUNDERSTANDING

On the Misrepresentation & Misunderstanding of Library Archives and Special Collections in the case of the *National Review*’s “Investigation” of Documents Housed in the Richard J. Daley Library at the University of Illinois at Chicago – August 2008.

Recent news reports on a so-called “coverup” of archival material of the Chicago Annenberg Challenge related to Democratic Presidential candidate, Senator Barack Obama, have characterized the limits to access to these materials as a “coverup” and/or a “conspiracy.” We feel the need to point out that the sorts of situations described by *National Review* Online contributing editor Stanley Kurtz happen all the time with library special collections, and maddeningly frequently to those like himself who obviously know very little about how academic archives work.

First and foremost, libraries are large and complex organizations, and the communications made to Stanley Kurtz, *National Review* contributing editor, by staff of the University of Illinois – Chicago (UI-Chicago) about the availability of the requested collection, especially comments by a part-time graduate student, are not *prima facie* evidence of anything. Rather, they provide evidence that the state of one collection in a large library with millions of individual items is not intimately known in its entirety at the initial points of contact.

What is clear is that the *National Review*’s contributing editor’s comments and other stories in the press show that these writers are noticeably unfamiliar with how special collections in academic libraries actually work. Instead of doing their homework, they assume there must be a “conspiracy” in the shadows. Had he actually done due diligence, Mr. Kurtz at least should have known that there are many standard policies on library special collections extant that he might have read that spell out clearly the points he mischaracterizes. Most are posted openly on the web. They explain in clear detail precisely why Special Collections departments, such as the one at the UI-Chicago, take the actions they do in the course of “events” such as those describe in his *NationalReviewOnline* (NRO) post.

Here’s an easily accessible example and we use Louisiana State University (LSU) simply because it covers well the points we wish to make. Any idle search of other academic archive procedures will find many similar policies. From LSU: The “Policy on Access to Unprocessed Collections” at Louisiana State University Library states that “Patrons may not access..."
unprocessed manuscript collections, photographic collections, or record
groups without the express written approval of Curator of Manuscripts.”

As any researcher knows, even the best endowed academic libraries do not
have complete inventories of what is in their archival collections, resources
moreover whose individual items often number in the many millions. We
are sure UI-Chicago would welcome a significant gift from Mr. Kurtz’
to catalog these items that have so vexed him and which doubtless have
little more than finding aids. Indeed most archives have strict rules to
prevent the filching of items by the dishonest researcher determined to
remove materials for profit or to withhold valuable information from other
researchers. These incidents happen with dismaying frequency. See, for
example, the case of Gilbert Bland caught stealing antique maps from a
library at Johns Hopkins University.4 That is why security is at such a
premium in library special collections, even for processed collections.

The requirement to submit a photo ID and/or to sign in is universally the
standard, as is the request that personal property be stored. Anyone with an
ounce of familiarity will understand why pencils must be used (so as not
to permanently mark up irreplaceable materials – even by accident) and so
on. Also the amount of materials that can be requested is always limited.
Many archives require advance requests in writing as well. On top of this,
in an age of diminishing privacy and expanding “property” rights over
intellectual property, researchers must be aware of both sensitive personal
information and residual ownership of copyright and thus seek permissions
for re-use or quoting at length.

Again, Louisiana State University Library notes that, “Before we can
provide access to an unprocessed collection, staff must review it for
sensitive and private information such as social security numbers and
medical or academic records, as well as for materials covered by donor-
imposed or legal restrictions,”5 and library special collections often must
limit access, and say so directly: “unpublished material dating from 1971
and later may only be consulted with the permission of the office which
created it” (from Georgetown University Library); see also the policy of
Cornell University Library Division of Rare and Manuscript Collections
for other examples.6

The Special Collections department at the UI-Chicago (the collection
under scrutiny by Kurtz) also states these basic, broad policies clearly
in their online documentation.7 Why Mr. Kurtz would impute some sort
of conspiracy only shows how ignorant the writer is of standard library
protocols nationwide.

The vast amount of unique materials in library special collections, plus
the labor-intensive nature of the work of processing them to make them
available, coupled with chronic staffing shortages are widely cited in the
library literature. This too Mr. Kurtz might have taken the time to review
had he wished to be better informed before crying foul.
“For those who simply can’t visit, we will do what we can to help in spite of severe staff limitations and legal restrictions on [providing] copies” (Georgetown University Library). There is even a Mellon-funded grant program designed to stimulate new and faster approaches to processing what is widely recognized as a huge national backlog of research materials to make them available to researchers (called, ironically enough in this case, “Cataloging Hidden Collections”).

In summary: As librarians and researchers ourselves, we suggest Mr. Kurtz visit research archives more often so as to understand better the difficult problems they face in making their collections accessible, such as those at UI-Chicago. We also ask that, at a minimum, the Society of American Archivists and the American Library Association speak out in support of the archive, and the fine staff who work at the University of Illinois-Chicago Library. Mr. Kurtz’s seemingly paranoid innuendos say nothing about librarianship, still less about the exceptional archive at UI-Chicago, and everything about one archive visitor’s unfamiliarity with even the most basic protocols of primary research. Carrying on with mischaracterizations on a news site such as NRO about something the writer is so obviously, and woefully, ignorant seems ill-advised at best and to the experienced research community which we serve, just plain misinformed.

John Buschman, Georgetown University Libraries
Kathleen de la Peña McCook, University of South Florida
Peter McDonald, Dean of Library Services, Fresno State

Footnotes

1 Kurtz, Stanley. “Chicago Annenberg Challenge Shutdown?: a cover-up in the making?” NationalReviewOnline, August 18, 2008 http://article.nationalreview.com/?q=MTgwZTVmN2QyNzk2MmUxMzA3OTQjODZIM2Y2OGQ0NDM=
2 see LIBRARIAN http://librarian.lishost.org/?p=1218
3 “Policy on Access to Unprocessed Collections” at Louisiana State University Library http://www.lib.lsu.edu/special/unprocessed.html
4 “An audacious map thief revealed.” http://www.jhu.edu/~jhumag/0201web/arts.html#map
5 “Policy on Access to Unprocessed Collections” at Louisiana State University Library http://www.lib.lsu.edu/special/unprocessed.html
7 Cornell University Library Division of Rare and Manuscript Collections, http://rmc.library.cornell.edu/services/registration.html
8 University of Illinois at Chicago. Special Collections and University Archives, http://www.uic.edu/depts/lib/specialcoll/
PLG Statement on WiFi in Libraries & the Precautionary Principle
June 16, 2008

Often unaware of the potential risks to both library staff and the public, libraries have adopted wireless technology as a means to bridge the Digital Divide and in order to fulfill their mission under the Library Bill of Rights.

Research on the health effects of wireless technologies (2.4GHz and 5.0GHz bands) and electromagnetic (microwave) radiation indicates wireless technology, among other effects, may cause immune dysfunction, increased risk of brain tumors and acoustic neuromas, childhood cancers, breast cancer, Alzheimer’s disease (European Environment Agency, Bioinitiative Working Group, 2007), and genotoxicity. Research also indicates that public health standards are inadequate in offering guidance on the use of wireless technologies in community spaces.

The Precautionary Principle can act as a policy guide in which to critically debate the risks and benefits of wireless technology. The European Environmental Agency, Bioinitiative Working Group and the International Commission for Electromagnetic Safety through the Benevento Resolution have called for the application of the Precautionary Principle in the use of wireless technology. In the United States, the Wingspread Statement on the Precautionary Principle (1998) states

When an activity raises threats of harm to human health or the environment, precautionary measures should be taken even if some cause and effect relationships are not fully established scientifically...

Therefore, exposure to wireless technologies in the above bandwidths is a public health issue that library workers should address philosophically as a profession and directly in terms of daily library operations, programs, and services. European library workers have taken steps calling for such an examination based on the current research on health effects of wireless. The Bibliothèque Nationale de France has forgone installation of a public wireless system and the staff of the Sainte Geneviève Library (Paris V) has called for a discussion on wireless technology safety in university and public libraries based in part on the conclusions reached by the European Environmental Agency BioInitiative Working Group (2007,4, 26):

Although this RF target level does not preclude further rollout of WIFI technologies, we also recommend that wired alternatives to WIFI be implemented, particularly in schools and libraries so that children are not
subjected to elevated RF levels until more is understood about possible health impacts. This recommendation should be seen as an interim precautionary limit that is intended to guide preventative actions; and more conservative limits may be needed in the future.

Based on this information, Progressive Librarians Guild recommends that via their professional organizations, information workers address the risks of wireless technology in public spaces, take steps in learning about the risks of wireless in terms of exposure and impact on library services, monitor wireless technology in their facilities, critically evaluate and adopt alternatives to wireless technology especially in children’s sections of libraries, create warning signage on risks of wifi throughout their libraries, and act as a community resource in the public education on wireless technologies.

Footnotes

1 Wireless-B, or “IEEE 802.11b” standard operates on the 2.4 GHz band. Wireless-G, or IEEE 802.11g, using the same frequency band, but capable of higher speeds. Wireless-A (IEEE 802.11a) uses the 5.0 GHz band, a higher data transfer. Wireless-N, using both 2.4 and 5.0 GHz bands, with proposed data transfer capability exceeding wired networks. See “Wireless Standards,” http://compnetworking.about.com/cs/wireless80211/a/aa80211standard.htm.

2 Genotoxic or genotoxicity: capable of causing damage to DNA. See Lai, below, a review of the literature on wireless and genotoxicity.

3 Benevento uses 0 to 300 GHz as a baseline for recommendations.

4 2400 MHz mentioned in the Bibliothèque Nationale de France press release is synonymous with 2.4 GHz.

5 Inexpensive AC gauss meters which measure 1-5 GHz can be found on the Web at stores such as EMP Safety Superstore.

6 For example, one alternative is the Panasonic HD-PLC power line network adapter uses electrical wiring (power outlet) as a link between a PC and modem. The adaptor is available through amazon.com.

7 Thanks to Carolyn Raffensperger and Ted Schettler at the Science and Environmental Health Network, Rebekah Azen, SJSU SLIS students Abe Ignacio, and Milton John Kleim, Jr. for their comments.

References


Thatcher, Diana. “Librarians: Keep Public Library Wi-Fi Free.” Sante Fe New Mexican June 8, 2008 (accessed June 8, 2008).
LIBRARY WORKERS: FACTS & FIGURES

The Numbers

• In 2007, there were 215,000 librarians, 113,000 library assistants, and 52,000 library technicians.¹

• Between 2004 and 2014, the number of librarians is expected to increase by 4.9%, while library technicians increase by 13.4% and library assistants by 12.5%. Total employment in the U.S. is expected to increase by 13% over this period.²

• These projections for library workers are all lower than the previous projections for 2002–2012, when the number of librarians was expected to increase by 10.1%, while the number of technicians increased by 16.8% and the number of library assistants by 21.5%.³ But the overall trend of jobs for librarians growing more slowly than those for library technicians and assistants is the same.

• This is a trend: Work once performed only by librarians is now performed by support staff. In a recent American Library Association Support Staff Interests Round Table (ALA SSIRT) survey of 212 library support staff, 73% stated that they are now performing tasks previously performed by Masters of Library Science (MLS) librarians at their library, or have the same or similar duties as MLS librarians at other institutions.

• Furthermore, the current population of librarians is aging; 58% of librarians in the U.S. are projected to reach the retirement age of 65 between 2005 and 2019.⁴

• Forty percent of library directors plan to retire between 2007 and 2016.⁵

Employment

• Most librarians work in school and academic libraries. About one-fourth work in public libraries. The remainder work in special libraries or as information professionals for companies and other organizations.

• More than two out of 10 librarians work part-time. Public and college librarians often work weekends and evenings, as well as some holidays. School librarians usually have the same workday and vacation schedules as classroom teachers. Special librarians usually work normal business hours, but in fast-paced industries such as advertising or legal services, often work longer hours when needed.
This applies also to library technicians.  

- More than half of all library assistants are employed by local government in public libraries; most of the remaining employees work in school libraries. Nearly half of all library assistants work part-time.  

**Diversity Among Library Workers**

- Librarians, technicians, and assistants are predominantly white. Librarians are mainly between the ages of 45 and 55, and assistants are more likely to be under 35 years old. According to an ALA report, there is a persistent lag in diversity with under-represented minorities and few people with disabilities.  
- In 2006, 12.8% of all librarians were minorities: 6% were black or African American, 4.1% were Hispanic or Latino, and 2% were Asian.  
- Minorities accounted for 31.7% of all library assistants in 2007, up from 20.9% in 2004: 8.7% were black or African American, 10.4% were Asian, and 12.6% were Hispanic or Latino. Library technicians in 2007 composed of minorities: 11.9% were black or African American, 4.1% were Asian, and 9.9% were Hispanic or Latino.  
- Among members of the Association of Research Libraries (ARL), 14.1% of the professional staff is composed of minorities. Asian/Pacific Islanders account for 6.3% of the professional staff, blacks or African Americans for 4.8%, Latinos or Hispanics for 2.7%, and American Indian/Alaskan natives for 0.3%. The number of minorities in managerial or administrative positions in the largest U.S. academic libraries is far lower: 4.1% are directors, 6.3% are associate or assistant directors, and 10.2% are branch librarians.  
- The percentage of minorities varies significantly between geographical regions. Minorities make up 20.9% of professional employees in ARL libraries in the South Atlantic Region, while composing 2.7% of professionals in the East South Central ARL libraries.  
- The number of librarians is aging: between 1990 and 2000, the number of librarians under age 35 and between ages 35–44 has consistently decreased. The only age group to grow was 45–54, which rose by 28%.  

**Women’s Work**

Library workers have been, and will continue to be, mostly female.  

- Most students of library science are women. Women comprise 80.2% of ALA-accredited Master’s of Library Science enrollment. Gender distribution is more equal for the Master’s of Information Science degree, where men constitute 51.8% of all students.
• In 2006, women accounted for 84.2% of all librarians, 87.9% of all library assistants, and the vast majority of library technicians.\textsuperscript{15}
• An ARL survey found 63.9% of research librarians are female; 36.1% male. Among research library directors, women are in the majority (55.8%).\textsuperscript{16}
• While men accounted for only 15.8% of librarians in 2006, they accounted for 47% of library directors in academic settings and 35% in public libraries.\textsuperscript{17}

“Women’s Work,” Women’s Pay

Pay inequity remains a persistent and pervasive problem in our society. In 2007, median weekly earnings for women were 80.1% those of men. For most women of color, the earnings gap is even larger: African American women earned just 70 cents for every dollar earned by men in 2007. Hispanic and Latina women earned just 62 cents for every dollar men earned. Only Asian American women’s earnings were closer to parity with men’s: in 2007, they earned 95% that of all men. However, they earned 78% as much as Asian American men.\textsuperscript{18}

• In 2005, the median annual earnings of a woman with a bachelor’s degree were almost 31% (or $15,911) less than that of a similarly qualified man, according to Census Bureau data. A woman with a master’s degree earned 32% (or $21,374) less than a man with a master’s degree; a woman with a doctoral degree earned more than 29% (or $22,824) less than a similarly qualified man.\textsuperscript{19}
• Women in predominantly female occupations earn less than others with similar qualifications, experience and responsibilities who work in fields that are predominantly male. This is certainly the case for library workers.
• In 2006, new MLS graduates from ALA-accredited programs who worked in academic libraries earned an average annual salary of $42,186; for new graduates working in public libraries, the mean annual salary was $40,026.\textsuperscript{20} In contrast, the average starting salary for a database administrator with a master’s degree in computer science was $67,460. This profession is more than 70% male.\textsuperscript{21}
• The median hourly earnings of librarians in 2007 were $24.51 (an annual wage of $52,850 for those working full-time); the median hourly earnings of similarly qualified computer systems analysts were $35.14 (an annual wage of $73,890), those of electrical engineers were $38.10 ($82,090 a year), and those of computer software engineers were $39.97 ($85,660 a year). These (mostly male) professionals have education and responsibilities comparable to those of librarians.\textsuperscript{22}
• The median hourly wage of library technicians was $13.31 in 2007 (an annual wage of $29,040 for those working full-time)\textsuperscript{23}; comparatively, the 2007 median hourly wage for mechanical engineering technicians was $22.73, while that of medical records
and health information technicians was $14.08. Paralegals earned $21.63 an hour.24
• Library assistants had median hourly earnings of $10.71 (amounting to $23,750 annually for full-time work) in 2007, while loan interviewers and clerks earned $15.23 ($33,220).25

The Wage Gap
In addition to library workers being poorly paid because they are predominantly female, those library workers who are women may well be paid less than those who are men.
• In a 2007 survey of academic librarians, even when years of experience in a particular job category are equal, men still outpace women in salary by nearly 5%: $66,041 for women and $69,226 for men. On average, women have more years of experience than men, but still men’s salaries are higher in all ten experience cohorts. This pattern is repeated for minority librarians. Again, the average salary of minority men is higher than that for minority women in all ten experience cohorts.26
• The average salary for male directors in ARL libraries was higher than that of their female counterparts. The overall salary for women research librarians was 94.78% that of men in 2004–05, compared to 94.4% in 2003–04.27
• In 2007, female librarians had median weekly earnings of $846, compared to $861 for both sexes combined. The weekly earnings data for men is not separately reported, due to the small number of workers in this category.28
• While the rise of information science and technology is driving salaries up, the average starting salary for women remains lower, barely reaching $40,000 in 2005.29

Regional Variance in Salaries
• Nationally, the median annual wage for librarians was $44,740 in 2005. However, librarians in the West and Southwest earned $45,864, while librarians in the North Atlantic Region earned an annual median wage of $47,315.30
• The Southeast and Great Lakes and Plains Regions have salaries below the national median for library workers. These regions also have union membership rates below the national average. The West and Southwest and the North Atlantic, which have high union membership rates, also consistently have the highest median salaries for library workers.31
• Among public and academic librarians, the lowest median salaries were found in the Southeast region. This region includes states with the lowest unionization rates in the country, as well as several “right to work” states, such as Florida, Georgia, and Alabama.32
Institutional Variance in Salaries

Library Director salaries depend on the type of library at which they work. In 2007, directors of very small public libraries (serving a population of less than 10,000) had median wages of $47,343. In contrast, directors of very large public libraries (500,000 or more) made $126,924. Differences exist between public and academic libraries as well. Directors of two-year colleges had median annual wages of $63,732 while directors of university libraries made nearly $111,142.

Benefits

- Nearly 12% of public libraries do not offer a pension and 17.4% do not offer retirement savings. Among academic libraries, 23.3% do not offer a pension and 20% do not offer retirement savings.
- Almost 40% of public libraries do not offer vision insurance and 16% do not offer dental insurance. Among academic libraries, 42.9% do not offer vision insurance and 17.9% do not offer dental insurance.
- Almost 34% of public libraries do not offer disability insurance and almost 17% do not offer prescription coverage; in academic libraries, 19.7% do not offer disability insurance and 23.1% do not offer prescription coverage.

The Union Difference

- In 2007, 26.8% of librarians were union members; 29.9% were represented by unions.
• Among library technicians, 14.4% were union members in 2007, and almost 15.8% were represented by unions. 37
• 20.4% of library assistants were union members in 2007, and 23.5% were represented by unions.
• The union earnings advantage for librarians was 52% in 2007. 38
• The union earnings advantage for library assistants was 34% in 2007. 39
• Through the NY Public Library Guild, Local 1930, American Federation of State, County and Municipal Employees (AFSCME) library workers won an eight percent pay increase, in addition to the two four percent raises negotiated for citywide employees, after a three year campaign and negotiating with city officials. 40
• Orange County, Florida Library System organized and affiliated with the Service Employees International Union (SEIU). Management spent $100,000 to defeat the union. Workers got the first pay raise in nine years as a result of bargaining, as well as an extra floating holiday and a grievance procedure that mandates binding arbitration. 41
• Across all regions, librarians benefited from unionization. For example, the smallest gain was in the North Atlantic and Great Lakes and Plains regions where union librarians earned nearly 19% more than their fellow non-union librarians. The greatest gains were in the West and Southwest where there was a nearly 27% gain from unionization. 42
• Across all types of work in the library profession a union advantage existed, from associate librarians who earned more than 27% more than their non-union counterparts, to library techs who earned more than 25% more than their non-union colleagues. 43
• Almost no matter what type of institution a librarian works at there is a union advantage, be it a gain of over 62% in very small public libraries to over 4% for librarians at four-year colleges, the one employment situation that did not show a marked union advantage. 44

In 2007, the union earnings advantage for librarians was 52%; the union earnings advantage for library assistants was 34%.
Endnotes

5 Ibid.
7 Ibid.
10 Ibid.
12 Ibid.
23 Ibid.
24 Ibid.
25 Ibid.
26 ARL Salary Survey, op. cit.
27 Ibid.
30 Ibid.
31 Ibid.
32 Ibid.
33 ALA provided statistics, 2008.
35 Ibid.
36 Ibid.
38 Ibid.
39 Ibid.
40 Toolkit, op. cit.
Editor’s note: This and the two documents that follow are presented here with permission from the Research Department of the AFL-CIO’s Department of Professional Employees.

For further information on professional workers, check out DPE’s Website: www.dpeaflcio.org

The Department for Professional Employees, AFL-CIO (DPE) comprises 24 AFL-CIO unions representing over four million people working in professional, technical and administrative support occupations. DPE-affiliated unions represent: teachers, college professors and school administrators; library workers; nurses, doctors and other health care professionals; engineers, scientists and IT workers; journalists and writers, broadcast technicians and communications specialists; performing and visual artists; professional athletes; professional firefighters; psychologists, social workers and many others. DPE was chartered by the AFL-CIO in 1977 in recognition of the rapidly-growing professional and technical occupations.

Source: DPE Research Department
1025 Vermont Avenue, N.W., Suite 1030
Washington, DC 20005

Contact: Pamela Wilson
(202) 638-6684
pwilson@dpeaflcio.org  June 2008

Page 66
Fact Sheet 2008

PROFESSIONAL WOMEN: VITAL STATISTICS

General Statistics

• The number of working women has risen from 5.1 million in 1900, to 18.4 million in 1950, to 67.8 million in 2007. The number of working women is projected to reach nearly 76 million by 2014.
• Women accounted for 18% of the labor force in 1900, and 46.4% in 2007. Women are expected to account for 46.8% of the labor force in 2014.
• The number of women in the labor force is expected to increase by almost 10.9% between 2004 and 2014, while a smaller 9.1% increase is projected for men. This means men’s share of the labor force will decrease, from 53.6% to 53.2% between 2004 and 2014.
• While in 1900 only 20.4% of all women worked, between 1997 and 2007, almost 60% worked.
• About 72% of working women had white collar occupations in 2007, a percentage that is expected to increase. Women employed in professional and related occupations accounted for 25.1% of all working women in 2007.
• Women are the majority (56.2%) of workers in the occupational category expected to grow most rapidly: the professional and related occupations, which are expected to increase by more than 21.2% from 2004–2014.
• Labor force participation has increased most dramatically among married women.
• Today most mothers—even those with the youngest children—participate in the labor force.
• Nearly half of all multiple job-holders in 2006 were women, up from 22% in 1974. Women are the majority of temporary and part-time workers.

Women Earn More Degrees

• Women have been earning more bachelor’s degrees than men since 1982 and they have been earning more master’s degrees than men since 1981. They are projected to earn 59% of all postsecondary degrees conferred in 2008.
• Women are projected to earn more than 52% of the first professional degrees conferred in 2008, up from 2.6% in 1961.
• Women are projected to earn 48.7% of all doctoral degrees in 2008, while in 1961 they earned only 10.5% of all doctoral degrees.\textsuperscript{17}
• The proportion of women in law school increased from 3.7% in 1963 to 44% in academic year 2007–08.\textsuperscript{18}
• The proportion of women in medical school increased from 5.8% in academic year 1960–61 to almost 49% in academic year 2007–08.\textsuperscript{19}
• Between academic years 1959–60 and 2005-06, the percentage of degrees in dentistry earned by women increased from 0.8% to 44.5%.\textsuperscript{20}

**Occupational Distribution Differs Between Men and Women**

While women are the majority of professional employees, their occupational distribution remains different from men\textsuperscript{21}:

• In 2007, 91.7% of registered nurses, 80.9% of all elementary and middle school teachers, and 97.3% of all preschool and kindergarten teachers were women.
• In comparison, only 11.5% of all civil engineers, 8.6% of electrical and electronics engineers, and 4.2% of all aircraft pilots and flight engineers were female.
• In 2004, only 37% of all Screen Actors’ Guild television and theatrical roles went to women. Furthermore, only 27% of all female roles went to women over the age of 40, while men over 40 got 39% of all male roles.\textsuperscript{22}

Still, the different distribution of men and women among specific professional occupations was less pronounced in 2005 than in 1985:

• The percentage of technical writers who were female increased from 36% to 50% between 1985 and 2006.
• Women pharmacists increased from 30% in 1985 to 49% in 2006.
• The percentage of female chemists increased from 11% in 1985 to 34% in 2006.
• In 2007, women accounted for 32.6% of all lawyers and 30% of all physicians and surgeons.\textsuperscript{23}

**The Wage Gap Persists**

The wage gap between the sexes still plagues the American workforce. In 2004, median annual earnings for full-time year-round workers (which include self-employed workers and other sources of pay differences such as annual bonuses) demonstrate that women earned just 76.5% as much as men.\textsuperscript{24} Out of 19 Organisation for Economic Co-operation and Development (OECD) countries, the United States has the largest gender earnings gap, save for Austria and Switzerland.\textsuperscript{25}

In 2007, median weekly earnings for women in the U.S. were 80.2% those of men. For most women of color, the earnings gap was even larger\textsuperscript{26}.
• African American women earned just 70 cents for every dollar earned by men in 2007.27
• Hispanic and Latina women earned just 62 cents for every dollar men earned.
• Only Asian American women’s earnings were closer to parity with men’s: in 2007, they earned 95% that of all men. However, they earned 78% as much as Asian American men.

The wage gap is also more pronounced for older women: in 2007, women over 25 earned 78% that of men in the same age group while women aged 16-24 earned 92% as much as their male peers.28

Equal pay is a problem in every occupational category, even in occupations where women considerably outnumber men. In 2007, certain professions showed a significant gap:

• Women in professional and related occupations earned over 27% less than their male counterparts, while women in sales and office occupations earned 23% less than similarly employed men.
• Female elementary and middle school teachers earned nearly 10% less than similarly employed men, despite comprising 82% of the field.
• Female registered nurses earned more than 10% less than their male colleagues, although 90% of nurses are women.
• Female physicians and surgeons earned a whopping 41% less than their male counterparts.
• Female college and university teachers earned over 25% less than those who were male.
• Female lawyers earned 23% less than male lawyers.

Women also earn less at every level of education. For full-time workers aged 18 and older in 2005:

• The median annual earnings of a female high school graduate was more than 34% less than that of her male counterpart;
• The median annual earnings of a woman with a bachelor’s degree was almost 31% (or $15,911) less than that of a similarly qualified man;
• Women are more likely to complete graduate education. A woman with a master’s degree earned 32% (or $21,374) less than a man with a master’s degree;
• The median annual earnings for a woman with a professional degree were $65,941 while men earned over $100,000.
• A woman with a doctoral degree earned more than 29% (or $22,824) less than a similarly qualified man.
• According to a recent report by the American Association of University Women, women who attended highly selective colleges earn less than men from either highly or moderately selective colleges and about the same as men from minimally selective colleges.
• Men and women remain segregated by college major, with women
making up 79% of education majors and men making up 82% of engineering majors. This segregation is found in the workplace as well, where women make up 74% of the education field and men make up 84% of the engineering and architecture fields.

Because women are paid less when they work, they receive smaller Social Security benefits when they retire:

- Women represent 58% of all Social Security beneficiaries age 62 and older and approximately 70% of beneficiaries age 85 and older.
- In 2005, the average Social Security retirement benefit was 32% smaller for women than men. 72.3% of women receive a monthly benefit of under $1,000 while 67.8% of men receive more than $1,000 per month.
- Only 29.2% of women 65 and older received any form of pension or annuity income and the median amount was $6,420. For men, 43.8% received pensions or annuity income and the median amount was $12,000.
- The benefit structure disproportionately benefits married women. For unmarried women over 65, Social Security comprised 53.4% of their total income in 2006, but 38% of that of an unmarried elderly man, and only 33% of elderly married couples' income.
- In 2006, 43.4% of all elderly unmarried females receiving Social Security benefits relied on Social Security for 90% or more of their income.

Changes for American Families

On average, the families of working women lose out on $9,575 per year because of the earnings gap. Over time, this adds up to a very significant loss. For instance, by 2004, women who were aged 24-29 in 1984 had lost over $440 million in the intervening 20 years just because of the gender wage gap. Working families lose $200 billion in the United States annually.

- In 2006, 50.3% of women were not married and 60% of these unmarried women were in the labor force.
- The proportion of families in which the husband, but not the wife, worked outside the home declined from 66% in the 1940’s and ’50s to only 19% in 2005.
- The overall labor force participation rate of mothers with children under age 18 was 70.6% in 2006.
- Whereas in 1970, 12% of all children lived in one parent families, in 2006 almost 28% lived with only one parent. About 83% of these children lived with their mothers.
- In 2005, over seven million families with children under 18 were headed by a single mother—almost 30% of all working families. The labor force participation rate of single mothers was nearly 77% in 2005.
• About 31% of families where children under 18 lived with their mother (with no father present) were below the poverty level in 2006. Among black single mothers, 39% were below poverty line. 44
• By contrast, married couple families with children under 18 had the lowest poverty rate: 4.9% in 2006. 45
• Reducing work-family conflict is an important goal which would benefit all working parents. According to a report by the American Association of University Women, survey results found that a majority of both men (74%) and women (83%) would choose a job that had lower pay but provided benefits such as family leave, flexible hours, and help with family care. The same study found that among college-educated adults, men are still more likely to have flextime options at their workplace—55.5% of men versus 39.7% of women. Flextime and similar options can be important supports for working mothers. 46

High Costs of Caregiving

According to a recent study conducted by the Project on Global Working Families, the United States ranks low on a list of 173 nations when it comes to protecting workers’ family lives. U.S. policies fail to protect the role of women as mothers and caretakers:

• The U.S. guarantees no paid leave for mothers in any segment of the work force. Only four other nations studied share this quality: Lesotho, Liberia, Papua New Guinea, and Swaziland, and 168 guarantee leave with income in connection to childbirth. 47
• Women need time for parental involvement and to take care of sick family members. One hundred thirty-seven countries mandate paid annual leave, with 121 of these countries guaranteeing two weeks or more each year. The U.S. does not require employers to provide any paid annual leave and as a result, more women work long hours, nights, and weekends. 48
• The U.S. provides only unpaid leave for serious illnesses through the FMLA, which does not cover all workers. Moreover, the U.S. does not guarantee any paid sick days for common illnesses. One hundred and forty-five countries provide paid leave for short- or long-term illnesses, with 127 providing a week or more annually. 49

The availability of affordable childcare can have a huge impact on women’s choices regarding work. Childcare can be prohibitively expensive: in 2002, the OECD estimated that the cost of center-based care for two children in the U.S. could amount to as much as 37% of a single parent’s income. This is a considerably larger portion than almost all other OECD countries. 50 Even for two-parent families of all income brackets, childcare tends to be the second-largest household expenditure, after housing costs. 51

In countries with a high degree of childcare support programs, the labor force participation rate of women with young children is much higher. For
instance, in 2005 nearly 59% of all women with children under age three worked,\textsuperscript{52} while in Sweden in 2002, nearly 72% of women with children under age three worked.\textsuperscript{53} Sweden offers families heavily subsidized childcare for which all children are eligible.\textsuperscript{54}

Women and the Union Advantage

Today, more than 6.9 million working women are union members and 7.7 million are represented by unions.\textsuperscript{55}

Many of the unions organizing in industries dominated by women, such as education and government, have consistently shown much higher win rates than those unions organizing in industries with fewer women members.\textsuperscript{56} The union difference is quite apparent when you look at the median weekly wages in predominantly female and consequently lesser paid occupations: union preschool and kindergarten teachers earned a massive 130.5\% more than their non-union counterparts, while for elementary and middle school teachers, the union wage advantage was 59.4\%. In 2007, union librarians earned 32.6\% more than their non-union counterparts, while union social workers and counselors earned 39.5 and 42.4\% more, respectively. For registered nurses, the union difference was 15.6\%.\textsuperscript{57}

Union women and men are more likely than nonunion workers to have health and pension benefits, and to receive paid holidays and vacations, and life and disability insurance.\textsuperscript{58}

- In 2007, 44\% of all union members were women, up from 19\% in 1962.\textsuperscript{59}
- In 2007, union women earned weekly wages that were more than 33\% more than non-union women.\textsuperscript{60} Thus, union membership narrows the gender wage gap.

The union difference is even more marked for African American and Hispanic or Latina women:\textsuperscript{61}

- The median weekly earnings of African American union women were more than 35\% more than their nonunion counterparts.
- Hispanic and Latina women who were union members had median weekly earnings that were more than 51\% higher than their nonunion counterparts.

Endnotes

5 Employment and Earnings, Annual Averages, Table 11, 2007, op. cit.
6 Toossi, Mitra, op. cit.
7 Ibid.
10 Employment and Earnings, Annual Averages, Table 11, 2008, op. cit.
16 Ibid.
17 Ibid.
21 Employment and Earnings, Annual Averages, Table 11, 2008, op. cit.
23 Employment and Earnings, Annual Averages, Table 11, 2008, op. cit.
26 “Highlight of Women’s Earnings in 2004”, op. cit.
28 Ibid.
34 Employee Benefit Research Institute, Fast Facts from EBR! “Pension, Annuity Income: Differences Between Men and Women.”
36 Ibid.
NOTE: At the 2008 ALA Annual Conference in Anaheim, CA organized initially by Pamela Wilson of the Department for Professional Employees (DPE), AFL-CIO and coordinated through ALA/APA, the program “Managers Who Have the ‘Union Advantage’” featured Tom Galante, Director, Queens Borough Public Library; Susan Veltfort, President, Local 1857, WSCCCE, AFSCME, AFL-CIO, King County Library System (WA); and John Buschman, Associate University Librarian, Georgetown University Library (DC). Pamela Wilson gave a precis of the data reports gathered by AFL-CIO and APA - reprinted here. These types of documents do not see the (ALA) light of day often enough, and the editors of Progressive Librarian wanted to highlight the hard data generated on the benefits of unionization in libraries. The two preceding fact sheets and the powerpoint presentation beginning here are published with the permission of the Research Department of the DPE, AFL-CIO – Editors.
PREFACE

The American Library Association–Allied Professional Association (ALA–APA), the Organization for the Advancement of Library Workers, is a companion organization to the American Library Association. It provides services to librarians and other library workers in two primary areas: certification of individuals in specializations beyond the initial professional degree; and direct support of comparable worth and pay equity initiatives, and other activities designed to improve the salaries and status of librarians and other library workers. ALA–APA recognizes union membership as a path to improved salary and status for library workers.

Each year, ALA–APA conducts an extensive salary survey of library workers in conjunction with the ALA Office for Research and Statistics (ORS). In 2006, thanks to the suggestion of the ALA–APA Standing Committee on the Salaries and Status of Library Workers, the survey for the first time included a question about union membership.

The survey was sent to 3,418 public and academic libraries, with 836 (24.5%) responding. Data was received for 26,937 individual salaries, ranging from $10,721 to $130,686 across 62 positions. The data included separate categories for four regions, and for states, library type, library size and educational attainment.

This union data was sent to the Department for Professional Employees, AFL-CIO (DPE) for analysis. With 24 affiliated unions, DPE represents more than four million professional and technical workers, including many library workers. This publication results from that analysis and clearly demonstrates the power of unions to raise salaries in the predominantly female, underpaid library world. The percentages on the graphs indicate the union difference as the raise that would be required to equalize the union and non-union salaries.

Particular thanks are due to the many respondents who completed the questionnaire, to Jamie Bragg of ALA–APA, to Denise Davis, Director of ORS, to the Management Association of Illinois, to DPE intern, Mi chael Ell ell, who analyzed the data, to Pamela W ilson, who managed the project for DPE, and to Elliott Becker, Marcie Lawrence, and Leandra Roscoe of DPE for their valuable contributions. We look forward to many collaborative endeavors.

Jenifer Grady, MLS, MBA
Director, ALA–APA

&

Paul E. Almeida
President, DPE
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREFACE.</td>
<td>1</td>
</tr>
<tr>
<td>CHARTS:</td>
<td></td>
</tr>
<tr>
<td>Annual Earnings of All Library Workers, by Region and Union Affiliation, 2006</td>
<td>1</td>
</tr>
<tr>
<td>Associate Librarians Mean Annual Earnings, by Region and Union Affiliation, 2006</td>
<td>2</td>
</tr>
<tr>
<td>Library Technical Assistants Mean Annual Earnings, by Region and Union Affiliation, 2006</td>
<td>3</td>
</tr>
<tr>
<td>Library Clerks Mean Annual Earnings, by Region and Union Affiliation, 2006</td>
<td>4</td>
</tr>
<tr>
<td>Mean Annual Earnings of All Library Workers, by Educational Attainment and Union Affiliation, 2006</td>
<td>5</td>
</tr>
<tr>
<td>Mean Annual Earnings of Associate Librarians, by Educational Attainment, 2006</td>
<td>6</td>
</tr>
<tr>
<td>Mean Annual Earnings of Library Technical Assistants, by Educational Attainment and Union Affiliation, 2006</td>
<td>7</td>
</tr>
<tr>
<td>Library Clerks, by Educational Attainment and Union Affiliation, 2006</td>
<td>8</td>
</tr>
<tr>
<td>Associate Librarians, by Library Type and Union Affiliation, 2006</td>
<td>9</td>
</tr>
<tr>
<td>Library Technical Assistants, by Library Type and Union Affiliation, 2006</td>
<td>10</td>
</tr>
<tr>
<td>Library Clerks, by Library Type and Union Affiliation, 2006</td>
<td>11</td>
</tr>
<tr>
<td>Mean Annual Earnings of Associate Librarians, by Categories and Union Affiliation, 2006</td>
<td>12</td>
</tr>
<tr>
<td>Mean Annual Earnings of Library Technical Assistants, by Job Category and Union Affiliation, 2006</td>
<td>13</td>
</tr>
<tr>
<td>Mean Annual Earnings of Library Clerks, by Job Category and Union Affiliation, 2006</td>
<td>14</td>
</tr>
<tr>
<td>Mean Annual Earnings of Library Assistants, by Job Category and Union Affiliation, 2006</td>
<td>15</td>
</tr>
<tr>
<td>Mean Annual Earnings of Library Workers not Elsewhere Classified, by Job Category and Union Affiliation, 2006</td>
<td>16</td>
</tr>
<tr>
<td>Mean Annual Earnings of Library Workers not Elsewhere Classified, by Job Category and Union Affiliation, 2006 (Cont.)</td>
<td>17</td>
</tr>
<tr>
<td>Mean Annual Earnings of Library Workers not Elsewhere Classified, by Job Category and Union Affiliation, 2006 (Cont'd)</td>
<td>18</td>
</tr>
<tr>
<td>TAB Les:</td>
<td></td>
</tr>
<tr>
<td>Methodology and Explanation</td>
<td>20</td>
</tr>
<tr>
<td>Mean Annual Earnings of All Library Workers, by Region, 2006</td>
<td>21</td>
</tr>
<tr>
<td>Mean Annual Earnings of All Library Workers, by Educational Attainment, 2006</td>
<td>22</td>
</tr>
<tr>
<td>Mean Annual Earnings of All Library Workers, by Size of Institution, 2006</td>
<td>23</td>
</tr>
<tr>
<td>Mean Annual Earnings of All Library Workers, by Area of Expertise, 2006</td>
<td>24</td>
</tr>
<tr>
<td>Mean Annual Earnings of All Library Workers, by Area of Expertise (Cont.), 2006</td>
<td>25</td>
</tr>
<tr>
<td>Any Questions or Comments?</td>
<td>26</td>
</tr>
</tbody>
</table>
Annual earnings of all library workers, by region and union affiliation, 2006

![Bar chart showing annual earnings by region and union affiliation.]

Taken as a whole, U.S. union library workers earn almost 21% more than their non-union counterparts. The Southeast is a notable exception to the union advantage in earnings. It should be noted that the Southwest has a union presence of less than 2%, while the survey average is 9%.

The union advantage for associate librarians is more than 27%.

*Associate Librarian (non-MLS degree): Provides assistance to patrons involving topical research and materials location. Assists patrons with the use of research resources and equipment. Monitors the collection for outdated or unused items, following established guidelines. May perform managerial and administrative duties.

**NOTE:** An asterisk at the end of the graph bar indicates a sample size for that category less than 10 reportees.


ALA/ALA OLS - The Union Difference for Library Workers 2006
LIBRARY TECHNICAL ASSISTANTS’ MEAN ANNUAL EARNINGS BY REGION AND UNION AFFILIATION, 2006

Library technical assistants experience a significant union advantage across regions. The North Atlantic Region has the highest union advantage and also the highest rate of union participation, 14.6%, a correlation that is found across the data.

*Library Technical Assistant: Provides basic assistance to patrons. Refers to library staff for professional assistance. Locates materials, and refers to patrons. May work in all divisions of the library, including circulation, non-technical support services, technical services, or interlibrary loan.


ALA-APA - The Voice of Library Workers, 2007
LIBRARY CLERKS' MEAN ANNUAL EARNINGS, BY REGION AND UNION AFFILIATION, 2006

Union library clerks earn significantly more than their non-union counterparts, with the exception of those in the Southeast. The union advantage for clerks is significantly larger than the union advantage for all library employees (32.6% compared to 30.7%).

Library Clerk: Performs routine duties related to the use of a variety of forms, reports, or procedures. Provides basic clerical assistance: sets up computations, keeps records, prepares information. Maintains departmental records. Performs miscellaneous duties such as filing, typing, sorting or photostatting.


ALA-APA OIRP - The Union Advantage in Library Work/L 2006
**Progressive Librarian #31**

**Mean Annual Earnings of All Library Workers, by Educational Attainment and Union Affiliation, 2006**

![Bar chart showing mean annual earnings of all library workers by educational attainment and union affiliation, 2006.](chart)

**Union Mean**

- High School: $32,750
- Associate's: $37,449
- Bachelor's: $41,655
- Master's: $45,358
- ALL DEGREES: $41,012

**Nonunion Mean**

- High School: $24,790
- Associate's: $25,076
- Bachelor's: $35,029
- Master's: $35,791
- ALL DEGREES: $30,976

Union library workers with high school diplomas earn almost as much as nonunion bachelor's degree holders. Union members with bachelor's degrees earn almost as much as nonunion library workers with master's degrees.

**NOTE:** There were no unionized PhD. employees as part of the data and so PhD. salary data is not included in this chart.

MEAN ANNUAL EARNINGS OF ASSOCIATE LIBRARIANS*, BY EDUCATIONAL ATTAINMENT, 2006

The union difference is pronounced for associate librarians, regardless of educational attainment. Associate librarians with associate's degrees and union membership earn 43.3% more than their non-union counterparts.

*Associate Librarian is a non-MLS position title. Complete definition on page 1.

NOTE: Both numbers within the graph bars indicate a sample size for that category from 15 reported salaries.


ALA-APA & OPE – The Union Difference to Library Workers (1980)
The union difference for library technical assistants is significantly larger than the salary difference for non-union employees obtaining a higher degree. However, this data probably deserves more investigation and follow-up.

The fact that unionized high school graduates have a higher salary than unionized bachelor's degree recipients suggests the samples may be skewed.

**NOTE:** Red numbers within the graph bars indicate a sample size for that category less than 15 was obtained.

LIBRARY CLERKS BY EDUCATIONAL ATTAINMENT AND UNION AFFILIATION, 2006

Most library clerks are High School-educated. Only 27 salaries were reported for unionized individuals with Associate’s degrees. Also, more than two-thirds of the 27 are circulation clerks in the largest library category. The -3.8% differential could represent one or two large libraries. This underscores the need for continued data collection.

NOTE: Bars with white bars indicate a sample size of less than 20 reported salaries.


ALA-APA SPE - The Union Salaries for Library Workers, 2008.
The union advantage extends across all library sizes and types.

*Associate librarian is a non-MLS position title. Complete definition on page 2.

NOTE: Bold numbers within the graph bars indicate a sample size for that category lower than 15 reported salaries.

LIBRARY TECHNICAL ASSISTANTS BY LIBRARY TYPE AND UNION AFFILIATION, 2006

The union advantage extends across library size for library technical assistants.

NOTE: Bold numbers within the graph bars indicate a sample size for that category lower than 15 reported salaries.


ALA-ALCTS = The Union Difference for Library Workers, 2006.
LIBRARY CLERKS BY LIBRARY TYPE AND UNION AFFILIATION, 2006

The union advantage extends across library size for clerks.

NOTE: Bold numbers within the graph bars indicate a sample size for that category lower than 16 reported salaries.


ALA/PALI - The Voice of Women for Library Workers, 2006
This chart represents all the survey’s categories that fall under associate librarian. From this breakdown, we can see that the union difference for associate librarians exists across all job categories.

NOTE: Bold numbers within the graph bars indicate a sample size for that category lower than 10 reported salaries.


**MEAN ANNUAL EARNINGS OF LIBRARY TECHNICAL ASSISTANTS, BY JOB CATEGORY AND UNION AFFILIATION, 2006**

Library technical assistants who are union members earn more than their non-union counterparts, regardless of job category. The union advantage ranges from 14.3% for library technical assistants in Reference/Information services to 46.4% in children’s and young adult services.

NOTE: Bold numbers within the graph bar indicate a sample size for that category below 15 reported salaries.

Union library clerks earn more than those who are non-union, regardless of their sub-category. The union advantage for clerks ranges from 16.2% for clerks working in archives and special collections to 40.7% for those working in Government Documents.

NOTE: Bold numbers within the graph bars indicate a sample size for that category lower than 15 respondents.

Mean Annual Earnings of Library Assistants, by Job Category and Union Affiliation, 2006

Union library assistants earn more than their non-union counterparts, regardless of title category. The union advantage ranges from 12.5% for processing assistants to 52.2% for bookkeepers.

NOTE: Blank bars in the graph indicate a sample size for that category lower than 150 reported salaries.

MEAN ANNUAL EARNINGS OF LIBRARY WORKERS NOT ELSEWHERE CLASSIFIED, BY JOB CATEGORY AND UNION MEMBERSHIP, 2006

There are a small number of managers who are union members. In all but one category, the union managers earn more than their non-union counterparts. This represents one out of 68 job titles.

NOTE: Bold numbers within the graph bars indicate a sample size for that category lower than 15 reported salaries.


ALA AFT/UEC - The Union Differences for Library Workers, 1990
MEAN ANNUAL EARNINGS OF LIBRARY WORKERS NOT ELSEWHERE CLASSIFIED, BY JOB CATEGORY AND UNION MEMBERSHIP, 2006 – CONT’D

Library employees who are union members earn more than their non-union counterparts, regardless of job category. The union advantage ranges from 7.2% for graphic artists to almost 93% for webmasters.

NOTE: Bold numbers indicate a sample size for that category lower than 15 reported salaries.

The union advantage exists for these library workers. Union building maintenance workers earn almost 72% more than non-union, janitors earn almost 60% more, and for copy catalogers, the union advantage is 38.8%.

NOTE: Bold numbers within the graph bars indicate a sample size for that category lower than 15 reported salaries.

The ‘Southeast’ Effect

- The southeast region has 1.9% unionization rate compared to a survey average of 8.9%
- The data shows a correlation between unionization and the union advantage:
  \[ y = 0.5891x + 0.241 \]
  \[ R^2 = 0.0215 \]
- Meaning that for every 1% increase unionization there is a corresponding .25% increase in union advantage
- This suggests that as union presence increases among library employees, the union advantage could become even more pronounced

METHODOLOGY & EXPLANATION

The survey questionnaire was mailed to a stratified sample of 3,418 public and academic libraries, including a sample of the membership of the Association of Research Libraries (ARL). The responses from 835 libraries yielded 2,937 individual salaries ranging from $10,713 to $93,698 across 62 library positions that do not require an MLS. The survey asked for demographic data and included the questions below. This analysis was made possible by the Management Association of Illinois, the contractor conducting the survey, which extracted salary data from the libraries responding “yes, all employees” to those questions:

9. Are employees of the following groups represented by a bargaining unit?
   a. Support staff: 
   Yes, all employees
   Yes, some employees
   No

   b. Professionals: 
   Yes, all employees
   Yes, some employees
   No

9. If yes, which union(s)? ___________________________________________________________________

* Two-year colleges generally offer associate's degrees
* Four-year colleges generally offer bachelor's degrees
* Universities generally offer bachelor's and master's degrees, and Ph.D.s.

* The academic library universe was stratified into three categories: Two-Year college, Four-Year college, and University (including the 113-member Association of Research Libraries' data) using the 2002 Academic Library Survey file, which is the most current and complete file available. This file includes codes for the categories created by the Carnegie Foundation for the Advancement of Teaching in 1984. Our “Two-Year College” category corresponds to the Carnegie category “Associate of Arts.” Our “Four-Year College” category corresponds to the Carnegie Categories “Baccalaureate I and II.” Our “University” category includes the Carnegie Categories “Master’s I and II, Doctoral I and II, and Research I and II.”

Public library size categories:
- Very Small: serving less than 10,000
- Small: serving 10,000–24,999
- Medium: serving 25,000–49,999
- Large: serving 50,000 or more
<table>
<thead>
<tr>
<th>Job Title</th>
<th>Category</th>
<th>Union</th>
<th>Sample</th>
<th>Non-Union</th>
<th>Sample</th>
<th>Advantage</th>
<th>% Union</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL CATEGORIES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Atlantic</td>
<td></td>
<td>$35,717</td>
<td>486</td>
<td>$27,153</td>
<td>2750</td>
<td>31.38%</td>
<td>15.6%</td>
</tr>
<tr>
<td>Great Lakes &amp; Plains</td>
<td></td>
<td>$31,060</td>
<td>388</td>
<td>$26,400</td>
<td>3020</td>
<td>17.39%</td>
<td>8.0%</td>
</tr>
<tr>
<td>Southwest</td>
<td></td>
<td>$34,057</td>
<td>988</td>
<td>$26,620</td>
<td>4132</td>
<td>6.75%</td>
<td>5.15%</td>
</tr>
<tr>
<td>West &amp; Southwest</td>
<td></td>
<td>$30,424</td>
<td>812</td>
<td>$27,556</td>
<td>5158</td>
<td>17.06%</td>
<td>11.35%</td>
</tr>
<tr>
<td><strong>All Regions</strong></td>
<td></td>
<td>$32,436</td>
<td>1977</td>
<td>$26,888</td>
<td>17790</td>
<td>20.72%</td>
<td>8.55%</td>
</tr>
<tr>
<td>Associate Librarian - <strong>TOTAL</strong></td>
<td></td>
<td>$36,262</td>
<td>272</td>
<td>$26,169</td>
<td>356</td>
<td>16.76%</td>
<td>9.05%</td>
</tr>
<tr>
<td>North Atlantic</td>
<td></td>
<td>$36,735</td>
<td>587</td>
<td>$30,121</td>
<td>537</td>
<td>18.79%</td>
<td>5.55%</td>
</tr>
<tr>
<td>Great Lakes &amp; Plains</td>
<td></td>
<td>$36,400</td>
<td>132</td>
<td>$28,425</td>
<td>264</td>
<td>20.17%</td>
<td>11.15%</td>
</tr>
<tr>
<td>Southwest</td>
<td></td>
<td>$41,754</td>
<td>954</td>
<td>$32,195</td>
<td>594</td>
<td>30.40%</td>
<td>14.45%</td>
</tr>
<tr>
<td>West &amp; Southwest</td>
<td></td>
<td>$39,810</td>
<td>196</td>
<td>$31,805</td>
<td>2168</td>
<td>27.13%</td>
<td>4.02%</td>
</tr>
<tr>
<td><strong>All Regions</strong></td>
<td></td>
<td>$39,430</td>
<td>196</td>
<td>$31,805</td>
<td>2168</td>
<td>27.13%</td>
<td>4.02%</td>
</tr>
<tr>
<td>Library Tech/Assistant - <strong>ALL CATEGORIES</strong></td>
<td></td>
<td>$31,894</td>
<td>534</td>
<td>$26,116</td>
<td>476</td>
<td>32.87%</td>
<td>13.65%</td>
</tr>
<tr>
<td>North Atlantic</td>
<td></td>
<td>$35,571</td>
<td>155</td>
<td>$28,112</td>
<td>438</td>
<td>35.94%</td>
<td>7.75%</td>
</tr>
<tr>
<td>Great Lakes &amp; Plains</td>
<td></td>
<td>$29,569</td>
<td>253</td>
<td>$27,569</td>
<td>1940</td>
<td>8.28%</td>
<td>3.75%</td>
</tr>
<tr>
<td>Southwest</td>
<td></td>
<td>$37,447</td>
<td>362</td>
<td>$28,415</td>
<td>546</td>
<td>39.69%</td>
<td>4.4%</td>
</tr>
<tr>
<td>West &amp; Southwest</td>
<td></td>
<td>$36,448</td>
<td>248</td>
<td>$28,615</td>
<td>2172</td>
<td>29.43%</td>
<td>6.35%</td>
</tr>
<tr>
<td><strong>All Regions</strong></td>
<td></td>
<td>$36,408</td>
<td>248</td>
<td>$28,615</td>
<td>2172</td>
<td>29.43%</td>
<td>6.35%</td>
</tr>
<tr>
<td>Clerk - <strong>ALL CATEGORIES</strong></td>
<td></td>
<td>$34,374</td>
<td>861</td>
<td>$27,387</td>
<td>847</td>
<td>23.82%</td>
<td>15.7%</td>
</tr>
<tr>
<td>Great Lakes &amp; Plains</td>
<td></td>
<td>$30,610</td>
<td>202</td>
<td>$22,800</td>
<td>1744</td>
<td>33.13%</td>
<td>10.45%</td>
</tr>
<tr>
<td>Southwest</td>
<td></td>
<td>$31,467</td>
<td>156</td>
<td>$25,515</td>
<td>1142</td>
<td>47.72%</td>
<td>18.5%</td>
</tr>
<tr>
<td>West &amp; Southeast</td>
<td></td>
<td>$31,567</td>
<td>727</td>
<td>$27,572</td>
<td>1123</td>
<td>25.58%</td>
<td>13.32%</td>
</tr>
<tr>
<td><strong>All Regions</strong></td>
<td></td>
<td>$31,738</td>
<td>970</td>
<td>$23,524</td>
<td>1284</td>
<td>32.33%</td>
<td>10.7%</td>
</tr>
</tbody>
</table>

### MEAN ANNUAL EARNINGS OF LIBRARY WORKERS BY EDUCATIONAL ATTAINMENT, 2006

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Category</th>
<th>Urban</th>
<th>Sample</th>
<th>Non-Urban</th>
<th>Job Type</th>
<th>Advancement</th>
<th>% Urban</th>
<th>% Sample</th>
<th>% Non-Urban</th>
<th>% Job Type</th>
<th>% Advancement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL JOB TITLES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td>$13,508</td>
<td>2056</td>
<td>$14,480</td>
<td>$16,080</td>
<td>18,280</td>
<td>20,780</td>
<td>23.1%</td>
<td>22.6%</td>
<td>23.5%</td>
<td>19.3%</td>
<td>18.5%</td>
</tr>
<tr>
<td>Associate</td>
<td>$15,408</td>
<td>1754</td>
<td>$16,370</td>
<td>$18,970</td>
<td>21,470</td>
<td>23,970</td>
<td>24.7%</td>
<td>24.2%</td>
<td>24.6%</td>
<td>21.8%</td>
<td>20.4%</td>
</tr>
<tr>
<td>Bachelor</td>
<td>$16,860</td>
<td>1692</td>
<td>$17,920</td>
<td>$20,520</td>
<td>23,020</td>
<td>25,520</td>
<td>26.3%</td>
<td>25.9%</td>
<td>26.1%</td>
<td>24.2%</td>
<td>23.2%</td>
</tr>
<tr>
<td>Master</td>
<td>$19,021</td>
<td>1571</td>
<td>$20,400</td>
<td>$23,000</td>
<td>25,500</td>
<td>28,000</td>
<td>27.6%</td>
<td>27.4%</td>
<td>27.1%</td>
<td>25.1%</td>
<td>24.5%</td>
</tr>
<tr>
<td><strong>ALL DEGREES</strong></td>
<td>$29,797</td>
<td>1243</td>
<td>$32,670</td>
<td>$35,470</td>
<td>38,270</td>
<td>41,070</td>
<td>29.4%</td>
<td>28.6%</td>
<td>28.4%</td>
<td>26.8%</td>
<td>26.8%</td>
</tr>
<tr>
<td><strong>Associate Librarian - ALL CATEGORIES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td>$16,655</td>
<td>244</td>
<td>$17,540</td>
<td>$19,340</td>
<td>21,840</td>
<td>24,340</td>
<td>21.1%</td>
<td>20.8%</td>
<td>21.2%</td>
<td>19.4%</td>
<td>19.4%</td>
</tr>
<tr>
<td>Associate</td>
<td>$18,515</td>
<td>229</td>
<td>$19,410</td>
<td>$21,910</td>
<td>24,410</td>
<td>26,910</td>
<td>22.7%</td>
<td>22.2%</td>
<td>22.5%</td>
<td>20.6%</td>
<td>20.6%</td>
</tr>
<tr>
<td>Bachelor</td>
<td>$20,120</td>
<td>278</td>
<td>$21,120</td>
<td>$23,720</td>
<td>26,220</td>
<td>28,720</td>
<td>23.9%</td>
<td>23.5%</td>
<td>23.5%</td>
<td>21.7%</td>
<td>21.3%</td>
</tr>
<tr>
<td>Master</td>
<td>$22,260</td>
<td>257</td>
<td>$23,260</td>
<td>$25,860</td>
<td>28,360</td>
<td>30,860</td>
<td>25.4%</td>
<td>25.4%</td>
<td>25.2%</td>
<td>23.6%</td>
<td>23.4%</td>
</tr>
<tr>
<td><strong>ALL DEGREES</strong></td>
<td>$33,820</td>
<td>1885</td>
<td>$35,810</td>
<td>$38,410</td>
<td>41,010</td>
<td>43,610</td>
<td>29.1%</td>
<td>28.7%</td>
<td>28.2%</td>
<td>26.3%</td>
<td>26.3%</td>
</tr>
<tr>
<td><strong>Library Tech Assistant - ALL CATEGORIES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td>$15,970</td>
<td>115</td>
<td>$16,850</td>
<td>$18,650</td>
<td>20,450</td>
<td>22,250</td>
<td>22.3%</td>
<td>22.2%</td>
<td>22.2%</td>
<td>20.5%</td>
<td>20.5%</td>
</tr>
<tr>
<td>Associate</td>
<td>$17,820</td>
<td>151</td>
<td>$18,720</td>
<td>$20,520</td>
<td>22,420</td>
<td>24,320</td>
<td>22.3%</td>
<td>22.2%</td>
<td>22.3%</td>
<td>20.5%</td>
<td>20.5%</td>
</tr>
<tr>
<td>Bachelor</td>
<td>$19,730</td>
<td>158</td>
<td>$20,630</td>
<td>$22,430</td>
<td>24,330</td>
<td>26,230</td>
<td>23.0%</td>
<td>23.0%</td>
<td>23.0%</td>
<td>21.3%</td>
<td>21.3%</td>
</tr>
<tr>
<td>Master</td>
<td>$21,840</td>
<td>213</td>
<td>$22,840</td>
<td>$24,640</td>
<td>26,540</td>
<td>28,440</td>
<td>25.4%</td>
<td>25.4%</td>
<td>25.4%</td>
<td>23.6%</td>
<td>23.6%</td>
</tr>
<tr>
<td><strong>ALL DEGREES</strong></td>
<td>$33,960</td>
<td>1691</td>
<td>$35,960</td>
<td>$38,760</td>
<td>41,560</td>
<td>44,360</td>
<td>28.2%</td>
<td>27.9%</td>
<td>27.6%</td>
<td>26.0%</td>
<td>26.0%</td>
</tr>
</tbody>
</table>


### MEAN ANNUAL EARNINGS OF LIBRARY WORKERS BY SIZE OF INSTITUTION, 2006

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Category</th>
<th>Union</th>
<th>Sample</th>
<th>Non-Union</th>
<th>Sample</th>
<th>Percentage</th>
<th>Advantage</th>
<th>% Union</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Associate Librarian - ALL REGIONS</strong></td>
<td>Very Small Public</td>
<td>$40,773</td>
<td>10</td>
<td>$42,659</td>
<td>500</td>
<td>83.75%</td>
<td>3.5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Small Public</td>
<td>$35,737</td>
<td>6</td>
<td>$31,509</td>
<td>127</td>
<td>25.23%</td>
<td>1.7%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medium Public</td>
<td>$43,391</td>
<td>2</td>
<td>$36,557</td>
<td>450</td>
<td>46.91%</td>
<td>4.6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Large Public</td>
<td>$37,692</td>
<td>52</td>
<td>$33,824</td>
<td>742</td>
<td>89.85%</td>
<td>4.6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Very Large Public</td>
<td>$40,356</td>
<td>90</td>
<td>$37,026</td>
<td>3000</td>
<td>93.56%</td>
<td>13.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unions</td>
<td>$40,192</td>
<td>7</td>
<td>$32,886</td>
<td>186</td>
<td>82.81%</td>
<td>4.6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Four Year College</td>
<td>$40,000</td>
<td>3</td>
<td>$38,882</td>
<td>50</td>
<td>95.68%</td>
<td>4.6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two Year College</td>
<td>$35,536</td>
<td>5</td>
<td>$30,645</td>
<td>32</td>
<td>84.94%</td>
<td>13.5%</td>
<td></td>
</tr>
<tr>
<td><strong>Library Tech-Assistant - ALL REGIONS</strong></td>
<td>Very Small Public</td>
<td>$35,870</td>
<td>4</td>
<td>$33,124</td>
<td>62</td>
<td>125.51%</td>
<td>3.9%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Small Public</td>
<td>$30,032</td>
<td>2</td>
<td>$28,410</td>
<td>171</td>
<td>63.86%</td>
<td>1.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medium Public</td>
<td>$40,968</td>
<td>41</td>
<td>$27,461</td>
<td>380</td>
<td>56.92%</td>
<td>0.7%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Large Public</td>
<td>$34,020</td>
<td>54</td>
<td>$25,583</td>
<td>719</td>
<td>21.93%</td>
<td>7.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Very Large Public</td>
<td>$35,916</td>
<td>30</td>
<td>$29,137</td>
<td>404</td>
<td>25.36%</td>
<td>3.8%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>University</td>
<td>$30,036</td>
<td>61</td>
<td>$28,406</td>
<td>371</td>
<td>89.10%</td>
<td>11.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Four Year College</td>
<td>$24,615</td>
<td>3</td>
<td>$20,223</td>
<td>131</td>
<td>68.15%</td>
<td>2.4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two Year College</td>
<td>$24,600</td>
<td>3</td>
<td>$20,703</td>
<td>10</td>
<td>69.71%</td>
<td>24.9%</td>
<td></td>
</tr>
<tr>
<td><strong>Cemt - ALL REGIONS</strong></td>
<td>Very Small Public</td>
<td>$30,024</td>
<td>9</td>
<td>$28,186</td>
<td>204</td>
<td>83.12%</td>
<td>4.6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Small Public</td>
<td>$35,695</td>
<td>23</td>
<td>$42,406</td>
<td>470</td>
<td>46.91%</td>
<td>4.6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medium Public</td>
<td>$33,341</td>
<td>157</td>
<td>$22,518</td>
<td>883</td>
<td>48.26%</td>
<td>14.4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Large Public</td>
<td>$35,441</td>
<td>53</td>
<td>$24,273</td>
<td>1099</td>
<td>25.02%</td>
<td>5.4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Very Large Public</td>
<td>$31,200</td>
<td>237</td>
<td>$26,914</td>
<td>788</td>
<td>17.71%</td>
<td>23.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>University</td>
<td>$33,640</td>
<td>61</td>
<td>$25,786</td>
<td>498</td>
<td>53.01%</td>
<td>9.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Four Year College</td>
<td>$18,040</td>
<td>7</td>
<td>$20,362</td>
<td>172</td>
<td>77.20%</td>
<td>1.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two Year College</td>
<td>$21,596</td>
<td>25</td>
<td>$21,144</td>
<td>50</td>
<td>21.09%</td>
<td>30.9%</td>
<td></td>
</tr>
</tbody>
</table>

## Mean Annual Earnings of Library Workers by Area of Expertise, 2006

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Category</th>
<th>Urban</th>
<th>Sample</th>
<th>Non-Urban</th>
<th>Sample</th>
<th>Advantage</th>
<th>% Urban</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Librarian Assistants</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Processing Assistant</td>
<td>ALL REGIONS</td>
<td>$27,973</td>
<td>48</td>
<td>$24,777</td>
<td>378</td>
<td>12.44%</td>
<td>11.3%</td>
</tr>
<tr>
<td>Serials Processing Assistant</td>
<td>ALL REGIONS</td>
<td>$26,021</td>
<td>10</td>
<td>$25,101</td>
<td>226</td>
<td>27.17%</td>
<td>7.9%</td>
</tr>
<tr>
<td>Computer Lib Assistant</td>
<td>ALL REGIONS</td>
<td>$30,084</td>
<td>5</td>
<td>$26,869</td>
<td>213</td>
<td>42.85%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Administrative Assistant (Senior)</td>
<td>ALL REGIONS</td>
<td>$43,035</td>
<td>27</td>
<td>$41,443</td>
<td>353</td>
<td>36.86%</td>
<td>7.9%</td>
</tr>
<tr>
<td>Inter Librarian Loan Assistant</td>
<td>ALL REGIONS</td>
<td>$34,085</td>
<td>20</td>
<td>$32,778</td>
<td>369</td>
<td>29.92%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Human Resources Assistant</td>
<td>ALL REGIONS</td>
<td>$46,280</td>
<td>6</td>
<td>$33,772</td>
<td>69</td>
<td>38.49%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Receptionist</td>
<td>ALL REGIONS</td>
<td>$32,773</td>
<td>7</td>
<td>$26,115</td>
<td>70</td>
<td>33.27%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>ALL REGIONS</td>
<td>$43,645</td>
<td>6</td>
<td>$34,837</td>
<td>106</td>
<td>24.75%</td>
<td>7.0%</td>
</tr>
<tr>
<td><strong>Librarian Managers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collection Development/Management</td>
<td>ALL REGIONS</td>
<td>$38,948</td>
<td>7</td>
<td>$39,092</td>
<td>37</td>
<td>2.46%</td>
<td>15.0%</td>
</tr>
<tr>
<td>Systems Administrator</td>
<td>ALL REGIONS</td>
<td>$51,964</td>
<td>16</td>
<td>$43,010</td>
<td>217</td>
<td>15.04%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Office Manager</td>
<td>ALL REGIONS</td>
<td>$55,616</td>
<td>20</td>
<td>$48,000</td>
<td>102</td>
<td>20.12%</td>
<td>9.9%</td>
</tr>
<tr>
<td>Development Manager</td>
<td>ALL REGIONS</td>
<td>$32,625</td>
<td>20</td>
<td>$35,160</td>
<td>225</td>
<td>43.56%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Human Resources Manager</td>
<td>ALL REGIONS</td>
<td>$33,045</td>
<td>3</td>
<td>$34,722</td>
<td>61</td>
<td>57.22%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Information Technology (IT) Manager</td>
<td>ALL REGIONS</td>
<td>$59,944</td>
<td>11</td>
<td>$41,341</td>
<td>118</td>
<td>45.34%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Web/Content Administrator</td>
<td>ALL REGIONS</td>
<td>$52,611</td>
<td>5</td>
<td>$41,685</td>
<td>32</td>
<td>26.82%</td>
<td>8.9%</td>
</tr>
<tr>
<td><strong>Library Office Employees</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Librarian Assistant</td>
<td>ALL REGIONS</td>
<td>$63,170</td>
<td>1</td>
<td>$44,780</td>
<td>36</td>
<td>29.87%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Public Services Officer</td>
<td>ALL REGIONS</td>
<td>$63,060</td>
<td>4</td>
<td>$34,192</td>
<td>88</td>
<td>56.53%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Graphic Artist</td>
<td>ALL REGIONS</td>
<td>$38,784</td>
<td>10</td>
<td>$37,187</td>
<td>72</td>
<td>3.72%</td>
<td>11.5%</td>
</tr>
<tr>
<td>Volunteer Coordinator</td>
<td>ALL REGIONS</td>
<td>$60,667</td>
<td>6</td>
<td>$30,270</td>
<td>245</td>
<td>52.86%</td>
<td>12.0%</td>
</tr>
<tr>
<td>Senior Accountant</td>
<td>ALL REGIONS</td>
<td>$63,114</td>
<td>6</td>
<td>$46,543</td>
<td>76</td>
<td>44.56%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Accountant</td>
<td>ALL REGIONS</td>
<td>$54,387</td>
<td>5</td>
<td>$36,543</td>
<td>62</td>
<td>50.39%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Record Administrator</td>
<td>ALL REGIONS</td>
<td>$47,152</td>
<td>5</td>
<td>$37,906</td>
<td>129</td>
<td>25.93%</td>
<td>11.4%</td>
</tr>
<tr>
<td><strong>Custodial, Engineering, Maintenance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facility Engineering Manager (Maintenance)</td>
<td>ALL REGIONS</td>
<td>$56,677</td>
<td>11</td>
<td>$45,521</td>
<td>82</td>
<td>20.22%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Building Maintenance</td>
<td>ALL REGIONS</td>
<td>$60,082</td>
<td>25</td>
<td>$25,162</td>
<td>159</td>
<td>77.79%</td>
<td>13.3%</td>
</tr>
<tr>
<td>Electrical/Custodian (Monitor)</td>
<td>ALL REGIONS</td>
<td>$33,245</td>
<td>55</td>
<td>$32,721</td>
<td>201</td>
<td>88.63%</td>
<td>15.8%</td>
</tr>
<tr>
<td>Facility Safety Officer (Janitor)</td>
<td>ALL REGIONS</td>
<td>$24,441</td>
<td>3</td>
<td>$27,841</td>
<td>171</td>
<td>11.37%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Shelf/Supply Manager</td>
<td>ALL REGIONS</td>
<td>$18,864</td>
<td>54</td>
<td>$17,172</td>
<td>207</td>
<td>15.81%</td>
<td>11.3%</td>
</tr>
<tr>
<td>Facilities Support</td>
<td>ALL REGIONS</td>
<td>$33,120</td>
<td>17</td>
<td>$34,431</td>
<td>62</td>
<td>25.71%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Copy Center</td>
<td>ALL REGIONS</td>
<td>$40,165</td>
<td>27</td>
<td>$30,765</td>
<td>102</td>
<td>32.09%</td>
<td>9.6%</td>
</tr>
<tr>
<td>Book Repair</td>
<td>ALL REGIONS</td>
<td>$22,317</td>
<td>4</td>
<td>$27,769</td>
<td>93</td>
<td>22.77%</td>
<td>9.3%</td>
</tr>
</tbody>
</table>

Any questions or comments?
Contact:

Jenifer Grady, Director
American Library
Association-Allied
Professional Association
50 E. Huron
Chicago, IL 60611
Ph: 312-280-2424
Email: jgrady@ala.org

Pamela Wilson, Assistant to
the President
Department for Professional
Employees, AFL-CIO
815 16th Street, NW, 7th
Floor
Washington, DC 20006
Ph: 202-638-0320 ext. 12
Email: pwilson@dpeaflcio.org
When I agreed to review *College Libraries in the Teaching/Learning Process*, I steeled myself to wade through very dry prose, in search of innovations and ideas for improving my own information literacy classes. I had no idea how pleasantly disappointed I would be. I had forgotten that the information literacy instruction that one gives as part of students’ specific courses and that one customizes to fit professors’ assignments has not always been standard operating procedure. In fact, it grew from one or more innovations. I did not know and had never considered that it had taken the promotional efforts of Evan Ira Farber to put the style of information literacy instruction practiced as second nature today onto the proverbial map. I did not even know who Evan Ira Farber was. It is to Mr. Farber’s credit that his ideas have become such standard practice that one takes them totally for granted. *College Libraries in the Teaching/Learning Process* reminded me that, “it has not always been thus.”

I also did not know that Mr. Farber is an excellent storyteller, especially in the interview in Appendix (A). He lets this reader, who was born the year that he began working as director of the library at Earlham College, get a clear picture of what academic libraries were like before she experienced them as a student during the summer of 1979. Mr. Farber tells not only of his efforts to publicize bibliographic instruction, but also his views on and efforts to promote such ideas as faculty liaisons (Chapter 7 and 29), browsing libraries/popular book collections (Chapter 18), and college librarianship as a distinct specialty (Chapter 1 and 15). He repeatedly stresses that a college librarian’s first job is to support his/her institution’s “teaching/learning mission” (Chapters 7 and 8) through both judicious collection development (Chapter 3) and instruction (Chapter 1).

Interestingly enough, Mr. Farber takes great pains to explain that he did not invent information literacy. Chapters 14 and 27 in particular feature lengthy literature reviews that reveal information literacy instruction’s deep historical roots. Course-related information literacy instruction, similar to what is widespread in academic libraries today, could well have developed simultaneously at a fairly large number of diverse institutions.

Farber, however, was an ace networker. He thanks his mentors and speaks about his mentees (see Appendix A). Farber also became chair of the College Libraries Section of the ACRL in 1967 and was elected ACRL President in 1977. Needless to say, Farber was in a unique position to make sure that other librarians heard about information literacy instruction.
Given Evan Ira Farber’s historical importance, Gansz has done the profession a service putting together Farber’s speeches and book chapters in one easy-to-access place, because most of these writings, no matter how readable, are by their nature, not the sort that library school students are likely to find through *Library Literature* or *LISA*. Many of the older essays are also too old to be indexed electronically, and book chapters, manuscripts, and articles in obscure and regional newsletters, often fall through databases’ cracks.

Farber’s voice is clearly an administrator’s. As I read of how he made a science librarian and successor out of a recent Earlham graduate with a biology degree (Appendix A and Introduction), I thought about the possible external candidates probably brought in for a pro forma interview. Farber’s confession about how he wanted to fire one of his subordinates (Appendix A) also made me shudder.

In addition, I disagree with Farber that student research should be efficient and orderly to be productive (Chapter 4 and 12). A keyword search on the catalog or a general bibliographic database lands most students with multiple credible sources to compare and exposes them to reputable, reasonable quality information as long as they just don’t grab the first two items at the top of the page or only the book for which they initially searched. My motto for most student research is “just start somewhere.”

More interesting, Farber has several notable blind spots. He naively believed that the internet would make nearly all information universally accessible (Chapter 19 and 25). Copyright, publishers, vendors, and aggregators, as well as tight budgets have created a world of academic libraries divided into database and periodical haves and have-nots. Not quite everything may be available on the net for the right price, but not quite everything is affordable to many college libraries.

Likewise, Farber makes no note of the digital divide (Chapter 19 and 25). He never noticed the students who had not yet mastered basic office software due to not having a computer at home or adequate access prior to arriving on campus. He has no idea that computers and internet at home are still out of financial reach for many students from low income backgrounds.

Finally, Mr. Farber is simply plain wrong when he suggests that librarians by and large will not be dealing with interface and usability issues (Chapter 28). He did not foresee a world where librarians manage web pages, do usability research, and create online tutorials with Perl, Php, Java, Camtasia, and Flash.

Still for any librarian or library school student who has ever wondered about the history of information literacy instruction or academic libraries in general, or alternatively, for anyone who wants to know how library administrators think, *College Libraries and the Teaching/Learning Process* is a pleasant and informative read.
In a way I think I did an injustice to the profession, not only to myself but to the profession. Because I wasn’t an activist. I really didn’t know how to handle those guys.

So states Filomena Magavero, 83 years old, recounting her experiences as the first female librarian at the New York Maritime College, where she worked for the latter half of the twentieth century. Much of Jane Brodsky Fitzpatrick’s *Mrs. Magavero: A History Based on the Life of an Academic Librarian* serves to unpack this statement, nimbly weaving Magavero’s specific experiences at Maritime College into a broader cultural history of academic librarianship. This is the rarely discussed history in which Melvil Dewey not only devised a foundational system of library classification, but also delivered a speech in 1886 entitled “Women in Libraries: How they are Handicapped.” Devoted to explaining why “the fairest employers, in simplest justice, usually pay men more for what seems at first sight the same work,” Dewey’s remarks were not those of some anomalous sexist, of course, but are instead representative of a sexism endemic to early librarianship. Fitzpatrick examines the repercussions of these early biases, as well as the societal pressures contributing to the development of the unique roles of men and women in librarianship, and uses this backdrop to contextualize Magavero’s career.

The centerpiece of *Mrs. Magavero* is Fitzpatrick’s concise and informative chapter on “Women in Library History.” Fitzpatrick accomplishes a rare feat here by managing to conduct a fairly comprehensive survey of the literature about women in libraries without bogging down her narrative. Taking up Anita Schiller’s 1970 thesis that women are a “disadvantaged majority” in libraries, Fitzpatrick notes that, despite an historical abundance of women working in the field, “library history was written by men and about men.” It wasn’t until the second wave of feminism, which came about twenty years after Magavero assumed her post at the Maritime College in 1949, that the library profession began to seriously consider issues of equal rights and pay for women. While the Library Journal was refusing to take a stand on women’s rights as late as 1965, declaring in an editorial that they wouldn’t be “brave—or foolish—enough to take sides” on the issue, Schiller and others began to pave the way for organizations such as the Committee on the Status of Women in Librarianship (COSWL) and the Social Responsibilities Round Table Task Force on Women in the late sixties. The official position of the ALA followed suit soon thereafter in the passage of a 1970 resolution (proposed by Schiller) “that the American Library Association take steps to equalize salaries and opportunities for employment and promotions.”
Fitzpatrick enriches the discussion by continually returning the focus to Magavero’s individual experiences at the Maritime College. Far from doing an injustice to the profession, Magavero is revealed here as a quiet pioneer. Establishing a place for herself in an academic library twenty years before her profession (or society at large) was willing to acknowledge and address the problem of sexual discrimination, Magavero recounts that “I wasn’t going to let these guys run me out of here, just because they want to treat me as a clerk.” And Fitzpatrick reminds us that Magavero’s story is representative of a larger segment of American women who came out of World War II ready and willing to work, but who were denied professional opportunities and shuffled into clerical lines. It’s enlightening, then, to read not only of the major contributions of feminist library historians such as Schiller, Kathleen Heim, and Wanda Auerbach (among others), but to also consider the experiences of those women, like Magavero, who were on the front lines in the battle for equal rights in academic libraries.

Given a disparity between men and women’s salaries in academic libraries that has still not closed according to the 2006-2007 ARL Salary Survey, histories like Fitzpatrick’s are a crucial reminder that the movement for equality is an ongoing struggle. We should consider ourselves fortunate to be able to build upon and learn from the examples of progress and endurance that Mrs. Magavero provides.
NOTES ON CONTRIBUTORS

**Jenny Bossaller** finished her PhD in Library Science at the University of Missouri in May. She became an Assistant Professor at the School of Library and Information Science at the University of Southern Mississippi in August.

**Angel Castillo** has a Bachelors Degree in Library Science from The National Autonomous University of Mexico (UNAM). He is a member of the Mexican Section of the Trinational Coalition in Defense of Public Education.

**Cody Hennesy** is a reference and instruction librarian at California College of the Arts in Oakland.

**Eileen H. Kramer** is Instructional Design Librarian at Georgia Perimeter College in Clarksbron, Georgia.

**Carlos Martinez** has a Bachelors Degree in Library Science from The National Autonomous University of Mexico (UNAM) and Master Studies in History from the same university.

**Kathleen de la Peña McCook** is Distinguished University Professor at the University of South Florida. She was President of the Association for Library and Information Science Education (ALISE) in 1988; received the Beta Phi Mu Award for distinguished service to education for librarianship in 2003 and is author of *Introduction to Public Librarianship* (2004). She is an active member of the United Faculty of Florida, AFT Local 7463.

**Doug Raber** is on the faculty of the School of Information Science and Learning Technologies at the University of Missouri.

**Miriam Rigby** has an MA in Anthropology and received her MLIS in June from the University of Washington. She is actively hunting for work as a reference librarian and is impervious to rain.


**Scott J. Simon** is a musician and information scientist in the School of Library and Information Sciences at the University of South Florida. He completed studies in both Music Performance and Music Information Retrieval while earning his Ph.D. in Interdisciplinary Information Science at the University of North Texas.