Introduction to Library and Information Science

INTRODUCTION TO LIBRARY AND INFORMATION SCIENCE

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INTRODUCTION

Hello! My name is Reed Hepler. I am the Digital Initiatives and OER Librarian at the College of Southern Idaho. This textbook was written in 2023 to provide a straightforward and comprehensive resource regarding the basics of library and information science. In particular, this textbook will cover the applications of the principles of library science rather than droning on about theory. Theory is important, but application of theoretical principles promotes real, long-lasting learning. The last half of the textbook examines the advent of digital initiatives and electronic resources and how these have altered library science. It also reflects on the ideal experience of a patron visiting a modern library and how patron-facing services can foster informational literacy.

This book is intended to give you a basic understanding of the common services that most libraries provide. While there are many different types of libraries, all of them provide most if not all of the basic services referred to in this textbook. All of them have patrons, although those patrons may have needs best suited to particular libraries. Whether you are going to be a medical, public, or academic librarian, this textbook can help you learn how you can best serve each of your patrons using a variety of resources and functions.

The goal of this textbook is to explain the different facets of general librarianship in a concise, thorough manner. Interspersed with these explanations will be interactive assessments and experiences in which you can test and demonstrate your knowledge. The average textbook is around 50,000 to 100,000 words. This textbook is around 25,000 words. Even when I update it or add sections, I want to remain in that range. At the most, I will change it to be 30,000 words. There is nothing more pointless than including excessive detail. This is an introductory textbook, and it provides links to more detailed sources of information if you would like to browse those.

One of the most common critiques of the library, which is completely unwarranted, is that since the Internet exists, libraries are going to be obsolete in the near future. Nothing could be more false. As modern librarians, we have harnessed a knowledge of the internet to provide quick and seemingly effortless access to ranges of data that were not accessible by the general public even ten years ago. The offerings of database and data access to patrons began almost immediately after the beginning of the Internet. The 1990s saw a huge surge in the use of the Internet for library technical services as well as patron-facing services. Now, the Internet holds some of the library's own holdings, including ebooks and audio books, in addition to providing database access.

We will explore the history, theory, services, modernization, and patron-centered nature of the library. We will not go into

detail about any of these topics, but you will eventually see how all of these facets fit together. If you ever are confused about the definition of a term, please consult ODLIS, which stands for the Online Dictionary for Library and Information Science. I will not link to it, because as a library scientist, you should know how to search for things and find them. Technically, I should not put any links in this book because I want you to know how to look for information by yourself. However, I like links and conciseness of information and data. Furthermore, I like to give people as much data as possible to make their lives easier. So I have links to other sites throughout this book. You're welcome. I've spoiled you.

I'll give you another resource, too. This one I will give you the link to, but you may have to find it for yourself again because the Internet Archive hates external traffic to its site sometimes. The LIS Wiki was a massive open source encyclopedia about all things Library Science related. However, its dropped gradually as people used social media and other websites to communicate about issues and topics. In 2019, a few years before I found out about it, the project was shuttered for good. I went to the Internet Archive and found a snapshot of the site from a month before it closed. It can be accessed at https://web.archive.org/web/20190509193404/ https://liswiki.org/wiki/Main_Page.

Truly, the modern library has the potential to provide a unique experience to all patrons. Our job is to help patrons use all resources, digital and analog, at their disposal in the library.

I hope that you will enjoy this textbook as much as I enjoyed creating it.

Every time that you use this textbook, please contact Reed Hepler at rhepler@csi.edu and provide the course title and the number of students involved. If you are using it for professional development, please give the institution and approximately how many people are going to use it at your institution. If you are a lone researcher, worker, or student, feel free to reach out and contact Reed with any revisions, questions, or other comments. This allows him to monitor the impact of the textbook and its associated assessments.

H5P INFORMATION

This textbook and course includes interactive activities made possible through H5P, which is a learning system created with the HTTP5 language. You will be able to interact with the knowledge you have gained in a variety of ways, including drag-and-drop, fill-in-the-blank, multiple choice, and other varieties. The goal of these activities is to help you internalize your knowledge. Depending on the results of your trials, you will be receive certain feedback. You will only be graded upon your final score and you will always be allowed to retry these activities unless your instructor decides to disable that option. There are a few guidelines you should know about typing and interacting with these activities:

1. Spelling is important. This is good training for librarianship in general. There are options to allow for imperfect spelling. I have disabled these options. As a librarian, you will be expected to be precise when entering information in a catalog record and searching for information and data. Spell things accurately

2. When you come across an entry that has a long dash, put it in a blank as "–."

3. When you see an ampersand, write it out as "and."

4. Don't give up! Use the feedback that comes with your answers to improve your score.

5. If you are confused about an assignment or believe that you got a wrong answer in error, click the "Confused" button on the bottom right corner of the H5P window.

PART I
LIBRARY HISTORY AND ESSENTIAL FUNCTIONS

1.

DATA, INFORMATION, AND KNOWLEDGE

Before we explore the functions, services, and benefits of libraries and library science, we need to ensure that we are all working with the same definitions of key words. In other professions, the words "knowledge," "data" and "information" are used interchangeably. However, in library science they are three related but distinct things. Patrons (and librarians) peruse the information provided by interpretations of data in order to receive and retain knowledge. They may also peruse data (especially in academic, medical, or scientific libraries), but the main stored resource in libraries is information.

Data is the building blocks of all items contained in a library. It is the bare facts of reality, the strategically collected information that has been recorded in a standardized, or at least understandable, way. There are two types of data. Quantitative data is data that has been recorded as an amount of something. For example, four seconds or eighteen ounces.

Locations	Approx. area surveyed (ha)	Number of bare circles examined at surface	Number with mound present	Number of bare circles excavated*	Number of bare circles with termite galleries
Newman airport 23.437°S 119.818°E	1	10	10	2	2
Jigalong road 22.979°S 119.997°E	1	10	9	2	2
Kiwirrkurra Indigenous Protected Area 22.776°S 127.540°E	1	20	6	10	10
Newhaven Wildlife Sanctuary 22.750°S 131.260°E	1	10	-	3	3

Qualitative data, on the other hand, is something that is not communicated through the use of numbers. This type of data is recorded through words or other media that cannot be assigned numbers. In order to ensure that qualitative data is collected consistently and accurately, researchers will use controlled vocabularies to record these qualities or at least approximate them. Then, the quantitative data of the use of these standardized vocabularies can be analyzed. The use of

both of these types of data varies from field to field, but all data is in one of these two forms.

Information is produced when a researcher or another person takes the data obtained by research and analyzes and interprets it. This is always done in qualitative form. Examples of sources of data-derived information include the text of articles in academic journals, nonfiction books, and professional websites. Information takes data and inputs it into a particular narrative. Ideally, the narrative of information is free from bias. However, bias inevitably creeps into data analysis despite researchers' and interpreters' best efforts. Thus, **Information Literacy** is a vital skill for librarians and their patrons to possess.

Knowledge is obtained when readers internalize the information and data presented to them by items in the library collections. Readers internalize all of the information present in the items. Hopefully, they will retain the information. Internalization of information and action upon it as a demonstration of knowledge has been regarded as the highest form of intellectual achievement by many cultures. For example, in Buddhism the highest form of knowledge was demonstrated by becoming a Bodhisattva and living according to the precepts of the Buddha's sutras, which were learned through reading and discussion.

The Bodhisattvas of the Ten Stages in Attaining the Most Perfect Knowledge was painted in 1454 in China. This digital reproduction was provided by the Cleveland Museum of Art. It is licensed under the CC0 1.0 Universal Public Domain License.

The chief goal of librarians is to help their patrons accurately interpret data and internalize correct and authoritative information so they can have correct knowledge and act accordingly. The correct application of knowledge is called

wisdom, and is considered by some to be the fourth and highest tier of understanding. However, this classification is somewhat arbitrary and will therefore be considered part of the knowledge aspect of understanding.

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://csi.pressbooks.pub/lis/?p=111#h5p-15

Storing and Accessing Data, Information, and Knowledge

Libraries play a crucial role in organizing, preserving and providing access to data, information and knowledge. One of the most important aspects of this is the use of a well-defined **Organization Schema**, which helps to classify and categorize the materials in a logical and meaningful way.

Classification systems such as the **Dewey Decimal Classification System** or the **Library of Congress Classification System** are commonly used to organize and arrange materials on library shelves. This allows patrons to quickly and easily locate the materials they need by browsing through a well-defined and consistent schema.

Another important aspect of library data management is **Preservation**. Libraries take great care to preserve their collections for future generations by using techniques such as temperature and humidity control, light management, and digitization. This helps to ensure that the materials will be available for use long into the future.

Metadata is also a key component of library data management. Metadata is data that describes other data, and it plays a critical role in providing information about the materials in a library's collection. This can include information such as the title, author, publication date, and subject matter. Metadata is also used to provide information about the physical characteristics of a record, such as its format, size, and condition.

Finally, libraries use one **Record** for each of its items to keep track of the materials in their collections. This can include information such as the title, author, publication date, and subject matter. Additionally, libraries use records to keep track of patron borrowing and to keep track of the location of materials within the library.

The purpose of using this wide range of tools is to ensure that patrons can easily find the precise information and items they are looking for. Additionally, they can also browse and find a wide range of information resources if they are looking for multiple resources on a particular subject.

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https://csi.pressbooks.pub/lis/?p=111#h5p-14

2.

HISTORY OF LIBRARIES

We have already explored several terms that may have other meanings in external fields of research but that have specific meanings in library science. In order for you to understand the terms and trends in the field, you will need to develop a knowledge of its lexicon. A **Lexicon** is a specialized collection of words that are unique, or at least have unique meaning, for a particular field. For example, the word "Record" has been defined as a formatted collection of all of an item's metadata. You would not, however, refer to a medical history record as a collection of all metadata about a patient. A medical history record is a chart or data collection about a patient's treatments and health throughout a given period of time. These definitions are similar, and comparable, but are not entirely appropriate when applied to each others' field.

Libraries in the Ancient and Pre-American World

Ironically, in order to understand the concept of libraries you will need to understand a different definition of the word

"lexicon." Originally, it was a term for a dictionary or thesaurus that recorded all of the words in a given language. Ancient civilizations used to create lexicons with each others' languages as a type of training manual. These were among the first books to be written down. Many ancient Greek lexicons exist.

The first writing system, however, was not the Greek language. The honor of creating the first written language belongs to the ancient kingdom of Sumer. Sumerians developed a system

of writing called **Cuneiform**. This language utilized a pattern of symbols carved into stone and clay. The earliest examples of cuneiform writing describe day-to-day activities such as purchasing groceries and larger matters such as settling land disputes. Cuneiform usage spread throughout the area and became standard in several other kingdoms during the Bronze Age.

Papyrus was the first light and easily-transportable material

on which one could write information. This plant material was pressed into sheets by the Ancient Egyptians around 2900 B.C.E. It became the dominant medium for writing things down throughout the ancient world, even being used by the ancient Greeks. Papyrus documents were not folded into the book-shape form we know today. Rather, they were rolled together.

The standard form of books came much later. Religious scholars and monks wrote texts on sheets of paper, and some of these were folded into small books called "quartos." After a long time of handwritten text and large block printing, the Printing Revolution came in the 1450s, when Johannes Gutenberg printed his **Gutenberg Bible**. Many books , including previous works and new ones, swiftly followed the Gutenberg Bible. Information spread throughout the Western world, chiefly carried by books.

During the 17th and 18th centuries, some of the more important European libraries were founded, such as the Bodleian Library at Oxford, the British Museum Library in London, the Mazarine Library and the Bibliothèque Sainte-Geneviève in Paris, the Austrian National Library in Vienna,

the National Central Library in Florence, the Prussian State Library in Berlin, the Załuski Library in Warsaw and the M.E. Saltykov-Shchedrin State Public Library of St Petersburg. [1] The 18th century is when we see the beginning of the modern public library. In France, the French Revolution saw the confiscation in 1789 of church libraries and rich nobles' private libraries, and their collections became state property. The confiscated stock became part of a new national library – the Bibliothèque Nationale. Two famous librarians, Hubert-Pascal Ameilhon and Joseph Van Praet, selected and identified over 300,000 books and manuscripts that became the property of the people in the *Bibliothèque Nationale*. During the French Revolution, librarians were solely responsible for the bibliographic planning of the nation. Out of this came the implementation of the concept of library service – the democratic extension of library services to the general public regardless of wealth or education. [2]

Libraries in the United States

Libraries were an important part of the beginning of the United States. In addition to academic libraries essential to

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1. Stockwell, Foster (2000). *A History of Information and Storage Retrieval*. ISBN 0-7864-0840-5.

2. Mukherjee, A. K. (1966) *Librarianship: its Philosophy and History*. Asia Publishing House; p. 112.

educational systems created in colonial settlements in the American colonies, libraries in private residences provided access to much of the information necessary to foment the American Revolution and create the first American government. Libraries are so important to the federal government that in 1800, John Adams approved the creation of a Library of Congress. This library was damaged by the fire started by British soldiers in the War of 1812, but it was more than replenished when Thomas Jefferson donated his personal library of almost 6,500 books to its collections. Physical books were the main holdings of the library, and its scope was limited to members of Congress, although the public was welcome to look at popular books. In 1897, the library received its own building and became the largest library in the entire world at that time.

South Hall of the Entrance Pavilion, Library of Congress, Washington, D.C. was provided by the New York Public Library and is in the Public Domain.

Since then, the Library of Congress has adapted and evolved into a unique, global institution, widely known for its free, non-partisan service to Congress, librarians, scholars, and the public—in the United States and around the world. It has become the gold standard for libraries everywhere. This is why we follow the procedures, practices, and classifying norms we do–because the Library of Congress has collaborated with professionals around the world to create internationally-recognized standards.

Institutions and Realities of the

Modern World of Librarianship

The other major organizations in modern librarianship in the United States are OCLC and the American Library Association. The ALA was founded on October 6, 1876. Its purpose was originally to facilitate connections between librarians rather than serve as a massive organization and network for libraries as institutions. Gradually, it morphed into that latter definition. It promotes the use of librarianship and information literacy education to encourage advocacy, diversity, and lifelong learning. In addition to the norms of LCC, the Code of Ethics and the Bill of Rights provided by the ALA are *the* guiding documents of the profession. Librarians in all types of libraries adhere to these principles.

OCLC, which used to refer to the Ohio College Library Center and then the Online Computer Library Center, now stands for nothing. Literally. That is the name of the organization. This group produces the most effective trainings and products for librarianship. They are the force behind Interlibrary Loan, WebDewey, Connexion, and WorldCat. While they have somewhat misappropriated their influence to form a monopoly, they have also created tools that are invaluable. The Library of Congress Classification Web service can be used in conjunction with these to help in many technical services aspects of librarianship. WorldCat can even help with some patron service aspects as well.

In today's modern world, there are more information and

data carriers than books or other verbal media. Audiovisual, audio, and image carriers are also wonderful ways to obtain data and information and cement knowledge into our minds. This book explores the many different types of libraries and the similar functions and services they all offer to their patrons.

When we think of libraries today, we usually visualize the public library. However, the public library is a relatively new development in the history of library science. While books and libraries are typically seen as the great equalizer in terms of information, the original libraries only served the wealthy members of society. Thus, power that was originally in the hands of the clergy because of lack of information only spread to the wealthy and educated upper class. Libraries only gave items to those who sponsored their collections and maintenance. This original library iteration was known as the **Subscription Library**. Although subscription libraries exist today, member institutions often extend t heir privileges to students and others. For example, a library may create an institutional account to the "subscription library"-esque site of Encyclopedia Britannica. All of its members can thus access all of Encyclopedia Britannica's pages.

How did the first libraries categorize and catalog their holdings and collections? There was no set criteria for cataloging items or works. Organization depended largely on the whim of the local librarian. The first major break from this trend was the creation of the **Dewey Decimal Classification System** by Melvil Dewey in the late nineteenth century. This

system is currently in its 23rd iteration. It is increasingly being replaced by the Library of Congress Classification System. However, the DDC is still significant in that it was the first comprehensive attempt to categorize all knowledge contained in library items.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://csi.pressbooks.pub/lis/?p=5#h5p-1

3.

LIBRARY SERVICES

In order for any library to effectively serve its patrons, it has to research them first. It also has to research them continuously. One of the most important data sets you should research is population **Demographics**. This is the data regarding the ethnic, racial, economic, cultural, and other groups in your population. Interests and research topics could also be included in this type of data. When a library understands the demographics of its population, it will be more adequately prepared to give patrons the information resources they are most likely going to request. Keep in mind that one should not succumb to following stereotypes when developing collections for demographic populations. At the same time, however, knowing the demographics of your library's relevant population can let you know which issues or interests relevant to those groups may need to be supported in your collections.

Each library will have a different population for which demographics should be taken. For example, the population for a public library is all residents of a specific geographic area. An academic library, on the other hand, needs to analyze the demographics for its institution's student body and faculty.

Combining and separating data points for these two groups will help the library prepare academic resources for courses and research projects. Other libraries have their unique populations and demographics. Medical libraries, for example, need to focus their collections on the most likely medical needs to be presented at their institution. Health demographics are important in determining the likelihoods of certain issues.

Once demographics and other data have been obtained, they are incorporated into every service and department of the library. Some library departments are less patron-facing than others(cataloging, for example) but they are all centered around providing the most effective experience for all patrons. As libraries modernize and evolve, the digital capabilities, or lack thereof, of their patron population is an increasingly important demographic to obtain. This can inform programming and individual interactions with patrons.

Library Services

There are many types of services that libraries provide to their patrons. Not all libraries have all of these services, but all libraries should strive for at least one thing under each of these umbrellas. For example, a special library may not have programs inside their grounds, but they may create a display or a digital exhibit that can be seen by the public outside of its physical constraints.

Patron Services, also called public services, include any

function of the library that facilitates patron-librarian interactions. These sometimes overlap with reference and circulation departments. In fact, sometimes **Circulation** is considered a subset of Patron Services. Other examples of Patron Services include programming, booklist creation, computer labs, informational videos, and other initiatives.

Public services includes germane tasks like helping patrons and unique tasks like working with specialized topics or media. "Public Library, Country Exchange Service, August 1952" by Queensland State Archives is marked with Public Domain Mark 1.0. To view the terms, visit https://creativecommons.o

InterLibrary Loan (ILL) is a service where individual libraries agree to share their collections and to supply materials on demand to one another for patron use. ILL borrowing is comparable to a special order at a retail store. When the color, size, and brand of a jacket you want is out of stock, the store might offer to call another branch of the store to see if they have it and can send it to your local store.

rg/ publicdo main/ mark/ 1.0/?ref=o penverse.

ILL should never be used instead of developing a library's own collection, but is used instead as a supplement to their collection. If an item is repeatedly requested, it shows that there is a need for the item and it should be purchased. For more information on ILL guidelines and standards go to [Interlibrary Loan Code for the United States](), which is a source from the American Library Association detailing how InterLibrary Loan procedures should be carried out.

Reference departments have three primary purposes: to directly assist specific users in their pursuit of information, to educate and assist users in using resources effectively, and to instruct users on how to perform searches so they can become self-sufficient at finding resources. there are four types of questions reference librarians are asked: direction, ready reference, specific search, and research. Each of these require unique skills and knowledge, and some are easier to answer than others. The chapter on Reference Librarianship will go over these types of questions in more detail. While some libraries have designated reference librarians, others do not.

Whether or not you are a designated reference librarian, you should always be prepared and willing to answer any reference questions. Detailed questions, such as research questions, should probably be referred to the appropriate reference librarian if your library has one. No one wants their responsibilities to be supplanted by someone else.. However, initial help should be given in the meantime if possible.

Technical Services includes cataloging, collections development, acquisitions, and other aspects of the library that occur without much direct patron involvement.

The purpose of **Cataloging** involves two separate activities. First, a shelf address or location must be assigned to each book, CD, video, pamphlet, or other item. Second, specific information for each item must be entered into the library holding's database.

Within the activity of providing specific information about each item, there are two types of cataloging taking place:

- Descriptive cataloging describes the physical characteristics of the item, such as size and physical dimensions, number of pages, or length of running time.
- Subjective cataloging focuses on identifying the primary subjects and assigning the most appropriate subject headings. Subjective cataloging enables a searcher to locate specific items of which they are interested.

At one time, cataloging was accomplished one item at a time

(original cataloging). This was very labor intensive and the work was duplicated by each library. With the advent of the Library of Congress' catalog card distribution system and then cooperative catalogs and worldwide bibliographic utilities, copy cataloging became the routine avenue for most items. Today, a cataloger is able to search large, reliable databases, such as OCLC (Online Computer Library Center) and download the information into their own records. This saves many hours of work for each item. Original cataloging must still be performed on unique items.

Over the last 25 years, cataloging processes have changed dramatically. Most libraries perform original cataloging on less than 10% of their acquisitions, and many small libraries are able to find acceptable cataloging for all except 1-2% of their new items.

Acquisitions can be considered the "business" part of Technical Services. This department's purpose is to obtain selected items and provide payment. They work in coordination with book vendors, publishers, and license providers to secure access for library staff and patrons. Acquisitions often works in tandem with the Collections Development Department.

Preservation is a technical facet of librarianship usually reserved for special libraries, like archives or government repositories. However, it can, and is, also performed at public, school, and academic libraries for items that are worn down, especially if these items are high in circulation. Preservation

can occur through taking steps to preserve the physical item, transferring the information-containing parts from their original binding to a new binding or physical format, and digital preservation.

Digital Divide and the Modern Library

Digital preservation is just one of the facets of the ever-increasing modernization and digitization of library services. This change was inevitable as digital items proliferated in many formats, from mp3s to text files to pdfs to websites. Digital literacy is becoming increasingly synonymous with information literacy. the plain truth is that technology, and thus digital files and navigation, have become an intrinsic part of our daily life. We check the weather, load our health data, listen to music, and learn about popular and political news stories. Social media is also a major part of many peoples' lifestyle. As information repositories, libraries have incorporated these changes into collections and programs. It is our job to help people become more comfortable with the digital reality of the present and the digital promises of the future. There are two main types of people when we speak of digital information literacy. The first are digital natives, and the second are digital immigrants. The aspect of their lives that separates them is referred to as the digital divide.

The digital divide is a separation of comfort, ability, literacy, and other aspects of lifestyle between those who know how to use digital media and those who do not for various reasons. "digital divide" by brandiat muhkuh is licensed under CC BY 2.0. To view a copy of this

Digital Natives are those individuals who have grown up with technology. Their whole lives, or most of it, has been spent in the Digital or Information Age. The first people to truly do this were the Millennials, who were born between the early 1980s and the late 1990s. These were people who grew up as cell phones, digital portable music players, and other technological advancements were being invented, tested, released, and widely used. As they aged, they had even more inventions to explore. They learned how to navigate and take advantage of technology at the same time they were learning their first language and other life skills. Thus, technology is literally part of their nature. The same is true of all people who have been exposed to technology who were born after Millennials. These groups are colloquially called Generation Z and Generation Alpha. They did not grow up as initial technologies were developed, but they were born in a time when these inventions had already become a ubiquitous part of their environment. They also grew up alongside other inventions that grew from the first. All children who are raised in the present and the future will be digital natives.

Digital Immigrants are those who were born before the 1980s. They did not grow up with technology. Instead, they were inhabitants of a world chose chief sources of information were print text materials such as books and newspapers. Audiovisual material was provided at the theater or on

television. Audio material was only found via cassette tapes or compact discs. The development of technology came later in their lives, as they were teenagers or even middle- or old-aged. Navigating these developments did not come as intuitively to most of these people as it did to their children, students, and other young friends.

The **Digital Divide** is the fact that digital natives have confidence and abilities related to digital technologies and resources while digital immigrants do not have these assets. This poses a problem, as two major groups are jockeying for different types of resources. Some digital immigrants will decry the use of technology and insist that all library resources be analog. Some digital natives will have never picked up a physical book in their life. Instead, they will completely rely on digital replacements for physical information resources. The result is that digital immigrants will not know how to navigate library digital resources and digital natives will have the same problem with physical resources. Both of these groups need to learn how to work together, develop their information and technology literacy skills, and acknowledge the advantages of each others' primary information media. Programming is a major way to help both of these communities. In fact, you could have a series of programs in which digital immigrants help digital natives find physical materials and digital natives reciprocate with online materials.

Types of Libraries

Libraries can be divided into four broad types:

- public
- school
- academic
- special

The missions and goals of these four types are very different.

Academic Library

Academic libraries serve public and private post-secondary institutions of higher education (colleges and universities). These libraries support the mission of their college or university. They provide books, and other materials to meet the instruction and research needs of the faculty and students. They don't usually collect a lot of leisure reading materials (popular fiction), but do have extensive reference materials to help with in-depth research.

An important development with academic libraries is the change in focus and criterion for measurement of success. Before 1990, libraries were a storehouse for books and it was the volume count upon which they were measured. This focus changed to providing access to information in all its varied forms. Access to, rather than ownership of information resources is now how libraries are measured. This

developmental shift has impacted library services and the roles of staff.

School Library

School libraries (also known as School Library Media Centers) focus on the age and grade levels at that school, and they serve the students and faculties there. They usually have a lot of age appropriate leisure reading materials (picture books for elementary school kids, or Harry Potter type books for middle school and high school, etc.).

The mission of the school library media center is to support the curriculum of the institution to which they belong and to promote information literacy. Teaching students the process by which to find needed information enables them to become lifelong learners and to function effectively as citizens in the economic and political arenas.

The history of school libraries only reaches back about fifty to seventy years. It wasn't until the 1950s that most secondary schools had libraries, and it wasn't until the 1970s that elementary schools were provided with libraries.

Public Library

Public libraries serve a very wide range of patrons and their information needs. Mission statements for public libraries show that they provide all things to all people: leisure-reading for everyone from toddlers to senior citizens, and information

needs for first-graders to scholars. the typical public library comes under the jurisdiction of a municipal governmental agency (city or county). But the specific mission of each individual public library must take into consideration the particular needs of their community. Different hours may be required, different collections of materials may be necessary to fulfill the information needs, and different services may be crucial in providing what is demanded by patrons.

A public library may be a single facility or many branches throughout their service area. Public libraries in rural areas may be in the form of a bookmobile that makes regular rounds to a dispersed population.

As the information needs of communities change, so must the objectives of a public library to keep pace. Throughout the nineteenth century, adult education was seen as the primary objective. But as the twentieth century came, recreational reading and reference were added to the list of objectives. By the 1960s, when a wave of social consciousness took hold, public libraries increased their efforts to help poor and uneducated people fit into the more highly scientific and technical society. With the advent of the Internet, the way that Americans view information has changed. This phenomenon has caused all types of librarians to question, "Is a library a place or a function?"

An additional function of the public library is to provide Internet access – often the only place for some patrons to access information that is only available online. The digital

divide is another example of the information "have" and "have nots." It is an objective of the public library to help those on the wrong side of the digital divide to bridge the gap.

Special Library

Special libraries include corporate, medical, law, religious, governmental, prison, not-for-profit organization libraries, and other highly specialized collections. Often businesses or agencies will have their own libraries with very specialized collections to support the information needs of those who work there. For example, many law firms have their own legal library, and the State Department of Wildlife and Fisheries has a library with materials about wildlife, hunting and fishing, maps, conservation, etc. Each library will tailor their collections (what they own or have) to meet the specific needs of their patrons, or customers. The term "special library" is often used as a catch-all term to describe any library that is not a public, academic, or school library. The primary characteristic that is common to these libraries is that their collections include materials relating to specialized subject areas. The mission of the special library is to directly support and further the objectives of their parent organization. Acquisitions for a special library focuses on seeking out and providing information that the parent organization's clients or patrons need rather that acquiring and preserving the information in a collection.

Other terms by which special libraries are known are

knowledge management centers and information centers. Librarians of special libraries must market their services as being at the cutting edge. The importance of the special library to their parent organization strongly affects the financing, governance, resources, and services available to the library. The more highly regarded, the easier it is to obtain financing to increase the resources and services provided.

A prominent variety of the special library is the research library. This type has traditionally been associated with academic libraries, but is also found outside the realm of academia. Most of these libraries' origins began with endowments by wealthy benefactors. Some of these libraries are part of other libraries. For example, the New York Public Library has research section that behaves much like a special library.

Public libraries can also serve as quasi-special libraries when they reserve parts of their collections or research areas for pre-approved individuals or groups. "File:NYC Public Library Research Room Jan 2006-1-3.jpg" by Diliff is licensed under CC BY 2.5. To view a copy of this license, visit

Another segment of special libraries are federal government libraries. These include national health, agriculture, technical, federal reservations, federal prisons, military bases, and many others. The three national libraries, which are the Library of Congress (LC), the National Library of Medicine (NLM), and the National Agriculture Library (NAL), also fall under this category. These three libraries represent one-third of the total federal collections, one-half of all federal library expenditures, and two-fifths of all the personnel in federal libraries. The Library of Congress alone has a staff of almost five thousand employees.

Corporate libraries are another kind of special library. The companies to which these libraries belong are very dependent on the fast retrieval of information. These libraries may belong to law firms, marketing firms, insurance companies, finance institutions, and high-tech firms. Take a minute to think of the various information needs of these companies.

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4.

ACQUISITIONS

Acquisitions is concerned with obtaining selected items, in coordination with the Collections Development department, and providing payment to the publishing companies that produce them. Acquisitions are obtained for materials that serve the needs of the primary service population. Originally, this meant that only majority voices were heard. However, libraries are working to be more representative with their acquisitions and collections. When accomplishing these tasks, there is often a middleman involved – the book vendor, also known as a wholesaler or a jobber.

Book Vendors supply books, CDs, DVDs, etc. to libraries from hundreds of individual publishers, eliminating the need to deal with each publisher directly. Jobbers frequently offer other library services, such as customized processing and cataloging of materials, special bindings, bar codes, and opening-day collections.

Approval plans are another service offered by some vendors. When subscribing to an approval plan, the library submits specific criteria for item selection to the jobber. The jobber then automatically ships materials which match the criteria.

After the items are reviewed, unwanted items are sent back. Approval plans are also called blanket order and can be a relatively simple way for a library to bulk up its collections on a particular subject.

In recent years, licensing has become another aspect of acquisitions, especially with regards to **Database** access. With the inclusion of electronic sources of information, the act of acquiring licensing agreements became a standard element of the acquisition process. A license gives the library access only for a specific period of time; the product is not usually purchased outright.

Serials are items that are published periodically. Thus, some serials are called periodicals. Other examples of serials include newspapers, proceedings, reports, memoirs, annuals, and monographs.

Once serial titles are selected, the Serial Technician checks in each item as it arrives and readies it for the shelf. Since most serials are published with predictable frequency, (weekly, monthly, quarterly, etc.) a continual flow of fresh information is infused into the library collection. Periodical publications can generally be divided into four types:

- Magazines – Written for the layperson – easily understood by the average reader. This type of publication frequently full of glossy, full-color photographs and advertisements.
- Journals – Written for a particular academic or

professional audience. Scholars and professors in the field are the major contributors and journals are commonly reviewed or juried by highly respected peers. Though

- Graphs and charts are commonplace in journals, there are usually very few advertisements or illustrations.
- Trade periodicals – Combination of magazines and journals. The trade periodical is written for a specific professional or industry group, but the reading level is usually understandable to the layperson.
- Newspapers – Range from prominent national dailies to weekly rural editions. Newspapers focus on reporting current events, weather, sports, and other current topics.

Acquisitions usually is in charge of recording the initial metadata of an item, including its URI or ISSN. **URI**s are chains of characters that stand for each manifestation in a library's collection. Initially, these were only recorded for digital items but physical, tangible items have been increasingly receiving these identifiers as well. An **ISSN** is an identifying number created specifically for serials.

When a book has been acquired, it is recommended that record of this holding be placed with **OCLC**. This will allow them to include it in MARC Record search results and metadata on Connexion as well as make it available for InterLibrary Loan on WorldCat.

Acquisitions or cataloging creates a **Shelflist** for all of the

library. A shelflist is a bibliographic list of all works in a library's collections. This aids patrons who want to discover items related to a particular work by examining where in the collections a particular item has been placed with respect to other items. Once an item has been recorded in the shelflist, it is ready for processing, or material preparation. The most common steps include, but are not limited to:

- Stamping materials with library ownership stamps
- Adhering call number labels and label protectors
- Installing magnetic security strips/tapes or RFID tags

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5.

COLLECTION DEVELOPMENT

In today's world, a library's collection not only includes what is physically owned, but what the library can provide access to. Different collections can include:

- Hard copy (Physical)
  - Books
  - Journals/Magazines
  - Newspapers
  - Videos/DVDs
  - CDs/CD-ROMs
  - Pamphlets/Maps/Images
- Electronic (Digital) (free and subscription-based)
  - Ebooks
  - Journals/Magazines/Newspapers
  - Audio books
  - Streaming video
  - Databases
  - Images

Collections, or the groups of books, audiovisual materials, artwork, and all other items kept in the library, are developed by a detailed and closely-followed **Collection Development Policy**. These policies ensure that resources of all types are being spent in a way that conforms with the library's preestablished priorities, goals, and purposes. The collection development policy outlines the criteria for selecting resources, assessing collections, weeding, preserve, and deciding appropriate formats. Common collection development policy criteria include:

- Topic
- Reading Level
- Currency
- Demand
- Cost
- Author's credentials
- Publisher or Producer's Reputation
- Features
- Resource Sharing
- Format

For more information on creating an effective collection development policy, look at the [Guidelines](#) created by the International Federation of LIbrary Associations and Institutions. This was created twenty-two years ago, but its basic principles are still recommended today. For good

examples, check out the search results from Google for the phrase "collection development policy." As they should be, many libraries of all different types are transparent about their policies and the way they created them. This is a good practice for all of the library services discussed in this book. Google the phrases you think are important, and add the word "library" if results are too generic. Policies should proliferate in the results page. Feel free to message me your favorite policies and I will add them to this book.

In order to make selection and purchasing decisions, librarians depend on industry tools, input directly from their users, and their own personal knowledge. Evaluative reviews aid librarians in determining the relevance and quality of resources prior to acquisition. Tools to use during item review include:

- Reviewing media, including:
    ◦ Audiofile
    ◦ Booklist
    ◦ Choice
    ◦ Hornbook
    ◦ Kirkus Reviews
    ◦ Library Journal
    ◦ London Review of Books
    ◦ New York Times Book Review
    ◦ Publishers Weekly
    ◦ School Library Journal
    ◦

- Core collection lists or bibliographies, including:
  - Best Books for Children: Preschool Through Grade 6 edited by John T. Gillespie. Published by R. R. Bowker.
  - Best Books for Young Teen Readers: Grades 7-10 edited by John T. Gillespie. Published by R. R. Bowker.
  - Best Books for Young Adult Readers by Stephen J. Calvert. Published by R. R. Bowker.
  - Choice's Outstanding Academic Books, 2017. Published by the American Library Association.
  - Guide to Reference Materials for School Library Media Centers by Barbara Ripp Safford. Published by Teacher Ideas Press.
  - Magazines for Libraries by Bill Katz and Linda Sternberg Katz. Published by R.R. Bowker.
  - Recommended Reference Books for Small and Medium-Sized Libraries and Media Centers edited by Bohdan Wynar. Published by Libraries Unlimited.
- Library listservs (electronic discussion groups), forums, and social media groups such as Library Think Tank.

The Collections Development Policy of a library should be in keeping with its mission statement. Library mission statements vary depending on the size and type of library. You can learn

[about writing a mission statement at this page in WebJunction by OCLC](#).

Just as adding book to a library's collection is a central aspect of collection development, so is removing books that are no longer needed or useful in the library. This is one of the reasons why the term is collections *development* rather than collections *building*. The term for removing books from a library's collections is "deacquisitioning." However, no one likes that word because it is too unwieldy. Therefore, we use the term **Weeding** to describe this process. Weeding is performed by analyzing the circulation data of an item as well as conducting a re-appraisal of the item through the lens of the collections development policy. The collections development policy, mission statement, edition information, and circulation data are all considered during the weeding process.

Digital Aspects of the Library

Since the last half of the twentieth century, electronic resources have been an increasing aspect of library collections, programs, and services. The first electronic items offered included audio recordings and audiobooks. Now these offerings have expanded as audiobooks can be hosted on the Internet without the need of cassettes or CDs. Additionally, films and other audiovisual resources have been increasingly offered at the library. First, these resources were only available physically. However, libraries have also adapted to digital forms of

audiovisual resources. As a result, electronic resources decreasingly refers to physical electronic items and increasingly refers to online resources. As a result, the terms for these resources have become interchangeable. **Digital Holdings/ Electronic Resources** are items that use technology to convey information. They are often considered to be under the umbrella of **Digital Initiatives**. This term means different things to different libraries. Some consider digital initiatives to only refer to digital exhibits, collections, and digitization of analog materials. Others include ebooks and online-hosted library holdings in that umbrella. Those who do not include electronic holdings of libraries usually reserve them for the reference librarians. In this case, a digital initiatives librarian will have to make themselves useful and productive. The key term in Digital Initiatives is "initiative." Take advantage of preexisting resources and procedures and create new ones.

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A Case Study: Baltimore County Public Library

Collection development in libraries is a crucial aspect of providing patrons with access to the information and resources they need. However, this process is not always straightforward and can sometimes lead to controversy. One such example is the Baltimore County Public Library's (BCPL) collection development decisions as detailed in Nora Rawlinson's article, "Give 'Em What They Want!" in *Library Journal* (November 15, 1981).

In her article, Rawlinson highlights the BCPL's decision to prioritize popular materials over more literary or scholarly works. This decision was based on the idea that providing patrons with what they want would increase circulation and overall usage of the library. However, this decision was met with criticism from some members of the community, who argued that the library had a responsibility to provide patrons with access to a wide range of materials, including literary and scholarly works.

One of the main criticisms of the BCPL's collection development decisions was that it resulted in the library's collection being heavily skewed towards popular materials. This led to a lack of representation of certain groups and perspectives, particularly those of marginalized communities. Additionally, some patrons argued that the library's focus on

popular materials resulted in a lack of access to more challenging or thought-provoking works.

To address these criticisms, the BCPL implemented a number of changes to their collection development policies. For example, they increased their budget for the acquisition of literary and scholarly materials, and also began to actively seek out and acquire materials that represented the diverse perspectives and experiences of the community. Additionally, the library began to work with community groups and organizations to ensure that the collection reflected the needs and interests of all patrons.

Despite these changes, the controversy surrounding the BCPL's collection development decisions highlights the ongoing challenges that libraries face in balancing the needs and wants of patrons with their responsibility to provide access to a wide range of materials and perspectives. The case of Baltimore County Public Library shows that it is important for the libraries to listen to their patrons and take into account their feedback and concerns when making collection development decisions. Furthermore, it is important to prioritize the representation of marginalized communities and perspectives and to work with community groups and organizations to ensure that the collection is inclusive and responsive to the needs of all patrons.

6.

CLASSIFICATION AND CATALOGING

Without a system of organization, specific information would be impossible to locate in a library. With this in mind, libraries organize and shelf items of the same subject content together. Successful organization systems enable users to find the precise information they are seeking.

Libraries in the United States use two main classification systems:

- **Dewey Decimal Classification System** – The Dewey Decimal Classification System is generally used in public and school libraries.
- **Library of Congress Classification System** – The Library of Congress Classification System is usually found in academic and special (research) libraries.

Dewey Decimal System

Since 1876 the Dewey Decimal Classification has been the basis of library organization. It was created for the purpose of

arranging resources in a logical order using Arabic numerals. Knowledge is divided into ten classes, representing traditional academic disciplines. The intent of the ten classes was to cover the universe of knowledge.

Within the ten classes are subclasses which can also be subdivided to gain greater and greater specificity. Example: 700s = The Arts, 740 = Drawing and Decorative Arts, 748 = Glass, and 748.5 = Stained, painted, leaded, mosaic. Further divisions are possible after the decimal for more specificity. See the table below for the ten classes.

MAIN CLASSES

- 000 Generalities
- 100 Philosophy, parapsychology and occultism, psychology
- 200 Religion
- 300 Social Sciences
- 400 Language
- 500 Natural sciences and mathematics (Pure science)
- 600 Technology (Applied Sciences)
- 700 The Arts
- 800 Literature and rhetoric
- 900 Geography, history, and auxiliary disciplines

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Library of Congress System

In the early 1900's the Library of Congress in Washington, D.C. developed the Library of Congress Classification System. The new system was devised because it was felt that the Dewey Decimal Classification System was not flexible enough for the vast collections of the Library of Congress. As time passed, most U.S. research and academic libraries adopted this system.

With this system, knowledge is divided into twenty-one broad categories – labeled A-Z (omitting I, O, W, X and Y). These categories are then subdivided by adding one or two additional letters and a set of numbers. This alpha-numeric system uses specific subclasses for a variety of the main classes. See the table below for the Library of Congress Classification classes.

MAIN CLASSES

- A   General Works
- B   Philosophy; Psychology and Religion
- C   Auxiliary Sciences of History; Civilization

- D General and Old World History
- E   History of North America
- F   Local U.S. History. Canada. Latin America
- G   Geography; Maps, Anthropology; Recreation
- H   Social Sciences; Economics and Sociology
- J   Political Science
- K   Law (General)
- L   Education
- M   Music
- N   Fine Arts
- P   Language and Literature
- Q   Science
- R   Medicine
- S   Agriculture
- T   Technology
- U   Military Science
- V   Naval Science
- Z   Bibliography, Library Science, Information Resources

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Theory, Practice, and Catalog Record Parts

In order to understand the current norms in the field of cataloging, you need to understand some more library history. **AACR2**, or Anglo-American Cataloging Rules 2, was the accepted set of rules for catalogers for many years. However, it gradually become obsolete in the modern world of digital technology. Therefore, a team of librarians and other information professionals came together to create a new edition. Much like the Constitutional Convention of 1789, they ended up completely straying from that goal and the world is much better for it. The result of their series of meetings was **RDA**, or Resource Description and Access. It kept the same theoretical framework of AACR2, which was called **FRBR**, but it updated the terminology and policies to fit the Internet-based library. FRBR stands for Functional Requirements for Bibliographic Records, and emphasizes the importance of placing an item in context of its author, parent works, and other manifestations of the same work. This ensures that inaccurate records are kept at a minimum. RDA helps with ensuring that format, information medium type, and other determining aspects of library items are recorded in a manner that is as accurate and standardized as possible.

 MARC records were first developed in 1966 by the Library of Congress and have become the standard format for recording and sharing information about a bibliographic item.

With the use of content designators (tags, subfield codes, and indicators), information is stored electronically and can be retrieved and interpreted by any other computer that is programmed to read MARC. This creation was the basis for the automation of library bibliographic records. Some of the most important MARC Fields are:

- 010 LC card number
- 020 ISBN
- 050 Library of Congress Classification Number
- 082 Dewey Decimal Classification Number
- 100 Personal author main entry
- 245 Title proper, subtitle, and statement of responsibility
- 246 Variant form of title
- 250 Edition statement
- 260 Publication information
- 300 Physical description
- 440 Series
- 500 General note
- 505 Contents note
- 650 Subject heading
- 700 Personal author added entry

Item Identifiers in Catalog Records

One of the most important aspects of a catalog record is the

identifiers of the item and those of related items. Identifiers tell record readers exactly where to find a particular resource. The modern library has four main types of identifiers.

ISBN: International Standard Book Number. This number is created by the publisher of a particular manifestation or expression of a work. ISBNs are not particular to an item, but you should still put them in catalog records so that users can verify what edition or version of an item they are receiving. The serial version of this identifier is **ISSN**.

URI: Uniform Resource Identifier. This a chain of characters that represent works and items. Originally, only online resources were given URIs. Now, though, some physical items have also been given URIs. A subgroup of URIs is the IRI, or Internationalized Resource Identifier, which allows for non-roman characters in identifiers. URLs are also a form of URI.

The most ubiquitous form of identification in a library record is the item **Call Number**. Every item in a library has a particular call number, even if it is as simple as BRDSD 1 for the first Broadside in an archival library collection. Different types of libraries have certain standards and procedures for creating a call number. Special libraries, like archives, for example, may only catalog collections of items or boxes of items in a collection rather than individual items. In fact, best practice in this type of library forbids item-by-item cataloging. In general, though, the other types of libraries either use the Dewey Decimal System or Library of Congress Classification

System to produce a call number for each item in their collections.

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Real-Life Examples

Let us see how libraries apply these concepts and options in real life. In order to understand how to provide effective services, you need some experience on the front end, the user-experience side, of the catalog or discovery service. In fact, unless you are a technical librarian the part of the discovery service you usually use will be the front end.

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7.

FACILITIES AND FUNDING

Library facilities are as unique as our homes. From architectural style to interior design, the options are endless. But there are common aspects and requirements that are considered when designing a library.

Designing Libraries is a great website for the planning of library buildings. Even though this website originates in Europe there is an abundance of information relevant to libraries in the United States. Explore this site to gain an understanding of considerations that need to be considered. Another major consideration is the funding you have and are likely to receive. Be sure that you are not planning something that will cause your library to go drastically over-budget.

Necessary Design Aspects

Acoustics deal with the manipulation of sound in a library. What does a library sound like? How can the way that sound is handled in a space affect the user's experience of that space.

The Designing Libraries website offers a [PDF which talks about good acoustics in libraries](#).

What could be more important than accessibility?

The **Americans with Disabilities Act** provides mandatory standards so that public entities are designed and constructed so that the facility (libraries are included) is readily accessible to and usable by individuals with disabilities. **Resilient flooring** is one solution for people who have pain when they walk. It also provides comfort for those who are not needing accessibility helps. This is a hallmark of accessibility accommodations. Often, they can be of service to people who are not their typical user.

See the following websites for details of these standards and library planning:

- [2010 ADA Standards for Accessible Design](#)
- [(Index).](#)from ADA.gov / Department of Justice

Accessibility & Universal Design:

- [Academic Library Building Design: Resources for Planning: Accessibility / Universal Design .](#) from ACRL
- [The 7 Principles of Universal Design | Ed Roberts Campus .](#) (Video) by TheCIL

Aesthetics are another facet to consider. Does the space of the library seem visually appealing? What feeling will patrons

have when they visit and see certain dominant colors? What about the presence or absence of light? **Daylighting** is a trend in library facility management in which natural light is used to provide illumination for a space. This can produce a calming effect.

Signage: Did you see that? See what? Where? You might have a problem in your library if patrons are constantly asking where something is. How can signage and wayfinding tools be used to make the patron's experience much more intuitive?

Articles:

- Barclay, D. A., & Scott, E. D. (2012). Directions to library wayfinding. *American Libraries*, *43*(3/4), 36–38. (Available in LISTA: Library, Information, & Technology Abstracts database).
- Library Signage. from Librarian Design Share

Videos

- 10 Common Mistakes in Wayfinding Design. from The Wayfinding Expert
- 20 Best Websites and Blogs About Wayfinding. from Travelwayfinding.com

In the digital age, it is imperative that the library take full advantage of the internet and its associated resources. Two major aspects of fast and reliable internet service are the use

of **Optical fiber** to carry the internet connection and development of a **Wide Area Network** to connect computers at all branches of the library in a certain geographical area.

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Funding

Libraries of all kinds need money. The amount of funding that a library receives directly influences the quality of its services. Public libraries are usually funded by some combination of local, state, and federal dollars. Academic libraries are usually funded by their college or university. School libraries are usually funded partially by their school district. Special libraries are usually funded by their parent organization.

But there are also alternative funding resources:

- grants
- donations
- fines
- book sales
- fund raising events

Each library is unique and probably uses a combination of funding sources.

- [Common Public Library Funding Myths.](#) from WebJunction – Advocacy in Action
- [Funding Sources for School Libraries.](#) from ICFL
- [Grants & Funding Sources for Libraries.](#) from EBSCO Connect

8.

CIRCULATION

The library's **Circulation** area serves two major functions: inventory control and customer service. Inventory control takes place with the checking in and out of items. At all times, the location and status of every item must be known. Is the item checked out, has it been sent to the bindery, or is it on the shelf and available? But that information is not enough to accomplish the mission of the circulation department. Many other activities take place, such as answering directional questions, referring the patron to other departments, registering patrons, collecting fines. Depending on the type of library, other unique activities take place.

Traditionally, the physical loaning of items to borrowers has been the foremost means of providing access to their users. As electronic/online access continues to develop, remote access continues to increase as a way to access a library's holdings. Ebooks, electronic reserve collections, databases, indexes, and full-text periodicals are available through remote access.

Circulation Policy

As with all of the aspects of any library, the processes and activities of the Circulation department are governed by their own policy. A standard aspect of circulation policies is restriction by user type. In academic and school libraries, the circulation parameters for instructors/teachers may allow for more items, longer checkout periods, or access to certain items that are unavailable to students. In a corporate setting, permanent employees may have longer checkout periods than temporary staff.

Circulation may also be restricted by age of user. Some CDs, DVDs, etc. may be limited to those users over the age of 18.

With all circulation policy options, the individual user's access needs must be balanced with the needs of the library's clientele as a whole. As times change, and new formats and services come into play, policies need to be revisited and revised. Common sense must be used in order to keep policies realistic and sensible.

It has been customary for borrowers who are late in returning items to be charged a fee/fine. The underlying principle behind this practice is to recover materials so that they are available to other patrons. When borrowers register with a library, the policies and fees concerning overdue items should be explained.

Some libraries choose not to charge overdue fines. An alternative option for academic libraries is placing holds on

student records – making them unable to register for classes or receive financial aid. School libraries often notify parents or postpone the release of report cards. Another option to libraries is the limiting of library privileges. The libraries who do not charge fines feel that the positive public relations value is an added bonus.

Besides overdue fines, other fines can also be accessed to borrowers. Patrons are charged when they lose or damage materials. Some libraries charge the actual replacement cost of the item plus a processing fee while others have set a flat fee for the various collections.

Patron Registration

The registration process varies from library to library. Public libraries usually have the strictest procedures for registering new borrowers and verifying their identification. Official proof of their home address and official personal identification are two common items that are patrons are required to produce.

Academic libraries generally use official campus identification cards and verify a borrower's status through enrollment databases. The procedures used by special libraries vary from no registration to formal processes involving security clearance. School libraries utilize class lists provided by teachers or administration.

The personal information provided by a patron must be

protected. Industry ethics and laws advocate that this confidential information must be safeguarded. The personal data gathered in the registration process and the circulation records of each patron should not be shared with outside agencies or divulged to anyone who has not been authorized by the library to work with these records.

Library Patron and Item Interaction Records

The libraries of past generations used a paper card catalog and checkout cards for their records. Today the majority of libraries own an automated circulation system. These systems link a database of bibliographic records with patron use records to form an integrated system called an OPAC, which will be discussed in a few sections. With integrated Web interfaces, a modern library's catalog is remotely accessible to anyone from anywhere.

An automated circulation system is able to:

- Record and track three key elements
    - The person who borrowed the item
    - the exact item borrowed
    - the time the item was borrowed and when it is due back
- Track the status of all items in the collection individually
- Track the status of all patron accounts

- Match requests for holds with incoming items
- Provide statistics relating to the circulation of items

Library Security

There are two areas to consider when discussing library security:

- Offenses concerning library property
    - theft of library materials/equipment
    - mutilation or intentional damage to library materials/equipment
    - vandalism to the building
- Offenses against people (staff or patron) that take place in the library
    - abusive conduct
    - assault
    - indecent exposure

Those individuals who commit the crime of theft or mutilation of library materials come in many forms. There is the student with no money to use the photocopy machine that tears out pages or steals the book/journal. There is the kleptomaniac with no real need, but feels the need to steal. There is the self-appointed censor who believes the library should not provide access to certain materials. And there is the professional thief who is out to make a profit.

The first electronic theft detection systems have been used in libraries since the 1960s. These systems deter theft but are by no means infallible. When used in combination with vigilant staff efforts, theft can be reduced by as much as 80%. **RFID Tags** have been put in library items since the early 2000s to track whereabouts and circulation data. This has assisted library security in supporting circulation procedures.

Libraries open to the general public are those that are most likely to encounter "problem-patrons." The most common problem-patron behaviors are:

- Nuisance behavior – lonely or elderly people who monopolize reference personnel or carry on long-winded monologues
- Criminal behavior – vandalizing materials, stealing materials, performing sexual lewd acts
- Or other bizarre, unpredictable, or threatening behavior

To aid in addressing these problems, many library provide special staff training conducted by experts or law enforcement personnel. These training sessions could include:

- Conflict resolution
- Safety issues
- Defusing difficult situations

Circulation Designations

There are three terms used to differentiate between circulation statuses of items. The term **Circulation Reference** is used to designate that the item is available for in-house use only. These items are usually handbooks, dictionaries, or other items that can be consulted briefly for facts or overview information. These items may also be expensive, rare, or frequently used and using them in-house only serves the greatest number of users.

Items with the description of **circulating** are just the opposite. These items lack the restrictions of reference items and are available to be checked out by registered patrons. But within this area, different time periods may be assigned according to the items. DVDs, pamphlets, maps, etc. usually check out for a shorter time period than books.

The third circulation status is **reserve**. The status of reserve is generally found in school and academic libraries. These materials are high-use items required for class study. Some items on reserve may be available for in-house use only, while others may be checked out for a short period of time. Electronic reserve collections are growing in popularity. This type of collection provides for the electronic delivery of lecture notes, practice tests, required readings, and other non-book informational resources.

As changes occur in circulation policies and designations, and as collections are developed through expansion, weeding, and relocation, necessary changes in shelf placement must

occur. This is mainly the responsibility of the Circulation Department and is called **Collection Shifting**. It is a vital part of ensuring the findability of library resources, especially with each change that occurs in a collection.

Record Discovery and Circulation

When it comes to circulation designations of physical items in libraries, record discovery and circulation play an important role in helping patrons find and access the materials they need. One of the primary ways libraries have traditionally managed this process is through the use of Online Public Access Catalogs (**OPAC**s) and Integrated Library Systems (**ILS**s). These systems have been the backbone of library circulation for many years, but in recent years, a new type of system has emerged: **Discovery System**s.

OPACs are essentially an online version of a traditional card catalog. They allow patrons to search for and access information about the library's physical collection. OPACs allow patrons to search by title, author, subject, or keywords, and they display bibliographic information such as title, author, publication date, and call number. While OPACs are useful for finding and accessing information about physical items in the library, they do have some limitations. For example, OPACs often do not include e-books, digital resources, or other non-physical materials.

This is a type of OPAC that includes eBooks. It was created around fifteen years ago and is one of the first OPACs to include digital items. "PVLD live with SOPAC!" by jblyberg is licensed under CC BY 2.0. To view a copy of this license, visit https://creativecommons.org/licenses/

ILSs are more comprehensive systems that include not only cataloging and circulation functions but also acquisitions, serials control, and other functions. ILSs are the main system that libraries use to manage their collections, and they are often the primary system that library staff use to manage the day-to-day operations of the library. ILSs like Aleph, Koha and Evergreen are open source and provide a more flexible solution compared to commercial ILSs like Millennium, Sierra and Voyager. However, open-source options do not always have the same functions as commercial resources. Also, open-source ILSs often have bugs that are only fixed on volunteers' or non-profit workers' free time. Proprietary software often is the better way to go.

Discovery Systems are a relatively new addition to the library landscape, and they are designed to address some of the limitations of OPACs and ILSs. These systems are designed to provide patrons with a more seamless and intuitive way to discover and access library resources, regardless of whether they are physical or digital. Discovery Systems typically include an OPAC-like interface that allows patrons to search for and access information about the library's entire collection, including e-books, digital resources, and other non-physical materials. They also often include advanced search capabilities, such as the ability to search across multiple databases and resources at once, and the ability to personalize search results based on the patron's interests and past search history.

One of the key differences between Discovery Systems and OPACs or ILSs is that Discovery Systems are designed to be more user-friendly and intuitive. They often include features such as recommended search terms, suggested resources, and the ability to save and organize search results. Additionally, Discovery Systems often provide a more seamless experience for patrons, as they allow them to access and interact with library resources from any device, including smartphones, tablets, and computers.

In conclusion, Discovery Systems are a modern addition to the library landscape and have proven to be an essential part of ILSs. They offer a more user-friendly and intuitive way for patrons to discover and access library resources, regardless of whether they are physical or digital. While OPACs and ILSs are still important tools for managing and organizing library collections, Discovery Systems provide a more seamless and personalized experience for patrons. The practice of many academic, professional, and public libraries is to integrate the Discovery System into the ILS, either formally or informally. SirsiDynix is one company that offers this service. They are the source of the Discovery Service and ILS for the College of Southern Idaho.

Housekeeping

As with all organizations, the library will occasionally need housekeeping performed to keep up with patron use and

unanticipated complications. What does this look like for the circulation department? Circulation librarians will often be responsible for tracking problematic occurrences that have to do with patron misuse of books. This sounds offensive and rude, but circulation housekeeping tasks often involve fixing patrons mistakes, even those by well-meaning ones.

These tasks include checking for overdue materials and initiating reaching out to the patron if necessary. Related to this process is the responsibility to resolve any "lost book" reports. This may be a case of a patron lying and saying they returned a book when they did not. Other times, they really did return the book and it is lost somewhere in the library. Sometimes, especially with mail-in returns, the book could have been lost through the fault of an external process or party. In any case, librarians in the circulation department should work to resolve any gaps in the collections because of these errors.
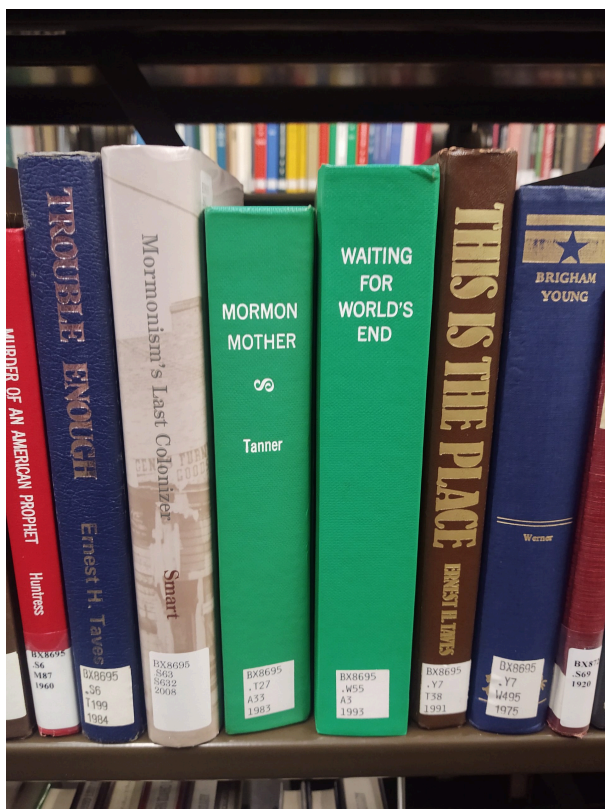
Determining if the books on a shelf are in the correct order is one of the most common responsibilities of librarians in the circulation department. This is called "shelfreading."

Another housekeeping responsibility of the circulation department is "shelf reading." This is also done by catalogers if the circulation department needs assistance. This is the process of reading the call numbers on each shelf and ensuring that all numbers on that shelf are in the proper order according to a particular classification system. This is done more or less continuously. Once a librarian finishes shelf-reading the entire library, there are new mistakes and other problems to see.

Therefore, she starts again at the very beginning, a very good place to start.

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9.

REFERENCE LIBRARIANSHIP

Reference is a key part of each librarian's responsibility. Patrons will come to all librarians, and even library workers, and ask them questions regarding materials in the library or even things not directly related to the library. Libraries have a reputation of being information centers for the community. There are four basic types of questions asked in a library.

- The **directional question** is straightforward and deals location or existence of a service or resource. For this type, a reference interview is usually not necessary and the librarian/technician's own knowledge is enough to answer the question.
- **Ready reference questions** are usually quick, single-fact queries. It could be an isolated statistic or fact that requires verification and fact finding. Sources often used to answer the ready reference questions are encyclopedias, almanacs, statistical compendiums, directories, dictionaries, and well as a Web search engine (Google, Ask). This type of question may require a

reference interview for clarification.

- **Specific search questions** are more involved and more time-consuming that ready reference questions. This type of search usually begins with finding information for an overview or background of the subject. A wide range of sources may be used to fulfill the informational needs of this user, such as books, periodicals, government documents, and Web sites. The specific search definitely requires a reference interview in order to extract facts and to determine the direction that should be taken.

- The **research question** is the highest level of information seeking. This type of question may require an ongoing investigation, and will probably include using an assortment of primary and secondary sources. The reference interview in this case could be quite lengthy in order to determine the topic, determine what research and sources has already been accomplished, the technical level of information required, and many other details.

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https://csi.pressbooks.pub/lis/?p=40#h5p-11

In order to answer the last two types of questions, and possibly in order to answer the second type, librarians should conduct a **Reference Interview**. This gives the librarian context for the query and helps them facilitate research abilities in the patron. The five parts of a reference interview are:

- **Initial question:** User asks the question to reference librarian/technician.
- **Clarification of question:** Librarian starts a dialog in an effort to clarify the real needs of the user and to try to obtain more information.
- **Translating the question into potential library sources:** Librarian takes the lead by suggesting potential sources and determining what has already been consulted, and then they devise a search strategy.
- **The search:** The reference librarian or technician leads the user through the search of appropriate sources. At the same time, they implement point-of-use instruction with each resource consulted so that the user gains some knowledge for future independent searching.
- **Follow-up:** As the search progresses, the librarian should ask the patron, "Is this what you are looking for?" to be sure that the search is on the right track. When leaving the patron, the librarian should always add, "Let me know if you need more help." This lets the user know that they can come back for more help.

Virtual Reference is a facet of reference librarianship that occurs when either the patron or the librarian, or both, cannot meet with each other face to face for any reason. This was a resource that became popular in the 2000s, but became absolutely vital during the Covid-19 Pandemic. Norms formed during that time have affected the norms now, even though the medical necessity of physical separation has ended. Virtual reference is a key part of the modern library.

According to the American Library Association, **Information Literacy** is a set of abilities requiring individuals to 'recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. With advances in technologies in the classroom and in the library, it is important that students are well educated on how to locate and evaluate information. This is one skill that will be used by the student throughout their life. The American Library Association has created a detailed LibGuide for linking to information literacy resources. The Association of College & Research Libraries (a division of the American Libraries Association) has published a Framework for Information Literacy for Higher Education that is geared toward students. It gives them hallmark of research "experts" and describes how "novice learners" can progress to become experts in information literacy. Another wonderful resource about information literacy is *The Information Literacy User's Guide: An Open, Online Textbook*.

Important Features of Library Items

An important aspect of the reference interview is teaching patrons how to find the right items. If they are researching a topic, this includes helping them discover accurate and verifiable information in the best sources. There are multiple facets of a research item that should be stressed by the librarian when conducting a reference interview for a research question. If applicable, similar facets of other types of items should be stressed during reference interviews for other types of items.

An **Abstract** is a brief summary of an academic book, article ,or other work. It usually explains the bases of the work and its arguments, the credentials of the author(s), and the conclusion of the work and future research that could be done based on this conclusion. Typically, the abstract includes keywords that can inform the reader what the general tone and feeling of the work will be. Abstracts are excellent places to begin research when you have gathered a body of possible resources from database and other search results.

Authoritative resources are those that have either stood the test of time or are so important despite their relatively youth that they are held up as a litmus test and gold standard for other works in their field. They are so well-researched that almost anything they say is taken as valid. Authoritative works are usually written by academic authors, but there is an increasing movement for academia to accept the viewpoints of non-academic experienced workers and others who have valid

perspectives. It is important to note that an individual who has written an authoritative work or body of works in one field is not an authority in all fields. For example, Neil deGrasse Tyson is not an expert on Islamic jurisprudence. William Byrd was not an expert in geology but was an authoritative Baroque composer. Ensure that authoritative works and authors are speaking on things they actually know about.

Association is the quality of being connected with a particular movement, school of thought, institution, or person. The association of a work with an established and respected university at the top of a particular field (the Huntsman Cancer Institute, for example), will help the credibility of an article (a paper on the perception of millennials on cancer). It is again important to note that the association of an item or its author(s) is not the most important factor when determining its accuracy and reliability. In writing this textbook and the previous one on Cataloging, I consulted academic, public, private, and open source materials. Do not discount an item or author because of their associations or lack of associations.

A **Bibliography** is an excellent place to start, particularly ones from articles you have already deemed appropriate, accurate, and well-written. Look at the sources they cite most. Look at their acknowledgements. Look for bibliographies of works by the authors of the page. Ideally, you would do brief read-throughs of keywords in the abstracts of each of these papers. However, time constraints may limit your ability to do

that. I only do that myself if a bibliography has up to twenty resources, which occurs very rarely. My practice is to go through and pick one from every five papers in a long bibliography. Then, I assess them by the criteria mentioned in this list.

Credentials are signals of two things: achievement and knowledge and association. Where one gets one's credential probably has more weight than it should on how well their research is received. However, the ability, knowledge, skills, and tenacity required to achieve credentials from anywhere show that the author probably knows what they are talking about. IT also signifies that they know how to engage in effective and accurate research in their chosen field.

Ephemera are things that are virtually useless in research most times. However, they may be useful in some pinches. They mostly occur in special library collections such as those found in archives. They can also be found in articles and books if you look hard enough. These include things like excessive details in acknowledgements, passing comments, and other items. These can provide clues to background information, possible biases, sources of emphases in the authors' work, and other things. You should not go into a research resource looking for ephemera, but they can give context for your understanding.

Peer Review is the process through which the best academic resources must go for approval and publishing. If an article or academic book has not been peer reviewed, you

should probably not use it in your research and you should definitely not use it in any work product or publication you make. While corporate and private work products have not probably been peer reviewed, there are comparable quality standards and benchmarks you should look for. In the absence of a meaningful peer review or any review of a work that does not claim to be academic in nature, give extra emphasis to credentials and associations.

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10.

PRESERVATION

When a librarian preserves an item, the prime focus is to preserve the information within the item. The physical nature of the item is not paramount in and of itself. The only exception to this is if the physical format is necessary to the understanding of the information contained within in an item. Now, of course librarians still seek to preserve the physical nature of the item because completely changing everything would waste time.

At the same time, as much as we try there are sometimes in which the original format of an item will need to be sacrificed in order to preserve the data or information within it. There are multiple recourses to use when faced with this challenging decision. If the item is a book that cannot be replaced, the pages can be removed from the binding and rebound with a different cover and stronger binding. Alternatively, a less enticing solution would be to take the pages and put them on specialized paper with a specific type of glue. then, these would be placed in a loose-leaf folder that is non-acidic.

If the item is a photograph, image, or painting and must be viewed at all times, it can be placed between mattes and

framed. If it can be removed from sight, it should be placed in cold, humidity-controlled environment if possible. Whether or not this is possible, photographs should be kept in isolated containers. Some libraries put photographs in special slips to prevent contamination by particles and other corroding agents. Artworks are ideally always displayed and hung up. Contrary to what one may think, the best way to preserve a painting is to display it and inspect it routinely for conservation issues. If an artwork must be removed from display, it should be placed in a room-temperature room and the image side of the painting should be protected with a thick, stiff board.

Preservation guides and trainings may seem to be few and far between, and courses and certification programs are expensive and time-consuming. However, you do not have to wait to be certified to practice good preservation techniques. Here are some good preservation guides as well as a good database to look for training and education materials:

- A Simple Book Repair Manual by Dartmouth College. This manual describes how to repair all sorts of damage that happens to books.
- Library of Congress Preservation Directorate, which holds information about preserving many different items, including digital items.
- Bookbinding: A Tutorial, by Douglas Jones of the University of Iowa Department of Computer Science.

This page was created in 1995 and is therefore almost thirty years old, but its information is valid.

- The [Care and Handling of Special Collections Materials](#) LibGuide by Yale Library. The sections on "Books and Other Bound Materials" and "Objects and 3-D Artworks" will be especially useful to most libraries.
- [Conservation OnLine (CoOL)](#), a massive forum providing preservation advice, sometimes in the form of trainings. If you search entries in the database, you can limit them by the institution or publication that offered the advice. For example, I would recommend that for most books and paper issues, you would select the BPGA, which stands for "Book and Paper Group Annual." This is a journal published by the American Institute for Conservation. You look at lists of conservation advice by [topic](#).

Digital Preservation

If preservation of a common book is not possible, the library may decide to weed that copy and get a newer edition or a like-new copy of the same edition. Another option, and one that has become increasingly accessible and popular since the 2000s, is to digitally preserve the item. Digital preservation does not mean that once a digital copy is made, the original is destroyed or hidden away and never thought about or preserved physically.

All of these audio and textual formats an media are in danger of becoming obsolete, if they have not already. Digital preservation seeks to preserve data and information stored in these formats on these media. "Library of Congress Pavilion: Digital Preservation" by Ryan Somma is licensed under CC BY 2.0. To

Digital preservation seeks to preserve a surrogate image of a library item at its peak so its information can be stored and preserved for long after the physical item has lost its usability. A side effect of this type of preservation is a massive increase in access to the information contained in the physical item. People from all over the world could possibly view the digitally-preserved item, provided there is no membership or pay wall on a library's digital collections. There are a myriad of factors to consider when preserving items digitally, including minimum redundancy, the inevitable creation of digital collections that mirror physical collections and whether or not these should be made similar to born-digital items, preservation formats, sizes, storage space, storage location, migration, and many other factors. However, the point of this section is just to say that digital preservation of items is possible.

PART II

IMPROVEMENTS AND ADAPTATIONS IN THE MODERN WORLD

11.

INTELLECTUAL FREEDOM

When it comes to ideas and information, the library is a place that provides **Free Access** to items and databases to its patrons. This free access can be Free in the context of publishers' whims, or it can be completely **Open Access**. Ofttimes, free access only extends to the free limited access provided by the lending policies of the library. In any case, information is freely available to patrons. Patrons have a large array of backgrounds and preferences. Thus, it is important that the library protect the **Intellectual Freedom** of all patrons. What does this mean? It means that

In any conversation regarding intellectual freedom and the library, the ALA Bill of Rights should be mentioned. Here it is, as adapted in 2019:

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information

presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

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The Code of **Ethics** of the American Library Association states:

- We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
- We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
- We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
- We respect intellectual property rights and advocate balance between the interests of information users and rights holders.
- We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
- We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
- We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.

- We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.
- We affirm the inherent dignity and rights of every person. We work to recognize and dismantle systemic and individual biases; to confront inequity and oppression; to enhance diversity and inclusion; and to advance racial and social justice in our libraries, communities, profession, and associations through awareness, advocacy, education, collaboration, services, and allocation of resources and spaces.

Intellectual freedom plus free and equal access are both key ethical doctrines of libraries. Martha M. Smith (North Carolina Libraries) describes the dynamic relationship between three components which creates ethical dilemmas. These three components are:

- (1) freedom, meaning intellectual freedom
- (2) information democracy, promoting the need for social equity in information
- (3) responsibility, or the obligation to promote the social good

Let's look at Intellectual Freedom from the context of the

American Library Association, which felt so strongly about this topic that it created an entire Office in its organization to support it.

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Ethical decisions are rarely easy ones to make. Keeping in mind the principles of intellectual freedom and free and equal access, to what extent do libraries serve to improve and protect society? Does a library have the obligation to limit access to materials that might be socially unhealthy or promote materials that are considered beneficial to the health of the society? Where does "protecting society" end and "censorship" begin? There is a fine line dividing these two concepts.

Ethics are also a factor when making collection selection decisions. It is obvious that selections should be made that benefit the library's users. But it becomes an ethical issue when the selector chooses items that are of particular interest to themselves, rather than to their patrons, or consider items that are selected because of pressure from administrators or powerful members of the community (large donors). Sometimes there is pressure to not select items because they

are controversial. This can be a great disservice to the library's patrons as well.

Suppression of certain ideas, cultures, practices, or portrayals is called **Censorship**. It has long been a subject of debate, as has its cousin concept **Banned Books**. Both of these are detrimental to Intellectual Freedom. Both of these tools have especially been used in efforts to protect children from allegedly harmful materials. For information regarding the use of Banned Books to control childrens' and others' access to information, look at [A Look Back at the History of Banned Books Week.](#) from the National Council of Teachers of English. Another potential tool of censorship is the **Challenge** process. This process is intended to remove material that is harmful and problematic, but some patrons can misuse it. Thus, most libraries state that all challenges must be heard by their Board of Directors or Trustees, or a committee assigned by them.

Here are ten books that have been banned by schools, libraries, and communities for various reasons:

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https://csi.pressbooks.pub/lis/?p=48#h5p-18

In 2022, the Nampa, Idaho school district board decided to ban over twenty books from its school libraries. This was one of several occurrences in a flood of book banning and challenging. Let's see different viewpoints on the processes of challenging and banning books. The first is a news presentation on the topic of school libraries and book banning.

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https://csi.pressbooks.pub/lis/?p=48#oembed-3

Here is another viewpoint from Missouri, also created in 2022:

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https://csi.pressbooks.pub/lis/?p=48#oembed-4

Another prominent library-related issue regarding children is the access children can have to the Internet using library resources. Various groups have attempted to protect children,

and rightfully so, from inadvertently going to harmful internet pages. There have also been efforts to protect children from crimes committed against them via the Internet. As the library is a common place for children to access the internet, even if it is only to look for books, it is imperative that librarians understand the risks and policies related to children.

Take a look at these pages:

- [(CIPA) The Children's Internet Protection Act](#)
- [Children and the Internet: Policies that Work .](#) from PLA and ALSC

Privacy is one of the most important concepts regarding interactions with patrons. It is paramount that library records are kept confidential. All personally identifiable information which links a user's choices of taste, interest, or research to that user's identity must be protected. This includes database search records, reference interviews, circulation records, interlibrary loan records, and any other personally identifiable uses of library materials, facilities, or services. View this excellent resource from the North Dakota State Library:

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can view them online here: https://csi.pressbooks.pub/ lis/?p=48#oembed-5

Examples:

- When someone asks who has an item checked out, you don't tell them.
- When checked out items are returned, all ties are broken between the item and the patron.
- When teachers or others in authoritarian positions ask what someone is researching, you don't tell.

RESPECT YOUR PATRONS!

12.

DIGITAL INITIATIVES AND LIBRARY 2.0

We have already talked about electronic resources and digital initiatives as part of the broader offerings of libraries, but they still warrant specific mention in their own section. Part of being a librarian in the modern world is understanding digital technologies enough to teach patrons how to use these abilities themselves.

The modern library, also known as Library 2.0, is a new approach to library services that emphasizes user-centeredness, collaboration, and the use of technology. This new paradigm shifts the focus from traditional library services to one that is more responsive to the changing needs of library users and the wider community.

One of the key features of Library 2.0 is the use of **Digital Initiatives** to enhance library services. This includes the use of digital technologies such as the internet, social media, and mobile devices to provide access to information and resources. For example, libraries now offer online databases, e-books, and digital exhibits and collections that can be accessed from anywhere. The use of open source programs like Omeka has

made patron-focused online exhibits and collections creation increasingly easy and intuitive. Modern libraries also provide access to digital tools such as 3D printers and virtual reality headsets to support learning and innovation.

Another important aspect of Library 2.0 is the emphasis on collaboration and user-centeredness. Libraries are now working closely with community organizations and other partners to co-create services and programs that meet the needs of their users. This approach encourages active participation and engagement, and allows libraries to respond more effectively to the changing needs of their communities. Digital initiatives can also allow libraries to collect feedback and data from patrons who visit the associated websites, which can help them better understand and respond to the needs and preferences of their users.

Digital literacy is also an important aspect of Library 2.0. Libraries are now providing digital literacy training and resources to help patrons learn how to access, evaluate, and use digital information effectively and safely. This includes training on how to use digital tools, how to identify credible sources of information, and how to protect personal information online.

Overall, the modern library, or Library 2.0, is a new approach to library services that emphasizes user-centeredness, collaboration, and the use of technology. It represents a shift from traditional library services to one that is more responsive to the changing needs of library users and the wider

community. With the help of digital initiatives, libraries are now providing access to information and resources that are more convenient and accessible than ever before. This approach is helping to create a more informed, engaged and digitally literate society.

Artificial Intelligence and Library 2.0
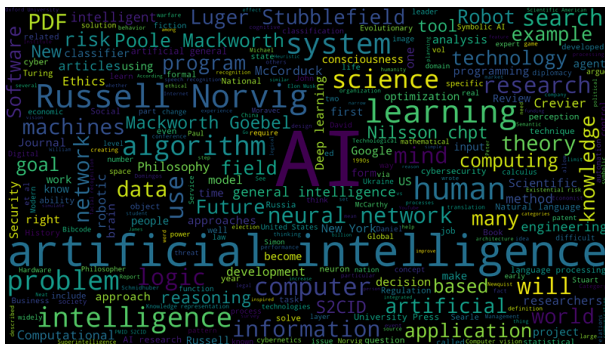
With the advent of GPT 3.5, GPT 4, and other AI tools, knowledge of artificial intelligence and how to interact with it is becoming increasingly important in the context of digital literacy.

When we first wrote this textbook, we used an artificial

intelligence tool known as ChatGPT, also known now as GPT 3.5, to create several of its chapters. We did not imagine that a more powerful and capable version of GPT would be created by OpenAI.**ChatGPT** is a natural language processing model that uses syntax, context, and its rigorous body of text that it has already analyzed to provide thorough and accurate responses to uses prompts and queries. While there are many limitations and drawbacks to ChatGPT's operations, there are also many benefits to using this technology and other technologies in education. As students and many other members of the public are using ChatGPT at an increasing rate for a wide range of activities, librarians should at least know how to use this technology. If they do not use it themselves, they will at least be able to help others navigate the use of this tool.

ChatGPT was released by Open AI in November 2022. Almost immediately, students, researchers, and others began to harness a wide range of uses for this artificial intelligence. ChatGPT was used to write school essays and academic research papers, advertisements and public service announcements. Even religious scholars used ChatGPT to write sermons. As noted above, we used ChatGPT to write some parts of this textbook. Some of these uses were ethical. For example, we took ChatGPT's output and edited to be as correct as possible and fit within the context of the textbook we were writing. Other uses can be argued to not be ethical, such as using ChatGPT to write a school paper when it is

assumed that one will write the paper on their own without any external assistance. Some professionals even regard the use of ChatGPT in professional contexts to be unethical. For example, the journal *Science* completely banned any content that was generated with artificial intelligence. Even content that has been modified heavily since it was generated through AI is not allowed. Other journals have less strict rules.

Artificial Intelligence is much more than ChatGPT. For example, it has been built upon and improved in the next model created by OpenAI, GPT 4. ChatGPT was renamed to GPT 3.5, and ChatGPT refers to both services. GPT 3.5 refers to the legacy version of ChatGPT. The old version primarily responded in narrative text in English. It could occasionally form tables and code, and could even create basic musical notation using the ABC computer-readable system. GPT 4, on the other hand, can take basic text, or phrases, and generate a wide range of outputs, including tables, music notation, text in languages other than English, and whole website templates. It can also explain mathematical principles and applications in easy-to-understand texts. In addition to narrative products, GPT 4 can also write in rhyming poetry.

Other artificial intelligence tools include Nolej, which uses GPT-3 to generate interactive educational formative assessments that use H5P. Another use of AI is Jasper.ai, which incorporates GPT 3 into marketing and advertising assets. Bing, Google, and BandLab are other organizations that have

incorporated ChatGPT and similar AI tools into their preexisting services and products.

How should Library 2.0 respond to these developments? Should librarians assist patrons in learning how to use AI if they suspect that the patrons have unethical motives? Should there be age or context restrictions regarding ChatGPT use like there are for other websites and technologies? These are all answers that individual libraries and librarians will have to answer for themselves.

If there is to be any educational programming or services related to GPT in the library, it should probably be related to the art of prompt engineering. Prompt engineering is the process of creating the most effective input for an artificial intelligence tool, service or system. If the prompt has been engineering enough, the results, output, or product, will be close to the goal of the user. If a user does not make much of an effort to refine or calibrate their input, the tool will not have much guidance on what exactly is desired in the output. Therefore, you will have to continuously refine the prompt or ask it to repeat its previous output but change specific elements. Occasionally, especially in regards to ChatGPT 3.5, the end result of the last prompt will lose one or more of the desirable qualities of the products generated for the first prompt. Still sometimes it is helpful to have a broader prompt at first and then be increasingly specific. At the very least, though, you should make a plan of what exactly you are wanting to receive from the AI tool. Librarians, educators, and

other professionals can help members of the public learn how to create the most effective prompts for AI through classes, seminars, and handouts.

13.

REPRESENTATION IN THE LIBRARY

Diversity, equity, and inclusion (DEI) is an important aspect of library services and operations. It refers to the recognition, understanding, and acceptance of the diverse backgrounds, perspectives, and experiences of library users and staff. DEI is essential for creating an inclusive and equitable environment where all individuals feel valued and respected.

One key aspect of DEI in the library is minority representation. Libraries who focus on DEI demonstrate their commitment by hiring a diverse staff, acquiring a diverse collection of materials, and offering programming that reflects the interests and needs of different minority groups. By providing representation and visibility for minority groups, libraries can help to promote understanding and acceptance of diversity.

Fostering Pluralism in the Community

Cultural and religious pluralism is another important aspect of DEI in the library. This means recognizing and respecting

the diversity of cultures and religions within the community and providing resources and services that reflect this diversity. This includes acquiring materials in various languages, offering programming and events that celebrate different cultures and religions, and providing access to resources that support the spiritual and cultural needs of library users. By promoting cultural and religious pluralism, libraries can help to foster a deeper understanding and appreciation of different cultures and religions.

One library program supporting cultural pluralism, which has been practiced by many libraries, is a "Cultural Heritage Month" series, where each month the library focuses on the culture and history of a specific underrepresented community within the local area. The program can include events such as book clubs, guest speakers, and workshops that highlight the literature, art, and traditions of the featured community. Additionally, the library would also acquire materials such as books, films, and music that reflect the culture and experiences of the community. This program would not only promote cultural awareness and understanding, but also provide a safe and inclusive space for members of underrepresented communities to connect with others and share their heritage.

Representation in Library Collections

When a library's collections reflect the diverse backgrounds and perspectives of its patrons, it can make those patrons feel

seen, valued, and represented. This can lead to a more positive and inclusive experience for patrons who may have previously felt marginalized or underrepresented.

Having a diverse collection of materials can also provide patrons with access to a wider range of information and resources. It can expose them to new perspectives and ideas, and can help to promote understanding and acceptance of diversity. This can be especially important for minority patrons who may not have had access to materials that reflect their own experiences and backgrounds in the past.

Moreover, diversity in the collection can also make the library a more welcoming and inclusive place for all patrons. It can create a sense of community, and can help to foster a deeper understanding and appreciation of different cultures and perspectives. This can lead to more positive and meaningful interactions between patrons, and can help to create a more inclusive and equitable environment for all.

Beyond Mere Representation

However, it's also important to acknowledge that representation alone is not enough, it's necessary to actively work towards equity, which means providing equal opportunities and resources to all individuals regardless of their background. This means addressing and dismantling systemic barriers that may prevent certain groups from accessing library services and resources. This can include

providing language and accessibility accommodations, offering training and education for staff on cultural competency, and actively engaging and seeking feedback from underrepresented groups.

In addition to representation and equity, libraries must also actively work towards creating an inclusive environment where all individuals feel welcome and respected. This means actively promoting an environment that is free from discrimination and bias, as well as providing training and education for staff on how to interact with and serve diverse populations. Collections diversity will mean little of patrons who are members of minority groups do not feel welcome in that space.

14.

COPYRIGHT

Intellectual Property and Copyright

Intellectual Property refers to creations of the mind – everything from works of art to inventions, computer programs to trademarks and other commercial signs. This booklet introduces the main types of IP and explains how the law protects them. It also introduces the work of WIPO, the global forum for IP services, policy, information and cooperation. Copyright is a form of protection for intellectual property provided by the laws of the United States to the authors of "original works of authorship" that are fixed in a tangible form of expression. An original work of authorship is a work that is independently created by a human author and possesses at least some minimal degree of creativity. A work is "fixed" when it is captured (either by or under the authority of an author) in a sufficiently permanent medium such that the work can be perceived, reproduced, or communicated for more than a short time. Copyright protection in the United States exists automatically from the moment the original work of authorship is fixed.

Fair Use and Implications for Copyright

Fair Use is a legal doctrine that promotes freedom of expression by permitting the unlicensed use of copyright-protected works in certain circumstances. Section 107 of the Copyright Act provides the statutory framework for determining whether something is a fair use and identifies certain types of uses—such as criticism, comment, news reporting, teaching, scholarship, and research—as examples of activities that may qualify as fair use. Section 107 calls for consideration of the following four factors in evaluating a question of fair use:

1. **Purpose and character of the use, including whether the use is of a commercial nature or is for nonprofit educational purposes:** Courts look at how the party claiming fair use is using the copyrighted work, and are more likely to find that nonprofit educational and noncommercial uses are fair. This does not mean, however, that all nonprofit education and noncommercial uses are fair and all commercial uses are not fair; instead, courts will balance the purpose and character of the use against the other factors below. Additionally, "transformative" uses are more likely to be considered fair. Transformative uses are those that add something new, with a further purpose or different

character, and do not substitute for the original use of the work.

2. **Nature of the copyrighted work:** This factor analyzes the degree to which the work that was used relates to copyright's purpose of encouraging creative expression. Thus, using a more creative or imaginative work (such as a novel, movie, or song) is less likely to support a claim of a fair use than using a factual work (such as a technical article or news item). In addition, use of an unpublished work is less likely to be considered fair.

3. **Amount and substantiality of the portion used in relation to the copyrighted work as a whole:** Under this factor, courts look at both the quantity and quality of the copyrighted material that was used. If the use includes a large portion of the copyrighted work, fair use is less likely to be found; if the use employs only a small amount of copyrighted material, fair use is more likely. That said, some courts have found use of an entire work to be fair under certain circumstances. And in other contexts, using even a small amount of a copyrighted work was determined not to be fair because the selection was an important part—or the "heart"—of the work. The amount that may be legally copied depends on the type and geographic location of a work. In the United States, twenty-five percent of a text may be copied. At the same time, music works can only have ten percent of their pages copied if they are being disseminated to

groups.

4. **Effect of the use upon the potential market for or value of the copyrighted work:** Here, courts review whether, and to what extent, the unlicensed use harms the existing or future market for the copyright owner's original work. In assessing this factor, courts consider whether the use is hurting the current market for the original work (for example, by displacing sales of the original) and/or whether the use could cause substantial harm if it were to become widespread.

In addition to the above, other factors may also be considered by a court in weighing a fair use question, depending upon the circumstances. Courts evaluate fair use claims on a case-by-case basis, and the outcome of any given case depends on a fact-specific inquiry. This means that there is no formula to ensure that a predetermined percentage or amount of a work—or specific number of words, lines, pages, copies—may be used without permission.

Public Domain

A work of authorship is in the "public domain" if it is no longer under copyright protection or if it failed to meet the requirements for copyright protection. Works in the public domain may be used freely without the permission of the former copyright owner

Modern Alternatives to the Copyright-Public Domain Dichotomy

Now that I have depressed and stressed you about copyright, it is time to learn that there are alternatives to public domain materials when it comes to acquiring free information and data. **Creative Commons** licenses, **open access** materials, and **open educational resources** are all examples of alternative models of resource propagation that protects intellectual freedom while not require exorbitant sums of money and prohibiting reuse. These models have been developed to promote the sharing and use of creative works, while still providing creators with some level of control over their work.

One of the biggest benefits of Creative Commons licenses is that they allow creators to share their work with others in a way that is legally protected. This allows for the free and open sharing of knowledge and information, which can lead to increased creativity, innovation, and collaboration. Additionally, Creative Commons licenses can be used to encourage the reuse and remixing of existing works, which can lead to new and interesting creations.

Open access is another alternative model that has been gaining traction in recent years. This model allows for the free and open access to scholarly research and other forms of knowledge. This is important because it allows for the dissemination of information to a wider audience, which can lead to increased collaboration, innovation, and knowledge

sharing. Additionally, open access can increase the visibility and impact of research, which can be beneficial for researchers and the scientific community as a whole. A plethora of open access databases and research forums exist for a wide range of topics, including:

1. JSTOR (https://www.jstor.org/) – a digital library that provides access to thousands of academic journals, books, and primary sources.
2. Project MUSE (https://muse.jhu.edu/) – provides access to scholarly journals in the humanities and social sciences.
3. Directory of Open Access Journals (https://doaj.org/) – provides access to thousands of open access journals in various disciplines.
4. PubMed Central (https://www.ncbi.nlm.nih.gov/pmc/) – a free digital archive of biomedical and life sciences journal literature.
5. Directory of Open Access Books (https://www.doabooks.org/) – a searchable index of academic books that have been made available for free by their publishers.
6. Open Library (https://openlibrary.org/) – an online library with a mission to provide "one web page for every book ever published."
7. Artstor (https://www.artstor.org/) – a digital library of over two million images in the arts, architecture,

humanities, and social sciences.

8. The European Library
   (http://www.theeuropeanlibrary.org/) – provides access
   to the resources of the national libraries of Europe.
9. The Internet Archive (https://archive.org/) – a digital
   library of Internet sites and other cultural artifacts in
   digital form.
10. The Digital Public Library of America (https://dp.la/) –
    brings together the riches of America's libraries, archives,
    and museums, and makes them freely available to the
    world.

Open access databases also exist for raw or slightly-
manipulated open access datasets:

1. The Inter-university Consortium for Political and Social
   Research (ICPSR) (https://www.icpsr.umich.edu/) – a
   membership-based organization that provides access to a
   large collection of social science data.
2. Data.gov (https://www.data.gov/) – a repository of
   datasets from various government agencies in the United
   States.
3. The World Bank Open Data
   (https://data.worldbank.org/) – provides access to data
   on development indicators from the World Bank.
4. The European Union Open Data Portal
   (https://data.europa.eu/) – provides access to datasets

from various EU institutions and agencies.

5. Harvard Dataverse (https://dataverse.harvard.edu/) – a repository of research data from Harvard University and other institutions.

6. The Dryad Digital Repository (https://datadryad.org/) – a curated repository of data underlying scientific and medical publications.

7. Zenodo (https://zenodo.org/) – a platform for researchers to share and preserve their research data.

8. The Data Repository for the University of Minnesota (https://www.data.umn.edu/) – provides access to a wide range of datasets from the university.

9. Open Science Framework (https://osf.io/) – a platform that provides tools and services for data management and sharing.

10. figshare (https://figshare.com/) – a platform that allows researchers to share their data, figures, and other research outputs.

Open educational resources (OER) are a form of open access that specifically focuses on educational materials. These resources are free and openly licensed, which makes them accessible to anyone with an internet connection. This has a significant impact on higher education, where the cost of textbooks and other materials can be a significant burden for students. However, OER can also have other benefits such as allowing educators to customize and adapt materials to their

specific needs, promote innovation and creativity in teaching and learning, and increase access to educational opportunities for students globally.

Creative Commons licenses, open access, and open educational resources are all examples of alternative models that challenge the traditional copyright-public domain dichotomy. These models promote the sharing and use of creative works and have the potential to revolutionize the way we think about intellectual property. By promoting the free and open sharing of knowledge and information, these models can lead to increased creativity, innovation, and collaboration. Additionally, they can increase the visibility and impact of research, and provide access to educational opportunities for students globally. As the world becomes increasingly digital and connected, the use of Creative Commons licenses, open access, and open educational resources will likely continue to grow, and they will continue to play an important role in shaping the way we think about intellectual property and the sharing of knowledge.

PART III
SUPPORTING THE PUBLIC TO OBTAIN PUBLIC SUPPORT

15.

PATRON SERVICES

Patron Services is the general term for all services in which a library staff member and a patron interact. This includes face-to-face interaction and digital interaction. All interactions with patrons must be carried out in a professional manner. In addition to the benefits this provides for outreach purposes, it is just good manners to treat people respectfully when they are interacting with you. This is one of the basics of **Customer Service**. Customer service is the general attitude held by professionals in all fields. Whether or not the customer or patron is right, they should be treated with respect and helped to find the information or solution they are seeking. Librarians and library staff should not be overbearing or intimidating. There are multiple moments in which good customer service skills can help you navigate complicated interactions with a patron, including:

- A patron requests that the library host an event promoting a controversial political candidate, but the librarian feels that doing so would violate the library's policy of remaining neutral on political issues. A

solution could be to provide the patron with information on how to reserve a room at the library for their own event, and to provide them with resources on how to promote their event in a neutral manner.

- A patron complains that a group of homeless people are using the library as a shelter, but the librarian is hesitant to ask them to leave because the library is a public space and the patron does not have a clear legal basis for the request. A solution could be to provide the patron with information on local organizations that provide services to homeless individuals and to offer the patron training on how to interact with homeless individuals in a respectful and non-judgmental manner.

- A patron requests that the library remove a book from the collection because it contains offensive language, but the librarian believes that the book has literary merit and should be available for patrons to make their own judgments about. A solution could be to provide the patron with alternative materials that they may find more suitable, while also informing them of the library's collection development policy and the reasons why the book is important to keep in the collection.

- A patron requests that the library block access to certain websites on the library's computers, but the librarian is concerned about violating other patrons' First Amendment rights. A solution could be to provide the patron with resources on how to use parental controls

on their own devices, while also providing them with information on the library's internet filtering policy and the reasons why certain websites may be blocked.

- A patron requests access to data collected by the library on the reading habits of patrons, but the librarian is concerned about violating the patron's privacy. A solution could be to provide the patron with information on the library's data collection and privacy policies, and to offer them the option to review and control the data that the library has collected on them. Additionally, the librarian could also offer the patron resources on data privacy and inform them about the library's data security measures.

- A patron requests access to another patron's reading history, but the librarian is concerned about violating the privacy rights of the patron whose information is being requested. The librarian could inform the patron requesting the information that due to privacy concerns, the library cannot disclose that information. The librarian could also offer alternative resources or suggestions for the patron to find the information they are looking for. The librarian can also contact social workers or other peace officers if they feel that the patron's life or lifestyle is in danger.

- A patron is denied a Library card due to outstanding fines, but the patron argues that they are unable to pay the fines and that they are being denied access to

education and information. The librarian could work with the patron to come up with a payment plan or community service options to clear the outstanding fines. The librarian could also direct the patron to resources such as online databases or digital materials that are available for free. Another option is to eliminate fees and fines altogether related to library material use.

- A patron complains about the lack of diversity in the library's collection, but the librarian is concerned about the cost of acquiring new materials and the limited budget for collection development. The librarian could work with the patron to identify specific titles or authors that they would like to see in the collection and use that information to advocate for budget increases or to seek out donations or grants to acquire those materials. The librarian could also direct the patron to alternative resources such as interlibrary loan or online databases that may have a more diverse collection.

- A patron wants to access certain sites that are blocked by the library's internet filtering software, arguing that they are being denied access to information, while the librarian argues that it is to protect children from inappropriate content. The librarian could work with the patron to understand their specific needs and research alternative ways for the patron to access the information they need. The librarian could also consider adjusting the library's internet filtering settings to allow

for more access while still protecting children from inappropriate content.

- A patron wants to use library's computer to access their personal online accounts, but the librarian is concerned about the patron's data being compromised and the library's liability if the patron's account is hacked. The librarian could inform the patron about the potential risks and suggest using their own device or using a secure network. The librarian could also provide the patron with resources such as guides on how to protect their online privacy or direct them to a cyber security expert for more information.

All of these examples show the foundational skills in **Patron-Centered Service**, which is the library form of customer service. It takes the principles of decency, respect, efficiency, and openness a step further. Unlike a business, whose chief aim is to make money and be as logistically effective as possible, the purpose of the library is to serve the entire public and the individual coming through the door at the same time. We might be thought of as a hybrid public service and business. Logistics are still important, but money making is not our end goal.

16.

READER'S ADVISORY

Reader's Advisory is a services that helps readers find appropriate recommendations based on their interest, reading level, and other factors. Each library has a unique method of managing Reader's Advisory requests. Some systems incorporate Lexile ratings, which indicate the difficulty of understanding a particular book. These ratings are typically associated with age levels for a particular work. However, age should not be a determining factor when conducting Reader's Advisory.

After you have finished determining potential future reads for a patron, you need to locate the book in your collections or in another library. **WorldCat** is a massive service provided by OCLC that turns all of its participating libraries into a consortium of sorts. When you have found a particular manifestation of a work you are interested in obtaining, the bottom of the page will have a list of all nearby libraries that have a copy. You can reach out through Interlibrary Loan for access to the book. Alternatively, you may decide to purchase the book for your collection. WorldCat also has notes on

similar items to a particular work, so you can use it for limited Reader's Advisory purposes.

Places to Look for RA Searches

A **Book List** is a specialized list of books that are appropriate for a particular audience or that are all dealing with the same subject. Examples of book lists include summer reading lists for academic or entertainment purposes or lists of authoritative books specified by organizations or institutions for professional development. Awards lists include all works that have won a certain award. Book lists can be found in physical and digital iterations. Literary Hub, New York Times, BookRiot, NPR, Read.gov, and other websites contain booklists for many categories.

A **Book Review** is also a good resource for information about applicable texts. Again, NPR and the New York Times have book reviews. Kirkus Reviews is also an okay resource, although it focuses on books its companion institution, Kirkus Publishing, has published. A wider range of companies, institutions, and public services publish book reviews than publish book lists.

There are a wide range of websites librarians and patrons can use during Reader's Advisory sessions. NoveList, a readers' advisory service, not only provides access to information on 155,000 fiction titles, but it also offers a wide range of feature content that will serve fiction readers of all ages with author

read-alikes, book discussion guides, reading lists and more. It is provided by EBSCOHost, which means that patrons will have to utilize library access in order to reach the website.

Goodreads is the world's largest site for readers and book recommendations (goodreads.com)."

Their service allows you to create a free account and:

- "See what books your friends are reading.
- Track the books you're reading, have read, and want to read.
- Check out your personalized book recommendations. Our recommendation engine analyzes 20 billion data points to give suggestions tailored to your literary tastes.
- Find out if a book is a good fit for you from our community's reviews."

Librarians and other book lovers have created entire websites dedicated to fulfilling reader's advisory tasks. Examples include Kitchen Sink RA, What Should I Read Next?, Fantastic Fiction, Your Next Read, Whichbook, LibraryThing, and Gnooks. Take your time and familiarize yourself with these websites, if not for yourself then at least for the sake of your patrons.

Finding Reader's Advisory Results at Your Library

Finding acceptable resources for the reader is only half the battle. In order for the entire process to be effective, you have to ensure that your reader has a way to know about the item and have access to it. In other words, they need to see it in the catalog or request it through interlibrary loan procedures. They also have to know the metadata of the item. Let's go through the metadata of some records at the CSI Library and WorldCat.

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://csi.pressbooks.pub/lis/?p=62#h5p-13

17.

THE MODERN LIBRARY EXPERIENCE

The modern library experience refers to the ways in which libraries have adapted and evolved to meet the changing needs and expectations of patrons in the digital age. This includes providing access to a wide range of digital and physical resources, such as e-books, databases, and online learning resources, as well as offering new and innovative services such as maker spaces, digital literacy training, and technology lending programs.

The modern library experience also emphasizes a more personalized and patron-centered approach to service, with librarians trained to help patrons navigate and make the most of the resources available to them. This can include providing research assistance, offering personalized reading recommendations, and helping patrons access and use digital technologies such as laptops and mobile devices.

In addition, many libraries are also becoming community hubs, offering programs and events that foster learning and engagement, such as author talks, book clubs, and workshops

on various topics. Many libraries also serve as safe and inclusive spaces for patrons of all ages, cultures, and backgrounds.

Overall, the modern library experience is centered on providing patrons with the resources and support they need to access and make use of the wealth of information and knowledge available in the digital age.

Interactivity and Accessibility

Interactivity is the ability of an information resource to be directly manipulated in real-time by a patron and to have that manipulation divulge information to the patron. It is a key part of modern, technology-integrated learning. Interactive resources do not need to be massive, like virtual reality headsets or AR screens. They can be models, simulations, and other engaging materials. Topics can range from history to science to language to technical skills to etiquette.

Makerspace areas show up in many types of libraries. Initially, they were created in academic library settings to allow students to incorporate data and research findings directly in their experiments. MIT was the first major library institution to have a makerspace. It was the institution at which Niel Gershenfeld worked. Gershenfeld was and is the director for the Center for Bits and Atoms at the university. In order to increase student creativity, he created the "Fab Lab." Making things in libraries has been a vital part of the library's role as a community center since the 19th century, when women

gathered at the library to create quilts and other items for the less fortunate. Modern digital technology use is simply another way of making.

Outreach is a side effect of all of these initiatives. Libraries

must reach out to their patrons and ensure that their needs are being met. They must be appealing so patrons will return and welcoming so new people will come for the first time. At times, however, outreach as a part of reference and other main library activities is just not enough. To expand the outreach of the library, administrators, librarians, and staff create programming. Programs are isolated instances or chains of meetings that hope to attract an audience for education on some topic. Library programs can be on mundane but necessary topics like taxes or on creative topics like making birdhouses. They can include science lessons for elementary students or financial assistance for high schoolers who are entering their first jobs or internships. Movie nights and service projects are other programs. Opportunities in makerspaces for recreational making also count as outreach.

"Legos at CSM Library" by College of San Mateo Library is licensed under CC BY 2.0.

> ⊞ *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
> *https://csi.pressbooks.pub/lis/?p=44#h5p-16*

Outreach should be coordinated with patron services and should coincide with initiatives by the other departments. The heads of all departments should meet around once a week, if not every day, for a brief meeting on their plans and ways they can collaborate.

Accessibility and Diversity

Accessibility is the ability of a material to be found, used, and navigated by people of different abilities. For example, a resource should have accommodations for individuals who are blind, members of the Deaf community, and people who have cognitive disadvantages, as well as people with other handicaps. Sometimes, the only accessibility a person needs is a ramp or elevator because they have trouble walking. Other times, accessibility of resources means that a specialized format needs to be created for a specific patron. There are public and private institutions to help librarians find accessible options for all of their patrons. It is now high time that all individuals have access to materials.

View this video on accessibility issues with a library in Queens. How could this issue have been prevented? What possible solutions exist?

One or more interactive elements has been excluded from this version of the text. You can view them online here:
https://csi.pressbooks.pub/lis/?p=44#oembed-1

In relation to accessibility is diversity, equity, and inclusion, or DEI. This has been a recent development in libraries, sadly. As discussed in the first section on the history of the library, the first libraries were institutions funded by, and intended for, the elite members of society. Many articles and presentations have been written on the fact that the elitist foundations of the library still haunt all libraries today. Some institutions make their patrons pay for library cards. Some only hold books that are wanted by the real or perceived majority of society. Some are not accessible to those who do not speak the dominant language of their community. These slights are both unintentional and intentional.

Look at how the Multnomah County Library applied diversity, inclusion, and equity in multiple ways to encourage patron success. This includes accomplishing goals that were not necessarily in the typical scope of library functions.

> *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://csi.pressbooks.pub/lis/?p=44#oembed-2*

The key message is that we must all acknowledge where we are and move together toward a more inclusive environment for everyone. Minority voices should be heard not because they are minorities and not because they are new or novel, but because they are voices. They are real. Programs celebrating diversity do a disservice when they stress that minority voices should be emphasized during one month or week and then never heard from again. This others all minorities in the community and makes them into an enigma when what is really needed is inclusion and mainstream acceptance.

Building an Accessible, Diverse, Equitable, and Inclusive Library

It is not enough simply to know that we should be accepting, accessible, and inclusive. How to we apply these principles? Middlesex Community College developed a DEI Toolkit that contains principles on each of these initiatives. It is one of their strengths, and their resources have been used around the world. While the focus of these materials were inclusivity in a

school classroom, these tools and ideas can be easily adapted to a library:

- Discuss at the beginning of each library program with each participating patron that you are trying to develop an inclusive culture in the library
- Discuss seating arrangements with the group if applicable in order to accommodate patrons with reasonable requests
- Ensure that you use the most appropriate and up-to-date language in your communications and materials
- Use a variety of examples in your programming and allow the entire patron population to consider diverse perspectives outside of their own experiences
- Do not make assumptions about a patron or their experiences based on their disability, gender, sexual orientation, religion, or cultural or ethnic background
- Use examples of diversity and allow patrons, including children, to question norms
- Avoid conflating or allowing the conflation of gender roles and stereotypes with the lived experiences of being male and/or female
- Avoid conflating and allowing the conflation of race and culture, as well as the use of stereotyping.
- Use symbolism and mythology from a variety of religions to allow student to learn and appreciate multiple perspectives

- Avoid using or allowing the use of religious designations as synonymous with the actions of individual believers (ex. Muslims and terrorists, Christians and Anti-LGBT)
- Avoid conflating or allowing the conflation of the practice of a religion and the educational inquiry of religion

PART IV
CONCLUSION

18.

CONCLUSION

Now that you have read this entire book, you know about the importance of each facet of librarianship. You know the basic skills of library science. It is time that you apply them. As my dad always said to me when I reported all the things I learned at the library as a child, "It's not enough to know. It is enough to do." As we discussed in the first chapters of this textbook, information only becomes knowledge when you internalize it and act upon it. Some refer to the proper application of this knowledge as wisdom. If you want to be truly wise, learn through experience how each of the parts of the library support each other. Then, learn how you as a librarian can support your patrons and expand your service population. After all, a librarian has no purpose without a group of people to serve.

In order to demonstrate an understanding of the interconnected nature of the departments of the library, you are going to create your own library. This can be influenced by libraries at which you currently work, but please do not simply copy every aspect of the library as it currently exists. To illustrate the importance of this, I quote another figure

from my childhood. One day, my grandmother and I were making a delicious dinner for my entire extended family. I was in charge of making the gravy. I thought, "I am going to make the best gravy my family has ever tasted. This will be utterly delicious." I followed the recipe to the letter, or so I thought. My grandmother took one look at my gravy, smiled, and set it aside. Then she made an entirely new batch. Needless to say, my heart was crushed. When I asked her why she did this, she just told me. "The gravy was good. It's good to have good gravy, but you should really set your sights for the best gravy." In other words, no matter how good your current library is, you should always perform your tasks to the highest standard. When you create your library, create the ideal library. Hold your library to two standards:

1. The best practices and environments illustrated in this textbook and the resources to which it links, and
2. What you would most desire of a library that served you as a patron.

The rubric for this assignment is as follows:

FINAL PROJECT – LIBRARY CREATION

Criteria	Ratings			Pts
What is the name of your library and where is it located? Provide a name for your library and its location.	20 pts Full Marks	11 pts Partial Marks	0 pts No Marks	20 pts
What type of library did you create? Classify (academic, public, school, special, etc.) and provide details about this type of library.	20 pts Full Marks	11 pts Partial Marks	0 pts No Marks	20 pts
What is the mission of this library? Provide your mission statement for this type of library with details of how the mission is being accomplished.	20 pts Full Marks	11 pts Partial Marks	0 pts No Marks	20 pts
From where does your library receive its funding? Provide full details of all sources of funding.	20 pts Full Marks	11 pts Partial Marks	0 pts No Marks	20 pts

Criteria	Ratings			Pts
Who are your patrons/users? Fully describe your patrons and users consistent with your type of library.	30 pts Full Marks	16 pts Partial Marks	0 pts No Marks	30 pts
Describe your collections. Provide a full description of all collections found in your library. Include how many and what subjects/materials are included.	40 pts Full Marks	21 pts Partial Marks	0 pts No Marks	40 pts
What services does this library offer? Describe in detail the services offered by your library.	25 pts Full Marks	13 pts Partial Marks	0 pts No Marks	25 pts
What are your circulation policies? Include length of checkout, fines, limits, and other details specific to your library.	25 pts Full Marks	13 pts Partial Marks	0 pts No Marks	25 pts
What hours is the library open? Provide actual hours of library with details of special closures.	10 pts Full Marks	5 pts Partial Marks	0 pts No Marks	10 pts

Criteria	Ratings			Pts
Describe the physical aspects of the library. Is the physical layout efficient and also convenient for the users? Does it portray a friendly atmosphere? Provide a colorful, detailed description of the library. Enable readers to visualize the library. Provide a description of the library's atmosphere.	40 pts Full Marks	20 pts Partial Marks	0 pts No Marks	40 pts
Describe the signage. Provide a full description of signage and placement of all signs.	10 pts Full Marks	5 pts Partial Marks	0 pts No Marks	10 pts
Staff Fully describe number of staff, positions, and what each job entails.	25 pts Full Marks	13 pts Partial Marks	0 pts No Marks	25 pts
Classification System Describe the classification system used in your library.	5 pts Full Marks	3 pts Partial Marks	0 pts No Marks	5 pts

Criteria	Ratings			Pts
Public Access Catalog Fully describe the type of catalog system used by your library.	5 pts Full Marks	3 pts Partial Marks	0 pts No Marks	5 pts
Unique features Colorfully describe all unique features that can be found in your library.	30 pts Full Marks	16 pts Partial Marks	0 pts No Marks	30 pts
APA format.	25 pts Full Marks	13 pts Partial Marks	0 pts No Marks	25 pts
Mechanics/Grammar No grammatical errors. Correct punctuation and spelling. Language is clear and precise; sentences display consistently strong, varied structure.	20 pts Full Marks	10 pts Partial Marks	0 pts No Marks	20 pts
Organization Structure of this project is clear and easy to follow. Enjoyable to read.	30 pts Full Marks	16 pts Partial Marks	0 pts No Marks	30 pts

Criteria	Ratings	Pts
Total Points: 400		

Have fun with this assignment! If you have trouble determining what model you should follow, find another library's policies or guides and use those. Be sure to cite those examples in APA format. This assignment can be a paper, but it does not have to be. You can create a slide presentation, a video, an audio recording, or any number of items.

I wish you the best of luck in your journey as a new librarian.