

We are moving onto phase 2 of HackLibSchool. Please feel free to contribute on the following:

<http://hacklibschool.pbworks.com/>
<http://hacklibschool.wordpress.com>

Hi. I am mid-MLIS and am trying to find my way through the degree and into the field. I am really enjoying how the academic world is growing closer knit through the use of technology, and was inspired to begin working on a “HackLibSchool” sort of document (in the spirit of and totally ripping off [Hacking The Academy](#)). I plan/hope to publish it online in the same way that the [Alt-Ac](#) / [Profhacker](#) folks did with the Academy doc. I think there are enough people writing openly and honestly about the degree that there should be some collaborative, accessible document that will outlast all our various blog posts. Interested?

Let’s Crowdfund this degree! GO!

- Micah Vandegrift

Other “crowdsourced” LIS resources:

LIS Wiki: http://liswiki.org/wiki/Main_Page

GSLIS Wiki: <http://gslis.org/>

Topics/Categories - What other things do you encounter as a Library Student that need further discussion?

Working in academia - I heard first hand that elite universities, e.g. University of California do not pay librarians well. It’s very difficult to move from library assistant to librarian. You MUST love being in academia to be willing to put up with this (not to mention politics). I am told that community colleges pay better. Anyone else can

confirm this?

This would also be a good place to get some feedback from recent grads who work in academic libraries.

Could you clarify what “pay well” means? Location will play a part in this. For example, I’ve heard that NYC public libraries do not “pay well”. However, if you’re working in a rural area vs an urban area, this could also be a factor in how much you are compensated.

Concepts that I wish I knew more about -

Digital Humanities

Transliteracy

Semantic Web <---- yes

Open Source <----yes

Distance Learning

21st Century Skills

Advocacy - community involvement

Reference interactions in the digital age

Intellectual Freedom

Classification moving forward - how RDA differs from past systems, how it will work.

Software\Technology that should be taught and discussed in LibSchool-

Adobe CS

HTML/CSS (HTML5/CSS3)

MySQL

Flash Programming

Scripting languages: e.g., Perl, PHP & Javascript

Adobe Acrobat Pro, blogging platforms, etc.--Allows students to publish work online using software that takes very little time to learn to use.

Adobe Acrobat isn't really a blogging platform at all; it's an application that allows you to make PDFs. A "blogging platform," or application that allows for online publishing or is specifically engineered to create it is a content management system.

Right, but I was thinking more in terms of multiple tools that promote self-publication, both in terms of content creation and content management.

Sorry for not being clearer--I have found blogging and publishing in OA journals

to be one of the biggest career boosters because it allows me to network and share. Would like to make sure other students can take advantage of those tools should they decide to.

Content Management Systems like [Drupal](#) and [Wordpress](#) and edu2.0

XML and XSLT

Creating patron-friendly widgets and embedding code

Creating Web Applications and mobile apps for libraries and catalogs

Microsoft Visio

****** how these technologies will/could be used in day-to-day work, and in small libraries vs large systems vs. archives or corporate environments ******

Systems for archival content like ContentDM

Technology -

Digital Libraries - Resources?

[Greenstone](#)

Omeka (<http://omeka.org/>) - more for Museums?

Learn about Social Media - Twitter, Facebook, Foursquare, Delicious tagging

Tech News/Trends - websites to keep an eye on

- <http://www.thegeeklibrary.com/>
- www.readwriteweb.com
- Slashdot and Techdirt
- <http://www.the-digital-reader.com/>
- <http://nonprofitorgs.wordpress.com/>
- Mashable

Suggestion: In addition to library-related literature, try publications/websites/blogs in the technology field. Some examples:

- Ars Technica (<http://arstechnica.com/>)
- Engadget (<http://www.engadget.com/>)
- CybernetNews (<http://cybernetnews.com/>)
- Gizmodo (<http://www.gizmodo.com/>)

Mobile websites

eReaders - whether we like them or not, they're here to stay and we should be able to help library users that need help downloading (like from Overdrive); format conversion methods. The correct way to use these devices in consideration to copyright.

What role should programming have in LibSchool?

Even better: How is programming related to library-specific tasks like cataloging and classification?

Catalogers need not be programmers, but they should understand the programmer p.o.v. I think this will help with that, insofar as it shows a programmer trying to understand MARC from a tech perspective, rather than starting with the cataloging code:

Jason Thomale. "Interpreting MARC: Where's the Bibliographic Data?"

Code4Lib <http://journal.code4lib.org/articles/3832>

From some perspectives, catalogers are similar to programmers (rule-based systems, etc). New catalogers should probably learn to "data munge" well (something that any good programmer will know how to do). Ideally, beyond using hand tools (e.g. Excel) and learning to script things. So, a *tad* of programming. :) -jodischneider

Knowing the difference is important and knowing web languages is important (HTML, XHTML, XML, CSS, etc). Having that kind of knowledge in-house would be a huge advantage for any library. However, I think most librarians know that to deal with programming - go to IT.

For rural/small libraries, IT might not be an option (or only an occasional/slow option), so front line librarians with tech knowledge can make a huge difference in small libraries.

XML seems very important but was glossed over in my classes. I'm still not positive what it is.

XML is used to organize data, and it is closer in relation to SGML. HTML cannot organize data and is only used to structure web pages. In the library field, XML is used for metadata schemas. XML can organize data according to a schema or DTD and then that organized data can be used for a variety of purposes using other tools, such as XSLTs, programming languages, etc.

XML is the language used to organize the content (HTML), while CSS provides the styling. Does that make sense?

Some articles on the topic:

Bos, Bert. (16 July 2007) "CSS & XSL." World Wide Web Consortium.

<http://www.w3.org/Style/CSS-vs-XSL.html> Accessed 21 October 2010.

Martin, Didier. (8 March 2000) "What Place Has CSS in the XML World?"

O'Reilly XML.com. <http://www.xml.com/pub/a/2000/03/08/style/index.html> Accessed 21 October 2010.

Knowledge of XML is also highly useful for doing mashups of datastreams. For

instance, if you wanted to take a google map and overlay the locations of libraries on that map--you're beginning a mashup. Librarians have a world of knowledge at their fingertips that can and should be used in innovative ways with the tools we have at hand.

Programming Languages (Ruby? Unix?)

Do we want to limit ourselves by teaching a specific programming language though? I feel that there needs to be at least a "programming literacy" - knowledge of basic programming fundamentals and concepts. From there, people can go on to learn specific languages, but they should also learn what the major languages are capable of so people can determine the best tools for the job.

This makes the most sense here. While certain languages that are heavily used by library-related tasks should be emphasized (e.g. Perl, JavaScript, PHP), keep in mind that it's pretty unusual for a programmer or app designer to be "fluent" in one language alone.

I think it's hard to learn "programming literacy" fully without learning a specific language; I'd recommend Python. There's a great "programming literacy" course at UIUC (452) which Dave Dubin used to teach. I can dig up a syllabus if somebody wants. -jodischneider

What role does Design play in libraries?

IT doesn't understand what the library user needs or wants out of a website, so making sure a library site is designed for the patron is on the shoulders of the librarian. It's all about usability for the patron, not just pretty websites.

Technolust in libraries: when is it too much?

I don't know that it can ever be too much. If you take a look around, jobs with titles like "Emerging Technologies" are becoming more common. Older professionals are not interested in or just don't have social media programmed in their brains.

Perhaps a better way to address the "technolust" topic is to ask the question: when if ever does our focus on technologies cause us to lose sight of our most important priority: the user? Does our extreme love of tech cause us to neglect or misconstrue the reality of our patrons' needs? The bigger question is: do we control the philosophical direction of librarianship or are we controlled by current cultural movements that favor "emerging tech" and the constantly connected lifestyle? These are questions I wish I was asked in library school: there is so much focus on what we

do and how we do it, but so little on *why*!

All the above are great, but many students come in without ability to do Word Mailmerge, sort data in Excel, no idea what an Operating System does and terrified of tech. I think these are basic life skills that we should not be teaching, but the profession expects graduates who can do this...so as teachers we are caught...

I've been teaching in Library School for 4 months after practicing in librarian techie roles for 20 years. I'd love some feedback on my posts where I try to work out exactly what I should be teaching next year in my Library School core technology unit. Pls delete/move this if it is inappropriate for your project. Kathryn Greenhill

[So, what do we teach in university library technology courses? Part 1.](#)

[So, what do we teach in university library technology courses? Part 2.](#)

This post focuses on 'technophobia' and talks about the author's transition from someone afraid of emerging technologies to her appreciation of their uses for her as a professional.

<http://saucurriculumlib.wordpress.com/2010/10/11/technophobia-epidemic/>

Technophobia and ignorance of tech: Where is its place in librarianship?

Created in response to the "Technolust" category above and Kathryn's mention that students are entering library school without a basic knowledge of even programs like Word and Excel. This should also be addressed in "Library School Issues" below.

Is caution/technophobia ever warranted? When and how?

"Cutting edge" versus "bleeding edge" technology in libraries

Previous technological advances that were not so helpful (microfilm, anyone?)

-Caution is probably necessary to a point because libraries may not have the budgets to implement all the new tech they want. However, as more stuff becomes freely available this is less of an issue. Teaching students not only how to use tech, but also how to evaluate its effectiveness, is vital.

On the question of "when is it too much?" I'd say it's too much when it doesn't have a clear purpose. Adopting a technology without a plan for how it's going to be used doesn't provide a benefit to staff or patrons (e.g., creating a Twitter account, then failing to use it or gain a following)

Library School Issues -

Expectations for practical training are not always true. There is quite a bit of theory and technical details one learns in school that is unexpected.

- Most library schools offer a practicum or field project course. If you want practical training, those are the way to go.

- Also, internships are highly encouraged. In fact, I'd say it should be a requirement.

- Get to know the librarians at your university library ASAP. You could start with the LIS liason. I ended up getting a part-time reference assistant job this way, which was by far the most valuable aspect of my LIS education.

- If not, volunteering is another option for getting practical experience. One of our professors (Patricia Katopol) brings in a lot of guest speakers from the field, and that's a great way for students to learn about the different options available and get a sense for what those jobs are like.

Create a niche (or several) for yourself...i.e. use classes, jobs, volunteering to stand out from the crowd.

Librarians are excellent at knowing a little about lots of things. In a reference position that's practically a requirement. *However...*

While you're in library school, try to identify which aspects of librarianship interest you the most ASAP, particularly if they stand out from the crowd a bit. Try to specialize and develop some expertise in one area. One of the (full-time, tenured) reference librarians at my university stressed this as crucial to her success - develop some expertise so you can *be known for something*.

For example: When my uni's health info class was cancelled, I took advantage of the WISE Consortium and enrolled for Med Informatics (not the same topic, btw: medical informatics), and it (along with considerable luck) was absolutely crucial to securing an entry-level medical library position immediately after graduating.

Related activities: Once I took the med info class, I tried to work related topics into my later courses. I interviewed a hospital librarian about management issues and got a tour of the university medical center's library

from one of their librarians. I used my government documents course as an excuse to get better at searching NLM and NIH's many resources. I used our database searching course to expand my PubMed and OVID Medline skills. People at my LIS school began to notice my interest and bring up relevant topics of conversation - and vice versa, for other fellow students who displayed their interests. In the end, I applied for all kinds of jobs but could make a very clear case why I'd do well working in a medical library.

BOTTOM LINE: If you have an interest (even just a potential one) within librarianship, cull together a few different activities related to it while you're in library school. Be known for something (even just to your fellow students) by the time you graduate.

YES! I agree completely. Pick a topic and KNOW IT! I focused on social networking and privacy issues while in school (I now have a job dealing with social media in a public library system).

Good blog post on making a name for yourself in the field: It's a compilation of a number of other resources on this, and would be really helpful for new students jumping into the field right away.

<http://agnosticmaybe.wordpress.com/2010/11/02/shine-like-a-star-star-update/>

Professors who are older can be out of touch sometimes, which is difficult to handle.

For those of us considering/enrolled in LIS PhD programs, what should we do to ensure that we're still 'plugged in' to the current state of the field? Keeping on top of trends through social media and an RSS feed of some good blogs is a great start, but what else? Monthly faculty meetings that serve as 'continuing education' with guests from various local libraries?

If you're getting your PhD in LIS - I hope you have practical experience FIRST!

I would agree--however, I'm starting a program next year and friends are already in PhD programs. I wonder if we could consider building in some practical library work into the PhD program as a way to keep students/new professors/even tenured professors up on their game. I primarily do research, and that's what I love, but when we are teaching LIS there does need to be more first-hand knowledge about libraries that we can bring to the classroom.

Many of my professors do not have a background in libraries, or even

non-academic work experience. This made it difficult to relate concepts to libraries and work we would be doing.

--Something I would like to address for those of us at the PhD level is how we can best serve students as future educators. I want to make sure that what I am teaching is relevant and useful to students who are going into the field, but I also do not have the time to pursue a PhD and gain the practical experience mentioned above. Does anyone have ideas for how we (as future professors), or our professors, can best achieve this without a major change in the directions of our lives?

The role of metadata: people confusing metadata with ‘cataloging,’ then feeling confused because there’s talk about cataloging being less of a requirement. Giving a better understanding of metadata and its various incarnations (i.e. Dublin Core versus a library catalog) is important, and teaching students the value in metadata while encouraging discussion about it (i.e. worries over ‘everyone’ tagging and thus creating messy metadata). (Now that I’m actually a librarian, no one talks about metadata. All of that discussion now feels like wasted time.)

Wow! There’s plenty of metadata. And traditional cataloging *is* a one way of handling metadata. Granted, if you’re not working on digital collections, it’s not at the forefront of most places. But wasted time? :(-jodischneider

Jim Elmborg (director, University of Iowa SLIS) uses the phrase ‘scholar-librarians’ to refer to his vision of how he hopes to prepare SLIS students. Is this the right approach? Should we be given practical skills and also given skills to conduct meaningful research and engage in scholarly discussions? Is it too much to fit into a 2-year program? Are there things that can be added/removed?

Many faculty have info science PhDs and other NON-librarian professors (eg a PhD in Philosophy and Ethics), but no actual library work experience, whereas most students are hoping to be librarians, not academic researchers.

-THIS. I was stunned that I had started a program where only one professor had ever been an “actual” librarian (and hadn’t worked in a library in many many years). Waking up to the first class of your MLIS degree and finding out that the professors are all have an Economics Ph.D is unpleasant. Students or those considering a degree should be told to carefully look at the professor

profiles from schools they are considering. Especially if the student is looking to be a librarian and not an academic researcher.

- I'm in my first semester of library school and I have to say, the most useful information I've gotten is from my professor who used to be a librarian. My other teacher comes from an education background, and while he tries to tie in the content of the course to library science, it's clear he just lacks the understanding of how it really fits together.

The role of conferences for students: We are all encouraged to attend, but maybe we can spend a bit of time sharing tips on presenting a talk or a poster (good for the resume/CV!), or maybe share a bit about what conferences are good to attend. For something large for ALA, what are good ways to prioritize?

Networking: always bring a stack of business cards. You'll want to share info with people, and this keeps you from having to write that info down every time.

Students without technical knowledge or curiosity entering librarianship when it is arguably becoming more technical (addressed above in "Technolust")

This begs the question: Is librarianship now a technology profession?

If so, what do we need to know to be able to enter library and what should be know upon exiting it? Should people who lack the knowledge or inclination to learn about technology not be allowed into MLS programs?

If not, what role **should** technology and learning about technology play in library school, even for students who describe themselves as "not computer people."

Resources -

Library School Bloggers -

[Lauren Dodd](#)

[Julia Skinner](#)

[Britt Foster](#)

[John Jackson](#)

[Melody Dworak](#)

[Heidi Kittleson](#)

[Micah Vandegrift](#)

[Richard Urban](#)

[Brian Leaf](#)

I wrote a few school posts here: [Melissa](#)

Any other male LibSchool Bloggers out there?

Yes! Go to Robosaur.us--John Burgess doesn't always blog about strictly LIS issues, but he's got some good posts.

Professional Librarian Bloggers -

[Library Scenester](#)

[Andy Burkhardt](#)

[Ink and vellum](#)

[Wayne Bivens-Tatum](#)

[Andromeda Yelton](#)

[The Waki Librarian](#)

[Courtney Walters](#) (SAU Curriculum Lab)-covers both librarianship and education.

<http://www.mazar.ca/>

[LibrarianinBlack.net](#) - Sarah Houghton-Jan

[Info-mational](#) (Char Booth - e-librarian at UC Berkeley)

<http://ashleymcarr.wordpress.com/>

Job Search -

<http://librarianbyday.net/2010/09/so-you-want-to-be-a-librarian-a-guide-for-those-considering-an-mls-current-students-and-job-seekers/>

<http://libraryscenester.wordpress.com/2010/09/20/looking-for-a-library-job-hang-in-there/>

<http://himissjulie.com/library-jobs/>

<http://higherjobs.com/>

<http://noisylibrarian.wordpress.com/2010/11/11/navigating-the-social-media-minefield-while-job-hunting/>

I think everyone can see this?

[http://libfs2.simmons.edu/libraryguides/index.php/Library and Information Science; Archives Careers](http://libfs2.simmons.edu/libraryguides/index.php/Library_and_Information_Science;_Archives_Careers)

ALA joblist and check state Library Association websites for jobs.

What requirements show up most often in open positions and how do we meet them while still in school?

This would be a good place to get insight from recent grads who are either job hunting or have just found jobs!

Experience! Work in libraries, volunteer, intern. I would not have even been interviewed for my current position if I didn't have experience in library settings.

Know about current technologies.

Future of the Library - Where are the institutions headed? Positive/negative?

<http://hackingtheacademy.org/libraries/>

<http://inkandvellum.com/blog/2010/05/bubble-trouble-in-academia/>

-Information access (maybe could go somewhere else too): Could we talk a little bit about how the user, library researchers, and librarians/info pros will search for and access information in the future? Maybe talk a little bit about the Open Access Movement (see for example: Peter Suber), student and professional journals in the DOAJ, etc. Some mention of subscription fees and censorship as barriers to access as well?

Open Access student journals as a way to encourage students to publish and share: i.e. [Library Student Journal](#). What other student-specific journals are there? I know that the University of Iowa's SLIS has [B Sides](#) as a place for our students to publish, but I don't know if there are other journals for other departments at other schools.

San Jose State University is in the process (12/10) of launching a student LIS journal. My understanding is that it will be open access.

-Best Open Access Resources:

[Directory of Open Access Journals](#) (DOAJ)

[Bielefeld Academic Search Engine](#) (BASE)

[OAlster](#) (OCLC search engine harvesting Open Archives Initiative repositories)

[Registry of Open Access Repositories](#) (ROAR)

[OpenJ-Gate](#)

<http://www.eprints.org/openaccess/policysignup/>

-Public libraries are moving in a social services direction, with partnerships with other government agencies and helping patrons connect to social services through e-government (see many of John Bertot and Paul Jaeger's articles)

<http://robosaur.us/2009/03/31/considering-post-literacy/>

In School - what is it really like? what should we concentrate on?

<http://andyburkhardt.com/2010/08/11/library-school-to-do-list/>

<http://laurendodd.com/2010/07/dos-and-donts-of-library-school/>

<http://adellefrank.com/blog/how-to-survive-library-school>

<http://risingwiththemoon.wordpress.com/2010/07/23/mlis-program-tips-from-a-classmate/>

<http://acrlog.org/2010/03/23/this-librarians-blog-name-says-it-all/>

<http://juliaslibraryresearch.blogspot.com/2010/07/tips-and-tricks-from-library-school.html>

<http://heidifk.blogspot.com/2010/10/experiencing-in-library-school.html>

<http://blog.libraryjournal.com/tennantdigitallibraries/2010/11/30/what-i-want-lis-students-to-know/>

<http://agnosticmaybe.wordpress.com/2010/11/27/ten-things-you-wont-find-on-your-lis-class-syllabus/>

Personal narrative by former student who discusses her evolution as a student and thinker: <http://ir.uiowa.edu/bsides/16/>

LibGuide by LIS student who taught a freshman Information Handling course <http://ir.uiowa.edu/bsides/4/>

From @rmazar (a librarian already graduated from LIS program): “I have strong feelings about teaching decent project management skills.” When asked if any classroom projects aided in this: My supervisor taught me how to manage a project...over a year and a half. Never seen any program as good as her. :)

-We should stress practical experience! There are some things that you just can't learn in a classroom.

“basic meeting management would be a bonus, too; formal meetings, chairing a meeting, time keeping, minutes...”

Also “communication methods, that would also be useful. How to reach your audience in a variety of means.”

“Strategic planning is great, how to set yearly personal and institutional goals...”

“Managing a budget! Managing student employees' time! Making a project plan for student employees!”

“I'm still thinking...crowd control techniques, safe ways to deal with rowdy patrons...”

“Of course the obvious tech playfulness any librarian needs, basic technological literacy, knowing how to play with new software”

“I wish there could be a course that would teach you how to stretch yourself creatively and imaginatively. Would be fun!”

“I spent several months a year helping our lib staff to get comfortable playing with tech; should be mandatory in lib school!” (My response: “It should be! I feel like a lot of students don't realize how important that playfulness and willingness to explore is”)

“Yes; I think that's truly the mark of technological literacy. Most people don't have it!”

“I suspect they're the things that will get folks jobs, too... ;)”

“there's assessment: how to assess a service, how to collect and parse feedback, how to construct usability testing programs...”

Acquisitions! This entire subset of librarianship is routinely ignored in all library school curriculum. After conducting some unofficial research, the only time Acquisitions is covered in library school is via Collection Development courses--and even then the topic only merits one or two classroom sessions. I know that library schools expect

you pick things up on the job...but this is just ridiculous. The ALA is only group that offers an official “Intro to Acquisitions” study module. How do we, as a profession, expect to fill libraries if we don’t know the practicalities of purchasing those excellent materials we learn about in Collection Development?

From @booksheaf (LIS student): “Know how info is organized: catalog & online search techniques. AND marketing, digitizing, research methods & internships”

Are they taught well enough in current LIS curricula?

“Not marketing. I agree w/ @rmazar project mgmt skills are imp. If you're interested in mgmt, add budget & leadership skills”

@rmazar: Interesting I didn't think of technology. At SJSU SLIS, by default you must be comfortable enuf w/tech to enter its online program.

“A course on technology literacy would be fascinating.”

Accreditation: How important is it to you as a student? How important is it to employers? What do we like/not about the accreditation process as it currently stands?

http://www.ala.org/ala/aboutala/offices/accreditation/prp/prism/prism_curr.ent.cfm#spotlightonprocessandpolicy

Berkeley is a great iSchool but no one who wants to work in a library can afford a degree without the accreditation. Similarly, about half of the iSchools are doing information-intensive work without a library program. Do places like Syracuse and Drexel (which are tracked) have it right? Or should future librarians be prepared for a wide variety of careers? -jodischneider

Funding

<http://www.ala.org/ala/educationcareers/education/financialassistance/index.cfm>

<http://www.ala.org/ala/educationcareers/scholarships/index.cfm>

Archives/Special Collections -

What the hell is the difference between Archives and Special Collections? Any good resources out there that explain it well? How are these related to the library profession?

-- I like to think of “Special Collections” as any collection that deviates from the norm. For example in an academic library, the “normal” collections

include the circulating books, the reference books, and the periodicals. There are set workflows for processing these items; they circulate in a particular way; they can all be managed in routine ways. All the odds and ends that don't fit into this "norm" tend to be "special." This might include manuscripts (unique documents created and collected by an individual), archives (documentation created by an institution/corporation in the course of regular business), rare books, theses and dissertations, art, or realia. "Special collections" may also include collections that were donated by particular persons (where the provenance is more important than the subject, therefore description and management are different) or materials that all deal with a specific subject for the purpose of developing a research collection (e.g., ecology of the Cumberland Plateau). What is "special" depends on the mission of the information agency in question. An archive may consider manuscripts and books special!

--Archives, by contrast, tend to be put together on an institutional/personal basis. Keep in mind that where the information is plays a role in whether it's an archive or a special collection.

Example: Minutes from local NAACP chapter meetings in the 1960s.

When these are actually at the local chapter office, or at least in the possession of said chapter or of the NAACP (parent organization) at large, they're archives. If the NAACP donates these papers to a local library, however, they would become special collections **to that library**, since they're not the notes of the library, but the NAACP.

Related Information Professions -

Cultural Heritage - why isn't this emphasized more in LibSchool?

How would this be emphasized, and for what purpose?

Museum Informatics

And how does museum curation and library work intersect?

Art Librarianship - How is this similar or different than other librarian positions?

Practicalities of Librarianship - What is day to day life in the profession of librarianship?

American Library Association. "The Library Bill of Rights and Its Interpretations". *In* Peck,

Robert S. *Libraries, The First Amendment and Cyberspace: What You Need to Know*. Chicago: ALA, 2000. p.147-175.

Roots and Routes Project

Philosophy of Librarianship - We focus so much on what and how we do, but what about *why* we do it?

https://blogs.princeton.edu/librarian/2010/03/humanism_and_libraries.html

Twitter Lists to follow - Add yours or others you follow that are relevant and useful

<http://twitter.com/#!/vonburkhardt/librarians>

<http://twitter.com/#!/DUKEpress/librarians>

<http://twitter.com/#!/hbraum/libraries-librarians>

<http://twitter.com/#!/BookishJulia/lis-folk>

<http://twitter.com/#!/laurendodd/libraryland>

<http://twitter.com/#!/list/alalibraryval/libraryjobs>

<http://twitter.com/jschneider/lldxg-members> - librarians + web professionals on Library Linked Data, etc. From the W3C's group on the topic.

Specialized--and mostly of interest for people with some tech interest.

-jodischneider

Foundational Articles of Librarianship - We've all had to read them. Lets make a list here so we can compare notes. Are these texts useful for the LibSchool curriculum?

Warren and Brandeis, "The Right to Privacy" (1890). Harvard Law Review, vol. IV no. 5.

http://groups.csail.mit.edu/mac/classes/6.805/articles/privacy/Privacy_brand_warr2.html

-(Should put something with a more recent perspective in after this/near it maybe?)

-a recent perspective maybe even interacting with this article would be great.

-YES. I found some good stuff on our Social Informatics class blog, although since I worked on Warren and Brandeis I will have to ask the prof & students if it's cool to share their posts and links too since they're password protected!

Asheim, Lester. "Not Censorship But Selection." *Wilson Library Bulletin* 28 (Sep. 1953): 63-67.

-Absolutely useful. Every librarian is going to have to make choices (particularly since budgets are never overabundant) so we need to understand the difference between censorship and

selection--and we need to know to examine our own choices in light of that.

Asheim, Lester. "Selection and Censorship: A Reappraisal." *Wilson Library Bulletin* 58 (Nov. 1983): 180-84.

-I liked this one as well, because it gave us the same author's perspective on how censorship and selection function 30 years later.

Bates, M. (1989). The design of browsing and berrypicking techniques for the online search interface. *Online Review* 13(5), 407-424.

-I would argue that this article may not be the most relevant to our 'core' understanding of the field. Bates makes some good points, but it doesn't provide an 'aha!' moment in helping us understand/assist the user in any practical way.

-I completely disagree! Because this helps you understand that search is iterative--which is key, and unfortunately not catered to in a lot of our end-user-facing systems. I'd also add Bates' papers on 'search techniques', which are brilliant. -jodischneider

Case, Donald O. *Looking for Information: A Survey of Research on Information Seeking. Needs and Behavior*, 2nd Edition. Academic Press, 2007.

Denton, William. "FRBR and the History of Cataloging." *Understanding FRBR: What It Is and How It Will Affect Our Retrieval*. Ed. Arlene G. Taylor. Westport, Connecticut: Libraries Unlimited, 2007. Free online:
<http://hdl.handle.net/10315/1250>

-Covers core cataloging history while introducing FRBR -jodischneider

Durrance, Joan C. (1995) "Factors that Influence Reference Success: What Makes Questioners Willing to Return?" *The Reference Librarian* 23(49): 243-265.

Green, Samuel S. (1876). "Personal Relations Between Librarians and Readers".
<http://polaris.gseis.ucla.edu/jrichardson/DIS220/personal.htm>

Radway, Janice A. "Reading is Not Eating: Mass-Produced Literature and the Theoretical, Methodological, and Political Consequences of a Metaphor." *Book Research Quarterly* 2 (Fall 1986): 7-29.

Svenonius, Elaine. (2000). *The intellectual foundation of information organization*. MIT Press.

Classes/curricula that add an emphasis to underserved groups are important. One of our professors includes a section on either serving or researching the needs of those who may have different information needs because of their situations (i.e. the homeless, battered women, etc). Something else we should be focusing on more in our 'core readings' is an understanding of hierarchical dynamics within the library: i.e. how do all the complexities surrounding race, class, gender, sexuality, etc. play out in the library? More importantly, what prejudices do we as librarians bring to the table, and how does that affect service (and what can we do to address it)? What does everyone think? I have a couple citations that might be helpful if we decide to include them.

On a related note, should library schools offer (or point towards) a class in social work? Front line librarians usually become de facto social workers one way or another.

For schools that have social work programs, this seems like a great option, especially as an elective for students seeking to do public librarianship.

As someone with a BA in sociology and several years experience working in a public library, I have to say that the two disciplines dovetail beautifully. I often find that I view "problem" patrons very differently than my coworkers who tend not to consider the larger picture of where an individual may be coming from or how he or she perceives the library (and its employees) based on past experiences with institutions.

Foundational Books of Librarianship - What was the textbook you learned the most from?

Foundations of Library and Information Science - Richard Rubin

Developing Library and Information Center Collections - G. Edward Evans and Margaret Z. Saponaro (this book brought everything into focus for me)

Oxford Guide to Library Research, Thomas Mann, 2005.

Reference and Information Services in the 21st Century: An Introduction - Cassell & Hiremath

Books I wish were part of the Library School Curriculum:

Free - Chris Anderson

The Long Tail - Chris Anderson

anything by Lawrence Lessig

Everything is Miscellaneous by David Weinberger

I would add Peter Morville's *Ambient Findability*. We read this & I can't wait to read it again.

COMMENTS

We're all capable professionals or soon-to-be professionals--I think we can come up with a better way of organizing all this information. --

Re: totally agreed. [I started a wiki](#) that we can use to organize this info. Please feel free to migrate any or all this content there and build in an organizational schema.

Re: I fee like this is just a hash out of all the ideas. When it is taken down all of it should be processed and organized. I think there is a lot of good stuff here and as a soon to be librarian I wish a project like this would have been started a long time ago.