IMHBCO (In My Humble But Correct Opinion) - Three Reasons I'm a Librarian

Rick Anderson
University of Utah, rick.anderson@utah.edu

Follow this and additional works at: http://docs.lib.purdue.edu/atg

Part of the Library and Information Science Commons

Recommended Citation
DOI: https://doi.org/10.7771/2380-176X.2417
IMHBCO (In My Humble But Correct Opinion)

Three Reasons I’m a Librarian

by Rick Anderson (Associate Director for Scholarly Resources & Collections, Marriott Library, University of Utah; Phone: 801-721-1687) <rick.anderson@utah.edu>

This morning I dragged myself out of bed very early and went running — something I do more frequently than I would prefer, but less frequently than I should. One of the side benefits of going running in the early morning is that it frees up my mind for reflection, and this morning I found myself thinking about my choice of profession. Anyone who reads this column knows that I find the library world a frustrating place in many ways, and that I sometimes worry about whether our profession will be able to save itself from irrelevance before it’s too late — whether we have the collective will to face and answer the hard questions that will have to be dealt with if we’re going to stay useful to our stakeholders in the future, and to make the changes (some of which may be wrenching and radical) that the future will require of us. I also struggle constantly with my own inability to see what’s coming and to anticipate accurately what our patrons are going to need and want in two, five or ten years.

As I pounded the asphalt and entertained these rather gloomy thoughts, a voice came into my head. (I’m not positive, but it might have been Walt Crawford’s.) The voice asked: “So if this profession is such a frustrating place for you to be, Rick, why are you here? Why are you a librarian?”

Why am I a librarian? I’m sure all of us have asked ourselves that question at one time or another, and I imagine that for some of us the answer is simple and for others it’s complex or even ineluctable. For me, I think it boils down to three memories from my childhood and young adulthood, all of which I believe, in hindsight, to have shaped my thinking about people and information and libraries and gradually pointed me in my current professional direction. All of them are memories of experiences I’ve had while trying to use library resources.

Memory #1: I couldn’t get access. From the time I was a toddler, I’ve been obsessed with music. My mom knew that if she wanted disintermediated access. I also struggle constantly with my own inability to see what’s coming and to anticipate accurately what our patrons are going to need and want in two, five or ten years.

My earliest childhood memories — I was probably three or four years old — is of being in the Belmont Public Library with my mother, who was flipping through the LP collection that was housed in a series of bins at waist level. Her waist level, that is. I came up to about her knee, and I couldn’t see the records she was browsing through. I remember being intensely frustrated by that. Then as now, I wanted disintermediated access.

Memory #2: There wasn’t enough. By the time I was twelve or so I had pretty much worked my way through the branch library near my house, and read all the books I was interested in. From there I was able to go to a good-sized university where I was a student. But I still wasn’t enough. I had three pretty good libraries within reach, but I remember feeling frustrated by how little of the information I wanted seemed to be available to me, and how much effort it took to get at what there was.

Memory #3: I couldn’t find what I knew was there. In college, I lived in a constant state of low-grade bibliographic torment. I knew that the books I wanted to read, and the articles I needed for my papers, were almost certainly somewhere in the collection of the good-sized university where I was a student. And I knew how to use the card catalog, and the Notis system, and the Reader’s Guide to Periodical Literature, and (later) the Silver continued on page 73

Media Minder — Unblanding Your Media Collection

Documentary Night in America

Column Editor: Philip Hallman (Ambassador Books and Media) <philip@absbook.com>

The blanding of America is upon us. I know that’s a made up word, but just look around — what else shall we call it? Strip malls dot the landscape and box stores are ubiquitous. It wasn’t that long ago that we had to travel to another community in order to shop at larger department stores because only a handful existed. For decades, hundreds of books have been written about American regional differences and specialties. Now, every community looks alike. In the future what are people going to write? Canton Ohio has five Home Depots while Cincinnati has seven? Every town has the same restaurants to eat at, the same merchandise to buy and the same movies to watch. As media librarians, it’s our job to spice up the bland by building and promoting collections and stocking them with interesting fare that can’t be found everywhere. Media librarians fight the power!

At this year’s Academy Awards, the documentary filmmaker Michael Moore, the guy you either love or hate, suggested one way to overcome the beige mindset. During the International Documentary Association’s annual pre-awards ceremony conference, Moore proposed a plan which would see major theater chains dedicating one screen, one night a week, to non-fiction film. On a Monday night, the slowest night of the week for movie-going, theater owners would show a recent documentary that audiences would not otherwise have a chance to see theatrically. Plain and simple. It helps promote the art of the documentary genre and allows people a chance to see something other than special effects and violence on the big screen.

The debate about whether or not this is feasible will take months and perhaps years to figure out. Media librarians have the power to effect change on a grass root level continued on page 73
Platter CD-ROMs. But while I was a good and resourceful searcher, I could never shake the feeling that the content I needed was hiding from me close by and that the tools I had at my disposal were not up to the task of ferreting it out. Even in that large, comprehensive and well-equipped library, doing research felt like trying to perform surgery with oven mitts on. It was hard work, which made me feel like a good and virtuous student, but I would have gladly traded the satisfaction of working hard for better tools that required less work and yielded better results.

Now, I don’t claim that these experiences have led me to the One True Vision of what librarianship should be, nor that they drove me, filled with missionary zeal, into librarianship so that I could spare others the frustrations that I experienced throughout my life as an information user. But I do think that what I enjoy about being a librarian tends to flow from the feelings of frustration I experienced as a toddler and as a tween and as an undergraduate. Library work gives me a chance, in some way, to give the frustrated three-year-old a stool so he can flip through the records himself, and to make sure that there’s plenty of relevant content available to the kid who wants to wallow in books on his favorite topic, and to make it as unlikely as humanly possible that the student who needs access to a particular resource will fail to get it because we made the resource too hard to find.

I think these experiences may also explain why I get so impatient when I encounter what seem to me like attitudes that put the needs of libraries and librarians over the needs of patrons. I once got into an extended argument with a colleague who honestly believed that his job in Technical Services was not to serve the patron, but rather to serve the collection. I was (and remain) dumbfounded by that stance — I don’t even really know what it means. (The collection, it seems to me, couldn’t care less whether or not it’s being served.) Sometimes I hear a librarian equate simplifying access with “spoonfeeding” patrons. Sometimes I encounter a colleague who honestly believes that online journal access isn’t better than print access, or that it’s a good thing when patrons have to ask how to find a call number, or that a printed index is actually as good as (or even better than) full-text searchability. I think these attitudes are on the decline, but when I encounter them they still fill me not only with frustration on behalf of our current patrons, but also a weird sort of retrospective frustration on behalf of my younger self.

Among other things, those memories are what keep me in this profession. No matter how frustrating it gets, no matter how worried I become about whether we’re willing to do what it will take to stay relevant and useful in the future, and no matter how discouraged I become at my own inadequacy as a librarian, at some level I think I always have the sense that there’s a three-year-old kid standing next to me, tugging on my pantleg and asking why he can’t see the records. As long as it will have me, I plan to stick it out in this profession and keep trying to help that kid.

Media Minder and begin showing documentary films immediately without doing much more than taking a video or DVD off the shelf, scheduling an auditorium on campus and making flyers and sending out email messages to promote the festival. While most people on college campuses scramble to figure out which distributors have the rights to certain feature films, the great majority of documentaries sitting on library shelves already have public performance rights. Remember when you bought that expensive DVD for $495.00 and cringed? Well, that has public performance rights and you can show that without securing an additional license. Some of you may be asking what are public performance rights? According to the Title 17, U.S.C., Copyrights, Section 101, Definitions, To perform or display a work “publicly” means:

- to perform or display it at a place open to the public or at any place where a substantial number of persons outside of a normal circle of a family and its social acquaintances is gathered;
- to transmit or otherwise communicate a performance or display of the work to a place specified by clause one or to the public, by means of any device or process, whether the members of the public capable of receiving the performance or display receive it in the same place or in separate places and at the same time or at different times.

continued on page 74