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Leaving the Books Behind -- The Fate of Librarians, Especially Those in Technical Services: A Library Science Student's Perspective

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Little Red Herrings:
from page 80

made this up but it's probably out there) have
for anyone? What informational needs are be-
ing served by making available whitehouse.com,
or the sexmuseum.com, to every ten-year old?
Those who defend the absolutist view have the
burden of proof upon them. Let me make this
clear. This is not a call for books to be burned.
It is to sound the tocsin before libraries rea-
ally do become "bare and ruined choir" where
late good books were read.

In 1908, then American Library Asso-
ciation (ALA) President, Arthur E.
Bostwick, addressed librarians in the ALA
Bulletin about counting everything as read-
ing material. He opined,
"Some are born great; some achieve
greatness; some have greatness thrust
upon them. It is in this way that the lib-
rarian has become a censor of litera-
ture... Books that distinctly commend
what is wrong, that teach how to sin and
tell how pleasant it is, sometimes with
and sometime without the added sauce
of impropriety, are increasingly popular,
tempting to the author to imitate them,
the publishers to produce, the bookseller
to exploit. Thank Heaven they do not
tempt the librarian."

Before Bostwick, ALA president Joseph
Nelson Larned wrote in 1893 that the libra-
rian should, "defend his shelves against an
endless siege of vulgar literature." We've
come a long way, baby. For all practical mat-
ters, our professional organization of librarians is fighting desperately to keep
www.schlong.com open as part of the
Constitution's First Amendment inalienable
right to be titillated.

The ACLU and the ALA argue that
Internet filtering must be halted, first because
filtering violates the First Amendment.
Filtering, it argues, directly contradicts the First
Amendment, ergo, it's wrong, as, indeed, any
censoring is. This is true only if the First
Amendment is viewed to protect any speech
or any expression. ALA's Intellectual
Freedom Manual defines intellectual freedom as
"...the right of any person to believe what-
ever he wants on any subject, and to express
his beliefs or ideas in whatever way he thinks
appropriate (emphasis added)." But is this
true, is all speech protected by the Constitu-
tion?

We'll examine that next time. 📚

Watch for "Part Three: Free Speech and
Filtering Myths" coming in Against the
Grain soon!

Leaving the Books Behind -- The
Fate of Librarians, Especially Those
in Technical Services: A Library
Science Student's Perspective

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One of the major questions confronting
our profession today is the impending
retirement of numerous librarians from
various positions throughout the United
States and the world. This is especially troubling, given
that the current rate at which lib-
rary science programs are churning out MLS/MLIS
graduates is not enough to
fill those positions as they
come empty in the next five to ten
years. Thus, a ma-

or concern for
librarians ev-

ever where is
how are we

as a profes-
sion going to
handle

A solution that is being offered nowadays is
the downgrading of these professional jobs so
that a paraprofessional can fill the position.
However, it has become of increasing concern
to librarians everywhere that once these posi-
tions are downgraded, it will be all the more
difficult to elevate their status back to
what is suitable for a librarian, if at all. Given this un-
certain future climate, it is disheartening to know
that one of the most affected departments in
libraries will be that of technical services.

Filling technical services positions has al-
ways been problematic at best, but will be espe-
cially so in the near future, given that very few
students going through library science programs
today are opting to be catalogers and govern-
ment document librarians. Therefore, the most
critical question today is not how we as a pro-
ession are going to handle this crisis in gen-
eral, but how we as a profession are going to
continued on page 82
Rebuttal from Tinker Massey:

It seems like years since I rebutted this argument. At that time, I was at the University of Florida Libraries. We were in a practical discussion with the Director of Library and came to the conclusion that we, in the profession, were having a hard time defining who we were and where we were going. I think with the added stresses of change today, we are still in this predicament. At Florida, we decided to get proactive and help the definition by finding suitable professional career paths for our librarians. Librarians were interviewed as to their interests and ideals and found to have dreams and aspirations of more diligent research goals or work capabilities. Plans were made and carried out to further educate/equip our professionals to do more professional jobs within the present structure. Those might include preparation for research, writing articles or books, developing Websites for particular programs, publishing articles in libraries for particular studies on campus, or any number of other activities that not only promoted the individual, but also the library and university communities.

When you analyze jobs, you often find that activities can be passed down the line to more appropriate personnel, but there must be new activities to take their place. Our work did not stop there, either. We designed a way for paraprofessionals to choose a similar course of action, by receiving developmental hours during each week of work, but having to show results of that time on the yearly evaluation as part of the job structure. A contract was developed and people fulfilled those contracts. As I said, this was a choice made by each individual, and some chose not to pursue it, while others became deeply involved in their dreams.

The common failure of any system is to ignore the needs of the staff they employ. While there are certainly general needs for all of us, some require the ability to continue their development in many different ways. We are not only looking to replace the graysh employees, but establish an environment that will promote respect between all workers. Much of what we do in Technical Services is learned on the job from various sources, especially from the paraprofessionals. After we acquire their knowledge, we need to return to them knowledge "in kind." They are our best allies for organizing and completing the tasks at hand. They are our team members, not our enemies. There should be no atmosphere of fear, just a coordinated effort to get the job done and institute those changes wherever needed. I have agonized over these discussions in classes and hope that I am able to give a different perspective to the new students and graduates. I have enjoyed the classroom determination of most professors to instill the power of learning and discussion, and hope that all students continue those principles no matter where their work venues are.

Lost in Austin

by Thomas W. Leonhardt (Director, Scarborough-Phillips Library, St. Edward’s University, 3001 South Congress Avenue, Austin, TX 78704-6489; Phone: 512-448-8470; Fax: 512-448-8737) <tleonhardt@libr.stedwards.edu>

For the past several years, I recognize fewer and fewer faces at the conferences that I attend. Friends and colleagues from the 1970s and 1980s are still around but many have retired or, sadly, died, and those who are still working don’t get around much anymore, mostly by choice.

The 2004 Charleston Conference was no exception for me. Of course, with 880 registrants, no one could know them all, but I had to seek out familiar faces as I moved through the crowds of strangers headed for refreshments and the next session. I figure that I might have known only thirty or forty people at this conference but the good news is that I know them for many years, a quarter of a century or more in some cases. It is those long associations and friendships that draw me back to Charleston and a couple more gatherings each year.

With a travel becoming more onerous with each trip, I need something more than interesting programs and speakers. I have had a lifetime of those and while I am not averse to learning new tricks, the thrill is gone.

Are reminiscences history? Oral histories qualify. Did anyone tape the reminiscences that were part of the 2004 Charleston Conference? There was no Studs Terkel there to guide the conversations; they were left to the discretion of those on the panel. Mike Markwith, John Laraway, Knut Dorn, and Dan Tonkery.

Oftentimes when people look back, reminisce, re-visit the past, they tend to ramble, grabbing a bit from here, another bit from there, and never connect anything or develop a coherent memory. These pan-*

*Many of the philosophies and discussions alluded to are from class chat and on-site sessions at the University of South Carolina School of Library and Information Science.