

LIBRARIES WITHOUT BORDERS

NEW DIRECTIONS *in* LIBRARY HISTORY

edited by

STEVEN A. KNOWLTON

ELLEN M. POZZI

JORDAN S. SLY

EMILY D. SPUNAUGLE



foreword by

RENATE L. CHANCELLOR

ALA 
Editions
CHICAGO 2024

available at alastore.ala.org

© 2024 by Steven A. Knowlton, Ellen M. Pozzi, Jordan S. Sly, and Emily D. Spunaugle

Extensive effort has gone into ensuring the reliability of the information in this book; however, the publisher makes no warranty, express or implied, with respect to the material contained herein.

ISBN: 978-0-8389-3663-4 (paper)

Library of Congress Cataloging-in-Publication Data

Names: Library History Seminar (14th : 2021 : Online) | Knowlton, Steven A. (Steven Anthony), 1971- editor. | Pozzi, Ellen M., 1958- editor. | Sly, Jordan S., 1985- editor. | Spunaugle, Emily D., 1990- editor. | Chancellor, Renate, 1965- writer of foreword.

Title: Libraries without borders : new directions in library history / edited by Steven A. Knowlton, Ellen M. Pozzi, Jordan S. Sly, Emily D. Spunaugle ; foreword by Renate L. Chancellor.

Description: Chicago : ALA Editions, 2024. | Includes bibliographical references and index. | Summary: "This resource brings together leading library history scholars and new voices to investigate lesser known avenues and historicize library services-finding nontraditional stories and erasing borders between library service subcategories in the general library historiography"—Provided by publisher.

Identifiers: LCCN 2023025076 | ISBN 9780838936634 (paperback)

Subjects: LCSH: Libraries—United States—History—20th century. | Libraries—United States—History—21st century.

Classification: LCC Z721 .L635 2021 | DDC 027.009—dc23/eng/20230710

LC record available at <https://lcn.loc.gov/2023025076>

Cover image © Nathan Hutchcraft/Adobe Stock. Book design by Kim Hudgins in the Chapparral Pro, Archer Pro, and Rustica typefaces.

© This paper meets the requirements of ANSI/NISO Z39.48-1992 (Permanence of Paper).

Printed in the United States of America

28 27 26 25 24 5 4 3 2 1

available at alastore.ala.org

CONTENTS

Acknowledgments / ix

Foreword: “The Hill We Climb”: Towards Equity and Inclusion in
Library and Information Science, *by Renate L. Chancellor* / xi

Introduction / xix

PART I. COMMUNITY FORMATION AND CENTERS OF LITERACY

- 1 LOCATING ACTIVISM AND MEMORY 3
Reimagining 1960s Civil Rights Familial Communities
in a Library and Information Context
LaVerne Gray, Beth Patin, Tyler Youngman, and Rachael Nutt
- 2 “THANK YOU, FATHER, FOR YOUR GRAND
COOPERATION” 27
Outreach and the Founding of the Marian Library
Henry Handley

PART II. LIBRARY OUTREACH BEYOND BORDERS

- 3 UNCHARTED WATERS 57
A History of the Bibliographic Instruction Movement
and Its Administrative Context
Kelly Hangauer

PART III. BOUNDARY-SETTING AND CONFLICTS IN LIBRARY HISTORY

- 4 BETTER LATE THAN NEVER 79
Stories of Long-Overdue Books
John DeLooper
- 5 DEFINING THE BOUNDARIES OF PROPAGANDA 105
Informational Materials Subject to the Foreign Agents
Registration Act in American Research Libraries
Emily D. Spunaugle

PART IV. THE PRACTICE OF LIBRARY HISTORY

6 GETTING STARTED 133

Research in the History of American Libraries

Tom Glynn

7 ILLUMINATING DIVERSITY IN HISTORY RESEARCH AND EDUCATION 145

A Shared Past, Present, and Future

Loriene Roy and Rea N. Simons

Afterword: Library History Seminar XIV: The Conference We
Wanted to Have, by Bernadette A. Lear / 169

About the Editors and Contributors / 179

Index / 183

“THE HILL WE CLIMB”

Towards Equity and Inclusion in Library and Information Science

The Keynote Address from the Library History Seminar XIV

RENATE L. CHANCELLOR

When Amanda Gorman recited her Inauguration Day poem *The Hill We Climb* on January 20, 2021, the world witnessed what many have characterized as an eloquent and brilliant encapsulation of the urgent need for unification throughout America.¹ Gorman’s words resonated deeply with viewers around the world not only because of her compelling diction and cadence, but also because of the events that had occurred exactly two weeks earlier—when thousands of white supremacists and supporters of the immediate past president stormed the steps of the United States Capitol in Washington, DC, to protest the outcome of the 2020 presidential election. The insurrectionists flooded the ground with debris and erected a noose on the lawn outside the Capitol building. Inside, the Confederate flag was brandished. Violent attacks on federal and local police officers resulted in the deaths of four individuals. While Gorman’s poem offers hope for America’s founding principles, it also reminds us of America’s struggle and unwillingness to end racism.

Much like U.S. history, the library and information science (LIS) profession has grappled with racism. Figures 0.1 to 0.3 are timelines of U.S. history along with some of the pivotal moments in the history of the profession. Despite being founded on the cornerstone principles of democracy, the library profession has never lived up to those ideals. Critics have argued that leaders in the profession conveniently rely on the neutrality stance when asked to tackle difficult issues of race.² In 2022, LIS scholars Nicole Cooke, Renate L. Chancellor,

Sarah Park Dahlen, Amelia Gibson, and Yasmeen Shorish defended the profession’s commitment to equity, diversity, and inclusion (EDI) by rebutting a *New York Times* opinion piece that claimed that libraries should remain neutral and not promote progressive views on race policing, sexuality, and other issues.³ Others contend that the profession has a deep history of entrenched elitism and therefore will continue to struggle until there is a reckoning with racism. April Hathcock reminds us that “public libraries in the U.S. developed initially as sites of cultural assimilation and ‘Americanization’ of immigrants needing to learn the mores of white society. Given the historical context, white normativity continues to be a hallmark of modern librarianship.”⁴ She further asserts, “A major contributor to the invisible normativity of whiteness in librarianship has been the fact that whiteness has played such a fundamental role in the profession from the start.”⁵

In the post-Civil Rights Era, there have been many efforts to increase racial and ethnic diversity in LIS. Despite numerous initiatives on this front, the equity and inclusion of librarians and information professionals from under-represented groups have remained relatively stagnant. According to the U.S. Census Bureau, 85.3 percent of librarians were white in 2015, 84 percent of them were white in 2010, and 88.3 percent were white in 2005.⁶ In 2020, just 9.5 percent of librarians identified as Black or African American, 9.9 percent as Hispanic or Latino (of any race), and 3.5 percent as Asian American or Pacific Islander.⁷ This data indicates that despite the efforts the profession has made to recruit and retain librarians of color, it has not been successful in increasing equity and inclusion. Much of the discussion on diversity in LIS revolves

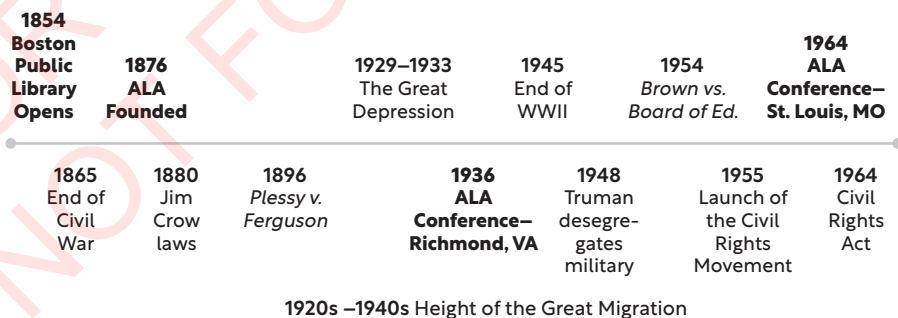


FIGURE 0.1

Timeline of ALA and American historical events, 1854–1964

around the notion of increasing diversity or inclusion (e.g., Paul Jaeger and Renee Franklin, Kyung-Sun Kim and Joanna S. Sei-Ching, and Samantha Hastings).⁸ While this is a desirable and valuable goal for our discipline and for society in general, very little scholarship has examined EDI from a social justice perspective, from the standpoint of the other—and taking into consideration the innate dignity and worth of each human being. In other words, is it enough to simply aim for diversity? Or should we be thinking beyond diversity towards equity and inclusion? Towards social justice? What happens to those recruited to achieve the diversity sought? Do their failures and successes have an impact on the diversity agenda? Are their needs supported? What does that diversity feel like for them? This book strives to address these questions by arguing that total equity and inclusion can occur through the lens of social justice. To fully understand the challenges of inequity and exclusion of librarians of color, it is important to contextualize the history of struggles in the profession. While there are many instances that can be discussed, one of the earliest examples occurred when the American Library Association (ALA) decided to draft a resolution stating that it would not hold meetings in cities where all members were not welcomed during the height of Jim Crowism.

Segregation and the issue of race did not become a *real* concern for ALA until 1936, when its annual conference was held for the first time in the South.⁹ The first published account of discrimination in ALA occurred at its annual meeting in Richmond, Virginia, that year. To obtain a large turnout, Black librarians from other cities had received invitations from the Richmond Local Arrangements Committee to attend the conference. It was not conveyed to them, however, that the participants would endure the segregated conditions of Richmond. Although African Americans were permitted to use the same hotel entrances as white conferees, they were not allowed access to conference halls or meetings that were held in dining areas in conjunction with meals. Additionally, Black members of ALA were given reserved seating in a designated area of the meeting hall, thereby diminishing their ability to fully take part in the conference. Due to many protests by delegates and state associations, ALA's Executive Board subsequently appointed a committee to formulate policy to ensure that this form of discrimination would never occur again. As a result, signs were posted at future meetings which stated, "all rooms and halls for conference use would be inclusive to all members."¹⁰

The library profession did not begin to address the issue of racism until 1964. African American librarians were confronted with discrimination when the

Alabama, Georgia, Louisiana, and Mississippi library associations would not allow Black librarians to become members. It took the efforts of the outspoken librarian E. J. Josey, who drafted a resolution that prevented any ALA affiliate from discriminating against its members, to force ALA to take a stand against excluding Black librarians in the deep southern states.¹¹

Although Josey’s resolution is credited with integrating the American Library Association, Black, Indigenous, and People of Color (BIPOC) librarians felt that they were not considered for leadership positions in the organization. Many also felt discrimination in their workplaces. The Black Caucus of the American Library Association (BCALA) was founded in 1970 to prepare individuals to take on leadership roles on ALA Council. As a result, Clara Stanton Jones became the first African American to become the president of ALA, in 1976.¹² Soon thereafter other ethnic caucuses were formed within ALA.

Inspired by leading figures such as Martin Luther King, W. E. B. Du Bois, and Malcolm X, critical race theory (CRT) was first introduced during the Civil Rights Era of the 1960s, but was developed by legal scholars, such as Kimberlé Williams Crenshaw, in the 1980s. CRT draws from academic and legal scholarship that has studied the historical and contemporary relationships between race, racism, and power.¹³ CRT explores the ways institutional and legal structures have perpetuated oppression and exploitation. Moreover, it can be extended to shed light on the unfair treatment of BIPOC faculty by providing a foundation for understanding the historical racialized experiences of Blacks in the United States.¹⁴ CRT advances theoretical understandings of the law, politics, and other disciplines that focus on the efforts of white people to maintain



FIGURE 0.2
Timeline of historical events, 1965–1999

their historical advantages over people of color. Furthermore, CRT considers the influence that white supremacy has had on the American mindset.¹⁵

Critical race theory offers a theoretical lens to examine and understand the persistent racism underlying the social inequities that have been thrust upon Black people in the United States. It is a critical perspective to use as it highlights the role of race and racism in contexts where pervasive and overt forms of structural and interpersonal racism are not sanctioned by society. Since 2020, CRT has been the object of extreme and often misguided national debate. Criticism of the theory was led by then President Donald Trump, who issued an executive order on September 22, 2020, just a few months before losing reelection, which did not name CRT but attempted to challenge its underpinnings and fabricate alarm about its impact. The order purported to “combat offensive and anti-American race and sex stereotyping and scapegoating.”¹⁶ It warned that some beliefs about racial and sexual identity were a “malign ideology . . . now migrating from the fringes of American society and [threatening] to infect core institutions of our country.”¹⁷ This incited officials in conservative states to ban textbooks and curricula that involve race or racism, thereby presenting tremendous challenges for BIPOC educators.

Due to the rhetoric around CRT, conservative state governors have called for prohibiting the teaching of CRT in the classroom. This has also led to a renewed and strong push for book banning. ALA has noted that many, if not most, of the recent book challenges focus on “LGBTQIA+ issues and books by Black authors or that document the Black experience or the experiences of other BIPOC individuals,” thus showing that censorship has a disproportionate impact on

THE WEAPONIZATION OF INFORMATION

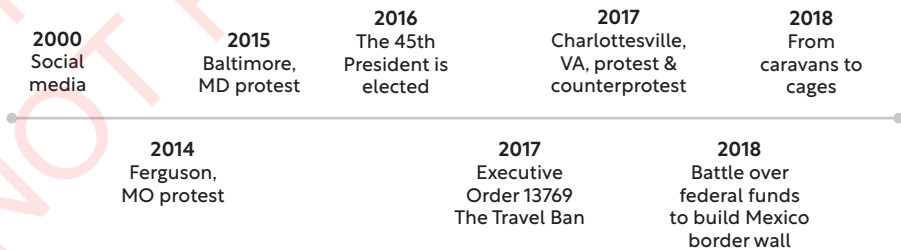


FIGURE 0.3
Timeline of historical events, 2000–2021

minority communities.¹⁸ The past few years have demonstrated a significant increase in challenges and censorship attempts of books in America, and the rapidly polarizing political climate suggests that this issue will not disappear in the near future.

ALA reported 1,269 known book challenges in the United States in 2022 and reported that 2,571 unique titles were targeted for censorship that same year; these numbers are the highest annual number of challenges and annual number of unique titles targeted since ALA began recording this data more than twenty years ago.¹⁹ Censorship attempts have increased not only in number but in scale as well, becoming national issues, political campaign tools, and social media trends rather than issues considered by individual libraries. The increasingly politicized and publicized efforts to censor materials over the past few years, and the increasingly personal attacks launched against librarians, have led to many librarians quitting or losing their jobs over the debate to keep certain books on the shelves.

The many hills that professional librarians have had to climb due to racism have resulted in social justice efforts. Many librarians have participated in the Black Lives Matter marches, the Women's March, and protests against Asian American hate, to name a few. The concept of social justice has religious roots originating in the nineteenth century during the Industrial Revolution, when attempts were made to promote more egalitarian societies and reduce the exploitation of certain marginalized groups due to the vast disparity between rich and poor at the time.²⁰ Initially, social justice focused on issues such as the distribution of capital, property, and wealth due to the extreme levels of inequality and economic distress prevalent at the time, resulting from the European social class structure.

Today, social justice has shifted toward a stronger emphasis on human rights and improving the lives of disadvantaged and marginalized groups that have historically faced discrimination in society. These groups have been discriminated against on the basis of their race, sex, age, wealth, ethnicity, heritage, social status, or religion. Social justice often leads to efforts to redistribute wealth to some underprivileged groups by providing income, jobs, and educational support and opportunities. It follows the principle that all individuals and groups are entitled to fair and impartial treatment, and attempts to prevent human rights abuses and is based on notions of equality and equal opportunity in society. Social justice has only come to the fore in the LIS profession over the last twenty years. According to Joseph Winberry and

Bradley Wade Bishop, research on social justice was first introduced to LIS in 1978.²¹ However, it wasn't until the 2000s that social justice issues began appearing regularly in the scholarly literature. Applying a social justice framework will only help to reinforce the importance of equity, diversity, and inclusion in the library profession. It allows us to see each other as humans and presents an opportunity to break down structural barriers. EDI is driven by social imperatives that have challenged LIS educators and professionals to prioritize internal work, examine our own implicit biases, and actively educate ourselves on what antiracism requires from us as individuals and as a profession. After the death of George Floyd in May 2020, social justice has been pushed to the forefront of society's consciousness and has compelled professionals and scholars to consider how they can advocate for justice. With the rising surge of hate, racism, intolerance, and the attacks on critical race theory, it is imperative that LIS professionals keep climbing the hill. Just as Amanda Gorman provided us with words so that we can envision a way to heal and come together amid the tragedy we experienced on January 6, we as a profession can also find a way forward despite the challenges in our profession.

*When day comes, we step out of the shade, aflame and unafraid,
The new dawn blooms as we free it.
For there is always light, if only we are brave enough to see it,
If only we are brave enough to be it.*²²

NOTES

1. Amanda Gorman, *The Hill We Climb: An Inaugural Poem for the Country* (New York: Viking Books, 2021).
2. Amelia N. Gibson, Renate L. Chancellor, Nicole A. Cooke, Sarah Park Dahlen, Shari A. Lee, and Yasmeen Shorish, "Libraries on the Frontlines: Neutrality and Social Justice," *Equality, Diversity, and Inclusion: An International Journal* 36, no. 8 (2017): 751–66.
3. Nicole A. Cooke, Renate L. Chancellor, Sarah Park Dahlen, Amelia N. Gibson, and Yasmeen Shorish, "Once More for Those in the Back: Libraries Are Not Neutral," *Publishers Weekly*, June 10, 2022, www.publishersweekly.com/pw/by-topic/industry-news/libraries/article/89576-once-more-for-those-in-the-back-libraries-are-not-neutral.html.
4. April Hathcock, "White Librarianship in Blackface: Diversity Initiatives in LIS," *In the Library with the Lead Pipe*, October 17, 2015, www.inthelibrarywiththeleadpipe.org/2015/lis-diversity/.
5. Hathcock, "White Librarianship in Blackface."

6. U.S. Census Bureau, “American Community Survey Microdata, 2015–2005,” <https://data.census.gov/mdat>.
7. U.S. Census Bureau, “Current Population Survey Microdata, 2020,” <https://data.census.gov/mdat>.
8. Paul T. Jaeger and Renee E. Franklin, “The Virtuous Circle: Increasing Diversity in LIS Faculties to Create More Inclusive Library Services and Outreach,” *Education Libraries* 30, no. 1 (2007): 20–26; Kyung-Sun Kim and Sei-Ching Joanna Sin, “Increasing Ethnic Diversity in LIS: Strategies Suggested by Librarians of Color,” *Library Quarterly* 78, no. 2 (April 2008): 153–77; Samantha Hastings, “If Diversity Is a Natural State, Why Don’t Our Libraries Mirror the Populations They Serve?” *Library Quarterly* 85, no. 2 (2015): 133–38.
9. Renate L. Chancellor, “Transformative Leadership: E. J. Josey and the Modern Library Profession,” *Journal of History and Culture* 1, no. 4 (2011): 9.
10. Renate L. Chancellor, E. J. Josey: *Transformational Leader in the Modern Library Profession* (Lanham, MD: Rowman & Littlefield, 2020).
11. Chancellor, E. J. Josey.
12. Chancellor, “Clara Stanton Jones.”
13. Richard Delgado and Jean Stefancic, *Critical Race Theory: An Introduction*, 2nd ed. (New York: New York University Press, 2012).
14. Samuel R. Aymer, “‘I Can’t Breathe’: A Case Study—Helping Black Men Cope with Race-Related Trauma Stemming from Police Killing and Brutality,” *Journal of Human Behavior in the Social Environment* 26, no. 3–4 (2016): 367–76.
15. Kimberlé W. Crenshaw, Neil Gotanda, Gary Teller, and Kendall Thomas, eds., *Critical Race Theory: The Key Writings That Formed the Movement* (New York: New Press, 1995).
16. “Executive Order on Advancing Racial Equity and Support for Underserved Communities Through the Federal Government,” 13985, September 22, 2020, “Combating Race and Sex Stereotyping,” Code of Federal Regulations, 60683–60689, www.federalregister.gov/d/2020-21534. Revoked by EO 13985, January 20, 2021.
17. Executive Order 13950, 60683.
18. American Library Association, “Statement on Book Censorship,” December 3, 2021, www.ala.org/advocacy/statement-regarding-censorship.
19. American Library Association, “2022 Book Ban Data,” March 20, 2023, www.ala.org/advocacy/bbooks/book-ban-data.
20. Allan C. Ornstein, “Social Justice: History, Purpose and Meaning,” *Society* 54 (2017): 541–48.
21. Joseph Winberry and Bradley Wade Bishop, “Documenting Social Justice in Library and Information Science Research: A Literature Review,” *Journal of Documentation* 77, no. 3 (2021), 743–54. doi: 10.1108/JD-08-2020-0136.
22. Gorman, *The Hill We Climb*.

INTRODUCTION

This volume contains papers presented at the fourteenth Library History Seminar (LHS), which had the theme “Libraries Without Borders.” It is not, strictly speaking, the proceedings of LHS XIV, but rather is a collection of papers presented at the seminar or tied to its theme.

The Library History Seminar is a quinquennial gathering of scholars of library history, sponsored by ALA’s Library History Round Table (LHRT). Since 1961, these seminars have served as one of the preeminent outlets for research in our field. Frequently, the proceedings or collections of papers have been published and serve as a core component of library historiography.¹

Although the seminar celebrated sixty years of showcasing excellence in library history, LHS XIV was a first in several ways. For reasons that will be detailed in the afterword by Bernadette A. Lear (who served as conference organizer and chair of LHRT during the seminar), it was the first to be held online, which allowed for record-setting numbers of participants and attendees. More significantly in terms of scholarship, it was the first seminar held since LHRT began publishing its journal, *Libraries: Culture, History, and Society* (*LCHS*), in 2017.

The appearance of *LCHS* (with which several of us editors have professional links) helped to open new vistas in library history. Although it was launched in response to the fact that some journals which had previously published library history had changed their emphasis and thereby deprived scholars of important outlets, the ethos of the journal “strives to situate libraries as part of a larger whole, while attending to something different than ‘information’ . . . expect[ing] authors to extend their analysis beyond institutional and professional perspectives.”² By no means is *LCHS* the first vehicle to encourage library historians to examine libraries in the contexts of their communities; but its wide reach (more than 500 subscribers, including quite a number of libraries) and robust publishing schedule have popularized that approach among our scholarly community.

It should be no surprise, then, that when LHRT issued successive calls for papers in 2020 and 2021 with the theme of “Libraries Without Borders,” which echoes the approach of *LCHS*, the conference organizers received enough quality submissions that they could accept nearly three dozen of them—enough to fill three days of the seminar with fascinating and informative research into the roles that libraries have played in the communities they serve, well beyond the stacks and circulation desk. Some of those outstanding papers are included as chapters in this volume. Each chapter was subject to revision by its authors and to peer review by the scholars listed in our acknowledgments. In compiling this volume, we have used “signed peer review,” in which the reviewers’ identities are made known to the authors. We believe that this approach encouraged a collegial atmosphere in which the “borders” separating author from reviewer were made porous so that authors could be encouraged in their scholarship rather than merely criticized and could work with an understanding of the “cloud” of library history scholars who are helping make their work as good as possible.

What does it mean for a library to be without borders? This volume could have been called, alternatively, *Libraries That Defy Definition*; the libraries and library workers throughout these chapters share some common elements, but do not always fit solidly within conventional understandings of what a library is or should look like. Nor are all the people discussed strictly librarians as we would categorize them today. Instead, we see a variety of practices, places, and goals, all with the intention of fostering community and providing information. The nature of this information, too, varies among these chapters. Our aim throughout has been to challenge the notions of definitions and to demonstrate how library practice has been and continues to be a practice of pushing beyond borders.

In the spirit of post-*LCHS* library history, we have encouraged authors to think about the history of libraries not merely as institutions, but as collectivities of librarians, patrons, and other stakeholders who share interests related to information-seeking, community formation, and empowerment. The research contained in these pages shows how librarians and users reached not only beyond the border separating professionals from patrons, but also across institutional boundaries separating different specializations within the profession, and outside traditional channels of knowledge acquisition and organization.

Renate L. Chancellor provided the keynote address for the conference, in which she contemplated the links between the history of whiteness in librarianship and current efforts to make the library profession more diverse, equitable, and inclusive. Her remarks are captured in her foreword to this volume.

available at alastore.ala.org

The demand for access to libraries was a recurrent theme of the Civil Rights Movement in the United States, but one that is often studied by focusing on the institutional responses to activism. In the book's first chapter, LaVerne Gray, Beth Patin, Tyler Youngman, and Rachael Nutt share their research into parallel stories of activists in both the North and South, and demonstrate that community-based activism has been key to battling the "epistemicide" that threatens to undermine collective understandings about the world and the interests of African American library users.

While there are few institutions more hierarchical than the Roman Catholic Church, we have in Henry Handley's research a fascinating story of a grassroots movement among devotees of the Virgin Mary to create a comprehensive collection related to the theology and practice of the Society of Mary at a time of great ecclesiastical and liturgical changes in and around the Second Vatican Council. He demonstrates that a determined community with a clearly articulated information need can utilize traditional library acquisition and organizational practices to create unique collections that serve pressing needs.

Within the profession, librarians have often needed to think beyond traditional occupational categories when new ways of serving patrons become apparent. The early years of American librarianship found librarians working in technical services, reference, or circulation. In Kelly Hangauer's research, we find historians exploring the ways in which professionals innovated to create new areas of librarianship: specifically, bibliographic instruction. This field is now an established specialty with its own professional organizations, conferences, and publications; the Instruction Section of the Association of College and Research Libraries serves to connect librarians in this specialty.

As the famous example of Chesterton's fence illustrates, borders do not develop without reason (whether good or bad)—and conflict often arises when a boundary is crossed. We feature two case studies involving this principle. John DeLooper examines the fascinating aftermath of that petty limitation, the due date; by examining popular news items about long-overdue books being returned, he seeks to understand how library patrons and the general public feel about the role of libraries and their rules in the lives of average Americans. Emily D. Spunaugle explores rules of much greater consequence as she writes about the federal Foreign Agents Registration Act and its influence on the work of research libraries that collected materials from the Communist bloc.

Our book concludes with encouragement for you, the reader, to reach beyond your own boundaries. Tom Glynn provides a primer on conducting research in library history that will allow you to explore how libraries in your community

available at alastore.ala.org

have affected the lives of their users. And Loriene Roy and Rea N. Simons offer a critique of library history as it is currently conducted, pointing out the borders of habit, familiarity, and bias that thwart diversity within library and information studies. As a corrective, Roy and Simons biographize current Indigenous library practitioners in an effort to document and *create* library history.

While we are pleased that this volume presents so many new approaches to library history, it is not the volume it could have been. While many positive developments came from the need to move our conference online—including a larger audience, lower barriers to attendance, and an emboldened commitment to inclusivity—the facts of life in 2021 imposed themselves negatively as well. In particular, many of the papers presented at LHS XIV were works in progress, which were complete enough to present at our conference because of work that had been done before the lockdowns began in March 2020. However, many authors found themselves unable to bring their papers to a publication-ready state. Some cited the inaccessibility of research materials in archives during 2020 and 2021. Others became ill themselves, or had to tend to ill family members, or suffered bereavement. We sincerely regret the omission of many excellent papers that were given at the conference, and we encourage their authors to seek other outlets for their research.

We are grateful to the contributors who have done so much to demonstrate the power of libraries to shape communities and vice versa. This collection serves as a reminder that library history is more than the history of libraries; it is the history of readers and information-seekers whose needs determine the shape of the institutions that serve them. If, as Ranganathan noted, the library is a growing organism, it will naturally outgrow any borders placed around it, and library history is witness to the ever-changing shape of libraries within their communities.

Steven A. Knowlton

Ellen M. Pozzi

Jordan S. Sly

Emily D. Spunaugle

February 27, 2023

NOTES

1. *In Pursuit of Library History: Papers and Reports Presented before the Library History Seminar, Held . . . November 2–4, 1961* (Tallahassee: Florida State University Library School, 1961); *Approaches to Library History: Proceedings, Library History Seminar 2* (Tallahassee, FL: Journal of Library History, 1966); Martha Jane K. Zachert, ed., *Proceedings, 1968, Library History Seminar* (Tallahassee, FL: Journal of Library History, 1968); Harold Goldstein and John M. Goudeau, eds., *Proceedings, Library History Seminar, 1971* (Tallahassee: Florida State University, 1971); *Milestones to the Present: Papers from Library History Seminar V* (Syracuse, NY: Gaylord Professional Publications, 1978); *Libraries & Culture: Proceedings of Library History Seminar VI*, March 19–22, 1980, Austin, Texas (Austin: University of Texas Press, 1981); *Libraries, Books, & Culture: Proceedings of Library History Seminar VII*, March 6–8, 1985, Chapel Hill, North Carolina (Austin: Graduate School of Library and Information Science, University of Texas, 1986); Donald G. Davis, ed., *Reading & Libraries: Library History Seminar VIII*, Indiana University, Bloomington, May 9–11, 1990 (Austin: University of Texas Press, 1992); *Libraries & Philanthropy: Proceedings of Library History Seminar IX*, March 30–April 1, 1995, University of Alabama, Tuscaloosa (Austin: Graduate School of Library and Information Science, University of Texas, 1996); Christine A. Jenkins and W. Boyd Rayward, eds., “Libraries in Times of War, Revolution, and Social Change,” special issue of *Library Trends* 55, no. 3 (2007); Christine Pawley and Louise S. Robbins, eds., *Libraries and the Reading Public in Twentieth-Century America* (Madison: University of Wisconsin Press, 2013); Melanie A. Kimball and Katherine M. Wisser, eds., *Libraries: Traditions and Innovations: Papers from the Library History Seminar XIII* (Boston: De Gruyter Saur/Walter de Gruyter, 2017).
2. Bernadette A. Lear and Eric C. Novotny, “Welcome from the Editors,” *Libraries: Culture, History, and Society* 1, no. 1 (2017): v.

A

- Abell, Tyler, 110
- academic librarians, instruction by, 57–70, 161
- academic libraries
- bibliographic instruction in, 57–70
 - long-overdue books from, 85, 98–103
- Academic Search Premier*, 137
- activism
- community-based, 3–22
 - professionalization and, 68–69
- Ad Hoc Committee on Bibliographic Instruction, 60
- Advanced Search option, 135, 136f, 138, 139–140
- African Americans
- contemporary search terms for, 137
 - epistemic injustice toward, 3–22
 - historical newspapers of, 11, 137–138, 141–142
 - history of discrimination against, xi–xvii
 - library access by, xxi, 3, 7–8, 10, 13, 15, 22n1
 - as library history scholars, 145–165
 - outsider status of, 6
 - percent of librarians identified as, xii
- Alabama, Hereford's experiences in, 3, 4–5, 7, 8, 9–11, 12–13, 15–17
- Alabama State Department of Archives and History, 4
- Albert Emanuel Library, 29, 31, 37, 45–46
- Alire, Camila, 154
- America: History & Life* database, 136
- American Civil Liberties Union, 111, 115
- American Indian librarians, 149, 152–158, 162–164
- American Indian Library Association (AILA), 149, 154, 155–156, 157, 163–164
- American Library Association (ALA)
- archives of, 143
 - awards from, 154–155
 - Committee on Intellectual Freedom, 120, 125
 - history of discrimination in, xi–xiv
 - International Relations Board, 113, 115
 - Library History Round Table, xix–xx, 137, 141, 169–178
 - Library Instruction Round Table, 60
 - past presidents of color, 154
 - resolutions by, xiii, xiv, 125–126
- American Library History* (Davis and Tucker), 142, 147
- American research libraries, FARA and, 105–126
- Andrew, Ann, 69
- Andrews, Nicola, 6
- annual reports, 140
- archival collections, 19, 138–141, 143n7
- ArchiveGrid, 143n7
- Arendt, Leon, 42, 43

Association for Information Science and Technology (ASIS&T), 149, 164
 Association for Library and Information Science Education (ALISE), 163, 164
 Association of College and Research Libraries (ACRL), xxi, 57, 60, 69
 Association of Research Libraries (ARL), 106, 112–118, 125, 155
The Atlantic, 91
 Augusta Baker Diversity Lecture Series, 164
Ave Maria, 32, 34
 Avery, Judith, 68
 awards and recognitions, 154–155, 170
 Axford, William, 69

B

Baldwin, James, 10
 Battles, David, 22n1, 22n9
Battlestar Galactica, 169, 172, 177
 Baumeister, Edmund, 34, 36, 37, 39, 40, 41, 47–48
 Belenky, Mary Field, 15
 Bell, Ezekiel, 16
 bell hooks, 6
 bibliographic instruction (BI), 57–70
 bibliographies, on library history, 137, 141–143, 146–147
 biographical narratives, 4–5, 7–22
 biographies, in library history, 147, 153–154, 159, 163
 Bishop, Bradley Wade, xvi–xvii
 Bixler, Paul, 116
 Black, Cyril, 114
 Black, Indigenous, and People of Color (BIPOC) individuals
 censorship of, xv–xvi
 critical race theory and, xiv–xv
 as librarians and library history scholars, xii–xiv, 145–165
 as past presidents of ALA, 154
 See also African Americans
 Black Caucus of ALA (BCALA), xiv, 13, 163
 Black feminism, 6
 Black Librarians Project, 164–165
 Blake, Fay M., 63
 Blue Jean Sunday, 16

boarding schools, Indian, 5, 153
 Boissé, Joe, 62
 Bond, Lynne A., 15
 books
 banning of, xv–xvi
 with FARA labels, 107, 108, 119–125
 overdue, 79–94, 98–103
 searching WorldCat for, 136
 boundaries, respecting, 152–153
 Bowerman, George F., 89
 Branscomb, Bennett Harvie, 59
 Branscomb, Lewis C., 114
 Bridwell, Joy, 156
Brown vs. Board of Education, xii, 17, 59
 Bundy, Al, 81–82
 Bundy, Mary Lee, 61–62, 66

C

Cacella, Joseph, 33–34
 Cadegan, Una, 32
 Calabrese, Cara, 173
 Carnegie, Andrew, 86
 Carver, Blake, 83
 Cashin, John, 16
 cataloging, at Marian Library, 27, 37–45
 catalogs, as primary sources, 140
 Catholic Action, 34
 Catholic libraries, 27–48
 celebrities, with overdue books, 91–92
 censorship
 through book banning, xv–xvi
 by the Catholic Church, 31
 through FARA, 105–126
 Chaminade, William Joseph, 28–29
 Chancellor, Renate L., xi–xvii, xx, 22n9, 163, 175, 180
 Chicago
 Cummings' experience in, 5, 7–9, 11–12, 14–15
 overdue book returns in, 93
Chicago Defender, 11
 Chinese communist propaganda, FARA and, 105–126
 Christianity metaphors, with overdues, 90
Chronicling America, 83, 137, 141
 Chu, Clara, 154
 circulation records, 144n11

citation managers, 135
 Civil Rights Era, xii, xiv, xxi, 3–22
 Clapp, Verner, 106, 110–115, 125
 Clugnet collection, 43–44
 “Cold War Librarianship” (Richards), 110
 collections, archival, 19, 138–141, 143n7
 “Collective Voices Online,” 18, 20–21
 Collins, Patricia Hill, 6
 color-blind ideology, 151, 160
 commemorative injustice, 5
 Committee on Intellectual Freedom, 120, 125
 communist propaganda, FARA and, 105–126
 communities, familial, 3–22
 Community Service Committee (CSC), 16
 conferences
 BIPOC and EDI events at, 148–149, 164, 165
 centered on EDI, 164
 LOEX, 58, 61, 63, 65, 66–67, 69–70, 71n6
 review process for, 150–151, 165
 unaffordability of, 173
 conflicts, case studies on, 79–94, 105–126
 conscience books, 88–89
 conservation ethos *vs.* use ethos, 62–63, 66, 70
 Cooke, Nicole A., xi–xii, 145, 150, 151, 159–160, 164–165, 175
 Cornelius, Carrie, 156
 Couchane, Samantha, 156
 Council on Library Resources, 58, 68, 111
 Countryman, Gratia, 161
 COVID-19, 156, 161, 162, 169, 171–172
 Creel, Herrlee G., 105–106
 Crenshaw, Kimberlé W., xiv
 critical race theory (CRT), xiv–xv
 Crosscurrents Press, 123, 124f
 Crumpacker, Shepard J., 115
 cultural humility, 152–153, 158
 Cummings, Frances, 4–5, 6, 7–9, 11–12, 14–15, 23n26
 Cunneen, Sally, 48
 Cunningham Amendment, 125
 curricula, gaps in, 159–161
 curricular injustice, 5, 21

D

Dahlen, Sarah Park, xi–xii
Daily Missourian, 88
Daily News (New York), 119, 120
 databases
 for primary sources, 137–138, 141–142
 search options for, 135–136
 Daughters of Mary Immaculate, 29
 Davis, Donald G., 142, 147
 Dawson, John, 118
 De La Rosa, Sarah, 150
 decolonization, 152
 “Defining the Boundaries of Propaganda” (Spunaugle), 105–126
 DeLooper, John, xxi, 79–103, 180
 Department of State, 107, 111, 114, 130n72
 DERAIl forum, 164
Deus Scientiarum Dominus (Pius XI), 31–32
 Devine-Hardy, Heather, 157
 Dewey, Melvil, 86
 digital narratives, 7, 17–22
 dissertations
 encouraging the publishing of, 162
 searching for, 142
 diversity. *See* equity, diversity, and inclusion (EDI)
 diversity levers, 160
 Dix, William, 113, 116
Doing Oral History (Richie), 138
 Downs, Robert B., 61
Drexel Library Quarterly, 63
 Duarte, Marisa, 159
 Dudley, Miriam, 58
 Dunlap, Connie, 65

E

Earlham College, 57, 64
 Eastern Michigan University (EMU), 58, 66–67
 educators, librarians as, 65–70
 epistemicide, 3–22
 equity, diversity, and inclusion (EDI)
 conferences centered on, 164
 efforts to increase, xii–xiii
 gaps in LIS curricula of, 159–161
 within library history, 145–165

equity, diversity, and inclusion (EDI)
 (*cont'd*)
 publication venues for, 164–165
 social justice framework for, xvii, 148,
 159–161, 164–165
 and vocational awe, 148
 Ettarh, Fobazi, 47–48, 148
 Evans, Luther, 111
Evening Star, 88–89

F

Facebook, 151, 156
 Fackovec, William, 28, 37, 39, 45, 47
 faculty
 historical views of librarians, 65–67
 librarians' status as, 69–70
 relationship-building with, 67–68
 who teach social justice courses, 160
 familial communities, 3–22
 Farber, Evan, 57, 58, 64, 67, 69–70, 161
 Farrell, Colman, 39
 Fatima apparitions, 33–34
 feminism, Black, 6
 fines, overdue, 80–81, 85, 86–88, 90–94
 Fishman, Irving, 109, 119
 Floyd, George, xvii, 3–4, 171
 Foreign Agents Registration Act (FARA),
 105–126
 Four Continent Bookstore, 111, 114
 Frank, Roy C., 117
 Franklin, Ben A., 125
 Franklin, Hardy R., 154
 Franklin, Renee, xii–xiii

G

generational harm, 6
 George, Mary, 67
 “The Ghost of Library Instruction Past,” 58,
 63, 67
 Gibson, Amelia N., xi–xii, 161
 Glynn, Tom, xxi–xxii, 133–143, 175, 180
 Goedeken, Edward, 143, 146–147
 Google, xiv, 138
 Gorman, Amanda, xi, xvii
GovInfo, 138
Grand Traverse Herald, 89–90
 Gray, LaVerne, 3–22, 163, 180

guilt, from overdue books, 85–86, 88–90,
 92
 Gunn, Arthur C., 147

H

Hackman, Martha, 63–64
 Handley, Henry, xxi, 27–48, 181
 handwriting, reading, 140
 Hangauer, Kelly, xxi, 57–70, 181
 Hardesty, Larry, 59, 68
 Haro, Robert, 62
 Harris, Michael, 133, 142
 Harvard University, 112, 113–114, 118
 Hathcock, April, xii
 Hayden, Carla, 154
 Henle, Alea, 173
 Henry Booth House, 14, 18, 20
 Hereford, Sonnie, 3, 4–5, 7, 8, 9–11, 12–13,
 15–17, 23n26
 hermeneutical injustice, 5
 higher education
 bibliographic instruction in, 57–70
 historical changes to, 59–60
The Hill We Climb (Gorman), xi, xvii
 historical research, conducting, 133–143
 history. *See* library history
A History of the Book in America series, 135
 hooks, bell, 6
 Hopkins, Frances L., 68, 70
 Housing Act of 1937, 12
 Huntsville (AL), Hereford's experiences in,
 3, 4–5, 7, 8, 9–11, 12–13, 15–17

I

“Illuminating Diversity in History Research
 and Education” (Roy and Simons),
 145–165
In the Benedictine Tradition (Neuhofer), 29
In the Library with the Lead Pipe (journal),
 164
 inclusion. *See* equity, diversity, and
 inclusion (EDI)
Index Librorum Prohibitorum, 31
 Indigenous library practitioners, 149,
 152–158, 162–163
 inflection points, 134
 information, weaponization of, xv

information literacy, 60, 70
 informational materials, FARA and,
 105–126
 injustice, epistemic, 5–21
 International Indigenous Librarians
 Forum, 149
 International Relations Board, 113, 115

J

Jackson, Robert H., 108
 Jaeger, Paul, xii–xiii
 Jefferson, Julius, 154, 155–156
 Jim Crow laws, xii, 11, 12
 Johnson, Aisha, 163
 Johnson, Boris, 91
 Joint Conference of Librarians of Color
 (JCLC), 149, 157
 Jones, Clara Stanton, xiv, 163
 Josey, E. J., xiv, 147, 154, 163, 175
 journals
 centered on EDI, 164–165
 getting published in, 141
 for primary sources, 137–138, 141–142
 review process for, 150–151, 165

K

Kanawha County Library, 79
 Kane, Paula, 34
 Kapsner, Oliver, 38
 Kelly, Michael, 79–80
 Kennedy, John F., 91, 125
 King, Martin Luther, xiv, 16
 Kitzie, Vanessa, 149–150, 151
 Knapp, Patricia B., 57, 58, 64
 Knowlton, Steven A., xix–xxii, 173, 174,
 178, 179
 Kostelecky, Sarah, 158
 Kowemy, Janice, 157
 Kumasi, Kafi D., 160

L

labels, required by FARA, 107, 108, 119–
 125
 LaFromboise, Aaron, 155–156
 Lambkin, Cyril, 111–112
*Lamont v. Postmaster General of the United
 States*, 125

Lamourous, Marie-Thérèse de, 28–29
Last Week Tonight, 82
 late fees and fines, 80–81, 85, 86–88,
 90–94
 lateness, reasons for, 84f, 85–86, 98–103
 Lear, Bernadette A., xix, 169–178, 181
 Lee, Shari, 163
 Lee, Sul, 58
 Leibiger, Carol, 170
 Leiva, Garrett, 89–90
 Leo XIII, 34
 LGBTQIA+ authors, challenges to, xv–xvi,
 149
LHRT News and Notes, 141, 170
 librarians
 administrative affiliation of, 61, 65–67
 bibliographic instruction by, 57–70,
 161
 demographics of, xii
 as educators, 65–70
 faculty status for, 69–70
 illuminating diversity among, 145–165
 social justice and, xvi–xvii, 148,
 159–161, 164–165
 stereotypes of, 68, 81, 82, 92–93
 libraries
 academic (*see academic libraries*)
 arguments on neutrality of, xii
 Catholic, 27–48
 history of (*see library history*)
 lack of access to, xxi, 3, 7–8, 10, 13, 15,
 22n1
 media and pop culture on, 79–94
 public (*see public libraries*)
 research (*see research libraries*)
 tropes about, 81–82
*Libraries: Culture, History, and Society
 (LCHS)*, xix–xx, 141, 145, 164–165,
 169
 “Libraries Without Borders” theme, xix,
 xx, 173
 library and information science (LIS)
 BIPOC scholars in, 145–165
 epistemic injustice in, 6
 gaps in curricula of, 159–161
 history of racism and, xi–xvii
 normativity of whiteness in, xii

- Library Company of Philadelphia, 91
- library directors
 academic, 61–62, 64
 of color, 154
- library historiography, xix, 59–61
- library history
 of the bibliographic instruction
 movement, 57–70
 bibliographies on, 137, 141–143,
 146–147
 conducting research in, 133–143
 developments in, 163–165
 familial micro-narratives of, 3–22
 and the Foreign Agents Registration Act,
 105–126
 illuminating diversity in the research of,
 145–165
 of long-overdue books, 79–103
 of the Marian Library, 27–48
 timelines of, xii, xiv
- Library History Round Table (LHRT),
 xix–xx, 137, 141, 145, 169–178
- Library History Seminar XIV, xi–xvii,
 xix–xxii, 145–146, 169–178
- Library & Information History* journal, 141,
 175
- library instruction, 57–70
- Library Instruction Round Table, 60
- Library Journal*, 87, 111–112, 155, 157
- Library Literature & Information Science
 Retrospective*, 137, 142
- library materials
 banning of, xv–xvi
 with FARA labels, 107, 108, 119–125
 overdue, 79–94, 98–103
- Library of Congress, 111, 115, 125, 137, 163
- Library Orientation Conference. *See* LOEX
 conference
- LISNews*, 83
- Littletree, Sandra, 163–164
- “Locating Activism and Memory” (Gray et
 al.), 3–22
- Locke, William N., 113
- LOEX conference, 58, 61, 63, 65, 66–67,
 69–70, 71n6
- Logistical and Technical Arrangements
 Committee (LTAC), 172–174, 175,
 176, 177
- Long, Keahiahi, 158
- long-overdue books, 79–94, 98–103
- Lord, Daniel A., 34
- Lossing, Sharon, 65, 68
- Lubans, John, 62, 68–69
- Lumen Gentium*, 46
- Lynch, Beverly, 57–58
- Lynch, Mary Jo, 58
- Lynn, Jeannette Murphy, 38
- M**
- Maack, Mary Niles, 177
- magazines, for primary sources, 137–138,
 141–142
- Malone, Cheryl Knott, 22n1, 22n9
- Mani, B. Venkat, 170
- Manlove, Nichole L., 160
- Manpower Research Report, 66
- Marchant, Maurice, 66, 69
- Marian Action movement, 42–43
- Marian Library, University of Dayton,
 27–48
- Marian Library Newsletter*, 28, 30, 32, 33,
 34, 36, 39, 44, 45
- Marian Library Studies* journal, 28, 45
- Marian Reprints*, 45
- Marianist Magazine*, 45
- Mariological Society of America, 44, 45
- Married with Children* (sitcom), 81–82
- Marshall, A. P., 66–67, 69, 70
- Mary, Society of, 27–48
- Mathews, Stanley, 32, 33, 36, 37, 38, 41,
 44–45
- Mathews, Virginia, 153–154
- Mathues, Fred, 42
- McAnally, Arthur M., 61
- media coverage, of overdue books, 79–94
- memories, narratives of, 4–5, 7–22
- Metcalf, Keyes, 113–114
- microaggressions, 150–151
- micro-narratives, 4–5, 7–22
- Miller, Robert, 113, 116
- Minnesota Library News & Notes*, 87
- minutes of meetings, 140
- Monheim, Lawrence, 34, 36, 37, 38–39, 41,
 43, 44–45
- Monteith Experiment, 57, 64
- Morhardt, Foster, 68

“Mr. Charlie” (slang), 10
 Mudge, Isadore Gilbert, 161
 museums, learning from, 162–163
 Myer, Leo, 29

N

narratives, familial, 4–5, 7–22
 Native American Boarding School Healing
 Coalition, 153
 Nazaryan, Alexander, 91
 Neuhofer, M. Dorothy, 29
New York Times, xii, 83, 93, 107, 109, 125
 news coverage, on overdue books, 79–94
 newspapers, as primary sources, 137–138,
 141–142
 Noble, Safiya Umoja, 159, 160, 161
 Norman, Melora, 173
 normativity of whiteness, xii
 northern and southern narratives, 3, 4–5,
 6, 7–21
 Novotny, Eric, 170, 173
 Nutt, Rachael, 3–22, 181

O

O'Connor, Lisa, 76n93
 O'Connor, Thomas F., 31
The Official Catholic Directory, 39
 Ohio State University, 114, 118
 Okun, Tema, 48
 Oliver, John, 82
 Our Lady of Fatima, 33–34
 outreach
 to faculty, 67–68
 in the founding of the Marian Library,
 27–48
 outsiders-within, 6, 150
 overdue books, 79–94, 98–103

P

Paikai, Annemarie Aweau, 158
 Palmer, Millicent, 63, 67
 parallel storytelling, 5, 7–22
 “Pardon Them, Librarian, for They Have
 Sinned—for Years” (O'Malley), 88
 Parrott, Billy, 90
 participatory injustice, 5, 21
 Patin, Beth, 3–22, 181
 patrons, library guilt in, 85–86, 88–90, 92

Paul, James C. N., 116, 118
 peer review, signed, xx
 personal papers, 139–140
 Pew Research Center, 85
 Phinazee, Annette L., 147
 Pius XI, 31–32
 Pius XII, 35, 46, 47
 P.J. Kenedy and Sons, 39
PLD Reporter, 110
 political propaganda, FARA and, 105–126
 popes, 31–32, 34, 35, 46, 47
 Popular Culture Association/American
 Culture Association (PCA/ACA), 171,
 172, 174, 175–176
 Post Office Department, 105, 109–110,
 112–115, 117–118, 126
 Powell, Josephine, 87
 Pozzi, Ellen M., xix–xxii, 173, 178, 179
 primary sources, 137–142
 Princeton University, 112, 113, 114, 116,
 118
 propaganda, boundaries of, 105–126
 protests, xv, xvi, 16, 161
 public housing, 3, 5, 7–8, 12, 14–15, 18,
 20
 public libraries
 Catholic Church's mistrust of, 31
 lack of access to, xxi, 3, 7–8, 13, 15,
 22n1
 normativity of whiteness in, xii
 overdue books from, 79–94, 98–103
 Pew survey on, 85
 recommended works on, 143n3
 tropes about, 81–82, 133
 “public library myth,” 133
 publishing tips, 141
 Punzalan, Ricky, 159
 Purdue University Libraries, 143n9

Q

The Queen's Work, 32, 34, 36

R

racism and epistemicide, xi–xvii, 3–22
 Rader, Hannelore, 68, 69
Readers' Guide Retrospective, 137, 142
 Readex, 137, 138, 141
 reference sources, recommended, 142–143

- religious community outreach, 27–48
Report of the Central Committee of the Communist Party, 122*f*
 research, getting started in, 133–143
 research libraries, FARA and, 105–126
 research questions, choosing, 134–135
 researchers, need for cultural humility in, 152–153
 “Retired Collection Agent Returns 70-Year Overdue Book” (Ieleen), 84, 99
 review process, of formal venues, 150–151, 165
Rich Hill Tribune, 80
 Richards, Pamela Spence, 110
 Richie, Donald A., 138
 Robbins, Louise, 111
 Robinson, Roy, 30
 Rocket City Civil Rights (RCCR), 19, 20
 Roman Catholic libraries, 27–48
 Rosenwald, Julius, 163
 Roslin, Laura, 169, 172, 177, 178
 Roy, Lorieen, xxii, 145–165, 181
 Rule of St. Benedict, 30–31
 Russian materials, FARA and, 109, 111, 118, 123
- S**
- Santos, Boaventura de Sousa, 5–6
 Saugee-Beauduy, Kristen M., 157–158
 Schiller, Anita, 66
 scholars, BIPOC, 145–165
 Schwartz, Murray L., 116, 118
A Scientist’s Responsibility (Crosscurrents Press), 123, 124*f*
 search strategies, 135–136, 137–138
 Second Vatican Council, 46–47
 secondary sources, 135–137, 138, 142–143
 segregation, xiii, 3–5, 12–13, 15–17. *See also* racism
Seinfeld (sitcom), 81–82, 89
 shame, from overdue books, 80, 81, 88, 90, 92
 Shorish, Yasmeen, xi–xii
 signed peer review, xx
 Simons, Rea N., xxii, 145–165, 182
 Sisters of the Immaculate Heart of Mary, 40
 Sly, Jordan S., xix–xxii, 173, 175, 178, 179
 Smith, Eldred, 65
 Smith, Jessie Carney, 147
 Smith, Paulina, 9
 social activism, in the 1970s, 68–69
Social & Cultural History, 138, 142
 social justice
 and EDI, xiii, xvii, 148, 159–161, 164–165
 scholarly attention to, xvi–xvii
 and vocational awe, 148
 social media, xv, 80, 90–92, 151–152
 Society for the History of Authorship, Reading and Publishing (SHARP), 141, 171
 Society of American Archivists (SAA), 4
 Society of Mary, 27–48
 Sons of the American Revolution, 120
 Sorrell, Rhiannon, 157
 sources
 primary, 137–142
 secondary, 135–137, 138, 142–143
 southern and northern narratives, 3, 4–5, 6, 7–21
 Soviet communist propaganda, FARA and, 105–126
Soviet Literature (Zelinsky), 120–121*f*, 130n73
 Spencer, Brett, 173, 175
 Spiro, Lisa, 20
 Sprochi, Amanda, 173
 Spunaugle, Emily D., xix–xxii, 105–126, 173, 175, 178, 180
 State Department, 107, 111, 114, 130n72
 Sterner, Mabel, 88, 93–94
 Stillman, Mary, 63
 Stoffle, Carla J., 67
 storytelling, parallel, 5, 7–22
 students, rebellious, 63–64
 Sullenberger, Chesley “Sully,” 84
 Sutherland, Tonia, 21–22
 Sweeney, Miriam E., 159–160
 Swisher, Karen, 152
 systemic racism and epistemicide, xi–xvii, 3–22

T

testimonial injustice, 5
 “Thank You, Father, For Your Grand
 Cooperation” (Handley), 27–48
 theses, searching for, 142
 Think Tank on Bibliographic Instruction,
 60
 third harm, 6
 Till, Emmett, 161
 Totten, Herman L., 147
 Trejo, Arnulfo, 153
 tribal librarians, 149, 155–158
 Trump, Donald, xv, 161
 Tucker, John Mark, 59, 68, 147, 148
 Turner, Victor and Edith, 35

U

UHF (movie), 81
 “Uncharted Waters” (Hangauer), 57–70
 union catalog, Marian Library, 27, 39–42,
 44–45
 University of Chicago, 105–106, 117, 118
 University of Dayton, 27–48
 University of Illinois at Chicago (UIC), 18
 University of Michigan, 57, 69
 University of Missouri, 80, 88
 University of North Carolina at Chapel Hill,
 106, 117, 121*f*, 126
University of Pennsylvania Law Review, 116
 University of Rochester, 118
 University of Wisconsin, 106
 U.S. Capitol, insurrectionist attack on, xi,
 171
 U.S. Census Bureau, xii
 U.S. Department of State, 107, 111, 114,
 130*n*72
 U.S. history, timelines of, xi–xv
 U.S. Post Office Department, 105, 109–
 110, 112–115, 117–118, 126
 use ethos *vs.* conservation ethos, 62–63,
 66, 70

V

Vatican, 28, 35, 46–47
 Velez, LaTasha, 146
 Villa-Nicholas, Melissa, 146
 viral stories, 80–81, 90–92
 Virgin Mary, 27–48
 vocational awe, 47, 148
 Vosper, Robert, 112

W

Wasserman, Paul, 61–62, 66
 Wedgeworth, Robert, 147, 154
 weeding, 92
 Weinstock, Jacqueline S., 15
 Wertheimer, Andrew, 173, 175
 white authors, need for cultural humility
 in, 152–153
 white supremacy, xi, xv, 20, 48
 whiteness, normativity of, xii
 “Why Indian People Should Be the Ones
 to Write about Indian Education”
 (Swisher), 152
 Wiegand, Wayne, 142, 143*n*3, 143*n*5, 145,
 175
 Winberry, Joseph, xvi–xvii
 Wisconsin, overdue laws in, 87
 women, as outsiders-within, 6
 WorldCat, 136, 138–139, 139–140

Y

Yazza, Valerie, 157
 Young, Arthur P., 142
 Youngman, Tyler, 3–22, 182

Z

Zelinsky, K., 120–121*f*, 130*n*73
 Zweizig, Douglas Lough, 143*n*5