



# CREATING THE CUSTOMER-DRIVEN ACADEMIC LIBRARY

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## REINVENTING THE ACADEMIC LIBRARY

Is the academic library soon to become just a virtual destination, a place in cyberspace where students access the resources that were once found only in brick-and-mortar libraries? Although librarians have argued loudly that there's far more to a library than a collection of documents, whether paper or digital, some disturbing trends are becoming apparent.

### SAD TIDINGS

In 2001 Scott Carlson wrote the landmark article "The Deserted Library," which appeared in the *Chronicle of Higher Education*.<sup>1</sup> He cited dramatic decreases in library usage like the University of Idaho's 20 percent drop in gate count and circulation over a three-year period. At Augusta State University, gate counts dropped from 402,361 visitors to 271,977 over an eight-year period. Carlson cited other plummeting usage figures from the University of South Carolina, Texas Christian University, the University of California, the State University of New York, and the University of Maryland. Since the publication of that article, many statistical indicators of library use have continued to decline. Charles Martell followed up on Carlson's findings in his 2005 article "The Ubiquitous User: A Reexamination of Carlson's Deserted Library." He writes: "The evidence suggests that declines in the number of circulation, reserve, in-house, and reference transactions are deeper and more widespread than generally recognized. Are the declines likely to continue? Probably yes."<sup>2</sup> More recent articles support his prediction.

### A WORST-CASE SCENARIO

It's difficult to talk about academic libraries in general because they are so very different from one another. They range from a small community college library the size of a few classrooms to a mammoth edifice like Berkeley or Harvard. To make it a little easier to discuss the problems facing academic libraries, I will wave my magic wand and create one that, like the story of

“The Three Bears,” is neither too large nor too small. Unlike the children’s story, however, it is not “just right.” In the course of collecting research for this book, I have visited a great many libraries, so I’ll simply borrow a few details from several of them and identify my creation as a medium-sized university library.

If I’m going to create a library, however, I had better create some students as well. Sharon will be a sophomore who’s been assigned a project that requires several sources that are only available in the library. Until now, Sharon has managed to avoid the library. Although it is true that she has occasionally needed an online reserve or searched a periodical database, none of her courses have required in-library use. Sharon remembers as a freshman seeing flyers about library workshops, but she decided that she could probably get along without them. It turned out that she was quite right. Now, however, Sharon must bite the bullet and investigate the library.

### *Vast Unfriendly Spaces*

Beyond the imposing entrance, Sharon discovers a huge echoing lobby, neutral in color and neutral in atmosphere. Stone or ceramic tiles cause footsteps to ring hollowly through the space. Graffiti-resistant walls, or perhaps cinder block, further amplify the cold, uninviting atmosphere. Although most of the space is open and empty, it may contain student lockers, rarely used (and possibly out-of-order) telephones, and plaques listing contributors to the library building fund. Possibly the literature rack once held library maps, but it is now filled with pizza ads. Sharon is carrying a large backpack and needs to set it down and get her bearings. Ideally, she needs a comfortable chair in which to rest for a few moments, open her bag, and read over her assignment. In other words, she is in a strange place and needs to focus her thoughts and make her plans before she gets to work. However, no seating area is visible. Sharon will need to rely on her memory of the assignment for the time being and may waste her time looking for the wrong materials.

### *The Large and Impersonal Library*

To one side of the lobby area, there is an opening in the wall filled by a large circulation counter. Because several patrons are checking out materials, Sharon waits in line to ask where she might find the psychology books. However, since the student worker she asks is another undergraduate who knows little more about the library than she, Sharon is really wasting her time. Whatever question she asks, she will probably be waved vaguely

toward a set of double doors. Actually, the student worker has rarely gone beyond those doors herself. Her training has focused almost entirely on assisting customers leaving the library. The focus of that training has been the online circulation module, since computer errors can cause both customers and staff endless frustration. If this work-study student were more experienced, Sharon might be encouraged to find the reference librarian or something called an OPAC. In either case, however, Sharon would be left on her own in a very large, very confusing building. Beyond the double doors indicated by the student worker is a vast space filled with stack ranges, tables, and study carrels. Signs are mainly of the “Do Not” variety, cautioning patrons to turn off their cell phones, observe library rules, and speak softly. There are other signs too, but they’re difficult to see and written in a language that Sharon doesn’t understand; they contain words like *periodicals*, *microforms*, and *circulation*. Since most of these signs lack directional arrows, they might not be very helpful to Sharon even if she understood the foreign language.

### *The Importance of Creature Comforts*

Actually, what Sharon is really looking for now is a restroom. She’s come directly from class, and creature comforts are her greatest need. Some libraries are fortunate enough to have restrooms easily visible from the entrance lobby. This one doesn’t. The restroom locations were chosen by architects who found themselves dealing with small spaces created by needed structural elements and barriers. No matter where these small spaces happened to be located, they tended to be designated as restrooms. The nearest restroom in this library is down a poorly marked hallway. Many people, especially young women, are reluctant to ask for restroom directions and so may traverse much of the building before reaching their destination. Even if they are willing to ask for help, a public service desk may be as difficult to locate as a restroom.

Bear in mind that Sharon is tired. She has been carrying a heavy backpack across campus and she was unable to find a comfortable chair in the lobby. Now she’s even more tired and her mood is going steadily downhill. I think we tend to forget how large our libraries really are. Because we are familiar with the library floor plan and the arrangement of materials, we tend to go directly to whatever it is we’re looking for. Library users lack our experience and spend a great deal of their time walking around. Because university campuses are also very large and parking spaces are scarcer than hens’ teeth, often located on the periphery of the campus, a visit to the library can be utterly exhausting.

In addition to size, what makes it especially difficult to find one's way around an academic library are the endless expanses of tall stack ranges. Typically seven or even eight feet tall, they function as room dividers, slicing the library into hundreds of small rooms, none of which is visible to the others. This means that libraries need much more carefully positioned and targeted signage than other large buildings. A sign that can be seen from one angle may be totally invisible to library users approaching from a different direction. Even signs suspended from the ceiling may be blocked by stack ranges.

However, we are forgetting about Sharon, who has finally found a restroom. Unfortunately, she is now looking on her library visit as an unpleasant experience like navigating an obstacle course, not as an inviting way to spend her time. Though her enthusiasm has waned, her assignment will be due in a few days, so she must begin locating materials. Her assignment sheet, which she has finally been able to abstract from her bag, tells her she must first view a DVD that has been placed on reserve. She has no idea what *reserve* means, but she recalls seeing a sign when she was looking for a restroom. After standing in the wrong line for several minutes, and then standing in the right line for a few more, she is told that yes, the DVD is available. However, she must check it out, view it in the audiovisual area, and return it within two hours.

Sharon then spends more time and energy walking, this time searching for the audiovisual area. Here she discovers a grand total of four DVD/TV stations. Three are in use and one has an "Out of Order" sign taped to the television monitor. She returns to the reserve desk, explains that no equipment is available, and asks to take the DVD home. Yes, overnight checkout is permitted for this item, but it may not be checked out until 6:00 p.m. It is now 2:00 p.m., and Sharon has no intention of remaining in the library a moment longer than necessary. Besides, she will be working this evening at her part-time job. Perhaps she can stop by after class tomorrow, but if the program is still unavailable, she will just have to do without it.

Next, Sharon's assignment requires that she locate an article in a reference work. This means that she will need to use the library's OPAC (online public access catalog). Because she has good computer skills, the OPAC is by far the easiest and most pleasant part of Sharon's library experience. Although library automation vendors tend to rely on older technology and their search engines may be somewhat more confusing than Google, it is not difficult to obtain the needed call number. Unfortunately, Sharon has not yet learned that reference books are not shelved with circulating books; those designations are meaningless to her. This library's OPAC program is

like some others in that locations and call numbers reside in separate files; the two chunks of information come together on the display screen, but it is easy to miss the location indicator altogether.

### *The Invisible Library Staff*

Almost any library staff member could interpret the OPAC record for Sharon, but none is in sight. It is relatively inexpensive to install OPAC stations throughout the library, but library staff are not similarly available. Most library staff members are working behind office walls and are not visible to the public. Had Sharon discovered a helpful staff member immediately upon entering the library, she could have saved herself a great deal of time, but studies indicate that most library users have little interaction with the library staff. If we accept the fact that the library building is confusing and customers often fail to find what they are seeking, if we are aware that our surveys indicate that few library users approach the reference or information desk, then why don't alarm bells ring? Why aren't we aware that we have a serious problem?

### *Outdated Signage*

However, we have lost sight of Sharon again. She has discovered a large glass cabinet containing a professionally produced building directory. However, it turns out that several collections have been relocated since the directory was installed. The directory is out-of-date because it is difficult to make changes to it. In other words, it was designed as if the library were frozen in time, not a vital, changing organism. Sharon is fortunate this time, however, because the location shown is still accurate. She discovers that her books should be on something called a "mezzanine," but there is no such button on the elevator panel. On the wall beside the bank of three elevators, a tattered paper sign once announced the levels at which each elevator stopped. However, the sign has long since disappeared.

Sharon almost gives up after finding that her reference work is not shelved with the circulating books, but if she admits defeat, she will be unable to complete two important parts of her assignment. "Biting the bullet," she returns to the main floor and at last locates a reference librarian. As we experienced library pros would naturally expect, the reference collection is located near the reference desk, and so Sharon quickly finds what she is looking for. Again, as we old-timers know, Sharon is unable to check out a reference work, and so she must make a photocopy of the needed article.

### *Ignoring Customer Convenience*

At this point, I can't resist telling you the story of a friend who recently returned to her alma mater after many years' absence. It so happens that hers is one of the most prestigious universities in the United States—not a midsize university like Sharon's, but a real lollapalooza. The grants, endowments, and other funding that pour into this university library would make most of us green with envy. A Ph.D. and distinguished alumna, my friend was able to use both the library's collections and its public computers.

On discovering an especially interesting online article, she sought out a printer, only to make a distressing discovery. A printout would require a printing card, a staff member explained. Printing cards were available from a machine in another department. Finally discovering the right area after a series of misadventures, my friend still had trouble locating the poorly marked card machine. You probably know where this story is going; the machine was out of order. Another machine on the fourth floor accepted only the most pristine currency, not the wadded bills she had been carrying around in her fanny pack. All campus public printers, however, accepted the same type of card. By simply walking a block to an administration building, ascending the stairs, purchasing the required print card, and retracing the path back to the library, my friend could have her article. Instead, she jotted down the citation, intending to request it from her local public library. Unfortunately, the slip of paper was lost on the journey home, and the article has since been forgotten.

Because Sharon is a student, she already has a One Card or "super card" that can be used for a variety of university services. These cards constitute a huge improvement over the systems in use in the past. Students who want to make photocopies are no longer required to produce the correct change or wait in line to pay for their copies at a service desk. However, the copy cards do not relieve the library staff of all responsibility. From the moment when they first arrived at our libraries, we have considered tending to printers and copy machines our least favorite duties. However, they are an inescapable part of the contemporary library experience, and many users come to view the library through the lens of an unpleasant encounter with them. The friend described above might have awed me with the wonders of the library's magnificent collection, but it was the printing card experience that she remembered most clearly.

It is only on her second try that Sharon finds a photocopy machine loaded with both paper and toner. Nevertheless, she is beginning to feel a little

better about the library. The reference librarian was very friendly and gave her a lot of useful tips. Sharon wishes she had discovered him when she first arrived, but then she had never heard the title *reference librarian* before. Librarians, yes; she had met librarians in her public and high school libraries. In fact, she probably thought of everyone who worked in a library as a librarian. What makes a reference librarian different, she wonders?

### *The Evolution of Reference*

Sharon was fortunate to encounter the genuine article, an honest-to-goodness professional librarian who spends a considerable part of his workweek at the reference desk. In preparing to write this book, I visited a large number of academic libraries (in fact, I recently discovered that I had five of those printer cards in my wallet, each with a few dollars' credit that I shall probably never be able to use). All the libraries I visited had a reference desk or some facsimile (although a few were unstaffed and it looked as if this might be a permanent condition). Libraries have become more complex and confusing than they were when we ourselves were students. At first glance, however, many things are simpler. The old card catalog was positively demonic with its unintuitive filing rules and unlikely subject headings. It almost took a master's degree to find a book, and only librarians and experienced researchers could discover resources that did not appear to be listed in the catalog.

Over the years, libraries were forced to develop their procedures in isolation, as if they were located somewhere in outer space. As a profession, we tend to be more detail-oriented than most others, and this isolation encouraged the development of elaborate and sometimes obtuse procedures. Because no one did things quite the way libraries did, librarians were essential as interpreters or translators. When libraries entered cyberspace, a wonderful thing happened. Computers handled details even better than librarians, but they insisted on uniformity. Not only were they ideally suited to libraries, but they imposed order and uniform procedures that everyone, whether a library or corporation or government agency, was forced to accept. Suddenly, libraries spoke the same language as their users, and users could identify resources almost as efficiently as librarians. It was then that the profession began talking about the death of reference.

Before we conclude, however, that computers have made reference skills obsolete, consider Sharon and her fellow students. They must deal with

traditional books and e-books, printed journals, microforms, article databases, virtual libraries, videos, DVDs, CDs, and a wide variety of other formats. No wonder they want to query Google and accept whatever Google delivers. In the good old days, we had much less information available to us, but it was mostly reliable information. We were never subjected to the sheer garbage and half-truths that confront today's students.

Whether we call it reference or information services or something else entirely, libraries are not providing enough of it. We're spinning our wheels worrying about whether questions are worthy of our librarians' attention when students are scarcely aware of our existence. We're failing to convince our users that they need us. Before she leaves the library, Sharon will have walked more than a mile and will have encountered perhaps a dozen different library collections. However, she will leave the library with the impression that it is almost empty of staff members.

Things have been going better for Sharon, and she is now clutching a brochure that includes a library floor plan and other useful information. Remember, however, that she is even more tired than when she arrived. The many "dead ends" she has mistakenly pursued have left her with very little energy. Despite an hour of searching, she has only obtained one of the resources listed on her assignment sheet. After her brief chat with the reference librarian, however, she is confident that she can locate the next items on her list. Would that this were so! Although most of the articles she needs are available online, her assignment includes a regional journal that is available only in print. Her floor plan indicates that the entire third floor is devoted to periodicals. Thanks to the reference librarian, Sharon even understands that a "periodical" is usually a magazine or journal and that the issue she is seeking has been bound with other issues into a hardback volume. Both of these vital bits of information have stymied thousands of students, but unfortunately Sharon isn't out of the woods yet.

### *Wasted Space*

Actually, this analogy of being lost in the woods is a pretty accurate one. When Sharon reaches the third floor, she does indeed feel as if she's in a vast and forbidding forest. However, it's not trees but endless stack ranges that cause her anxiety. In this library all journals, regardless of subject matter, are shelved in A-to-Z order. The stack ranges go on and on, seemingly for miles. Sharon thinks it will be easy to find her title, in this case a journal that her assignment sheet lists as *CJER*. Just finding the letter C is tiresome because this university library continues to store all its back runs—both the journals available online and the most esoteric titles—in this prime space.

Most of these volumes have been replaced, first by microfiche and then by online article databases. No more than 10 percent of the printed journal collection is actually used or needed. Nevertheless, the library is holding on to many of its bound volumes “just in case.” After all, the journals cost a fortune and they’ve scarcely been used. Some university libraries even continue to bind recent issues, even though there is little possibility that online databases will ever cease to exist. What Sharon has encountered is a huge plot of “prime real estate” that has become little more than a wasteland. However, it is not the wasted space or unjustified expense that is worrying Sharon. It is the total absence of library users or library staff members. We have all become more concerned about safety issues in public places, and we feel uncomfortable in an empty, shadowy space where any number of miscreants could hide.

Once Sharon gets the hang of the alphabetical arrangement, it is easy enough to find the letter C. However, *CJER* is not there. Sharon walks back and forth between stack ranges until she is totally bewildered. No staff member seems to be assigned to the floor, although there is an unstaffed service desk near the elevator. If Sharon were able to check the library’s holdings at an OPAC workstation, she might find *CJER* listed as a cover title even though it is not the official title of the journal. However, the one OPAC she locates has lost its link to the library network, so she has no way of discovering that *CJER* is known to libraries as the *California Journal of Educational Research*.

Had Sharon encountered even a well-trained student worker at that service desk, she would probably have had her journal in a matter of minutes. Even if Sharon’s question were a more difficult one, the student could call down to the reference desk. Instead, Sharon has found herself abandoned in a rather frightening place. Although there are scores of study carrels, none appear to be occupied. A homeless man seems to be asleep in one of the lounge chairs, but the only student Sharon encountered left the area soon after she arrived. This is it, Sharon decides. She has done all that she can reasonably be expected to do. Maybe another student has made a copy of the article. Maybe she can just tell her instructor that it wasn’t in the library. However she deals with her problem, in the future she will avoid the library.

## CUSTOMER SERVICE AND THE FUTURE OF THE ACADEMIC LIBRARY

What’s wrong with simply accepting the academic library as it is? Is it really that bad? After all, lots of customers do eventually find what they need there. Unfortunately, the library environment is changing rapidly, and so there’s no possibility of just treading water. The library is being swept along

with the current of change, either willingly or unwillingly. In fact, change is impacting academic libraries even more than society as a whole. According to surveys by the Association of College and Research Libraries, many of the traditional measures of library activity indicate a decline in library use. Those academic libraries that are prospering have been evolving deliberately and rapidly to keep pace with both their universities and with society at large.

### *Examining the Customer Experience*

In the past few years, an intriguing term, *Library 2.0*, has come up again and again at academic library conferences. Its inspirations, Web 2.0 and to some extent Business 2.0, had been gaining momentum in the information technology (IT) community, and it quickly became clear that the same principles could be applied to library services. At the center of all three of these developments is the belief that information professionals must partner with their users to be successful in the future. In other words, the most effective way to improve library or other services is to let customers participate in their development. We must stop making assumptions about what customers need and let them design their own services. Because its basic tenets originated in the IT community, Library 2.0 is especially concerned with improving the customer's online experience. However, it is also possible to apply Library 2.0 to the customer's experience in a real-world, brick-and-mortar academic library.

The cyber environment makes it somewhat easier to work collaboratively with customers because there are so many opportunities for online communication. Blogs, wikis, instant messaging, "social software," and other forms of digital communication are readily available. Libraries have begun to embrace some of them, but as we will find later in this book, they often surround their efforts with so many limitations and restrictions that they might just as well not bother at all. When it comes to face-to-face communication within the library building, our efforts may be even more limited. How is it possible to harness Sharon's experience in order to improve the quality of library services? Library 2.0 enthusiasts find this question a difficult one, and easy answers are hard to come by.

### *Customers as Individuals*

Although we shouldn't need Library 2.0 to do this, the new paradigm can certainly help us refocus our attention on our customers. To better serve Sharon's needs, the first thing we must do is look on Sharon the individual

as being important, really important. Traditionally, we have viewed students like Sharon as merely part of the vast sea of student library users. Because we viewed them only in the aggregate, we looked for what you might call megapatterns. For example, we have long been able to predict ebbs and flows in library use based on the academic semester. Although we seldom use this information very effectively, we have at least been collecting it for many years. Sharon thus becomes a tick mark on the reference librarian's statistics form, a blip on the people counter at the front door.

Sometimes, however, we manage to get a little closer to understanding Sharon's needs. We still concern ourselves with the aggregate, rather than with Sharon herself, but we've developed some postulates about what resources psychology students use, and we certainly have a lot of firmly held beliefs about beginning students. Many of these beliefs, however, tend to be somewhat negative. "Business students never bring books back on time." "Physical education students are brain-dead and never read signs." If we work with faculty members, we may learn more from them. For example, when faculty let us know about an upcoming assignment ahead of time, we can be better prepared. In fact, such advance preparation might have helped Sharon in her hour of need. Faculty know how their students behave in the classroom; they know their strengths, limitations, and work habits when seen in that environment. However, they do not really know how students use the library.

If we made an effort to know Sharon better, we would discover dozens of things about her that may not be typical of other undergraduate students. For example, Sharon's time constraints are important. She is working her way through college and is finding time management difficult. Because she is only beginning to understand how to organize her time, she is always hurrying, always feeling harried. Sharon has, to a large extent, overcome the dyslexia that once made reading so difficult and embarrassing, but she can easily transpose words and numbers when she is tired. Although she is quite intelligent, she may misunderstand the meaning of signs and may feel more comfortable getting directions from a staff member. However, she is somewhat shy and uncomfortable with authority figures. Like most freshman and sophomore students, Sharon knows absolutely nothing about the world of scholarly publishing and finds it difficult to even conceive of the thousands of scholarly journals that libraries collect. She is neither familiar with their terminology, nor with their volume numbers, nor with their tendency to use acronyms as titles in some situations and complete titles in others. All of this is in-crowd knowledge that Sharon lacks, but only Sharon knows how the library can fit into her world.

### *Customers as Full Partners*

In future chapters, we will spend quite a lot of time considering ways in which we can bring Sharon and other students into our planning and make them active participants in the library's future. Difficult though it may be, we can increase both virtual and face-to-face communication between individual student customers and members of the library staff, making effective use of the treasure trove of information we glean. However, for now, I want to emphasize how essential this communication is to the survival and successful evolution of the library as both a place and an effective information provider. As Sharon traversed her university library, she found it almost devoid of library staff members. However, if we were able to obtain a copy of the library's staff directory, we would probably find well over one hundred names listed there. This means that most library staff have little contact with customers, no matter what is written in their job descriptions. In a library like Sharon's, customer service may be little more than a few lines of boilerplate language divorced from real-world duties and responsibilities.

### *The Library Staff and Library Renewal*

There is no way that the handful of people who actually work with customers can, all by themselves, embark on the difficult task of transforming the academic library. Whether librarians, administrators, paraprofessionals, or computer technicians, many more staff members will be needed. Of course, when this subject comes up during library meetings, many will express their ideas. However, only those who possess the skill, determination, and courage to partner with students and faculty can effectively redesign the library. The job obviously requires the talents of the best and the brightest on the library staff. Judging from the way we hire, train, and supervise our most visible public service staff, the members of the circulation department, we have a long, long way to go. Creating a customer-driven library will require a complete reassessment of library priorities, and achieving these priorities will, in turn, require a complete reassessment of staff resources.

### *Radical Trust*

So how does Library 2.0 recommend that we partner with Sharon to improve the quality of library services? In real life, we can't follow her on her library odyssey, even though such an experience would probably result in dozens of ideas for improving library services. Since that is not possible, how can we

find out what has gone wrong with Sharon's experience? Sharon is, of course, only one individual. How can we obtain the same information from all those other students who may have had totally different experiences? The logical answer is that Sharon and her peers will have to tell us what they need and how they have experienced the library. Otherwise, we're still guessing; we're still depending on those unsubstantiated beliefs about our customers.

Yet many of us have frequently been guilty of making disparaging comments about Sharon and her peers, criticizing their work habits, their language, their music, their interests, and, of course, their ignorance of the library. One of the most important concepts of Library 2.0 is *radical trust*. This term refers to the willingness of library decision makers to trust their customers to help them redefine and redesign the library. Even though Sharon is very young, inexperienced, and uninformed about many subjects, we must trust her to know what she needs. As information professionals, we possess sophisticated research skills, but Sharon knows herself and her own world. If we can bring our two worlds together, we may come up with some very revolutionary ideas about library service. Radical trust means acting on those revolutionary ideas even if they contradict what we think we know about libraries.

### ***Constraints on the Library***

Weighed down by the daily struggle to balance the budget, do the work of two or more staff members, and satisfy conflicting demands, academic librarians may think they have little time for revitalizing the library. Simply coping with the library as it is seems far too demanding to waste time envisioning it as it can and should be. However, if the future is to be a sunny one, it is necessary to step back, temporarily separate ourselves from the daily drama, and envision our vital, dynamic future library.

Of course, academic libraries are limited in their power to reinvent themselves by the demands of the academic environment. Revolutionary ideas must pass the test of real-world scrutiny. First and foremost, libraries must work in harmony with the academic program, providing materials that supplement the classroom experience and support faculty and student research. Libraries also function as administrative departments, constrained by rules, procedures, and competition for scarce resources. They may have very limited control over their own budgets and feel compelled to meet the expectations of decision makers who know nothing about libraries. This does not mean, however, that libraries are unable to determine how they will fulfill their missions. The library's customers can serve as a sort of compass,

pointing libraries toward the future. By focusing on the needs of their customers, libraries can create an environment that is physically inviting, intellectually stimulating, and a focal point to which all members of the academic community are drawn.

## NOTES

1. Scott Carlson, "The Deserted Library: As Students Work Online, Reading Rooms Empty Out—Leading Some Campuses to Add Starbucks," *Chronicle of Higher Education*, November 16, 2001, A35; available at <http://chronicle.com/free/v48/i12/12a03501.htm>.
2. Charles R. Martell, "The Ubiquitous User: A Reexamination of Carlson's Deserted Library," *portal: Libraries and the Academy* 5, no. 4 (October 2005): 441.

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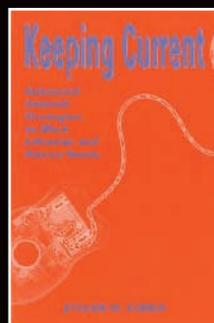
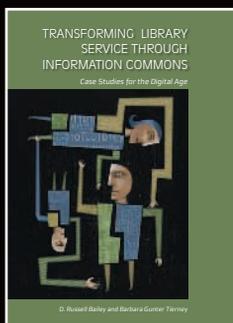
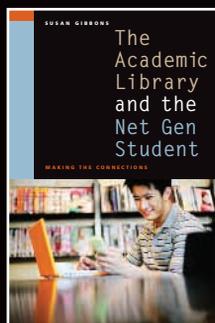
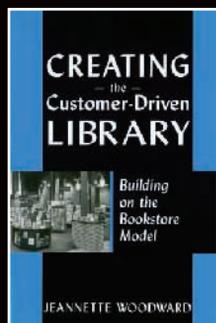
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