

**Año 3 Número 62 febrero 2018**

**Contenidos de este número**

1. CONGRESO INTERNACIONAL DE DOCUMENTACIÓN FOTOGRÁFICA

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Reply all|

Wed 31/01, 15:43

Horacio Enrique Cardenas Zardoni

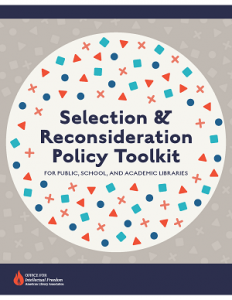
Estimado(a) Horacio Cardenas Zardoni:  
  
Estimado colega,  
  
Con el placer de saludarle, a nombre del Instituto de Investigaciones Bibliotecológicas y de la Información (IIBI) de la UNAM hacemos de su conocimiento que durante los días del 6 al 9 de marzo, se estará celebrando el Congreso Internacional de Documentación Fotográfica, FOTODOC 2018.   
  
El documento fotográfico se encuentra disperso en archivos, bibliotecas, instituciones, centros de documentación, empresas y colecciones públicas y privadas. En su consideración de patrimonio debe ser recuperado, conservado, analizado y difundido, tareas que implican una labor que en ocasiones resulta ardua. Su estudio e investigación, tanto en forma como en fondo, plantean la necesidad de una formación especializada para dar respuesta a la demanda de los centros. Por otra parte, la aplicación de la fotografía a la ciencia, el arte, la comunicación o la información hacen imprescindible adquirir conocimientos sobre su génesis y características, cuestiones que se abordarán en el Congreso.  
  
Este evento académico internacional, está producido por el grupo FOTODOC de la Universidad Complutense de Madrid y el IIBI de la UNAM. Su diseño consta de 3 días de congreso (6, 7 y 8 de marzo) y 1 día de talleres (9 de marzo).  
  
Puede consultar el contenido del congreso en <http://iibi.unam.mx/f/CONGRESO_FOTODOC.pdf>  
Puede consultar el contenido de los talleres en <http://iibi.unam.mx/f/Talleres_FOTODOC.pdf>  
  
Al inscribirse al congreso, usted también está inscrito a los talleres (sin excepción). Pero si sólo desea asistir a los talleres, también tiene esa opción.  
  
Todo el evento se realizará en el Seminario 1, piso 13, Torre II de Humanidades. En Ciudad Universitaria, Ciudad de México. El horario programado es de las 09:00 a las 15:00 horas durante los días de congreso, y de 10:00 a 14:00 horas en el día de talleres.  
  
Adjunto a esta carta el formato de inscripción, el cual debe llenarse por persona inscrita. Una vez requisitado le pido nos lo haga llegar a: [inscripec@iibi.unam.mx](mailto:inscripec@iibi.unam.mx)  
  
Este es uno de los eventos más importantes en el tema de documentación fotográfica, lo invitamos a asistir y formar parte de este selecto grupo de actualización y conocimiento.

# ALA Office of Intellectual Freedom Launches New Policy Toolkit

By [Kara Yorio](http://www.slj.com/author/kyorio/) on January 24, 2018 [Leave a Comment](http://www.slj.com/2018/01/collection-development/ala-office-intellectual-freedom-launches-new-policy-toolkit/#respond)

The [American Library Association’s Office of Intellectual Freedom (OIF)](http://www.ala.org/aboutala/offices/oif) has created a new [Selection & Reconsideration Policy Toolkit for Public, School, & Academic Libraries](http://www.ala.org/tools/challengesupport/selectionpolicytoolkit). Now available online, it is technically an expansion and update of the previous selection and reconsideration policy resource but bears little resemblance to the earlier version in content or design.

One of the biggest changes is that the toolkit has broadened its target audience from addressing only school libraries to including academic and public libraries as well. Previously, the resource materials didn’t note its authors, but this toolkit lists the academic authors who wrote it and the librarians who offered their input and vetted the material.

The impetus for this new toolkit was a particularly frustrating conference call a couple of years ago between OIF assistant director Kristin Pekoll and two school librarians.

The librarians were enthusiastically trying to create a proper policy, Pekoll says, and they had called her when they could not finding the information they needed to get it done. As the three of them looked at the ALA webpage resource, which had not been updated since 1998, Pekoll found herself just as confused as the two librarians.

“It didn’t make sense to me,” she says. “That’s when I really felt like we needed to update this, really piece it out.”

The new toolkit took nearly two years to complete.

“It’s really been a labor of love,” says Pekoll.

The resource is broken into more than 20 different sections including a library’s mission, collection objective, how to handle controversial materials, collection maintenance and weeding, and process for reconsideration, as well as information on timing and politics of creating a policy, reliable review resources to help build a diverse collection, and proper policy revision.

The format of the toolkit itself is also very different. Previously just one webpage to search through to find the pertinent information, it is now broken up into separate pages for section and links for additional outside resources where applicable.

Creating a thorough policy is important for many different reasons, says Pekoll. Not only does it give librarians a system for putting their collection together, it documents a hierarchy and offers a definitive defense and plan when dealing with a challenge from a parent or library patron.

Without a policy, there are many questions without a clear answer, and whatever happens next can impact the future of challenges and attempts to change a collection. The actions of an individual librarian, administrator, or board member can set a poor precedent, according to Pekoll.

At the ALA Midwinter Meeting in February, five members of the working group who authored the toolkit will host a panel titled “[The Front Lines of Intellectual Freedom – Protecting Your Pages with Policy.](https://www.eventscribe.com/2018/ALA-Midwinter/fsPopup.asp?Mode=presInfo&PresentationID=350147) Anyone attending the panel will get a 50-page print version of the new resource.

http://www.slj.com/2018/01/collection-development/ala-office-intellectual-freedom-launches-new-policy-toolkit/

# Teaching the Teachers: Primary Sources Immersion Program | Peer to Peer Review

By Meg Meiman and Dina Kellams on January 25, 2018 [Leave a Comment](http://lj.libraryjournal.com/2018/01/opinion/peer-to-peer-review/teaching-the-teachers-primary-sources-immersion-program-peer-to-peer-review/#respond)



Faculty members Heather Eastman-Mueller, Gerry Lanosga, and Akinwumi Adesokan gain hands-on experience with special collections at IU’s Lilly Library.  
Photo courtesy of IU Libraries

Archivists and special collections librarians increasingly collaborate with instructors to bring letters, diaries, photographs, and other kinds of primary sources into the classroom in creative new ways that engage and excite students about their studies. Around the country, archivists and special collections librarians are re-envisioning the pedagogical potential of their collections. The recent approval of the SAA-ACRL/RBMS [Society of American Archivists/Association of College and Research Libraries’ Rare Books and Manuscripts Section] [Joint Task Force on the Development of Guidelines for Primary Source Literacy](https://www2.archivists.org/groups/saa-acrlrbms-joint-task-force-on-primary-source-literacy)illustrates the professions’ move beyond show-and-tell style teaching to embrace more active, hands-on, and collaborative learning. These undertakings reflect broader pedagogical trends, placing more emphasis on participatory learning as well as the influence of information literacy and the need for greater contextualization of collections.

**IMMERSING THE FACULTY**

Within the past few years, Indiana University (IU) Bloomington’s University Archives and the campus’s principal rare books, manuscripts, and special collections library, the Lilly Library, had begun to explore these newer methods of engagement. The librarians and archivists knew, however, that there were opportunities that could involve other campus repositories. Working with the IU Libraries Department of Teaching & Learning, the three departments collaboratively developed the idea for the Primary Sources Immersion Program. Our goal was to collaborate with repositories across the IU Bloomington campus in order to introduce teaching faculty to the array of primary sources that exist in their backyard, and their pedagogical potential.

After much discussion and lots of planning, the IU Bloomington Libraries hosted its first-ever Primary Sources Immersion Program (PSIP) in August 2017. Instructors applied via a competitive process and selected applicants received a grant to participate in the two-and-a-half-day workshop. This workshop addressed two interconnected goals: first, to promote the exploration and teaching potential of the IU Bloomington campus collections by directly engaging faculty in the use of primary sources in their classrooms. Second, to model for faculty some ways of engaging their students with primary sources in a meaningful way, teaching them how to critically examine archival materials. To receive the full grant, participants were required to partner with a campus repository to develop at least one assignment or classroom exercise designed to engage students using primary sources.

During the course of the summer program, participants engaged in a variety of ways with the range of special collections on campus, from a captivating hands-on experience with film to engaging in the same exercises their students would when examining a collection of rare books.

**AN EMBARRASSMENT OF RICHES**



Jennifer Maher, director of undergraduate studies and clinical associate professor of gender studies, uses a stereoscope to look at cards that are part of the Bushong-Beasley Antiquarian Dermatology Collection at IU’s Lilly Library.  
Photo courtesy of IU Libraries

The response was overwhelmingly positive, many faculty participants stating that the PSIP was one of the best continuing education workshops they had ever attended. A number said the program reignited their excitement for teaching and, in the words of one participant, introduced them to IU Bloomington’s “embarrassment of riches.” Several faculty members mentioned during and after the program plans to redesign their other courses (ones not affiliated with the program) by incorporating primary sources and thinking more deeply about how to engage students with those sources.

While we’re still assessing the program’s impact on student learning—we’re just beginning to analyze students’ papers and projects from the first few courses implemented in Fall 2017—we designed a rubric, based on the SAA/RBMS’s guidelines for primary source literacy, to analyze student work and help us discover what students learn as a result of engaging with primary sources.

<http://lj.libraryjournal.com/2018/01/opinion/peer-to-peer-review/teaching-the-teachers-primary-sources-immersion-program-peer-to-peer-review/>

1. [DOCUFORUM] Sistemas de Información para la Gestión Empresarial

B

[](https://documentalistas.org/web/portfolio/sigempresarial/)

Saludos cordiales,

Informamos que se han incorporado 4 nuevos talleres en el Campus Online, dentro del programa de certificación profesional en SISTEMAS DE INFORMACIÓN PARA LA GESTIÓN EMPRESARIAL, y que pueden realizarse individualmente de forma gratuita si no se desea diploma digital o realizar la certificación con el examen final.

**Taller 1. Sistemas de información en la empresa**

<https://documentalistas.org/web/portfolio/sistemainfoemp/>

- El concepto de sistema e información.

- Sistemas de información: definición, elementos y estructura.

- Aplicación de las TI a los SI.

**Taller 2. Sistemas de información para ejecutivos**<https://documentalistas.org/web/portfolio/siejecutivos/>

- Sistemas de Proceso Electrónico de Datos (EDP).

- Sistemas de Información Gerencial (MIS).

- Sistemas de Ayuda a la Toma de Decisiones poco estructuradas (DSS) y en Grupo (GDSS).

**Taller 3. Sistemas de procesamiento de transacciones: Decisiones**<https://documentalistas.org/web/portfolio/sptdecisiones/>

- Los sistemas Datawarehouse y Datamining.

- Los Sistemas GIS (Geographic Information System).

- Los Sistemas de Gestión del Conocimiento (Knowledge Management).

**Taller 4. Sistemas de procesamiento de transacciones: Procesos**<https://documentalistas.org/web/portfolio/sptprocesos/>

- Los sistemas ERP (Enterprise Resource Planing).

- Los sistemas CRM (Customer Resource Planning).

- Los sistemas Groupware y Work-Flow.

Muchas gracias, y feliz aprendizaje - Fundación Ciencias de la Documentación.

*Usted ha recibido esta comunicación porque está inscrito/a en el Campus de la Fundación Ciencias de la Documentación, participa en alguno de nuestros proyectos o ha solicitado darse de alta en el boletín Docuforum. Para darse de baja de todos nuestros servicios, por favor escriba a info@documentalistas.org con el asunto "Baja Docuforum".*

# Library Leaders Need to Get a Clue about Self-Awareness | Leading from the Library

By [Steven Bell](http://lj.libraryjournal.com/author/sbell/)

We learn that good leaders have the quality of self-awareness. What exactly does that mean and how do you know if that describes you? Not sure? Here are some things library leaders can do to boost their self-awareness.

No leader wants to be clueless about who they are and the effect they have on those with whom they work. The conundrum is when we lack self-awareness we fail to recognize our own limited clarity about who we are and the quality of our relationships. While it can be hard to assess our personal self-awareness, we excel in detecting someone else’s lack of it. Take job candidates, for example. It’s likely you’ve encountered one who brings a black hole of self-awareness to their interview. Did they really just say that? We suddenly realize just how obvious self-unawareness is. It may cause us to cringe a bit and question whether we are equally afflicted in this way. Unfortunately, there are no simple tests for self-awareness, but as with many leadership matters, we can learn to become a more self-aware leader.

**YOU DON’T KNOW WHAT YOU DON’T KNOW**

Multiple articles and blog posts about leaders lacking self-awareness share a common observation: The leaders who most lack self-awareness are the same ones who least realize it. Profiles of these clueless leaders paint the picture of someone who thinks their subordinates respect, admire, or have great confidence in them. When those subordinates talk candidly about their leader, a much different picture emerges. They describe someone oblivious to staff needs, outright demeaning of their work, failing to acknowledge their contributions to organizational accomplishments, and a host of other negative qualities. How is it possible a leader could miss this, instead building a self-image that is out of touch with reality? It’s like looking in the mirror and seeing yourself quite differently than what the rest of the world sees. I recall a story [from a presentation by Karol Wasylyshyn](http://lj.libraryjournal.com/2013/07/opinion/leading-from-the-library/learning-to-be-a-remarkable-leader-leading-from-the-library/), an executive coach, about a CEO client who refused to believe that his workers didn’t absolutely love him—even when she presented him with incontrovertible evidence from [360 reviews](https://www.thebalance.com/what-is-a-360-review-1917541) by staff members.

**YOU MAY LACK SELF-AWARENESS IF…**

There are no tests for self-awareness, but the literature does provide some suggestions that test whether you might be a leader who needs to build more self-awareness. One of the common ones is [micromanaging staff](http://lj.libraryjournal.com/2017/12/opinion/leading-from-the-library/micromanaging-library-leaders-rarely-know-damage-leading-library/) (the subject of last month’s column) while thinking they perceive you as a hands-off manager. Other behaviors that make the [list](https://hbr.org/2014/12/signs-that-you-lack-emotional-intelligence) of [qualities](https://www.inc.com/steve-tobak/7-signs-youre-not-as-self-aware-as-you-think.html) that signal a lack of self-awareness include:

* Thinking colleagues fail to get your point and underappreciate your insight
* Reacting strongly when perspectives and recommendations are challenged
* Blaming others for failures or problems and refusing to accept responsibility
* Feeling annoyed when others expect you to understand how they feel
* Being dismissive of the value of being well-liked or perceived as a good colleague
* Getting defensive when staff ask for direction or make suggestions
* Agreeing to do things and then doing the exact opposite

These traits may call to mind experiences with toxic leaders. To my way of thinking, leaders who lack self-awareness are not quite toxic because it’s something other than meanness, hate, or evil that’s driving their behavior. They’re failing to see themselves clearly, as well as missing how their actions affect or are perceived by others. Toxic leaders rarely change. There are two courses of action to deal with a toxic leader: Live with it or quit. But with some help, clueless leaders can gain self-awareness. Change is possible.

**TYPES OF SELF-AWARENESS**

Acknowledging one’s lack of self-awareness is a difficult first step, but start by asking whether any of those examples in the section above apply to your leadership behavior. According to Tasha Eurich, self-awareness researcher and author of “[What Self-Awareness Really Is and How to Cultivate It](https://hbr.org/2018/01/what-self-awareness-really-is-and-how-to-cultivate-it),” begin by recognizing the two types of self-awareness, internal and external. Internal self-awareness relates to how clearly we know our own values, feelings, and behaviors. External self-awareness means we understand how other people view us and sense how our behavior affects others. While internal self-awareness can lead to higher job satisfaction, external self-awareness is the more important of the two. Externally self-aware leaders show empathy and openness to others’ perspectives, and that leads to more satisfied employees who seek and achieve a better relationship with their leader. What’s scary is that Eurich’s research found that only 10 percent to 15 percent of the 5,000 leaders studied had both types of self-awareness.

**BUILDING SELF-AWARENESS**

Easy solutions for developing internal and external self-awareness are unlikely. A leader’s first step is to look in the mirror, acknowledge faults, and commit to achieving self-awareness. Knowing the qualities of leaders who lack it can tune us in to some of our own bad behaviors. A 360 review is by no means perfect but consider it another tool for revealing a leader’s degree of self-awareness. If the indicators point to the need to act on self-awareness, [here are some](https://hbr.org/2018/01/self-awareness-can-help-leaders-more-than-an-mba-can) starting points:

* Try a short daily mindfulness practice. It will help focus attention on one’s internal and external experiences. Research found that just five weeks of ten minutes of daily mindfulness training increased leaders’ self-awareness by 35 percent.
* Many of those negative behaviors result from habitual thinking and behavior. Taking a regular short break of just one minute reduces acting habitually and instead increases our awareness about our own actions. Just one caveat: Make it a device-free break. A great one for library leaders is walking into the stacks and searching through the call numbers for a book; it’s a simple task that takes your mind off other matters.
* Our brains love simplicity. This also turns us into poor listeners because it’s easier to fall back on our preceonceptions than pay attention. This is bad because it eliminates the likelihood we hear others’ concerns and needs. Focus on turning off the inner voice that shapes our thinking and responses before we even process what we hear.
* It always helps to be open to new ideas, to be curious, and to expose yourself to information that challenges your assumptions.

[**http://lj.libraryjournal.com/2018/02/opinion/leading-from-the-library/library-leaders-need-get-clue-self-awareness-leading-library/**](http://lj.libraryjournal.com/2018/02/opinion/leading-from-the-library/library-leaders-need-get-clue-self-awareness-leading-library/)

# Compass Reading: IMLS’s 2018–22 Strategic Plan Sets a New Tone | Editorial

By [Rebecca T. Miller](http://lj.libraryjournal.com/author/rmiller/) on February 1, 2018 [Leave a Comment](http://lj.libraryjournal.com/2018/02/opinion/editorial/compass-reading-imlss-2018-22-strategic-plan-sets-new-tone-editorial/#respond)

**With 2018 under way, the work** to ensure key funding at the federal level steps up. On December 21, 2017, Sen. Jack Reed (D-RI), along with Susan Collins (R-ME), Thad Cochran (R-MS), Kirsten Gillibrand (D-NY), and Lisa Murkowski (R-AK), introduced the bipartisan Museum and Library Services Act (MLSA) of 2017 (see [LJ’s coverage](http://lj.libraryjournal.com/2018/01/legislation/museum-library-services-act-2017-introduced-senate/)). The bill, essentially a reauthorization of the programs administered by the Institute of Museum and Library Services (IMLS), reasserts the value of libraries and museums in the cultural fabric and creates an opportunity for political leaders to put a stake in the ground for these vital institutions.

In January, IMLS released a new strategic plan, which spans 2018–22 and posits four goals. This pivotal document offers a glimpse into the institution’s priorities and approach in the near future.

Titled “[Transforming Communities](https://www.imls.gov/publications/transforming-communities-imls-strategic-plan-2018-2022),” it leverages libraries and museums as trusted sources and places for engagement and dialog, with a focus on deeper inclusion, reducing barriers to access, and amplifying impact across the life span. It emphasizes cross-institutional collaboration and deepening local investment in projects though grant and award design. It also posits a new vision—“a nation where museums and libraries work together to transform the lives of individuals and communities.”

I reached out to IMLS director Kathryn K. Matthew to hear more about it. “We’ve placed much more emphasis on our vision and desired outcomes this time rather than the tactical aspects of the plan,” she says. “The vision and values of IMLS are like compass points and the plan is more of a map.”

That compass reading is complex and inspiring. “Building strong communities is foundational to us and infused throughout the strategic plan. We like to think of the work of museums and libraries making a difference at [various] levels—like concentric circles—beginning with the individual at the center, then to individual institutions, professional communities, larger nonprofit communities, and on to public communities,” she adds. “Organizations that can build those circles of connection thrive.”

I like that image. But this kind of collaboration is not always easy, especially on top of just keeping up. “Social changes are more unpredictable and new technologies are introduced at an accelerating pace, demanding more immediacy to strategic decision-making,” Matthew notes. “Since the last plan, we’ve seen the emergence of user-centered design and big data, for instance, providing new insights but also challenging the traditional approach.”

“We hope that by becoming a learning organization, we are able to keep up with the pace of change…. We sought to create a framework that is flexible enough for us to gather and synthesize information from a variety of sources and be able to course correct to respond to changing needs,” Matthew says. “It has been [both] humbling and exhilarating.”

Such self-awareness is invaluable for any leader. The planning process, Matthew notes, illustrated “that some focal areas remain constant, such as lifelong learning and collections stewardship. Other areas, such as information access and community engagement, are evolving quickly.” This requires libraries to be ever more nimble, and IMLS wants to embody that dynamism. “We hope the new plan reflects our aim as an agency to be flexible, responsive, deliberate, and willing to experiment with new approaches,” she tells me.

Matthew has high hopes for the plan and for libraries—and rightly so. “In this plan, we encourage a strengthening of the value of libraries…which they can do by engaging in effective partnerships; by encouraging other support for the sustainability of their programs and services; and by measuring and evaluating their efforts,” she says. This continues the IMLS concentration on articulating impact at both the institutional and collective level. Mastering this is critical to the work ahead.

For the many libraries spurred and supported by IMLS funding, this new strategic plan is essential reading. It calls for deeper “meaningful collaboration” and inherently requires increased flexibility. “Like IMLS, libraries should aim to be learning organizations, ready to change and evolve alongside with the[ir] communities,” Matthew urges. I think they are up to the task.

**http://lj.libraryjournal.com/2018/02/opinion/editorial/compass-reading-imlss-2018-22-strategic-plan-sets-new-tone-editorial/**

# The Perfect and the Good, or at Least the Better

Kind Reader sent [this article](https://www.citylab.com/equity/2018/01/is-your-librarian-racist/550085/) on racist librarians a couple of weeks ago. It covers the same topic an [LJ article](http://lj.libraryjournal.com/2018/01/opinion/backtalk/librarians-discriminate-backtalk/) also covered this month.

If you haven’t followed this topic that’s of little interest except to well meaning librarians who feel guilty about their existence, the gist is that some European social scientists decided to spend a lot of time [trying to find out](https://academic.oup.com/jeea/advance-article/doi/10.1093/jeea/jvx045/4756072?guestAccessKey=e19c9228-8699-4f93-812e-4d99a35e5252) –  and this is not a joke – “whether racial discrimination exists in access to public services in the United States.”

Whatever else this study shows, it shows that European social scientists can be  just as useless as American social scientists, and they spend time and money proving the bloody obvious.

I mean, seriously, how ignorant about either the United States or human nature do you have to be to believe this is a question worth asking, much less wasting any resources trying to answer.

The conclusion, and it’s a shocker, is that racial discrimination probably exists “in access to public services in the United States.”

They could never have figured that out without sending 19,000 emails to various public service providers around the country using “black names” and “white names” trying to get responses, because apparently they were unaware of the many, many studies on racial bias in human beings.

Various librarians have fretted and moaned about the study, trying to point out the ways it’s flawed, or worrying more about the lack of responses than the responses themselves and the implications for public service..

Or fretting and moaning about how libraries are the “most racist places in a city,” a comment left by someone who apparently goes nowhere but the library and her home.

The researchers are based in Britain and Italy. They could have just as easily queried their own public service providers to find out exactly the same thing. Would libraries respond just the same to “English names” as to “Pakistani names”? We don’t even need a study.

The only remotely surprising thing about this study, the one thing that keeps it from being utterly useless, is finding out just how unracist libraries and other public service providers in the United States are.

Here’s the takeaway from one of the authors himself writing in LJ:

*What we found is that 69 percent of U.S. libraries sampled reply to requests from a person with a white-sounding name (we used Greg Walsh and Jake Mueller) while the response rate for those with a black-sounding name, either Tyrone Washington or DeShawn Jackson, was lower, at 65 percent. This difference of four percentage points is statistically significant: we can exclude with a high degree of confidence that it is owing to simple randomness.*

Four percentage points is “statistically significant,” but barely. Regardless, for anyone who knows anything about the United States and about human beings in general, the real surprise is: ONLY FOUR PERCENTAGE POINTS?

Wow! That’s amazingly unracist compared to what anyone but white Republicans would expect, since they’re the only people who seem to be unaware of racism in America.

Instead of fretting and moaning about how racist libraries are because they’re not perfect, it’s actually a reason to celebrate how far America has come since the 1960s, when the results of such a study would have been far different.

Even based on the evidence from the study, libraries are only half as racist as sheriff’s offices. Not bad!

Librarians who like to be “change agents,” and for many insufferable years that seemed to be all of them, like to talk about making the perfect the enemy of the good.

Librarians who look at this study and see nothing but how awful libraries are succumb to the same temptation: they make the perfect the enemy of the better.

Their only standard for judgment is perfection: racial discrimination shouldn’t exist, and therefore if it does libraries are terrible places and we should all feel bad because libraries aren’t perfect utopias.

That’s just silly.

Instead, people who are better adjusted to the realities of libraries, politics, and human beings themselves might think this way: racial discrimination exists because humans naturally discriminate against people unlike them; public services in the U.S. used to be legally racist; now the racist argument is over a few percentage points on email responses; things have gotten better!

Plus, librarians in general are increasingly aware of their own biases and the reality of diversity within their communities, so things will likely improve even more!

Expect perfection, which never exists, and you’ll be perpetually disappointed and probably whine about that disappointment and annoy the sensible people around you. Expect improvement, and once in a while you might actually find some.

**http://lj.libraryjournal.com/blogs/annoyedlibrarian/2018/01/29/the-perfect-and-the-good-or-at-least-better/**