DttP

Documents to the People

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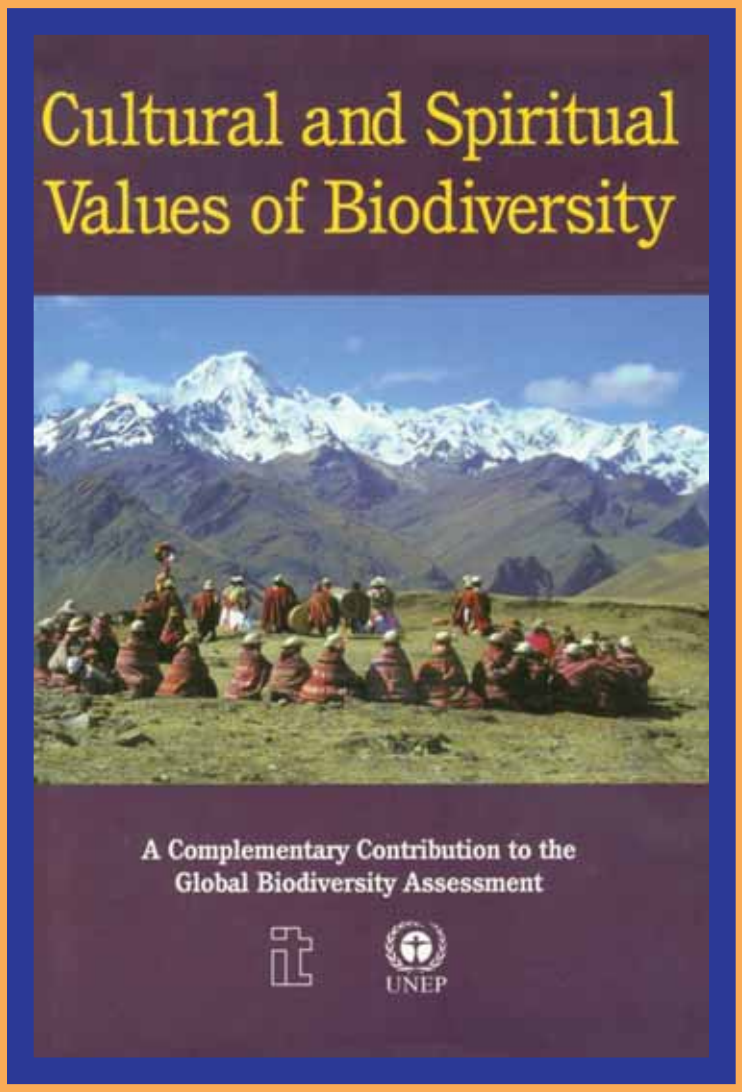
In This Issue



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DttP

Documents to the People

Winter 2004 | Volume 32, No. 4

Columns

Articles

Book Review 30

'Round the Table

About the cover: The image is the cover of *Cultural and Spiritual Values of Biodiversity* published by Intermediate Technology Publications on behalf of the United Nations Environment Programme (UNEP) in 1999. The photograph "Ceremony in the Andes" was taken by Oscar Minera. Our thanks to UNEP for their permission to use this image.

Editor's Corner

Andrea Sevetson

I was having a conversation with one of the *DttP* editors recently about a comma. Did it belong or not? You see, there wasn't one there and I wasn't completely convinced it would belong, so wanted to check her read on the "comma situation." It turns out, she had also thought about a comma there.

That was when I brought it up. The fact that I had read *Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation* (Gotham Books, 2004) by Lynne Truss. Basically, I came away from that hilarous book with the sense that there are few rules in comma-land. You can pretty much toss them in wherever you feel they are needed but don't impair the meaning of what you're trying to say.

Many of you may be surprised to know this, but I don't really consider myself a good editor or even a particularly good writer. So I actually find the comma conversation (a variation of which I've been having with most of the editorial team over the last year) highly amusing. Who am I to be deciding about comma placement in *DttP*? Who am I to be debating the merits of semicolons (though I actually, daringly, added one to an article in the last issue)?

The other part of the conversation was to remind this editor about the proper capitalization of the word Web (even though it's on our style sheet, they all forget, and I generally forget to run the "search and replace" function, which leads to a lot of marks by the proof reader, and depression on my part). Our conversation went something like "would anyone really confuse 'Web' with 'spiderweb' or any other kind of web? And who decides these things anyway?" I walked to the closet to grab my copy of the Chicago *Manual of Style* (15th edition) and started to page through looking for the rule about Web and Internet. I never found it. I probably gave up too soon—it's a big book.

Anyway, what I do have (both when I write and when I copy or proof edit) is back-up. Someone I trust *always* reads what I write before it gets sent in, and even in editing *DttP* I've got back-up—lots of back-up. We've got the four editors (Chuck, Dena, Helen, and Susan) who read every word, every article, column, review, and GODORT posting that goes into this publication, then I read it all, and we have a proofreader through ALA who always sees much more than the rest of us. (The proofreader will actually be the one to decide about the comma situation, by the way. We decided to wait and see; a strategy I've used before.)

What amazes me in all of this is that attempting to edit the work of others and reading proofers' marks actually helps my writing. I see things I hadn't previously, learn new rules, and find that there really can be different styles in punctuation. The moral is: when you write, don't be shy. Ask others for help. You, too, could have funny conversations about the use of commas and semicolons, and we know a lot of you have interesting ideas to share.

Enjoy your issue of *DttP*! ▮

From the Chair

John A. Stevenson

What has GODORT been up to since Orlando? GODORT is participating in strategic planning for ALA. At the Round Table Coordinating Committee meeting in Orlando, the Library Support Staff Interest Round Table (LSSIRT) and GODORT were selected to represent round table interests at the ALA 2010 fall planning retreat. Those who responded to the ALA member survey may note that this meeting is part of the second phase of planning. More information is available from the ALA 2010 Web site (www.ala.org/ala2010). James L. Hill, LSSIRT chair, and I attended this strategic planning retreat in Skokie, Illinois, held September 17–19. We can expect broad discussion of the strategic plan at the 2005 Midwinter Meeting, with the goal of ALA Council adopting the plan at the 2005 Annual Conference in Chicago.

GODORT and ALA responded to several issues raised by the Government Printing Office (GPO) and sent letters regarding their draft plans for a Collection of Last Resort, Decision Framework for Federal Repositories, Managing the FDLP Electronic Collection, and a National Bibliography of U.S. Government Publications. Like most of GODORT's work, the letters are posted on the GODORT Web site (http://sunsite.berkeley.edu/GODORT).

Concerns have been expressed about the July 22 order to depository libraries, conveyed by the Superintendent of Documents from the U.S. Department of Justice, to destroy five documents. The order was later rescinded. Many people working with the FDLP expressed concerns that the titles in question were being pulled from the program as intended for "administrative use only" even though two titles were in their second editions in the FDLP. During the time between GPO's announcement of the order and the order's subsequent rescission, there was intense discussion on the ALA council list regarding this order, some of it apparently on purely ideological grounds. Because depository distribution is governed by law, responsibility is borne by both agencies and libraries to ensure that the public has access to government information unless that information has been determined to be inappropriate for public distribution. GODORT wants to ensure continued agency participation in the FDLP and the public's access to information. The Superintendent of Documents Policy Statement 72 from 2002 (SOD72, www.access.gpo.gov/su_docs/fdlp/pubs/sod72_policy.pdf) outlines the process for withdrawing titles from the program and will be reviewed for the protections it affords all parties. With an effective date nearly a year after the 9/11 attacks, SOD72 addresses withdrawal issues but may need minor adjustments to ensure that the procedures work as intended. GODORT is working with

the ALA Washington Office and GPO to determine what the best course of action should be.

GODORT is making plans for the Midwinter Meeting in Boston, which will feature a visit to the Boston Public Library to see some of their unique collections of public documents. Expect announcements for this special opportunity later in the fall.

Next summer's ALA Annual Conference will be held in Chicago, a favorite city for many. GODORT's program will be "Cataloging and Preservation of Digital Government Information: Classification, Capture and Curation of Resources at Risk." Focusing on state and international documents, this program received broad endorsement from GODORT task forces and committees. GODORT will also be hosting a Thursday preconference at Northwestern University titled "Demystifying Government Sources: Government Information for the Rest of Us," intended for library staff whose major responsibilities do not include government information but who would like a good orientation to build skills on.

Finally, with the 2004 calendar running down, it's not too late to make a tax-deductible contribution to support the W. David Rozkuszka Scholarship, GODORT's annual $3,000 award to benefit a library master's degree candidate who is currently working with government documents in a library. It's wonderful to meet the recipients in person and to realize that some have gone on to become active GODORT members. For example, Mark Phillips received this year's scholarship at the GODORT reception in Orlando and serves on the Government Information Technology Committee (GITCO). He works at the University of North Texas Libraries. 2001 scholarship winner Kris Kasianovitz now works at UCLA, serves on the Education Committee, and writes for *DttP*. Information about the scholarship is available at the GODORT Awards Committee Web page (http://sunsite.berkeley.edu/GODORT/awards). Checks to support the scholarship may be sent to GODORT Treasurer, Ann Miller, Public Documents and Maps, Perkins Library, Duke University, Durham, NC 27708-0177. ▮

Washington Report

Patrice McDermott

Legislative Branch

Intelligence Budget Secrecy

The 9/11 Commission unanimously recommended that intelligence budget secrecy should be reduced and that individual intelligence agency budget totals should be disclosed annually. As part of the intelligence reform bill (S. 2845), still pending at the time of this writing, the Senate voted 55–37 to require annual disclosure of the total budget request, the total amount authorized and the total amount appropriated for national intelligence (not purely military or tactical intelligence) beginning in fiscal year 2006, when intelligence funds will be directly appropriated to the new national intelligence director. Opponents said the move would mean nothing less than the destruction of United States intelligence, and the Central Intelligence Agency and the Justice Department Office of Information and Privacy maintain that even fifty-year-old intelligence budget figures must not be released.

Homeland Security Classification

On September 22, the *Washington Times* reported that the Government Accountability Office (GAO) will investigate methods used by the Department of Homeland Security to classify documents. The review was called for by Democratic Reps. David R. Obey of Wisconsin, ranking member of the Appropriations Committee, and Martin Olav Sabo of Minnesota, ranking member of the Homeland Security subcommittee.

Disclosure Prohibition for Satellite Imagery

A proposed prohibition of disclosure under the Freedom of Information Act for much of commercial satellite imagery would severely restrict public access to a broad swath of unclassified government information. The proposed exemption, already approved in the Senate, is being considered in a House-Senate conference committee. The text of the measure, titled "Nondisclosure of Certain Products of Commercial Satellite Operations," is available on the Federation of American Scientists Web site (www.fas.org/sgp/congress/2004/s2400-imagery.html). The prohibition would apply not only to commercial satellite images acquired by the government, but would broadly exclude "any . . . other product that is derived from such data." Such a prohibition would include maps, reports, and any other unclassified government analyses or communications that are in some way derived from a commercial satellite image would become inaccessible through the Freedom of Information Act. Moreover, "any State or local law relating to the disclosure of information or records" would be preempted and nullified when it comes to imagery or imagery-derived information.

Open Public Access to Taxpayer-Funded Research

The Appropriations Committee report 108-636 to accompany the fiscal year 2005 Labor, Health and Human Services, Education, and Related Agencies Appropriations Bill (H.R. 5006) contains language urging the National Institutes of Health (NIH) to provide for public access to NIH-research results paid for with United States taxpayer funds. The language made it through deliberations by the House without amendment.

EXECUTIVE BRANCH

Intelligence Budget Secrecy

Although, as noted above, the Senate voted to require annual disclosure of the total budget request for national intelligence, the Department of Energy has decided to do exactly the opposite of what the 9/11 Commission recommended. Until very recently, the DOE Office of Intelligence was one of the few members of the U.S. intelligence community whose budget was unclassified. But now, for the first time in decades, DOE is withholding all substantive information about its intelligence program and has decided to classify its intelligence budget. Moreover, DOE is attempting to retroactively classify budget information that it had previously declassified and published.

Controlled Unclassified Information (Department of Defense)

Controlled Unclassified Information (CUI) is yet another category in the growing panoply of government restrictions on unclassified information. According to the Pentagon, CUI "includes, but is not limited to, 'For Official Use Only' information; 'Sensitive But Unclassified' (formerly 'Limited Official Use') information; 'DEA Sensitive Information'; 'DOD Unclassified Controlled Nuclear Information'; 'Sensitive Information,' as defined in the Computer Security Act of 1987; and information contained in technical documents."

Less Access to More and More Information

According to a new report issued by the House Government Reform Committee minority, the Bush Administration "has repeatedly rewritten laws and changed practices to reduce public and congressional scrutiny of its activities." Announcing the report, Rep. Henry Waxman said, "The cumulative effect is an unprecedented assault on the laws that make our government open and accountable." The report provides an exhaustive critique of executive branch secrecy, from various well-known issues such as the secrecy surrounding the Vice President's Energy Task Force to numerous less-known measures to block congressional access to agency records. The full text of the September 14 investigative report on "Secrecy in the Bush Administration" is posted on the House Committee on Government Reform Minority Office Web site (http://democrats.reform.house.gov/features/secrecy_report/index.asp).

Other New Barriers

New barriers to public access to government information are being thrown up with increasing frequency, as the following examples show.

The Nuclear Regulatory Commission announced on August 4 that "certain security information formerly included in the Reactor Oversight Process will no longer be publicly available, and will no longer be updated on the agency's Web site." See the NRC Web site (www.nrc.gov/reading-rm/doc-collections/news/2004/04-091.html).

New controls may be imposed starting October 1 on space surveillance data (orbital elements) that are currently made available on the NASA Web site. See the notice on the CelesTrak Web site (www.celestrak.com/NORAD/elements/notice.shtml).

At the request of the Department of Homeland Security (DHS), the Federal Communications Commission agreed to restrict public access to reports of telecommunications disruptions. DHS argued that information about communications outages could provide "a roadmap for terrorists."

In August, a *Washington Post* article reported that "nearly 600 times in recent years, a judicial committee acting in private has stripped information from reports intended to alert the public to conflicts of interest involving federal judges," according to a Government Accountability Office report—which is now itself unavailable on GAO's Web site.[1]

GAO has a restriction category—NI or non-internet—for some of its reports. According to staff on one of the congressional oversight committees, the criterion for its application appears to be the request of an agency. Approximately sixteen reports have been thus restricted thus far—although they can be requested in print or faxed. Some of the reports we know about are:

- GAO-04-696NI, Federal Judiciary: Assessing and Formally Documenting Financial Disclosure Procedures Could Help Ensure Balance Between Judges' Safety and Timely Public Access, published June 30, 2004.
- GAO-04-80NI, Combating Terrorism: Improvements Needed in Southern Command's Antiterrorism Approach for In-Transit Forces at Seaports, published October 31, 2003.
- GAO-03-995RNI, Major Management Challenges at SSA, published July 31, 2003.
- GAO-03-132NI, Border Security: Visa Process Should Be Strengthened as an Antiterrorism Tool, published October 21, 2002.

GAO will not provide the titles for at least two reports, saying that their release would adversely impact significant property interests or negatively affect public safety.

National Institutes of Health (NIH) Proposal on Open Public Access to Taxpayer-funded Research

The National Institutes of Health (NIH) is now looking at the issue of taxpayer access. On September 3, 2004, they published a proposal, NOT-OD-04-064, *Enhanced Public Access to NIH Research Information*, in their online *Guide for Grants and Contracts*, that makes NIH research available online within six months of publication for no extra charge to the American public. The notice also appears in the September 17, 2004 Federal Register. The NIH is seeking public comment on their proposal and its possible impact until November 16.

Under the proposed guidance, NIH-funded scientists would deposit their article manuscripts, as accepted for journal publication, into a publicly accessible archive on the Internet at PubMed Central (PMC).

JUDICIAL BRANCH

On March 11, 2004, ALA and others submitted a "friend of the court" (*amici curiae*) brief in support of the Sierra Club and Judicial Watch, Inc. in the case of *Richard B. Cheney, Vice President of the United States, et. al., v. U.S. District Court for the District of Columbia* (available at the ALA Washington Office Web site, www.ala.org/ala/washoff/ogr/Cheneysuit.pdf). The Supreme Court declined to decide the executive privilege issues presented and instead, on June 22, by a 7-2 decision, remanded the case back to the District Court, stating it acted "prematurely." One clear message from the Supreme Court was that the District Court did not give sufficient deference to the White House's claims of privilege. ▮

Reference

1. Joe Stephens, "U.S. Judges Getting Disclosure Data Deleted, *Washington Post*, August 5, 2004, A4.

Tech Watch

William A. Thompson
and Marcy M. Allen

XML, .GOV, and YOU

Title 44, Section 3501.3 of the *U.S. Code* (the *Paperwork Reduction Act*) says in part that it intends to "coordinate, integrate, and to the extent practicable and appropriate, make uniform Federal information resources management policies and practices as a means to improve the productivity, efficiency, and effectiveness of Government programs." That's a huge job and XML is one way the government proposes to accomplish it. But what is XML, how is the government using it to reach this goal, and why should you care?

XML stands for the e**X**tensible **M**arkup **L**anguage and is often called a semantic markup language because it provides information about the *meaning* of text. For instance, <satellite>Titan</satellite> tells us something about what Titan *is*, namely that it's a satellite. Marking up text in this manner makes it possible to quickly and accurately retrieve information from Web-based text about Titan. XML makes Web-based information smarter by allowing its meaning to become more transparent. This is possible because XML has no predefined tags, which is an important part of its eXtensibility or flexibility. Within XML one has the ability to spontaneously create tags, which means XML's capacity to express meaning is limited only by human inventiveness. In contrast, HTML, a descriptive markup language, is composed entirely of predefined tags. Thus, you cannot create new tags in HTML and expect a browser to process it, while with XML any newly created tag can be processed by a browser.

What do you *do* with XML? XML can be used to share information with others who are interested or want to use information you produce, and to prevent the wheel from being reinvented yet again. However, XML can lead to some chaos where sharing information is concerned. For example <satellite>Titan</satellite> is as accurate a description as <moon>Titan</moon>. It is as accurate *and* entirely different, the kind of difference that would make sharing this information more difficult. Fortunately, XML offers a solution to this problem. A document type definition (DTD) file is used to define the rules a particular XML file must follow, thus establishing a controlled vocabulary. When an XML file references a DTD it must abide by the restrictions listed in the file or it will be considered an invalid file. Using the DTD file allows many users to share similar information, as many XML files can reference a DTD file. For example, if all astronomers agree to use the same DTD to talk about moons, all astronomers can easily share information about moons. Also, if the House of Representatives decides to create a DTD file describing legislation, it will be possible to easily share that legislation with other interested parties (the Senate, lobbyists, activists, lawyers, librarians).

What else is going on in the federal government concerning XML? To get background on the XML initiative in the federal government, visit the main page for the government's XML initiative (www.xml.gov). At this site you can get information about various XML projects being conducted in federal government agencies. For really detailed information on the House of Representatives XML initiative, visit http://xml.house.gov. The House is doing a great job of creating an XML model for describing information so, in theory, they would be able to share information with other like departments across the nation and across the world. The Department of Justice Office of Justice Programs is participating in a similar project titled "Global Justice XML Model." The purpose of this project is to "enable the entire justice and public safety community to effectively share information at all levels—laying the foundation for local, state, and national justice interoperability." The Internal Revenue Service has developed XML files to assist software developers and the like with the building of software that allows taxpayers to file their tax forms electronically. Not surprisingly, the Library of Congress is developing an XML Marc record (see www.loc.gov/standards/marcxml) for purposes such as representing a complete MARC record in an XML environment and representing metadata for harvesting in an Open Archives Initiative Project. Other agencies have XML initia-

tives, including the Department of Defense, the Environmental Protection Agency, and the National Archives and Records Administration.

Why should you care that the government has so many XML initiatives? Well, XML will and already is changing the way information is exchanged, distributed, and developed. The more informed we, as librarians, can be about this technology, the better we will be able to move with the changes that are slowly beginning to occur. XML is clearly here to stay, and while it is not meant to replace all existing means of sharing information over the Web, it does a provide a rich, flexible means of sharing information that is easy to learn, fairly easy to implement, and not tied to any particular operating system. ▮

News from the North

Anne Draper

A New Knowledge Institution: The Library and Archives of Canada

The Creation and Mandate of LAC

In the *Speech from the Throne* in Canadian Parliament on September 30, 2002, the Government of Canada made a commitment to give Canadians greater access to their history and culture.

Following through on this commitment, on May 8, 2003, then Minister of Canadian Heritage Sheila Copps tabled a bill in the House of Commons to create the Library and Archives of Canada (LAC). The intention of the bill was to create a new, world-class knowledge institution that would combine the National of Library of Canada and the National Archives of Canada by converging the rich collections and recognized expertise of the two institutions. The creation of this modern and dynamic knowledge institution of international status would serve Canadians' interest by making their documentary heritage in all formats more widely accessible. The new agency would make greater use of twenty-first-century technologies to reach Canadians, and would be in a better position to improve access for all Canadians to our country's documentary heritage.

Building on the proud traditions of the National Library and National Archives, Library and Archives Canada will provide leadership and support to Canada's archival and library networks while continuing to represent them at the international level. LAC will seek to develop more partnerships with other communities and knowledge management professionals to create networks and synergies. As a result, LAC will become better positioned as a leading knowledge and information management organization—one that is unique in the world.

On May 21, 2004, the *Act to establish the Library and Archives of Canada* was proclaimed into force by order of the Governor in Council. The National Library of Canada and the National Archives of Canada ceased to exist as separate entities.

The process of transforming two institutions with very different organizational structures, traditions, cultures, databases, and systems has been a huge challenge. Tackling this challenge has been, and will continue for some time to be, a major focus of the new LAC.

Background: Why We Transformed

The impetus for joining the two institutions emerged from discussions between Roch Carrier, the former national librarian, and Ian Wilson, the former archivist of Canada. They had begun to realize that, on a number of fronts, it made sense for the two institutions to become one. The mandates of the two institutions were very similar. Representatives from the two institutions, while at conferences, symposia, history fairs, and other professional gatherings, began to see how people accessed holdings. Canadians simply wanted to find information that was useful to them, regardless of which institution provided it. They do not tend to care whether the information is "published" or in the form of an archival record. On-site visitors to the two collections had to register separately with the library and with the archives in order to access materials that they wanted to use together. Meanwhile, technology had been increasingly blurring the boundaries between archival and published materials. For example, items such as electronic maps, online publications, and Web sites cannot be easily defined by the traditional categories of published and unpublished. As Wilson has said, "we could argue for a while over which was which, or we could bring the two institutions together . . ."

The Process: How We Transformed

The saying goes that if you want to understand something, try to change it. Understanding is where we began. Once the Minister of Heritage announced that a new institution had been created, staff from the two institutions began to meet to begin familiarizing themselves with the workings of the other side. Thus began the practical side of bringing together the collections, as well as the people who had been looking after these invaluable materials on behalf of their respective institutions. Previously, there had been very little contact between the staff of the two institutions.

In November 2002, a Transformation Office was created and a strategy put in place for meeting the goal of forming the new institution. Over the next eighteen months, staff formed numerous working and focus groups, met for breakfasts, and held all-staff retreats. We were all working intensely to analyze what needed to be done and to define LAC's structure. Staff looked at common practices, best practices, standardizing terminology, standardizing our

technology and online systems, as well as merging two separate Web sites. Work was underway on the creation of AMICAN—a new database to replace AMICUS, the national library's bibliographic database, and MIKAN, the national archives' archival database. While all of this work was being carried out, the new legislation was written and began to make its way through Parliament to eventually be passed into legislation.

Once the legislation was passed, an organizational structure was announced and work began on forming the new sectors, branches, offices, and divisions of LAC. This process is still in its early stages, and work is ongoing in the areas of staffing, and defining workflows and areas of responsibility.

The Structure of the New Institution

Setting up the structure provided an opportunity to look for new ways to accomplish the goals of the emerging LAC. The resulting structure is completely new and is aligned with the LAC mandate. The three pillars of the legislative mandate are:

- To ensure effective stewardship of Canadian documentary heritage
- To ensure that the heritage is known and used by Canadians and those interested in Canada
- To facilitate information management within the Government of Canada.

These pillars are directly reflected in the three major sectors that make up LAC. The first and third pillars recognize the importance of government publications:

1. Documentary Heritage Collection ("stewardship")

   The legislation introduces the new concept of documentary heritage, which encompasses both publications and records that are related to Canada, regardless of media. The legal deposit of traditional and electronic publications is an essential activity of all national libraries and will continue to be central to the mandate of the new institution. *While legal deposit has been applied to government publications for several years now, the definition of the publications subject to legal deposit was modernized to include online publications.* The legislation also amends the Copyright Act to allow the periodic sampling of the Internet in order to preserve the digital documentary heritage of Canada. *Acquisition and cataloguing of government publications and government archival records is included in this sector.*
2. Programs and Services ("making known"—includes the Portrait Gallery of Canada)

   LAC will provide easy and integrated access to information about Canada by continuing existing initiatives and services, and by launching new ones aimed at interpreting, making known and presenting its collections. Through Web services such as the Canadian Genealogy Centre and the future Virtual Reference Canada, public programs such as the Portrait Gallery of Canada, initiatives to preserve Canada's Aboriginal and multicultural documentary heritage, and services such as interlibrary loan, Library and Archives Canada will demonstrate innovation and excellence in promoting information and knowledge about Canada, its history, identity, culture, and values.
3. Government Information Management Office (includes IM strategies, solutions and services for Government of Canada records)

   Library and Archives Canada will continue to facilitate the management of information in Canadian government institutions by providing integrated expertise and services. LAC will continue the National Archives' responsibility to be the permanent repository of Government of Canada records. LAC will also carry on the National Library's role in coordinating and providing leadership to federal libraries, *and its responsibility as the permanent repository of published material of the Government of Canada*.

Supporting these major sectors are Corporate Management, Information Technology Services, and Communications. Within the Documentary Heritage Collection Sector, a new Office of Intellectual Management has been created to deal with standards, including the Anglo-American Cataloguing Rules, 2nd edition, and the Rules for Archival Description. This latter office will also have the responsibility of providing expert advice and leadership on metadata to the Canadian government.

LAC's rich and varied collection reflects the diversity of the Canadian experience and the achievements of Canadians over time. A small sampling of our collection includes the following:

- about 3.18 million megabytes of information in electronic formats, including more than 9500 Canadian periodicals and books available online;
- millions of books in various languages for all tastes and ages, from rare first editions and livres d'artiste to children's classics and popular fiction;
- textual records and publications for federal, provincial, territorial and foreign governments;
- the largest collection of Canadian sheet music in the world, documentation related to music in Canada, and about 200,000 recordings on discs and records of all formats, piano rolls, reels and spools, and eight-track tapes;
- the Canadian Postal Archives;
- national, provincial, and territorial newspapers from across Canada, from dailies to student newspapers, and from Aboriginal magazines to ethnic community newsletters;
- portraits of more than one million Canadians since 1710;

and much, much, more.

You are invited to visit us at www.collectionscanada.ca to learn more about this dynamic new institution and our vast, exciting collections.—***Anne Draper***, *Chief, Government Publications and Serials Cataloging Division, Library and Archives Canada, anne.draper@lac-bac.gc.ca* ▮

State and Local Documents Roundup

Kris Kasianovitz

Quest for Data: Examining Tools that Link Users to Local Data, Part 2

Part 1 of this article discussed the issue of local data and statistics: who produces this information, where to find it, and some of the difficulties in accessing it. Now, let's take a look at some actual Web sites that link users to local data. Most of these sites provide enhanced methods of viewing or interacting with data that is produced by the federal government. Some plug people directly into local statistics or data. Keep in mind that this is just a sample of what is available. For "Quest for Data, Part 1," see "State and Local Documents Roundup," *DttP* 32, no. 2 (Summer 2004).

Lori L. Smith et al. ***Tapping State Government Information Sources*** (Westport, Conn.: Greenwood Pr., 2003).

The examples discussed in this column are primarily Web-based. However, a recent print publication deserves to be added to the list. Smith et al. provide tools and publications for finding statistical sources produced by state agencies, for each of the fifty states. The book is broken down by state, with an introduction to each state's depository system and government publishing. While the emphasis is not solely on statistics, each state chapter includes key statistical publications as well as other essential state sources. The "Essential Publications" section for each state includes breakdowns of financial/budgetary resources and statistical resources. Because it brings together all fifty states into one volume, this source is a great starting place for state-level statistical quests.

Counting California (http://countingcalifornia.cdlib.org)

A collaborative project of the California Digital Library and the Library of California, Counting California provides access to a variety of socioeconomic data for the state, regions, counties, and cities of California. The interface is designed to facilitate a variety of ways of accessing data—by topic, geography, government agency (U.S. Census Bureau, State of California, Department of Finance, and California Department of Health Services), or statistical publications of these agencies. Search or browse features can be used to retrieve data. The project's commitment to keeping the data persistently available from the site is unique among these projects. It is the goal of Counting California to "provide user-friendly and persistent access to California State agencies" by archiving the data on their own servers and working to ensure data migration so that historical and current information remain accessible.

Data Sources: California state Departments of Health and Finance; U.S. Census, Population and Housing data for 1990 Summary Tape File 3 and 2000 Summary Files 1-4, 2000 Redistricting Data 3; USA Counties; County Business Patterns.

Site Features: Quick fact pages for the state and counties include basic demographic information, brief histories of county names from the *California Blue Book*, and incorporation and county seat information. Data can be displayed in tabular, chart or map format and can easily be downloaded as comma separated values. Even the metadata is available for downloading. Another feature, especially helpful for students who are stumped by the difficulties of citing the information they have found, is the bibliographic citation format for each table generated. Complete source information also is included. Date coverage for the statistics varies a great deal depending on the topic. The "browse by geography" feature facilitates quick navigation to statistics at the city, county, region, or state level.

Oregon Data for Local Communities (DLC) (http://libweb.uoregon.edu/dlc)

This Web site is a database for statistical, spatial, and descriptive information about the cities, counties and other civil, economic and natural regions of Oregon. Statistical information about localities can be found in agency reports, and this database provides an entry point to this information. It is a project of the Orbis Cascade Alliance, a consortium of academic libraries that serves the faculty and students of Oregon and Washington. The LocalData Database allows one to retrieve Web-based information by topic and geography, while the Additional Resources section provides links to geospatial data and other organizational Web sites. A search box for Writings on Oregon Communities retrieves print materials for Oregon cities and counties from Summit, the Orbis Cascade Alliance online catalog. This source truly facilitates data and source agency discovery at a variety of geographic levels, as well as including non-governmental sources for data and information.

Data Sources: The DLC contains some records for federal sources, but the majority are online state sources. The database is populated with records that contain the resource title, a link to the resource, and a descriptive note. The links lead to a specific data table, a report, a dataset or an interactive database to retrieve information at any of the geographic levels specified under "site features." University and organization sources are also included, like the Scorecard from the Environmental Defense Fund or various watershed organizations by city from the University of Oregon.

Site Features: There are two ways to search the database: by typing in keywords to the search box or by browsing records by topic or by geographic level. The "browse by topic" and "geographic level" options are

most helpful for finding out what is contained in the database or for situations in which keyword searches do not yield good results. Geographic level searches are not limited to county or city. It is possible to search by topic for data breakdowns by administrative region, metropolitan area, neighborhood, legislative district, school district, educational institution, special district, regional government, watershed, federal and state public land, body of water, ecoregion, Indian tribal area, reporting station, radius, and zip code.

Arizona Workforce Informer (www.workforce.az.gov)

This site is focused on labor and economic development and is run by the Arizona State Department of Economic Security. Employment/unemployment, hourly wage, and payroll information down to the county (and in some cases city or town) level, are all available from the top-level page. While most of the statistics are from federal sources (for example, price indexes and wage surveys), access to information about Arizona and its localities is very direct. In many cases, the Arizona Department of Economic Security, Research Administration has created Excel spreadsheets that display only the statistics relevant to Arizona and its counties or cities.

Data Sources: Arizona Department of Economic Security, Research Administration, Bureau of Economic Analysis, U.S. Department of Labor, Bureau of Labor Statistics, and the U.S. Census Bureau.

Site Features: This site offers many useful features, so just a few will be covered here. Lots of economic, labor and demographic data is available, many customized for Arizona state and local areas. There are static reports, most in Excel spreadsheet formats in all sections: economy, census, and population data. The Data Analysis section offers interactive forms where one can produce tables typically down to the county level for data like current employment statistics, industry employment projections, unemployment and labor force statistics, and so on. Statistical publications, articles, regulations, and forms are also available. The site pulls together the relevant information under each topic's area of the Web site. The Career Center aids in an employment search. It includes easy-to-find information on wages, employment projections, licensing and education requirements and even job openings in each area. Users can create free accounts to help them create and manage personalized pages for their labor and employment needs. There is a glossary of labor and employment terms that includes acronyms and abbreviations, as well as the agency from which the definition is taken. Newcomers to the site can take an online tour of its various services.

Neighborhood Knowledge California (NKCA) (http://nkca.ucla.edu)

UCLA's Advanced Policy Institute created NKCA, a "statewide, interactive Web site that assembles and maps a variety of databases that can be used in neighborhood research. Its aim is to promote greater equity in housing and banking policy by providing a set of Web-based tools for documenting and analyzing trends." NKCA is an interactive site that is meant to provide users (students, community leaders, nonprofit organizations, etc.) with local data that can be output for reports. NKCA enables people to quickly create their own geographic information system maps that can be integrated with baseline demographic data. The creators of the site have a philosophical commitment to making neighborhood research and data available for all community members in a way that is easy to use.

Also of interest is Neighborhood Knowledge Los Angeles, the initial project that brought together local information down to a discreet street addresses (http://nkla.ucla.edu).

Data Sources: Census 2000 Summary File 1 data for population, ethnicity, age, poverty, disability, educational attainment, housing, income, employment. Mortgage lending information from the Home Mortgage Disclosure Act data.

Site Features: The Maproom contains interactive map capabilities. Using preloaded datasets from the census, one can map up to four themes or attributes (such as educational attainment and race) and display them in conjunction with geospatial data (such as schools, churches, hospitals, or other social services). You can upload your own datasets, like charter schools in Los Angeles (in Excel spreadsheet format, with zip codes and addresses) and combine it with preloaded census data to create charts or maps. Another feature of NKCA is the Neighborhood Selector, which allows users to define their own boundaries and retrieve census data based on the census tracts covered in that area. By creating a free account, the site provides space to save addresses that are used frequently, manage and store maps that have been created, and upload and save datasets. While a major feature is the interactive mapping, you can also produce tables and graphs to display basic socio-economic data for your neighborhood.

Thanks to Dena Hutto, Reed College, and Dan Stanton, Arizona State University, for suggesting the University of Oregon Data for Local Communities and Arizona Workforce Web sites.

All Web sites accessed September 20, 2004. ▮

Teaching about Government Information

Introduction

Dena Hutto

Remember the days when we used to say that government documents were one of the best-kept secrets in the library? It's time to put those days behind us, because government documents librarians can't afford to be content with best-kept-secret status. Government information isn't just for some low-traffic corner of the library anymore—if it ever was. It's on the Internet, of course. It's also in the newspapers, in magazines, on blogs, and lurking in the footnotes of scholarly books and journals. Government information is the essential source material of scholars, scientists, journalists, students, and of any member of the public who wants to be an informed citizen.

Why am I telling you this? As a reader of *DttP,* and hopefully a member of GODORT, you're well aware of the importance of government information. But are you actively teaching others what you know? Our administrators, our colleagues in librarianship and other information professions, our faculty and students (if we work at academic institutions), the public, and, of course, students in MLS programs need to learn what we know: that government information is useful and important, not to mention an essential ingredient in our democracy.

Who taught you about government information? Like many librarians who came to documents librarianship during the last couple of decades, I was fortunate enough to work in a large government documents department where there was no shortage of experienced librarians who not only taught me the tricks of the documents trade, but also showed me by daily example that we work in a challenging and intrinsically interesting specialization. Beyond the mechanics of working with government documents, I learned from them an infectious enthusiasm for the topic that will always be a part of my professional life.

It seems unlikely that this is how most government information librarians of the future will learn their profession. Government documents librarians are retiring, moving up the administrative ladder, or crossing over into other areas of the profession, and libraries distribute the work that used to be handled by documents departments in other ways. Since we can no longer count on being in an environment where we can teach and be taught by coworkers, it is vitally important that we find other ways of teaching about what we do.

For this issue of *DttP,* three librarians have written about the ways they have found to teach about government information to broader audiences. In part II of her article, Judith Downie explores the place of government information in the Association of College and Research Libraries' information literacy standards. Our colleagues in academic libraries are actively engaged in restructuring their instructional programs according to these standards, so it is important that we understand where government information fits within this larger framework. Those of who think of government documents as the province of advanced college students will be interested in Deborah Hollens's article, in which she describes how she has successfully integrated government documents into first-year English composition courses. And Judith Robinson, whose book *Tapping the Government Grapevine: The User-Friendly Guide to U.S. Government Information Sources,* 3rd ed. (Oryx, 1998) inspires many of us to think more creatively about teaching, writes about the challenges of conveying what is important about our specialty to the next generation of librarians.

As librarians, we teach every day through reference queries, staff supervision, and interactions with our colleagues. These articles provide fresh insight into how we all can translate our knowledge of government information into active opportunities for teaching. ▮

***Dena Hutto**, Reed College, Director of Reference and Instruction, dena.hutto@reed.edu*

"Documents to the . . . Freshmen!"

Early Exploration of Government Publications

Deborah Hollens

Can government publications be introduced effectively to college freshmen? The answer is an emphatic and enthusiastic, "yes!" As government information resources coordinator at Southern Oregon University, for the last twenty-five years I have successfully led countless new freshman classes in an exploration of government documents. Although document format and modes of access have dramatically changed over that time, my approach is still fundamentally the same and still successful. Faculty at Southern are pleased with the government resources their freshmen use in research papers, and my depository has gained many repeat student customers through the process. The essential ingredients are an enthusiastic and interesting initiation to these new sources, publications that are too "awesome" (in freshman words) to ignore, along with heartfelt assurances that our depository staff will be there to guide them through the search for productive government sources.

An excellent way to reach large groups of new students is through the ubiquitous freshman writing class. At Southern Oregon University that class is embedded in the Freshman Colloquium, a year-long course emphasizing critical thinking and problem-solving and communication skills, especially writing. The research paper is a constant that usually takes the form of a group project written on topics of the students' choice. I have worked very hard at inserting instruction in the use of government publications into as many Colloquium classes as I can reach. My depository collection overflows with the kinds of resources that faculty who teach freshmen enthusiastically recommend: expert testimony, authoritative reports, primary sources, and statistics.

I usually e-mail colloquium faculty at the beginning of each term to remind them that I am available for instruction. Collaboration and communication with faculty is vital; I need to know where the students are in the research process. Have they picked their topics yet? Are their topics still negotiable? This is an important point. I much prefer the opportunity to introduce freshmen to the depository collection before they have picked a topic. I encourage all of my classes to choose research areas that they may want to investigate again more thoroughly in another class. There are always more classes and certainly many more papers to write in a college career. Why waste the opportunity to become really well-versed in an important problem? If I can pique their interest in that lightning rod issue that intrigues them, I have succeeded!

My preparation for freshman classes does take some planning and effort, but scheduling several of these sessions close together saves time. First, I gather about ten recent reports (not hearings) on topics that have been dealt with on television or that are close to the interests of college students. Some examples that I used this past year:

- U.S. Department of Justice. *Using DNA to Solve Cold Cases*, 2002. (J 28.15/2:D 44)
- U.S. Office of Homeland Security. *National Strategy for Homeland Security*, 2002. (PR 43.14:H 75)
- U.S. Bureau of International Labor Affairs. *The Department of Labor's 2002 Findings on the Worst Forms of Child Labor*. 2003 (L 29.18: 2003)
- U.S. Forest Service. Pacific Northwest Region. *Final Environmental Impact Statement: the Biscuit Fire Recovery Project: Rogue River and Siskiyou National Forest, Josephine and Curry Counties, Oregon*. 2004 (this important regional non-depository report details an extremely controversial timber project covering thousands of acres devastated by a forest fire in a nearby county.)

I also choose one or two recent controversial Congressional hearings for every student who will attend the session. These are easy to select, particularly when browsing those Committees that are not cuttered, like the House and Senate Committees on the Judiciary. The most recently received Committee hearings (shelved by session of Congress) are a treasure trove of current "hot" topics. Assisted suicide, terrorism, vaccine safety and autism, ecstasy, performance enhancing drugs, cloning, the death penalty and the innocent, child pornography—are all likely candidates for instruction sessions with freshmen. Watch for your own local issues. Invariably they become research topics for freshman papers.

Next, I do the same for Government Accountability Office (GAO) reports which can be individually selected and ordered in paper every month. I am often lucky enough to find matching GAO reports on the same topics I've chosen for Congressional hearings. I make certain I have gathered enough volumes of the *Statistical Abstract* so that a pair of students can share one (we normally have two copies of every year of *Statistical Abstract*, so I have access to quite a few recent volumes). I also select a number of annual statistical volumes, such as *Sourcebook of Criminal Justice Statistics*, *World Factbook*, *Digest of Education Statistics*, and so on.

My classes of fifteen to twenty-two students gather with their professor around a long table within my documents collection. Carefully and strategically I have arranged those government publications to best advantage. Each student sits down to one or two hearings and a GAO

report and has several other controversial publications and statistical compendia within easy reach. Each pair of students share a recent *Statistical Abstract*. I take my seat at the middle of the table from where I will speak and interact with the group. It looks like chaos, but it is meticulously arranged chaos!

As students are seated, I greet them and engage them in conversation about their projects and the kind of topics that interest them. My enthusiasm about the documents collection and the kind of service we provide is unmistakable. Professors frequently assist me through their obvious interest and remarks about various topics on the table.

After a brief introduction to the federal depository system, I delineate the extent of our collection at Southern. Drawing their attention to several of the reports that they see in front of them, I remind them that they are the result of the activities of government agencies and often are the subject of magazine and newspaper articles. The *Biscuit Fire Recovery Plan* is a great example of a government publication that made front page news in our part of the country. I emphasize to my students that if they are going to research the Biscuit Fire, then they must read the original Forest Service recovery plan that presents the official position of the Forest Service, and not attempt to get all of their information from the local newspapers. This particular publication presents the perfect opportunity to mention that government publications are frequently found on the Internet and that this document resides on the Forest Service Web site.

We examine the hearings that I have carefully chosen for their hot topics. I ask students to open to the contents pages and make note of the list of witnesses. One technique is to ask several students to quickly convey the topic of their hearing and some of the witnesses who have testified. We talk about why a witness might represent a particular issue and what use the student might have for such testimony. Students frequently are amazed at what a hearing might include: statistics; journal articles; photographs; letters. Invariably, through all of the discussion, students actively trade hearings because they recognize topics their friends have expressed an interest in. The colloquium faculty is generally very enthusiastic about having students read Congressional hearings and include expert testimony in their final papers.

We quickly cover GAO reports in a similar manner. Most new freshmen have never heard of the GAO and certainly are unacquainted with its role as the nonpartisan, investigative arm of Congress. I link a hearing or two with a GAO report and stress that the GAO is as trustworthy as a government agency can be. I suggest that the combination of hearings and a GAO report can provide an impressive anchor for a research paper.

The hands-on approach is invaluable for introducing freshmen to government publications. Most new students have never looked at a Congressional hearing or a government report and have no idea what they are all about. Physically handling the different publications makes an easy transition from tangible object at the table to the electronic version on a government Web site. Fortunately, I have instruction space within my depository so that I can easily point to a department's publications. Students really can understand the nature of the depository system by being surrounded by interesting publications from many different federal agencies. We spend a few minutes looking at statistical compendiums and *Statistical Abstract* to remind them that some agency of the federal government probably cares about that statistic they want to find.

The time at the table in the depository is simply an exploration for students and professor, with me as a guide to these new resources. The collaboration between the faculty member and depository librarian is vital because it gives credibility to the use of government publications and to the services of the depository staff. These classes are quite unlike the upper-division classes that I teach. In the upper-division classes I pay close attention to a professor's assignment and make sure students can understand and practice a particular task; for example, a legislative history, or an investigation of a specific federal policy. The freshman class is simply a lively introduction to an entirely new world of research possibilities.

The time spent looking at documents in the depository is a twenty-five minute prologue to the last twenty-five minutes of the session where students explore similar publications in our nearby electronic classroom. As a result, looking at an entry in our catalog for a Congressional hearing with a purl link to *GPO Access* becomes eminently more understandable. Students recognize that those mysterious links to Congressional hearings lead them to the same materials that they have just examined a few minutes previously. Hearings become much less intimidating. After looking at GAO reports and understanding their context, students will actively search for them, whether in our catalog or on the GAO Web site itself. The convergence between what they have just seen in paper and the government publications they find on the internet is now quite clear.

While in our electronic classroom, we examine a few of the Web sites on Hannon Library's "Government Resources" Web page (www.sou.edu/library/documents). The class explores their own topics on some of the many excellent subject indexes that other depository librarians have developed, such as the Meta-Subject Index to Government Information at Idaho State University (www.isu.edu/library/docs/Subjects1.htm). Students are always interested in Google Uncle Sam (www.google.com/unclesam) for the wide coverage of State and Federal information it provides. We also look at Documents in the News (www.lib.umich.edu/govdocs/docnews.html) and Statistical Resources on the Web from the University of Michigan (www.lib.umich.edu/govdocs/stats.html) while each student attempts to find a relevant statistic on the topic they have chosen. There are so many possibilities, and our Web page is just a small guide. Usually there is some time left over for me to suggest other promising Web sites if they are having difficulties. I urge

them to come back and ask for personal assistance. We are pleased to spend whatever time they need with us.

We have gained many committed customers from our freshman instruction sessions, and satisfied faculty members who continue to ask for an introduction to government publications for their freshman students. It is particularly rewarding when these same students continue to use the depository collection year after year and seek out our staff for the specialized help we can give them. Instruction time should not be limited to upper-division students. Freshman can and will use government publications, not just by accident, but by intentionally seeking them out, if they are convinced that the material is not intimidating but can be an exciting and important addition to a college paper. ▮

***Deborah Hollens**, Government Information Resources Coordinator, Southern Oregon University, hollens@sou.edu*

Integrating Government Documents into Information Literacy Instruction, Part II

Judith A. Downie

The following article continues the article in *DttP* 32, no. 2, "The Current Information Literacy Instruction Environment for Government Documents." The previous article discussed the *Information Literacy Competency Standards for Higher Education Standards* and commonly-perceived barriers to faculty, student, and reference staff using documents in research.[1] This article examines the barriers to including documents' use in instruction and proposes solutions, some of which can be easily integrated into daily work and others that will call for more collaborative effort among librarians, meaning those who teach in the classroom, those who do not, and those who wear many hats, including that of government documents specialist. Breaking down these barriers is part of increasing information literacy skills for all concerned.

Barriers to Inclusion and Some Solutions

Government documents specialists need to use their skills and tools to publicize the usefulness of their resources and teach these tools to others. Encouraging instruction librarians to learn about and include government documents in their instruction may meet with resistance as it means more work for them in an already over-loaded teaching plan. But students are not the only ones constantly learning and adopting new strategies, as a good librarian continues to learn new resources and technologies in order to enhance their instruction. Even if a librarian has taught for years, most are checking sources and literature in the field to include new developments as standard instruction preparation. Adding government documents, if only a title or URL at a time, can be part of this continual development of instruction.

The following is a list of common barriers and possible solutions. This list is certainly not complete, as many more examples of both problems and solutions can be found in any institution and with some creative thinking.

Barrier: The students' perception that everything needed for research is on the Internet prompts the instructor to forbid research on the Internet. This restricts access to valuable resources and does not encourage critical thinking and evaluation skills. This restriction also confounds students when useful, government-provided information may only be available through the Internet.

Solution: Work with instruction librarians and faculty to help them instruct students in developing critical assessment skills. Government sites make good examples for validity comparisons for bias, timeliness, and other ratings with other domains. In presenting evaluation examples, one aspect of the discussion could be assessing the political slant and mission of the agency producing the information.

Barrier: The number of formats and packaging is overwhelming and is compounded by the CD-ROMs and Internet sites using a variety of software and search methods.

Solution: Emphasize to non-documents librarians that they already work with a number of different sources and formats on a daily basis: journals; monographs; indexes; databases; and a wide variety of search mechanisms, in paper, electronic, microform, and video. Government documents do not use any unique formats. Any instruction librarian provides instruction on how information will be found in a number of formats. As librarians have proven themselves adaptable to various sources, search strategies, and formats, the familiarization can be based on what they already know. Key to this familiarization is to learn the key resources and finding aids. Acknowledge it will take time and effort, but they are not expected to learn the entire documents universe at one effort. Instead, they

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should familiarize themselves one resource at a time with knowledgeable help.

Barrier: The SuDoc classification system is based on publishing agency, rather than subject classification as found in Library of Congress, Dewey, or other classification systems, scattering useful material through the collection.

Solution: Many disciplines are already multidisciplinary, and a good researcher learns that useful information will be found in more than the main subject area. A researcher working on slavery could move from the call numbers for U.S. Civil War to gender issues to economics for different aspects of their research. Each of these areas is found in a different subject area of the library. The parallel is that each agency publishing on a topic is doing so from the viewpoint that is important to the conduct of business for that agency. Proper use of finding tools is necessary regardless of whether it is the library's catalog, the Internet, or a print index due to the wide variety of information and its classification.

Barrier: As demonstrated by the recent creation of the Department of Homeland Security, agencies producing various types of reports, monographs, and studies can be moved from one department or agency to another, with new SuDoc numbers created. The resulting trails can be difficult to follow, especially with documents that may not have links or pointers to newer materials or older electronic documents that simply disappear.

Solution: This is when well-written finding aids, print and electronic, come into use. Pathfinders or helpful cross-directories kept at the help desk will ease the transition. At California State University San Marcos (CSUSM), aids such as the SIC/NAICS correspondence table from the Census site are used.[2] It takes time to create or locate good aids, but the help is needed by those who do not work with this material on a daily basis, and there are many shared tools created by helpful colleagues available through various venues.

Barrier: Lack of cataloging, or access to government document collections through a separate print index, prevents access through the general library online catalog. This is most common with older documents, and, as Sleeman points out, with money being a limited resource, retrospective conversion for older materials is unlikely in the near future.[3] With students' preference for ease of access, they are less likely to use print monthly or yearly indexes to access historical documents.

Solution: Identify online indexes or digitization projects for historical documents, such as the Avalon Project at Yale Law School, and include in either bibliographies, instruction handouts or as possible entries in your institution's online catalog.[4] Find a place on the library's Web site to install pathfinders for increased visibility and access.

Barrier: Document resources can be lost among monograph, periodical, and Internet sources in catalog, database, and Internet searches.

Solution: A variety of finding aids created in-house or using such aids as FirstGov.gov, *GPO Access,* or Google.com/unclesam are means to overcome access difficulties. There are numbers of finding aids, pathfinders, guides, and resources available in print and on the Internet. GODORT has handouts available on a variety of titles at the GODORT Handout Exchange.[5] Provide instruction librarians with a set of either agency-produced or locally produced aids appropriate for use in their disciplines for handout or on the library Web site. Encourage instruction on use of advanced searches using limiters. The CSUSM catalog provides a limiter for "U.S. Government Docs," but unless the purpose of what limiters do is understood, they will go unused.

More Actions to Take

Government document librarians are just like their colleagues, eager to share their wealth of knowledge and the resources of their collections. Work with both librarian colleagues and teaching faculty to introduce students to government resources.

Emphasize the similarities of documents to other reference and information resources. Drawing on existing knowledge and identifying the parallels provides a comfortable place to begin learning a new resource and is a commonly used instruction technique.

Examine the instruction program to find opportunities for the documents specialist through assignment-directed teaching or within a discipline team. There might be assignments given by faculty that use document resources that open the opportunity for classroom instruction or instruction to the reference staff.

Participate in program reviews for the opportunity to become involved in the resource reviews used to support any programmatic changes. There may be customized or general finding aids available that can be included in instruction.

Encourage the instruction librarians to make good use of limited instruction time by adding Web sites or titles to key literature in their instruction handouts and Web pages. This can be inserted when the material is checked and updated for the next instruction session. Focus on a particular resource and promote it to discipline-focused librarians and faculty as discussed in Ragains' article on promoting Census data.[6] Even though this 1995 article addresses instruction using CD-ROM technology rather than the more recent Internet access, the descriptions of problems, publicity, target audiences, and instruction are still applicable. Of special note is the section discussing the impact on librarians for provision of reference and technology-related services due to increased awareness of and access to these documents. Ragains argues that all librarians and staff need training, rather than leaving such knowledge solely to the documents librarians, in order to provide competent reference service.

Think outside the box for opportunities to exchange information. CSUSM has introduced informal library

brown bag lunches focusing on different topics such as an issue addressed at a conference or innovative instructional techniques. Different area specialists take turns to present on their expertise or interests, providing the documents librarian opportunities to demonstrate selected resources.

Ask your librarian colleagues if they would like materials concerning their subject interests be routed to them, at least copies of the cover and contents page. Set up a file for similar copies in a notebook at the reference desk for browsing (divided by subject and marked with the SuDoc number.) Have copies of handouts at the reference desk(s) for referral when students come into the library, especially if there is an assignment that could use documents and keep in a notebook.

Many institutions have merged the reference services points for documents and general reference. This places librarians and staff in a position to become more familiar with documents. This familiarization is supported by use and, as many reference librarians also provide library instruction, this is a step toward including government documents in instruction. In situations with separate service points for reference and documents, encourage the reference desk staff to familiarize themselves with the government documents collection and offer cross-training or cross-reference duties. Do not neglect the paraprofessional staff in this familiarization process, especially if they are a first contact. No one at the reference desk likes appearing uninformed about resources mentioned in an instruction session.

Simple guides to citations styles are very popular at CSUSM. Students come in and ask for them all the time, either having heard about them in class or from another student. A handout specifically for citing government or legal resources in a variety of styles or by including examples in the general style guide is useful.

Internet-based tutorials are an increasingly popular tool for both addressing the problems of too few instruction librarians for too many instruction requests, for reinforcement of instruction, and for helping distance students who need instruction in research and information literacy. Consider adding a module discussing government documents to an existing tutorial, or collaborate with other librarians to build a tutorial. Creating a tutorial is a great deal of work, but several tutorials have made their source code available to eliminate some of the work required (for example, TILT).[7] The California State University Information Competency systemwide tutorial included a government documents librarian on the development team and includes coverage of government documents in the resulting tutorial.[8]

Faculty, even though experts in their discipline, are hard-pressed to keep up with the literature and sources in their field. Send announcements of changes and updates in documents (whether federal, state, or local) or mention new finds in a newsletter or e-mail to faculty.

Offer to collaborate with faculty on assignments and Web pages for courses or disciplines, and investigate the possibility of team teaching. Both Tims and Fescemyer, as well as other authors, provide examples that demonstrate cooperation and outreach between librarian and faculty member using government documents in instruction.[9]

Assessing the Efforts

With these efforts to increase documents usage, do not forget to gather data to determine the extent of successful outreach. Establish usage statistics by analysis of citation lists from papers, reshelving statistics, or weblogs. Put counters on Web pages and ask the reference staff to record their use of government document resources before and after training. Contact faculty at the end of the semester for analysis or anecdotal evidence of increased use. All the efforts made to increase documents usage will be meaningless if positive results cannot be demonstrated. Assessment is to not only show the positive, but areas needing redesign or new strategies; if results are not showing increased use this is useful feedback.

Conclusion

Government documents are a rich resource to add to any instruction librarian's repertoire, even if it is necessary to add them in small increments. Creativity and collaboration between individuals and teams are key tools to removing barriers to information access and government documents literacy. Working towards an increase of exposure to government documents through instruction is a win-win situation, providing the information-literate researcher more tools for their research while providing the librarian with more tools to locate information during instruction and reference activities.

A corollary to familiarity breeds contempt is that a lack of familiarity breeds disuse. Despite the often unique obstacles documents present to the uninitiated, instruction librarians work against greater obstacles than these to provide instruction on library resources, information access, and evaluation of resources, and should not let their unfamiliarity with government documents deter them, but they would probably welcome help from those who know government publications best. Working with librarian and faculty colleagues for document-inclusive instruction can broaden the scope of research and better prepare students to work with a broad range of materials, develop analytical skills, and become information-literate information consumers. ▮

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We Are All Documents Librarians

Naturalizing the Next Generation

Judith Schiek Robinson

In the decade-plus since many librarians first tiptoed through the dim corridors of Gopher and Telnet, we have repeatedly retooled our technology skills. Librarians are members of the Internet generation but we weren't born Cyber Citizens—we are immigrants who retain our own unique culture. Our user-focused information organization/retrieval mindset colors our view of cyberspace, keeping us acutely aware of its complexity. Whether behind a reference desk or a lectern, librarians and library educators battle the illusion that tapping at a keyboard equals information savvy.

Although it holds only a sliver of humanity's intellectual content, the Web has enraptured information seekers. Our publics haplessly employ cavalier search strategies, rely on porous popular search engines, and disregard proprietary databases and other scholarly materials that their libraries have painstakingly purchased. They recoil from paper volumes, rarely set foot in the library, and avoid seeking reference help. When "today's kids grew up with computers" is bandied as testament to the public's waxing Web savvy, it's equivalent to expecting that anyone who can turn on a lamp is an electrician. True story: A college student unwittingly typed an assignment using the library's OPAC keyboard. The librarian deduced this only after the student approached the reference desk asking why he couldn't print his "paper."

Digital Delusions

Although library school students are our heirs, they do not come to us as embryonic librarians—they are laypeople toting textbooks. It's exciting for a library educator to realize the scope of what these students have to learn. I see it in both my general reference and my government documents courses and it has changed the way I teach.

The tingles of realization began when I assigned my reference class a Web search "to locate a photograph of a stack of *Congressional Records*," and students included the word "stack" in their search statements, often as a required term. During the next class we discussed how the natural language used in a question is not sacred, with strategies for recasting search statements when searching the Web or proprietary databases.

When I asked my documents students to provide the full citation for the *Constitution of the United States of America: Analysis and Interpretation*, many returned with nuggets such as the title of one of three supplements—overlooking two additional supplements: the hefty, 2,468-page 1996 flagship volume; and the URL for free online access to the whole ménage on GPO's Web site. Those who consulted only GPO's *Sales Product Catalog* (SPC) were not alerted to the free online equivalent because SPC "sells, not tells." And—listen up, reference students—*Books in Print* and WorldCat also neglected to link to this free online equivalent. Even the *Catalog of Government Publications (CGP)* is a rocky road—one of the *CGP* records lacks this URL while a second includes it.

There's more: A *CGP* title search lacking quotes around the title phrase retrieved fifty hits, the default maximum, many of the matches garnered simply because the word "of" was present in a record. If they performed a *CGP* title

search that included the document's subtitle, a quirky *CGP* rendered a return of zero hits. And why is the SuDoc number for this title "Y 1.1/3:103-6" in one record, but "Y 1.1/2:SERIAL 14152" in another?

I gave my reference students the practice question, "What is the most recent edition of the *Standard Industrial Classification Manual*?" Dutifully, they consulted *Books in Print*, returning with the answer, "1992 edition, from JIST Publishing." Whoops—that answer is wrong. Public domain allowed this private publisher to sell a reprint of the government's final edition of *SIC*, but it was superseded by the *North American Industry Classification System* way back in 1997.

> Students: "But why are they selling an out-of-date version?"
>
> Professor: "Because they have it in stock and want your $24.95."
>
> Students: "And why wasn't *SIC* listed in the *Catalog of U. S. Government Publications*, which you made us learn when we covered 'bibliographic sources?'"
>
> Professor: "Because *SIC* was published by the government in 1987, and *CGP* is retrospective to 1994."
>
> Students: Dazed silence, with scattered hyperventilation.

Anatomy students in medical school don't master the intricacies of the body from textbooks, lectures, and theory, just as future librarians can't become facile merely learning *about* resources. Until they are drilled, library school students approach information seeking with the naiveté of laypeople. To naturalize them, we employ our profession's version of cadavers—information resources. Dissecting information resources under the guidance of seasoned professionals instills an investigative mind set, analytical thinking, and generalizable insights applicable to any information resources, print or electronic. Combine this with cognitive maps of the government's information landscape (why SERIAL is part of that SuDoc number, for example) and the ability to "think like a Government Documents Librarian" and we begin to forge a new generation of information professionals.[1]

True story: One in three Americans doesn't wash after using a restroom. Promulgated since the days of Louis Pasteur, hand washing is heralded by the CDC as the single most important deterrent to spreading infection. Yet studies repeatedly indicate a hand-washing void, including anesthesiologists (who washed 23 percent of the time), surgeons (one-third compliance), and emergency room doctors (a fifty/fifty chance their hands are clean).[2] Moral: Knowing isn't doing.

Brain Drain

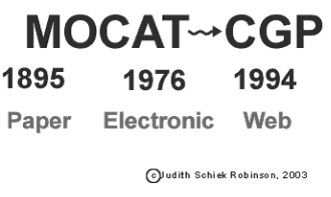
Studies indicate that college students forget most of what we try to teach them. About half of all new material is forgotten within twenty minutes, and one week later students retain some 17 percent of a lecture's content. Half to three-quarters of course content is forgotten within a few months. In other words, what we taught our students before Thanksgiving is mush by Valentine's Day. One way to plug leaky brains is to enforce student engagement:

Mastery Learning: Allowing students to resubmit faulty work helps them convert information into knowledge. If the 1992 *SIC Manual* from JIST Publishing isn't the correct answer, students have the option of trying again. Sure, it increases the instructor's grading burden but it also bolsters incremental learning. If copying other students' correct work is a concern, the second attempt can employ a new question that pivots on the same learning objective.

Supervised labs: Roaming the computer lab or cybrary, the instructor looks over students' shoulders as they attack a practice set. I like to do this after covering CGP-SPC-WorldCat and again after Legislation-Regulations (merging disparate units into one practice complicates diagnosis and selection of an answer source). I can advise several adjacent students simultaneously, gently prod without having to render a grade, and gain insights into misunderstandings (students seeking regulations in the *U.S. Code*, for example).

Service Learning: Students interact with clients to resolve real information needs by creating term projects such as a government information package for a non-profit agency (I use the United Way brochure as my local agency list) or a government information Web page for a specific school, public, or academic library. Not just local, our students' work remains on Web sites such as the Folger Shakespeare Library and the University of Wisconsin-Green Bay Libraries. I require two ungraded drafts, which allow me to tweak promising work and forestall substandard attempts. Gracious practitioners volunteer to serve as outside reviewers for the Web pages, widening the range of critiques returned to the student.

Visuals: Students with any learning style grasp more when information is piggybacked visually and verbally. Instructional illustration galvanizes learning and creates "I get it" revelations that aren't easily forgotten. Unfortunately, instructors usually have to create these themselves. I have used Photoshop, Flash, and rollovers in Dreamweaver to create hundreds of original graphics and visual analogies. These do double duty since I can project them in a live classroom or



A graphic created for documents class.

A graphic showing how to recognize a series statement, for reference class.

incorporate them into distance education modules and online continuing education courses (http://informatics.buffalo.edu/faculty/robinson/ce/togohome.htm). An added bonus has been to attach these to my critiques of student work to explain missed concepts.

Deputized Librarians

Many government information specialists arrived serendipitously at their calling. Cross and Richardson found that only nine percent of documents librarians foresaw their government documents careers while in library school.[3] More than three times that number actually converged into Gov Docs, catapulted from reference or cataloging like stunned and blinking alien abductees deposited among rows of *U. S. Codes* instead of cornfields. And, when physical ownership became supplanted by Web access, all reference librarians were deputized to pinch-hit as depository librarians. Web migration created the illusion of ecumenical access to U. S. government information, but it takes more than bookmarked URLs to harvest this treasure trove. This is why government information must be fully incorporated into introductory reference courses.

Just as they are being mainstreamed into library catalogs to enable discovery, government resources beg to be fully integrated into the only reference course many future librarians will take. Documents are proudly represented throughout both Bopp and Smith's and Katz's fine reference textbooks, and command the last chapter of both.[4] Let's just make sure we don't segregate them into the last chapter/month/week/day/hour of class. Consider introducing SPC as a cousin to *Books in Print*; use the *Catalog of Government Publications* to differentiate between bibliographies and indexes; showcase FedStats when covering almanacs; parade the American Memory collections as examples of primary sources. And considering that the MLS degree has a three year shelf life, let's invest in online reference and documents continuing education courses that can update practitioners anytime/anywhere.

A guy walks into a library and says: "I am seeking information regarding the speech FDR gave before congress in March 1933, declaring the United States in a state of emergency. This speech preceded the bank holiday act. What was the presidential executive order used? How do presidential orders come to be in existence? Where did they originate? Who was the first president to use these powers? Are they constitutional? These and other questions are part of my term paper. I spent some time at the Washington state law library, but it is so huge." (Real question, E-mailed to a library.) Moral: Don't be afraid. . . . Be ready.[5] ▮

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The Relevance of Political Advocacy Literature to the Library Field

A Case Study of the National Conservation Landscape System

John D. Kawula

This article has two goals: The first goal is to draw the attention of government documents librarians to a little known but significant federal land management system—the National Landscape Conservation System (NLCS)—and the literature pertaining to this system. The second goal is to explore the parallels, connections, and influences that exist between governmental publications and those of political advocacy organizations using the NLCS as an example. There is little discussion in library-oriented literature regarding potential connections of this nature. This is ironic since organized public expression and participation in administrative comment and review periods have become significant components of American democracy. It stands to reason that mutual influences exist between material emanating from government agencies and bodies pursuing particular policies, legislation, or legal goals *vis a vis* those agencies. These connections are not necessarily strong or deep. Even if the connections between official governmental and advocacy group literature are minor and tenuous, it is helpful that the library community has some awareness of their existence.

It is useful to examine some aspect of advocacy literature and the parallel literature from a government agency. It is appropriate to consider environmentally oriented literature as "The environmental movement is widely considered to be one of the most successful social movements of the late twentieth and early twenty-first centuries, especially in terms of gaining widespread societal acceptance of its goals . . ."[1] If there are genuine connections between advocacy and governmental literature, they should be manifested somehow in environmental literature.

National Landscape Conservation System

The National Landscape Conservation System was an innovation of the Clinton administration designed in part to enhance protection of selected scenic, ecologically and culturally significant areas administered by the Bureau of Land Management (BLM), and in part to reorient the agency so it would be more concerned with scientific ecosystem management with less emphasis on resource utilization and extraction.

The creation of NLCS was announced in June 2000 by then Secretary of the Interior Bruce Babbitt. Although it added no new land to BLM's jurisdiction, the NLCS consolidated management of numerous national monuments, conservation areas, wild and scenic rivers, wilderness study areas, and national scenic trails. The overall strategy was to review and revise management plans to emphasize protection of special areas where conservation and restoration is a primary concern and allow motorized access and commodity use such as mining, logging, grazing, and oil and gas production to continue on less sensitive lands. The management review was to be conducted with a considerable amount of public discussion including hearings, review and comment periods, and substantial involvement of businesses and communities near the NLCS units.

Many observers consider the NLCS to constitute a very positive and innovative management package as it emphasizes the protection of large contiguous landscapes for their biological and cultural heritages, infuses more scientific management as well as public participation in the process, and places discontinuous units into a single organized system. As of April 2004, there were more than 800 units in the NLCS, including 17 national conservation areas, 15 national monuments, 161 wilderness areas, 604 wilderness study areas, 38 wild and scenic rivers, 10 national historic trails, and 2 national scenic trails.[2]

Literature on NLCS

Although an exhaustive literature review was not intended in this analysis, a thorough search was conducted on a variety of databases and Web-based indexes. The exact phrase "National Landscape Conservation System" was searched in more than thirty literature databases, including WorldCat, Academic Search Premier, and OCLC versions of the GPO Catalog, PAIS, GeoBase, Agricola, Dissertation Abstracts, Wilson Select Plus, and Library Literature. In addition, the keywords "advocacy literature" were searched in a high percentage of these same bases for previous research comparing advocacy literature to governmental literature. FirstGov, Google, and several indexes designed to search the invisible Web were also searched.

It was immediately apparent that little literature other than that available from the BLM or advocacy Web sites has yet to be written on the NLCS. There are also few if any studies directly comparing advocacy literature with that of government agencies.

To date the most substantive non-Web material includes:

- a sixteen-page brochure from a coalition of advocacy groups supporting NLCS;[3]
- an article in *National Geographic;*[4]
- the full text of a conference presentation by a BLM employee;[5]
- an article by a landscape architect (the American Society of Landscape Architects is a member of the advocacy coalition);[6]
- a two-page focus essay by Secretary Bruce Babbitt published in a recent book on public lands management;[7] and
- the abstract of a March 2004 presentation to the Association of American Geographers.[8]

Minor sources include a few short articles from national and regional newspapers, about ten newsletters indexed by LexisNexis Environmental, and about a half dozen law review articles, also indexed by LexisNexis Environmental, that concern broad management and legal issues making brief mention of NLCS.

The printed brochure mentioned above states that:

> The NLCS/National Monuments Coalition is a working consortium of individuals and nonprofit organizations that share a common interest in the mission of protecting and expanding the lands of the National Landscape Conservation System.[9]

It then lists more than thirty national and state organizations comprising their coalition. The coalition maintains an active Web page (www.discovernlcs.org). This Web page seems to indicate the coalition has changed its name slightly to NLCS Coalition. In addition, many of the coalition members include NLCS material on their own independent Web sites.

BLM's major literature includes a brochure that has a PURL linkage, and a Web site devoted to NLCS (www.blm.gov/nlcs). Material on the specific sites (such as individual national monuments) mentions their inclusion in the NLCS. Even so, most BLM material, including their brochure, is linked from that one Web site.

A Google search was conducted in their advanced mode for the exact phrase "National Landscape Conservation System." Roughly 2,200 items were retrieved, but the Google software allows display of only the first 1,000. Most of these thousand were extracts from or links to subportions of either the BLM or advocacy Web pages or minor news releases.

FirstGov and other invisible Web search engines yielded little if anything not found by other means.

Literature Comparison

In comparing the literature it is reasonable to cluster it according to BLM sources, advocacy sources, and secondary literature. It is probably not necessary or even productive to compare each item point by point. Meaningful generalities can be derived from cursory examination.

The two brochures, one from the BLM and the other from the NLCS Coalition, parallel each other in describing the system and its organization. The BLM brochure is mostly descriptive with only mildly interpretative statements that avoid self-congratulations. For example it says that, "The mix of permitted uses depends on an area's resources; some BLM land is managed primarily for energy production, for example, and some for the protection of specific threatened or endangered species."[10]

The advocacy brochure is more interpretative and somewhat biased, with statements such as, "Unfortunately, few of these important lands have ever been managed for natural resource conservation. Instead, the BLM historically has managed lands under its jurisdiction for commodity uses, such as mining, logging, grazing, and oil and gas production."[11]

As can be expected, the secondary literature falls somewhat between the two, in being interpretative without an apparent political agenda.

> Planners of the NLCS studied the history of the National Park Service and were determined to forge a different type of system to avoid the shortcomings of over-built, over-visited National Parks. For example, NLCS sites should accommodate, rather than encourage, visitation. Visitor facilities will be placed in gateway communities instead of within monument boundaries. The system seeks to create large, connected wildlife habitat for big game and endangered species. . . . Policing of pothunting, vandalism, and illegal off-road vehicle use has improved as the Grand Staircase-Escalante staff has increased from about 20 to nearly 70 scientists, interpretative specialists, and rangers.[12]

This article also notes that the major units are drafting management plans and "Given the Bush administration's philosophy of states' rights and local control, these plans are being drafted with painstaking input from local interests and advisory committees."[13]

It is also useful to compare the major components of the BLM's Web site with that of the advocacy coalition and two of the largest of the coalition's partners, the Wilderness Society and the Sierra Club. The first level of BLM's NLCS page includes a brief introduction to the system and links to a systemwide map, their brochure mentioned above, management planning efforts, defini-

tions, press releases, and links to individual management units clustered by type (national monuments, wilderness areas, etc.).[14] What is particularly noteworthy, however, is the genteel treatment given to politically contentious issues. No mention is made of the Clinton administration's role in establishing the system. No mention is made of NLCS's intended emphasis on scientific ecosystem management and preservation over resource extraction. Although there are second- and third- order linkages to specific management plans and public comment schedules, there is no indication of a comprehensive treatment of the review process or implementation of those plans. Nor is there any real indication of how the whole system is to be coordinated.

The NLCS Coalation home page includes first-order links to their organization policy and news items as well as second order links to specific NLCS units such as individual national monuments.[15] A key difference between this site and the BLM site is that the coalition's page discusses threats and perceived management problems. For example, regarding the Canyon of the Ancients National Monument in Colorado, the NLCS Coalition states:

> Vandals, pot hunters, off-road vehicles, and a lack of BLM funding for law enforcement plague the Monument and its rich evidence of cultures and traditions spanning thousands of years. Large, spray-painted graffiti 'tags' deface walls in several of the ruins. . . . Drilling for oil, gas and carbon dioxide is another threat; 85 percent of the Monument is under lease to oil and gas interests. Seismic exploration and new wells mean new roads, which in turn bring off-road vehicle and general traffic, and provide greater access to cultural resources and a larger potential for vandalism.[16]

A roughly parallel statement from the BLM reads: "The goal of our planning process is to balance the need to protect sites from vandalism and overuse with meeting the public's enthusiasm for visiting heritage resources."[17] On another page of this Web site there is documentation to acts of vandalism. Even so it is difficult to find consolidated statements of threats to the integrity of the system.

This same pattern exists in the Web pages of two of the NLCS's major partners: the Sierra Club and the Wilderness Society. The Sierra Club page contains a description of the

system and some second- and third-order links to news and issue oriented statements such as, "An especially important opportunity associated with the NLCS project is the chance to highlight one of the biggest threats . . . abuse by ORVs. This administratively created program could be abolished or its role marginalized by Ms. Norton."[18]

The Wilderness Society's Web page contains a generic statement on the value and threats to the NLCS.[19] There are second-order links to specific units that discuss management issues and threats of those units. It also has a first-order link to the Wilderness Society's vision for a strong and expanded NLCS.

The results of searching Google were also revealing. All one thousand of the summary-level records Google displayed were scanned and selections were viewed in more detail. Google's high-relevancy hits tended to be to various sub-portions of the BLM or advocacy Web pages. Realistically, this is as would be expected. Two other patterns emerged. First, several significant documents were retrieved that were not identified from the standard bibliographic databases or the Web searches described in this article. This included a research report from the Congressional Research Service of the Library of Congress that made significant mention of the NLCS, and an abstract of a recent conference presentation.[20]

Second, the lower-relevance Google hits included numerous minor staff memoranda, working draft agendas, workshop presentations, and staff-oriented press conferences and briefing sessions, some of which were given by Secretary of Interior Babbitt. Many of these were from layers deep inside BLM's minor sites or from minor advocacy newsletters or position papers. These provide interesting insight into internal workings of these organizations that are not apparent from the higher visibility items. In a sense this is a different twist on the concept of relevancy. FirstGov and several Web search engines designed to search the invisible Web yielded little not found by the above methods. Frankly, by comparison, their results were somewhat disappointing.

Discussion

Groups such as those selected have a strong presence in the political realm, a strong presence in the Web environment, yet aside from subscriptions to *Sierra* and similar titles, a weak presence in most library collections, and almost no mention in professional library literature. Caution must of course be made not to overextend this comparison of literature. But some comparison does have relevance as advocacy groups play a major role in channeling government information to the public and public concern and interest to the government.

Much of the advocacy literature pertaining to NCLS parallels and repeats that of the BLM. This is particularly true of the straightforward objective facts; for example, the units, acreage and state summaries of what is included in the system. In many cases this can be used as a direct substitute for official BLM literature. Obviously advocacy literature is likely to be critical of governmental policy, or at least suggestive of what government could do. In this sense it can be even *more* informative than the official governmental literature as long as its potential biases are recognized. In the case of the NLCS literature, the coalition Web site lists the perceived threats to the major units, something the BLM literature does not do. The absence of a large body of secondary literature or interpretative articles increases the significance of this point.

Ironically, during March 2004 the entire BLM Web site was shut down by judicial order. The advocacy Web sites containing much of the same material were fully functional. Although the injunction lasted only a few days, it does illustrate an important point. If for whatever reason material is removed from the governmental Web sites or those sites are simply not available, alternative pathways may exist. Advocacy groups play an important role in creating and maintaining those alternative pathways. This adds an additional twist to the debate regarding archiving of governmental data and the temporal or ephemeral nature of much of the Web literature.

Another interesting observation was the ability of Google to retrieve minor documents, such as workshop syllabi and briefing memorandum, from within the BLM's systems. Google not only increased the diversity of the material, but intermingled the BLM and advocacy material in a unique way that made some content comparison easier.

Conclusion

Modern American democracy often includes activities such as management plan review and public comment opportunities. The literature produced by advocacy groups can be interpreted as part of this activity as it increases the flow of governmental information to the public and motivates the advocates' constituency. In some cases this literature mirrors or enhances the official literature from government sources, even though it may do so with the intent of modifying government policy or activities. Although advocacy literature is sometimes dogmatic and self-serving, it can also be objective, informative, interpretative in a constructive manner, and useful to a diverse audience. A qualitative comparison of the governmental and advocacy literature pertaining to NLCS provides such an example. It is therefore suggested that the library field and the government documents sub-field in particular, give more credence and pay more attention to advocacy literature from various sources. This could be done on a selective basis at the local level. In the case of NLCS literature, for example, libraries in states with substantial BLM ownership might place appropriate links in their Web pages or public access catalog. ▮

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Nominees Sought for Paul W. Thurston Award

GODORT of Michigan is seeking nominations for the Paul W. Thurston Award. The Thurston plaque recognizes the contribution to the professional literature by a practicing documents or other librarian that improves access to government information at the international, federal, state, or local level. Membership in GODORT of Michigan is not required. The contribution should have been published (electronic publication is acceptable) within the last three years. If unpublished it should have been completed in the last three years.

The award is presented in memory of Paul W. Thurston, who set exemplary standards during his career as a documents librarian, and it is the hope of GODORT of Michigan that the award will encourage others in new and ongoing contributions to improving access to government information.

Nominations should be made in writing to the Paul W. Thurston Award Committee, c/o Hui Hua Chua, Government Documents Department, 100 Library, Michigan State University, East Lansing, MI 48824-1048, by February 1, 2005. The letter of support should include the name and address of the nominee, present place of employment, brief and specific reasons for nomination, a sample of work (if appropriate), and contact details for the nominating source (person and/or organization, address, phone, and e-mail).

Lobbying for Libraries and the Public's Access to Government Information: An Insider's View. Bernadine E. Abbott-Hoduski. Lanham, Md.: Scarecrow Pr., 2003. $39.95. ISBN: 0810845857.

Lobbying for Libraries and the Public's Access to Government Information: An Insider's View is a memoir and an account of one librarian's work in the trenches of Washington's information politics from the mid-1970s to mid-1990. Abbott-Hoduski's book is also sprinkled with tips on how to lobby for libraries and government information from the local to national levels of government.

As a memoir, the book does much credit in identifying the leaders and champions of government information during the author's tenure as a professional staff member on the Congressional Joint Committee on Printing (JCP). She makes it clear that many efforts, large or small, successful or unsuccessful, require the dedication and participation of many. Abbott-Hoduski also makes it clear that even failures can be the ground-work for later successes.

Lobbying for Libraries and the Public's Access to Government Information provides a thorough review and application of tips that can be used to lobby for public access to government information and support for program funding. As Abbott-Hoduski points out, these tips can be used at both the local and national level and in all cases it requires doing your homework, making and keeping contacts, persistence, and, finally, a strong unwavering belief in what you are doing.

The highlight of the book is chapter 6, "A Change in the Life of a Public Official Can Unravel Years of Lobbying." In this chapter, Abbott-Hoduski consistently shows that even the best work is dependent on timing and the state of affairs (both public and private) surrounding the individual or group being lobbied. Her account of the political falls of JCP chairs, such as Representatives Wayne L. Hays, Frank Thompson, and Charlie Rose, leave one wondering if the position wasn't jinxed. Chapter 6 is the most evenly presented and should be required reading for anyone interested in the history of lobbying for public access to government information during the mid-1970s through mid-1990s.

Aside from chapter 6, I found the work uneven and at times tedious. Of the remaining chapters, chapter 3, "How to Lobby" is the most salvageable, with many good tips on how to lobby from the local to the national level. However, there are many times when a good example on how to lobby gives way to identifying the author's cohorts. While it nice to know the players, knowing how to play the game would be more valuable. Also, the reader needs to remember that this book is also a memoir and thus reflects the views and perceptions of the author and is far from a complete telling of the government information policy during the period.

Bernadine E. Abbott-Hoduski was without doubt a central figure in government information policy for more than twenty years. She is most kind to share her experiences with current and future librarians interested in maintaining and improving access to information collected by and disseminated by our government.—***Bill Sudduth**, Head, Government Information & Microforms, Thomas Cooper Library, University of South Carolina; sudduthw@gwm.sc.ed*

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Report of the Federal Documents Task Force on Permanent Public Access to Government Information

Men and women who understand America, know its history, and [those] who can see beyond the petty political troubles of one generation, will almost inevitably be good American citizens. The library has a part, and a very important part, in furnishing the means whereby every citizen may become an intelligent citizen. Libraries have the reputation of providing books on both sides of every important question. The radical and the extreme conservative meet in the library on an equal footing. The result is that the library makes for sane, intelligent development.—Carl H. Milam, Secretary of the American Library Association, 1922

The quotation above is as true today as it was eighty-two years ago. One of the basic functions of the library is to provide access to United States government information; a charge to libraries since the Civil War. Permanent public access to government information is the heart of the depository library system. At the 2002 Midwinter Meeting, just after the E.O. 13233 (*Further Implementation of the Presidential Records Act*) and the *USA PATRIOT Act* became law, many GODORT members expressed concerns about the secrecy and removal of public information from federal government Web sites.[1] The GODORT chair and the Federal Documents Task Force coordinator created a work group at the meeting to discuss Web-scrubbing and these new laws.

This discussion led to the creation of a task force charged with studying the removal of electronic government information and recommending changes to the GODORT Principles.[2] At the same time, ALA, AALL, and SLA decided to create an ad hoc committee to review the situation. The chairs of the two groups discussed the mission of each charge so work would not be repeated. Also, the GODORT Education Committee provided the task force with a chronology of items removed from government Web sites. The task force proceeded to enhance this chronology to include all electronic materials. Each person would focus on one policy or law with one member reviewing the principles.

The task force used the GPO's definition of "permanent access" in all its work.[3] The key issues reviewed include:

USDOT Web Sites

I was lucky enough to be able to attend much of a recent Cartographic Users Advisory Council (CUAC) meeting that was held at the Census Bureau in May 2004. One of the speakers, Carol Brandt from the Bureau of Transportation Statistics, was kind enough to give me her short list of interesting DOT Web sites for inclusion in *DttP*.

Federal Aviation Administration (FAA)

Real-time Airport Status, www.fly.faa.gov/flyfaa/usmap.jsp
The status information provided on this site indicates general airport conditions (it is not flight-specific).

Temporary Flight Restrictions (TFR), http://tfr.faa.gov
All the latest information on temporary restrictions, from blasting going on near an airport to security, hazard, and VIP restrictions.

Federal Highway Administration (FHWA)

Scenic Byways, www.byways.org
Highways not Interstates—Help individuals plan driving trips through this country's scenic lands. The site is sponsored by the Federal Highway Administration and is managed by the National Scenic Byways Online project at Utah State University and Multimedia Data Services Corporation.

Freight Analysis Framework (FAF), http://ops.fhwa.dot.gov/freight/freight_analysis/faf/index.htm
Estimations of commodity flows and related freight transportation among states, regions, and major international gateways.

Road Closures, www.fhwa.dot.gov/trafficinfo/index.htm
One site helps you to find information about construction and road closures across the country.

Federal Motor Carrier Safety Administration (FMCSA)

National Hazardous Material Route Registry, http://hazmat.fmcsa.dot.gov
This site does require you to register for a password, but it lets you see where the hazardous materials are shipped. Perhaps you'd like to plan an alternate route for your next trip?

Bureau of Transportation Statistics

Mapping Center, www.transtats.bts.gov/mappingcenter.asp
Provides mapping and data download applications you can use to geographically analyze and retrieve data in the TranStats Data Library and provides access, through a map-based download interface, to all transportation geospatial data collected and maintained by USDOT.

1. Archiving government information
2. Removal of information
   - Web-scrubbing (internal executive branch memorandum to bypass the GPO for printing, use more discretion when filling FOIA and E-FOIA requests)
   - E.O.13233
   - Executive branch strategies (Homeland Security, National Security, Cyberspace Defense, and Physical Protection of Critical Infrastructures and Key Assets)
3. Short-term versus permanent removal of information (Dept. of Interior's court order to take down entire Web site versus removing reports from Web sites permanently.)
4. Privatization of government information.

Task Force Recommendations submitted for approval to GODORT:

1. Charge the Depository Library Council to work with other stakeholders (agencies, clearinghouses, publishers, printers, congressional staff, administrative staff, judicial staff) to resolve the gaps in 44 USC.
2. Ask GODORT Steering to create a standing sub-committee to monitor and update chronology of restrictions to Government Information maintained on the GODORT Web site.
3. Ask the Chair of GODORT to send a letter to all other government information library organizations in tandem with the Depository Library Council and the GPO to develop a 10-year strategic plan

Ten Ways to Destroy Microfilm

Tim Byrne

Editor's Note: In response to a govdoc-l query on how to destroy microfilm, Tim Byrne responded (a bit tongue in cheek) about ways he has discovered to destroy microfilm. DttP asked him to expand on this. And this is what we got.

Here are some ways to destroy microfilm that I have learned during my career in libraries.

1. Leave it in the reader overnight with the lamp on. The next morning the film will have melted or will have faded beyond legibility.
2. Try to read the microfilm in a microprint reader. When this proves impossible, leave the film in the reader with the lamp on. The microfilm will melt.
3. Shred the film. We once had a former staff person who came into the department at night and took superseded fiche out of the trash and refiled it. (It's a long story). After this happened a couple of times, in a moment of frustration, I directed another staff person to shred the fiche. This worked and the fiche did not return. However, the shredder that we had used quit working soon after, so I am not sure I recommend this method.
4. As I young librarian, in an effort to learn the capabilities of the different microfilm readers owned by our library, I once tried loading two reels of film on two different readers and then raced them to see which would get through the reel faster. Now, I never actually destroyed any microfilm doing this, but several more experienced reference librarians assured me that if I continued this activity I would most certainly destroy the film.
5. Leave the rubber bands on. According to the GPO inspectors, not removing the rubber bands that GPO has put on depository microfiche will destroy the fiche.
6. File silver halide and diazo film together in the same drawer. This will cause a chemical breakdown in the silver halide film causing it to leak acid. This is also a good way to destroy your microfilm cabinet.
7. Encourage your staff to take their work home with them. We had a staff person who started taking home depository microfiche to process in 1981. The problem was that she didn't actually spend much time processing fiche at home, so when she did take something home, it tended to stay there for an extended period of time. When I finally came along and got wise to her, I estimate that she had the third largest microform collection in Colorado.
8. Run the microfilm all the way through onto the take up reel. Take off the take up reel and put it into the microfilm box, insuring that the next person using the microfilm will find it comes out backwards. This doesn't really destroy the microfilm, but it is extremely frustrating for the person using the film and, as we all know, there is no telling what a library user will do once he or she gets frustrated.
9. Give a large class an assignment that requires them all to use the same reel of microfilm. Chances are the reel will disappear before half of them get a shot at the assignment.
10. Another less reliable method of getting rid of microfilm is sending it to the cataloging department. A significant amount of the time I never see the film again.

These probably are not the most ecologically sensible way to destroy microfilm, but over the years they have worked for me.—***Tim Byrne**, Government Publications Library, University of Colorado, Boulder. tim.byrne@colorado.edu*

PPA (sic) the top priority for 2004-2005.

4. Request ALA Washington Office to work on a special program on these issues with PBS and/or C-SPAN. Bill Moyers PBS show NOW included an episode on civil liberties and the *USA Patriot Act* challenge entitled "Democracy in Danger?" NOW invites responses so GODORT may wish to work with Mr. Moyers on a separate show about the threats to permanent public access.
5. Request that C-SPAN include a statement about transcripts of the hearings broadcast may be available at their local federal depository library.
6. Request ACRL and PLA to jointly plan a workshop to inform library administrators of this concern.
7. Ask Regional Libraries and/or state associations to hold a special meeting or debate discussing PPA and issues as described in this report.
8. Ask for a special issue of a journal such as *Government Information Quarterly* or *Reference Quarterly* be devoted to articles addressing these issues. Have GODORT members agree to write the articles subject to rules of journal submissions.

At present, these recommendations are still being discussed by GODORT. The task force was discharged at the 2004 Midwinter Meeting. The GODORT *Principles* were updated and became an ALA document. For the full report, chronology, and a selected bibliography of materials, please see the task force Web site at: http://tigger.uic.edu/~aquinn/access/publicaccessindex.html

—***Aimée Piscitelli Quinn***, *Chair, Federal Documents Task Force on Permanent Public Access to Government Information*

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2. "Key Principles on Government Information," *DttP: Documents to the People* 32, no. 2 (summer 2004): 40. Formally adopted by the American Library Association, Washington Office, "Key Principles on Government Information." Available at: www.ala.org/ala/washoff/WOissues/governmentinfo/keyprins.htm.
3. "Government information products within the scope of the FDLP remain available for continuous, no fee public access through the program" (*Managing the FDLP Electronic Collection: A Policy and Planning Document*, Oct. 1, 1998, GPO. Available at: www.access.gpo.gov/su_docs/fdlp/pubs/ecplan.html). For emphasis, the phrase "permanent public access" is sometimes used with the same definition. ▮

2004 Resolutions Written or Endorsed by GODORT

Midwinter 2004

- Resolution Commending the Educational Resources Information Center (ERIC) Clearinghouses for their Service to the Education Community, the Library Community, and the Public, Adopted CD#20.3
- Resolution Commending GPO and NARA, Adopted CD#20.4
- Memorial Resolution for Paul Simon, Adopted M#2
- Resolution on Proposed Amendments to the USA PATRIOT Act, Adopted CD#20.2
- Key Principles on Government Information, Adopted CD#20

Annual 2004

- Resolution on Superintendent of Documents Salaries and Expenses Appropriation for FY2005
- Resolution on Guidelines for "Sensitive" Information
- Resolution on Access to and Ownership of Government Information
- Securing Government Accountability through Whistleblower Protection
- Resolution on the Administrative Conference of the United States ▮

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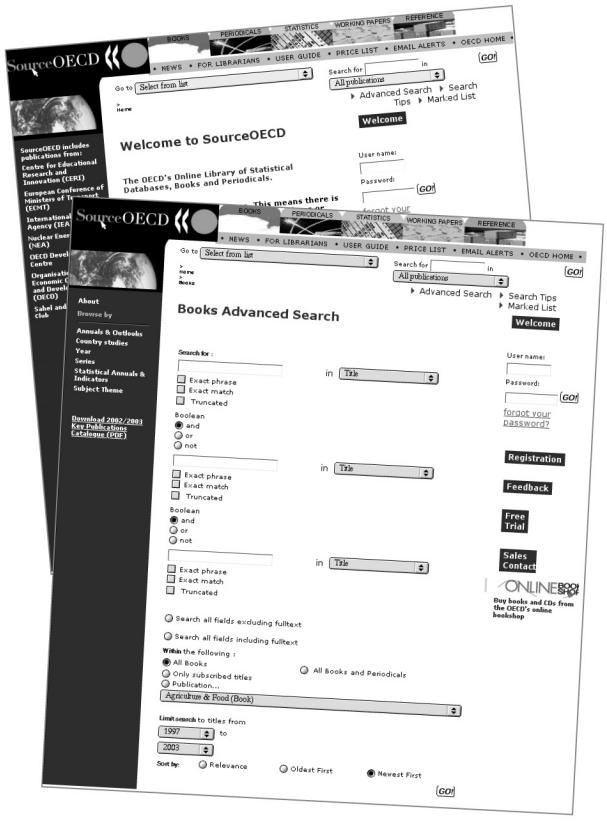

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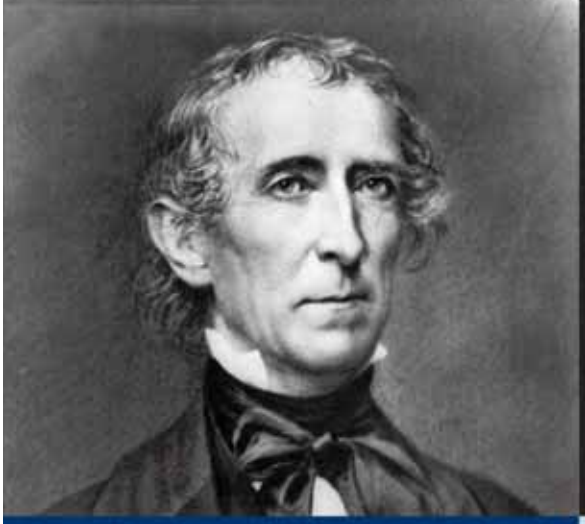

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