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DttP

Documents to the People

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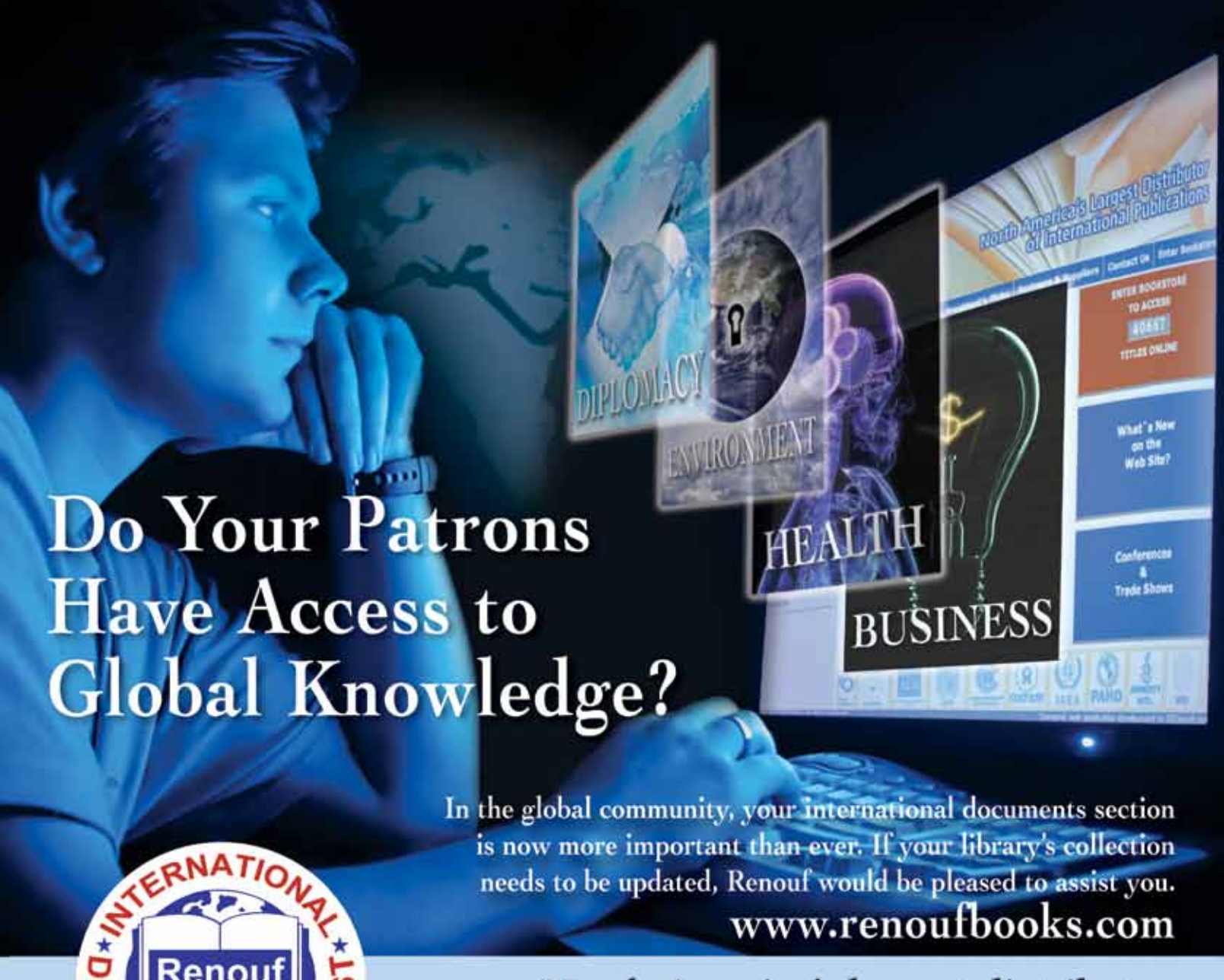

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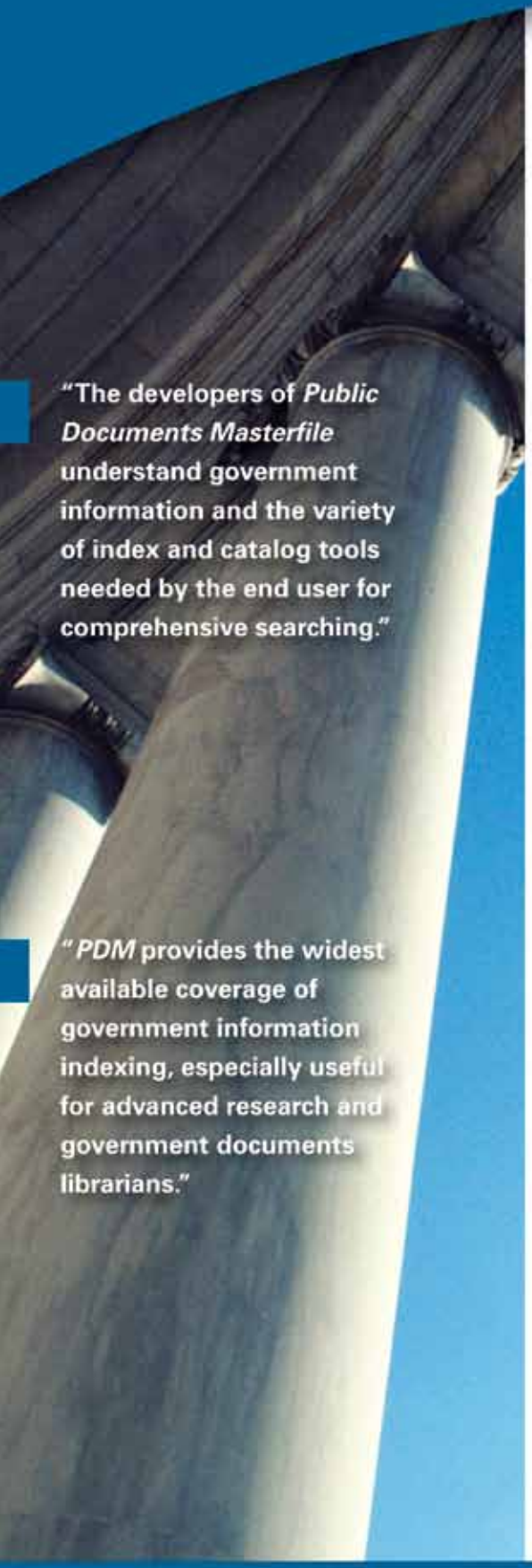

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About the Cover: The cover photo is of the 2010 GODORT awards recipients. They are (left to right) Sandee McAninch, Liza Duncan, Lindsay Braddy, Maliaca Oxnam, and William V. Ackerman. See tinyurl.com/39w936c for more information.

Editor's Corner

Making Connections

Beth Clausen and Valerie Glenn

Libraries and those of us who work in the information profession are really in the business and practice of making connections. Making connections is central to almost everything that we do. We help connect patrons to the right resource at the right time, we facilitate the making of connections between our patrons and government agencies, and we are constantly connecting with colleagues in person and online to share information, discuss different topics, or to accomplish various tasks.

The feature articles and other content in this issue reflect the pervasiveness of connections in various forms in our profession. Kirsten J. Clark and Jennie M. Burroughs discuss very real virtual connections between regional and selective depository libraries using current communications technologies in their article "Connecting at a Distance: Bridging Time and Space with Virtual Tools." B. Jane Scales and Marilyn Von Seggern provide a follow-up article to a piece published in *DttP* last summer on the assessment cycle and undergraduate instruction. Their article "Experiencing the Assessment Cycle: Government Document Instruction to Undergraduates" highlights an important avenue of connecting students to librarians and government information. Julie Linden connects our microforms collections, past and present, to the digital future (and present) of our collections management and planning as she explores the question "Do We Need All These Microforms . . . Right Here?"

Many of us were fortunate enough to spend time together in productive meetings and informative programs (and a happy happy hour and an awesome reception) at the Annual Conference in Washington, D.C. But unfortunately, all of our members were not able to attend. Our members and readers who were not able to connect with colleagues at the various meetings can catch up on what they missed by reading Cass Hartnett's "Conference Highlights" and GODORT Councilor Mary Mallory's report in "'Round the Table," and get a glimpse of what GODORT is trying to do regarding virtual connections in Geoff Swindells' inaugural "From the Chair" column.

As always, the columnists connect readers to relevant and often thought-provoking information that should be useful as we pursue our daily responsibilities or think about the bigger picture of government information professionalism. In this issue, "Get to Know…" features Hui Hua Chua of Michigan State University, "Documents without Borders" focuses on treaty resources, and "Spread the Word" asks some questions and explores resources for promoting current topics with government information resources. You can also brush up on financial information resources with our "Federal Documents Focus" columnists and their guest contributor Kerry Scott, and find out about the LOCKSS-USDOCS project from James Jacobs and Victoria Reich.

Give to the Rozkuszka Scholarship

The W. David Rozkuszka Scholarship provides financial assistance to an individual who is currently working with government documents in a library and is trying to complete a master's degree in library science. This award, established in 1994, is named after W. David Rozkuszka, former documents librarian at Stanford University. The award winner receives $3,000.

If you would like to assist in raising the amount of money in the endowment fund, please make your check out to ALA/GODORT. In the memo field please note: Rozkuszka Endowment.

Send your check to GODORT Treasurer: John Hernandez, Coordinator for Social Sciences, Northwestern University Library, 1970 Campus Drive, Evanston, IL 60208-2300.

More information about the scholarship and past recipients can be found on the GODORT Awards Committee wiki (wikis.ala.org/godort/index.php/awards).

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"A landmark report about the biggest economic story of our era! It describes and analyses the new economic world we live in, where countries in Asia, Africa and Latin America provide the dynamism for future growth. It shows how this shift in the economic centre of gravity is cause for optimism, rather than consternation." *Alan Hirsch, Deputy Director General: Policy, South African Presidency*

Shifting Wealth examines the changing dynamics of the global economy over the last 20 years, and in particular the impact of the economic rise of large developing countries, such as China and India, on the poor. It details new patterns in assets and flows within the global economy and highlights the strengthening of "south-south" links – the increasing interactions between developing countries through trade, aid and foreign direct investment.

OECD Territorial Reviews: Guangdong, China 2010

October 2010, 260pp, 978-92-64-09007-1

Guangdong is China's most populous (94.9 million inhabitants) and richest province (one eighth of the national GDP). A key development feature of Guangdong has been – "processing trade", which has allowed companies to benefit from paper-thin profit margins from importing, assembling, and exporting via Hong Kong. Increasing labour costs and strain on land availability have increasingly challenged this model of development, with new competitors in China and abroad.

The Territorial Review of Guangdong is integrated into a series of thematic reviews on metropolitan regions undertaken by the OECD Territorial Development Policy Committee. The overall aim of these case studies is to draw and disseminate horizontal policy recommendations for regional and national governments.

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From the Chair

My Background and My Plan

Geoff Swindells

In this, my first column as chair, I'd like to take the opportunity to introduce myself and share with you some preliminary thoughts about my vision for GODORT. First, I'd like to recognize Cass Hartnett and Amy West for their exemplary service to GODORT over the past two years. In addition to all of their hard work, they've both been unstinting in their advice and support during my transition year (of course, any snafus and missed deadlines remain my responsibility alone). Thank you.

While many of you already know me quite well, and I count many in GODORT as the closest of friends, I think a bit of autobiography is in order. For the past few years, I've led the department at Northwestern University that is responsible for government information, maps, geographic information systems, and social science data services. By the time you read this, I will also be serving an interim stint as the manager for Northwestern's science and engineering library.

Prior to moving to Evanston, I was the depository coordinator and regional depository librarian at the University of Missouri-Columbia, and I have also worked at the Federal Reserve Bank of New York, Queens Borough Public Library, the Association of the Bar of the City of New York, and the Law Library at the University of California (UC) Berkeley. Though most of my professional service has centered on federal government information, as a practicing librarian I've worked extensively with information resources from all levels and types of government.

I'm a proud graduate of Columbia University and UC Berkeley, I served in the United States Coast Guard immediately after high school, and in addition to library work I've tried my hand at both academia (political science) and bookselling (independent). Once upon a time, I wanted to be an oceanographer.

I tell you all this because I think that my story may help put my vision for GODORT in context.

Though much of my career has been spent in academic libraries, I've also had experience in law libraries, special libraries, and public libraries. While their organizational structures and service models may differ significantly from one another, all types of libraries require some level of expertise in government information, and GODORT needs to position itself as the place within ALA where that expertise can be acquired.

I've worked in depository libraries and non-depository libraries, and while GODORT must continue to advocate for robust and responsive depository library programs, we are not just an organization of depository librarians. GODORT should be the destination within ALA for librarians from all types of libraries who are interested in assisting their communities in finding, understanding, and using government information.

I wear many hats in addition to my work with government information. We *all* wear many hats these days. Some of us may no longer count government information work as part of our job descriptions, or it may be a very small part of a very large portfolio. GODORT should be an organization that recognizes our many professional commitments, and that allows us to pursue our interest in government information in tandem with these other commitments.

Once upon a time, I knew very little about government information. The members of GODORT welcomed me to this community and taught me much of what I know today. GODORT should continue to be the place that one welcomes everyone with an interest in learning about and working with all types of government information.

I have a feeling that my vision for GODORT is not unique. In fact, it seems to align quite nicely with the first four goals outlined in our strategic plan:

1. GODORT welcomes all members and participants;
2. GODORT members are the leading advocates for access, dissemination, and awareness of government information and actively work with other ALA groups and organizations beyond the library community;
3. GODORT offers members a variety of ways to participate in and contribute to the organization;
4. GODORT is an organization committed to providing access and information equally for all types of government information.

Making real progress toward the implementation of the strategic plan is my number one priority during the coming year. The ad hoc committee did their part. They've provided us with an excellent plan. The membership has voted. Now it's up to our elected officers, task force coordinators, and standing committees to get to work. Moreover, although I certainly don't want to preempt a broad and robust discussion within GODORT on how best to proceed, I think that making substantive progress on goals three and four is essential to our success.

We must find ways for our membership to participate in the work of the round table without having to attend conferences in person, and we can't wait for ALA to solve this for us. Amy West has charted the way here—making virtual membership on committees an explicit option in her appointments last year. I have done the same this year; however, to make virtual membership productive and meaningful we need to rethink how we do the work of the organization. To that end, I'm charging each task force coordinator and committee chair to examine the work of his or her unit closely, to develop a plan to conduct at least 50 percent of that work between conferences, and to consider not meeting at all during either the Midwinter Meeting or Annual Conference. I'm also asking coordinators and chairs to identify any obstacles to implementing these plans, whether technological or organizational. It will be my task, along with the rest of the Executive Committee, to find ways to overcome these obstacles. Granted, there are some positions within GODORT that require conference attendance, and not all committees have the freedom to do all their work virtually, but I believe that we can make significant progress in this area.

GODORT must also make a concerted effort to represent all types of government information in the day-to-day work of the organization, and to make sure that the round table embodies the concerns and perspectives of those with an interest in municipal, state, and foreign government information, or with the resources of international intergovernmental and nongovernmental organizations. We also need to recognize the increased importance of government data, and to champion the burgeoning open data movement. Moreover, these commitments must go beyond lip service. We must walk the walk. So to help move us forward in this area, I'm charging each committee chair to work with their appointed task force representatives to develop a plan to broaden the work of their committee to include at least one non-federal, or data-centered project or topic in their portfolio for the coming year.

That's probably enough for now. I will have much more to say about implementing the strategic plan in my next column; however, in the interim, if you have any thoughts on this or any other matter, please don't hesitate to contact me at geoff.swindells@gmail.com.

GODORT Membership

Membership in ALA is a requisite for joining GODORT

Basic personal membership in ALA begins at $50 for first-year members, $25 for student members, and $35 for library support staff (for other categories see www.ala.org/Template.cfm?Section=Membership).

Personal and institutional members are invited to select membership in GODORT for additional fees of $20 for regular members, $10 for student members, and $35 for corporate members.

For information about ALA membership contact ALA Membership Services, 50 E. Huron St., Chicago, IL 60611; 1-800-545-2433, ext. 5; email: membership@ala.org.

Get to Know… Hui Hua Chua

Julia Stewart

This year, Hui Hua Chua, U.S. federal documents librarian at the Main Library at Michigan State University (MSU), marks her tenth anniversary in academic libraries. Since 2000, Chua, a native of Singapore, has worked with patrons and provided access to European Union and other international documents collections, as well as to U.S. government documents. A graduate of Indiana University's (IU) MLS program, Chua worked at IU's Government Publications Department while earning her degree.

As public access to government information within academic institutions goes increasingly digital, Chua keeps her eye on the future through active monitoring of, and preparing for participation in, the Committee on Institutional Cooperation (CIC)/Google Government Documents Project.

MSU is one of thirteen primarily Big Ten universities with membership in the CIC. The CIC is in many respects the Big Ten athletic conference's academic counterpart, and is meant to facilitate collaboration on projects that benefit faculty and students, such as technology and study-abroad programs. The Center for Library Initiatives within the CIC oversees the Google Government Documents Project, which could eventually provide digital access to more than one million volumes of U.S. government documents. Digital facsimiles of documents from CIC institutions will be accessible through Google Book Search, with copies also available in the HathiTrust Digital Repository (www.hathitrust.org) where public domain materials will be universally accessible.

Fortunately, Chua is a pragmatic documents librarian with a plan for when it is MSU's turn to provide documents to the project and she is already very prepared for action.

"In preparation for this collaborative project, I have worked with subject specialists at Michigan State to gauge what publications we might need to retain in print. I've also been trying to determine the extent of our cataloged and uncataloged collections," said Chua. When asked about these preparation processes, she mentioned that she solicited ideas for retention from subject coordinators, specialists, and reference librarians. Some respondents provided specific titles (including some particular hearings) while others provided types or categories of materials for retention such as census publications. She plans to consult with her colleagues further when a specific pick list is provided. To determine the extent of cataloging of the collection, she needed to get a broad sense of the collection because the only systematic retrospective cataloging MSU has done is for census materials. First, record numbers were generated from the OPAC by broad agency. Chua compared these to a shelf-foot count by agency to determine the ratios of cataloged and uncataloged items. While it is not a precise methodology, it did give her a sense of the degree to which materials are cataloged. She discovered that some agency publications, such as those from NASA and Defense, are not well cataloged, but the departments of education and agriculture are comparatively well cataloged. Happily, this does reflect program and university strengths.

Once MSU receives the list of documents requested by Google, Chua plans to take the following steps:

1. Work to secure approval for disposal from the regional depository. This is required as the project is a sheet-fed digitization process;
2. Identify any items MSU may wish to retain; and
3. Stay in the loop with Technical Services at MSU, as this is the group that will process and ship the materials and clean up catalog records as well as add records for the digitized materials to the local catalog.

Chua believes that public access will be improved as a result of this collaborative project. "Public access will be improved. More importantly, having large bodies of digitized text has the potential to change the nature of scholarship. Different types of research, such as textual analysis and data mining will be facilitated. Additionally, developers will have a large body of copyright-free text and data to test applications for research and learning."

Chua's reflections upon her ten years in the academic-library field include the big picture and the small focus.

"I get a lot of immediate gratification from being able to help a patron find what they are looking for, while at the same time, the impact of digitization and technology on research and learning is exciting to me as well."

Outside the library, Chua spends her free time reading and pursuing her interest in travel.

"I enjoy planning my various trips, my most recent of which was to Turkey. Currently, I am reading books and mysteries set in Turkey, especially in Istanbul and Constantinople. I also enjoy reading travelogues, histories of food and food culture, and literary fiction."

Federal Documents Focus

Financial Forensics: Making Sense of the Numbers

Lucia Orlando, Rebecca Hyde, and Kerry Scott

There is no shortage of questions about the nation's financial meltdown and the economic recession these days. The economy is on everyone's mind, and we've seen the far-reaching effects of the downturn race across the country, leaving no one unscathed. As Congress and the White House take on financial regulatory reform, people want to know how we got into this mess and how do we prevent it from occurring again? Monetary policy is very complex and not easy to distill into neatly packaged sound bites. Even the economic and financial experts have a difficult time explaining how the country ended up in this crisis, and those who can clarify the issues have become instant celebrities sought out by the media. In these circumstances, librarians can expect to field more questions from researchers, students, and average citizens about the economy and the tools used by the federal government to manage the crisis. Monetary policy is bewildering to most people, but knowing where to look for accessible, easy-to-understand information is half the battle. This column will guide you to some excellent starting points to help you answer your patrons' questions.

The average person rightly finds monetary policy arcane and overwhelming. Increasingly, entities with a mandate to manage financial information, such as the Federal Reserve Board (FRB or Fed) and the Bureau of Labor Statistics, recognize this. Over the past few years, they have become much better at posting their data online and providing tutorials and guides to explain the complicated subjects under their jurisdiction.

The FRB has primary responsibility for managing the nation's financial health. While most of us are familiar with its role in setting the prime, or discount, rate—the interest rate banks charge each other for short-term loans—the agency's broader objective is to keep financial markets functioning and stable. The Fed uses three essential tools that affect the funds in the banking system: the discount rate, financial reserve requirements for banks, and open market operations for purchases and sales of U.S. Treasury securities. To learn more about how the Fed works, including an overview of its structure, tools, resources, and processes, take a look at "In Plain English: Making Sense of the Federal Reserve System" (www.stlouisfed.org/inplainenglish).

The premier site for understanding federal monetary policy is Liber8 (liber8.stlouisfed.org), which was created and maintained by librarians at the Federal Reserve Bank in St. Louis and is geared toward academic and government documents librarians, educators, and students. Liber8 gathers and makes accessible economic information from the Fed and other government agencies. However, Liber8 takes it a step further by providing sources that are easily understood by a lay audience. As the "About Us" page explains: "We specifically selected non-technical sources that would be simpler to use and easier to understand."

Liber8 offers a blog of resources related to current issues, a newsletter, and links to research articles. The site strikes a careful balance of providing substantive data and reports without overwhelming the user with obscure financial details. Snippets of data and brief descriptions of articles are followed by helpful links to more sources and additional research. The page of Education Resources (www.stlouisfed.org/education_resources) provides tutorials, sample lesson plans, and simple, straightforward guides about teaching economics. The topics are geared toward explaining monetary policy and investments to K–12 audiences. Thus, the simplified explanations make Liber8 a highly useful place to learn about, or refresh your knowledge of, the federal financial system. For the more experienced user, there are also links to economic databases of current data, archival data, and research such as FRED (Federal Reserve Economic Data), ALFRED (ArchivaL Federal Reserve Economic Data), GeoFRED (geographic data), and FRASER (Federal Reserve Archive of Economic Research).

If your users are struggling with economic concepts try "Ask Dr. Econ," from the Federal Reserve Bank of San Francisco (www.frbsf.org/education/activities/drecon/askecon.cfm). "Ask Dr. Econ" strives to clarify difficult economic issues using simple but detailed descriptions and graphs. You can ask a question like "What is neutral monetary policy?" or browse the archives by subject or keyword to see if your topic has already been addressed.

It's not only the complexity of economic and financial issues that make them difficult to understand. Economists and financial experts use specialized jargon and terminology that are confusing to the uninitiated. Next time you encounter a term you aren't sure about, like "collateralized debt obligation" or "risk-weighted assets," take a moment to look it up using a verified source. If you are assisting an academic researcher or economics student, take a look at the glossary available through Liber8 or the U.S. Department of Labor's data branch, the Bureau of Labor Statistics (BLS). The BLS glossary

(www.bls.gov/bls/glossary.htm) not only provides definitions, but it also displays the name of the major government dataset that utilizes the defined term. Or, for terms that are commonly used in news reports, take a look at the definitions supplied by the decoder at FinancialStability.gov (financialstability.gov/roadtostability/decoder.htm). The decoder supplies definitions to terms and acronyms used on their site as well as commonly used economic terms.

Of course, not all financial questions require an understanding of the federal financial system. Sometimes our users simply want basic information to help them understand and manage their personal finances. They can find answers at MyMoney.gov, an outstanding source of comprehensive, easy-to-understand information. The site is sponsored by the Financial Literacy and Education Commission, which consolidates and coordinates financial literacy and education resources from twenty federal agencies that work with money or markets. MyMoney.gov is unlike many government and commercial websites that bombard the user with cluttered and jargon-filled information, making them hard for a novice to navigate. The clean, concise style goes a long way toward reducing the fear and intimidation so many people experience with their personal finances.

The purpose of MyMoney.gov is to educate and inform consumers about basic financial issues and increase their financial literacy using trusted, verified resources. It does not try to sell financial advice or advertise commercial services. The site targets resources to specific user groups such as women, parents and caregivers, military personnel, teachers, employers, researchers, youth, retirees, and financial education providers. The sources are practical and comprehensive, and every topic conveys information that is important for all consumers to understand. In other words, there's something there for everyone at every stage of life and financial circumstance. For example, topics include "Taking Control of Your Finances: A Special Guide for Young Adults," "Money Tips at All Ages—Your Finances at Different Stages of Life," "Understanding Taxes," and "Money Math: Lessons for Life." The site also includes links to budgeting worksheets, calculators, and checklists.

Other agencies provide a different facet of the economic picture. The Labor Department and BLS present employment and consumer spending information in a straightforward and clear manner. For instance, the Labor Department offers a collection of frequently asked questions on its "People Are Asking" page about topics such as minimum wage and calculating vacation and sick leave pay. The BLS supplies current and historical data for the unemployment rate, average hourly earnings, producer price index, and more. Although their data are not as easy to understand as the tools available through Liber8 or MyMoney.gov, the figures are in one place and the agency provides some contextual help in the form of sidebar links for consumers, students, and teachers, as well as a link to an informative frequently asked questions site.

As you can see, federal agencies provide a wide range of resources that are useful for helping us assist our varied user populations in discovering and making sense of financial information. Finances, both federal and personal, are complex, but those who are willing to dig a little will find plenty of answers on government agency websites.

Kerry Scott, Economics Subject Specialist, University of California-Santa Cruz, scottk@ucsc.edu, coauthored this column with the regular columnists.

Documents without Borders

Treaty Trends and Transparency Policies

Cyril Robert Emery

Trends in treaty publication

Earlier this year, the United Kingdom's Foreign & Commonwealth Office launched UK Treaties Online (bit.ly/UK_treaties), a huge database of full-text U.K. treaties and treaty records. This is just a recent instance in a larger trend toward the free online publication of treaty information. Last year, for example, the publisher of Germany's official gazette started offering free access to a read-only version of the *Bundesgesetzblatt Teil II* (www.bgbl.de), the portion of the gazette dealing with treaties and international agreements.[1]

Not surprisingly, this trend will likely be accompanied by a move away from print publication. The UN, for example, announced in March that it would no longer be providing free print copies of the UN Treaty Series (UNTS) to UN depository libraries.[2] Because the UNTS is available online, this move doesn't signal a decrease in transparency. There are, however, digital divide implications related to this decision, something the UN acknowledged by offering the series for purchase at a steep discount to depository libraries in developing countries.[3]

From an international perspective, the general impetus for

the publication and transparency of treaties is to prevent secret diplomacy and agreements, the proliferation of which has long been cited as a cause of the escalation and duration of World War I.[4] While publication is now the norm once a treaty or agreement has been established, and online publication is becoming common, the treaty negotiation process (especially for bilateral treaties) is, in most countries, still fairly opaque. In regard to the United States, for example, Lori Fisler Damrosch described the treaty process as "a closed, secretive preserve, as if the president were an eighteenth-century monarch with the Senate his coterie of courtiers."[5] Thus, researchers will be happy to know that one of the few official publications providing insights into U.S. treaty positions and activities, the *Digest of United States Practice in International Law*, is now available for free on the Department of State website (www.state.gov/s/l/c8183.htm). Coverage is currently from 1989 to 2008.

Transparency policies

Despite the general worldwide trend—often driven by the Internet—toward greater transparency in government and international organization documents, there are surprisingly few detailed official explanations for the theoretical justifications behind the move toward greater openness. Perhaps it is too simple. Transparency generally provides stakeholder or "citizen access to the information necessary to hold . . . leaders accountable for their decisions."[6] Maybe this is so obvious that when a new transparency initiative is announced, no further explanation is needed. Nonetheless, scholars in the field will likely be pleased by two new documents that go much further to explain the needs, justifications, and concerns surrounding specific transparency initiatives.

First, the Australian Law Reform Commission has released a massive new report, *Secrecy Laws and Open Government in Australia*.[7] This report offers a careful examination of existing Australian laws that impose confidentiality obligations with regard to government information and/or prosecute civil servants for information disclosures. In an impressive table, the report provides citations to all 506 provisions it identifies as relevant. Finally, it makes both blanket and specific recommendations for streamlining Australia's secrecy regime in favor of greater openness while recognizing the continued need for specific provisions. While certainly serving the needs of openness in Australia, this report also represents one of the best academic reviews of the theoretical underpinnings of both secrecy regimes and openness in government.

Second, the World Bank has adopted a new disclosure policy, *Toward Greater Transparency Through Access to Information*.[8] The policy is imagined as "a radical shift in the Bank's disclosure paradigm—from a policy that spells out what the Bank may disclose, to one that presumes the Bank will disclose any information in its possession that is not on a list of exceptions."[9] It presents an appeals process for challenging disclosure decisions, specific recommendations as to what should be disclosed, and detailed explanations as to why certain documents should remain confidential. From the perspective of those of us searching for World Bank information, the new policy has already yielded results, as its formerly subscription-based statistical databases are now available for free to everyone.[10]

New (and discontinued) resources

The UN Dag Hammarskjöld Library has introduced four new online tutorials (tinyurl.com/DHL-training) to help users find online documents: How to Find a UN Document Using a UN Document Symbol, How to Find General Assembly and Security Council Resolutions and Voting Records, How to Find Secretary-General's Reports, and How to Find United Nations Meeting Records.[11]

Additionally, the UN has launched a website for its new Dispute and Appeals Tribunals (www.un.org/en/oaj). It includes judgments of both bodies as well as other useful information. Judgments of the now-defunct UN Administrative Tribunal can still be found on its website (tinyurl.com/UNAT-main).

Finally, thanks to Eric Davies of the European Information Association for pointing out that the *Bulletin of the European Union* is no longer being published. This valuable resource will be missed.

The opinions expressed in this column are the author's own and do not necessarily reflect those of the United Nations.

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Spread the Word

Current Events and Outreach

Melanie A. Blau

My mind whirls, much as the oil in the gulf

As the oil spill disaster in the Gulf of Mexico unfolds, my mind is full of questions. Perhaps yours is, too. Perhaps you have patrons who would like to know more, or you can identify groups who may need or want superior information compared to what is found on the nightly news. (No offense meant to nightly news researchers!) The following is a list of the questions I had that relate to government information that is openly available on the Internet. With these questions and answers as a starting place, we can create various outreach programming opportunities. Let's get started.

Q: Which government agency is responsible for overseeing the cleanup?

A: The U.S. Coast Guard (USCG)

No matter how a spill occurs or who eventually takes responsibility, the federal government has mandated that there needs to be some coordination between that party and federal, state, and local agencies. The USCG is the lead response agency for spills that occur in coastal waters and deepwater ports.[1] Beyond search and rescue for the rig workers, the USCG (and other Department of Defense agencies such as the U.S. Navy) plays a pivotal role in the management and oversight of the entire government response to the Deepwater Horizon Incident. To see who's in command of what and when, go to www.uscg.mil.

Q: Is there a website devoted to this event? And has the event been given an official name?

A: Yes, it is called the Deepwater Horizon Incident.[2] The official site of the Deepwater Horizon Unified Command is a collaborative effort of "BP, Transocean and government agencies" (www.deepwaterhorizonresponse.com/go/site/2931).

Although several agencies are using the terms "BP spill" or "BP oil spill," these terms predate the now official moniker. Users can perform a variety of tasks on the official site, including file a claim, report distressed wildlife, volunteer, and add suggestions to the mix. There is also a lot of data on the site, such as an "ongoing response timeline"—photos, live remotely operated vehicle footage, and data feeds including Facebook, RSS, YouTube, etc. (see figure 1).

Q: What are the other agencies involved and what are they doing?

A: Some of the agencies involved so far (more may become involved as events unfold)—

- **U.S. Fish and Wildlife Service (USFWS)**
  The USFWS has a webpage devoted to the Deepwater Horizon Oil Spill (www.fws.gov/home/dhoilspill/). Its purpose is to "minimize the impact of the oil spill on fish, wildlife and habitat." There are thirty-five national wildlife refuges between Louisiana, Mississippi, Alabama, and Florida coastal areas. To that end, the USFWS has sent hundreds of personnel to the impacted areas. It is also responsible

for contributing to the statistics regarding the cause of death or injury of found fish and wildlife.

- **National Oceanic and Atmospheric Administration (NOAA)**
  NOAA's Office of Response and Restoration (www.response.restoration.noaa.gov) is an excellent source of the agency's response activities. NOAA participates in many facets of the government response. It has experts in spill containment and cleanup options and it coordinates weather and other relevant data sources. Some staff also participate in surveillance flights to assess marine mammals' contact with the spill. In addition, NOAA uses satellite data to survey the extent of the pollution. Of great importance is its prediction of the oil spill's trajectory. The trajectory maps are produced daily and consist of a nearshore and an offshore map. Information on interpreting the maps can be found at bit.ly/9GgS4w.

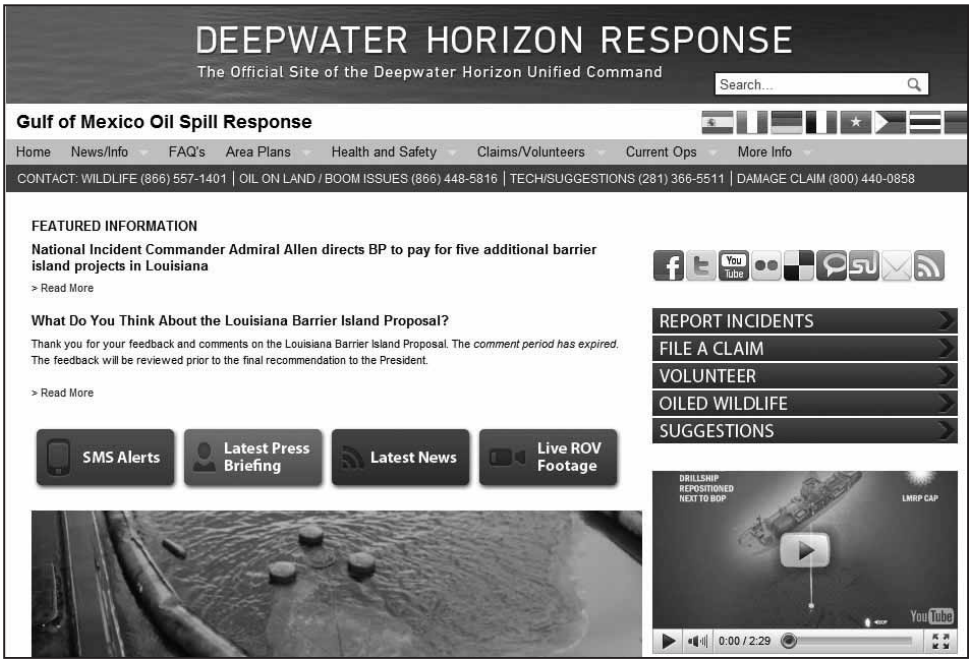

Figure 1. Official site of the Deepwater Horizon Unified Command

- **Environmental Protection Agency (EPA)**
  The EPA is providing sampling of air, water, and sediments. They are the real-time source of monitoring and have produced a plan that covers objectives, standard operating procedures, water quality benchmarks, and location of monitoring stations. The various sections of the plan are available from the EPA page on the spill (www.epa.gov/bpspill/epa.html).
- **Department of Homeland Security (DHS)**
  DHS secretary Janet Napolitano has launched an investigation into the causes of the Deepwater Horizon Incident. She is the National Response Team lead coordinating emergency preparedness. This makes sense as the Federal Emergency Management Agency falls under the DHS. So they're investigating, communicating, and coordinating.
- **Bureau of Ocean Energy Management, Regulation, and Enforcement (formerly the Minerals Management Service (MMS)—an agency in the U.S. Department of the Interior)**
  The agency formerly known as the MMS has a memorandum of agreement with the USCG outlining their respective roles and responsibilities when investigating incidents on the U.S. Outer Continental Shelf.[3] They're highly interconnected. According to the memorandum, USCG and "MMS will have joint responsibility where it appears that the facility operator is involved."[4]
- **The White House**
  The White House has established an area for the oil spill on its website at www.whitehouse.gov/deepwater-bp-oil-spill. There is excellent work here, from videos of President Obama's visits to the Gulf to descriptions of the major players in the government response. You can also find, through the related blog postings, what the government scientists and academic experts are advising as next steps to BP.

It *is* all about me! And the beaches

Q: How can I find out the impact on my summer vacation plans (i.e., how are the beaches along the coast)?

A: The EPA runs BEACON, Beach Advisory and Closing On-line Notification (bit.ly/CT1JHD) (see figure 2).

You can type in a beach name or click on a state that contains beaches. Selecting Florida brings up a map of counties. Select the county you intend to visit and a list of monitored beaches appears. If you are unsure of the county name, you can select a county from the visual that seems to cover your intended

destination. Select the named beach and another map opens showing sensor position, beach advisories and closings, water quality, and more. Not all beaches will have all levels of detail. Sometimes you are furnished with contact information for the beach, so ostensibly you could followup with any other questions you may have.

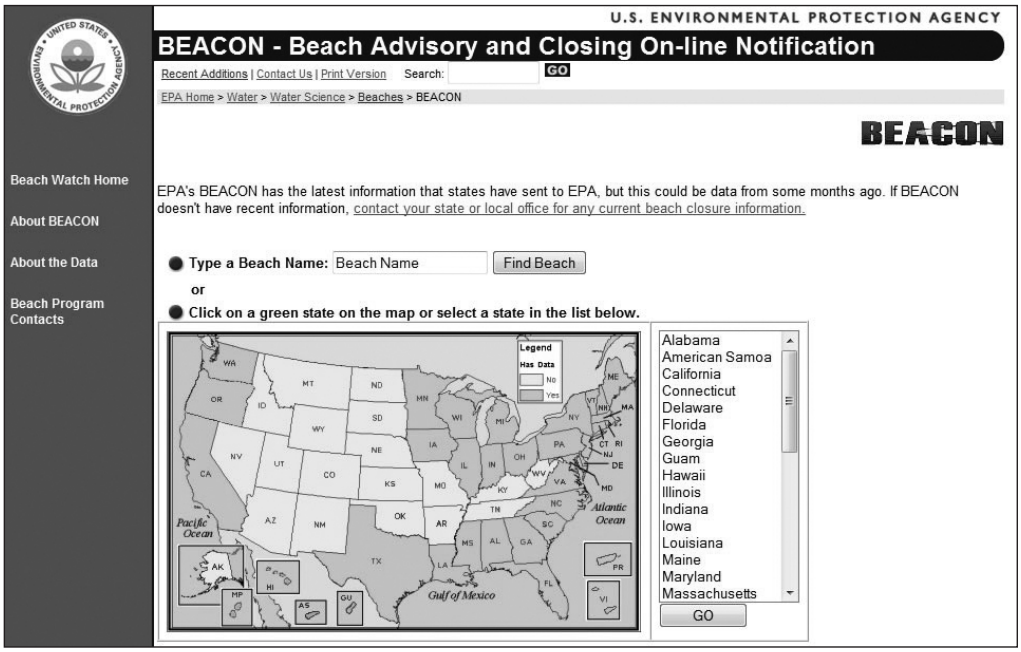

Figure 2. EPA's BEACON homepage

Outreach opportunities

Who could benefit from some of this information? Well, you know your customers best, but let's look at some possibilities, matching some of what you could offer with their needs. This process can be used with any current event.

Webliography

- Published as a series of blog entries, for the general public
- One mailing to targeted lists, for example, newspaper columnists, law firms, travel professionals.

Teacher handouts—middle through high school

Taking any of the parts listed above, you could prepare handouts that teachers could use with students in various classes:

- Current events research;
- Government research;
- Science, including biology, chemistry, environmental studies, zoology.

Sponsor a forum

Particularly if you're in an area directly affected by a current event, local residents may appreciate you bringing in speakers from some of the agencies involved. You could explain how people can stay current and allow them to interact with relevant government representatives.

Create your own presentation to give at your library or travel to an audience

Again, taking any part(s) or combination of materials you've accumulated on the topic, create a presentation and then offer to speak at the local Rotary Club, Red Hat Society, or business networking luncheon, to name just a few of the many possibilities.

Realism, or making lemonade

We have a vast government working on a vast problem. The sound bites on the news are just that. Nothing is as simple or straightforward as a two-minute exposé can capture. With your programming you are showing people how to use disparate, relevant sources. When we help our patrons use government resources we are supporting our democracy. And that's no small thing.

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Connecting at a Distance

Bridging Time and Space with Virtual Tools

Kirsten J. Clark and Jennie M. Burroughs

Introduction

Depository librarians have an ongoing need to provide outreach and education as part of our ultimate quest to connect people with government information. This includes helping users access and understand information, increasing non-depository librarians' comfort level with government resources, and facilitating our own connections and growth through continuing education. We still use traditional means for these efforts—reference desk interactions, research consultations, classroom teaching, conferences, statewide meetings—and they work well. However, the need for connection often outstrips our time and budgets—students would like help with citations at 1:00 a.m., frequent exposure to government information would help colleagues overcome anxiety about the specialty, and there is so much more to learn and discuss with one another than can be covered in a few conferences per year.

It makes sense, then, to look for ways to take advantage of technologies that help extend our reach and create connections at a lower cost and in a more time-effective manner. This article proves this point by providing examples and strategies for offering virtual training and communication opportunities. These case studies use present-day technology to do things that are remarkable in their effectiveness. If you think about it, virtual communication technologies allow us to clone ourselves, time travel, and teleport. They allow us to walk a student through a citation when we are sound asleep at home. They allow us to record a training session once to be played again at point of need whether it be the next week, month, or year. Though it can't fully replicate the experience of sharing a meal at a conference, virtual communication tools can provide the instantaneous, back-and-forth group communication we need without anyone having to pay for a flight.

Connecting regional and selective depository libraries

The regional depository library at the University of Minnesota in Minneapolis works with selective depositories in Minnesota and South Dakota. The thirty selectives cover a geographic area of more than 160,000 square miles. In the past, meetings sponsored by the regional library included bimonthly gatherings, usually held in the Twin Cities metro area, and an annual multiday Spring Forum held each year in different locations in the states. Attendance varied for the bimonthly meetings, but for many years, depository libraries were able to send at least one person to the annual forum. In the past couple of years, however, the number of attendees has dropped dramatically due to budget and time constraints. The answer for the region was to find a more inclusive way for all involved to be part of the meeting discussions.

There are many web conferencing tools available in the library field. Live Meeting and Online Programming for All Libraries (OPAL) are two that are used extensively. One that might not be as well known is Adobe Connect, a web conferencing venue that allows for multiple online collaboration situations such as broadcasting a presentation, conducting an online meeting, and interactive project participation. At the University of Minnesota, using Connect, or UMConnect, is now the norm for meetings and presentations. While the initial meeting must be set up by someone affiliated with the university, anybody anywhere can join in. Much of the university use focuses on teaching across the five University of Minnesota campuses and coordination between academic departments and administrative units. In taking this technology and applying it to the region, it provides a wonderful tool for depository libraries as well.

The statistics on participation speak to its effectiveness. Because of travel obstacles, depository library participation in regional meetings before UMConnect was 30 percent. With

UMConnect, it has risen to 75–80 percent. These numbers are not necessarily unique when looking at the changes web conferencing can bring to meeting participation. However, what makes this type of meeting different in the Minnesota and South Dakota region is that the online meeting is held simultaneously with an in-person meeting.[1] Many people still like the in-person aspect of the regional meetings and, if they can, travel to the Twin Cities to participate. For those online, a combination of listening and chatting, while not as good as the give-and-take of an in-person conversation, provides a solid discussion platform for interacting with the people "in the room."

Several factors make this type of meeting work. First, this amazing group of depository library staff is willing to actively participate in this new venue, both in the two-hour quarterly meetings and in the day-long Spring Forum. Previous in-person training usually meant only one person from each depository could attend. Now all who are interested, from depository librarians to depository staff to the library director, can be part of the conversation. It also helps provide opportunities for library staff to present their research or new ideas to their peers without having to travel to a conference. The ability to record sessions is another strength of this approach as it allows those unable to attend to provide discussion comments later.

No matter how adept you get at handling the software or the computer, technology slip-ups will always happen. The most interesting ones for the regional meetings have centered on microphones and getting the best sound quality. Several different types of microphones have been tried, but in most cases the basic desk mike has worked the best. It is also hard to pick up conversations within the room, and a 360 microphone can help. The best solution is to have a second person participating online and providing, through chat, the questions and information being discussed in the room.

This type of presentation software has great implications for other meetings beyond regional ones. The authors of this article presented at the Federal Depository Library Conference in fall 2009 where part of the presentation was held through UMConnect. Selectives in Minnesota and South Dakota joined in online and were able to see the same presentation that was being broadcast to the room (in Arlington, Virginia) as well as ask questions through the chat service. Something like this could easily be done for more participants beyond this region, perhaps including the entire depository library community.

Statewide continuing education

Most libraries can take advantage of the free and valuable information offered by governments, but it's rare for each library in a state to have a specialist in government information or librarians who feel fully conversant in that information. Specialists can play a valuable role in helping their peers become more familiar with government sources and structures. Traditionally, government information specialists present this information in-house, at state library association meetings, or at other conferences, but not everyone can attend these conferences. When budgets are tight or libraries are very small, perhaps only one person at a library can attend a conference (leaving others to "hold down the fort"). Specialists can travel to different locations to provide training, but the challenges with time and money remain the same (and in geographically large states, physical distance is a real challenge).

Useful Tools

Virtual meeting software

Online Programming for All Libraries (OPAL):
www.opal-online.org
Virtual presentation software that lets you use slides, live demos, voice, and chat. Sessions may be archived for later viewing. Typically available on an organizational basis.

Microsoft Live Meeting: office.microsoft.com/en-us/live-meeting
Fee-based virtual presentation software that can be used for demonstrations and recorded for later use.

Adobe Connect: www.adobe.com/products/acrobatconnectpro
Fee-based product that can be used to host web conferences and meetings. UMConnect is a campus example of the use of Adobe Connect (www.oit.umn.edu/umconnect).

Skype: www.skype.com
Free, web-based conference calls. Share voice, video, links, and documents.

Meebo Rooms: www.meebo.com/rooms
Free, text-based chat software.

Oovoo: www.oovoo.com
Web-based video conferencing software.

Tutorial programs

Jing: www.jingproject.com
Record screenshots or screencasts. Some features for free, others with an inexpensive annual membership.

Wink: www.debugmode.com/wink
Free screencast software.

Adobe Captivate: www.adobe.com/products/captivate
High-end tutorial software.

Camtasia: www.techsmith.com/camtasia.asp
High-end tutorial software.

Screen capture software

HoverSnap: www.snapfiles.com/get/hoversnap.html
Free tool for grabbing screenshots.

SnagIt: www.techsmith.com/screen-capture.asp
Inexpensive screenshot software.

In spring 2009, the regional depository in Montana, the University of Montana, partnered with the Montana State Library to offer virtual training for non-depository librarians. The State Library has a license for OPAL, and this was the platform for three sessions in May: Government Documents 2.0, Government Information for Kids & Teens, and Government Documents Top 10.[2] The focus was on core resources that would likely be beneficial at all libraries. The presentations were each an hour long and included prepared slides, live voiceover, live browsing and searching, and interaction through questions asked via microphone and chat window. OPAL allows for sessions to be recorded for later viewing, which offers the potential for revisiting material and accommodates different schedules. Attendees were mainly non-depository librarians and support staff, and the feedback was very positive. Many participants indicated they learned about new sites that would be helpful at the reference desk, and several said they would reuse the links and ideas in handouts, bookmarks, and websites for their patrons. The fact that so much information was readily available (and that so many agencies had information geared toward kids and teens) was eye opening for many. As an added benefit, the State Library was able to offer credits for the state certification program.

Thinking about revisions for the future, there was some duplication of content across the sessions as the speaker did not anticipate that participants would be able to attend all three sessions, yet some did. While repetition can be good, in the future the speaker will focus on unique resources in each session. Synced recording of video and sound was problematic (and would need resolution), but participants can view the archived slides at any time, and many attendees commented on the value of this feature. Live browsing of databases worked intermittently; to address this, the speaker can use a second computer (logged in as an attendee) to view what participants are seeing and to check on time lag or database glitches. It is also essential to have a moderator to handle technical issues, keep track of side questions, and stimulate discussion.

Other states may have a different approach to training but the same reasons and end results apply—to supply to all library staff the opportunity to expand their knowledge of government information resources. For Minnesota, North Dakota, and South Dakota, the regional network of MINITEX offers opportunities to reach libraries throughout the three-state region. With MINITEX being housed on the University of Minnesota campus, collaboration with the regional depository library was easy. The focus of this collaboration centered on current events. In fall 2008, five webinars were done on the 2008 elections as part of a larger outreach effort to raise voter awareness.[3] In spring 2010, the regional depository librarian teamed up with the data services librarian at the University of Minnesota to provide five webinars on Census 2010.[4]

The format for each set of workshops was similar. The elections webinar was an hour in length and, because it relied heavily on graphic-based websites, the PowerPoint presentation included screenshots rather than a live demo. The presentation was also updated each session to include changes to candidate issues, updated campaign information, and candidate withdrawals. While this work added preparation time for the presenter, it helped with participant interaction by relating the topic to what they read in the paper or online that morning.

The census webinar followed a similar setup with a PowerPoint presentation being the main communication venue. However, this webinar included live demonstrations of websites. The participants were brought into the discussion by using the cities where their libraries were as examples. It also helped to divide this session between two speakers and have a moderator present to help get the question and answer sessions going if necessary. For the most part there were limited technology issues. Key to this is the huge volume of webinars that MINITEX has provided over many years; not only was the moderator prepared for most issues, but many of the participants had used the software previously.

Point-of-need training

Interactive, virtual education offers a lot of value, but there is also a place for short, on-demand training. Point-of-need tutorials can be scripted and produced in a polished format, or the tutorials can be simple and produced on the fly. This type of training is useful for all types of learners: traditional students, members of the public, teachers and professors, and librarians.

As an example of a good fit for a scripted product, students and members of the public using the library at the University of Montana frequently requested help with tracking older legislation and in particular with using the print *Congressional Record*. Because the process of tracking older legislation is somewhat unique, compared with other research processes, this training tended to be hands on, individual, and time consuming. It was also largely contingent on the availability of the government documents librarian. Given that users may need to do this research when the specialist is unavailable, this is not a model that is conducive to meeting research needs. To provide an alternative model, the specialist developed a video tutorial based on this common research request using Camtasia software (licensed for library staff) that incorporated photos, screenshots, screen recording, voiceover, callouts, and

highlighting of key text.[5] It was helpful to write out a full script for assembling pieces and for recording clean narration.

The video is currently available via YouTube and the library's government information LibGuide. Surprisingly, the most challenging part of the process was finding a file format that would successfully upload to YouTube with clear audio and video. YouTube helps track the number of views, and students have indicated that they've used it on weekends to get started on the research process. The tutorial was time consuming to produce, but subsequent tutorials have been created more quickly. In the end, the time was well spent; the tutorial serves as an endlessly repeatable and asynchronous research tool that helps viewers decode the *Congressional Record* index and track a bill.

Brief tutorials work for more than helping with a research need. In Montana, a brief webcast was the best way to sing the praises of Documents Data Miner 2 (DDM2). Regionals typically help with questions about processing, disposal, item selection, superseding, and other depository issues. Many of these questions can be answered using DDM2. At a state depository meeting a live demonstration of DDM2 helped to show how versatile the tool is and had a strong, positive impact on attendees. However, Montana is physically a big state, and not all could attend the meeting. The regional librarian recorded a quick demonstration (similar to the one conducted at the depository meeting) with ScreenToaster to share the experience and provide a high-impact refresher.[6] While the ScreenToaster tool is now defunct, Jing provides a comparable experience. The tutorial took half an hour to create and upload. It currently lives on a Montana LibGuide related to government documents administration tools and on YouTube. The regional librarian is always happy to help with depository administration questions, but there have been fewer routine questions after the creation of the DDM2 webcast.

While planned tutorials not only help a variety of patrons to learn about a resource and allow the developer the ability to plan out the training, on-the-fly videos can correlate directly to a specific patron's research needs. With more and more reference questions coming through chat and e-mail, it is sometimes hard to accurately describe in words how a user should walk through the many databases and government websites we offer, especially as each source has a different look and feel and different placement of key features such as site searches.

On-the-fly tutorials have been used with great success at the University of Minnesota. For example, a patron e-mailed the library wanting to find census data for multiple geographic locations and multiple variables (race, age, and income). For success, the patron must effectively navigate American FactFinder's custom table feature—not an easy task for someone with limited understanding of the site. Nor is it an easy task for a librarian to write out step-by-step instructions to walk the patron through the involved process. With the use of software such as Jing, a video tutorial can easily be developed that allows the patron to see the research strategy the librarian is using and to follow along at their own pace by starting and stopping the video as needed.[7]

The clear advantage of these videos is the direct correlation between showing the necessary resources and the patron's research needs at that particular time. This is also a disadvantage to the videos in that they can be too specific; the research processes they cover may not be usable for other research questions. However, given the option of spending ten minutes to write out a step-by-step description of resources or spending ten minutes to create a video that does the exact same thing and actually shows the patron how to navigate multiple sites and databases, the choice is simple.

Summary and conclusion

Each year, new software, new applications, and new technologies inundate the library field with new ways to reach out to patrons and colleagues. The above examples show how two regional libraries have used these evolving venues to support the outreach and education mission of federal depository libraries. These tools can be used to bring together (physically) distant meeting participants in meaningful and productive ways. These technologies can help create high-impact continuing education opportunities at a fraction of traditional costs in time and money. These applications and programs are the platforms for anticipating training needs or for creating clear and concise guidance at the drop of a hat.

But these examples are mere starting points for expansion and further experimentation. The authors hope that these examples spark your own ideas for communicating with users and colleagues. New technologies help us to realize the possibility that no distance is too great to be bridged and that true connection and help can be offered through virtual channels.

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Experiencing the Assessment Cycle

Government Document Instruction to Undergraduates

B. Jane Scales and Marilyn Von Seggern

Introduction

Educational assessment, "the process of understanding and improving student learning," has been undertaken at many levels of the academy, but the most elemental assessment occurs within the classroom where there are many opportunities to measure learning and the effectiveness of teaching methods.[1] In June 2009, we reviewed the instruction of government documents to lower-level undergraduates at Washington State University with the objective of improving classroom instruction to this population.[2] We applied Gilchrist and Zald's "assessment cycle" to assess information literacy and a set of "learning outcomes" based on the ACRL Information Literacy Competency Standards for Higher Education (ACRL Standards; www.ala.org/ala/mgrps/divs/acrl/standards/standards.pdf) that were modified for government documents instruction.[3] Briefly, the tasks in the cycle are to write learning outcomes, design a curriculum, select a pedagogical approach, choose assessment techniques, and select criteria for evaluation, after which the lessons learned are used to refine the tasks and start the cycle again.

We began experimenting with new assessment tools in the summer and then, for fall classes, incorporated more interactive discussion and a classroom exercise for pairs. In this paper, we provide an assessment of the changing instructional methods and content (curriculum) for three out of eight learning outcomes based on feedback from class discussions, student responses to Likert scale statements, short-answer questions, and their end-of-semester bibliographies.

> **Learning outcome 1**: **Students learn how to explore the organization and hierarchy of government entities and governmental publishing bodies in order to anticipate how government information can fill their information needs**.
> The student needs to know where to find information about government organization and determine appropriate agencies and resources for their research.

Using a mix of class discussion, mini-lecture, and demonstration of online sources, the instructing librarian covers information pertaining to federal government organization (the three branches, main agencies, and entities that make up these branches) and the types of publications produced by each. During the session, students review resources for viewing organizational charts and finding government entities. Examples of online tools the librarian demonstrates include the *U.S. Government Manual* and the Federal Agency Directory (www.lib.lsu.edu/gov/index.html). The latter is valuable for the alphabetical and hierarchical lists, links to office/agency sites, and the Directory Tool Box for searching agencies by name keyword. Students were given time to experiment with the online sources on their workstations.

Class discussion

The government documents librarian begins the class by engaging the students and soliciting verbal responses to some basic government questions: "What are the three branches of the federal government?" or "What makes up the executive branch of the government?" As students begin to respond and answer these and additional questions, the librarian reinforces the correct answers by writing them on the board, providing additional visual cues to the students. During this verbal give-and-take, the librarian assesses the dynamics of student responses: gauging levels of participation, whether they provide ready and accurate answers, and if the group as a whole is understanding

the discussion. Patterns of student knowledge become apparent. We have noticed, for example, that students nearly always identify the three branches of government but seem less certain as to where departments are placed in the organization and the types of publications that are distributed.

Online responses 1

Using a SurveyMonkey (www.surveymonkey.com) form at the end of the session, we assess how well students have retained their understanding of the basic structure of the U.S. government and its agencies by asking them to respond to a fill-in-the-blank factual question: "The _____ branch of the federal government contains the Department of Homeland Security and the President's Office." Over the course of three semesters, students overwhelmingly answered this question correctly, with only one student each semester missing the question. Though this shows that they remember the discussion about the branches of government, in the future, we plan to ask a more complex question or set of questions to get a better idea of what they are learning during the class time.

In a second section of the form, we ask them to assess their own learning on a five-point Likert scale: "The government organizations and agencies I learned about today gave me ideas for publications I could use in my research paper." Our goal was to encourage students to reflect on their attitudes about using government documents and gauge whether their classroom experience had been helpful to their understanding of the topic. Interestingly, we did note a modest improvement in student responses to this question over the three semesters. Student estimation of their own learning about organizations and agencies that would provide ideas for research papers rose from 3.70 (summer 2009) to 4.15 (spring 2010) on a Likert scale of 1 ("did not learn anything useful") to 5 ("what I learned will be very useful") (see table 1). This improvement could be ascribed to the development of a more practiced, interactive class session by the government documents librarian or perhaps a sign of a bit more engagement by students, and it signals that our efforts to revamp the class curriculum may be having an effect.

Learning outcome 2: Students recognize different types of government publications in order to identify which type will provide material appropriate for their information need. The student needs to know that there are many different types of publications published across government bodies.

Table 1. Average Likert-scale responses to organizations and agencies statement

Semester	Summer 2009	Fall 2009	Spring 2010
No. of students responding	12	95	34
"The government organizations and agencies I learned about today gave me ideas for publications I could use in my research paper."	3.7	3.71	4.15

During nongovernment documents library instruction sessions, undergraduates work on skills directed toward accessing journal articles and books. Without expanding their frame of reference to consider additional types of information such as hearings, executive orders, and court decisions, they would be unlikely to correctly understand and use the variety of government documents available for their class research projects. This class activity directs them to work in pairs to examine a document (four to five different titles per class) and write brief answers to questions such as, "What type of document is it?", "For whom and for what purpose was this published?," and "What features of this type of document make it useful or valuable for research papers?"Answers to worksheet questions are shared in class discussion at the end of the time period. As with the earlier section, discussion related to this activity is monitored for participation and understanding.

Online responses 2

The "one-minute paper" is an assessment tool that does not take much time and can be used to obtain answers to factual questions, estimates of student understanding of a subject, or reflections on a question.[4] Two questions were used in the end-of-class SurveyMonkey form, the first of which required students to name the types of documents published by the legislative branch of the federal government: "The legislative branch of the federal government publishes and distributes the following type(s) of government document (name one or two types)." We collected data over two semesters for this question—fall 2009 and spring 2010 (see table 2).

Although students who attended the government documents session received the same instruction, the percentage of two and three correct answers were noticeably lower during the spring 2010 semester. This could in part be due to the lower number of total students sampled during that time, instruction that was less effective, or not enough time for the online survey. The ratio of honors students to non-honors students may explain some of the difference, or students generally may be a little less ambitious about answering by the second semester.

Table 2. Responses to government documents published by the legislative branch question

Semester	Fall 2009	Spring 2010
No. of students responding	95	34
% at least one correct	92%	89%
% two correct	21%	10%
% three correct	18%	12%
% who gave an incorrect answer	18%	15%

Table 3. Average Likert-scale responses to databases and search engines statement

Semester	Summer 2009	Fall 2009	Spring 2010
No. of students responding	12	95	34
"I learned about databases and search engines for government documents that will be useful for locating further resources for research papers."	4	4.02	4.2

Students who gave incorrect answers often cited "journal articles" as a type of document published by the legislative branch.

After the in-class activity and discussion sessions, students were asked to spend approximately ten minutes searching for government documents for their class projects. After searching, students wrote their "one-minute paper" within the SurveyMonkey form, in response to this request: "Enter the title of one government document resource you found today that is potentially useful to your research project." Because the instructions did not specify that they identify the type of document they found, we looked for clues in the document title entered by the student to determine if there was a prevalent type of document they favored. Often comments were worded in a way that identified the database they used to find a specific document title. Congressional hearings and reports were overwhelmingly the most common type. Agency webpages, reports, and other agency publications came in second place. A small number of laws and regulations were present in responses both semesters. In the future, we may want to have them identify the document type they found in their searches.

Student bibliographies 1

Finally, we were interested in looking at the types of government documents students used for their project bibliographies. (A more thorough assessment of the bibliographies is provided in the next section.) The two sets of bibliographies were from summer 2009, before significant instructional changes had been implemented, and from fall 2009 when the newer, more interactive classroom exercises were introduced. In the summer semester bibliographies, for example, document types (when apparent) were equally divided between more formal agency reports/papers and government websites (URLs included). Student who identified these websites did not cite any specific title or document.

Learning outcome 4: Students access appropriate government document databases that fit the informational needs they have identified in order to begin actively searching for information. They can begin to do this when they know about databases that are suitable for searching government documents, where to find these databases, and some basic tips on searching.

With lecture and demonstration the librarian introduces several databases for document discovery, including the library catalog and USA.gov, and provides ten to twelve minutes for students to search for documents pertaining to their project topics. At the end of class, the students are asked whether they found any documents that address their topics and to post these document titles in the SurveyMonkey form. The student research paper bibliographies can be used for assessment with this learning outcome, too, and another question, "I learned about databases and search engines for government documents that will be useful for locating further resources for research papers," helps track new knowledge.

Online responses 3

We again used a Likert-scale exercise for student self-assessment of their ability to access and identify appropriate government documents (see table 3). While this question measures attitude more than objective data, we found it helpful in assessing whether students had thought they learned something of use in class and whether they were more confident in accessing government documents by using databases and search engines. Over the course of the three semesters we used this particular assessment piece, we saw a modest increase in positive student attitude toward using these tools.

We analyzed the one-minute paper data relating to resources useful to student research projects using Atlas.ti (www.atlasti.com) software, an application designed specifically for qualitative assessment of text. This allowed us to break down responses into a number of categories and to compare student responses over the course of two semesters. There were eighty-eight one-minute paper submissions during the fall 2009 semester and twenty-nine during the spring

Table 4. Analysis of student-selected documents in the "one minute paper"

Semester	Fall 2009	Spring 2010
No. of Students Responding	88	29
% document title	28%	10%
% government document database	16%	17%
% agency name	23%	10%
% library catalog / general database	2%	7%
% document used in class discussion	5%	34%
% didn't find anything or no answer	17%	3%

Table 5. Student bibliography data

Semester	Summer 2009	Fall 2009
No. of students responding	9	17
No. of papers	17	37
Number of papers using government documents	6	8
% of papers using government documents	35.20%	22%
Number of citations	117	327
Number of government document citations	9	15
% of government documents citations	7.60%	4.50%

2010 semester (see table 4). We were interested in seeing how many students were able to independently access and identify a government document that would be appropriate for their individual research projects. Students displayed varying degrees of success with this task. Correspondingly, we received a wide variety of responses, some of which included the title of the document and the database used to access the document. Other students identified a document they found by its topic, sometimes accompanied by a government document database. Occasionally they submitted only the name of the agency they found most interesting or the database they found useful. Finally, a number of students submitted the title of a document used for the class exercise. Most likely these were not relevant to their research and might have been named because students could not find anything, did not have enough time, or were not as engaged.

Student bibliographies 2

To assist with our assessment cycle project, one English instructor provided us with anonymous copies of the bibliographies from his students' papers for two semesters. The wording of the assignment remained the same both semesters. Students were encouraged, but not required, to use government documents as the government document library session was only one of three library instructional sessions the students attended. We analyzed these two sets of student bibliographies with the Atlas.ti software. The first set includes a total of seventeen bibliographies produced by nine students during summer 2009. The second is composed of thirty-seven papers written by seventeen students during fall 2009 (see table 5). The data do not reveal any increase in the use of documents from the summer to fall semesters. However, it does provide a baseline of student performance from which we will be able to measure change in the future.

Students used documents in 35.5 percent of papers the first semester and 22 percent in the second semester. We contrasted these numbers to data presented in the recent article by Brunvand and Pashkova-Balkenhol, which focuses on undergraduate use of government documents in annotated bibliographies.[5] Brunvand and Pashkova-Balkenhol considered the students' academic majors; health/mental health students displayed the lowest use (39.4 percent), earth/space sciences majors the highest (100 percent). While there are a number of distinctions to be made in how that study and ours were conducted, such as the length of instruction, it shows us that there is potential for students to use online documents at a higher rate than we are currently seeing.

Implications and next steps

This round of assessment revealed that identifying the elements of a resource and understanding types of publications is difficult for students and is not being clarified in the instruction. Assessment pieces that asked about types of executive documents and titles of useful documents gathered mixed answers. Though by and large students seem to feel they are learning about information that will be useful in their research, one class session is not enough time for discovery and practice so that the information is retained. The number of government documents included in their research paper sources seems low, but more analysis will show if the topics lent themselves to the use of documents. Gathering and analyzing more bibliographies in future assessments will provide data for comparison. The evaluation of class discussion and exercises shows good participation and response, an indication that more interactive and participatory instruction is having a positive effect.

Our first use of these assessment tools will be thoroughly evaluated before we embark on the cycle again. We may rewrite the learning outcomes and curriculum, incorporate different pedagogies, and devise more effective and reliable assessment tools. While moving toward the goal of improving student learning, other benefits accrue: teaching improves through

focus on effective ways to address the learning outcomes and curriculum; experience with assessment tools and techniques leads to a better understanding of how to measure learning; and research shows that students learn more when they participate in assessment in their classrooms.[6]

To expand assessment, we plan to invite instructors to participate in a government document research unit for which they require students to use government documents in their papers and allow us to more thoroughly assess student learning through instruction sessions. We also want to step up the government documents instruction available to lower undergraduates by improving the "friendliness" of the libraries' government documents webpages so that students are encouraged to return to explanatory materials after class. An online guide or tutorial could play a role in real-time class instruction and be their after-class connection for the databases and resources they learned about during the instruction.

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Do We Need All These Microforms . . . Right Here?

Julie Linden

> *Library materials in microform are acquired for a variety of reasons: 1) to obtain rare books, journals, manuscripts, archives, and other needed information sources that are either unobtainable or prohibitively expensive in their original form; 2) to replace items that are printed or written on badly deteriorating paper; 3) to furnish a working copy of rare and fragile books; 4) to replace large, bulky volumes such as newspaper volumes with a compact form that is easier to handle and use; or 5) to replace printed sources with copies in microform to in order to save stack space.*
>
> —Rolland E. Stevens, "The Microform Revolution," *Library Trends* 19, no. 3 (January 1971): 379.

The "Microform Revolution" that Rolland E. Stevens described in the early 1970s has of course long since been superseded by the "Digital Revolution." Although Stevens' first three reasons for acquiring microforms still hold true to the extent that desired materials are either unavailable or prohibitively expensive in digital form, his fourth and fifth reasons have been rendered obsolete in recent years. While microforms are indeed more compact than their print equivalents and save stack space in libraries, they're being replaced by digital versions that take up no stack space at all and that are vastly more popular with patrons.

Stevens' article was published in an issue of *Library Trends* devoted to the topic of "book storage." In that context, Stevens focused on only his fifth reason for acquiring microforms, "the space-saving aspect," while acknowledging that "the librarian is seldom motivated by one [reason] alone."[1] Like acquisition decisions, collection management and disposition decisions are driven by multiple factors—but the space they occupy is unquestionably a crucial factor. As libraries increasingly look to renovate on-campus collections spaces into user spaces (group and individual study rooms, expanded soft seating, study cafes, presentation practice rooms with sophisticated hardware and software), those rows of dun-colored microform cabinets suddenly seem to be taking up a lot of valuable real estate. Libraries that reach the point of diminishing returns in adjusting the footprint of their on-campus print collections through transfer to off-site shelving, fewer acquisitions, and discards may turn their attention to microforms and the space they occupy.

Many government documents librarians manage sizable microforms collections comprised of both depository and commercial materials and should be ready for their library's administrators to ask—indeed, should be asking themselves—"Do we need to keep all these microforms?" and "Do we need to keep all these microforms *right here*?"

A library with 4.7 million microform units (the mean number of microform units held by Association for Research Libraries' members in 2007–08), give or take a few million, may find it useful to focus on a subset of the materials as a first step toward large-scale collection management decisions.[2] Those microforms with stable digital equivalents are potentially a sizable subset of a library's government documents microform collections, and because they represent duplicative content for libraries that have ongoing access to the digital version of the content, they may be the easiest subset to tackle when looking to downsize the on-campus footprint of microforms collections. Will anyone miss them when they leave campus, when their digital versions are so readily available? Although they seem obvious candidates for withdrawal, there are some issues to consider before firing up the shredder.

The question of when a digital collection of government documents, whether produced and disseminated governmentally or commercially, can safely be deemed "stable"—that is, reliably available to users, with adequate assurance that content will not be deleted or corrupted—is not necessarily a settled matter with consensus in the documents community, and

comfort levels with any given digital collection's preservation and access assurances will vary among libraries and librarians. One library may feel that the "perpetual access" clause in a license for a commercial product is practically actionable if necessary and that tangible holdings of the same material can be discarded; another library may want to protect its investment by hanging on to the tangible materials "just in case" (especially if that library lacks the technological infrastructure for hosting a large and complex digital collection itself). While some depository librarians devote their energies to finding scalable approaches to access and preservation for digital government documents, what should we all do with the tangible equivalents in the meantime?[3]

Libraries evaluating the ongoing management of their tangible collections in light of digital equivalents will do so in the context of evolving community conversations about digital stability, but for the moment what counts as "stable" is defined locally and tautologically—that is, if the library making the decision feels any given digital collection is stable, then it's stable. And when a library has reached a comfort level with the stability of digital versions of microform collections, it's time for that library to consider appropriate microforms disposition scenarios.

Without making any claims for the stability of any of the following resources, here are some examples of digital government documents collections, both commercial and noncommercial, that a library might consider stable:

- *American State Papers* and the *U.S. Congressional Serial Set;*
- Congressional Research Service reports;
- GAO reports; and
- United Nations official documentation.

When evaluating the microform versions of such collections in light of the digital versions, there are several factors to consider besides the stability of the digital editions. Are the collections truly equivalent in terms of content? Complete microform editions exist for some of these digital collections (such as *American State Papers*); in other cases, the content of the microform and digital collections does not completely overlap (for example, GAO reports). Are there partial or complete print editions of these collections? Are the collections commercially or governmentally produced (and if the latter, are there depository requirements that guide disposition decisions)? Is the collection static or growing, and if the latter, should only one format continue to be acquired by the library? Is the quality of the digital version adequate, or does it contain unreadable images, messy OCR, or a badly designed interface that drives users to seek out the microform? Use—or nonuse—of the microform versions is a factor that can easily be gauged with simple collection-specific refiling statistics. As with the criterion of stability, different libraries considering these factors will reach different answers to the question of when a digital collection is "good enough" and "complete enough" to consider removing microforms from on-campus public space. Presumably in making such decisions a library will apply the same principles and criteria it uses to determine disposition of its print government documents collections and its print collections overall.

Let's suppose, then, that for one or more microform collections with stable, "good enough," and "complete enough" digital versions, a library answers the question "Do we need to keep all these microforms *right here*?" with a "No." Moving microforms out of on-campus public space could mean moving them into on-campus nonpublic space (some sort of basement room comes to mind), perhaps for mediated retrieval for patrons, perhaps as a "dark archive" (a concept explored more fully below). Those libraries with an off-campus storage facility may consider transferring microform collections there, especially if the facility is intended for "low-use" materials and the microforms fit that criterion. Of course, libraries should also be asking, "Do we need to keep all these microforms *at all*?" and considering withdrawal.

The September 2009 Ithaka S+R report *What to Withdraw? Print Collections Management in the Wake of Digitization* provides extremely useful approaches that can be applied to microform collections management.[4] For starters, the Ithaka report takes a "system-wide perspective," a familiar perspective to depository librarians, who are accustomed to thinking about the entire depository system, their library's role within the system, and both local and system-wide implications of collection management decisions.[5]

For microforms that are widely held—or in the case of FDLP collections, held by regional depositories with a statutory guarantee of retention (as long as regionals stay in the FDLP)—withdrawal may be an easy decision for many libraries, because "someone else" will hang on to these materials. Because it's unlikely that a library that withdraws such microforms will ever want to access them again, the knowledge that copies remain at other institutions may feel like sufficient insurance against the seemingly improbable loss of the digital equivalent. However, in the absence of a legal framework dictating which libraries must retain materials, how do members of the government documents library community ensure that not all libraries discard certain materials, leaving no tangible copies as a backup to digital versions, and that not too many libraries retain, thus bearing unnecessary collections maintenance costs for tangible materials that

are unlikely to be used?

Enter the concept of the dark archive, which the GPO explored for FDLP collections in a couple of 2004 documents.[6] The *Decision Framework for Federal Documents Repositories* discussion draft, which the Center for Research Libraries prepared for the GPO, defined a dark archive as "a collection of tangible materials preserved under optimal conditions, designed to safeguard the integrity and important artifactual characteristics of the archived materials for specific potential future use or uses. Eventual use of the archived materials ('lighting' the archives) is to be triggered by a specified event or condition. Such events might include failure or inadequacy of the 'service' copy of the materials . . . ."[7] That sounds like exactly the assurance government documents librarians need to proceed with discarding their microform collections with stable digital equivalents, although such a dark archive would ideally also include commercially-produced microform sets of government documents as well as depository materials from other countries and IGOs.

The Ithaka report, which is focused on print journals, is skeptical about the possibility of establishing a dark archive for those materials: "The preservation of adequate copies of all backfiles in dark archives would be an enormously expensive and challenging undertaking, because assembling, validating, and storing these materials would require monumental investment. It is challenging to imagine how such a model could be effectively funded given the decentralized nature of the library system."[8] ("Validating" the "adequate copies" includes the enormous task of "page verification . . . in order to provide adequate reassurance to allow widespread withdrawal of print.")[9] Even a less exacting model, one that does not include page verification but perhaps requires a greater number of copies to be retained as fail-safes, is organizationally daunting to consider. The Ithaka report wrestles with the question and includes recommendations about "building a system" for print preservation that would preserve an optimal number of copies to allow most libraries to withdraw their print journals.[10] Although the authors are champions of a system-wide solution, they acknowledge that "binding together individual repositories and library commitments for wide varieties of different types of materials will prove to be a key challenge" and ask "How will responsibility be apportioned and commitments vocalized?"[11]

In the absence of such a system (except, as noted already, the FDLP regionals), libraries leery of discarding microform collections because they could serve as a backup in the event of the digital versions' failure might find it worthwhile to establish a local dark archive. A library with adequate nonpublic storage space—say, a room in the basement—could move its microform collections to such a space, providing that principles, policies, and a timeline for reconsideration are documented. Microforms could stay in their cabinets. Collection-level catalog records could be modified to reflect the "dark archive" status of these materials and direct users to the digital versions. Conditions that would trigger access could be documented; these should be few and simple: the unavailability or corruption of the digital version for a predetermined length of time (for example, a digital collection is inaccessible for technical reasons for X number of days; a particular document that should be in a digital collection cannot be found or is incomplete, and a digital copy cannot be provided within X number of days). The most difficult task may be for the library to remember to revisit these collections periodically ("It's been ten years since we put those fiche in the dark archive, and we have never needed to touch them. Do we still need them at all?")—but as long as microforms are taking up *some* library space, they will never be completely out of sight and out of mind, as the library and its parent institution will always be driven to think about optimal uses of *all* library space.

While on paper this go-it-alone approach may seem less efficient than a collaborative solution that establishes a small and optimal number of dark archives, it is not likely to be expensive in the short term—certainly no more expensive than maintaining these collections in accessible space, where they represent a lost opportunity to do something else with that space. A local dark archive can protect a library's investment in these materials while the community continues to work on system-wide solutions to tangible backups for digitized collections *or* we all get so comfortable with digital preservation agreements and mechanisms that we discard without hesitation. (Perhaps "Microforms: Discard without Hesitation" will be the title of a *DttP* article on this topic a few years hence.) A local dark archive also allows a library to clearly ascertain use of the materials transferred there; because use will always be mediated, librarians can keep track of whether, when, and why the collections need to be accessed, which can inform future retention decisions when the dark archive space is inevitably revisited by administrators.

Though "the microform revolution" is long over, "the microform transition" is now well under way. Government documents librarians should actively manage that transition with data-driven, locally contextualized decisions about retention, withdrawal, and housing. A basement dark archive may be a good five-to-ten year approach for one library; off-campus storage may work for another; yet another library may put its energies into finding a system-wide approach,

whether on a regional or national level. But all of us need to eyeball those cabinets and ask ourselves, "Do we need all these microforms . . . right here?"

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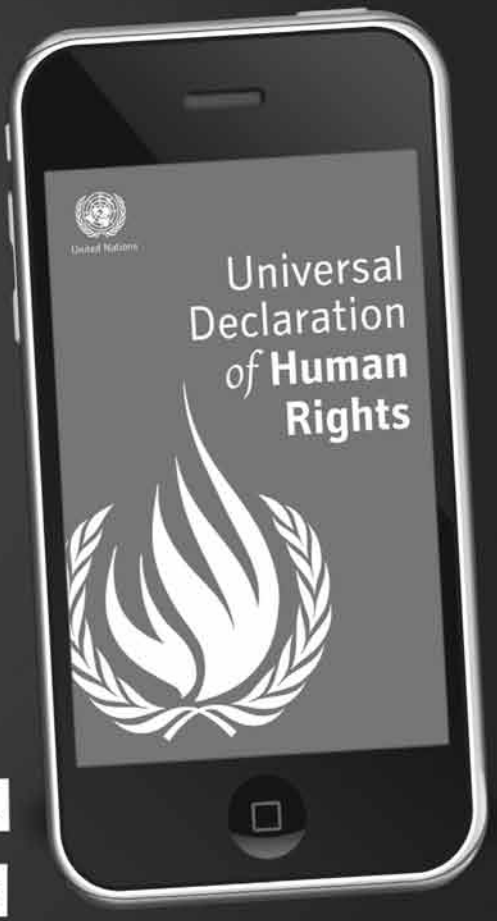

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Preservation for All

LOCKSS-USDOCS and Our Digital Future

James R. Jacobs and Victoria Reich

Leading libraries, in partnership with the GPO, are transforming the almost two hundred-year-old geographically distributed FDLP from the print to web environment. Working with the Stanford University Libraries' Lots of Copies Keep Stuff Safe (LOCKSS) team (www.lockss.org), libraries will protect government documents published via GPO's Federal Digital System (FDsys, www.fdsys.gov) in a distributed digital preservation system called LOCKSS-USDOCS.[1] These actions will ensure that current and future citizens will have access to authentic and authoritative documents including but not limited to the *Budget of the United States Government*; *Federal Register*; *Code of Federal Regulations*; *United States Code*; *Congressional Record*; congressional reports, hearings, and documents; congressional bills; public laws; *Public Papers of the Presidents of the United States*; and GAO reports.

This work builds upon the community of libraries who are already using the LOCKSS system to preserve GPO documents harvested from *GPO Access* (1991–2007).[2] LOCKSS-USDOCS maintains libraries' vital role as players in the digital information infrastructure. The preservation of federal documents is too important to be left to the federal government alone.

Please join us!

At a time when some depository libraries are considering dropping out of the FDLP, LOCKSS-USDOCS provides an alternative. While many libraries do not have sufficient space to house their print collections and are moving to free up space by moving their print collections off-site or deaccessioning them altogether, LOCKSS-USDOCS offers them a secure way to free up space while ensuring access to essential government information resources. Rather than abandoning their vital societal role of preserving government information for future generations, libraries are able to be full participants in the digital government information future.

Libraries have been extremely effective in providing access to and long-term preservation of print materials in spite of the fact that the management and preservation of print collections are difficult and time-consuming tasks. Distributed print collections protected government information from inadvertent loss and from attempts to change or censor the historical record. In the print world, libraries have many copies of most things. Lots of physical copies are a hedge against physical calamities and attacks. With copies scattered around the world, held under different legal, administrative, and financial regimes, it was and still is, practically speaking, impossible to destroy or alter all copies. It is not enough to have copies in multiple locations; it is also necessary for those different copies to be independently managed. Paper collections, in this sense, are what we call *tamper evident*.

Authenticity, a critical feature to have in any trusted government information infrastructure, is enhanced and strengthened with a distributed collection. In the current, non-distributed collection environment, digital government information has been altered without notice.[3] While there are no documented instances of this happening to GPO content, the potential is there as long as GPO's servers continue to be the exclusive source for government information. Multiple copies on geographically disparate servers allow possible alterations to be detected and corrected, thus protecting against deliberate tampering. LOCKSS-USDOCS explicitly does this. Research suggests that only a large-scale network attack lasting months could successfully change content stored in a LOCKSS network.[4] A web is much stronger than a silo.

Fortunately, digital collections don't take up much space and the cost of digital storage continues to decline. Foresighted librarians are continuing to build and preserve collections by collecting and preserving digital content. They are ensuring their libraries' role in society and are building a tamper evident library system just as the FDLP has provided for almost 200 years.

The FDLP world of distributed physical collections is

tamper evident. In order to withdraw a publication from depository collections, GPO must notify the holding libraries of the item to be withdrawn and order them to either return the publication to GPO or destroy it. Sometimes withdrawal is appropriate and libraries comply.[5] But in some instances, publications are withdrawn needlessly or explicitly to protect the government's reputation. In these instances, depository librarians have been known to create a loud hue and cry that often results in the withdrawal order being canceled.[6]

In the paper and ink world, libraries have played a key role in democracy, particularly with regard to government information, by making government publications available and tamper resistant for the long term. In the digital age, libraries will be able to play the vital role of protecting the digital public record by building a tamper evident preservation network using the LOCKSS system. No centralized preservation model—even if that model has physically distributed mirror or backup copies—provides tamper evident protection. In a centralized archive, no public process need be followed to alter or remove information. A simple delete command is all it takes.

In addition to tamper evidence, there are myriad reasons why a distributed digital preservation system for government information is necessary. Among them are: protection from natural disasters, server outages, and so on; assurance of authenticity; prevention of surreptitious withdrawal or tampering of information; and building local services for local collections.

While the government itself plays a vital role in creating government information, it cannot guarantee the preservation of federal documents by itself. This job is also too important to outsource to private services that rely on profit to select what to preserve. There are no private services that provide distributed digital preservation and none that are tamper evident.

Here's an opportunity to work with your library colleagues, with the GPO and other government officials, and with activists to preserve government documents in a distributed digital preservation network for current and future citizens.

Contact James Jacobs (jrjacobs@stanford.edu) for information; there are no additional costs for LOCKSS Alliance members. Special pricing is available for libraries wishing to participate in LOCKSS-USDOCS project and host a U.S. government LOCKSS box.

James Jacobs, Government Information Librarian, Stanford University, jrjacobs@stanford.edu; **Victoria Reich**, Director, LOCKSS Program, Stanford University, vreich@stanford.edu.

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Review

The Who, What, and Where of America: Understanding the American Community Survey. Deirdre A. Gaquin. Lanham, MD: Bernan Press, 2010. $95. ISBN: 978-1-59888-398-5.

The primary goal of the newest addition to the U.S. Census Bureau's modified decennial census program, the American Community Survey (ACS), is to provide snapshots of our communities in the years between the decennial censuses. For this reason, the ACS has been a welcome addition to the data program despite its challenges. Because of our rapidly changing demographics, community planners and government officials need access to more current data than the decennial census can provide. An event like Hurricane Katrina points to the necessity of having up-to-date data for emergency response planning.

Despite this benefit, the ACS can be difficult to use, thus the justification for *The Who, What, and Where of America*. The ACS sample size is much smaller than the original census long form. To compensate, the Census Bureau has created a tiered approach to data releases (one-year estimates, three-year estimates, and five-year estimates) in which the sample sizes are larger with each release and therefore information is available for smaller geographies. In other words, the one-year estimates are for geographic areas with 65,000 people or more; the three-year estimates are for geographic areas with 20,000 people or more; and the five-year estimates are for all geographic areas. In contrast to the decennial census data release, this tiered approach can be confusing for students and researchers.

In *The Who, What, and Where of America*, Gaquin provides a good overview of the major challenges and benefits of the American Community Survey in addition to providing data for the 2005–07 three-year estimate. This Bernan Press publication is the newest addition to the County and City Extra Series, which includes the popular *County and City Extra* and *Places, Towns, and Townships*. The two introductory chapters—"Understanding the ACS" and "Using the ACS"—are helpful for setting the scene, explaining the details of the ACS, and comparing it with the decennial census. The book's organization may be confusing for someone new to the details of the ACS, but Gaquin guides readers to additional information from the Census Bureau.

The "Who, What, and Where" of the title is the organizing structure for the book, and admittedly a clever approach. The "Who" section covers demographic characteristics such as age, race/ethnicity, and household structure. The "What" section details education levels, employment, and income; while the "Where" presents a picture of migration patterns, housing, and transportation in the United States. Each thematic section begins with a narrative description of the condition of the United States for the 2005–07 period and closes with detailed tables from ACS data available in American FactFinder. Gaquin provides the American FactFinder table numbers for users to refer to for additional data. Because she is using the 2005–07 three-year estimate, data tables are available for all states, all metropolitan areas, and counties and cities with populations of 20,000 or more.

Gaquin provides useful and complete commentary to assist users in understanding the ACS. The narrative introduction would certainly be useful for a patron needing an entry point to the survey. Additionally, the reference tables are a well-constructed alternative to American FactFinder's somewhat confusing interface. For these reasons, the book would serve well as a ready reference source for certain demographic and socioeconomic characteristics.

Similar to other efforts at repackaging government information, however, little information is unique in this publication and much can be found for free through American FactFinder (factfinder.census.gov) and the Census Bureau's Compass Handbooks (census.gov/acs/www/UseData/Compass/handbook_def.html). Its usefulness, especially in the long term, is fairly limited because of its focus on a partial collection of demographic and socioeconomic characteristics in a specific three-year estimate.

In a year filled with budget crises, I would be reluctant to purchase a work with such limited scope and shelf life, especially as a print volume. This publication would have been much better served in an e-book format. Considering the price of the book and its specificity, I do not consider it an essential volume for libraries with limited budgets for print materials or space constraints.

—Lynda M. Kellam, Data Services & Government Information Librarian, University Libraries, University of North Carolina at Greensboro, lmkellam@uncg.edu

WORLD BANK INFORMATION ON THE GO

As of July 1, 2010, a new World Bank Access to Information policy was implemented, making more reports, documents, and data open to the public than ever before. Now nearly all information from The World Bank is open to everyone, except for materials falling into a limited list of exceptions.

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ADP910

GODORT 2010 Annual Conference Highlights

Cass Hartnett

The Washington, D.C., heat and humidity at the June 2010 American Library Association Annual Conference was confounding. Attendees were broiling, wilting, and dripping, getting from point A to point B exhaustedly but in good cheer. We bussed, "Metro'd," walked, and shared cabs, grateful for air conditioning and rare breezes. Despite all, it was a solid conference for our round table, and our determination trumps weather and inconvenience any day. GODORT had fewer meetings overall: the Awards and Conference Committees say they don't need to meet at Annual and we did not hold a GODORT Update. There will be a GODORT Update at Midwinter, when it doesn't compete with so many programs and Annual's supersized exhibit hall. GODORT chair Amy West convened efficient, brief Steering and Membership meetings; the draft minutes of which should now be posted on the wiki. To cool down, we shared a happy hour with toddlers, cutting in on their weekly play date at The Reef in Adams Morgan. Our awards reception at the U.S. Naval Observatory was nothing short of spectacular, leading member Justin Otto to exclaim, "This is GODORT's finest hour!"

The **GODORT Program** "Librarians & Archivists: Together We Can Save Congress" featured Robin Reeder, archivist, U.S. House of Representatives; Cass Hartnett, librarian, University of Washington; and Linda Whitaker, librarian and archivist, Arizona Historical Foundation; it drew a healthy crowd and was quite lively, leading us to hope for future collaborations with archivists and curators. Linda Whitaker was our "embedded archivist" on Sunday and Monday, a liaison to the Society for American Archivists Congressional Papers Roundtable.

At the **Federal Documents Task Force**, dean of libraries Judith Russell, University of Florida, presented the *Proposed Southeast Region Guidelines for Management and Disposition of Federal Depository Library Collections*, approved by directors of the Association of Southeastern Research Libraries (ASERL). It is a means for dialogue between all stakeholders about how to manage FDLP collections as a regional asset. Bill Sudduth, University of South Carolina, spoke about ASERL's "Centers of Excellence," which is the development of two comprehensive-as-possible cataloged FDLP print collections held collaboratively across federal depository libraries in the Southeast. He focuses on collecting Department of Education materials. Ric Davis, acting superintendent of documents, has communicated with the Joint Committee on Printing regarding ASERL's guidelines. Davis described the growth of FDsys (www.gpo.gov/fdsys) and sunsetting of *GPO Access*, contracting with Zepheira to manage GPO's PURLs, and new hires at GPO.

The **State and Local Documents Task Force** (SLDTF) discussed how to classify state and local documents. John Phillips, Oklahoma State University, and Jennie Gerke, University of Colorado at Boulder, described their institutions' use of a version of the Jackson system for classifying. Also discussed: classification of websites and municipal material. Two face-to-face meetings per year seem worthwhile for SLDTF, a group that relies on virtual participation for many projects. Program ideas: state and local approaches to e-government and data curation. SLDTF seeks a webmaster and additional liaisons.

We know that the **International Documents Task Force** discussed the World Bank's "freeing" of their data products and other cool topics. Check the wiki for more details, where you can also catch up with the **Program Committee**.

Three cheers for the **GODORT Ad Hoc Committee on Communications** for reviewing the committee's Midwinter 2010 recommendations and a draft document on emerging technologies, with a schedule for improving GODORT communications. The recommendations were approved at GODORT Steering II. In sum: (1) the GODORT wiki should be used to store and display informational content for members and nonmembers, (2) the GODORT presence on the ALA website should be reduced to a point of entry directing people to the wiki and ALA Connect—useful historical content should be migrated to the wiki, and (3) committees and task forces should migrate content from their ALA website pages to the wiki prior to the 2011 Midwinter Meeting, coordinating their work with the GODORT website administrator. These changes do not require bylaws revisions.

Ever wondered why the Policy & Procedures Manual (PPM) lacks chapters on the Steering Committee or communications practices? So did the **Bylaws & Organization Committee**, which drafted these new chapters and distributed them at Steering I. The wiki version of the PPM (a PDF file) is the official version and all links should point to it. Wording and structural concerns exist within the 100-plus page PPM.

Word source documents mounted on the wiki may streamline revisions. All committees will review their chapter and insert comments by a deadline announced via ALA Connect. One idea: require chairs/coordinators to submit an annual "what we accomplished" report each year to aid in compiling GODORT histories. At Steering I, Bylaws proposed that the GODORT treasurer retain unexpended vendor donations to fund the following year's Awards Reception; the proposal passed. GITCO is making minor changes to their charge in the bylaws; they are drafting a revision.

At the meeting of the **Cataloging Committee**, Amy West led a discussion of efforts to bring research data under something akin to bibliographic control. Pieces of information within research data should be searchable and findable, like records in an online catalog, but descriptive and linking methods are not yet developed. Projects like the OSTI semantic web show promise in going beyond frequency-based discovery to incorporate latent relationships in the data. Also discussed: separate GPO formats policy creating a cataloging time lag, a contract problem processing microfiche records at GPO (exacerbated by the laying off of most catalogers involved), slowness converting multiple 856 fields in bibliographic records to single 538's, and the impending load of 240,000 records from MARC Report into OCLC WorldCat. Laurie Hall and Manisha Bhattacharyya from GPO were also present.

The **Development Committee** is working on GODORT's first official fundraising "ask letter," to go out this fall. Other topics during the meeting included: having a presence in *DttP* on a regular basis, regularizing acknowledgments of gifts and contributions, and developing additional revenue-generating activities and partners.

Sunday's **Education Committee** meeting centered on geographic information software (GIS) in libraries, with introductory statements by Marcy Bidney, Penn State University; Michael Karbinos, National Geographic Society; and Robbie Sittel, Tulsa City-County. Kathy Bayer reported on GPO's education related activities. Dorothy Ormes conveyed (via the Education Assembly) Louisiana State University's call for letters of support for their library/information science program to the Board of Supervisors at slis@lsu.edu. The Literacy Assembly (reports liaison Aimee Quinn) wants to cooperate with GODORT for literacy training about the U.S. Government and online literacy. Education's federal competencies for government information librarians will remain in PDF format for the introduction and principles sections, while the resources section is an updatable wiki. For state/local competencies, the committee will use existing documents from the GODORT wiki. The IDTF is working on international government information competencies.

GPO briefed the **Government Information Technology Committee (GITCO)** on FDsys and the collection migration. GPO has begun to work with Congress on accepting external content and draft content into FDsys. GPO and Depository Library Council are prioritizing future FDsys features; FDsys will pilot PACER data by March 2011. GPO has contracted with govpulse.us to create a *Federal Register 2.0* project to debut in late July 2010; GPO has no immediate plans to partner with data.gov. Trustworthy Repositories Audit and Certification for FDsys may take about a year. GPO participates in preservation and authentication conferences; they are revising their 2005 authentication white paper and holding an "industry day." GPO is soliciting for papers/posters for the 2011 Imaging Science and Technology Archiving conference. GITCO reviewed their Ad Hoc Subcommittee on Tools for Training and Knowledge Sharing report, now on the wiki. They will work with the ACRL Numeric and Geospatial Data Services in Academic Libraries Interest Group as appropriate. GITCO wants to use ALA Connect to match technology experts within GODORT with members needing assistance via tutorials, conference calls, and so on.

The **Legislation Committee** discussed three resolutions (see below), the ASERL discussion draft, and President Obama's nomination of William J. Boarman to become the public printer of the United States. The library community does not expect to hear directly from Boarman until after his confirmation. LegCom is considering a program showcasing federal government and academic digitization projects. They worked on three resolutions: faster FOIA, the resolution to JCP on the proposed joint GPO and LC digital pilot project, and a resolution thanking the current public printer for his service. The first two resolutions passed at the GODORT Membership meeting, and were forwarded to COL-GIS; the third won't be held until Boarman has completed his nomination process.

GODORT Steering approved the **Membership Committee's** proposal for a GODORT Facebook pilot project, part of our outreach to library school students and librarians using social networking. The page will highlight GODORT activities and resources for

any librarian working with government information. A progress report is due by ALA Annual 2011, and the group will continue or disable the site based on use, relevance, and so on. Six people requested GODORT buddies for this conference, and feedback is favorable so far. GODORT's space in the ALA Membership Pavilion went smoothly; we'll hope for "GODORT 101" presentations at future conferences.

The **Nominating Committee** decided that the nominations and "appointed positions" forms should be combined, with submissions sent to both the GODORT chair-elect and the nominating chair. This would solve several problems encountered in the past year. A draft of the new form is in the works. The committee discussed last year's nominations/elections, deciding to write a succinct paragraph explaining the process and the Nominating Committee's role, and will post on the committee's page and on the nomination/volunteer form. The committee reminds all GODORT members to begin thinking about nominations for the 2011 elected positions, which can be viewed on the Nominating Committee wiki.

Publications Committee: Chellammal Vaidyanathan, liaison to the Education Committee Workgroup on Online Courses, reviewed research on the feasibility of GODORT's offering online workshops or courses and presented a draft form for potential presenters. The committee's two concerns are with appropriate use of the GODORT brand and revenue generation. Two GODORT Occasional Papers have been published since Midwinter; submissions are due by September 1. The series has an OCLC record and ISSN. David Griffiths, Notable Documents Panel chair, proposes having reviewers or judges write annotations, moving away from using publisher's descriptions. He noted the difficulty of getting nominations, especially for state and local documents. Larry Romans agreed to update *History of the Government Documents Roundtable (GODORT) of the American Library Association 1972–2002* and solicited contributions from members of the Steering Committee addressing the work of various GODORT units since the last edition. Further opportunities to participate will be announced.

Rare and Endangered Government Publications Committee: Karen Hogenboom asked for volunteers for the Inventory of Projects Preserving State Government Information in Electronic Format. Only half the states have volunteers; e-mail hogenboo@illinois.edu if interested. The committee discussed the ASERL Centers of Excellence project at the Universities of Kentucky, Florida, and South Carolina (three-year IMLS Leadership Grant); it includes cataloging guidelines, database updates, and collection reporting requirements. The aim is to produce cataloging records and a complete bibliography of the Works Progress Administration, U.S. Department of Education, and Panama Canal Commission to expose the collections to potential users. Andrew Laas will provide the Jerome Wilcox bibliography and resultant OCRed text to the University of Kentucky to fill in any gaps in their catalog records.

Freedom to Read Foundation: FDTF liaison Jill Vassilakos-Long described Deborah Stone's summary of federal and state legislation related to censorship/access to information. Of particular interest is H.R. 35, the *Presidential Records Act of 2009*. President Bush's Executive Order 13233 made it possible for members of past presidential administrations to claim privilege to prevent disclosure of Executive Office records, circumventing the *Presidential Records Act*. H.R. 35 (passed in the House) establishes procedures for consideration of these claims so that these materials will eventually be made public.

Award Nominations due December 1, 2010

The GODORT Awards Committee welcomes nominations of documents librarians recognized for their contributions and achievements to the profession. Awards will be presented at the 2011 Annual Conference in New Orleans, Louisiana, and will be selected by the Awards Committee at the Midwinter Meeting in January.

James Bennett Childs

The James Bennett Childs Award is a tribute to an individual who has made a lifetime and significant contribution to the field of documents librarianship. The award is based on stature, service, and publication, which may be in any or all areas of documents librarianship. The

award winner receives a plaque with the likeness of James Bennett Childs.

LexisNexis/GODORT/ALA *Documents to the People*

The LexisNexis/GODORT/ALA *Documents to the People* Award is a tribute to an individual, library, institution, or other noncommercial group that has most effectively encouraged the use of government documents in support of library service. The award includes a $3,000 cash stipend to be used to support a project of the recipient's choice. LexisNexis Academic & Library Solutions sponsors this award.

Bernadine Abbott Hoduski Founders Award

The Bernadine Abbott Hoduski Founders Award recognizes librarians who may not be known at the national level but who have made significant contributions to the field of state, international, local, or federal documents. This award recognizes those whose contributions have benefitted not only the individual's institution but also the profession. Achievements in state, international, or local documents librarianship will receive first consideration. The award winner receives a plaque.

Guidelines for all award nominations are available from the GODORT wiki (wikis.ala.org/godort/index.php/AboutAwards) or can be requested from the Awards Committee chair. Nominations will be accepted via e-mail. Please send nominations to Awards Committee chair Andrea Sevetson (asevetson@hotmail.com) who can also be reached by phone, 240-463-0385.

Research and Scholarship Applications due December 1, 2010

The GODORT Awards Committee welcomes applications by December 1, 2010, for the Catherine J. Reynolds research grant, the Margaret T. Lane/Virginia F. Saunders Memorial Research Award, and the W. David Rozkuszka Scholarship. Awards will be presented at the 2011 Annual Conference in New Orleans, Louisiana, and will be selected by the Awards Committee at the Midwinter Meeting in January.

NewsBank/Readex/GODORT/ALA Catharine J. Reynolds Award

The NewsBank/Readex/GODORT/ALA Catherine J. Reynolds Award provides funding for research in the field of documents librarianship, or in a related area that would benefit the individual's performance as a documents librarian, or that would make a contribution to the field. This award, established in 1987, is named for Catharine J. Reynolds, former head of government publications at the University of Colorado, Boulder. It is supported by a contribution of $2,000 from NewsBank/Readex.

LexisNexis-NewsBank/Readex ALA/GODORT Margaret T. Lane/Virginia F. Saunders Memorial Research Award

This award will be given annually to the author(s) of an outstanding research article in which government information, either published or archival in nature, form a substantial part of the documented research. Preference may be given to articles published in library literature and that appeal to a broader audience. The award is not restricted to articles in library journals. This award is to honor the memory of two women who worked with endless enthusiasm to make the ideal of citizen access to government information a reality. The award winner receives a plaque and a contribution of $2,000 from LexisNexis Academic & Library Solutions and NewsBank/Readex.

W. David Rozkuszka Scholarship

The W. David Rozkuszka Scholarship provides financial assistance to an individual who is currently working with government documents in a library and is trying to complete a master's degree in library science. This award, established in 1994, is named after W. David Rozkuszka, former documents librarian at Stanford University. The award recipient receives $3,000.

Guidelines for all award nominations are available from the GODORT wiki (wikis.ala.org/godort/index.php/AboutAwards) or can be requested from the Awards Committee chair. Nominations will be accepted via e-mail. Please send nominations to Awards Committee chair Andrea Sevetson (asevetson@hotmail.com), who can also be reached by phone, 240-463-0385.

ALA GODORT Councilor's Report—Annual Conference

June 27–29, 2010
Washington Convention Center,
Washington, D.C.

As is almost always the case, GODORT contributed to ALA Council proceedings at the Annual Conference. At the Midwinter Meeting, GODORT Membership passed a memorial resolution in Grace-Ellen McCrann's honor and, following tradition, this, along with other "Memorials, Tributes and Testimonials," was presented at the beginning of Council III. In addition to GODORT, McCrann held memberships in the Metro New York Government Documents Special Interest Group, and the Documents Association of New Jersey, among other local organizations. She was recognized for her professional activities at City University of New York, her publications, and her "life-long practice of incorporating government information into library instruction and her academic work . . ." See page 43 of this issue for the complete resolution. Tribute resolutions included recognition of the 30th anniversaries of the Map and Geography Round Table (MAGERT) and the Asian/Pacific American Librarians Association (APALA), and the 40th anniversary of the Black Caucus (BCALA). These were also highlighted at ALA Membership Meeting II.

GODORT Legislation Committee co-chairs Laura Horne-Popp and Jesse Silva, along with other committee members, focused on two specific resolutions at conference, and following further discussion with the ALA Committee on Legislation's (COL) Government Information Subcommittee (GIS), these were introduced and passed at Council III. Mario Ascencio, chair of COL, brought forth both resolutions. These included: "Resolution on Faster FOIA Act," which resolved that the ALA (1) commends the U.S. Senate for its quick passage of S. 3111, the *Faster FOIA Act* on April 15, 2010, and (2) urges the U.S. House of Representatives to quickly pass the *Faster FOIA Act of 2010*, H.R. 5087. "Resolution on Proposed Joint LC and GPO Digital Pilot Project," which resolved that the ALA 1) urges the Joint Committee on Printing to approve the Memorandum of Understanding so that the GPO can process the *Statutes at Large* and *Congressional Record* content digitized by the Library of Congress, and 2) urges the Joint Committee on Printing to support the GPO making new digitized content available for permanent public access via GPO's Federal Digital System (FDsys). With minimal discussion, Council voted to approve these resolutions. The complete text of these and other resolutions that may be of interest to GODORT members, such as those on literacy and school libraries, library services for all regardless of immigration status, and equitable access to all formats of e-content through libraries, are available at the Council website (www.ala.org/ala/aboutala/governance/council/index.cfm) under Agendas and Documents.

Also at Council III, a potentially-problematic resolution entitled, "Resolution on Institutional Review Boards and Intellectual Freedom," which pertained to oral history and IRB exemption, was referred to the Intellectual Freedom Committee and several others for review. Councilors Melora Ranney Norman and Thomas Wilding, who moved and seconded the resolution respectively, provided background and spoke on its behalf. A number of councilors indicated they held negative views and preferred to proceed with a vote; however, several recommended referral. Councilor Janet Swan Hill's comment that *process* is what Council is all about convinced most that referral to committee was the better option.

During his remarks, Ascencio quickly addressed Library Advocacy Day, which was to begin within the hour, with over 1,600 registrants. The formal COL report, available at the Council website, highlights COL's concerns over continued surveillance, interest in S. 3480, "Protecting Cyberspace as a National Asset Act," the status of LSTA, federal appropriations, and copyright, as well as government information and e-government services. COL's Subcommittee on E-Government Services has completed its toolkit available at tinyurl.com/2fhzvyw. Related conference speaker presentations appear at connect.ala.org/node/106791.

The ALA Council/Executive Board/Membership Information Session, signals the beginning of Council business. Camila A. Alire, ALA president, opened the meeting with introductions, followed by a standard report series, including the Budget Analysis and Review Committee's (BARC) report. Jim Neal, BARC chair, gave an overview. In brief, total ALA revenues were less than expected, and total expenses were over two million dollars less than budget for FY 2010 (for an eight-month period

ending April 30, 2010). Major shortfalls appeared in Publishing ($963,000), and Conferences ($900,000). For this same period, round table revenues were more than budget, and expenses were less than budget. However, mid-year adjustments, in addition to reductions identified by ALA staff, helped to balance the budget to such a degree that a second furlough plan was not implemented. Neal noted that the FY 2011 budget plan emphasizes key revenue sources, service and product enhancements, and new business development strategies. On Monday at Council II, Rod Hersberger, ALA treasurer, provided the annual estimates of income for the new fiscal year and the budgetary ceiling of $57,162,413. These were approved by Council.

Alire commented on her final presidential report, including her exciting, successful initiatives, "Frontline Library Advocacy," (www.ala.org/frontlineadvocacy), and "Advocacy for Literacy." Regarding the latter, each ethnic affiliate, APALA, BCALA, CALA, and REFORMA, formed a presidential workgroup and created pilot projects that "can be replicated by public libraries to serve any and all" minority communities. Details are contained in the appendix to president Alire's report. Roberta Stevens, president-elect, and Keith Michael Fiels, executive director, provided highlights from their reports. Stevens' initiatives "Our Authors, Our Advocates," "Frontline Fundraising," and a contest on "Why I Need My Library" are obviously timely and significant. An important read, Fiel's report offers a significant array of news of ALA, ALA offices, programs and interests. He announced a Capwiz milestone—over 100,000 individuals have subscriptions to receive advocacy messages. Its purpose is to "support statewide advocacy efforts while helping to better integrate state and federal legislative advocacy."

The conference event planner has improved greatly. Feedback is requested on the next version's requirements document. Login to ALA Connect and comment on the document posted at connect.ala.org/node/96539. All of the aforementioned official reports are available at the Council website. During Council I, the *2015 ALA Strategic Plan* was adopted, and as part of the ALA-APA Council proceedings, Hersberger presented the ALA-APA Treasurer's Report and the FY 2010 Budget Update. Council approved the FY 2011 budgetary ceiling of $242,878. Reports to Council are routinely distributed before the proceedings begin, and then presented and commented upon, usually by the committee chairs, at Council I, II, or III. GODORT members may want to review any number of these, although the reports of the ALA Intellectual Freedom Committee, chaired by Martin L. Garnar; the Committee on Library Advocacy, chaired by Carol Brey-Casiano; and the Website Advisory Committee, chaired by Michael Stephens, may be of especial interest. Please note that the 9th edition of the *Intellectual Freedom Manual* is available and can be ordered at www.alastore.ala.org. A new website to supplement and update the print edition is www.ifmanual.org.

Reports and further information on various topics including those discussed in this report are found at Council's website www.ala.org/ala/aboutala/governance/council/index.cfm.

Submitted by Mary Mallory, GODORT Councilor.

DttP Online!

www.ala.org/ala/godort/dttp/dttponline

DttP
Documents to the People

Check out the new and the old! The digital archive, hosted by Stanford University Libraries & Academic Information Resources, contains all issues of the journal published from its inception in 1972 through 2002 (volumes 1–30). The contemporary material, 2003 (volume 31) to present, is hosted on the ALA/GODORT server.

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For complete contact information, see wikis.ala.org/godort/index.php/GODORT_Directory

Memorial Resolution for Grace-Ellen McCrann

WHEREAS, Grace-Ellen McCrann was a tireless advocate and goodwill ambassador for government documents, encouraging everyone to consider them a primary source for almost any subject; and

WHEREAS, Grace-Ellen McCrann received her masters in library science from North Carolina Central University; and

WHEREAS, Grace-Ellen McCrann was well known for her resource collections series, *Government Views of . . .* which included web pages on such timely subjects as the Iraq war, SARS, the Rosenberg Spy Case, and D-Day; and

WHEREAS, Grace-Ellen McCrann was author of numerous articles and book chapters oriented toward the use of government information, including management and preservation; and

WHEREAS, Grace-Ellen McCrann recently curated the exhibit currently on view in the Cohen Library Atrium, *The Cold War: Two Superpowers and their Spheres-of-Influence*; and

WHEREAS, Grace-Ellen McCrann was an integral part of the City College of New York Libraries' information literacy program, teaching in the freshman inquiry series as well as a wide array of political science, legal studies, international studies, and public policy sessions; and

WHEREAS, Grace-Ellen McCrann was a member of many library organizations including: the American Library Association (ALA), ALA Association of College & Research Libraries (ACRL), ALA Government Documents Round Table (ALA-GODORT), ALA Reference and User Services Association (RUSA), Metro New York Government Documents Special Interest Group (METRO—GODIG), the Library Association of the City University of New York (LACUNY), Documents Association of New Jersey (DANJ), and served as vice president of the New York Library Club; and

WHEREAS, Grace-Ellen McCrann tirelessly monitored and responded to posted inquiries on GovDoc-L, the national listserv for government information; therefore be it,

RESOLVED, that the American Library Association honor the memory of Grace-Ellen McCrann and her lifelong practice of incorporating government information into library instruction and her academic work, and be it further,

RESOLVED, that the American Library Association provide copies of this resolution to her family and to the City College of New York Libraries.

—Endorsed in principle by GODORT Membership, January 18, 2010; adopted by ALA Council June 29, 2010.

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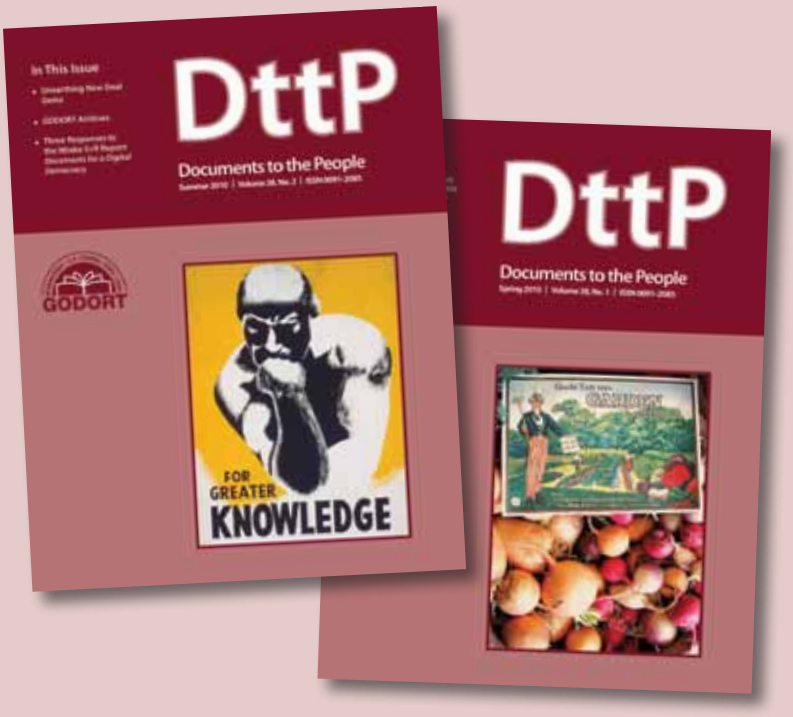

We had such fun with the photos we received for the previous contests, and we have had requests for another contest, so here we go again!

Put your favorite government comic book together with its superhero… industrial guides with your neighborhood factory…a government poster with produce from your garden—the sky (or perhaps the TSA) is the limit!

Details:

- Photos may be of state, local, federal, foreign, or international publications out in the field
- All photos submitted must include citation information
- Photo orientation should be portrait (not landscape)
- Digital photos must be at least 300 dpi

Please submit all images to the Co-Lead Editors of *DttP* by December 1, 2010. The winning photo will be on the cover of the spring 2010 issue. All submitted photos will be posted on the GODORT wiki.

Co-Lead Editor Contact Information:

Beth Clausen and Valerie Glenn
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DttP
Documents to the People

"We will not be a pawn in someone else's game. We will always be Afghanistan."

— Ahmad Shah Massoud
Assassinated Afghan Commander

The desert plains and stark mountains of Afghanistan have served as a backdrop to war for more than three decades—with no end in sight. While insurgents have battled with and against foreign powers, the political and military machinations behind the struggles have often been shrouded in mystery and misinformation. Now, a new online collection provides unrivaled insight into the global issues and events that defined the late 20th century, including Afghan conflicts.

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