

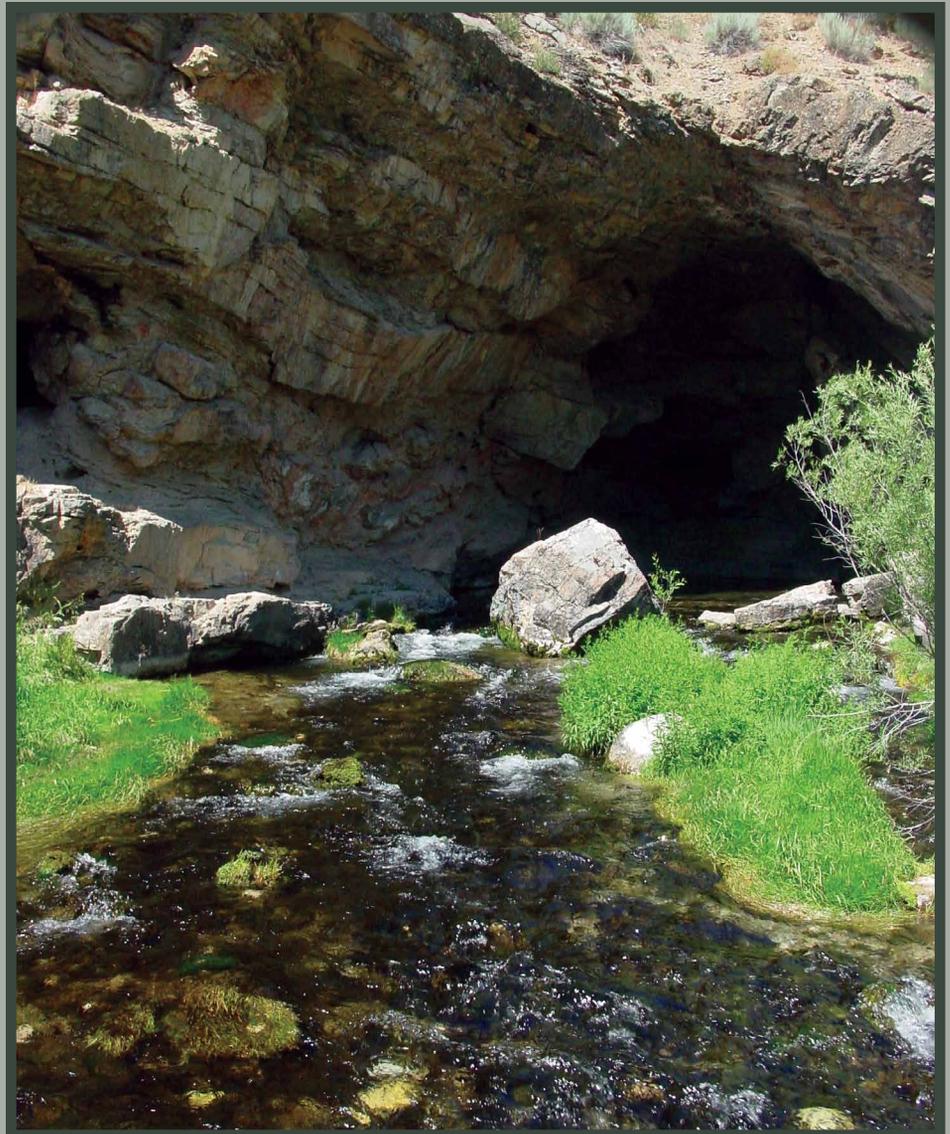
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- **125 Years: Serving the Government Information Needs of South Dakota**
- **An Engaging Remembrance: A Review of the American Battle Monuments Commission Website**

DttP

Documents to the People

Spring 2016 | Volume 44, No. 1 | ISSN 0091-2085



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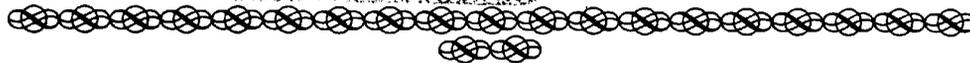
documents to the people

STANFORD UNIVERSITY
LIBRARIES

JUN 17 1981

Volume 1, Number 1 of a newsletter
Issued by the ALA's
Government Documents Round Table
September 1972

Gal



GDRT PROJECTS

1) Project Personal Contact

Object:

To get government documents listed in Monthly Catalog, Government Reports Announcements, Monthly Checklist of State Documents, etc.

Method:

Personal visits to federal agency regional offices & field offices, state agencies & local agencies, etc., to urge them to send their material to the listing agencies. If you can't visit-write. Send copies to the agency's director, public affairs officer, librarian and to GPO, LC, NTIS, and your Congressman.

2) Cataloging in Publication & Government Documents

Object:

Convince government agencies and GPO to participate in CIP.

Method:

Personal visits and letters to government agencies. Letters of support for the project to LC, GPO and your Congressman.

(For the best effect everyone should attempt to make the visit in October)

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PURPOSE: The purposes of the Government Documents Round Table are: a) to provide a forum for discussion of problems, concerns, and for exchange of ideas by librarians working with government documents; b) to provide a force for initiating and supporting programs to increase availability, use, and bibliographic control of documents; c) to increase communication between documents librarians and other librarians; d) to contribute to the extension and improvement of education and training of documents librarians.

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DttP

Documents to the People

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About the Cover:

"Logan Canyon Scenic Byway—Ricks Spring" by Richard Justis. This photograph is part of a series of photographs from the Department of Transportation that highlight America's Scenic Byways. The original caption was "water flows continually from a cave's mouth at Ricks Spring in Logan Canyon." This photo is available from the National Archives at <https://catalog.archives.gov/id/7720247>.

Welcome to a new year of *Documents to the People*! I'm hoping that at least some of you made it your new year's resolution to submit to *DttP*. (It's an easy resolution to keep!)

This will be a particularly short Editor's Corner, as I want to dedicate the space normally reserved for me to something more important: ALA presidential candidate responses to questions from GODORT's chair, Stephen Woods, and Steering. That information, based on notes by Jill Vassilakos-Long and lightly edited, is below.

ALA Presidential Candidates on GODORT

GODORT Chair Stephen Woods worked with Steering to develop the following talking points for the ALA presidential candidates who had asked to speak to GODORT:

1. Additional staffing for larger roundtables like GODORT
2. Real solutions that you would like to implement for members who want to participate in ALA, but cannot afford to come to two national conferences a year.
3. What do you see as GODORT's role with respect to ALA's internal policymaking structure, specifically when it comes to ALA's position and actions on matters related to government information access and preservation?

ALA Presidential Candidate Christine Lind Hage spoke at Steering 1:

Answers to the three questions asked by Steering, the following is simply the gist of what the candidate said, taken from Jill Vassilakos-Long's notes:

ALA staffing to support roundtables? ALA's budget problems impact staffing, as more people join ALA it may be possible to address this concern.

ALA support for wider participation for members who cannot come to conferences (Hage is generally for virtual participation.)

GODORT's voice in ALA positions? Hage advised us that ALAWO takes the lead in political action. When pressed on how GODORT could have more of a voice, she suggested that GODORT send a liaison to the OITP Advisory Board.

ALA Presidential Candidate Lisa Janice Hinchcliff spoke at the General Membership Meeting:

Answers to the three questions asked by Steering, the following is simply the gist of what the candidate said, taken from Jill Vassilakos-Long's notes:

Wanted to focus on the question of "Why Lisa?" Is a mid-career, mid-level librarian who is very aware of the stresses and

challenges librarians face in their day-to-day work lives. Ms. Hinchcliff stated that she has always admired GODORT members for the passion that they bring to the commitments that we make to bring our work forward.

ALA staffing to support roundtables? Wants to align ALA's budget with its priorities.

ALA support for wider participation for members who cannot come to conferences? Hinchcliff pledges her ALA presidential funds to experimentation to develop best practices for digital inclusion in our ALA member work, so that we do not leave behind those members who cannot attend conference. Examine long-term viability of our system of two conferences a year.

GODORT's voice in ALA positions? Hinchcliff stated that, in her mind, she is joining us in working toward our priorities.

ALA Presidential Candidate Jim Neal spoke at the General Membership Meeting:

Answers to the three questions asked by Steering, the following is simply the gist of what the candidate said, taken from Jill Vassilakos-Long's notes:

ALA staffing to support roundtables? ALA needs to evaluate support given to roundtables and offer program officer support.

ALA support for wider participation for members who cannot come to conferences? Virtual participation is growing; we have the policies worked out. We need to ensure we have the technologies, support services, and costs resolved. We need infrastructure and support to make virtual participation more available. It is critical to the health of this organization.

GODORT's voice in ALA positions? There are vital concerns with maintaining public access to government information from all levels of government. As it becomes more electronic we need to think critically about how we provide access and service. Preservation of born digital information is of particular concern. Neal stated that he has been speaking about this all over the world, including in a May *American Libraries* article. The library community needs to take ownership of the issue and work out how we capture, how we organize, and how we provide permanent availability and usability of born digital information. So much of this is coming out of government sectors. Neal stated that he commits to working closely with GODORT, because GODORT members are the experts in this area—to help ALA get the right policies and the right best practices in place to preserve born-digital information.



GODORT's Future: Developing an Approach for Implementation

Stephen Woods

Purpose is an essential part of every healthy organization and a critical factor for every individual. When an individual's purposes align with an organization's, it can be a powerful and fulfilling experience. However, it is rarely the case that the individual and the organization start out in complete agreement. It is in the process of aligning that satisfaction and meaning find their synergy.

Phase One: Refocusing our Purpose and Crafting a Mission

Over the past few months our organization has been engaged in a series of healthy conversations led by members of Steering through our virtual Fireside Chats.¹ Anyone who has participated has seen firsthand the tension between individual and organizational purpose. These conversations have also raised some fundamental questions about the continuing purpose of taskforces and committees (referred to as units for the rest of this column) within our organizational structure.

What has been interesting to observe is the emergence of an agreement around five programmatic themes: community, education and training, programs, advocacy, and scholarship. I will be using purpose and programmatic themes interchangeably throughout this column. These themes identified in the Report from the Ad Hoc Committee on Reorganization were used to provide three scenarios lining up responsibilities with appropriate units.²

GODORT Steering, as the first phase of its implementation plan, will begin looking closely at these programmatic themes as well as those identified in our official Bylaws. Our Bylaws identify four purposes: provide forums for discussion, support for programs, communication with other information professionals, and to educate and train.³ As you can tell there is some overlap, but there is also an opportunity to align and clarify what we mean by each of the themes. Furthermore, these themes can offer a constructive framework for crafting a mission statement.

Ultimately, the synthesis of these programmatic themes and the subsequent mission statement will need to be presented to our community for an official vote. However, we must keep in mind that ultimately it is not the language we decide on that will give power and meaning, but rather the engagement of our

members in the process. I think this idea is captured in the community theme that we will ultimately need to define.

Belonging is an essential need of every individual. We can provide our members with the most outstanding programs, excellence in scholarship, be on the cutting edge of advocacy, and provide training that is unrivaled; but if we can't provide our members with a sense of belonging, then we have failed. This affective rather than functional quality of community is why we have so many members who are "no longer documents librarians." In sum, GODORT needs to continue to be a place where our members are known.

We will continue our conversation about these five perceived needs through our series of Fireside Chats. It is important that we make sure that we have a clear understanding of what each of these mean to our membership. By the time you have read this column, Bill Sudduth and John Shuler will have conducted a conversation with our members about our role in advocacy. I've also scheduled a Fireside Chat in May that will provide an opportunity for five members of our community that will be retiring to share a "last lecture" essentially sharing their reflections and challenges to the community of government information specialists.

Phase Two: Matching Goals and Programmatic Themes

Goal setting can be a challenging proposition for any organization. My own organization recently had one of those all day strategic thinking events that ended with the question, "Where do we want to be in ten years?" There were many ideas bantered about, but I would like to share two observations relevant to our own discussions: First, it was brought to our attention by a senior colleague that many would be retiring long before we reached that landmark. She pointed out that it was necessary for a younger generation to step up and identify the future direction of our profession. I thought that this was a little ironic because this colleague has very little reserve in sharing her own ideas about future goals. I would propose that what we need is the synergic energy between the generations.

My second observation has to do with two perspective views on goal setting. I have made it no secret that I am task oriented and can approach these types of conversations as a tainted skeptic. When it came my turn to share, I told my colleagues that I hope that in ten years we could look back on this time

and see tangible evidence of accomplishment. The reaction was fascinating.

Some want the organization to have clearly identified and measurable tasks. Others don't want to be tied down and see goals simply as guidelines, often claiming that we need to be "nimble in a changing environment of information." Underlying both of these perspectives is a tension between tasks and people. As we work toward developing a strategic focus and organizational structure that makes sense, we will need to be cognizant of this tension. I'm confident that we can find the synergy that will allow us to meet both of these needs.

Phase Three: Resource Allocation and Goal Evaluation

Brainstorming goals can be a very rewarding exercise, but at some point an organization needs to weigh the cost and determine its own priorities. This is what Stage 3 in the implantation plan is intended to address. Steering needs to create a rubric in this phase that will help us evaluate each goal in order to determine whether or not we can support that goal given our resources.

This rubric has not been formally constructed, but could include:

- Is this a short/long term goal? Ongoing or one-time?
- How many members will it require to carry out this goal?
- Will GODORT need to provide money? Can we afford it?
- Can this goal be conducted virtually or does it need face-to-face participation?

Spending time identifying an efficient and accurate process for evaluating goals and proposals will, in the long run, only strengthen our organization. Too often we have creative ideas with no mechanism for pursuing them as well as ideas that simply require too many resources for us to realistically carry them out.

Phase Four: Programmatic Areas and Unit Format

The last phase of the implementation plan will identify what units need to be in place to carry out the programmatic themes and their associated goals identified in the earlier phases. These units may end up being combinations of existing units, or new

unit's altogether. Be assured that the plan will certainly take into consideration the recommendations from the Ad Hoc Committee Report on Reorganization as a foundation for making these decisions.

As simple as this seems, there will be some important decisions that our members will need to approve as we move forward. Our current Bylaws describe in detail four types of groups that that we can choose from: taskforces, standing committees, special committees, and discussion groups. As some point the Steering Committee will revise these descriptions so that they more closely align with our goals.

For example, there has been some discussion about changing the Bylaw description of a taskforce to be a unit that addresses a need that has a beginning and an end. There has also been discussion about having Interests Groups. This particular designation is not in our Bylaws, so it would need to be defined and voted on by our membership. This all seems arduous, but is necessary in an organization our size.

A further challenge will be identifying what administrative units need to exist that are not necessarily tied to a particular programmatic theme. It is important to keep in mind that the point of strategically reorganizing is not necessarily to "reduce the number of positions," but to weigh our resources with the needs and demands of the community.

Closing remarks

I realize that what I am proposing may seem daunting, but it is important to keep in mind that when Helen Sheehy and I embarked on this adventure in the fall of 2014, we estimated that it would take approximately three years. We will certainly need to work closely with the incoming Steering cohort to make sure that they can continue carry the baton forward.

References

1. If you didn't have a chance to participate, the recordings, notes, and slides for these can be found on the GODORT wiki: http://wikis.ala.org/godort/index.php/Main_Page.
2. Ad Hoc Committee on Reorganization, Final Draft of Appendix V. Rubric including current GODORT mission areas and three possible scenarios, http://wikis.ala.org/godort/images/8/8c/AppendixV-Rubric-Draft_FINAL_rev_2_sgb.pdf.
3. Current GODORT Bylaws, Article 2 Purpose, http://wikis.ala.org/godort/index.php/GODORT_Bylaws.

By the Numbers

DAP: Digital Analytics Program

Without big data analytics, companies are blind and deaf, wandering out onto the Web like deer on a freeway.

—Geoffrey Moore, Author of *Crossing the Chasm and Inside the Tornado* (twitter.com/geoffreyamoore/status/234839087566163968)

Every day, millions of people access government websites. Over the thirty days preceding the date this article was written, the National Weather Service and the National Library of Medicine each received more than 50 million visits.¹ According to the US General Services Administration, there are over 1,300 dot-gov domains in use by federal agencies.² Given the immense resources involved in building and maintaining these websites, sound decisions about allocating these resources are important. And that means decision makers need good data.

In 2012, President Obama issued the Digital Government Strategy (purl.fdlp.gov/GPO/gpo23623). This strategy recognizes the power of technology and encourages government agencies to harness this power for the benefit of the American people. One of the many outcomes of this strategy is the Digital Analytics Program (DAP), which is housed in the General Services Administration. As of July 2015, the DAP “collects web traffic from around 400 executive branch government domains, across over 4000 total websites, including every cabinet department.”³ This task is accomplished by means of a unified Google Analytics account used by the participating websites.⁴ The DAP framework promotes common government-wide performance measures for digital services, a common collection methodology, and a common web analytics tool.

I find this program fascinating on two fronts. First, the DAP produces a dashboard that highlights top usage of government websites. Second, the DAP provides resources for agencies to better work with their website analytics, and these resources can be easily applied by those outside the government who want to better work with the digital metrics for their own website.

Web Analytics

I presume that everyone reading this article has a basic understanding of web analytics, but I’ll offer a simple description. Wikipedia defines web analytics as “the measurement, collection, analysis and reporting of web data for purposes of understanding and optimizing web usage.”⁵ The goal of web analytics

is to understand more about how users interact with your web content so you can optimize your website and reduce inefficiencies. The following list describes just a few types of web analytics:

- **Geographic analysis** is one method of learning about the users of your website. Do they come from urban or rural areas? Or within a particular country, state, city, or county?
- **Technology analysis** may involve identifying whether website users access the site with a mobile or desktop device, a particular browser, operating system, and so on. This information can help you target your web design to meet the needs of your most frequent users.
- **Page load speed** can be used to evaluate a website’s technical performance. Long page load times lead to low user satisfaction.
- **Traffic source** tells you how users arrived at your site and which marketing campaigns have been most successful at attracting them. Did they click a link on another website? Enter through a search engine result? Click a link in a newsletter?
- **Search engine optimization** reports can be used to identify the search terms people use to find your site, as well as the pages on your site that are most easily found through common web searches.
- **Goals** are fairly obvious for retail sites: the user makes a purchase. For noncommercial sites, goals may include the following:
 - engagement goals (time on site, pages per visit, and so on)
 - downloads
 - newsletter subscriptions
 - account registration
 - clicks to social media accounts (Twitter, Facebook, and so on)

DAP Dashboard

The DAP dashboard (analytics.usa.gov) is a public display of highlighted web analytics collected from the participating dot-gov websites.⁶ Users can also see the top dot-gov webpages currently being viewed, as well as the top domains (not specific webpages) over the past seven and thirty days.⁷ Usage breakdowns are also available by device, browser, operating system, and time of day—and all these data can be downloaded.

The dashboard shows high usage of weather service websites; currently seven of the top twenty pages are weather related (see figure 1).⁸ On the day this article was written, the New Horizons spacecraft was passing Pluto, pulling some related

NASA pages to the top of the list. Overall, much of the usage of government websites appears to be personal: What’s my weather like? What’s my case status? Where’s my tax refund?

In addition to the aggregated metrics available on the DAP dashboard, some agencies are also publishing their own metrics. For example, the National Archives has its own dashboard (www.archives.gov/metrics/).

The DAP dashboard is an open source project and is in the public domain. Interested parties can collaborate to make improvements or additions to the dashboard, or they can copy the code to build their own dashboard.⁹ The City of Philadelphia, for example, has built its own implementation of the dashboard (analytics.phila.gov).

Useful Resources

Google Analytics provides participating agencies with a tool that allows them to better understand their users and their websites. But simply providing the tool may not be enough—the agencies need to know how to use this tool. For this reason, resources for working with web analytics are provided at the DigitalGov website (www.digitalgov.gov/services/dap). Although the site is targeted at government employees, DigitalGov’s resources and expertise are shared with the public and can be useful to anyone who works with website analytics; use is not limited to participating federal agencies. Examples include a guide to best practices and tools relating to website analytics and metrics (www.digitalgov.gov/services/dap/dap-digital-metrics-guidance-and-best-practices), a blog series (www.digitalgov.gov/category/metrics), and DigitalGov University training sessions. Anyone can sign up for a future session (www.digitalgov.gov/events) or view a recorded session (www.digitalgov.gov/digitalgov-university/video-library).

Other Applications of the DAP Dashboard

The DAP dashboard has the potential to be of great benefit to documents librarians. The dashboard states: “We plan to expand the data made available here. If you have any suggestions, or spot any issues or bugs, please open an issue on GitHub or contact the Digital Analytics Program.”¹⁰ Personally, I would love to see more details. Usage by geographic area, by agency, or by site would all have great potential.¹¹ This information could help documents librarians learn more about their users. For example, a regional depository coordinator could see what types of sites are accessed by users within their territory. Subject specialists could see the pages frequented by users within a particular field



Figure 1. Screenshot of analytics.usa.gov. Accessed July 13, 2015.

(economics, health, and so on). Perhaps by the time this column is published, some of these additions will have been made.

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References

1. “Top Pages,” accessed August 5, 2015, analytics.usa.gov.
2. “GSA/Data,” GitHub, April 27, 2015, github.com/GSA/data/blob/gh-pages/dotgov-domains/2015-03-15-federal.csv.
3. “About this Site,” accessed July 13, 2015, analytics.usa.gov.
4. Not all agencies or websites have joined the program. The Pulse (pulse.cio.gov) depicts program participation by agency and by domain.
5. “Web Analytics,” Wikipedia, accessed July 19, 2015, en.wikipedia.org/wiki/Web_analytics.
6. Staff at participating agencies have access to the full data through their Google Analytics accounts, but only highlights of the data are pushed to the public through the dashboard.
7. Since data are available only for the past thirty days, I went to the Internet Archive’s Wayback Machine (web.archive.org/web/*/analytics.usa.gov) hoping to see the data for earlier dates. Unfortunately, because of how the page is built, the data displayed on an archived version of the page are identical to the data displayed on a live version of the page.

8. The upcoming “By the Numbers” column will feature weather data and sources.
9. For a detailed overview of how the dashboard was put together, see “How We Built analytics.usa.gov” (18f.gsa.gov/2015/03/19/how-we-built-analytics-usa-gov).
10. “About this Site.”
11. GovFresh blogger Luke Fretwell made some similar suggestions for expanding the use of these analytics in his

March 23, 2015, review of the dashboard shortly after its launch; see “Quick Thoughts, Takeaways from the New Federal Government Analytics Dashboard” (www.govfresh.com/2015/03/quick-thoughts-takeaways-from-the-new-federal-government-analytics-dashboard).

Documents without Borders

E-Government in the English-Speaking Caribbean Nations: A Comparison of Internet Sites

The growth of e-government services and Internet presence of governments is a global phenomenon.¹ Even though in much of the Caribbean, citizen access to the Internet ranges from 8.5 to 40.0 percent, Caribbean nations have increasingly developed a web presence.² E-government is well-established within the fifteen Caricom nations, which include both English-speaking and non-English-speaking nations. An assessment of the level of maturity, features, and functionality of the web presence of the Caribbean nations indicates a low level of success possibly due to lack of infrastructure.³ In one report, the Caribbean nations that provide a web presence often failed to provide or provided minimal levels of contact information, hours of operation, email or other means of contact, and failed to offer downloadable or electronic forms.⁴

For this column, I took a look at the Internet presence and e-government accessibility provided by the English-speaking Caribbean Islands. Table 1 provides a list of the countries with their web addresses. Within the library world, we generally use content-based criteria such as relevancy, accuracy, reliability, and usefulness for evaluation purposes. For the evaluation of Government webpages other criteria are also important: layout and visual appeal, the presence of navigation menus, site maps and search tools, email or other means of two-way communication with citizens, access for persons with disabilities, ease of use, electronic and downloadable forms, internal search ability, provision of information in other languages, availability of contact information, hours of service, and the protection of privacy.⁵

Before preparing my original list of English-speaking Caribbean islands, I eliminated the US Virgin Islands as a territory and not a sovereign nation. I also eliminated the Netherlands Antilles since English was only added to Dutch as an official language in 2007. That left the list of ten island nations in table 1. From that list, I narrowed down to five countries for a comparison of seven indicators of adequate Internet presence. I eliminated Jamaica due to the lack of one official website for the entire government and Monserrat on the basis of only having a government presence on Facebook, but no official site. The final five countries were included based on a combination of factors,

Table 1. English-Speaking Caribbean Countries Official Government Websites

Country	Official Website
Anguilla	www.gov.ai/
Bahamas	www.bahamas.gov.bs/
Barbados	https://www.gov.bb/
British Virgin Islands	www.bvi.gov.vg/
Cayaman Islands	www.gov.ky/
Dominica	www.dominica.gov.dm/
Grenada	www.gov.gd/
Jamaica	http://opm.gov.jm/ (office of prime minister—unable to locate official Jamaica website)
Monserrat	https://www.facebook.com/MontserratGOV (only official site located on Facebook)
Saint Kitts and Nevis	www.stkittsnevis.net/

including maximum variation in webpages, economic status, and general geographic location and size.

I chose seven factors for the comparison based on personal knowledge and relevant research and then spent a minimum of one hour using each webpage. The factors I chose include visual appeal, which is important for citizens, but for the Caribbean islands, which depend on tourism for significant income, it is also a critical factor. The criteria of what languages are available on the webpage could indicate a measure of how much appeal there is for business and tourism as well as for residents who speak other languages. The provision of contact information, hours of service, and email communication are factors indicating a basic level of commitment to service and communication with citizens, businesses, and tourists. The availability of online forms and services indicates a deeper level of commitment to service. I added a final criteria of whether or not the webpage is balanced in its offering of service to citizens, business, and tourism since for the Caribbean islands the ability to attract business and tourists is an important aspect.

The results of the evaluation are summarized in table 2. Each site offered adequate basic information for citizens, businesses, and tourists, including history and important information about the country. All of the sites also offered an internal search feature. Generally, the Bahamas and the British Virgin Islands offered the best overall websites, likely due to their higher economic status and extensive experience with tourism. The Bahamas site offered ease of use combined with good visual appeal and was the only site to actively promote its e-government services. The British Virgin Islands site had major visual appeal and good links to social media and was the only site to include information on public library services.

The webpage of St. Kitts and Nevis was lacking in initial visual appeal, but offers simplicity of use and numerous links for

Table 2. Comparison of Seven Indicators of Adequate E-Government Presence

Country	Visual Appeal	Languages	Contact Information	Hours of Service	Email	Online	Balanced
Bahamas	Yes	English	Yes	No	Yes	Yes	Yes
British Virgin Islands	Yes	English	Yes	Yes	Yes	Yes	Yes
Dominica	No	English Limited Spanish	Yes	No	Yes	Yes	Yes
Grenada	Yes	English	Yes	No	Yes	Yes	Yes
St. Kitts and Nevis	No	English	Yes	No	Yes	No	Yes

business and tourism. Grenada has a nicely balanced webpage with online forms, contact information, and a presence on social media while also providing a colorful page with information on the importance of the island in the growing and provision of spices. Finally, Dominica has a basic no frills webpage but with links to a nice selection of online government publications ranging from national policies to bird-watching. Dominica was also the only site to provide some amount of information in Spanish as well as English.

The Caribbean island nations have developed and are providing an increasing web and e-government presence for their citizens while also attempting to attract both business and tourism. There is room for improvement in the areas of providing information on hours of service, making online forms more accessible and easily transmitted electronically, and offering service to speakers of other languages.

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Rare and Endangered Government Publications

Capturing the Moment

What are rare and endangered government publications? In short, they are the materials representing that which is valued most in our collections. Each depository library collects documents that are important to its community: some arrive through a depository program, some come through direct solicitation from agencies, some come through traditional means of acquisition, and some come through emerging models of building digital collections. Managing these resources to ensure their availability for long-term access is a critical part of government documents librarianship. Put another way, rare and endangered government publications are the pieces of the public output of government that are most likely to go missing.

For too many years depository materials were treated differently than other materials in a library's collection. Yet they are still monographs and serials, periodicals, and pamphlets. Oh, the number of pamphlets the government produces! The similarities extend to the Internet: identifying and capturing born-digital government publications is just as challenging as any other web archiving project. These are issues of collection development and maintenance that all librarians face, not just depository librarians. By addressing these issues, we can share our expertise with our colleagues across the library, and ask our colleagues for help to gain expertise.

Due to the nature of depository collections, it is up to librarians to determine what is rare.¹ There are items that were distributed through depository programs such as the FDLP (Federal Depository Library Program) that many libraries received but are now considered rare. Things to look out for are the condition of the material, including the binding and the paper it is printed on. More often than not, materials that government documents librarians also consider to be rare or unique were never distributed through a formalized channel. They may have been ordered from a local agency office or received through unsolicited mail, and subsequently identified and cataloged by a prescient librarian. These documents are frequently of high interest to a specific community, and represent challenges both for immediate access to and long-term preservation of the content.

Endangered government information differs from "rare" in that the phrase is indicative of the disposition of the object,

rather than a description of it. Nearly three decades ago, the US Congress examined the issue of brittle books and the challenge they pose to preserving the nation's heritage.² A few years later, the Modern Language Association reported on possible strategies for preserving and providing access to these materials.³ Nowhere in these documents are government publications discussed as examples, yet those of us who work with these kinds of materials know they suffer the same kinds of deterioration at the same rate as other materials in library collections. In the last two decades, endangerment has taken on a new aspect in what is now a predominantly digital world. Publications that are posted to websites are just as easily removed within a very short time period, and the dominance of digital distribution magnifies the challenge as the volume of material dwarfs what was previously made widely available in print.

In 1994, the Rare and Endangered Government Publications Committee was created in GODORT (Government Documents Round Table).⁴ What began in 1962 as a discussion group in the Rare Books and Manuscripts Section (RBMS) of ACRL (Association of College and Research Librarians) eventually led to a standing committee with liaisons from GODORT and MAGERT (now MAGIRT, Maps and Geospatial Information Round Table). By 1994, this joint committee had moved from RBMS to GODORT and was renamed the Rare and Endangered Government Publications Committee (REGP). According to its mission statement, REGP "seeks to identify rare, unique and/or endangered government publications, in all formats and from all levels of government; to evaluate materials for preservation and conservation; and to plan programs and workshops on the preservation of these materials."⁵ Some areas of focus for the committee have been the US Congressional Serial Set, migration of electronic materials (anybody remember the 5.5" floppy discs?), and born digital documents. Today's challenges also include capturing social media and datasets, preserving older formats including microforms, and identifying publications outside of depository channels such as those produced by local governments.

In this column, we plan to look at issues related to collections in a variety of forms and formats. We also hope to share some of the challenges we face and our hopes for our own collections and users.

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Giving Government Information the Green Light

Creating and Using the Stoplight Evaluation Guide in the Information Literacy Classroom

Kathy Karn-Carmichael and Kari D. Weaver

Guiding students to use appropriate information for research can be a difficult task in the higher education classroom. As students enter the collegiate ranks, librarians and teaching faculty must work hard to move students away from their Google-centric search strategies and instead use databases of scholarly publications and other appropriate library resources.

To any librarian teaching students to evaluate information during introductory information literacy sessions, this challenge is especially poignant. Discussions in these courses frequently break resources down into groups considered “scholarly” or “non-scholarly,” where scholarly resources are acceptable and found from the library, and non-scholarly resources are materials largely found via the World Wide Web. This schema puts government information at a disadvantage for multiple reasons: it is primarily available online, often lacks authorship from a noted scholar, and looks and reads differently than the more traditional “academic” sources students are encouraged to use. Thus, a blanket ban on online or less-scholarly resources often catches government resources in its sweep.

Despite the fact that the University of South Carolina Aiken is part of the federal depository library program, our library instruction team felt that government resources were being underutilized for student research. In addition, it was observed that the current topics of papers and speeches in lower level undergraduate coursework suffered for lack of government resources. However, from the librarians’ instruction work in information literacy classes, we also knew that students were not being guided to these resources either. These gaps required the development of a tool to help students evaluate information that would provide categorization beyond the scholarly/non-scholarly paradigm, that might allow for students to identify and acknowledge the need for differing information in various

situations, and that would allow for the appropriate use of government resources. This article discusses the development, implementation, and impact of just such a tool, the Stoplight Evaluation Guide, based on three years of usage at a medium-sized baccalaureate institution.

Literature Review

Today’s undergraduates have never known a world without the Internet, Google, and instant access to information. As a consequence, literature that discusses source evaluation concentrates primarily on websites.¹ While much of the information content used by students is available electronically, source evaluation instruction should not be limited by mode of delivery, instead also integrating discussion of information beyond simply articles, books, or websites. The traditional focus of information evaluation instruction for undergraduates has conformed primarily to scholarly versus non-scholarly paradigms, which eliminate important sources, including newspapers, online communities, broadcast transcripts, and government publications.² The use of either/or in other source evaluation checklists fails to adequately address these concerns since they ignore the situational requirements inherent in selecting information sources for discrete tasks.³ These narrowly defined criteria, which have been the standard of undergraduate research for previous generations, need to be reevaluated and expanded to reflect the changing world of increasingly complex and varied available information resources.

Librarians have attempted to supplement source evaluation comprehension by incorporating checklist models such as the widely used CRAAP test. The CRAAP test prompts students to look at specific characteristics of an information source and attempt to compartmentalize the task of analyzing the source’s

credibility. Many scholars believe these tools are inadequate, particularly because “non-academic items . . . can be valid resources for undergraduate research,⁴ and [librarians] must shift the focus to whether or not the item is suitable for the purpose at hand.”⁵ Common evaluative criteria relying on currency, authority, and accuracy designed to assist in the evaluation between academic and non-academic sources are also insufficient because they similarly overlook the purpose for which such information may be used.⁶ Considering information evaluation in the larger framework of lifelong learning, it is apparent that librarians can incorporate aspects of currently used criteria, but must move toward models that can be employed in contexts beyond academia.

As previously noted, one of the limitations of favoring scholarly publications is that government resources fall outside the scope of scholarly information despite, for the most part, providing authoritative information. “Government document librarians have long lamented that their collections are underused and underappreciated.”⁷ The current methods used in information literacy instruction are only partially to blame for the exclusion of government information. As the Internet grew in acceptance as a source of information, Brunvald and Pashkov-Balkenhol note undergraduate use of web resources for research increased substantially.⁸ In 1997, an editorial appeared in the *Chronicle of Higher Education* deploring the increased reliance of web sources, which was seen to reduce quality of student research papers.⁹ This trend caused considerable concern in academia worldwide and some predicted a crisis in undergraduate research, fearing that the Internet might replace academic journals.¹⁰ Faculty responded by restricting or completely eliminating web resources for inclusion in undergraduate research.¹¹ This knee-jerk reaction resulted in removing a treasure trove of primary sources contained within government document collections both in print and digital formats. Tragically, this “throw out the baby with the bathwater” approach did not solve the problem of students’ selection of information sources. Instead, it created a new problem by limiting students’ ability to recognize authoritative, reliable information sources.

Development of the Stoplight Evaluation Guide

Information evaluation features prominently in the new ACRL Framework for Information Literacy for Higher Education (<http://bit.ly/acrlframework>). Teaching source evaluation to lower level undergraduates is the first step in providing students with the skills needed to find and use suitable information in academic research. At the University of South Carolina Aiken, these skills are taught through information literacy instruction in one of two formats: either in discrete one-shot sessions of

subject courses primarily taught by faculty in the disciplines, or in general education information literacy classes primarily taught by librarians. Each of these models requires some distinct pedagogical strategies. In the general education IL classes, librarians acting as faculty of record for a class are able to build knowledge over time and assign homework. On the other hand, instruction in one-shot sessions requires strategies that can be employed on a short time-scale and may be reinforced by faculty in the disciplines. With these varied needs and contexts, any evaluation schema must be robust and flexible at the same time.

One of the desired learning outcomes from these information modes of literacy instruction is to emphasize the use of authoritative information from a variety of sources, generally discouraging students’ reliance on Google and other popular search engines in academic research. As mentioned previously, source evaluation has historically focused on “scholarly versus non-scholarly” resources. However, lower-level students frequently struggled with the concepts and characteristics of scholarly sources, and, as a result, they frequently encountered difficulty in putting these principles into practice. In addition to this challenge, there were frequently occasions when other sources are justified even though scholarly information is generally preferred for most academic research. These challenges are what ultimately led to the creation of the Stoplight Evaluation Guide at the University of South Carolina Aiken.

The Stoplight Evaluation Guide, Pedagogy, and Practice

The Stoplight Evaluation Guide expands the scholarly versus non-scholarly paradigm, providing students with a framework that enables them to analyze non-scholarly information sources that are frequently overlooked. These overlooked sources include government information such as congressional hearings, judicial opinions, federal legislation, and government-funded research. The inclusion makes the Stoplight Evaluation Guide one of the only source evaluation tools to include government documents and authenticated government documents as acceptable sources for inclusion in academic research.

Utilizing the image of a stoplight, the guide ranks typical information sources frequently used by students into three separate categories that designate a source’s suitability for academic research. Red signifies sources that never or almost never should be used. Yellow signifies sources that may be used depending on permitted sources. Green signifies sources that almost always may be used. A color copy of the one-page document can be found at <http://bit.ly/stoplighteval>. Additionally, a black and white version of the guide is included with this article (see

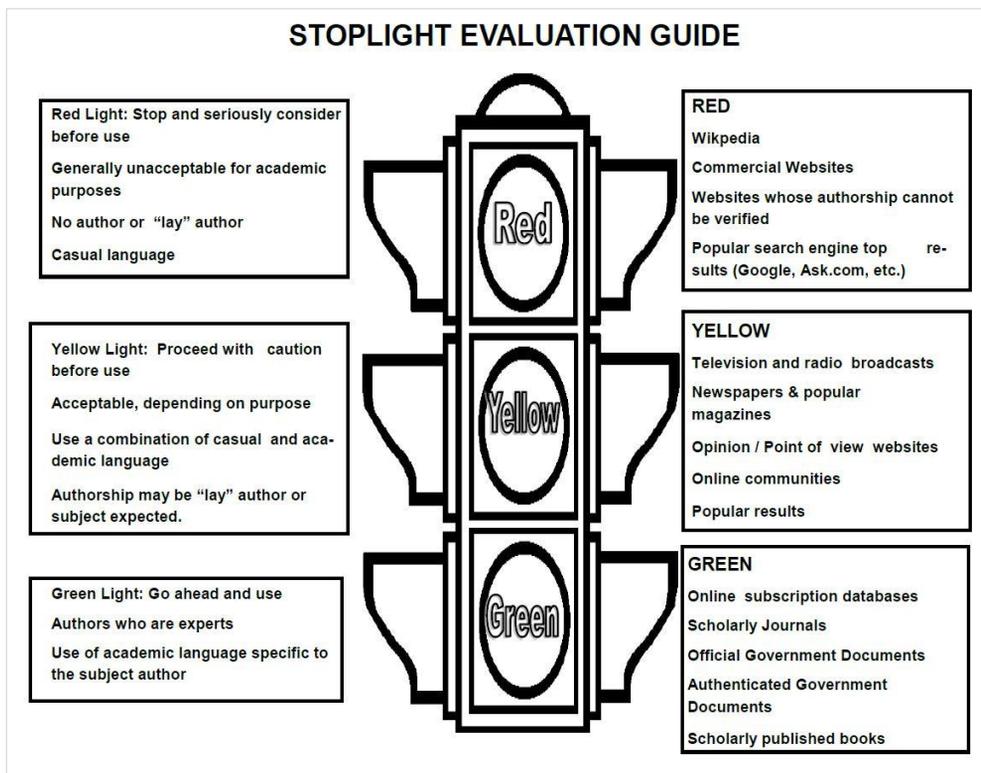


Figure 1. Stoplight Evaluation Guide (black and white version)

figure 1). The description for each color and allowed resources are the following:

RED LIGHT: Stop and Seriously Consider before Use. Generally unacceptable for academic purposes. Common factors: No author or "lay" author. Casual language. Resources: Wikipedia, commercial websites, Websites whose authorship cannot be verified, Popular search engine top results (Google, Ask.com, etc.)

YELLOW LIGHT: Proceed with Caution before Use. Acceptable, depending on purpose. Common factors: Uses a combination of casual and academic language. Authorship may be "lay" author or subject expert Resources: Television and radio broadcasts. Newspapers and popular magazines. Opinion/point of view websites. Online communities. Popular books. Top Google Scholar search results.

GREEN LIGHT: Go Ahead and Use. Common factors: Authors who are experts. Use of academic language specific to the subject matter Resources: Online subscription databases. Scholarly journals. Official government reports. Authenticated government documents. Edited books from scholarly publishing houses

By grouping commonly used resources, each color segment defines the general characteristics of the resource, enabling students to understand appropriateness of specific resource types as well as helping them recognize that writing style and authorship can provide clues to the suitability of a source. Furthermore, this tool incorporates elements of critical thinking and reasoning that allow it to possess relevance beyond the library.

When teaching the Stoplight Evaluation Guide, the librarian explains each color section and how students may interpret the guide to aid them in determining which sources are best for their research topic. Characteristics of each color group are discussed, as well as sources typically found in each section. To aid student understanding,

an active learning exercise is frequently included in the Stoplight Guide instruction.

One of the benefits of the Stoplight Evaluation Guide is that it can be effectively paired with a variety of instructional strategies based on the amount of time available for addressing information evaluation in the classroom. For instance, librarians have incorporated the Stoplight Evaluation Guide into a short module in a one-shot instruction session immediately after students perform search tasks in a library database. It has been used by disciplinary faculty in a follow-up to one-shot information literacy instruction as a way to help bridge instruction in the library and the traditional classroom environment. In full semester-long information literacy classes, the Stoplight Evaluation Guide has been successfully paired with problem-based learning activities and document-based question activities, and it is flexible enough to work successfully in a number of disciplines. It has proven especially helpful when integrated with USCA's public speaking courses. These classes use both informative and persuasive speech assignments as a basis for major assignments, and government information and reputable news reporting are both widely used in developing these assignments.

Reactions and Results

The Stoplight Evaluation Guide was introduced in the classroom in the 2012 fall semester and was used primarily in lower level

English and Communication classes. Based on its initial success, it was introduced to a wider audience the following summer, when it was included in the Critical Inquiry Institute, a professional development workshop for faculty who will be teaching the first-year Critical Inquiry (CI) class to incoming freshmen. Along with training on various CI topics, the CI Institute provides faculty with suggested lesson plans and course materials. Since the introduction of the Stoplight Guide to CI instructors, it has been among the most requested instructional handouts ever provided by the library.

Faculty reaction outside of CI has also been extremely positive. Faculty frequently request source evaluation using the Stoplight Guide as a key topic to include when scheduling Information Literacy Instruction. Here are some comments the authors have received about the guide:

“The benefit of using the guide as a tool for source evaluation is that it provides students with an easy visual rubric for source evaluation. The stop (and consider the rhetorical situation of your project and whether these sources are appropriate for your purpose, message and audience), caution (these sources may be useful, but could be inappropriate for academic work), and go (sources are acceptable for academic work) signals are easy to recall and serve as reminders to students to think about the appropriateness of sources they might use.”

“The Stoplight Evaluation Guide is an essential tool in my courses. The simple visual image clearly communicates the essential principles of source evaluation. I encourage students to use it during the research process, and I also use it when providing feedback on presentations and written assignments. It works especially well as a tool when I need to work with a student struggling with understanding the importance of source evaluation.”

In addition to the positive response to the guide from students and faculty, we have also seen growth in the use of government information in student writing. USCA faculty regularly evaluate the portfolios for Critical Inquiry and the written work from the students' 101 and 102 composition series (also known as the “freshman folder”). Since the Stoplight Evaluation Model has been introduced, it has been observed that students are using government information more frequently in these classes, and likely others.

Conclusions

Information literacy instruction has historically been limited to a constrained “scholarly/non-scholarly” paradigm, which has frequently caused confusion among students and excluded the use of many potentially valuable resources, including government information. The Stoplight Evaluation Guide was developed

to provide students with a more nuanced and expansive tool for evaluating information. Since the focus of this model is not limited to scholarly/non-scholarly, sources that may have been previously overlooked by students are available for inclusion by using the guidelines set forth in the Stoplight Evaluation Guide. The model's design also allows it to be used very flexibly in a variety of instructional situations. The response from faculty and students has been very positive, and the increased use of government information in student writing and oral presentations has been clearly observed. Finally, the Stoplight Evaluation Guide holds additional promise going forward as it provides classroom faculty and librarians a common and identifiable metaphor to use in discussions of source evaluation, allowing consistent reinforcement of these important concepts campus wide.

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125 Years

Serving the Government Information Needs of South Dakota

Vickie Mix

The year 1889 marked a territorial turning point for the nation. With the passage of the Enabling Act on February 22, 1889, territories in the wild, wild, west took to the statehood trail.

AN ACT to provide for the division of Dakota into two States and to enable the people of North Dakota, South Dakota, Montana, and Washington to form constitutions and State governments to be admitted into the Union on an equal footing with the original States, and to make donations of public lands to such states. (Approved February 22, 1889).¹

And so, the first day of South Dakota's journey on the trail to statehood began:

At the hour of 12 o'clock, meridian on this 4th day of July, 1889, the day and hour appointed by law, the members elect of the constitutional convention of South Dakota assembled in Germania hall at Sioux Falls, and were called to order by Hon. Dighton Corson of Lawrence, one of their number.²

Seventy-five duly elected representatives from twenty-five districts, now South Dakota counties, served as delegates to the Constitutional Convention of South Dakota. Upon the roll call, only five did not answer and the rest were sworn in on that first day by the Honorable Bartlett Tripp, Chief Justice of the Supreme Court of Dakota Territory.³

Note, the Enabling Act allowed for two critical advancements: statehood and land grants. Land grants instituted under the Morrill Act of 1862 had earlier allowed for the allocation of lands to educational institutions. "An Act Donating public lands to the several States and [Territories] which may provide colleges for the benefit of agriculture and the Mechanic arts" provided

for 30,000 acres of land to the states and territories.⁴ With the admittance of the State of South Dakota, 120,000 acres of land had been granted for the "use and support" of the Agricultural College in South Dakota.⁵

The Territorial Legislature had chartered the Agricultural College in 1881 as a land grant institution under the Morrill Act of 1881. Located in Brookings, South Dakota, the college is now known as South Dakota State University, with more than 12,500 students currently enrolled not only in "agriculture and the Mechanic Arts," but in 183 fields of study in eight colleges and the graduate school. SDSU offers more than 70 undergraduate majors and 43 graduate programs including masters, doctoral, and professional degrees.⁶

The land grant heritage's importance to the South Dakota Agricultural College library manifested through automatic designation as a Federal Depository Library. Libraries can be designated by an elected or appointed Federal official, or "by-law" through special provisions of the Title 44 of the US Code.⁷ "By-law" designations empower the Public Printer of the United States and the Superintendent of Documents from the US Government Printing Office (GPO) to designate, as federal depositories, the libraries at: land-grant colleges and universities, the Highest Appellate Court of a state, accredited law schools, and state libraries. Indeed, the collection in the South Dakota Agricultural College library began with mostly government publications.⁸ With the signing of the statehood proclamations for "twins" North and South Dakota on November 2, 1889, the South Dakota Agricultural College library became an official member of the Federal Depository Library program.⁹

The Federal Depository Library program originates with the 1813 resolution of congress calling for the printing and distribution of House and Senate Journals and other congressional documents to the executives of states and territories, colleges, and universities, and historical societies. The resolution called for two hundred copies in addition to the usual number



Figure 1. Provost Laurie Nichols, Chief University Librarian Kristi Tornquist, Government Documents Librarian Vickie Mix and GPO Chief of Staff Andy Sherman. 125th Anniversary of FDLP at SDSU Brookings, SD September 30, 2014.

of copies printed.¹⁰ The Printing Act of 1852, authorized the newly created Superintendent of Public Printing to receive not only congressional materials for printing and distribution, but also materials from the executive departments.¹¹ The Printing Act of 1860 further empowered the Superintendent of Public Printing to procure buildings, machinery, and materials in order to execute the public printing charge, and thus was born the Government Printing Office. The 1895 Printing Act further codified public printing of government materials and the 1962 Depository Library Act allowed for greater distribution of agency publications and created the regional depository library system.¹² Title 44 of the US code provides statutory authority and legal requirements for the Federal Depository Library Program.¹³

The library at South Dakota State University, formerly South Dakota Agricultural College, has been a member of the Federal Depository Library Program since 1889 when South Dakota became a state. Hilton M. Briggs Library is the largest depository library in South Dakota with a collection of over 558,000 government publications in multiple tangible formats and over 91,000 online documents. Hilton M. Briggs Library, so named in 1977, and South Dakota State University celebrated 125 years of government information service to the state of South Dakota in the fall of 2014. Since celebrations often require guests, refreshments and speeches, a party was in order.

Coincidentally, the university prepared to host the first annual lecture featuring former Senator and Majority Leader Tom Daschle and former Senator Trent Lott. Senator Daschle is a South Dakota State University alumnus who has donated his congressional papers to the university. The Daschle Career Papers are held in the University Archives and Special Collections in



Figure 2. Senator Thomas A. Daschle, Brookings, SD September 30, 2014.

Hilton M. Briggs Library. As the University prepared to host these honorable gentlemen in the first “Daschle Dialogue,” planners recognized the important milestone represented in 125 years of Federal Depository Library Service to South Dakota. Celebratory events featuring guests, refreshments and speeches included a special anniversary party held in Senator Thomas A. Daschle Congressional Research Study in Hilton M. Briggs Library, September 30, 2014.

Planning began early in the spring for the “Daschle Dialogue,” with the Chief University Librarian Kristi Tornquist chairing the planning committee. Documents Librarian Vickie Mix was asked to join the planning committee. Committee members included representatives from the offices of the President and Provost, the Dean of Arts and Sciences, and the Heads of the Political Science department, Campus Security, University Marketing and Communications, and the South Dakota State University Foundation. This well-rounded group devoted weekly planning sessions over five months to assure a successful inaugural event held October 1, 2014, featuring Senators Daschle and Lott.¹⁴

The Inaugural Event eve was set aside to recognize the 125th anniversary of the FDLP at South Dakota State University. Senator Daschle had agreed to participate in the celebration and special guests from the university and the community were invited to attend. The documents librarian contacted the Government Printing Office (now Government Publishing Office) to extend an invitation to the public printer, the superintendent of documents, or their representative to attend the celebration. We were honored to have Andy Sherman, GPO Chief of Staff attend on the behalf of GPO. We were also honored by the attendance of Regional Librarian Kirsten Clark from the University of Minnesota, who serves as Regional Librarian for Minnesota, South Dakota, and Michigan. The intimate setting

of the Daschle Congressional Study provided a perfect backdrop for the presentation of the 125th Anniversary Plaque by Andy Sherman and comments by Senator Daschle on the importance of freely available government information.¹⁵

When the planning initially began prior to the inclusion with the Daschle Dialogue, Documents staff and the library Events committee wanted to create a special celebratory event. All agreed to think “big.” Having Senator Daschle, GPO’s Andy Sherman, and Regional Librarian Kirsten Clark indeed met that goal. If your library anticipates a milestone anniversary, think big! Invite dignitaries, library supporters, foundation officers, community leaders, and as many constituents as you can imagine. Serving the government information needs of our communities is a big deal. Serving our citizens deserves celebrating big.

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An Engaging Remembrance

A Review of the American Battle Monuments Commission Website

Rachel A. Santose

Over 100,000 US military personnel died during World War I, with many of these deaths occurring directly on foreign battlefields. Public Law 389, enacted by the 66th Congress, as well as Public Law 360, enacted by the 80th Congress, allowed for a family's repatriation of soldier remains to the United States for burial in a national or private cemetery. In 1919, however, the US War Department decided to establish permanent American military cemeteries in Europe and offered this option as an alternative to repatriation. To persuade family members to consent, the War Department needed to ensure these cemeteries were impressive and significant symbols of the American sacrifice on foreign soil; therefore, the War Department detailed a group of Army officers to serve as the Battle Monuments Board in 1921.¹ Two years later, on March 4, 1923, Congress passed the Act for the Creation of an American Battle Monuments Commission (ABMC), which established one authoritative organization under Title 36 of the United States Code to control the construction of monuments and memorials to the American military in foreign countries.²

The ABMC was also established in response to the haphazard constructions of monuments on battlefields in Europe. A report filed in the House of Representatives on February 1, 1923, detailed the many problems resulting from the erection of inappropriate monuments across the European landscape. When American troops left Europe after the culmination of World War I, they left behind a series of monuments described by Secretary of War John W. Weeks as "mainly of temporary construction, with little architectural beauty."³ Furthermore, monument inscriptions were of doubtful historical accuracy and construction was completed without permission of the host country. As a result, the ABMC became the agency responsible for overseeing the construction of monuments in an organized, historically accurate, and professional manner.⁴

Today, the ABMC is responsible for the maintenance of twenty-five American cemeteries; twenty-six federal memorials,

monuments, and markers; as well as seven nonfederal memorials. These cemeteries and memorials honor Americans labeled as dead, missing in action, and lost or buried at sea where US armed forces have served since April 6, 1917, the date of America's entrance into World War I.⁵ Only three of the memorials are located in the United States, with the rest located in fourteen foreign countries. ABMC cemeteries most often contain the remains of those who gave the ultimate sacrifice during World War I, World War II, the Korean War, and Vietnam; however, ABMC is additionally responsible for the maintenance of cemeteries in Corozal, Panama, and Mexico City, Mexico, where American soldiers who fought in the American Civil War, Mexican War, and Spanish-American War are interred.⁶

The original mission of the agency has expanded to include a series of positive objectives. The ABMC explains, "Meticulously maintaining our memorials is our core mission, but that alone is no longer enough to honor our heroes."⁷ It is now the mission of the ABMC to "ensure physical access to the plot areas, memorials, visitor centers, and restroom facilities" at all sites.⁸ The importance of this initiative should be recognized, for many families and friends of those who fought and died in American foreign conflicts are recognizably less mobile. Another significant addition to the ABMC mission concerns the establishment of interpretation programs at ABMC cemeteries and memorial sites. The ABMC remains relevant through the development of exhibits that contextualize the history at overseas sites and analyze the values behind the warfare and death that occurred there.⁹ In fact, the ability to "Provide an inspirational and educational visitor experience through effective outreach and interpretive programs" is the agency's number one goal in their strategic plan.¹⁰ The development of interactive programs and virtual tours on the ABMC website, as well as interactive displays and exhibits within ABMC visitor centers, have improved the quality of communication, education, and inspiration for both visitors traveling to the cemeteries and memorials and viewing

the material on the Internet. Visiting these sites is often a once in a lifetime opportunity for Americans; therefore, it is important for the ABMC to recognize the significance of interpretive initiatives.

The ABMC is not free of issues and challenges. As time passes, so too do the generations of Americans who personally remember the conflicts of the twentieth century. Preservation of stories from those who have faulty memories or those who have already passed has become increasingly difficult. Furthermore, the demographics of those who visit ABMC sites are rapidly changing. Fewer visitors have personal ties to those interred in the cemeteries or whose names are listed on memorials; therefore, the ABMC must think of new techniques to market, attract, and educate a new generation of visitors. The ABMC believes that the “new” visitor demands higher expectations when visiting the sites, constantly holding the ABMC to “improve in order to maintain an exceptional standard.”¹¹

Another issue of the ABMC concerns the geographic distribution of the many cemeteries and memorials. Although it is a small and independent government agency, the ABMC is responsible for sites spread across fifteen countries. Sites are grouped into five geographic areas: World War II North, World War II South, World War I, Central America, and the Pacific, each with a regional director. Regional directors are held accountable by one of two offices, the ABMC headquarters in Arlington, Virginia, or the Overseas Operations Office in Garches, France.¹² This causes difficulties within the standardization of certain processes, including management, marketing, facility maintenance, and overall communication. One of the ABMC’s strategic goals is to ensure that efforts are adequately coordinated to illuminate the best opportunities for standardization in all practices.¹³ As the world advances into a digital and globalized age, the infrastructure of the ABMC must be adapted and improved to meet the needs and interests of a new generation while maintaining its commitment to serve the friends and families of servicemen who died overseas. After thorough examination of the agency’s website, the ABMC appears to be on its way to fulfilling all of these initiatives, especially through focus on public services, a robust database of ABMC burials, and historically accurate print and digital publications.

Public Services

The ABMC provides services for a variety of groups and individuals. On the most basic level, the agency is responsible for connecting friends and family members with the graves or names of fallen soldiers in foreign countries. The ABMC provides information on name, location (including plot, row, and grave or memorialization location), and general information

on all cemeteries under its jurisdiction. Also provided by the ABMC is travel information for those wishing to visit the cemeteries. The agency authorizes fee-free passports for members of immediate family members traveling to visit a grave or memorial site in a foreign country.¹⁴ The ABMC also offers a few fee-based services, including floral decoration services, lithograph creations, and Honor Roll Certificates. All services are clearly explained, complete with examples of photographs, lithographs, and certificates, on the agency’s website under Our Services on the About Us page.¹⁵ The ABMC understands that many Americans will never have the opportunity to pay their respects at foreign sites; therefore, the agency provides Americans, especially the descendants of interred relatives, with services that demonstrate appreciation for the sacrifices made in battle no matter the distance.

The ABMC also provides curriculum and lesson ideas for teachers, especially those in K–12 education. The website offers an entire section to this service, and details the agency’s collaborative efforts in educational programming, including participation in National History Day celebrations and major university partnerships. K–12 teachers can locate resources for their classrooms by browsing the page for Learning & Resources, or they may actively search for a resource using the website’s Filter & Find menu. In doing so, teachers may bring meaningful resources into the classroom to help students interact with the past in interdisciplinary and multi-modal ways.¹⁶

Cemetery and Memorial Database

The ABMC website offers a central database that organizes the names of soldiers who died overseas. Users may browse through the list of 224,290 records, or they may limit their search by name, conflict, branch of service, unit number, date of entry into the service, cemetery, or date of death. The databases only include records of those who are buried in ABMC cemeteries or who are listed on the Walls of the Missing at each site; however, the ABMC redirects users to visit the Department of Veterans Affairs to locate the names of those interred and memorialized in National Cemeteries on American soil.¹⁷

The ABMC once featured separate databases for soldiers killed in each conflict; however, the central database, with its ability to refine a search by conflict, is a much simpler construct. In this respect, the website has significantly improved from past years. On the other hand, the ABMC website once allowed users to search for soldiers from a specific state. This feature is no longer available, and is one criticism of the tool. Historians may have particular research questions that would benefit from a search by state, or lay individuals may want to know more about what happened to their neighbors during one of these conflicts.

Database search results are organized by name, branch, rank, conflict, and the cemetery in which the individual is interred. In the past, the database only included an abbreviation of the cemetery, which may have confused users. Also, the results now include branch of service, a feature that did not exist a few years ago. If the user clicks on a soldier's name, the database takes the user to a more detailed page with information on the soldier's unit, burial plot or inscription on a Tablet of the Missing, any awards they received, and a picture of the cemetery in which they are buried. To locate servicemen who died during the American Civil War, the Mexican War, and the Spanish-American War, the user must filter their search by Other under the choice of War or Conflict. In past years, the ABMC included these names as a list, separate from the databases and not easily navigated by a search. Now these men are as easy to locate as those who served in later conflicts. Overall, the ABMC database is easy to use and provides detailed and organized information about individual soldiers.

Publications

To meet one of the agency's traditional objectives, the production of reliable publications about the battle activities of American forces in Europe, the ABMC produces original print and digital works. Most publications are available as PDFs on the ABMC website; therefore, users can access resources at their convenience and search for specific words with their computer's find-in-page tool. The *ABMC Commemorative Sites Booklet* is one such publication and is the official publication of the agency. The *Booklet* provides information about all ABMC sites around the world. Unfortunately, the work is not easily located on the website. Users must navigate to the Learning & Resources tab and then select the box next to Publication on the left side of the page, or they must stumble across the work while visiting one of the cemetery pages.

Although not listed as official publications, a separate brochure and booklet for each site is also available online. All are modeled in the same format and include similar categories of information. These works are of high quality and include information about the cemetery as well as the battles that caused its existence. Each publication includes a map, or series of maps, that mark a cemetery's location in relation to the battles. This material is exceptionally helpful because it places the cemetery within the context of the overall battle or campaign. These publications also include a time line of historic dates and incorporate photographs of interesting statues, tablets, memorial gardens, and picturesque scenes. Statistical information is provided, such as the dimensions and dedication date of a particular cemetery or site, as well as the total number of headstones and the

number of men labeled Jewish, Christian, unknown, missing in action, or brothers. This statistical information greatly enhances the publications because it adds a sense of individuality to the deliberate uniformity of the rows of plain, white headstones.¹⁸

A variety of born-digital publications are featured on the ABMC website as well. These digital works fulfill the ABMC objective to produce viable historical information, and additionally accomplish the objective of improving qualities of communication, education, and inspiration for users. The Multimedia tab provides access to a series of YouTube videos concerning recent ABMC news, Memorial Day celebrations and monument dedications, as well as specific videos for each country associated with the ABMC. In addition, professional videos feature interviews with veterans and contain overviews of what visitors can expect to experience at ABMC sites. For instance, the website exhibits the movie shown daily at the Normandy Visitor Center, *Letters*. Through multimedia projects, the ABMC does an exemplary job of making those who cannot travel to foreign sites feel included in commemorations.¹⁹

The ABMC website also features a number of interactive sites and mobile applications for World War II campaigns surrounding the invasion of Normandy, American deployments in defense of Great Britain, and the path of Allied forces through Italy. Interactive ventures began in 2008 and 2009, with the ABMC production of an interactive site called *The Normandy Campaign: The Advance Inland*, and a later production, *The Battle of Pointe du Hoc, 6-8 June 1944: Interactive Combat Narrative*. Today, there are nine interactive sites and eight mobile applications available, all of which allow users to chronologically explore campaign operations and examine detailed maps and images for further comprehension.²⁰ The agency's increased development of multimedia and prioritization of interactive sites serve as great marketing and educational tools that engage new generations of visitors.

Summary of Findings

It must be noted that the ABMC website serves a diverse group of people. The site is simply laid out, which is likely intentional for ease of access for an older generation of users. Those who are not tech-savvy may easily navigate and access the site and its resources, while more experienced users and researchers can interact with a sophisticated search engine to locate resources and perform detailed searches for interred servicemen. After evaluation of the ABMC in general, as well as their website and publications, it may be argued that the ABMC provides a valuable, but often overlooked, service to the American public. Although there is no official data to support this argument, the fact that the ABMC acknowledges many struggles to appeal to

today's changing demographics points to that perception. The agency's jurisdiction over foreign sites may be cause for past public ignorance; however, the ABMC unflinchingly attempts to appeal to the ever-increasing diversity of the American population through fulfillment of both traditional and new-generation oriented objectives. Although forward thinking, the agency does not fail to acknowledge its continued commitment to the older generations of Americans who personally lost friends and family members in American overseas conflicts. These generations are slowly beginning to age and become less mobile. Therefore, the ABMC does its due diligence to reach a balance between the old and the new, the traditional and the digital, and between reality and the virtual. As the world globalizes, government agencies, as well as cultural sites, may wish to imitate the ABMC model. Ultimately, the ABMC's agency website is an effective source for delivering online government information to researchers and the American public alike.

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14. "Our Services," American Battle Monuments Commission, accessed April 20, 2015, www.abmc.gov/about-us/our-services.
15. Ibid.
16. "Learning & Resources," American Battle Monuments Commission, accessed April 20, 2015, www.abmc.gov/learning-resources.
17. "FAQ's," American Battle Monuments Commission, accessed April 20, 2015, www.abmc.gov/about-us/faqs.
18. It should be noted that most of this information is further compiled and published in a reference book titled *American Battle Monuments: A Guide to Military Cemeteries and Monuments Maintained by the American Battle Monuments Commission*. In addition, the American Battle Monuments Commission (AMBC) published a number of works not available on the agency's website. For instance, the ABMC released a series of twenty-eight divisional histories in 1944, one for each Army division that fought on the Western Front during World War I. Each history describes a division's arrival in France and the training received by its members, and the following chapters focus on specific operations performed by each division.
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Review

The Indispensable Force: The Post-Cold War Operational Army Reserve, 1990-2010. Katherine R. Coker. Fort Bragg, NC: Office of Army Reserve History, United States Army Reserve Command, 2013. <http://purl.fdlp.gov/GPO/gpo50644>.

The Indispensable Force, by Katherine Coker, offers a narrative history of the US Army Reserve in the 1990s and 2000s, when the Reserve transitioned from being a “strategic reserve,” deployed after the active duty army, to an “operational reserve,” frequently deployed along with the active army. *The Indispensable Force* extends the previous institutional history of the Reserve, *Twice the Citizen: A History of the United States Army Reserve, 1908-1995* by James Currie and Richard Crossland (1997). Synthesizing scores of military planning documents and publications, Coker’s narrative of the Reserve in recent decades offers a resource unlike any other available currently. Intended primarily for a military audience, this book will also be of interest to the general reader of military history and policy. While the length of this book, at over five hundred pages, may be daunting to the

non-specialist, the many photographs and works of art help make the text more accessible.

The introduction of *Indispensable Force* provides a brief overview of Army Reserve history from its beginning to the present.¹ Parts one and two then examine Reserve policy changes and operations in the 1990s, when the end of the Cold War stimulated a shift in national security objectives. Budget reductions and decreases in the number of active duty army led to an increased reliance on the Reserve, an approach that was tested in the early 1990s with large-scale deployment along with the active duty army during Desert Shield and Desert Storm. Throughout the nineties, Reserve forces continued to increase training and modernize equipment to support more rapid deployment capabilities. Part three examines Reserve experiences and strategies after September 11, 2001, a period when Reserve units mobilized more rapidly than ever before, particularly for deployments in Afghanistan and Iraq. During this time, Reserve leadership continued to refine strategies for training, deployment, and personnel welfare

that supported its mission to be an effective operational reserve.

Coker provides an invaluable service synthesizing an extraordinary amount of Reserve policies, initiatives, and operations from 1990 to 2010 into one text. Because of the book’s length, technical language, and level of detail, organizing more chapters would have improved clarity. Regardless, *Indispensable Force* is an important and useful work, providing the only current book-length narrative of Reserve history during this period. It is essential reading for anyone wishing to gain a better understanding of the evolution of the Army Reserve, its functions, and its role within the modern US armed forces.

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Note

1. This introduction is also available in the brochure, “Army Reserve: A Concise History” (Office of Army Reserve History, 2013).

GODORT Annual Conference Highlights

GODORT Steering I

Mike Smith, GODORT treasurer reported that GODORT's balance at the end of the fiscal year was up slightly, and had gone down slightly in the intervening months. With *DttP* going online we expect to see significant savings. In the coming year we expect to realize income from Proquest for the Serial Set book.

Bill Sudduth, GODORT councilor, reported on resolutions and issues before Council and stated that he would speak to Alan Inouye about including a GODORT member on the OITP Advisory Council.

Shari Laster, chair of the Ad-Hoc Committee on GODORT Virtual Meetings, reported:

Their proposed initial approach includes a list of suggestions that Steering could discuss and choose from to move forward to support virtual meetings:

1. Appoint a temporary liaison from Steering to the Bylaws and Organization Committee in order to collaboratively develop a PPM chapter that lays out requirements for virtual meetings. These expectations may include: types and purposes of virtual meetings, a clear process for adhering to ALA's Open Meeting Policy, specifications for quorums and voting in the virtual environment, and roles and responsibilities within GODORT that support virtual meetings. The PPM chapter will remain the responsibility of Steering to review and update.

2. Pursue negotiations for a one-year subscription to Adobe Connect that will allow any member of Steering to initiate and host a virtual meeting. Depending on usage and participation, this subscription could be an ongoing expense for GODORT. Steering should also arrange for an initial orientation session for its members to understand the functionality and options available in the platform.
3. Create or assign a continuing or indefinite appointment within Steering for a virtual meetings coordinator. Whether the responsibility is assigned to an existing role (such as the webmaster or the immediate past chair) or a new role, identifying a specific person who can assist Steering members in using virtual meetings technologies, create and maintain a list of existing best practices resources, and educate new users in using the platform to which GODORT provides access, will smooth the transition to a more virtual participation environment.
4. Clearly communicate to all appointees for all GODORT committees and roles that virtual participation is a requirement for committee participation. All GODORT members who accept an appointment, whether virtual or traditional, are expected to monitor and respond to email messages, make an effort to attend virtual meetings scheduled between conferences, and participate in committee activities throughout the year.
5. Strongly encourage ALA to improve conference infrastructure by providing free, fast, and reliable Internet access at all meeting venues.

(The full report can be found on ALA Connect at <http://connect.ala.org/node/248244>.)

It was asked if GODORT could use ALA's Adobe Connect subscription. GODORT could, but ALA policy is that it can only be used while an ALA staff member is present and it is difficult to schedule Roz to attend our meetings. It was agreed that this is another reason that we need more ALA staff-support time. (Steering may move this forward as a request.)

Stephanie Braunstein, chair of the GODORT Ad-Hoc Committee on Reorganization, reported:

The committee report is organized around three "scenarios" designed to illustrate possible structures. None of them is to be considered "all or nothing." It is expected the GODORT Steering or GODORT Membership will select elements from any or all of the scenarios and combine those elements to make a workable whole. They recommended that, once a structure has been developed, another group be appointed to work out an implementation plan. These are the three scenarios:

Scenario 1 (Simple Streamline) would involve a merger of committees, reducing the number to seven (including the Executive Committee). The suggested number of committee members per committee can be viewed on the rubric. The three current Task Forces would become Discussion Groups. Each Discussion Group would have a coordinator, a coordinator-elect, and a secretary. The term

“Task Force” would be reserved for sub-units working on specific projects for specific amounts of time.

Scenario 2 (Divide and Discuss) would involve a merger of committees, reducing the number to five (including the Executive Committee). The three current Task Forces would become Interest Groups. Each Interest Group would have a coordinator, a coordinator-elect, and a secretary. The term “Task Force” would be reserved for sub-units working on specific projects for specific amounts of time. Joining the “Interest Group” designation would be the following units that are currently committees: Cataloging, Education, Govdocs for Kids, REGP—bringing the total number of Interest Groups to seven.

Scenario 3 (Rename and Reframe) would involve a merger of committees, reducing the number to six (including the Executive Committee). A newly conceived “User Services” committee would be formed, made up of Interest Group leaders (seven).

All scenarios would include eliminating internal liaisons. Instead, monthly conference calls would be held among Committee Chairs/Interest Group Coordinators/Executive Board Members.

All scenarios would include the following conference meetings schedule: Friday, Executive Board/Steering; Saturday, Committees and Interest Groups; Sunday, Membership, a program or panel discussions; Monday, Executive Board/Steering.

All scenarios would include the addition of three at-large members to Executive Committee, to be elected one each year

for a three-year term. Steering would then consist of the following:

- Executive Committee Members
- Chair
- Chair-Elect
- Past-Chair
- Treasurer
- Secretary
- Councilor
- Three at-large elected members

(The committee’s full report and the rubric that outlines the elements considered can be found on ALA Connect at <http://connect.ala.org/node/248106>.)

The report and the rubric were disseminated to be discussed at meetings during conference. All the groups who reported back voted for Scenario 2 in principle. Some chairs made a point of stating that this did not mean that they wanted all the elements from Scenario 2—they wanted some elements from the other scenarios. As an overarching scenario/philosophy/structure they voted for Scenario 2.

General Membership Meeting

The reports from the task forces and committees covered the points they have listed in their summaries in this article. Most Coordinators/Chairs stated that they will continue the discussion of the goals of their task forces and committees virtually between conferences. If you are interested in being part of the discussion for a specific committee or task force, please contact the Coordinator or Chair.

John Shuler, Chair the Legislation Committee, stated that Legislation will work with other groups to come up with a cohesive GPO funding statement, look at some issues related to open access

legislation, and look at the GPO national plan. Will work to reformulate the conversation on advocacy, ALA wide.

Sarah Erekson, GODORT Program Committee Chair, mentioned that the preconference on data visualization is filling fast. Register soon if you are interested. MAGERT is looking at having a bus that would take people from the Convention Center to the campus for the program. (It is some distance away.)

Bernadine Abbot-Hoduski, chair of the Preservation Working Group, stated that they are developing a day long preconference on preservation for 2017. They are looking at a structure for preservation that would begin with inventory, then assessment, then locating funding. If you have ideas for speakers, please communicate with the group.

RDA is being updated, the update is expected to take approximately three years. It was suggested that GODORT develop a document on best practices for cataloging government documents.

Barbara Miller gave a report for the Adhoc Committee on Reorganization: Scenario 2 was the overwhelming favorite, Internal liaisons would be eliminated and Task Forces would become Interest Groups. Ms. Miller thought that Scenario 2 was favored because of a conviction that Publications was so complex that it must remain a separate committee. One suggestion that came out of the meeting was a volunteer form to discover people’s skills and interests in preparation for appointing or asking people to run for office. In general there was concern that Scenario 3 would be unmanageable because too few people would be carrying too much responsibility. People asked

that terms (such as interest groups) be defined. The idea of “committee” tends to be people working on business-related things, where interest groups lend themselves to people coming together for discussions about problems they may have.

Stephen Woods, GODORT Chair, reminded members that the ongoing discussions of GODORT goals and structure has included some webinars. They can be found at:

The Fireside Chat on GODORT’s goals and structure was held on September 4, 2015. The link to the recording is <https://meeting.psu.edu/p5thqhpimbf>.

Subsequent Fireside Chats with Task Force Coordinators available at <https://meeting.psu.edu/p49u9pbwops/Committees>.

Chairs can be found here: <https://meeting.psu.edu/p98hs4byo90>.

David Utz and Stephen Woods conducted an open meeting on GODORT Reorganization: Bylaws, PPM, and GODORT Steering Committee on December 3, 2015. The recording can be found at: <https://meeting.psu.edu/p1cx17ddtq0>.

The information gathering stage is coming to an end. We’re going to begin moving to the implementation stage.

GODORT Steering II

Bill Sudduth, GODORT councilor, reported that:

Council passed the resolution against Islamophobia.

Council will appoint a taskforce to help ALA deal with issues related to accessibility at conferences.

Council will discuss a proposal to ask the Library of Congress to change the LC Subject Heading “Illegal Aliens” to “Undocumented Immigrants.”

COL will bring forward a resolution honoring retiring Librarian of Congress James H. Billington.

Midwinter registration was 10,736—172 more than last year in Chicago.

Action Items:

Awards Committee: Steering approved the Awards Committee’s recommendations for Awards.

Membership: moved that up to \$300 be allocated to purchase GODORT-branded promotional items for the Annual Conference in 2016. The motion passed.

Nominating Committee: Steering approved the slate of nominees brought forward by GODORT Nominating.

Program reported that the proposals for 2017 were Government Information adds Objectivity and Authority to Research and a pre-conference and follow up conference session on preservation.

Stephen Woods, GODORT Chair, began a discussion of Missions, Vision, Values, and Goals. There was some discussion of process and time line.

Summary of Legislation Committee Actions at ALA Midwinter 2016, Boston

The Legislation committee met two times in Boston, both times with the ALA’s Committee on Legislation’s Government Information Subcommittee, and discussed future goals and projects for the coming year. Out of these discussions, the following framework was proposed to guide our mutual interests. The framework was accepted, in principle, by the ALA Committee on Legislation, and introduced at the GODORT membership meeting.

Government Information Next Initiative (GINI): A Framework in Four Phases

Purpose: To facilitate existing and future long-term collaborative efforts in advocacy, education, and practice among the American Library Association’s various communities that share a common purpose to ensure the sustainability of library-based expertise that directly supports active community civic engagement and government information resources/services at all levels of government. Particular emphasis will be placed on the impacts and changes unleashed by the rapid evolution of e-governance and digital public information resources over the last fifteen years.

Phase 1 (January–July 2016): Identify relevant ALA policy statements, advocacy efforts, expertise resources, and best practices that prepare libraries, librarians, and their communities to take advantage of government information resources at all levels of governance.

Phase 2 (August 2016–January 2017): Identify comparable efforts and resources within library associations at the national, state, and regional levels that can work with relevant groups in ALA through GINI.

Phase 3 (February 2017–August 2017): Building on the connections and levels of expertise outlined during the Initiative's first two phases, propose at least three specific projects/efforts from interested ALA groups, along with possible working partners from state/regional/national associations that emphasize the library's critical role in facilitating civic engagement, government information accessibility and preservation, as well as build on existing systems of advocacy within the associations that encourage a robust national ecosystem of library services and collections that deliberately engage the basic civic rights/mechanisms to government information and access. Announce the three projects at the 2017 Annual Conference.

Phase 4 (September 2017–August 2018): Implement the three projects and present initial results at the 2018 Annual Conference.

GODORT Federal Documents Task Force (FDTF)

Minutes from FDTF at the 2015 ALA Annual Conference will be sent via email to attendees for changes and approval.

Catherine Johnson of ProQuest requested volunteers to provide input for a ProQuest Supreme Court Database Product.

GPO personnel provided an update on their systems, cataloging, Regional

weeding pilot project, and work to get FDSys approved as a Trustworthy Digital Repository.

GODORT members who would like to participate in the virtual FDTF conversation between meetings should contact Justin Otto at justin.otto@mail.ewu.edu.

This document, created by an FDTF Working Group was approved by COL, January 8, 2016:

Getting Government Information to Your Constituents: The Federal Depository Library Program (FDLP)

Providing no-fee public access to federal government information, to:

- Entrepreneurs, to identify opportunities and learn best practices
- Voters, to understand and then act on proposed legislation
- Veterans, to connect them to needed services
- Students, as they become our next generation of leaders
- Historians, to understand our past
- Researchers, to build on federally funded research
- Local policy makers, to craft policies that move us forward

Congress established the Federal Depository Library Program (FDLP) as one way to meet their obligation to inform constituents, giving the Government Publishing Office (GPO) the responsibility of managing the program and the Joint Committee on Printing the oversight of the program. Members designate libraries in their congressional districts as depositories. These libraries appoint a librarian, experienced with government resources, to assist the public. This

partnership between Congress, libraries, and the GPO results in professional research assistance for local constituents.

GPO works with agencies to produce their publications and distributes them to depository libraries, ensuring public access. Additionally, regional libraries within the FDLP are responsible for providing permanent access to these collections. A unique benefit to this program is the librarian's knowledge of the collection and research assistance delivered to constituents in a Member's Congressional District.

While the Internet offers broad access to a range of information, FDLP libraries are uniquely positioned to help researchers locate accurate federal information. While federal agencies post some publications on their websites, there is no guarantee that access to those materials is permanent. The partnership of the GPO in creating metadata and preserving electronic publications and FDLP librarians in providing direct service is essential to ensure reliable public access.

Two examples from depository librarians are:

Bill Olbrich at the St. Louis Public Library was able to help concerned citizens with accurate information from his depository collection.

"The police shooting of unarmed Michael Brown in Ferguson, Missouri, on August 9, 2014, raised questions about the government's actions. The United States Government Manual served as the starting point for understanding the Justice Department and the Civil Rights Commission. We found Justice Department statistics from

Crime in the United States, 2013. The Census Bureau's incarceration statistics drove home the obstacles faced by young black men today. More recently, citizens used the Congressional Record through GPO's digital platform, FDsys to find the discussion of lessons learned in Ferguson."

Depository librarian David Smith in Port Huron, Michigan, reported:

"This past May, St. Clair County Community College here in Port Huron, Michigan, had their winter commencement. The school has a large nursing program, and a couple of their recent graduates stopped in to look at the Occupational Outlook Handbook. They wanted to do some research on where to look for hospital jobs throughout the United States."

*Members of Congress can include a link from their congressional websites to their districts' depository library to help constituents access government information.

GODORT International Documents Task Force (IDTF)

- The IFLA Conference will be hosted in Columbus, Ohio, this August.
- Jim Church has posted the Government Information and Official Publication Section call for papers. The topic is Government Information Publishing Programs: Past, Present and Future.
- Jim Church is planning a satellite session with some of the NGOs (World Bank, IMF, OECD) to discuss statistical information.
- The task force discussed the reorganization goals. There was agreement that a discussion/interest group was

appealing and that people that attend IDTF come to hear vendor updates and issues relating and pertaining to the international community. It was agreed that if IDTF is to move toward a discussion forum, the goals should be somewhat fluid and that action oriented items should be moved to a task force that IDTF could task with pertinent issues. There was not a strong opinion whether we should fit under the heading Information, Education, or Advocacy. Everyone noted that advocacy is a key part of IDTF and gave examples (Canadian DSP letter) where the IDTF has stepped up and written letters to various international departments, government and agencies.

- New UN iLibrary will be released February 2016.

GODORT State and Local Government Documents Task Force (SLDTF)

- The wiki will have Google Analytics in the future. Will reorganize the SLDTF site after GODORT is reorganized.
- Rich Gause is coordinating a LibGuide for GIC that includes a state-by-state listing (<http://guides.ucf.edu/gic-states>).
- Five-year goals were discussed. The discussion included concerns about sustainability, development of short informative webinars, creating a forum for discussion of state docs issues, partnerships for webinars, conferences, and discussions.

GODORT Bylaws and Organization Committee

Although a quorum of Committee members was not present, and the Committee was unable to conduct any official business, those present informally

discussed significant activities of the Committee Chair since the 2015 Annual Conference, and the Committee's (draft) Strategic Plan and Five-Year Goals.

The principal recommendation of the Committee's (draft) Strategic Plan and Five-Year Goals is the "sunset" of Bylaws and Organization, as a GODORT Standing Committee. In discussing this plan, the GODORT chair suggested that the current (draft) plan should be amplified to describe specific alternatives to replace the Bylaws Committee. This should be expressed as a measurable expected outcome, including a "job description," for the Committee's "successor" within GODORT, as well as specifics concerning the functional importance of the Bylaws and the Policies and Procedures Manual.

In the context of this discussion, the suggestion was also made that "educational sessions" concerning the GODORT Bylaws and the Policies and Procedures Manual would be very useful for new/returning members of the Steering Committee.

GODORT Cataloging Committee

Four out of nine committee members attended. There were an additional thirteen guests.

The committee heard reports from GPO, MARCIVE, Hathi Trust/Metadata Registry for US Federal Documents, and the Federal Documents Task Force.

There was discussion, based on a report given by the FDTF liaison, concerning MARC field 583 that is being used to record the condition of a book for

preservation and whether there was going to be a standard practice for entering the data. There was also discussion concerning whether the government printer or publisher that is a distributor be added as a data element in field 264. Currently, this data is not considered a core element in RDA and does not need to be added. An action item was considered concerning whether GODORT should recommend as a best practice that a government printer as distributor be added as a data element to the cataloging record. The action item was tabled because not enough committee members were present to vote.

The committee is working on reviewing/revising its mission and goals for the next five years. Several goals are being considered. This work will be continued virtually. There was also discussion concerning the Toolboxes for Processing and Cataloging Federal, International, and State/Local Government Documents on the GODORT wiki and how these might be updated.

GODORT Government Information for Children Committee

- Is prioritizing work on Spanish Language Government Documents guides.
- National/State History Day: the program is thriving, The theme for 2016 History Day is Exploration, Encounter & Exchange. The Government Documents and National History Day Projects: Pursuing Primary Sources webinar is available at login.icohere.com/connect/d_connect_itemframer.cfm?vsDTTitle=Government+Documents+and+National+History+Day+Projects%3A+Purs&dseq=21288&dtsseq=97330&emdisc=2&mkey=pub

[lic1172&vbDTA=0&viNA=0&vsDTA=&PAN=2&bDTC=0&topictype=standard+default+linear&vsSH=A#.Vh01XQKRmxQ.](http://www.nhd.org/webinar-supplements/)

- Visit www.nhd.org/webinar-supplements/ to see videos created by GODORT-GIC, Smithsonian Libraries, NARA, and others as supplementary materials for National History Day.
- GIC may request funding for attendance at the NHD Committee from GODORT Steering.
- GIC members contributed to outreach for 2015's Constitution Day Poster Contest. Will work on outreach strategies for 2016 at ALA Annual.
- GIC will edit some of the state sections on the GIC Clearinghouse, <http://guides.ucf.edu/gic>.
- GIC's position in GODORT's structure and meeting times were discussed.

GODORT Membership Committee

- Committee and guests spent the majority of the meeting brainstorming and discussing five-year goals for the committee, including various ideas for promotional activities and ways to improve outreach.
- We also began planning ALA Annual Conference activities, including the GODORT 101 session, GODORT Buddy Program, and potential promotional giveaways such as magnets, bookmarks, rulers, etc.
- Action item brought to Steering and approved: Membership Committee will use up to \$300 for promotional GODORT-branded giveaways to be purchased for the upcoming Annual Conference.

GODORT Program Committee

At the Annual Conference, GODORT will cosponsoring a preconference

“Making Sense of Data through Visualization” with MAGIRT. This will be held on Thursday, June 23, 2016, at the University of Central Florida. This all-day session will be an extension of the joint program that was offered last year.

The pre-conference description is:

“Visualization is an increasingly powerful means of exploring and communicating data, especially in the areas of government documents and geospatial information. While not every specialist in these areas will have extensive training in visualization, learning basic data cleaning and visualization techniques can greatly enhance existing access to data and library services in these areas. This pre-conference program will lead participants through a series of hands-on exercises designed to help them learn both data cleaning techniques and data visualization principles. The program will include a catered lunch and time to consult with the presenters on individual projects.”

- A shuttle to and from the off-site event will be provided.
- Catering for lunch as well as morning and afternoon breaks will be provided.
- Seating is limited. Right now, we have about thirty spots. We are hoping to make a few more seats available, because of expected demand.

The GODORT Annual Program, “Government Data Centers: A Look Under the Hood” will be held on Monday, June 27, 2016. Speakers will be from the Interuniversity Consortium for Political and Social Research (ICPSR), Princeton University Library's Data and Statistical Services, and potentially, a State Data Center.

The program description is: “Researchers across a broad spectrum of academic disciplines rely on data that is collected, processed, and disseminated by governments at all levels. For those new to supporting research with government data, the repositories providing access to these resources can be as mysterious as a sealed car engine. Join GODORT as we take a look inside government data distribution centers to see what makes them tick.”

We have cosponsors from various ALA units outside of GODORT, specifically, ACRL/LPSS (Law and Political Science Section) and ACRL/Numeric and Geospatial Services Interest Group. Other groups, such as RUSA/BRASS (Business Reference and Service Section), may also cosponsor. These groups will help us publicize the program and reach new audiences interested in government data sets.

GODORT Publications Committee

DttP will be moving to an e-only format, hosted by ALA’s Open Journal Solutions (OJS) platform, beginning with the fall 2016 issue. The decision was made for several reasons, primarily financial and access. The move to OJS will allow for greater discoverability of *DttP* content, and articles will be more accessible—individual articles will be made available in both PDF and HTML formats.

DttP will continue to solicit and run advertisements. A decision yet to be made involves the current content embargo—more discussion will take place on this issue, and we welcome member and subscriber feedback.

Please contact Elizabeth Psyck (psycke@gvsu.edu) and/or Valerie Glenn (vglenn@gmail.com) if you have questions, comments, etc.

The Publications Committee met virtually on January 21, 2016. The deadline for receiving nominations for the Notable Documents issue has passed, and selectors are now reviewing nominations. The Occasional Papers Editorial Board is reviewing and revising the guidelines for that series, and is also identifying additional promotion opportunities. The rest of the Committee’s discussion involved goals for the next several years.

GODORT Rare and Endangered Government Publications Committee

The Rare and Endangered Government Publications committee (REGP) held a virtual business meeting following the ALA Midwinter Meeting. Committee members and guests discussed the goals statement approved by the committee in December 2015, and programming for Annual 2016.

As part of REGP’s efforts to build relationships with other organizations, volunteers contributed reports on HathiTrust, the Society of American Archivists (SAA), the Rare Books & Manuscripts Section (RBMS) of the Association of College & Research Libraries (ACRL), the Government Documents Special Interest Section (GD-SIS) of the American Association of Law Libraries (AALL), and IASSIST (International Association for Social Science Information Services and Technology). The committee also plans to investigate opportunities to collaborate with the Preservation & Reformatting Section (PARS) of the

Association for Library Collections & Technical Services (ALCTS).

REGP will continue to hold one conference call between each conferences. Open meeting notifications will be posted to ALA Connect, and members of ALA are welcome to contact the Chair to be added to the “Friends of REGP” email list.

Preservation Working Group

Developed these papers:

Government Publications Librarians—Valuable Link Between Government Information Publishers and the Public

Government Publications Librarians are an essential link between publishers of government information and the public. Librarians in all types of libraries answer help patrons access government information. When the request is complex they turn to the expert librarians in the Federal Depository Libraries for help.

Government Publications Librarians understand the structure of government, the types of information that agencies publish, the multitude of publishing formats (paper, fiche, digital) and the classification systems (Superintendent of Documents, Dewey, LC) used to retrieve government publications. They know where to find government publications republished by non-government publishers.

Government Publications Librarians help library users navigate the thousands of federal .gov domains and federal microsites available over the internet. Although there are tools to access online information available to the public, users still need experts to help them narrow search results to eliminate irrelevant

information. When the direct route to government information is unavailable; for instance when government is shut down, when a site is unavailable or when older information has been removed—then librarians can find alternative sources such as the paper and microform editions housed in libraries, the cooperative digital sites compiled and hosted by libraries, and the information available through non-government publishers.

The Government Documents Round Table should take steps to publicize the value of the Government Publications Librarian in helping the public access government information in all formats by:

1. Urging publishers who republish government publications to highlight the value of the Government Publications Librarian by featuring profiles of them in their newsletters, journals, and ads in other journals.
2. Featuring a profile of Government Publications Librarian in each issue of *DttP*.
3. Encouraging librarians to write letters to newspapers promoting preservation of both historic and born digital government publications and the value of the reference service provided by Government Publications Librarians.
4. Encouraging librarians to write articles for their local and state library associations and their library school alumni newsletters promoting Government Publications Librarians working in their state.
5. Encouraging Librarians to designate their donations to their alma maters for the preservation of paper and digital government publications collections.

6. Working with ALA and GPO to create posters that promote the value of Government Publications Librarians and their collections. Posters and other information could be shared over social media, blogs, and websites
7. Encouraging GODORT members to present programs on the preservation of government publications collections and their library experts at their state and local library association conferences and meetings.
8. Sending an educational packet from GODORT to other units of ALA explaining the importance to all librarians of preserving government publications collections and librarians.
9. Asking the government publications interest groups and committees of other national library associations such as the American Association of Law Libraries, Special Library Association, and the Medical Library Association to join GODORT in promoting the preservation of government publications collections and the librarians who provide access to them.

See the appendix “The Necessity of Government Information Reference Services Librarians” written by Kathy Karn-Carmichael, Kay Cassell, and Rachel Dobkin

GODORT Preservation Working Group

Historic Collections of Federal Government Publications Libraries Must be Preserved for the Use of the American People

The historic collections of federal government publications in paper and digital

formats must be preserved for the current and future use of the American people. Hundreds of millions of tax dollars have gone into the printing, binding, cataloging, and provision of some two million federal government publications to depository libraries. The United States Code, Title 44, Section 1912 authorizes two libraries in each state to receive all publications in the program and requires them to “retain at least one copy of all Government publications either in printed or microfacsimile form (except those authorized to be discarded by the Superintendent of Documents); and within the region served will provide interlibrary loan, reference service, and assistance for depository libraries in the disposal of unwanted Government publications.”

The National Academy of Public Administration (NAPA) in their 2013 report “Rebooting the Government Printing Office: Keeping America Informed in the Digital Age” pointed out that the Library of Congress recognizes only print and silver microforms as meeting preservation standards. They recommended a comprehensive plan for preservation of the paper/print collection that will require supplementing digital documents with full print collections, in controlled environments and in geographically dispersed locations. There is a danger of permanent loss of information if a significant number of paper/print documents are disposed of before a comprehensive preservation plan is developed. (Finding III – 3 Preservation of the Legacy (Tangible) Government Collection)

In 2015 the Government Publishing Office (GPO) established the Federal Information Preservation Network (FIPNet), to bring information

professionals together to ensure access to the national collection of government information for future generations. Preservation partners include federal depository libraries, the Library of Congress, other national libraries, the National Archives and Records Administration, and other bodies interested in preservation of Government information.

GPO recognizes that without action taken to prevent “decay, neglect, obsolescence, damage, theft, and content degradation” a priceless resource will be lost to the American people. GPO will work with depository libraries and others to identify and catalog Government publications, to store and conserve paper and other tangible publications, and to harvest and host digital content.

The NAPA in their Finding III – 4 Preservation of the Digital Government Collection reported that many stakeholders—including depository libraries, LC, and NARA—have concerns about digital preservation because digital publications and data are less stable and have a shorter lifespan than print products. While printed copies of the proceedings from the First Congress are retrievable, it is unclear if some digital documents created in the last decade can be accessed due to outdated versions of software used in their creation, as well as outdated formats (including floppy disks and microfiche), and hardware incompatibility. Experts are researching and coordinating efforts to develop digital preservation guidelines, and progress is being made, but no consensus or track record currently exists for how best to ensure long-term preservation of digital content. Print or microfilm will need to be part of the solutions for the foreseeable future.

The urgency of supporting libraries who wish to preserve their paper Government publications has increased since GPO issued a new policy in October of 2015 allowing the regional depository libraries to discard some of their publications after keeping them for seven years, only two years longer than the selective depository libraries if the publications are “available on GPO’s Federal Digital System in a format that meets the standards of the Superintendent of Documents as authentic with the digital signature of the Superintendent of Documents.”

The Congressional Joint Committee on Printing recognizing the concerns of many in the library and archival community directed that “A minimum of four tangible copies of the publication exist in the FDLP distributed geographically.” GPO produced a chart showing their ten printing regions with the number of depository libraries in each region. It would make more sense to require that at the minimum a paper copy should be preserved in each of those regions.

Publishers who republish government publications in microform and digital format agree with librarians that paper editions must be preserved. Readex and Dartmouth College Library showed the way when they worked together to preserve the complete paper US Congressional Serial Set while Readex used the library’s set for their digitization project.

Cataloging and inventorying the government publications in these historic collections is essential for cooperative projects among libraries and Government bodies. GPO and cataloging vendors like Marcive have electronic cataloging records for government publications back to the 1970s and GPO’s Historic

Shelf list. It is anticipated that libraries would request records for particular agencies and time periods.

Possible funding sources include:

1. Congressional appropriations for the Government Publishing Office and federal depository libraries to inventory, catalog, and preserve paper and digital Government publications;
2. Special grants from IMLS for libraries, who are committed to preservation;
3. Grants to libraries from tech companies that have digitized Government publications using the resources of libraries;
4. Funding from the users of Government publications, including historians, economists, businesses, and educational institutions;
5. Funding from foundations focused on access on to government information; and
6. Support from advocacy organizations such as the Sunlight Foundation.

GODORT should prepare an educational packet, including statements adopted by GODORT (Libraries—the Last Best Place for Preserving Paper and Digital Government Publications, Federal Depository Library Program Sustainable Structure for the 21st Century, Digitization and Preservation of Historic US Government Publications, Born Digital Government Publications: The Elephant in the Library), information about the libraries in the FDLP and where they are located.

GODORT should organize a pre-conference on the preservation of paper Government publications with experts from Library of Congress, National Library

of Medicine, Government Publishing Office, National Archives and Records Administration, Dartmouth College, University of North Texas, the American Institute for Conservation of Historic Works, Society of American Archivists, Internet Archive, and HathiTrust.

GODORT should ask other units of ALA to co-sponsor a preconference, for example ALA, ALCTS, Preservation and Reformatting Section, ALA Rare Books and Manuscript Collection (ACRL), ALA Committee on Legislation Government Information Sub-Committee, GODORT Rare and Endangered Government Publications, and GODORT Legislation Committee.

Report by the GODORT Preservation Working Group [Tom Adamich (Co-chair), Bernadine Abbott Hoduski (CO-chair), Sarah Erekson, Jim Noel (Marcive), alar Elken(Newsbank/Readex), Andrew Lass (ProQuest)]

GODORT Education Committee

On December 7, 2015, the GODORT Education Committee met virtually to discuss the committee charge and past and future projects. There was general agreement that the charge could be tightened up and made more active. The committee discussed whether or not it serves the public, and consensus was that although serving the public is the

ultimate end of all we do, the Education Committee creates resources to enable government information specialists to better serve the public rather than interacting with users directly. The committee discussed its past projects, deciding that the GODORT Exchange and the Government Information Competencies are valuable and do not duplicate work that is currently being done elsewhere in the government information community. Goals were set to refresh and promote these resources, and the other resources on the Education Committee wiki will be archived on a “past projects” page.

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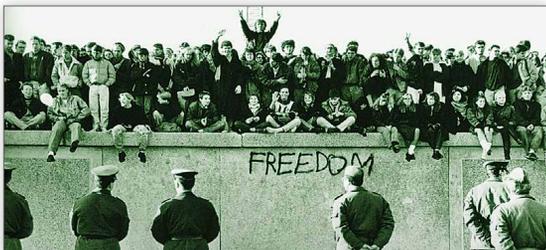
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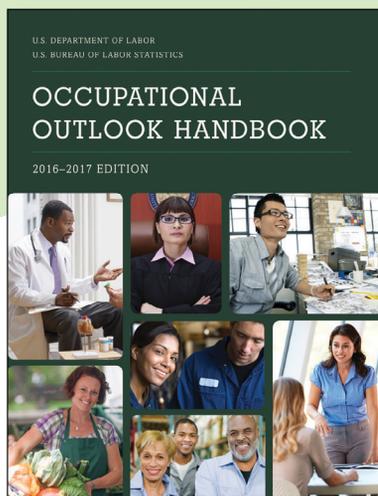
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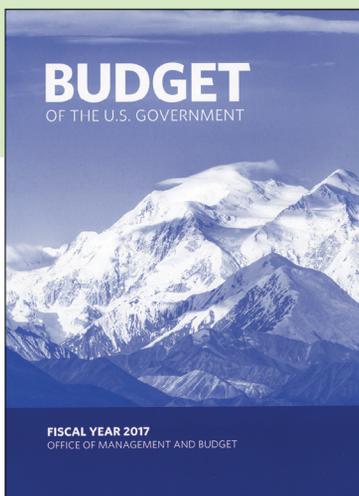


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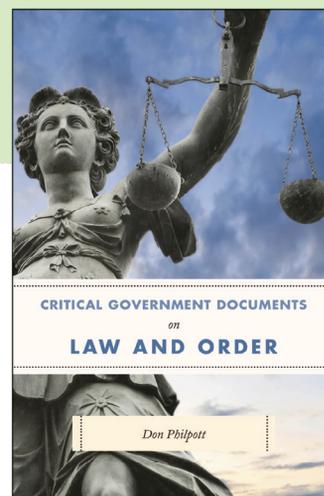
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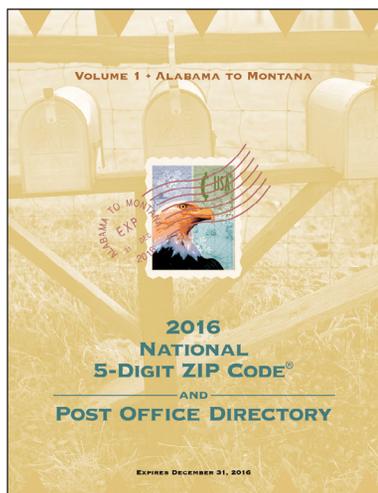
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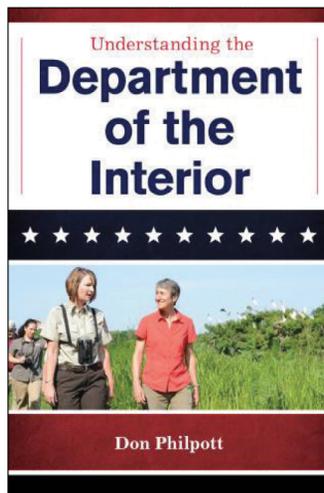
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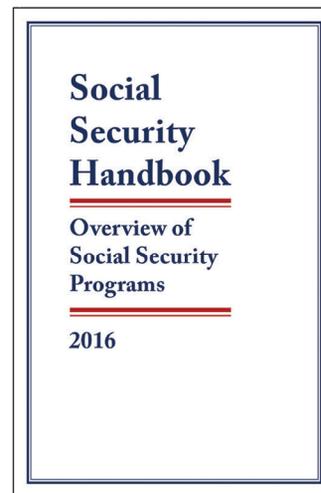
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