

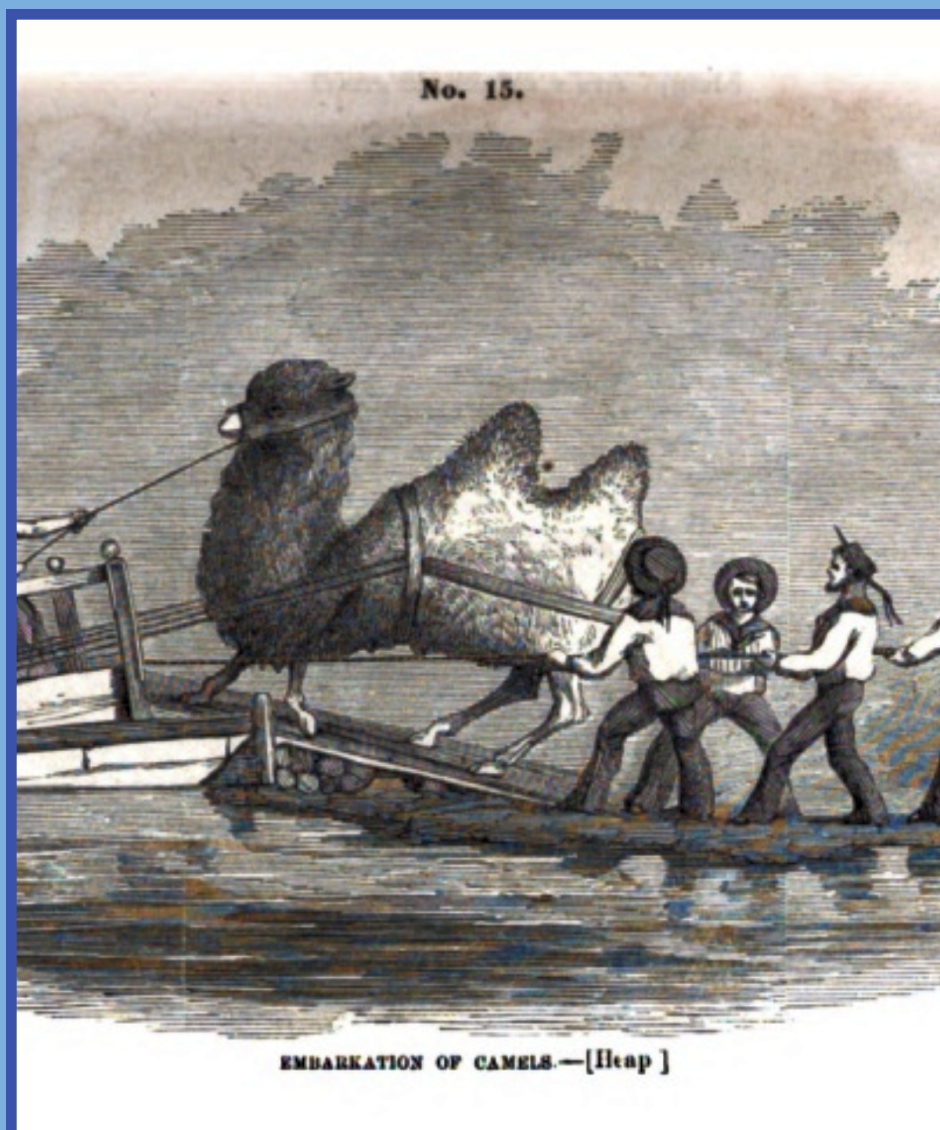
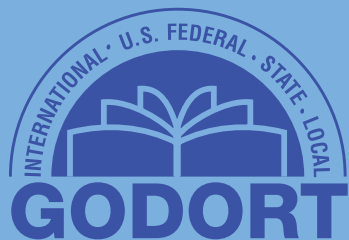
In This Issue

- Extending Your Reach: Creating Topical Guides Featuring Government Information
- Librarians' Elections and Voting Toolkit
- Selected Online US Government Resources for Security Studies

DttP

Documents to the People

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DttP

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Columns

- 2 Editor's Corner—Laura Sare
- 3 From the Chair: Reaching Out and Growing—Susanne Caro
- 4 Tales from the Trenches—Part 2—Kenya Flash and Dominique Hallett
- 6 TRAIL Spotlight—Larayne Dallas

Features

- 7 Extending Your Reach
Creating Topical Guides Featuring Government Information
Naomi Lederer
 - 7 Librarians' Elections and Voting Toolkit
Azalea Ebbay, Shelly Guerrero, Megan Hamlin-Black, and Leslie Purdie
 - 12 Selected Online US Government Resources for Security Studies
Charmaine Henriques
- ## 'Round the Table
- 18 Report of the GODORT Cataloging Committee Virtual Midwinter Meeting

About the Cover: US Congress, Senate, "Reports Upon the Purchase, Importation, and Use of Camels for the Purposes of Military Transportation," S.Exec.Doc. 62, 34th Congress, 3rd Sess., 1857, serial 881, 179. <https://catalog.hathitrust.org/Record/006228203>.

As I was preparing my editorial for the Summer issue, I was focused on the 19th Amendment and looking forward to voting in the primaries. Then a few weeks later I was working from home and my university moved to online classes for the rest of the spring semester. I thought about writing on the coronavirus pandemic, but every day just gets crazier and it is all I can do to just deal with the crisis, let alone write about it. So I will go with my original editorial idea, and I wish everyone in government information land good health and safety.

19th Amendment

The 19th Amendment granted women the right to vote, and reads,

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex. Congress shall have power to enforce this article by appropriate legislation.

I admit I have taken for granted the right for women to vote. That is to say, of course I get to vote for officials in the governments that have jurisdiction over me, why wouldn't I? I learned about the role of the suffragists in history classes, (as well as the words to the Schoolhouse Rock song). But with the hundredth anniversary of the 19th Amendment I did a little exploratory research and found that the passage was not as clear cut as Schoolhouse Rock or what I learned in history class. Here are some facts that puzzled me.

Even though the 19th Amendment was certified on August 26, 1920, it took more than sixty years for the remaining twelve states to ratify the 19th Amendment. Mississippi was the last to do so, on March 22, 1984.¹

Not to pick on anyone's home state, these were just some interesting facts I found when uncovering the resistance to the 19th Amendment. Women in Georgia weren't able to vote until 1922, due a law requiring Georgians to be registered for sixth

months before an election. Most other states waived this rule, allowing women to vote in the 1920 presidential election. In fact, the Georgia state legislature didn't ratify the 19th Amendment until February 20, 1970. (S.R. 304) *Journal of the House of Representatives of the State of Georgia* Regular Session Volume II. Atlanta, Georgia. p. 2730—mentioned because the League of Women Voters of Georgia were celebrating their fiftieth anniversary the legislature decided to pass the amendment. It stated, "Whereas the State of Georgia is proud of the outstanding record compiled by the female citizens of this State in the effective and informed use of the right to vote." The tone to me sounds like they are saying since women did not vote "the wrong way" for fifty years, they will acknowledge this milestone with an empty gesture—it is a little insulting. As I was learning all about this, I also found this article published by the *Georgia Historical Quarterly*—"Caretakers of Southern Civilization: Georgia Women and the Anti-Suffrage Campaign, 1914–1920," by Elizabeth Gillespie McRae.² The article discussed women who did not want the amendment passed because they believed they had more political influence through their husbands and relatives, and that their power would be diluted if all women were allowed to vote.

For more info about Women's Suffrage, go to <https://crsreports.congress.gov/product/pdf/R/R45805>.

References

1. "Women's History: 19th Amendment by State," National Park Service, <https://www.nps.gov/subjects/womenshistory/19th-amendment-by-state.htm>.
2. Elizabeth Gillespie McRae, "Caretakers of Southern Civilization: Georgia Women and the Anti-Suffrage Campaign, 1914–1920," in *Georgia Women: Perspectives on Class, Race, and Ethnicity*, *Georgia Historical Quarterly* 82, no. 4 (Winter 1998): 801–28, <https://www.jstor.org/stable/40583906>.

From the Chair: Reaching Out and Growing

Susanne Caro



We continue to live in interesting times. Many of us are working from home and coming up with creative ways to support our patrons and communities. Remember to use our communication resources—our listserv and ALA Connect to stay in touch with

your colleagues.

Midwinter brought us news that ALA is having financial issues, causing Forward Together to hit some speed bumps with ALA Council not expected to vote on the Steering Committee on Organizational Effectiveness (SCOE) recommendations till January 2021. Although Forward Together is slightly stalled, the issues and threat to GODORT remain. GODORT needs to increase membership if we want to remain a round table and be taken seriously by our parent organization.

One option to increase membership is to merge. The Member Update gave us an opportunity to start seriously thinking of a merger with the Map and Geospatial Information Round Table (MAGIRT). Merging should not be seen as just a means to an end, but a logical joining of two round tables with similar interests and concerns. The merger process is slow, and first requires discussion and input from the membership of both organizations. If membership decides to pursue this option, then a vote to merge can be held in 2021 and a merger plan approved in 2022. I believe that with input from our members, we can transform into a stronger organization that maintains the best and most important aspects of both groups. We have a library guide <https://godort.libguides.com/GODORT-MAGIRTmerger>

where you can see where we are in the process, a link to a survey, and other options to share your opinion.

Forward Together is a catalyst, encouraging us to reach out to groups outside of ALA. We are now affiliated with the State Documents Collaborative Group. This group's goals are closely aligned with ours; they are working to raise awareness, preserve and ensure public access to state and local documents.

This year GODORT is also sponsoring the Western States Government Information Virtual Conference. This free, biennial conference started as an economical way for government librarians in six western states, to meet. It has grown since then and remains a wonderful opportunity for government information professionals at all levels.

We will continue to reach out to our members, and anyone interested in government information by offering more virtual options. Our first fully online Midwinter Virtual Meeting in January had strong attendance. This event provided us with valuable experience that will inform our fully virtual Annual conference.

Please stay safe, and healthy.

Susanne Caro (susanne.caro@ndsu.edu), Government Information Librarian

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Congratulations to our newly elected GODORT officials

Chair-elect: Robbie Sittel

Publication Committee Chair-elect: Christopher C. Brown

Bylaws Coordinator: Angela J.A. Kent

Secretary: Kelly Marie Wilson



Tales from the Trenches—Part 2

Kenya Flash and Dominique Hallett

Here are more stories and tales as told by government information professionals as part of the “Who are ‘We the People?’” survey conducted by Kenya Flash and Dominique Hallett.

My favorite among many is: I had the chief of a Native American tribe ask to look at all of the Annual Reports of the Bureau of Indian Affairs from the early twentieth century. I told the chief that I was missing three or four years but would check with colleagues at other libraries to see if they would lend the material. Within ten minutes I had colleagues from Florida, New Mexico, and Colorado offering to send me volumes, one had started boxing them and knew my address. The chief was very impressed about the network of service the FDLs created and the collegiality. That is my favorite but I have a dozen more.

I on a regular basis was asked about patents when a GovDocs librarian, I loved helping people figure out if their ideas were patentable or direct them to people that could help (information on the USPTO.gov site). Liked it so much I became a trainer at UPSTO and then a patent examiner.

One of my most positive experiences as a new librarian was teaching government documents resources to a group of undergraduate journalism students. They responded very positively to the wide range of data available like the CIA *World Factbook* and all the legislative websites that make it easier to find information about current events.

This story grew out of a chance discovery of a volume in the serial set. Pilgrimage of World War mothers and widows. My library just happened to re-post the story as a blog today.

House and Senate Documents Date: December 12, 1929
Citation: 9225 H.doc.140: Committee on Military Affairs. House Committee on Printing. http://www.virginiamemory.com/blogs/out_of_the_box/2018/11/21/if-they-consent-to-leave-them-over-there-the-european-pilgrimages-of-world-war-i-mothers-and-widows-from-virginia/.

After a few years of working as a government information coordinator, I decided to conduct a survey at the academic library where I work to gauge the awareness and usage of government information. I reported the data from the survey in a conference poster presentation and also a featured published article.

I received encouraging feedback from those who viewed my poster and read my article, which motivated me to continue my efforts in increasing government information awareness.

At the University of Utah students are developing a plan to “daylight” Red Butte creek which runs through campus. They were having a hard time finding information about the creek because that data was in government information, municipal because it’s the city watershed, and State because the Utah Division of Environmental Quality was involved after an oil spill in the creek. In order to make progress on their project, the students needed to know what government agencies were involved and how existing policy had affected the condition of the creek.

Most Depository libraries carry tax forms as part of the banks, post office, and library program the IRS offers. And I have probably had as many tax form war stories I could tell as anyone. However, I would like to relate one particular tax form story that I always try to remember when I get interrupted to help someone with tax forms.

A number of years ago at the busy public depository library I was working at (Poplar Creek Library in Streamwood, Illinois) someone asked for help in finding a form that I was going to have to print off of the IRS CD or off of the internet.

Our printer at our GovDocs reference desk was on the blitz, and I was going to have to go downstairs to my office to use a different computer and printer to get the man his forms. But the librarian at our general reference desk was on break—I was covering both desks—and thus was going to have to wait until the reference librarian returned before I could leave to print out the forms.

I detected some minor anger from the patron at having to wait, so I asked him if he had ever been to a Depository library before—that he might want to take a look around while he was waiting. He asked what kinds of things a Depository library had. I started telling him, laws and regulations, business statistics, health statistics, military histories . . .

He stopped me at military histories and asked if we had anything on the Korean War. I took him to the Military History Institute section and showed him a few books on the Korean War. He said that he wanted to find out about a certain battle. He had fought in that battle for several days—not knowing how the battle fit into the scheme of things for the War or even what the outcome of the battle was.

He said that one day they just were told to move out. But since a number of his buddies had been killed, he said that he sure would like to know what they had been fighting for in the strategic scheme of things.

He found out all about the battle he had participated in from the books I had shown him. He stayed long after I got him his tax forms, and I saw tears running down his face as he read about the battle. He was very grateful and said that for the first time in over forty years he now had some idea about the battle he had participated in. He also photocopied a lot of descriptions of his battle and said he couldn't wait to share them with his wife and friends.

So when tax form frustrations begin to get to me, I think of the good public relations the tax form program can provide for Depository—or, for that matter, any library.—*Chuck Malone*

Well—before FDLP eXchange was named—I thought it should have been called Yenta.gov (someone else came up with Match.gov).

I am not allowed to reveal anything from the State Library or I would tell about two brothers who were trying to figure out their father's WWII service record. How could he have been through court martial and two years later promoted? It was great to help them track the information and learn that their father was mistakenly court-martialed for passing a bad check in Europe during WWII.

State gov info—a public defender was trying to find legislative intent for a very old law. She wound up going through the legislative branch's archival boxes for several years in late 1700s and 1800s. She actually found exactly what she needed to exonerate her client. That was a dedicated public defender.

I have another one but can't discuss it because of ongoing legal issues—but trying to find the original regulations for the Dawes Act was an effort by librarians across the country. I couldn't say what I needed—but could only request information by Circular number. The regulations were considered internal use only at that point and not distributed to depository libraries. I found two libraries with microfiche under one title and another

coordinator found two libraries with microfiche under a different titles. AND I CAN'T SHARE IT. So hard.

Reading old Census schedules I discovered (last week) that our Irish great-grandfather was born outside of Boston and returned to Ireland as a boy. I also learned that he didn't just paint church stained glass windows for Louis Comfort Tiffany—he was also a scenic artist in the new movie industry in New Jersey, possibly “The Perils of Pauline,” and is rumored to have died from aniline dye poisoning, related to his set-painting job. Since my grandmother was three when he died, we had very little info to go on.

Unfortunately, my stories are mostly about stupid documents. My favorite is when I was processing these as a library assistant and the pompous documents librarian gave a tour of the facilities. I was a lowlife and not supposed to speak but a gorgeous one crossed my desk at that precise moment: “Getting a job on the moon.” I held it up and deadpanned, “This is an example of a government document.”

I helped a railroad engineer who was trying to fix a leak coming out of a retaining wall next to the tracks. The Water Department was closed, so he tried at the library. Historical fire insurance maps indicated that the adjacent properties once had water mains and fire hydrants. But the “blighted” land was cleared in the 1950s. Sometimes they took out the water mains and sometimes they didn't. I was able to look in the local government publications of the Land Clearance Commission as well as their project reports. One had a map that showed the main had been left in place and only capped. Interesting question; challenging collection (the project reports were numbered and had no geographic or subject access/cataloging)—everything I love about government information librarianship.—*Sarah Erekson*

Kenya Flash (kenya.flash@yale.edu), Political Science, Global Affairs & Government Information Librarian, Yale University, and **Dominique Hallett** (dhallett@astate.edu), Government Information and STEM Librarian, Arkansas State University.

TRAIL Spotlight

Larayne Dallas

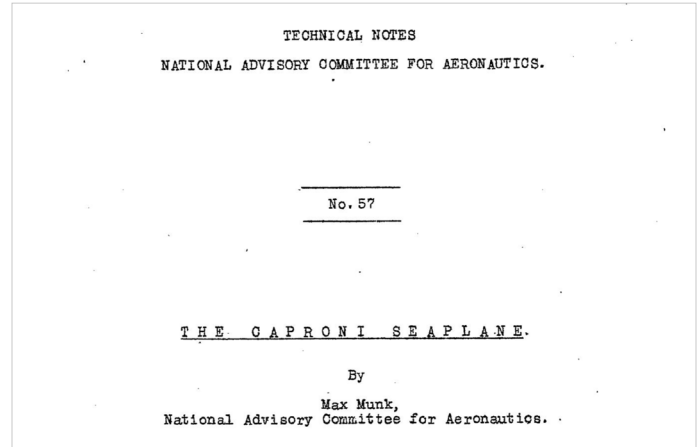
This document brings together three notable topics: NACA, Max M. Munk, and the Caproni Seaplane. The report is NACA Technical Note No. 57, written by NACA researcher Munk on the failed design of the Caproni Company's 1921 Seaplane.

Before NASA (National Aeronautics and Space Administration), there was NACA, the National Advisory Committee for Aeronautics. Soon after its establishment in 1915, the agency was sponsoring aviation research and issuing monographs describing the work. Max M. Munk, recruited from post-war Germany for his wind tunnel expertise, joined NACA in 1920. Munk's influence as a scientist was positive but personal conflict led to his departure from the agency in 1929.

Thanks to: Roger E. Bilstein. *Orders of Magnitude: A History of the NACA and NASA, 1915–1990*, 1989.
<https://history.nasa.gov/SP-4406/chap1.html>

In the report, we read, “The Caproni Company recently built a seaplane of unusual design . . . At one of the first flights the seaplane fell into a lake, nose down, and was destroyed . . . We wish to show in this paper that this failure could have been predicted.” Munk presents calculations leading to a conclusion which he excused as being “roughly made” but nevertheless against the success of the plane. “Experience has shown, however, that an airplane can be allowed to be only slightly unstable . . . the Caproni Seaplane was exceedingly unstable.”

Quoted text and summary from Max Munk's comments in the document:
<http://www.technicalreports.org/trail/detail/130333/>



Cover of NACA Technical Note 57

Plus, there is a Youtube video: *A Monmouth of the Air*, from British Pathé showing the remarkable plane as it waits flight:
<https://www.youtube.com/watch?v=SQBxgtP5lMw>

Larayne Dallas (ldallas@austin.utexas.edu), University of Texas at Austin.

Find more digitized TRAIL reports at <http://www.technicalreports.org>.



Extending Your Reach

Creating Topical Guides Featuring Government Information

Naomi Lederer

Many government information guides are targeted, purposefully or not, at researchers who already know that government resources exist and are useful. They often are divided by governmental departments or branches. While these serve a purpose and are worth maintaining, it is also useful to provide subject or topical guides that coincidentally (well, not really coincidentally) feature government resources. This article will describe what one librarian created to support the local community and will provide suggestions for how others can create similar resources. Additionally, with permission and credit, duplicating other's materials is one of the great things about the web. Seeking out existing guides and pointing to them is another way to extend your library guide reach. Because newer government information materials are increasingly available on the web and most libraries use the supplied Superintendent of Documents (SuDoc) numbers for their print collections, existing guides will not need modification beyond local locations for print within buildings, something easily summarized at the top of the resource.

After what seemed like years of waiting (albeit, not consciously), the First Year Composition topical theme at Colorado State University lent itself to the promotion of government information materials when the topic of food was selected for fall 2017. Energy and water were added to the mix beginning with fall 2018. As the Government Information Librarian, I seized the chance to create a guide aimed at First Year Composition students that exclusively featured government resources.

Working with the then-liaison to the program in spring 2017, and shortly thereafter with the incumbent liaison, I proposed the creation of a guide that would support students researching the topic of food, but featuring government information. I created a draft of the page and in a meeting arranged by the liaison, I handed out print-outs of what the page looked like and described my vision for it being an additional resource on the First Year Composition guide. The vision included the hope that students, seeing the utility of government information

for their food topic, might afterwards think to seek out governmental items in the future. The meeting went well, and I rounded out the guide in good time so that it was available before the fall semester began and all instructors who used the food topic could be informed of its existence. It is also linked from within the First Year Composition library guide.

Librarians, even if they do not have time to go through the page during their sessions with students, can at least point out where they are located. I did a test run with students in spring 2017 to get their thoughts on the food page, and the feedback was positive, with students looking at it during class, and in at least one case, emailing me later to get the page's URL. It felt good to have appreciation of something that was not even part of those students' course theme!

Part of the selling point is that, as wonderful as proprietary library resources are, they are not going to be available to practitioners in the field after graduation, unless their local public library is particularly well-funded and has a well-rounded, in-depth collection. Given the constraints of library budgets, that is highly unlikely. Encouraging students to use government resources while getting their educations plants the seed of awareness that these materials will be available for them later on. Some assignments must use government resources (water data over decades at precise locations, for example), but many students will never knowingly use a government resource. Sadly, there are even librarians who cringe at the thought of using government documents; they are less likely to recommend resources that may be the very best one for a given topic. Nonetheless, it is easier for those less familiar with government resources to identify them when the local library catalog integrates government materials along with other kinds, so if you do not already have them in your catalog, campaign for them to be included.

One way to head off reluctance to use government sources, is to create topical guides that have government information on them. As a subject liaison I have integrated government

resources when they have been appropriate, but I had a personal awareness and knowledge of them (a course on government documents in library school helped) so adding these items was not a reach for me, even in the years before I was the government information librarian, a relatively recent addition to my responsibilities. On the reference desk I consulted the *Statistical Abstracts of the United States* nearly every shift. I knew it was a government document and while assisting users often scrutinized the footnotes under the tables together with the users so that, if desired, they could find more detailed and contextualized information.

Creating Guides

When creating a guide, it is important to introduce the topic. What is food? Energy? Water? If applicable, what is the range of dates or geographical area covered? Provide definitions, using and linking to local proprietary encyclopedias or reliable and reputable free online ones to support the validity of definitions. Then divide the guide by sub-topics if they get lengthy.

Images for the subject guides aimed at first year students on the government information site were very important to me. My audience is first year students. I made a point of making sure (at least on my computer monitor) that every screen had a row of images that made contextual sense. Thus, under food waste I included the excessively charming trash can from the “Let’s Talk Trash” site.¹ See image 1. Images of crops graced the sections discussing agriculture. Government sites are a wonderful resource for locating royalty-free images and often I found a relevant image on the page to which I was linking. When using these images, it is important to be willing to remove accidental non-royalty-free images or provide credit if that is what the copyright holder desires.

The “Food” government information page that I created has these divisions (on the page itself I labeled them all beginning with “Food—”):²

- Introduction
- Eating Recommendations
- Health
- Safety
- Allergies
- Eating Disorders
- Waste
- Assistance for the Food Insecure or Hungry
- Workers
- Growing and Harvesting
- National Agriculture Library (focus on harvesting and growing foods, past and present)

- GMOs (Genetically Engineered Organisms) Related to Crops
- Imports and Exports
- Recipes
- Processed
- International Organizations
- Government Information in Print

The section on international organizations was a request from the then-coordinator to first year composition. I added the section on print because my library has some useful materials and I wanted to show that there are print government publications in our library, in addition to links to online materials. I chose images with care. Allergens were easy enough to depict (nuts, dairy, etc.), but the topic of eating disorders does not lend itself to pictures, so I included the copied over image of a banner promoting National Recovery Month. The eating disorders page titles are descriptive enough and I chose not to annotate them individually, but to provide a brief introduction in the section.

I made a conscious point of including local resources in the section on assistance for the food insecure or hungry, with the idea that students in that situation would have a discrete way to identify sources that might be of use to them personally. It does not hurt to provide information of direct assistance to your users and I hope it helped all who needed it.

The “Energy” government information page that I created has these divisions:³

- Energy—Information from Various Government Sites
- Solar Energy
- Thermal/Geothermal Energy
- Radiant/Electromagnetic Energy
- Kinetic/Motion/Hydrokinetic Energy
- Electrical Energy
- Wind Energy
- Nuclear Energy
- Chemical Energy
- Energy Consumption, Prices, Various
- Energy Climate
- Agency Web Sites—Energy [mapped from another page]
- Statistical Resources—Energy [mapped from another page]

Because I reused sections from other parts of the government information site and I wanted to keep images part of the page, I added images to the sections on the original (mapped to) boxes on the pages so that they would show on the subject

guide aimed at first year students. Information on energy often includes colorful images and/or inventive online videos that explain how things work. Sites manage to clarify complex information for the layperson without talking down to them (I include myself as someone who is not an expert on this material). My hope is the attractiveness of the sites will encourage students to look for additional topics on government sites.

The “Water” government information page, which frankly had the most depressing to me sections to develop (drowning and non-drinkable water are not cheerful topics), that I created has these divisions:⁴

- How much water . . .
- Table of Contents for Water
- Water—Introduction
- About Water
- Water Resource Archive
- Drinking Water Safety
- Recreational Water Safety
- Water Safety
- Water and Health
- Water Conservation
- Water Rights
- Water Use
- Water and Agriculture
- Water—Power from
- Water—City Utilities, State Plans (examples)
- Colorado Water
- Water Information and Data and Water Quality [mapped from another page]
- Water Resources—Bureau of Reclamation [mapped from another page]
- Water Resources—EPA [mapped from another page]
- Water and Dams—Colorado [mapped from another page]
- Dams, Reservoirs, Projects—Army Corps of Engineers [mapped from another page]

Water lent itself to a different kind of first section or page introduction. There are some compelling numbers available for how much water people use as part of their daily lives in more

Food Waste

Let's Talk Trash. ChooseMyPlate.gov. U.S. Department of Agriculture.

"The USDA Center for Nutrition Policy and Promotion (CNPP) has developed a new infographic — **Let's Talk Trash** . . . to inform American consumers about food loss and waste." Links to one and two-page infographics with useful summary information.

Participants: USDA's U.S. Food Waste Challenge. Office of the Chief Economist. U.S. Department of Agriculture.

Sections are private sector; universities and colleges, counties, state government agencies, and K-12 schools.

Reducing Wasted Food at Home. U.S. Environmental Protection Agency.

Covers benefits of reducing wasted food, ways to reduce food, toolkit for home and community, and diversion from landfill methods.

Sustainable Management of Food. U.S. Environmental Protection Agency.

Sections on understanding the issues; what businesses, institutions, and other organizations can do; and what individuals can do.





Image 1. Food Waste Section of Guide

developed countries and how much is used to create one t-shirt and I felt that it was contextually appropriate (using citations) to bring this information to students’ attention. Then came the table of contents. In this case I admit that so far I haven’t added images to the sections of other pages that are used here. The more important thing was having the material available.

For your own purposes, look for resources of specific interest to your local population (“local” could mean a large distance population, so if you know where a large number of them are from you could add examples from those geographical locations). My library houses a Water Resource Archive with numerous primary sources, and a sufficient number of them are government resources.⁵ Promoting local archives with pertinent materials helps frame them, as well as the government resources, I hope, as standard research items.

I am in Colorado, so I sought out Colorado State and Local governmental resources, while providing suggestions for users who are interested in other locations. These guides are on the web, after all, and I want my Food, Energy, and Water guides to be helpful to anyone, not just those in my university community. I have a primary targeted audience, but I take into account the viewers of the page who might not be part of that constituency. Documents, after all, are for all the people.

Annotations

For every link on a web or print guide it is essential to provide an annotation. This applies to guides without a single government resource on them. A bare list of links is not useful. Should the user click on the first one? The fifth? The tenth? It

will depend upon what is being sought at the time. An annotation informs the researcher of what is on the page—its purpose, primary audience, content, arrangement, whether it has links to or is a PDF, how it can be searched or browsed, other hints on using it, etc. A great place to get ideas for the annotation is text from the site itself; just be sure to use quotation marks so you set a good example for your users. Quotes from sites help with the purpose and intentions of the site and sometimes explain how to use it. “About” or its equivalent is a good place to find history and purpose.

Subdivide if you have a longer guide. Subdivisions might be geographical or some other contextually appropriate division—age group, free, fee, etc. The subtopics above for food, energy, and water are examples of how one topic can have multiple perspectives. Divide by what you find, not what you hope to find, so create your sections after you identify resources, not before. Provide a table of contents with direct links to sections. That way users only interested in one aspect do not need to scroll through irrelevant—to them—content.

Expanding Your Reach in Your Library

One way to increase visibility for government resources is to volunteer to create guides for topics in your colleagues’ areas. Provide a sample to demonstrate your ability; annotations will support the value of the recommendations. Whether it is a full guide or simply a few entries, do all of the typing, coding, and image-creation necessary so that it is as seamless as possible for your colleague to include government content. Integrate any appropriate feedback you receive.

Expanding Reach to Non-English Speakers

While it is only a fraction of the whole, there are a good number of government resources available in languages other than English. As of 2017, my state, Colorado, has around six hundred thousand residents who speak Spanish (there are more than 41 million Spanish speakers in the United States according to the *Statistical Abstract of the U.S. 2020*).⁶ It made sense to me to create a section of the government information guide that covers, by subject, materials available in Spanish. It was also important to me to have annotations in Spanish so that use of the page would be straightforward for the targeted population. My colleague Jimena Sagàs, and her mother Gabriela Garcia, graciously translated my English annotations into Spanish



Image 2. ChooseMyPlate Section of Spanish Language Guide

and have continued to be helpful by translating additions and updates to the page.

The page itself is mostly a long list because many categories have one or two sites and it would be excessive (and extra work) to create individual boxes (my library currently uses the LibGuide platform). The one exception was Salud (Health) which has multiple resources, so I gave that topic its own box.

Spanish Language Guide (información en español)

The introductory section includes a link to and information about USA.gov en español,⁷ the govinfo equivalent for Spanish language materials.

- Agrícolas (Agriculture)
- Bancario (Banking)
- Beneficios (Benefits)
- Ciudadanía y documentos de viaje (Citizenship and Travel Documents)
- Educación (Education)
- Empleos (Employment)
- Energía (Energy)
- Leyes (Laws)
- Preparación y respuesta ante emergencias (Preparation for and responding to emergencies)
- Salud (Health)
- Seguro Social (Social Security)
- Seguridad (Security)
- Vivienda (Housing)

If your population includes a large number of people who read and speak a specific language, it is worth making an effort to compile and create and guide if there are government materials for them. For example, “ChooseMyPlate” is in multiple languages, as seen in image 2.⁸

Conclusion

It does not matter if a library is public or academic; it is likely that there is going to be some kind of interest in the community that can be used to promote the usefulness of government information sources. By creating an online guide, topics of local interest can be quickly researched on government sites.

Some suggestions for links:

Government (contemporary primary sources)

- Local/regional elected politicians' sites
- US House of Representatives
- US Senate
- White House
- Supreme Court

Government News (search news site:gov)

Find press releases, blogs, speeches, etc.

- News NASA
- News USDA
- News Education
- News Business

Government Recreation Sites and Other Activities

- Local/state parks, nearby national parks
- Hiking and biking trails
- Recreational vehicle trails
- Gardening (your land grant university's extension office should have materials; your own or others—some states specialize—are worth providing links)
- Cooking (ditto extension offices)
- Local arts (theater, museums, community events)

Think about who your primary and secondary audiences are. Consider age groups (“Ben’s Guide” is a fun site for the younger set) and what might interest them.⁹ Is it help with homework, exploring potential careers, getting a job, hiring new employees, opening a business, personal finances, nutrition, retirement, planning international travel, or something else? A good place to get ideas is from your service desk. If a lot of users are asking questions and checking out books on a given topic, it is worth seeing if there are government resources that could be useful, and if so, putting them on a guide that you share with your colleagues. Making the use of these materials as

seamless as possible encourages their use. Sometimes it is only a government publication that has what a researcher, whether for fun or necessity, needs.

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Librarian, Colorado State University

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9. “Ben’s Guide to the U.S. Government,” Government Publishing Office, <https://bensguide.gpo.gov/>.

Librarians' Elections and Voting Toolkit

Azalea Ebbay, Shelly Guerrero, Megan Hamlin-Black, and Leslie Purdie

The American Library Association Emerging Leaders Program provides the opportunity for new library professionals from across the country to collaborate on team projects and find solutions to issues within the profession. In 2019 the Government Documents Round Table (GODORT) proposed an Emerging Leaders Team (EL Team) project that centered around the GODORT Education Committee's prototype toolkit for librarians to help them answer voting and elections reference questions. The goals of the project involved developing design recommendations, a marketing plan, and implementation recommendations. The project took place between January to June 2019.

The EL Team examined existing toolkits, consulted the GODORT project representatives, and conducted a survey to make considerate suggestions in response to the project prompt. The EL Team created a thirteen-question survey that focused on the toolkit's content and usability, including one free-write field to allow for additional insights. The survey questions asked librarians about the perceived demand for voting and election information in their daily work and existing voting and election resources and training that they may already access. The survey provided a link to the toolkit prototype so librarians could explore all the resources available to each state. The survey was shared with academic, public, and special librarians via personal networks, the Public Library Association listserv, Oregon Library Association listserv, California Library Association listserv, and Cal-Doc listserv. The survey received seventy-four responses, which were used to inform the recommendations.

Following survey results, the EL Team recommended maintaining the current title and LibGuide platform, which would be helpful in both the ongoing maintenance of the state-level updating and the usability to other librarians. The team recommended keeping the LibGuide format, as most respondents wanted to keep the current format of short sections with tabs for subcategories. In spite of the toolkit's organization, the

EL Team received several emails from librarians, which centered on being overwhelmed by the amount of information included. The EL Team recommended evaluating the toolkit's learning objectives to avoid information overload, a common pitfall of many LibGuides. The EL Team recommended reviewing existing voting and elections guides as well as their survey results in order to consider how the GODORT toolkit stands out and should be the preferred resource for librarians.

The EL Team recommended improving the toolkit by incorporating visual improvements, user-feedback forms, candidate platform information, ways for patrons to participate, and toolkit learning objectives. The toolkit should utilize a larger font size and color to help define and delineate the many topics included.

The toolkit could feature an option to contact a librarian with questions for further assistance similar to GODORT tools like the State Agency Databases Project (<https://godort.libguides.com/statedatabases>) or Government Information Online (<https://godort.libguides.com/GIO>). One solution to offering local election information is providing tips on finding information on candidates or including easy-to-navigate resources for patrons. One comprehensive guide to federal, state, and local elections is called Voter's Edge. This online guide is funded by MapLight, a 501(c)(3) nonpartisan research organization and is currently available for California, Illinois, and New York. Based on user feedback, the EL Team considered that providing information about how to volunteer or participate would allow the toolkit to stand out from other existing online elections and voting guides.

As part of the marketing plan, the EL Team first created a list of librarian audiences and value propositions. A value proposition is a statement that communicates the specific needs of the audience. The exercise was used to understand why and how the toolkit is a beneficial resource for a specific group. The EL Team identified audiences and assigned value propositions to public,

academic, prison, government, and school librarians. For example, prison librarians have a very complex issue to address when it comes to voting and elections. Statutes and regulations vary by state as to whether inmates can or cannot vote while they are incarcerated or when they are released. Prison librarians would benefit enormously from the detailed state by state voter registration information that could be included in the LibGuide.

The EL Team created a scalable digital marketing plan and marketing message that utilized several methods of communication, and recommended a timeline and continuity plan. The EL Team drafted a press release for the toolkit launch and created content for GODORT to use on email/listserv and Facebook, Twitter, Instagram, and SnapChat. The EL Team created a contact list for twenty-one American Library Association roundtable listservs and fifty state library association listservs or contacts for mass emails. Listservs are an easy way to directly reach many librarians and share the press release or request for survey responses. While the EL Team created sample content, they acknowledged that GODORT may not have the capacity to maintain all social media accounts that it made sample content for. It is important that GODORT pick social media outlets and maintain them by posting regularly and interacting with related user content. Similar to the email contact list, the EL Team created a list of organizations to follow on the various social media outlets. Finally, the EL Team created a timeline template, which specified when to market, which communication method to use, what content to use, and how to use the content. The timeline would be enacted from one month to before the toolkit was launched to the day of launch to one year after the launch, in which GODORT would solicit user feedback.

Moving forward, the continuity plan is a vital piece of the marketing plan as it ensures current users will continue to interact with the toolkit and it allows for GODORT to identify potential users. The EL Team created an annual survey for GODORT to share with all librarians who answer reference questions, regardless if they have used the toolkit or not. Due to the limited survey participation during the EL Team's study, the EL Team recommended implementing further studies. It is important that GODORT continue its messaging of the toolkit during non-federal election years, too, as there are many state and municipal elections that happen during this time. A great resource is essentially useless if no one knows or remembers it exists when the information is needed. The EL Team outlined a

scalable marketing plan for GODORT to promote the Librarians' Elections and Voting Toolkit, and provided helpful exercises to continually think about audiences, potential audiences, and how to improve the toolkit overtime.

Elections and Voting Guide Toolkits

USA.gov Voter Information Site

<https://www.usa.gov/voter-research>

Specific Resource: This guide provides apolitical information on how to choose research a candidate and how to decide who to vote for in a brief, easy to understand format.

Vote 411

<https://www.vote411.org/>

Specific Resource: This guide has a fantastic search function (<https://www.vote411.org/search-by-topic#.XL5eaaZ7lp8>), which allows users to research a list of predetermined topics and make a state-by-state comparison of statutes and regulations regarding voting and elections.

Other Voting and Election Toolkits

E.thePeople

<http://ethepeople.org/our-affiliates/>

Congress's State Legislature Website Database

<https://www.congress.gov/state-legislature-websites>

League of Women Voters

<https://www.lwv.org/>

Reporters' Committee

<https://www.rcfp.org/open-government-guide/>

The Voter Participation Center

<https://www.voterparticipation.org>

Voter's Edge California

<https://votersedge.org/ca>

Vote Smart

<https://justfacts.votesmart.org/>

Ballotpedia

https://ballotpedia.org/Main_Page

Selected Online US Government Resources for Security Studies

Charmaine Henriques

Purpose

The aim of this work is to identify, promote and describe notable government information sources of research importance to students, faculty, scholars, and librarians in the field of Security Studies.

Design/methodology/approach

This paper gives an overview of no fee, publicly accessible US government databases, websites and electronic continuing publications related to Security Studies and produced by federal agencies or entities benefitting from government funding.

Findings

Information is provided about each resource, detailing search strategies and the variety of available content.

Originality/value

While there are a number of exceptional Security Studies bibliographies, they mostly focus on print materials, International Documents, and titles published by private/trade publishers. Furthermore, when US federal documents are mentioned, it is usually a specific government report or electronic monograph.

Introduction

Prior to World War II, the examination of military issues such as the use of force, intelligence methods, and alliances for security purposes, remained within the purview of the military, while scholars typically dedicated themselves to the study of military or diplomatic history. However, with the birth of the nuclear age and escalation of the cold war, nonmilitary professionals increasingly began to engage in the exploration of nuclear weapons as instruments of policy, the use of conventional forces, the balance of forces between nation states, and arms control. The growth of civilian involvement in security policy, necessitated the creation for university courses on the

subject thus originating the academic discipline of Security Studies.¹

As with most academic areas of expertise, over time Security Studies has evolved. Beginning in the 1990s and especially after the events of 9/11, there has been a call to redefine Security Studies as a field of study and while sometimes debatable and controversial, new themes emerged to include environmental and economic concerns which would lead to the subtopics of Environmental Security and Economic Security, in addition to Human Security, a new concentration which emphasized the demand to focus on the needs of the individual, including freedom from fear and freedom from want, as well as specific needs such as food security.²

Traditionally, the main focus of Security Studies has been national security or the protection of an individual nation from any internal or external threats or dangers and the measures taken to safeguard it.³ But today in the new transnational world, Security Studies is invariably linked to International Security Studies, which covers issues of multilateral security concerns, rather than security matters and issues that pertain to a single country.⁴

US government information is mostly social science based, multidisciplinary, freely available on the World Wide Web and can be an extremely valuable resource for researchers in general and in particular for those in the Security Studies realm. However, US government documents remain relatively hidden to the people who they could most serve. These selected sources were assembled to assist the academic community and nonacademic specialists performing scholarly work in security studies, international studies, history, political science, sociology, criminology, and geography, new government information librarians, and librarians with assignments in the above areas who also have public service responsibilities (e.g., reference, research consultations, and instruction).

Databases

Homeland Security Digital Library (HSDL), US Department of Homeland Security (<https://www.hsdl.org/c/>).

HSDL is a collection of digital documents related to security policy, strategy, and management from a variety of sources including federal, state and local governments; international governments and institutions; nonprofit organizations and private entities. It provides access to numerous US policy documents, presidential directives, and national strategy documents as well as specialized resources such as theses and research reports from various universities, organizations and local and state agencies. The Full Collection dates back to 2002 with some selected historical documents (e.g., legislation, executive orders etc.) going back even further, holds more than 182,000 documents, and has three browseable collections (Policy & Strategy Documents, Special Collections, and Featured Topics) that provide links to selected subcategories. The search feature allows phrase searching using quotation marks, searching can be done by author, title, summary, publisher, or series and results can be refined by resource type or special collection, format, publisher, author, or language, and there is an advanced search option.

MetaLib GPO, US Government Publishing Office (<http://metalib.gpo.gov/>).

MetaLib is a meta-search engine that searches an assortment of electronic resources (catalogs, reference databases, digital repositories and subject-based web gateways) simultaneously, providing access to articles, reports and citations. Searches can be run using the Basic, Advanced or Expert modules.

Using the Basic search screen, one can search specific Government Publishing Office (GPO) databases (which equals the Catalog of Government Publications (CGP), govinfo, and GPO's bookstore) or General Resources (which includes USA.gov, PubMed, govinfo, Library of Congress, Access to Archival Databases (AAD), CGP, AULIndex of Military Periodicals, AGRICOLA Books, and EPA Publications and Newsletters).

The Advanced search allows searching by subject, title, author, ISSN, ISBN, and year. Boolean operators (AND, OR, WITHOUT) can be utilized, and quotes are used for phrase searching. Resources are organized by Quicksets (predefined groupings of up to ten resources); to reveal the databases behind a particular Quickset, click on its title and a list of databases will be provided. The previous and next tabs navigate through results and records/citations can be saved to a PC/E-shelf or emailed to a user. In particular, Quicksets such as Business + Economy, Environment, Health + Safety and Agriculture

provide information relating to Environmental Security, Economic Security and Human Security.

Within the Expert search, Basic or Advanced searches by Quicksets can still be performed but you have the additional option of searching by Agencies (a selected listing of Executive Branch Agencies' resources) and eliminating specific sources from a Quickset or Department resource list. One can also go a step further to create a customized Quickset by identifying the sources you want and click on its corresponding + button. The plus signs should have arrows to let you know that the information has been put on the clipboard, then go to My Resources under the My E-Shelf tab and your selections should be there. Save and name your resources. When you go to the Advanced search screen your newly created Quickset should be there.

NCJRS Virtual Library and Abstracts Database, US Department of Justice (<https://www.ncjrs.gov/Library.html>).

Maintained by the National Criminal Justice Reference Service (which was established in 1972 and funded by the US Department of Justice) the NCJRS Abstracts Database provides access to more than 225,000 records and more than 80,000 online resources in the NCJRS Virtual Library.

Historically, the NCJRS Virtual Library consisted of materials primarily focused on the subject area of criminal justice and its related fields of study. While its subject matter has remained the same, after October of 2014 the Virtual Library redefined its scope to only collect materials and resources produced, funded, and/or sponsored by the bureaus and offices of the US Department of Justice's Office of Justice Programs (OJP); effectively becoming an archive and repository for OJP information and resources. However, materials housed in the Virtual Library prior to October 2014 are still searchable in the Abstracts Database.

The NCJRS Abstracts Database presents bibliographic records and abstracts with links which supply full text access to selected pre-1995 and most post 1995 documents from the NCJRS Virtual Library. The Abstracts Database embodies the entire field of criminal justice, juvenile justice, and drug issues, with the exception of most legal decisions, opinions, and statutes. Subject areas include corrections, courts, crime prevention, criminology, drugs, juveniles, law enforcement, statistics, technology, and victims. Agency produced documents and final grant reports of OJP sponsored research are unique parts of the collection and many documents are from state and local governments, or international sources, as well as from books, journal articles, research reports and unpublished research.

The Abstracts Database has three search types: “All” which find each term entered in the search box, “Any” which finds at least one of the terms entered in the search box, or “Phrase” which will find the exact terms entered in the search box in the exact order they are entered. General searching or searching by several fielded search options (Language, Title, Author, and Journal Name) can be done. Results can be limited by date and are displayed by relevancy but can be reordered by alphabetical title, NCJ (accession) document number and date. The Abstract Database also has an online thesaurus which allows users to search for materials located in the Abstracts Database using official NCJRS–controlled vocabulary. NCJRS may seem an oddity when thinking of security studies, but with titles such as *A Comparative Study of Violent Extremism and Gangs*; *Human Trafficking Organizations and Facilitators: A Detailed Profile and Interviews with Convicted Traffickers in the United States*; *Responding to Transnational Organized Crime—Supporting Research, Improving Practice*; and *Examining the Structure, Organization, and Processes of the International Market for Stolen Data*, it is clear this resource has its uses since it covers information on the topics of terrorism, transnational organized crime, human/drug trafficking and other national/human security issues.

Websites

National Consortium for the Study of Terrorism and Responses to Terrorism (START) University of Maryland, College Park (<http://www.start.umd.edu/>). Established in 2005 with an initial \$12 million US Department of Homeland Security (DHS) grant, the National Consortium for the Study of Terrorism and Responses to Terrorism, better known as START, is a University of Maryland based research center committed to the scientific study of the causes and human consequences of terrorism in the United States and around the world. START supports research efforts of leading social scientists at more than fifty academic and research institutions, and is an Emeritus Center of Excellence in the US Department of Homeland Security’s Science and Technology Directorate Office of University Programs’ Centers of Excellence (COE) network, a university led consortia that works with the homeland security community to develop homeland security training and curricula and address homeland security challenges through inquiry.

START’s website has collected, organized and made available a variety of resources that assist and promote research in terrorism. There is a listing of a diverse range of projects, conducted by START researchers and consortium members from around the world that fall under the categories of Terrorism and

Violent Extremism, Counterterrorism and Countering Violent Extremism, Risk Communication and Resilience, Radicalization and Deradicalization, and Unconventional Weapons and Technology; each listing gives the title and abstract of the project, the investigators and the project period (the time period when the project was conducted).

The Publication tab is a drop down menu that allows you to preselect a search option: All Publications, Academic Publications, START Publications or START Newsletters. Users can also search by Keyword in Title or Abstract with Publication Type, Research Area, Topics, Regions, Author(s), and Publication Date being limiters.

Publications

National Defense University (NDU) Press, National Defense University (<http://ndupress.ndu.edu/>).

The National Defense University Press publishes and disseminates vital and complex defense and national security scholarship in a variety of media to inform and influence defense and policy decision makers, as well as the joint professional military educational community and interested public. NDU Press issues books, occasional papers, case studies, policy briefs, strategic monographic, and the journal *Joint Forces Quarterly* (a joint military and security studies journal designed to inform and educate national security professionals on joint and integrated operations; government contributions to national security policy and strategy; homeland security; and developments in training and joint military education). Users can browse materials by their category or click on the publication tab to see all offerings and refine by publication type, region, or a wealth of topics such as but not limited to Deterrence, Homeland Security, Humanitarian Assistance & Disaster Relief, Terrorism and Extremism, National Security Reform, Nuclear Policy and WMD Preparedness/Response.

Strategic Studies Institute (SSI), US Army War College (<https://ssi.armywarcollege.edu/pubs/>).

The Strategic Studies Institute, composed of civilian research professors, uniformed military officers, and professional support staff, supports the US Army War College curricula, provides direct analysis for Army and Department of Defense leadership, and publishes national security and strategic research and analysis which serves to influence policy debate and bridge the gap between military and academia. SSI produces three to five authored works or edited compilations per year: the Carlisle Papers—which report the findings of a major student-faculty research initiative on a topic of strategic importance to the Army, the Department of Defense, and the larger

community of strategic leaders; the Letort Papers—essays, retrospectives or speeches of interest to the defense academic community; Colloquium Reports, a report on the proceedings of larger conferences; Colloquium Briefs, two- to four-page briefs from a colloquia the Strategic Studies Institute has hosted or help funded; and the Key Strategic Issues List, compiled with input from the US Army War College faculty, the Army Staff, the Joint Staff, and other Army organizations to inform students, faculty, and external researchers of strategic topics requiring research and investigation.

However, the most popular SSI resource is the monographs; these policy-related reports provide recommendations, cover a variety of regional and strategic issues, and are very concise at usually under one hundred pages. They can be found by clicking on the SSI Publication link under the Pubs & Analysis tab on SSI's website and then using the Categories limit to choose Monographs. Some recent titles are *Professionalizing the Iraqi Army: US Engagement after the Islamic State*; *The Russian Military in Contemporary Perspective*; *Extremist Migration: A Foreign Jihadist Fighter Threat Assessment*; and *An Unnatural Partnership? The Future of US-India Strategic Cooperation*. Older monographs going back to November 1992 (there is no December) can be discovered by using the drop-down menu to identify a particular month and year under the Archive section.

Country Reports on Terrorism, US Department of State (<https://www.state.gov/country-reports-on-terrorism-2/>)

United States law (22 U.S.C. § 2656f) requires that the Department of State provide Congress a report on terrorism in regard to the countries and groups meeting criteria set forth in the legislation; this annual report is titled *Country Reports on Terrorism*. Beginning with the report for 2004, it replaced the previously published *Patterns of Global Terrorism* (2000–2003). There are both PDF and an electronic scrollable version of the report. Once you open the most recent electronic edition, on the right hand side of the screen is a drop-down menu that allows access to the reports of the years of the current presidential

administration and a link to previous archived ones. The report begins with a foreword, and the first chapter is organized by geographic region with each country under its appropriate region. An overview is presented for all countries and information is divided into several sections, they are Terrorist Incidents; Legislation, Law Enforcement, and Border Security; Countering the Financing of Terrorism; Countering Violent Extremism; and International and Regional Cooperation. There are also additional chapters covering State Sponsored Terrorism; The Global Challenge of Chemical, Biological, Radiological, or Nuclear (CBRN) Terrorism; Terrorist Safe Havens; and Foreign Terrorist Organizations. The archived *Country Reports on Terrorism* has a left-hand navigation bar that allows one to choose the year, which brings up the report on the main screen and then the desired chapter can be selected.

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Report of the GODORT Cataloging Committee Virtual Midwinter Meeting

Wednesday January 22,
2020, Andie Craley, Chair

1. Approved the October 2, 2019, Virtual Meeting Minutes
2. Library Services & Content Management Update (Stephen Kharfen, GPO)
 - a. July 2019—Did test to use Govinfo.gov API to create preliminary MARC records for newly ingested hearings into Govinfo.
 - b. LSCM approved beta period started into December—continue to grab MOD metadata from Govinfo, converted into MARC records, upload them in the OCLC online save file, and start cataloging to finish records in OCLC and export records into CGP. During beta period, continue development of process and then possibly expand it to other types of Congressional publications like reports and print documents.
 - c. Continuing to work on CRS reports, up to about 3.5 thousand are cataloged. LSCM ILS Projects & Systems Unit is working with Outreach & Support on more help resources like tutorials and webinars as part of the FDLP Academy, and maybe on the CGP too.
3. Marcive Update (Jim Noel, Marcive, Inc./CRDP)—With new fiscal year the CRDP program with Marcive & GPO added twenty additional libraries.
4. Library of Congress Update (Dawn Rapoza, LC)
 - a. BIBFRAME Update at ALA Midwinter in Philadelphia on Sunday, January 26, from 1–2 p.m. in the Nutter Theater at the Convention Center.
 - b. Related to Government Document cataloging, Dawn's section is partnering with Digital Content Management to archive the catalog and archive digital collections from various state agencies. They are currently selecting and nominating pages for another 10 states. LOC State Government Websites of the United States Archive: <https://www.loc.gov/web/sites/?fa=partof:state+government+websites+of+the+united+states+web+archive&q>.
5. Current CC:DA liaison proposed that this position should be listed both under the “Liaisons to ALA Committees” and under the “Cataloging Committee” membership list, since the Cataloging Committee Chair appoints (and GODORT has to approve on a whole and send the appointment to ALCTS) but that the position that serves on the Cataloging Committee. Looking into this.
6. Updates on Cataloging Toolbox LibGuides (available at <https://godort.libguides.com/cataloging>)
 - a. Inviting volunteers for review, input and editing changes to contact Andrea Morrison as Chair of the GODORT Cataloging Toolboxes Working Group who can edit the LibGuides.
 - b. Both the US Federal and International Government Toolbox LibGuides are ready to be linked to the LC Cataloger's Desktop in place of the old GODORT Wiki toolbox tools—looking into getting this done.
 - c. State Government Information Toolbox LibGuide is still under construction—in need of volunteers for content and template.
 - d. Simon Healey continues accessibility testing of the LibGuides.
7. RDA Cataloging Standard Update & CC:DA Report—RDA: Resource Description and Access
 - a. Andrea Morrison will submit a summarization of the most important topics of RDA Toolkit updates and changing standards and submit to Cataloging Committee Chair Andie Craley and then put together an update for the committee to review before sending it out to GODORT Membership.
8. Discussed ALA Annual Schedule—Cataloging Committee meeting is set for Sunday June 28, 2020, at 1–2 p.m. Central Time. Chair Andie Craley to look into setting up Zoom virtual component for this physical meeting.
9. Discussed the OCLC Member Merge Project
 - a. Andrea Morrison is a member of the OCLC Member Merge Project and can merge brief records for shipping lists (that were created in OCLC in book format for many different types of formats before waiting for GPO records to come into OCLC) back into the appropriate format record and wondered if it helps anyone for her to take the time to merge these in OCLC. Possibly to look into a PSA from OCLC to ask that libraries not create these brief records in OCLC.

- b. Stephen Kharfen of GPO mentioned GPO looked briefly into the project and he can bring it back to his colleagues for more discussion.
10. Discussed reactions to SCOE recommendations and encourage those going to ALA Midwinter in person to advocate for the great work being doing by the committees in GODORT and attend a special session devoted to Round Tables on Sunday, January 26.
11. Two Cataloging Committee members ending their term in 2020—Jim Noel and Simon Healey. Andie to look for potential candidates.
 - a. Andie Craley to check into how Simon could remain on the Working Group as a special consultant on the great accessibility work he is doing.
12. Will need a new CC:DA rep starting June 2020 as Andrea Morrison's term ends (does not have to be member of Cataloging Committee)
13. Possible additional goals in addition to the projects already under way:
 - a. Brainstorm and discuss to organize a webinar on cataloging Federal Documents, on weeding SuDocs, and looking at tutorials, as stated earlier.
 - b. Brainstorm a possible *DttP* article on cataloging trends as stated earlier.
 - c. Brainstorm a possible article in *American Libraries* and news release to all 54,000 ALA members to promote the work being done on the Cataloging Committee Toolbox LibGuides.
 - d. Brainstorm a summarization of a RDA report about changing standards with links to send out to the GODORT Membership.