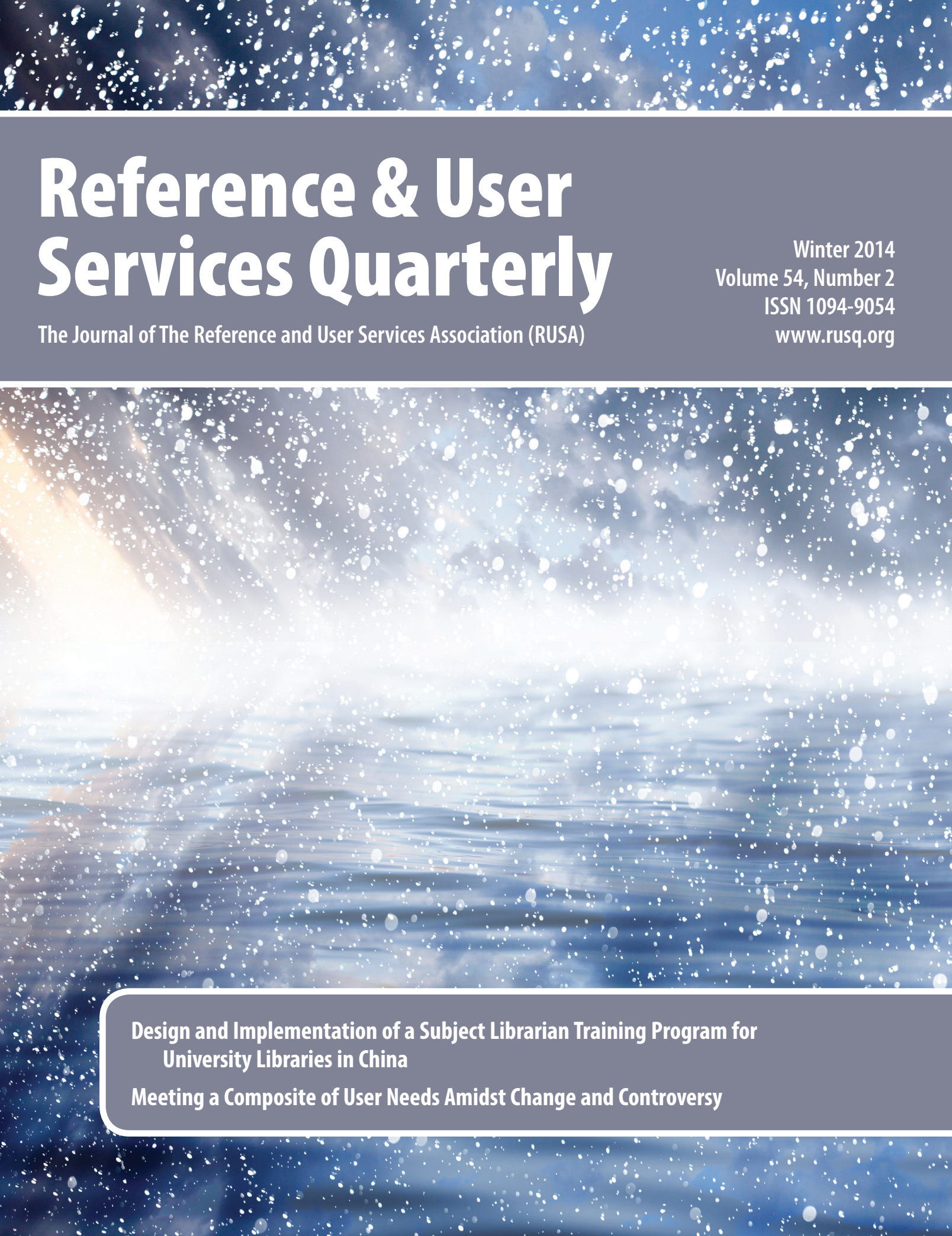

Reference & User Services Quarterly

The Journal of The Reference and User Services Association (RUSA)

Winter 2014
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Design and Implementation of a Subject Librarian Training Program for University Libraries in China

Meeting a Composite of User Needs Amidst Change and Controversy

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Columns

Features

Departments

Some Belated "Thank Yous"

Barry Trott, Editor, *RUSQ*

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One of the things that always strikes me about the library profession is the willingness with which librarians share ideas, time, and resources with each other and with the broader library profession. Unlike some other professions, there is very little territoriality seen in the library world. Rather, librarians seek ways to share their thoughts and practice so that others may build on those pieces to improve the services that we offer to users. This is particularly true of *RUSQ*, which would not be the journal that it is without the contributions of a wide range of people. I think that it is important to take some time here to express gratitude for the assistance that I receive from my colleagues as I put the journal together.

First, I would like to thank the members of the *RUSQ* editorial board. In addition to consulting on issues and ideas for keeping *RUSQ* relevant to readers and to the library profession, the editorial board members are also the first set of peer-reviewers. Board members read and comment on manuscript submissions, make suggestions and edits to improve articles, and recommend a publication decision to the editor. The quality of articles in the journal is a reflection of their careful work. *RUSQ* Board members are Jenny S. Bossaller, PhD, Assistant Professor of Library and Information Science, University of Missouri; Heidi L. M. Jacobs, Information Literacy Librarian, University of Windsor; Kate Kosturski, Institutional Participation Coordinator, United Kingdom and Northern Europe, JSTOR/Portico; Scott Seaman, Dean of Libraries, Ohio University; Carol Singer, Professor, Library Teaching and Learning Department, Bowling Green State University; Nicolette Sosulski, Business Librarian, Portage District Library; Laurel Tarulli, Blogger and Part-time Faculty, School of Information Management, Dalhousie University; David A. Tyckoson, Associate Dean, Henry Madden Library, California State University, Fresno; Chiang A. Wang, Adult Service Manager, Queens Library at Flushing; and Neal Wyatt, PhD.

In addition to the *RUSQ* board, I rely on additional reviewers to fill in when needed, helping review articles with a particular focus or specialization. The following individuals generously have given of their time to assist with the peer review process: Karen Antell, Chris Avery, Bobray Bordelon, Susan Burke, Julie Elliott, Loida Garcia-Febo, Jennifer Gilley, Roma Harris, Daniel Hickey, Ben Keele, Bob Kieft, Elizabeth Kline, Bonnie Osif, Mary Popp, Carolyn Radcliff, Deborah Ryszka, Melissa Scanlan, Ruth Smith, Karen Sobel, Christina Thompson, Tammy Voelker, Beth Woodard, and Diane Zabel.

I would also like to thank our column and review editors, who continually seek out interesting, useful, and challenging pieces to publish in *RUSQ*. The columns are a constant source

of positive comments about the journal, and their efforts to recruit authors, edit columns, and keep things on schedule are essential to the success of the journal. Our column editors are Aimee Graham, Eric Phetteplace, Kelly Myer Polacek, Marianne Ryan, and Laurel Tarulli. Review editors are Karen Antell and Tammy Eschedor Voelker.

Speaking of columns, I wanted to take a moment to say a sort of farewell to Karen Antell and Molly Strothmann who have edited the "Taking Issues" column for the past two and a half volumes of *RUSQ*. Karen and Molly have brought thoughtful pieces to our readers, and I was sorry that other responsibilities necessitated their giving up this column. While the column will be missed, I am happy to report that Karen will be staying on as review editor, and that Molly will be working with me to develop a new review column for electronic sources to debut later this year. I am also delight to welcome two new columnists to the *RUSQ* team, Nicole Eva and Erin Shea. Nicole and Erin will be co-editing a new column on marketing reference and user services in both academic and public libraries. Nicole is a librarian at the University of Lethbridge in Lethbridge, Alberta where she is subject liaison with the Faculty of Management and Department of Economics. Erin is branch supervisor for two branches of the Ferguson Library System in Stamford, Connecticut. I am excited about adding a column on marketing, as it is an essential piece in the continued relevance of reference and user services. Their introductory piece in this issue outlines their ideas for this new column.

Putting out *RUSQ* would not be possible without the behind the scenes work of folks at the RUSA office and at ALA Publishing. Their hard work in producing the journal, ensuring ongoing funding, and publicizing it to RUSA members, keep *RUSQ* afloat. So, thanks to Tim Clifford at ALA Publishing, Susan Hornung, RUSA executive director, and Marianne Braverman, Andrea Hill, Leighann Wood in the RUSA office for all of their work on *RUSQ*.

It is also important to remember and to thank all those people who have submitted articles to *RUSQ*: while we cannot publish every one, we do read all submissions carefully and appreciate the thought and effort that writers have put into their articles. This willingness to share ideas and information is a core value of librarianship, and one that keeps *RUSQ* valuable to our readers.

By the time this piece appears it will be almost 2015. I hope that the new year brings our readers and the library profession good tidings, and that all of you will continue to find something in *RUSQ* to inspire your work, challenge your thinking, and offer solutions to perplexing problems. I would be delighted to hear from you regarding any thoughts that you have about the journal and ways that it could be made more valuable to RUSA members and the library profession.

Getting the Library Job You Want

Tips for RUSA Members on Making the Next Career Move

Joseph Thompson, RUSA President, 2014–15

***Joseph Thompson** is Senior Administrator—Public Services, Harford County Public Library, Belcamp, Maryland; email: thompson@hcplonline.org.*

I would like to use the opportunity of this pre-Midwinter Meeting 2015 column to reflect on the advice that many trusted colleagues have shared with me over recent years about something that all of us who work in reference, information, and all other library services have encountered at least once in our careers—the job application and interview process. This topic has been at the forefront of my mind for a number of reasons lately. I changed jobs in March of 2014, and several friends have made significant career changes over the past year as well, in some cases leaving jobs that they've held for over a decade. While there is a great deal of advice available in articles, books, and the Internet, I'd like to share with you advice that people close to me have shared and that continues to resonate. What if you are already quite happy in the job you have now? In that case I'll be asking for your help!

My interest also stems from my involvement in resurrecting the Maryland Library Association's Student Interest Group and serving as its chair from 2010 to 2012. There are many students across Maryland obtaining their degrees through online programs, but these students have few opportunities to interact with or learn from one another if they're in different programs. I wanted to find ways for these students to connect with each other and the library community located geographically around them. In this column I'll be reflecting on the sound advice offered by some of Maryland's library leaders that is sure to benefit our RUSA members as well.

I'm also choosing to focus on this topic for another reason. We are in the closing year of our current RUSA Strategic Plan for 2012–15. One objective that the plan prescribes is for us to provide leadership opportunities and ways for our members to develop leadership through professional development. I believe that leaders can come from anywhere if they're allowed opportunities to grow and develop. At the upcoming Midwinter Meeting in Chicago, our RUSA Leadership Development Task Force is planning an event that is intended to provide one opportunity of this kind that I expect will prove to be useful and quite a bit of fun!

ADVICE FROM OUR PANELISTS

During the period of time that I chaired the Maryland Library Association's Student Interest Group we were able to organize two programs at our state annual conference titled, *Getting the Library Job You Want! Secrets from Library Leaders*. An incredible number of fantastic ideas for job seekers were shared by our panelist during these two programs I facilitated

in 2011 and 2012. I've wanted to find an opportunity to more broadly communicate the panelists' ideas ever since then. I'll be sharing the recommendations that have stayed with me and continue to have relevance to job seekers today. We made sure to include panelists who represented the perspectives of middle and upper management, public and academic libraries, and librarians and human resources staff.

The questions asked during both programs covered the broadest scope of the job seeker's endeavor, beginning with how to develop the skills and experience that employers want. The panelists universally stressed the importance of internships, field studies, practicums, and volunteer positions. Develop yourself and get experience wherever you can. In addition to developing your experience and skills, you're also making connections with colleagues who may want to hire you at that library in the future, or at the very least will be happy to serve as references for you as you apply for positions elsewhere. If you aren't working, or have lost your job, take the opportunity to find ways to keep up with your skills, demonstrating that you care about the field, that you're passionate, and you're up to date on trends so that you can easily refer to these during your upcoming interviews.

If you're currently a student, take some courses outside of the realm of librarianship in areas like technology, marketing, public relations, programming, education, and student affairs. Having a second masters degree is a huge plus in academia because you can serve as liaison with faculty members and different specialties and departments. An MBA can be a useful degree for someone interested in becoming a public library director at a larger system. The reality is that employers are often looking for that outside experience that stands out from other MLS coursework. Many employers aren't aware of the nuances of how a degree from one ALA accredited school is different from another, so you need to make yourself stand out based on experiences beyond the MLS. Additionally, look for opportunities to engage with others in your local communities where you can develop and practice project management skills that can be translated to library work. You might organize a fundraiser for a local park, plan a family reunion, serve on a committee at your house of worship, or participate in a community association. People who can show they are engaged in improving their communities are very attractive candidates. Involvement in these kinds of clubs, interest groups, and outside organizations translates to a balanced and well-rounded employee and someone that the interviewers will find appealing, interesting, and memorable.

Join your regional or state association and attend their meetings and conferences. Get onto committees where you can participate and volunteer for tasks and projects. You never know who you'll end up working with and you'll be able to use the people you meet as professional references. Some state library communities are actually quite small. Participation outside of your everyday work environment may offer you connections and experiences that can be used to your advantage. Most state and national associations provide steep discounts for student memberships, so money doesn't need to be a barrier to involvement by people just getting started in the profession.

The majority of the questions asked during our programs related to the application and interview process. Here the panelists again stressed the need for job candidates to focus on unique experiences, talents, and skills. Demonstrate how you are an individual and what skills and experiences you will bring to the organization that others are unlikely to offer. Do you have experience in marketing, public relations, technology, or something else that shows that you're not going to tread down the same path that others have tried before? Employers tend to look for people with a diversity of experiences who can be managers and marketers, while also handling public relations and day-to-day human resources tasks. Show that you can work a reference desk and provide a story hour if you have the experience. In public libraries, especially, it's important to highlight the skills that allow you to effectively communicate with elected officials and funders so that you can help the library develop the support it receives from the community.

Timing is incredibly important in the interview, so find out how much time you have and feel free to ask how many questions will be a part of the interview if you're not told directly. This allows you to estimate how long to spend on each question so that you don't come across as too brief in your response or run long and find yourself out of time.

One of the best tips I've personally ever received is to think ahead before the interview by anticipating questions and preparing answers. This allows you to practice 'elevator speeches' and gain additional comfort so that when you're in the interview you can default to your prepared responses. Of course make sure that these responses tie back to the question actually being asked. You will also want to make sure that for every question asked, you have an answer. Even if you don't have direct experience relating to the question, tie in another related experience. After you've left the room your interviewers will likely score each of your responses. A response of "I haven't done that" will earn zero points, but an answer that provides insight into a related experience will likely earn you valuable points that will make a difference when added up.

Your focus throughout the interview should be on how you are going to serve the library and be a part of their team. Tell them how you can make the organization better, how you fit into the organization's culture and mission, and how you will contribute a positive attitude.

I'm grateful to the panelists at the 2011 program (Darrell Batson, Lucy Holman, Terri Schell) and 2012 program (Denise Davis, John McGinty, Cindy Pol, Patty Sundberg), as well as the members of the MLA Student Interest Group (Paul Chasen, Amanda Bena, and Amanda Youngbar) for their help organizing and recording these programs. This column reflects just a small portion of the useful advice conveyed to our program attendees.

SOME MORE FRIENDLY ADVICE

As I was thinking about this topic I put a call out to library friends on Facebook, asking them what recent experiences they've had that they believe successfully put them "over the top" and allowed them to be selected for a position. These ideas all came from their past few months of experiences on both sides of the interview.

Do your research. Tailor your cover letter and resume to the specific position and to the needs of that particular library. Most libraries will make their strategic plans and annual reports available on their web site. Reading these documents is an excellent way to gain insight into the culture, values, and priorities of the organization. Take special note of where the library receives its funding. During the interview refer to projects and services that the library provides and describe how you will play an instrumental role in taking these forward.

Stand out. Show your passion, enthusiasm, and positive attitude about the job and for the library profession. Make sure to mention skills that it's likely other candidates won't have, but would be useful to the library such as fluency in a foreign language or technical skills. If you're interviewing for an academic library position it's likely that you'll be asked to offer a brief presentation or simulate teaching an information class. You'll not only want to present solid content, but do it with the latest presentation technology and make use of the bells and whistles. Though it might make a few in your room a little motion sick, a Prezi is still sure way to 'wow' the majority.

Practice making succinct statements ahead of time about experiences that you definitely want the interview panel to hear about. Use these as responses to questions at appropriate times during the interview.

Be positive throughout the entire application and interview experience. Remember to smile and show that you will bring positive energy to the workplace. Present yourself as someone who the panelists will be happy to work with on a daily basis, and who will provide an excellent customer service experience to the library's users. Pessimism has no place in the interview. Show them that you take initiative, bring great ideas, and care about what you do. Demonstrate to the panel that you are a person who delights in learning new things, that you're flexible, and that you enjoy taking on new challenges.

After the panel has asked you questions, you absolutely must have one or two questions for the panel. To not ask questions suggests a lack of curiosity on your part. Ask questions that will tell you more about the future of the position and how the people in the room perceive it. Great questions are, "How do you see this position changing over the next few years?" and "Can you describe a typical day for the person in this position?"

Many thanks to Cathy Hollerbach, Andrea Snyder, Julie Strange, Amanda Roberson, Barry Trott, and Karen Quinn Wisniewski for their additional ideas and recommendations!

HOW CAN YOU MAKE A DIFFERENCE?

One of the programs we've now organized several times in Maryland is Speed Mentoring, sometimes partnering MLA's Student Interest Group with SLA's Maryland Chapter. It's a relatively easy and fun way to have a group of people who are new to the profession or looking for a change quickly meet and learn from others with experience. We have subtitled these sessions "Meet Your Professional Development Match." What exactly is speed mentoring? If you've heard of speed dating, that is in fact is the general format. The difference is that these sessions are geared to connecting each mentee to a future mentor who will serve as a valuable source of information to help that person make the most of their budding career as an information professional.

Here's how it has generally worked. Following a quick series of introductions we have a speaker begin the program with some inspirational words about how mentoring has helped him or her advance in his or her career, and the importance of networking with colleagues who share similar interests. We then provide an overview the process. We let people know how much time is allocated for each interaction and that only mentees do the moving. It can even be helpful to have the organizers present a short role play to set the stage for how to make introductions and what kind of questions can be asked.

Depending on the size of your group, 3–5 minutes for each one-on-one interaction is appropriate. This usually gives enough time for each pair to get to know each other, discus professional strengths and challenges, exchange business cards, and then move on to another mentor and do the same. At the end of the program, we have our mentees identify potential mentors for further mentoring relationships beyond the workshop. If you're willing to commit additional time to the endeavor, you as the organizer can follow-up with each mentee a few weeks later to help facilitate any connections that might benefit from gentle mediation, but this part is up to you. Participants in these workshops have found them tremendously valuable and have given extremely positive reviews. I think often people appreciate that the structure is geared to immediately overcoming what could be an awkward introduction in another context. Though the intent is to allow people an opportunity to meet someone with whom they may develop an ongoing mentoring relationship, what we often see is that the one-on-one sessions serve as brief mentoring sessions in themselves.

Another way that you and your library or school can help job seekers is to host a resume review and mock interview workshop. I was able to participate in one of these at the iSchool at the University of Maryland College Park on a Saturday in early 2014. Like speed mentoring, the planning for a workshop of this type involves recruiting experienced library leaders and publicizing the event. The students I had the chance to talk to each commented about how much they valued the experience.

Earlier I mentioned the work of the RUSA Leadership Development Task Force, which is chaired by RUSA Past President Gary White. In addition to incorporating leadership development strategies into our member's RUSA experience, the task force is in the early planning stages of organizing a speed mentoring session during the 2015 ALA Midwinter Meeting in Chicago. The anticipated focus will be on connecting MLS students from the greater Chicago area with experienced RUSA members. If you'll be coming to ALA Midwinter, please consider participating in this event! If you won't be able to be there, then please consider organizing your own speed mentoring event during a conference in your area or at your school.

RESOURCES FOR JOB SEEKERS

I'd like to finish by offering a set of resources for library job seekers. All of the following are free to search for those interested in applying for jobs. Except for INALJ, all require employers to be a member or pay a fee to have jobs posted.

http://inalj.com
INALJ (I Need A Library Job)

Founded by Naomi House and now supported by a cohort of dedicated volunteer editors across the U.S. and Canada. Vast lists of current available jobs searchable by location and by day posted; Interviews with people about their job search success stories.

joblist.ala.org
ALA JobList

www.arl.org/leadership-recruitment/job-listings
Association of Research Libraries (ARL) Job/Residency/Career Listings

www.sla.org/careers
Special Libraries Association's Career Center

www.mlanet.org/jobs
Medical Library Association's Career Development page

www.aallnet.org/main-menu/Careers/career-center
American Association of Law Libraries' Career Center

Good luck with your next application and your next interview!

Outreach Activities for Librarian Liaisons

Isabel D. Silver

***Isabel D. Silver**, director of Instruction and Academic Outreach, at the George A. Smathers Libraries, University of Florida, was previously Assistant Dean at the Graduate School of Library and Information Science, University of Illinois, and has a Ph.D. in Public Policy and Administration.*

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The role of the library liaison is evolving as user needs and library resources are changing. In this column, Isabel D. Silver, director of Instruction and Academic Outreach at the George A. Smathers Libraries at the University of Florida describes a new model for academic liaisons that can help to increase engagement with various library user communities.—*Editor*

The academic librarian role has been identified by the following titles, depending on the intended emphasis of the role: bibliographer, selector, subject specialist, subject librarian, or liaison.[1] All of these titles have been used at the University of Florida libraries at one time or another, and many of them have been used simultaneously. The academic "library liaison," "liaison librarian," or "librarian liaison" title is increasingly used by institutions to reflect a refocusing from collections to user services.[2] This role has been evolving ever since the 2001 RUSA Committee report, which identified five core "liaison" activities, largely revolving around the traditional collection development responsibilities by subject specialists or departmental librarians in an academic atmosphere of clearly-defined disciplines. These core definitions are the following:

1. Liaison work is the process by which librarians involve the library's clientele in the assessment and satisfaction of collection needs.
2. Liaison work includes identifying user needs, evaluating existing collections, removing extraneous materials, and locating resources that will enhance the collections.
3. Liaison work enables the library to communicate its collection policies, services and needs to its clientele and to enhance the library's public relations.
4. Liaison work enables the library's clientele to communicate its library needs and preferences to the library staff and governing body.
5. Librarians with collection development responsibilities have various titles, including acquisitions librarians, bibliographers, collection development librarians, liaisons, selectors, and subject specialists.[3]

Changes to the liaison role have been sparked by the trend in academic disciplines toward interdisciplinary research and teaching. The library liaison role has also been influenced by various academic librarianship trends making it incumbent upon librarians to reach out to users to remain relevant in an increasingly digital age. Other trends in academic librarianship, including library budget cuts, reduced purchasing power, the availability of electronic resources, and the decreasing

need to visit the library or consult a subject specialist, have increased the sense of urgency to foster new service roles based on an outreach-centered paradigm.[4]

The academic librarian liaison role aims to facilitate communication with library users, connect users to library resources and services, improve overall library services to campus users, and provide much more visibility to the library, given that it is no longer necessary to step over the physical library threshold.[5] The liaison role has expanded to include greater marketing of library services and resources to academic departments, and their faculty and students. The role also includes the development of communication channels and the maturation of two-way communication with academic department clientele. Moreover, the role has expanded to include the development of a collaborative relationship with faculty leading to an eventual partnership in higher education and research.[6] In summary, the current liaison role is evolving into a stronger partnership with faculty, and is increasingly expressed through greater involvement in teaching students and supporting faculty research.

Given the increasingly broad scope of responsibilities and corresponding activities of the librarian liaison, the role is currently undergoing substantial reconsideration and reconfiguration. A 2013 Association of Research Libraries report, "New Roles for New Times," discusses a new liaison outreach model that focuses on engagement. Engagement, in turn, requires a user-centered, outward focus. This focus involves building strong relationships with faculty and students. Engagement also means working with users by understanding their needs and practices, and establishing collaborative partnerships that serve to empower student learners and enhance scholarly productivity. It requires reaching out beyond the library to interact with surrounding communities. This engagement model is increasingly supported by library liaisons in practice and reflected in the literature.[7]

The outwardly-focused engagement role includes many of the following activities:

- advocacy and consultation services, such as promoting current and new and innovative library services to users
- providing information literacy instruction
- developing and maintaining collections, increasingly in partnership with faculty
- offering subject-specific customized research services
- providing course-integrated library instruction and participating in curriculum development
- referring researchers to functional specialists (e.g., copyright, open access, data management, digital humanities)
- representing user needs to library decision-makers
- increasing collaboration and partnerships with faculty[8]

To ascertain current and desired outreach activities at the University of Florida Libraries, and to provide outreach suggestions and possibilities for new and veteran liaison librarians alike, a small working group of librarians at the George A. Smathers Libraries, University of Florida, launched a brief "Library Liaison Best Practices Survey" (March 2014) to determine the answers to the following questions:

- How are liaisons currently reaching out to faculty?
- From the liaison's perspective, what outreach activities to faculty have been most effective?
- How are liaisons currently reaching out to students?
- What liaison activities would librarians want to pursue given sufficient time and/or resources?
- What activities would liaisons engage given the time and/or resources?[9]

The survey was sent to 107 librarians, and 28 responses (26 percent) were received. Responses basically fell under the following general categories:

- communication efforts and personal contact
- instruction programs
- special programs and events
- university/college/department participatio
- collaboration

This paper is designed to help both new and more experienced liaisons, and supervisors, as they seek to promote the library as an invaluable resource and offer timely and relevant services to campus users. Consequently, the data collected from both the library literature and the survey have been divided into three role phases: (1) for the benefit of beginning liaisons building core outreach services; (2) for liaisons with basic e experience and ready to progress to more unique and specialized services to meet the clientele needs; and (3) for veteran liaisons who would like to develop closer partnerships with faculty and possibly involving collaborative teaching and research.

LIAISON OUTREACH PHASE I: INTRODUCTORY COMMUNICATIONS

The early phase of outreach focuses on making introductions: introducing yourself and promoting library services and resources. It requires meeting users for relationship-building, creating trust, and establishing yourself as a "go-to" person—progressing gradually to more collaborative relationships.[10] Numerous and various means of communication are available to enhance your presence; different media can be used for greater effectiveness, such as conventional email messages, face-to-face contact, and social media.

The importance of personal contact, communication, and visibility cannot be overstated. Not surprisingly, studies confirm that faculty who receive more services or communication from their liaison are more satisfied with their liaisons than those who receive less contact. Similarly, liaisons spending more time in active contact activities experienced more satisfaction with both their departments and their own liaison performance.[11]

FOR YOUR ENRICHMENT

The following suggested activities, all recognized as effective and recommended by UF librarians, this survey, and the liaison literature, increase your presence, visibility, and networking opportunities on campus.

COMMUNICATION: INTRODUCING YOURSELF AND PERSONAL CONTACT

It is not possible to overemphasize face-to-face contact, hallway conversations, roaming, and office visits.

- Become familiar with departmental webpages and newsletters.
- Introduce yourself in person, to: department chair, department faculty as a whole, and individual faculty.
  - Send an introductory message to the department chair and faculty about library resources, services, news, and events, and also your services.
  - Request permission and place an initial news column in the department mass email.
  - Request an introduction and brief statement at the beginning-of-the-academic year college/department meeting.
  - Cold-call targeted individuals (e.g., department chair, college dean—perhaps request introduction from Library Dean or your library department chair).[12]
- Be friendly and start "hallway conversations": have ready a 3-minute elevator speech (who you are what you do, resources and services the library provides, special services you can provide).
- Seek permission and access to post regular updates through the faculty email.
- Identify and introduce yourself to targeted student organizations.
  - Request invitations to student-only meetings.
  - Provide a brief presentation when possible.
- Network: to whom can your initial contacts introduce you (e.g., online instructors, researchers, faculty teaching high enrollment classes)?
  - Identify influential departmental contacts, departmental programs and student services, culture and communication styles, depending on the department (e.g., college dean, department chair, administrative assistant, friendly faculty, key researchers, and IT staff) to contact and network.
  - Make appointments with targeted individuals.
  - Office visits: consider visiting in twos, bringing along another librarian (for additional support, specialist input, and/or peer suggestions).
- Respond to individual requests for assistance (e.g., reference, research, materials, scholarly communications).
- Provide personal orientations and tours to targeted individuals and small groups.
- Use the reference desk encounter to promote future contacts.

INSTRUCTION

- Make class visits/presentations on library resources and research.
  - Invite faculty to stay, for several reasons: it is important that they are aware of the content covered, they are likely to appreciate your knowledge skills and abilities, and they might learn something that they wouldn't otherwise!
  - Promote one-on-one reference and research assistance.
- Offer to provide class-specific orientations and tours in the library.

CREATING A UNIVERSITY/COLLEGE/ DEPARTMENT PRESENCE: BE AVAILABLE

The importance of visibility, being readily available, establishing a presence, and offering assistance cannot be overstated.

- Timing is key; be sensitive to semester highs and lows.[13]
- Use the college and departmental mass email, and other lists, to inform about library services (e.g., workshops, trainings, databases, course reserves/e-reserves, etc.) for both students and faculty, and also library policies and procedures.
- Expand your clock to work earlier or later depending on key college, department, or other academic unit activities (e.g., research showcase, student exhibits, and receptions).
- Consult with faculty and students about collection management issues, library choices, and announcements.
- Attend student capstone presentations, thesis and doctoral defenses, productions, and/or performances.
- Join disciplinary electronic discussion lists.
- Learn about the uniqueness of each academic unit: its culture, academic cycles, major assignments, and communication styles and specific stresses.

LIAISON OUTREACH PHASE II: TAKE ACTION

Liaisons typically continue to perform many of the core activities of the early phase while becoming increasingly involved with more in-depth communication and information-sharing with faculty and students. This next phase emphasizes marketing library resources and services and actively participating in collection development with departments through the establishment of two-way communication regarding these activities and clientele needs. It also encompasses the concept of "embedded" liaison work: not working solely within the library but increasingly becoming a part of the department, its courses, activities, and research.[14] The focus here is to engage in two-way communication, seeking informal feedback to improve library resources and services, and greater presence and participation in the liaison department. While following lists aim to

be inclusive, you will choose those activities that are most feasible and effective.

COMMUNICATION AND PERSONAL CONTACT: BUILD RELATIONSHIPS, CULTIVATE ADVOCATES AND CHAMPIONS

- Provide regular and periodic communication about new and ongoing services (e.g., open access, copyright, data management workshops, events).
  - Try different communication vehicles; "there is no one best method"[15]: email groups, department newsletter, websites, brochure delivery, fliers, posters, and social media. Note: while email is a preferred tool by liaisons, owing to its ease and efficiency, the telephone could be used to much greater extent, especially because a recent study indicated that this was preferred by faculty.[16]
  - Meet and communicate regularly with faculty and students.
  - Send out a welcome message every semester (ask colleagues for an effective sample).
  - Create and send out your own periodic library newsletter.
  - Ask administrative personnel to post mundane information (e.g., library hours, workshops) on their monitors, bulletin boards, and websites.
- Intensify contacts with users; for example, invite key people, such as student leaders, graduate coordinators, and faculty to coffee breaks or lunch (everyone needs to eat lunch!).
  - Provide individual consultations, reference, and research assistance to faculty and students (don't forget about the functional specialists!).
  - Become familiar with individual faculty research interests; send personalized emails based on research interests.
  - Know what is happening with individual faculty and write congratulatory notes for research, publications, awards, grants, etc.
  - Extend personal invitations to library events in addition to the general invitations and updates
- Explore the possibility of holding office hours off-site and in the academic unit as a more significant way to become embedded in a department.
- Advocate for the library so that its resources, services, and needs are represented to your liaison units.[17]
- Welcome new faculty and offer to provide a library orientation; consider following up the orientation "with a meeting over coffee to further the personal relationship."[18]
- When people are pleased with your assistance, ask them to share this service with their colleagues and students to increase outreach.

Consider liaison teamwork in outreach and engagement, especially including another librarian liaison in an overlapping subject area or a functional specialist (e.g., scholarly communications, publishing/open access, digital humanities, data management.[19]

INSTRUCTION

- Provide topical workshops (e.g., RefWorks, EndNotes, plagiarism).
- Make presentations to department faculty, graduate students, teaching assistants, and research assistants, as applicable.
- Offer individual or small group instruction to faculty and students. Also, consider ways to make it easy for users to make appointments, e.g., LibCal on your website or access from the department website.
- Increase library instruction to departments and classes:
  - Provide office hours to students.
  - Search all course syllabi in order to evaluate and identify the need for specific guides to library resources within units, and to respond to course and discipline needs.[20]
  - Create disciplinary, course-specific, and/or assignment LibGuides as needed.
  - Become embedded in courses by partnering with instructors.[21] Obtain access to and presence within the course management system (CMS) to
    - provide library links, tutorial links, and other information;
    - insert subject, course, and assignment-specific LibGuides;
    - answer reference questions and provide research assistance;
    - participate in discussion boards as necessary (with faculty permission); and
    - provide consultation to both instructor and students as needed.
  - Provide information literacy instruction during class.
  - Offer one-on-one consultations with students.
- Sit in on classes for greater familiarity with demands of the course and outreach to students.
- Support new learning techniques and technologies in the unit's curriculum.
- Enable and/or create student internships as appropriate.
- Coordinate with other liaisons about guides of general interest to all users, and also about the provision of library educational sessions.[22]

SPECIAL PROGRAMS/EVENTS

In additional to customized instruction to faculty and students, special programming for departments can be an especially effective way to provide assistance to campus users and promote the library.[23]

- Schedule special library programs with your faculty/departments to be held at the library (e.g., student research showcase, film showings/series, faculty speaker event/series (e.g., Authors@UF), International Education Week, meet and greets, weekend workshops).
- Hold contests to attract students to the library and then highlight events or collections.
- Sponsor a library award to be given to members of UF or the community.
- Create topical library exhibits.
- Support college/department special events (e.g., assistance, participation, exhibits).

UNIVERSITY/COLLEGE/DEPARTMENT ACTIVITIES

- Become aware of college/department activities (e.g., journal clubs, research priorities and needs, departmental policies, seminars, table/exhibit for research days, and special events, etc.) and participate for increased participation and customized services.
  - Seek invitation/join college and departmental committees and contribute.
  - Faculty hiring process (in support of the academic unit):
    - Offer to meet with prospective faculty during the campus visit to give a tour of the library and collections of special interest.
    - Offer to serve as an outside member of search committees.
    - Attend any open candidate presentations and greeting opportunities.
    - Provide feedback to faculty on curriculum requirements and library resources and services.
    - Advocate for your academic units so that their interests are represented to the libraries.[24]
- Become more integrated into life of students.
  - Request referral of students needing extra assistance.
  - Participate in departmental new-student orientations.
  - Submit business cards for insertion into new graduate-student packets.

COLLECTION DEVELOPMENT

- Develop and maintain comprehensive knowledge of the information resources pertinent to your liaison areas.
- Support collection requests.
- Evaluate subject coverage and select appropriate materials to ensure that the unit's subject areas are current and adequately represented in the collection to meet the information needs of faculty, staff, and students.
  - Provide trial subscriptions and seek feedback.
  - Evaluate user satisfaction with the acquisition process.
  - Select appropriate electronic resources to support the academic unit.
- Notify individual faculty about new materials of interest to their research or teaching.
- Create a collection website as an instrument to notify faculty of resources and issues.
- Seek feedback:
  - Meet with department chair regarding collection management issues and decisions.
  - Solicit and encourage ongoing faculty, staff, and student input regarding new items (regardless of format) for the collection.
  - Conduct in-depth meetings focusing on two-way communication about collection development issues, choices, and decisions (discuss funding, what you can do to help, and how they can help).
- Represent the unit's interest in implementing the collection development policy of the libraries.[25]

DEVELOP SUBJECT EXPERTISE

To facilitate a partnership between librarian liaisons and colleges, and in preparation of a more advanced level of collaboration with faculty, the development of subject expertise is essential.[26]

- Develop and exhibit a passion for the subject and learn the language of the subject field.
- Enroll in college courses to increase knowledge of subject.
- Develop knowledge of the disciplinary/professional associations (local, state, and national) and their activities, conferences, and committees.
  - Join electronic discussion lists.
  - Join association committees.
  - Attend conferences.
  - Deliver a poster or paper at the conferences.
- Attend college events (symposia, research showcases, dissertation defenses, and receptions).

A note of encouragement: be persistent! Academic departments and disciplines vary in their needs, academic culture, and communication styles. Some departments will be more difficult than others to integrate. Some faculty are already familiar with, and have immediate access to, the essential electronic resources in their field. Very frequently, a major obstacle to library instruction is a lack of classroom time (consider working with faculty to create an "outside-of-the-classroom information literacy activity).[27] Librarian liaisons need to adjust outreach methods depending on the clientele. Patience, perseverance, and the willingness to try are necessary attributes of a successful librarian liaison. Continue to build on earlier steps and success, and use these college/departmental activities as opportunities to promote the library, resources, services, and yourself.[28]

LIAISON OUTREACH ADVANCED PHASE: ACADEMIC COLLABORATION AND PROGRAM EVALUATION

More experienced subject-specialist librarian liaisons are in a good position to engage with academic faculty in a collaborative manner: co-teaching, teaching a departmental credit course, and forming research partnerships. Some of the following activities are opportunities for collaboration that must be earned through contributions and relationships (e.g., serving on the curriculum committee, joining the college accreditation team, and conducting research with faculty). They are posed as aspirational goals for most library liaisons, but certainly are attainable and some of these activities have been achieved by librarian liaisons at the University of Florida. At this stage, it is also important to conduct library and liaison activity assessments, admittedly a weak link in most libraries.[29] Assessments are needed to determine faculty and student awareness of, and satisfaction with, and liaison services, especially in comparison to the liaison's impressions and choices.

INSTRUCTION

- Consult with faculty about the design of assignments to to encourage and maximize the use of library resources.
- Provide stand-alone customized instruction for individuals or small groups of users, possibly engaging functional specialists (e.g., database, data management, or data curation classes, and scholarly communications, copyright, open access classes).
- Create educational learning objects to aid faculty, staff, and students in acquiring information literacy and critical thinking skills.
- Provide support for departmental distance education programs.
- Provide information literacy course-integrated instruction.
- Co-teach with departmental faculty.
- Teach a departmental credit course.
- Create a new online course.
- Produce professional quality videos for instruction and library orientation.
- Develop an outreach instruction program to research and teaching assistants to indirectly improve library services to students.
- Consider establishing an appropriate mentoring program for students in collaboration with the department.

SPECIAL PROGRAMS/EVENTS

- Continue to initiate and collaborate with departments on planning and implementing co-sponsored special events.

COLLABORATIVE RESEARCH

- Establish research partnership with academic faculty or join faculty research team to co-publish.
- Collaborate on external or internal (university or library) grant opportunities.
- Host workshops in the library's digital scholarship lab (DSL) or encourage the library to establish a DSL for liaisons to host workshops or provide individual consultations with faculty and students.

UNIVERSITY/COLLEGE/DEPARTMENT ACTIVITIES

- Participate on departmental curriculum committee.
- Support departmental accreditation efforts (see your institution's accreditation website), and work with faculty to meet official departmental learning outcomes.

ADVANCED SUBJECT EXPERTISE

- Review dissertations submitted by graduate students and attend dissertation defenses.
- Address the departmental needs and work with faculty to meet learning outcomes (see above).
- Join college accreditation team.
- Assist/join faculty research teams.
- Conduct research with faculty.

LIAISON OUTREACH PROGRAM EVALUATION

- Needs assessment:
  - Solicit informal feedback from your units regarding their needs, your activities, and suggestions for improvement.
  - Collect more formal qualitative feedback from faculty and students on their user needs and research practices (consider surveys, focus groups, evaluation forms, etc.).
- Provide an annual report of your activities, successes, program strengths, and barriers and goals for improvement to your supervisor.[30]
- Consider writing a report for your academic units and request feedback.

FINDINGS

When asked what activities they would undertake if time and resources were available, UF respondents indicated that spending more time with users—engagement—was a top priority. The responses support the turn toward greater engagement as an effective academic library strategy. UF respondents were especially interested in creating new events with

departments, meeting faculty and conducting more office visits, offering greater faculty research assistance, and hosting interactive events with students, such as contests. Librarians also indicated a desire to upgrade library marketing and instruction through the creation of new video orientations, workshops, information literacy courses, and more course-specific LibGuides.

CONCLUSION

This document is meant as a guide to aid individual library liaisons in determining the most effective activities for their own unique situation. Given the realistic limitations of staff time and resources available to staff, each librarian liaison needs to determine the most cost-effective outreach strategies to achieve both efficiency and effectiveness—for the library, for their clientele, and for their own professional satisfaction. The emphasis is on contact, two-way communication, responsiveness, and engagement. With progressive success, liaisons can look forward to a deeper level of interaction, collaboration, and collegiality with faculty, and personal job satisfaction. The library, the librarian liaison, the liaison departments, and the university all stand to gain from an active, well-supported librarian liaison program.

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Complementing Traditional Leadership

The Value of Followership

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Webster defines a follower as "someone who does what other people say to do." In other words, followers take their cues from others—their leaders. But in recent years, management literature has explored the concept that excellent followers play a key role in successful operations by bringing their own, unique strengths to the organizational mix—ones that, in effect, complement and enhance conventional leadership. In this column, Jane Currie examines several attributes of effective followers and suggests that the relationship between leadership and followership in libraries is not that cut and dried. Currie not only acknowledges the value of followership, but also recommends strategies to traditional leaders for developing and expanding the ranks of their excellent followers.—*Editor*

The path from reference librarian or cataloger to department head to administrator is one many librarians travel, becoming organizational leaders as they do. Much has been written about how to acquire leadership skills, while mentoring programs and seminars support emerging leaders. But what of those whose career takes a different direction, one not distinguished by a transition into formal leadership through the ranks of department head and administrator?

Another kind of leadership exists alongside that first well-trodden path. Long-time reference librarians, catalogers, and others outside the ranks of more traditional leadership positions bestow on their departments a depth of experience and dedication to excellence that is needed in a stable, thriving, and successful operation. In the world of business management, these characteristics fall under the rubric of followership. Effective followers are as important to organizational success as are leaders.

Business literature is replete with research and advice for leaders: how to become a leader, how to lead more effectively, servant leadership, and countless other topics. The literature of our own profession keeps pace with articles, books, conferences, and institutes to enrich current and emerging leaders. In neither field is the breadth and depth of literature on followership comparable to what exists on the subject of leadership. Some business research and writing on followership does exist, and it is applicable to libraries and librarians. Library administrators and librarians at all levels owe themselves thoughtful consideration of what makes an effective follower and the crucial part followers can have in ensuring organizational success.

Several interconnected characteristics distinguish the highly effective follower. Here are brief discussions of each, with examples to illustrate:

The best followers align their goals with those of the organization and commit themselves to achieving them. This is accomplished first by seeking employment in organizations that inspire them and that they are compatible with. Deep commitment to the success of the organization and to individual accomplishment within it distinguishes an excellent follower from other high-achieving employees whose focus is primarily on individual, personal success and advancement.

It is worth noting here that librarianship may have an advantage over most for-profit businesses and other organizations in this regard. Librarians come to the profession by choice, often after first pursuing another career. We typically enter librarianship dedicated to libraries, information access, and a set of ethical standards that naturally lead us to promote organizational success every bit as much as we pursue our own.

For example, a cataloger who believes that making resources findable to readers is an essential part of her library's mission will be inspired to catalog thoroughly and accurately. In doing so, she not only ensures the integrity of each individual catalog record, but also contributes to the quality of the catalog as a whole and fosters her own excellence as a cataloger.

The best followers recognize connections between their work and the broader organizational mission. They acquire a thorough understanding of the organization's mission statement, vision, strategic plan, goals, and assessment measures. Though some employees might question the relevance of these organizational frameworks to their daily efforts, effective followers seek connections and use them to motivate their work, even aspects of it that might otherwise be perceived as mundane.

To illustrate, a user experience librarian reads in his library's new strategic plan that the web interface will integrate internally- and externally-sourced search tools. He recognizes that this is not only a web design issue, but also a mechanism intended to improve user experience. In hopes of providing the best possible experience to the user, he commits to participating in all aspects of the redesign, contacts the web team leader, and asks to be involved from the outset.

The best followers exhibit advanced levels of competence and seek opportunities to continue their own skill development, even when in doing so they incur personal costs in terms of time or money. They are invested in preventing skill obsolescence, knowing that a failure to keep pace with changing systems or technologies will deter individual and organizational achievement. In addition, they seek to learn more about operations outside their own areas of responsibility. Excellent followers understand that knowledge of the organization as a whole will create for them a complete picture of it and a greater awareness of their role within it.

For example, a systems librarian reads about a conference that will feature an influential design expert whose work has been used to improve virtual and physical spaces. Though the conference's stated purpose is too far removed from the librarian's position description to warrant receiving professional development funding, he decides to pay the registration fee himself and attend. He knows that the content will be interesting and the opportunity to meet professionals from varied industries—all present out of an interest in design—will be invaluable.

The best followers are able to self-manage and self-assess. They know how to plan their work, monitor deadlines, and communicate problems to their leader. Excellent followers reflect on completed tasks or projects to identify what went well and what could have been done better. They consider areas for improvement and apply those to future projects. They can look at assessment data and identify their part in making those outcomes possible.

For instance, an instruction librarian faithfully uses the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model to plan her instruction sessions. Though time is often at a premium during the semester, she sets some aside after each session to attend to the evaluative portion of the model, noting how the session can be improved for the next class. Her attentiveness to self-assessment enhances her ability to design and develop effective instruction.

The best followers understand organizational relationships, formal and informal. Formally, they know whose efforts contribute to their ability to do the work they do. Effective followers develop connections with those individuals and credit them for their part in success. Effective followers also know whose work is made possible by their own and are mindful that the quality and timeliness of their efforts are crucial to the success of others.

In this case, a faculty member might ask a reference librarian for assistance using an obscure resource that the librarian has rarely used. After receiving a tutorial from a more experienced colleague, she successfully helps the faculty member. Later, that colleague asks for help staffing an outreach event. Though her schedule is tight that day, she signs up and also offers to take care of the event set-up.

The best followers value collegial, informal relationships with trusted colleagues. They take time to learn what is important to the people they work with and to share what matters to them. They are supportive during trying times and joyous when their colleagues have something to celebrate.

For example, an interlibrary loan librarian whose colleague in technical services is in the midst of a childcare dilemma offers the colleague suggestions from her own experience and recommends a childcare program located near the library. Through this interaction, the colleagues develop a sense of trust in one another that increases the quality of their working relationship.

The best followers are compliant. They manage time effectively, monitor deadlines carefully, and conscientiously

conserve the library's financial resources as if those resources were their own. As soon as it becomes evident that a project will exceed the established timeline or budget, the effective follower acknowledges this to the appropriate individuals, suggests an alternate timeline or budget, and strives to complete the project accordingly.

For instance, an outreach librarian might realize that the promotional materials planned for a fall event will cost more than the supplier first estimated. Although ordering time is tight, the librarian negotiates a delay with the supplier so that she can submit an urgent updated funding request to the library's administration. In the request, the librarian acknowledges the error, the close deadline, and the value the promotional materials will have during the planned event.

The best followers interact effectively with their leader. They contribute to the leader's success by focusing their own work on key goals and pursuing them with the kind of commitment already discussed. While an excellent follower trusts the leader's vision, if the follower recognizes a flaw in it, a contrary viewpoint is presented. When documenting a problem, the excellent follower brings constructive suggestions to the conversation and seeks to be part of the solution.

In this situation, an instruction librarian might learn that his department head is considering a proposal to move a first-year information literacy program to an online platform. Recognizing the importance of the face time librarians have with the incoming students and fearing valuable connections to students may be lost, the librarian suggests that his leader reconsider. He presents evidence found in assessment data as well as anecdotal experiences to document the value of in-person instruction and offers to design a shared scheduling platform to improve a problematic aspect of the existing instruction program.

Finally, the best followers inspire their colleagues by example. Through dedication, persistence, and fair-mindedness, they demonstrate the characteristics that, if adopted, will contribute to another's individual achievement and excellence within the organization.

It is through these characteristics that the best followers excel individually and contribute to organizational advancement. The best followers are good organizational citizens in every sense. Their personal success is the result of their dedication to the success of the organization even when it is the organizational leaders who receive attribution for those achievements.

Business literature on followership often reminds the reader that, in another context, most followers find themselves leading—while, in other settings, every leader might be a follower. Among the opportunities to step into the leadership role is through a mentoring relationship. Mentoring programs may exist within the library organization, or they can be pursued in regional, state, and national professional associations. For example, included in the Instruction Section (IS) of the Association for College & Research Libraries is the IS Mentoring Program, a professional development opportunity that offers new instruction librarians the chance to collaborate with a mentor to raise confidence and receive support. Though excellent followers set an example for their colleagues, the more intentional mentoring relationship is another way in which they can provide guidance and inspire the work of others.

Experienced librarians can also seek leadership positions on internal committees and in professional organizations. By leading teams, working groups, and committees, an individual whose essential duties do not include leadership can receive insight into the challenges and rewards of taking the lead. Such perspective can only make the individual an even more effective follower. As chair of an internal committee, an experienced librarian is able to demonstrate a holistic understanding of the organization, as well as a grasp of its immediate and long-term goals to committee members and to those to whom the committee reports. When the committee's work is completed successfully, its chair will have demonstrated organizational dedication and the ability to lead as well as to follow.

Similarly, as leaders in professional organizations, experienced librarians are able to demonstrate dedication to librarianship as a vocation. Librarians enter the profession committed to the principles of librarianship. By actively participating in professional organizations and reaching leadership positions within them, experienced librarians are able to confirm their ongoing engagement with the profession more globally.

Library administrators would be wise to consider enriching excellent followers (and cultivating more of them) through special programs that focus on the characteristics and potential of the highly effective follower. Such programs may be held within the organization, or select employees might be sent to them elsewhere. Relevant areas to develop might include self-management, critical thinking, problem solving, and effective communication.

Administrators may also encourage excellent followers by including performance measures related to followership in employee evaluations. When the performance evaluation includes such measures, the importance of followership becomes evident to staff members. Excellent followers will know that they are valued for this, and others may be encouraged to develop the characteristics of an effective follower.

Joining the management team and becoming an administrator need not be the only markers of a successful career. A librarian also can be considered a success by doing the work of the excellent follower: spending a career developing new skills and refining existing ones; learning new technologies and contributing to the phasing out of obsolete ones; pursuing ambitious goals, both their own and those of the organization; being a good organizational citizen; and serving as a mentor to newer colleagues. These are among the ways a follower can serve as an exemplar, not only to others in the

follower role, but also to administrators and other leaders. The combined character, work ethic, and product of the excellent follower will speak for itself.

FOR FURTHER READING

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Gamification in Libraries
The State of the Art

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Gamification is undoubtedly a major trend: it was the topic of sessions at both of the previous ALA Annual conferences, has an interest group under LITA, and was mentioned in the last three NMC Horizon reports for higher education. While there is interest in creating games that are both engaging and educational, doing so is challenging and requires great investment. In this column, Kyle Felker relates the experiences of the Grand Valley State University library. His writing not only discusses how libraries can effectively utilize games but also the theory behind them as well.—*Editor*

Libraries are currently grappling with an engagement challenge. Users have more choices than ever before as to where and how they obtain information, and the library is no longer the only game in town (if, indeed, it ever actually was) when it comes to doing research. Information provision services such as Google are often easier to use and access than library resources, and users often prize convenience over quality. The availability of electronic resources that students can access from home, combined with the ready availability of reference resources and free information on the open web, are resulting in fewer students actually coming to the library and using physical resources.

The question of how to drive physical and virtual traffic into buildings, webpages, and library electronic resources in the face of such competition has become very pressing, and libraries have responded to it in a variety of ways. With regard to the web presence, user centered design has gained ground as a method for making library information more accessible. Discovery layers have been developed to provide a more "google-like" centralized search interface to library resources. Libraries have experimented with making physical spaces more attractive by installing cafés and art exhibits and offering more computers and study space. Many libraries are engaging in outreach programs, establishing service points outside the physical building in the hope of making it more convenient for users to take advantage of such services.

A convergent trend is the interest in libraries as places for discovery, learning, civic engagement, and community. Libraries have always been places where people could discover new knowledge in books, but in the last ten years, libraries have been reinventing themselves as places for communal discovery, conversation, and exploration. The establishment of Makerspaces in libraries is one way this focus is being realized. More and more, libraries are partnering with people in their communities to bring in speakers, host events, and design spaces that encourage collaboration and stimulate learning.

Gamification sits at the crux of these two trends. It can be both a strategy for engagement and a framework for immersive learning and play. Well designed games can offer compelling, educational experiences that can foster positive user interactions with the library.

WHAT IS GAMIFICATION?

Gamification is defined as the process of applying game mechanics and game thinking to the real world to solve problems and engage users. There are two broad ways the concept can be applied: in the first, game-like structures and systems are grafted onto existing systems or processes. An example would be using a badging or point system in a classroom teaching environment to supplement the final grade. This form of gamification is usually simple and easy to apply, but it often feels artificial and doesn't really change the nature of the underlying experience. In this example, students may well ignore the badging system in favor of the final grade if they feel it isn't offering anything meaningful.

The second strategy is to design learning experiences from the ground up as games. This is requires more work, since it means rethinking and reworking the entire experience. Instead of attaching a badging system to the class, an instructor might redesign the entire class to be an extended game, with points, badges, level-up mechanics, and so on. This is obviously a significant investment of time and energy, and it requires a skillset that librarians and educators don't typically have. Game design is an art, not a science, and designing fun and engaging games that also teach is no easy feat, as attested by the number of failed educational games that litter the gaming graveyard.

It's important to separate the concept of gamification from the discrete forms it can take. Gamification may involve leaderboards, badging, or points. Or it may involve none of those things. Author and game designer Ralph Koster defines a game as a system of rules that, taken together, creates a simplified model of some aspect of reality.[1] I find this definition very useful in thinking about designing games, because it focuses attention less on specific mechanics or technologies and more on how defining player interaction with the game system creates a specific kind of experience. For example, think about how the experience of playing Monopoly is different from the experience of playing chess. One uses a system of rules about movement and resources to simulate capitalism. The other uses a different set of rules to simulate strategic warfare.

GAMIFICATION AS AN ENAGAGEMENT STRATEGY

Successful commercial games have a very long track record of generating outrageous amounts of engagement, in terms of both money and time invested in them by players. World of Warcraft, one of the most successful massively multiplayer online games in history, has more than 8 million worldwide subscribers who play, on average, about 20 hours a week, the equivalent of a part-time job. Tetris for the Game Boy, one of its most successful titles, sold more than 33 million copies. Merchandising of the extremely successful console game franchise Halo has grossed more than $3 billion. The entertainment software industry has experienced consistent economic growth even at times of economic recession according to reports released by the Entertainment Software Association.[2] Clearly, people are willing to invest enormous amounts of time, money, and energy into games. Given that libraries need and want to generate engagement, the applicability of gamification to library services and collections would therefore seem to be obvious. If a library could mobilize a fraction of the engagement of games like Halo, they could potentially have more patron use and interaction than they would know what to do with.

GAMIFICATION AS A TEACHING STRATEGY

There is a bevy of educational research showing that people learn better when they are active participants in the learning process, and when knowledge is presented in a contextualized framework, so that they can see how and where knowledge is applied. Games can do both. Video games in particular often present players with scenarios in which they need to learn a skill or piece of information, and then successfully apply it, in order to progress to the next stage or level of the game. Author James Paul Gee argues in his book "What Video Games Have to Teach Us About Learning and Literacy," that video games employ sophisticated systems that introduce information incrementally, forcing users to apply an ever-growing body of knowledge and skill to solve increasingly more complex problems.[3] Libraries, especially academic libraries, have a teaching mission that centers on instilling in users at least some basic tenets of information literacy. Games may offer an avenue for teaching users important concepts such as evaluation, currency, or open access in a way that is not only fun and enjoyable, but deepens the learning experience, providing better understanding of the concept and a higher likelihood of retention and application.

GAMIFYING THE LIBRARY: POTENTIAL APPLICATIONS

Some libraries have already recognized the potential for creating engagement that gamification offers. There are many accounts of library-based games on the web and in the library literature, and their number is growing. NCSU libraries recently received attention for a library orientation scavenger hunt that used iPods and the Evernote app.[4] University of Alabama took a slightly different approach to the same problem, developing an alternate reality game called Project

Velius, which sought to engage students in library orientation by involving them in a sort of online mystery scenario[5]. University of Michigan has developed Bibliobouts, a short game designed to teach students how to evaluate information.[6] Recently, the University of Huddersfield partnered with an internet start-up called Running in the Hall to prototype Librarygame, a system that point-scores patron interaction with library materials.[7] Here at GVSU, we have partnered with a local game development company to create a quest-based mobile game called LibraryQuest.[8]

Gabriel Zicherman, a recognized expert on gamification, argues that anything has the potential to be fun and that almost anything can serve as the basis for a game.[9] Successful games have been built around everything from waiting tables to harvesting crops to air traffic control. If that's true, the potential applications for gamification in libraries is limited only by our imagination and our knowledge and skill in applying the concept. However, there are some areas of library operation that stand out as obvious candidates for gamification:

Library Orientation

First contact with users is critical in establishing a positive and enduring relationship with the library. Games that orient first time users, like incoming freshmen for academic libraries, may offer a positive and enjoyable first contact experience that can also teach patrons some basic information about how the library operates and what services they can take advantage of.

Information Literacy Instruction

Games can be used to create experiences in which users can have active encounters with complex concepts that may result in a deeper understanding than traditional lecture. Consider, for example, trying to teach students about the importance and implications of open access. Players might take on the roles of researchers and publishers within a rules framework that models information scarcity and control. Time and money could be represented with cards, tokens, or other physical objects. A rules structure could be designed in which students are forced to negotiate the cost of producing information and the cost of providing access versus the number of people who actually see the information. A game like this would allow students to explore the reality of open vs. closed access provision rather than just looking at or hearing about it.

Resource Usage

Library systems are full of numbers. Catalogs are full of statistics about when and how often items were checked out, for example. Numbers serve as the basis for many different kinds of games, and point scoring is one of the oldest game mechanics there is. Games could be built on these numbers to encourage users to access library resources more frequently or for longer periods. This is the idea behind RITH's LemonTree game, which point-scores resource usage by department or discipline, mobilizing natural competitiveness to drive up resource usage.

Reading Programs

Summer reading programs in public libraries are already very game-like, with prizes, built-in metrics, and even a sense of competition (some programs post the number of books read by each participant in a public place where everyone can see). There is tremendous room for using experiential gaming to deepen children's engagement with the literature they read. Consider a game in which readers take on the persona of a character from their one of the books they've read (perhaps with costumes!). Each player chooses a special power within the framework of the game, and readers then work together to use their powers to solve a challenge or overcome an obstacle. Players could be exposed to interesting characters from books they might like to read, especially if the characters are from the kinds of books the readers didn't think they might be interested in before. Such a game might broaden children's reading tastes as well as encouraging them to read further in their interests.

CHALLENGES

According to game designer Gabriel Zicherman, most educational games that fail do so for one basic reason: they aren't fun.[10] He argues that the fundamental problem with most educational gaming is that the educational goal takes precedence at the expense of the fun of the gaming experience: in other words, educational gamers are so preoccupied with trying to get the game to teach, they fail to devote enough time and attention to perfecting the experience of playing the game. Tracy Fullerton, author of Game Design Workshop, stresses how important having a good vision of the experience you want players to have is, and of how testing and iteration is vital to producing a good game. And by "good," he specifically means "fun."[11] Fullerton also talks about the multitude of skills needed to create good games (and here, he specifically seems to be referencing video games): graphic designers, programmers, marketers, businesspeople, etc.

Designing a good and engaging game, then, means leveraging a multitude of skills towards answering the question: "How can we create a fun experience?" This is not a question that training in librarianship has equipped us to answer. Nor are we necessarily taught anything in library school about game design or any of the related skills: graphic design, programming, etc. This means that to date, efforts to create library games have been a ground-up endeavor, with librarians struggling to understand principles of game design as they produce their first game. Certainly, learning by doing is possible, and it's a credit to the entrepreneurial spirit of many librarians that they have been willing to try. Some libraries are solving this problem by partnering with commercial game designers, the way Huddersfield is partnering with RITH on

LemonTree, or the way we here at GVSU have been working with YetiCGI on LibraryQuest. Such partnerships can free the library to concern itself with educational value and tweaking gameplay, while the game designers provide experience, skills, and technical expertise.

Even for experienced game designers, the process of creating a good game is a slow, iterative process that involves a great deal of prototyping and testing. Video game companies spend millions on development, prototyping, and playtesting their games (Halo 4 had a development budget of $100 million, more than the GDP of some developing countries). This doesn't mean successful games can't be produced on a smaller scale, but it does mean that any library looking to work with games needs to be ready for some long-term investment. Very few of the library-created games that are still operating look much like their initial incarnations, and willingness to assess and adapt the game in response to user feedback is essential. Paper prototyping in the early stages of development is highly recommended, since it's far cheaper to work with paper and pen than with computer code, mobile devices, or professional printing. Library Game designers need to look at developing in iterative cycles of testing, deployment, feedback, revision, and then more testing.

Any game designer must be able to answer the question "Why would people play my game?" If sufficient thought isn't put into ensuring the game provides some way of drawing players in and rewarding them, it will fail. There are two basic philosophies on how best to do this. The first values external motivators like money or prizes. An excellent example is author Gabriel Zicherman's hierarchy of motivators: SAPS, which stands for Status, Access, Power, and Stuff.[12] According to Zicherman, status is the most potent motivator, followed by access (to persons or areas players normally would not have access to), power (to make choices or decisions players normally would not be able to make), and finally money and other material rewards. The critique of this model is that extrinsic motivation may actually damage user's own innate desire to learn or explore, and that player participation only persists as long as the player regularly and continuously receives rewards. Extrinsic rewards can be time and resource intensive to provide, and can drive up the cost of game development.

The second philosophy relies on intrinsic motivations such as the desire to learn or explore. Such games either try to awaken the users desire to play by making them feel empowered, or align game objectives with something that is personally meaningful to the player. Games built on this philosophy often place a significant amount of the locus of control for the game on the player, allowing them to make key decisions about how the game plays or the form it takes. SuperBetter, a game designed by Jane McGonigal, is a very good example of a game built on this philosophy.[13] SuperBetter is designed to help players recover from the effects of chronic, painful illnesses (and thus, players have a powerful internal reason to participate at the outset). Players within the game choose a persona and a set of "superpowers" they will use to help them recover, as well as sidekicks and helpers in the form of friends and family to provide support. The details of the game are largely set by the player, including the "victory" conditions, which usually involve reaching specific recovery milestones related to their illness. Games like this can offer powerful transformative experiences with little external rewards, but can be tough to design.

Finally, benchmarking and assessment for games is largely unknown territory. While most games provide a plethora of metrics to look at, there are very few established best practices or models to follow. Determining what success looks like can be a challenge. In the first iteration of our own game, participation was lower than our projected numbers, yet qualitative feedback from players was extremely positive, which left the question of whether the game had been successful difficult to answer.

DESIGNING A SUCCESSFUL GAME: ISSUES TO CONSIDER

Each game is unique and poses its own challenges, but there are some concerns that probably hold true for the design of any game:

Define Your Objectives

Successful educational gaming experiences must begin with a discrete set of concrete learning goals. What should players be able to know or do at the end of the game? If they are supposed to learn something, how can that learning be assessed? If the game is designed to change their perceptions or feelings about something, define the change and find or devise a way of measuring it. Without this, there is no way of determining if the game has been successful.

Be Patient, Be Iterative

Gamification is a relatively new development in libraries, and best practices are still emerging. Budding game designers need to resign themselves to the fact that there are few best practices to rely on, and they will probably not get it right the first time. Settle in for the long haul with an iterative design process: prototype, test, deploy, assess, and then start the cycle over again. Success will probably be a matter of refinement until the goal is met rather than instant gratification.

Involve Others

Game design in the commercial sector is a team affair that involves a diversity of skill sets. Find or make a diverse team to help design your game. Look for ways to draw patrons and users into the design process. Does your community have a

gaming group, or a coding club? Reach out to those people. Partnerships can provide you with access to perspectives and skillets you lack, and that will help your game be more successful.

Identify Player Motivation

Locate the fun in your game early, and identify the reasons why people will want to play. Deciding whether to use extrinsic or intrinsic motivators will shape the form and direction of your game considerably (and this is a decision where player input is vital). This needn't be an either/or decision, here at GVSU we are using both in LibraryQuest, extrinsic rewards to lure people in and intrinsic ones to hopefully sustain interest. Balancing player motivation with your educational objectives is one of the most difficult parts of game design, so it's important that you keep sight of both in the development process.

Marketing

Unless the game is very small or situated in a framework like a classroom, letting people know about the game is going to be the first step in getting them to play it. Set aside time and money for marketing efforts, and make strategizing about how to get the word out part of the development work.

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We Owe Our Work to Theirs

Celebrating the Twenty-Fifth Anniversary of Readers' Advisory Service in the Public Library

Neal Wyatt

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Anniversaries are a time for celebration. We are provided with opportunities for looking back at the beginning of a journey, its triumphs and hardships and taking time to reflect on the foundation that the anniversary was built on. For this issue, the RA column is celebrating a special anniversary: the twenty-fifth anniversary of Joyce Saricks and Nancy Brown's publication *Readers' Advisory Service in the Public Library*. We are also fortunate to have Neal Wyatt author this piece, which includes an audio file capturing her interviews with Saricks and Brown. While it is easy to describe the benefit and contribution that Saricks and Brown made to readers' advisory, I believe Wyatt has provided us with the perfect words as she concludes this article:

> On this 25th anniversary of their work we celebrate their participation in that conversation and their unique contribution to its vibrant continuation. *Readers' Advisory Service in the Public Library* articulated appeal and RA service in a manner that resonated with librarians—because both were designed by librarians for librarians, and perhaps more importantly, designed by readers for readers. Twenty-five years ago, armed with fierce curiosity, sharp intelligence, and an abiding interest in what made reading such a grand pleasure for themselves and others, Joyce Saricks and Nancy Brown changed our profession.

Neal Wyatt, PhD in Media, Art, and Text, is currently revising the 3rd edition of *The Readers' Advisory Guide to Genre Fiction* (ALA Editions, 2015) and is a columnist for *Library Journal*.—*Editor*

This year marks the twenty-fifth anniversary of *Readers' Advisory Service in the Public Library* by Joyce G. Saricks and Nancy Brown, published by ALA Editions. If this column prompts you to look for a copy in the stacks you might not notice it. It is a slight volume with a dark green spine that easily gets lost on the shelf. It is unlikely that you will find it no matter how keen your eye, however, as most libraries withdrew it in 1997 or certainly by 2005, the years the second and third editions were published. Why celebrate the twenty-fifth anniversary of a book most libraries discarded years ago? Because it changed our profession.

In the early 80s readers' advisory (RA) was not the robust field it is today. There were few resources, fewer official RA librarians, and scant professional attention. That today's advisor enjoys many opportunities to practice RA

and innumerable resources to aid that practice can largely be traced to the publication of Saricks and Brown's slim green book. This is the story of that book. As the best stories do, it starts on an odd note. *Readers' Advisory Service in the Public Library* owes its existence to the fact that the Downers Grove Public Library (IL) ran out of shelf space. In late 1982, to gain needed square footage, Kathleen Balcom, the library director, decided to split the collection between two floors, moving reference and adult nonfiction upstairs and creating a new department focused on adult fiction and AV on the first floor. Balcom asked Saricks, the then head of technical services, if she wanted to run the new fiction and AV department. Saricks, who was also working a few hours in reference and running the library's book discussion group, jumped at the chance, even though, until Balcom told her about RA, she had never heard the term. Balcom was willing to staff the department with two full-time librarians as leads and left the selection of a colleague to Saricks. Nancy Brown was her immediate choice. The two had met years previously when Brown worked at Downers Grove while earning her MLS. They clicked and kept in touch after Brown left the library to work for the school system.

A new department needs staff; staff needs training. As will become clear, the story of *Readers' Advisory Service in the Public Library* is not so straightforward as "and Saricks and Brown created that training." Saricks and Brown, as it turns out, floundered. The questions their department faced were daunting and largely unexplored. Just what should a modern advisor do? How did one suggest a book to a reader? Based on what and why? It is because they floundered that the field grew to what it is today. It is because they did so that appeal exists. The modern processes of RA owe their existence to Saricks and Brown planning what would occur in their department. The appeal framework arose because readers asked for answers neither had a clue how to provide.

The history of *Readers' Advisory Service in the Public Library* is now largely one of memory and as such this column draws upon interviews conducted with Saricks and Brown, a sample of which accompanies the column as an audio supplement. Just as librarians did not think to keep the 1989 edition in their collections in case it became part of our professional heritage, Saricks and Brown were too busy running a department to document their work. Their memories of that time are like all memories—subject to odd omissions, recalled with great precision, and changed by the inevitable alterations that occur when one tries to turn disparate events into a cogent story. These memories, as precise and cloudy as they may be, illuminate an astounding moment in time: the summer of 1983 when Saricks and Brown first began serving readers and a new vision of RA commenced.

BEGINNINGS

"The first thing that struck us was how nothing was true."[1] This is how Nancy Brown describes the state of RA services she and Joyce Saricks encountered as they began to help readers in their newly formed Literature and Audio-Visual Services Department. Nothing they thought they knew was right. The standard practice of the time was to suggest any mystery with a female detective to any reader who liked mysteries with female detectives. Based on that logic Ruth Rendell was offered to fans of Mary Higgins Clark. The same happened with thrillers. If a reader enjoyed Robert Ludlum, then John le Carré seemed the obvious next suggestion. After all, both wrote thrillers and both were popular.

What is evident today—that Rendell and Clark are not the best read-alike pairings because their pacing and atmosphere do not overlap and that Ludlum and le Carré share little other than a roughly defined interest in the work of spies, was not at all obvious when readers' advisory services were regaining traction in the early 80s. Saricks and Brown had to discover what was true.

The pair spent the first half of 1983 hiring and training staff. They opened the department in July and found their first year to be rocky. While patron response to the new department was positive and circulation of the fiction collection increased, learning to work effectively with readers was problematic. Saricks and Brown could teach staff to talk cordially and supportively with readers, indeed it was a central part of their mission. Downers Grove was in the middle of a boom, as were many of the surrounding suburbs. The flood of new patrons, drawn by the expanding space and the accompanying new resources, changed the experience of the library. No longer was it the small town gathering place where everyone was a neighbor. Balcom, Saricks, and Brown wanted to reestablish the lost intimacy. While circulation counted, it mattered far more that the reading community of Downers Grove felt the library remained their special space. The new RA department took this as their mission and a focus on readers became a key aspect of their service. While conversations flourished and bonds between staff and patrons bloomed, the suggestion process did neither. It became clear behind the scenes that Saricks and Brown had no idea how to train staff to help readers find more of the books they enjoyed. Worse, they soon realized they were uncertain that they knew how to do so either.

In one of several early and critical efforts to impose some sense of order to what they did know and bring focus to the practice of RA, Saricks and Brown developed a core list of twelve authors in twelve genres. This guide, termed the *Popular Fiction List*, served as the initial training tool of the department. In the beginning, staff did not necessarily know that Danielle Steel wrote romances or Robert Ludlum wrote thrillers and the list provided much needed orientation to popular fiction. It could also be relied upon as a suggestion guide when all else failed. Eventually the list developed into a reading plan that enabled staff to move beyond identification to more sophisticated and knowledgeable conversations with patrons.

As useful as the list was, it was also problematic. It tended to reinforce the idea that only the authors on the list were

good suggestions and it lost much of its value once readers had exhausted the twelve authors in a genre. Saricks and Brown realized that the *Popular Fiction List* was only a stopgap measure, one that papered over their lack of progress. As a department they still had little idea what to suggest to readers. Faced with patrons who were re-reading books for the third and fourth time for lack of a suggestion of another author they might enjoy as well, everyone in the department knew they had to develop more than a list. They needed a system to generate read-alikes. They had opened the department over a year ago and it seemed they were back at square one.

Their early efforts were not in vain, however. They helped Saricks and Brown pinpoint the central difficulty the department faced: identifying the elements of a work that readers enjoyed sufficiently that they sought out those characteristics in other titles. Recognizing the problem triggered a sea change in their approach. Reading had fueled the department thus far. Saricks and Brown read voraciously and widely. They suggested titles to each other and frequently read the same book at the same time so they could discuss it point by point. They read reviews, looking for common statements and repeated key words. They talked about reading incessantly as well, holding daily tête-*à*-têtes about a given book's features and qualities. They solicited patron feedback and examined what they were told. At monthly departmental meetings the entire staff discussed books. Saricks and Brown had relied upon this reading, upon their belief that they were informed and knowledgeable readers, and upon the fact that they had a staff comprised of avid readers as well. They thought they could build on that foundation and teach the staff to meet readers where they were, endorsing all reading choices as valid and worthy of library support. That was not enough. Knowing a dozen authors and a dozen genres and steadfastly infusing the department with Betty Rosenberg's philosophy of unapologetic reading did not result in patrons finding new authors to enjoy. Instead, it led to a flood of titles that failed to cohere. It led to suggestions that were off the mark. Almost drowning in input they decided, once again, to order their investigations. Instead of a list, they turned to the deliberate and intensive study of one genre.

FORMULATING APPEAL

The first clearly articulated individual appeal terms grew out of genre studies. Given the order of the appeal framework (pacing, characterization, story line, and setting), it should be no surprise that they began with thrillers.[2] Saricks recalls they started with them because they thought thrillers would be the easiest of the genres to understand. It was also the genre's gilded era, offering plenty of examples for study. Moreover, better understanding of this popular genre would offer immediate and significant dividends in assisting patrons. The thriller genre, at least as experienced in their library, was remarkably straightforward as well. Brown remembers that at that time there were two basic types: espionage stories in the school of Robert Ludlum and those in the vein of John le Carré. Saricks and Brown read both authors, as well as others popular in the genre, with great care and attention, asking what made each author resonate with patrons. They listened to reader input as well, incorporating a wide range of feedback into their considerations. Through this deep immersion and study, they developed a focus that would eventually lead to appeal terms and read-alikes: the identification of critical features that contributed to a reader enjoying one author in a genre but not another, and vice versa.

They had a bit of a head start. Through their discussions with each other about books they had both read, they discovered that while there were some books they enjoyed equally, there were more that only satisfied one of them. Their prolonged discussions and reading sessions lead to the insight that Saricks enjoyed books that were driven by their story while Brown enjoyed those in which a character was the central focus. It turned out that they were not alone in these preferences. Their staff divided along similar lines as did the patrons they queried. Ludlum and le Carré fitted perfectly into this division. Ludlum was clearly an action writer while le Carré focused upon characterization. At Downers Grove Ludlum fans seemed to desire a strong, capable, forward charging character while le Carré fans appreciated a character who was more cerebral, one they could see developing and thinking through the story. They also found that le Carré fans disliked the speed at which Ludlum novels unfolded, reporting that too much happened in too much of a blur. They had noticed this difference in speed as they read both authors as well, and, influenced by repeated mentions in reviews of the quick pace of Ludlum's novels, they eventually recognized that the pacing of a work was a base-line determiner of reader enjoyment as well.

Saricks and Brown were delighted with their realizations. They made intuitive sense and were supported by their own reading histories and by what readers had told them. The concepts "laid out" well with each other (a term Brown uses when appeal terms make sense on their own and work in conjunction with one another). Each could be used to explain frequent reader reactions and each could be applied to works other than those by Ludlum and le Carré. Not only had they had identified two features that could be used to suggest additional titles, both features could be turned into talking points with readers. Saricks and Brown could now train staff to ask readers about pacing as well as action and character. Finally, something was true. Their discoveries drove them forward. They had the beginnings of a process that identified why a reader enjoyed one title but not another and they could see a path leading to more discoveries. They were on the hunt. As Saricks put it, it was "like looking for the next planet."

As they moved away from thrillers and turned their attention to romances and mysteries, they found their next planet: the concept of background frame. The many subgenres of romances and mysteries led to the discovery. When they studied thrillers they confined their attentions to stories of espionage. Those were the thrillers their readers sought and were dominant at the time of their study. Such a single

focus would not do for romance and mystery, as there were a number of subgenres popular at Downers Grove. Saricks and Brown developed detailed subgenre schematics and learned that there were significant differences within each. Regencies were decidedly dissimilar from romantic suspense; cozies were not the same as capers. This genre differentiation is a standard of the field today, but as Brown points out, appeal made it visible, it is only "once you see it [that] it's obvious."

As the pair read exhaustively in both genres they looked for meaningful differences that explained why a reader enjoyed one book but not another. They found among the subgenres of both romances and mysteries a key concept: a particular kind and level of descriptive background pleased many readers. Some regency authors filled their works with descriptions of dresses, manners, and carriages, and readers looked for this same kind of detail in other titles. Some historical mystery authors created a rich sense of time and place and provided enticing period details, and again, readers discussed their enjoyment of such additions and sought similar levels of background in other works. Saricks and Brown themselves also loved the inclusion of background detail and found many of their colleagues were of like mind. Books such as the Brother Cadfael mysteries by Ellis Peters (enriched by well developed historical detail of twelfth-century England) and Peter Watson's *Landscape of Lies* (packed with details of art history and mythology) were favorites at Downers Grove, serving as sure bets. The strong and frequent positive reaction to the presence of such a descriptive background detail, what Saricks and Brown termed *frame*, assured them that they had found yet another element that enticed patrons and could reliably be counted upon to indicate potential reading pleasure.

Pacing, action and character (which they would eventually term *characterization*), and background frame flowed easily from their deep engagement with genres, readers, and the pair's own reading, but the remaining appeal terms, *story line* and *setting*, were a struggle to conceptualize. Their reading and work on genres had resulted in a handful of additional concepts that mattered when suggesting books to readers. They found the point of view from which a story is told was significant in suspense and thrillers; it made a difference, for example, if the story switched perspectives between the hero and the villain or was only told from the hero's point of view. The author's treatment of the story mattered as well. Sara Paretsky told the story of a murder very differently than Agatha Christie; Anne Tyler wrote about women and their lives differently than Danielle Steel. They also realized that the amount of white space on a page almost always indicated the amount of dialogue present. Brown conjectured that books filled with dialogue were character-centered because such books always involved characters talking to one another. They came to believe that the proportion of white space served as an easy way to distinguish between action-focused and character-focused books. They were delighted with this discovery, appreciating an element of appeal that jumped off on the page.

Saricks and Brown knew these various ideas were important but they struggled to find a way to bind them together. The structure of their department turned out to offer a solution. In addition to fiction and AV, they also oversaw the reference 800s (P through PN in LCC). Both routinely helped students working on school papers. They were familiar with class assignments directing students' attention to a novel's characters, story, and setting, concepts that often organized the reference works in their collection as well. Since point of view, the author's treatment of a topic, and the amount of dialogue present seemed obviously connected to the story itself, they settled on the term *story line* as a header to collect the three concepts together. Story line "laid out" and they both felt the term stressed that the focus of the appeal element was not on story summary, but on specific elements related to the way the story was told.[3]

Saricks and Brown conceptualized setting last. Having already adopted terminology connected to character and story, setting seemed the logical final area of appeal to address, yet setting meaning *geographic locale* troubled them. Luckily their previous revelation regarding background frame led the way to a larger concept, similar to story line, that brought several different ideas together under the umbrella of a general header term. Background frame was clearly different than setting. Contemporary romance authors peppered their pages with the names of high-end labels and exclusive locales but books with the same level and type of background could be set in New York City or Dallas and still be enjoyed in similar ways. Likewise, a Ludlum thriller could be set just about anywhere and still operate in the same manner. The lack of importance of geographic locale held true in many mysteries as well. Indeed, in both mysteries and thrillers other concepts mattered much more, such as if the mystery was funny or the thriller was dark and gritty.

Saricks and Brown slowly came to realize that they were thinking and talking about setting in a way that meant far more than locale. They meant the term to encompass mood and background frame as well as location (some readers did indeed simply want a book set in Ireland or California). Once they expanded upon the term, a broad concept of setting made great sense and "laid out" correctly. Brown remembers the realization that setting really meant mood as an "ah ha" moment. It allowed them to re-visit thrillers and understand their settings as emotionally laden and it helped clarify differences in cozy and darker English village mysteries. Thus, background frame, mood, and location coalesced into the final appeal term of *setting*.

Three years after they began their first genre study Saricks and Brown completed their first iteration of appeal. Although they would continue to develop and refine its features, to this day finding better ways to define and communicate aspects, the pair understood what was true. They knew how to train staff, how to read books to identify appeal, and how to have conversations with readers that led to suggestions those readers enjoyed, even loved.

The great felicity of the end result is not to suggest that the process was easy. Indeed, while this condensed and orderly history of appeal's creation suggests, unavoidably, that Saricks

and Brown were moving steadily forward on an exciting process of discovery; that was not the case. They were moving in a zigzag pattern among genres. They would get an idea they both thought was correct, only to see it fizzle when tested against multiple titles, in different genres, or with readers. They argued about appeal and about books, questioned each other's ideas, and repeatedly went back to the drawing board. They were experimenting, and as a result they weathered many failures. Their perseverance rests upon the conditions they had in their favor. They were, and remain, curious readers. They both enjoy intellectual puzzles, and they are both stubborn. Their habits, training, and personalities practically guaranteed they would solve the riddle of appeal. They were also fortunate to work in a small library with a supportive director who believed in RA and to have an outstanding staff. They benefited as well from a large group of popular fiction readers who, as Brown describes them, "were surprised and absolutely entranced to find [librarians] who would talk about books with them." Finally, their desk was directly in front of the new book display giving them frequent contact with readers at the moment those readers were receptive to discovery. The appeal framework owes its existence to all of these factors.

OF ITS OWN TIME AND PLACE

Appeal also owes much to the time in which it was conceived. Indeed, appeal and the content of *Readers' Advisory Service in the Public Library* are both specific to the era in which they were envisioned. Because Saricks and Brown had staff to train and a department to get on its feet, appeal was designed to triage the suggestion process. Appeal needed to help an advisor quickly winnow out titles that would not satisfy readers and focus attention on a smaller group that might. That is why appeal is so strongly binary. When Saricks and Brown studied genres and articulated appeal terms, they did so with a need to identify distinct differences between works within the same genre and between genres, as those differences could then be used to rule suggestions in or out at speed. Such sharp differentiations lend themselves to what have become the classic binaries of appeal: quick or leisurely pacing; action-oriented or character-driven; richly set or generally situated. As Brown says, when looking at the distinction between dogs and cats, "four footed is not going to help."

Appeal also needed to be easy to learn and it had to help staff work with titles they had not read. That is why the first articulation of appeal included only four elements and why none stressed particular details of the story. Everyone in the department needed reassurance that they could suggest titles they had not read and have fulfilling conversations about books they knew little about. Indeed the entire success of the department rested upon that premise. No one, no matter how skilled and dedicated, could be assured of having read every title a patron might discuss. If RA could not be conducted in the absence of encyclopedic reading, then it could not be done at all.

Finally, appeal was designed to solve the big problems the department faced in its early years. Thrillers, mysteries, and romances were problematic. Saricks and Brown did not focus on literary fiction because they felt that fans of literary fiction could be more easily helped. Brown remembers that patrons were pleased with any title that had won a major literary award or any author who was identified in the standard review sources as a literary writer. Because the pair did not feel a driving need to focus attention on literary fiction, the appeal features of literary writing, in particular attentions to style, were not stressed in their appeal framework. Science Fiction was also not a central focus of early genre studies as the pair were not great readers of the genre and were reluctant to focus on it at the start of their process. If Saricks and Brown had been committed fans of SF or if the SF reading community at Downers Grove had been larger or had expressed a desire for assistance to the staff, then perhaps setting would not have been the last area of appeal to be articulated. Moreover, the articulation of setting might have included a sharper focus on world building and the accuracy of detail. Additionally, the concept of plausibility and rigor might have become part of the appeal conversation.

Timing plays a large role in the content of *Readers' Advisory Service in the Public Library* as well. Four years after the department began, the South Suburban Reference Librarians, a group who regularly sponsored continuing education programs, invited Saricks and Brown to lead a workshop on RA. In the audience was a woman connected to ALA Editions. She started the pair on a path that eventually led to conversations about writing a book, conversations that took place after Saricks and Brown had gained a measure of critical perspective over their department's work and mission.

During the early days of the department Saricks and Brown focused on the daily challenge of helping readers and training staff. Once appeal began to take shape, however, their attentions turned to questions surrounding the effective running of an RA department and its processes. Both remember those years as particularly enriching and intellectually stimulating and one can see their lively interest and commitment in the book they produced. Despite its prominence today, the pair allocated only a scant four pages to appeal in *Readers' Advisory Service in the Public Library*. The vast majority of the book reflects their interests in the skills, habits, and attitudes necessary to become an advisor and in the resources and activities that support RA service. Those interests define the content of their book. After a brief opening historical chapter, *Readers' Advisory Service in the Public Library* models the creation of an RA department. Chapter two addresses resources that support RA work and includes a section on creating a local Popular Fiction List. It enjoins advisors to read widely, with deliberation, and with an eye towards their communities' interests. Chapter three focuses on the RA interview, teaching librarians how to think about books and talk with readers. Chapter four addresses the background and skills advisors need, including how to write annotations, develop a reading plan, and study a genre. Appeal is addressed within

this chapter, slotted between writing annotations and genre studies. Chapter five stresses promotion, including building displays, giving book talks, and making bookmarks.

It took Saricks and Brown over a year to draft the seventy-four pages that form the body of the first edition. Over coffee brewed in Brown's Chemex pot, they gathered in her kitchen once a week for intense discussions about ideas and the most precise way to convey them. They wrote separately, both composing on Apple IIe computers, and each working on different sections while the other offered input and feedback. They ended up trading versions of each section so many times that today they are not certain who actually wrote which parts. Indeed, so seamlessly did they write that ALA Editions asked for a second chapter before signing the final paperwork, as they wanted proof that both were in fact writing the book.

THE LEGACY OF APPEAL AND *READERS' ADVISORY SERVICE IN THE PUBLIC LIBRARY*

Saricks and Brown wrote *Readers' Advisory Service in the Public Library* to articulate and explain the practices and tools of RA service. They were not attempting anything more (or less). As Saricks explains, "we weren't trying to revolutionize the world and the way people thought about books . . . we were trying to train readers' advisors." They had no thought of the long lasting legacy their book would have. Indeed, they would have been shocked by any suggestion that it might engender a legacy at all. Regardless of their own thoughts at the time, their book, the appeal concept it so briefly outlines, and the model of RA service they advocate have had profound effects. Two are critically important to the very operations of libraries.

Readers' Advisory Service in the Public Library shifted the ways librarians were suggesting books from a haphazard approach based on a book's general popularity and on the readers' advisor's own personal preferences to a systematic and tested framework focused on patron preferences. Moreover, in an era when reference services and processes were given significant attention and care, Saricks and Brown provided librarians with a well-developed process for RA that could make an equal claim to professionalism. Their work was also an early and crucial step in convincing librarians that they not only could offer RA service but that they should do so. Their book signaled that the provision of such service was important—just as important as providing reference assistance. In company with Betty Rosenberg, who laid the path Saricks and Brown followed with her groundbreaking *Genreflecting*, *Readers' Advisory Service in the Public Library* was a signal publication advocating an important professional tenet: fiction reading of all kinds is valuable and needs to be supported by professionals conducting themselves in the best traditions of the field—with seriousness towards the process and with respect toward those requesting assistance.

Readers' Advisory Service in the Public Library also defined the job description of a readers' advisor. Before its publication, librarians learned to be readers' advisors, if they did so at all, in the very few classes focused on the topic (such as Rosenberg's course at UCLA). The publication of *Readers' Advisory Service in the Public Library* allowed librarians without formal training to teach themselves. It also modeled an ideal version of the job, setting a standard librarians continue to strive toward.

In addition to its critical role as an advocate for and model of a professionalized approach to helping readers find books they may enjoy, *Readers' Advisory Service in the Public Library* has had important practical effects as well. While defining the position of readers' advisor, Saricks and Brown outlined the daily work such librarians conduct. RA librarians talk with readers, at the desk, in the stacks, and outside the walls of the library. They identify read-alikes and sure bets, create displays, and develop booklists. They cultivate a particular attitude towards readers and the activity of reading. They read widely, including works they do not themselves admire or enjoy. They monitor publishing trends and develop an expert knowledge of genres, key authors, and titles. RA librarians identify and use the best resources to help them conduct their duties and they make in-house resources in response to their own readers' needs. RA librarians discuss the pleasures of all books in positive, non-judgmental terms, talk about books with other staff, and create an atmosphere where reading is supported within the library. They advocate for the importance of RA services in libraries and to readers.

As critical as *Readers' Advisory Service in the Public Library* is to the profession, it would be a grave disservice to the field to suggest it was the first or only articulation of RA services or the only expression of an appeal framework. There is a small but useful body of work recounting the history of RA and within it clear evidence that such services were considered with serious intent and great care from the late 1800s through the publication of Saricks and Brown's book, and beyond. While there is not space here to review the history of RA, there is no doubt that Saricks and Brown owe a debt to the work of Rosenberg, as they acknowledge in *Readers' Advisory Service in the Public Library*. Rosenberg's philosophy deeply influenced their approach to readers and *Genreflecting* served as a model for their own genre studies and the Popular Fiction List. Many of Rosenberg's descriptions of genre features also clearly suggested appeal terms.

Saricks and Brown were also fortunate to be working in suburban Chicago, an area that would become, and continues to this day to be, a nexus of RA activity and interest. Their work benefited from their friendship and working collaboration with Ted Balcom (who wrote the seminal *Book Discussions for Adults: A Leader's Guide*, ALA Editions, 1992), Vivian Mortensen (who ran the RA department at Park Ridge Public Library, IL), and the many librarians who were part of the Adult Reading Round Table (a group that Saricks and Mortensen helped launch in 1984 dedicated to developing RA skills and promoting reading for pleasure). They were also deeply fortunate in the department's staff, their director, and the many readers who gamely served as guinea pigs to their experiments with read-alikes.

As with almost all creative endeavors, Saricks and Brown were part of a larger conversation, one they learned from and furthered. On this twenty-fifth anniversary of their work we celebrate their participation in that conversation and their unique contribution to its vibrant continuation. *Readers' Advisory Service in the Public Library* articulated appeal and RA service in a manner that resonated with librarians—because both were designed by librarians for librarians, and perhaps more importantly, designed by readers for readers. Twenty-five years ago, armed with fierce curiosity, sharp intelligence, and an abiding interest in what made reading such a grand pleasure for themselves and others, Joyce Saricks and Nancy Brown changed our profession. They did not do so on purpose, nor were they the only librarians investigating and advocating for RA. Yet, through their work RA service found new wings and took flight—and is now all but ubiquitous in libraries across the nation. All of us who have been lucky enough to work as advisors owe Saricks and Brown an immeasurable debt of gratitude.

References

1. Nancy Brown, interviewed by author, April 12, 2011. All subsequent quotations, both direct and indirect, by Saricks and Brown are from same. Historical details are drawn from that interview, subsequent emails with both Saricks and Brown, and a second interview conducted with Saricks and Brown on August 12, 2014.
2. The 1989 edition of *Readers' Advisory Service in the Public Library* offers a set order of appeal terms. Saricks and Brown numbered them, suggesting advisors first consider pacing, then characterization, followed by story line, and ending with setting. While characterization was the first appeal the pair articulated, when they wrote the book they put pacing first because they believed it was straightforward and easiest to determine.
3. In the subsequent editions of *Readers' Advisory Service in the Public Library* Saricks reconfigured both point of view and the concept of white space on the page. She decided that point of view was an aspect of characterization and that dialogue (white space) was related to pacing.

Women's Suffrage Movement

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The trials during the Women's Suffrage Movement that rocked the beginning of the United States is reaching their one-hundredth anniversary, making this an imperative time to begin, add, or renew any collection. As this is a world-wide and continuous struggle, a collection such as this will continuously need to be upgraded as seen fit, but here are some amazing resources to begin any collection.—*Editor*

While the word suffrage, derived from the Latin "suffragium," simply refers to the right to vote, the modern connotation specifically calls to mind the women's suffrage movements of the nineteenth and twentieth centuries. Part of the larger social movement of Women's Rights and the fight for equality within patriarchal societies, the Women's Suffrage Movement in the United States spans a seventy-two year period that mirrored similar struggles throughout Europe, Canada, Australia, and New Zealand. After World War I more countries throughout the world, including those in South and Central America, Africa, and Asia, began including women in the electoral process. An important note is that not all countries have elections due to their national form of government.

A focus on the United States and the United Kingdom is straightforward due to the sheer amount of scholarship; however, one must not ignore the histories of other countries and their own struggles with equality for women through the right to vote. Essay collections are one way to fill voids in this area, though there are still gaps, particularly in the study of the enfranchisement of African and South American women.

Because the Women's Suffrage Movement was a social, grass-roots movement, the arts play a significant role—it is important to choose materials that reflect not just the political aspects of the movement, but also to touch on the music, plays, literature, and visual imagery of the movement.

One can find a multitude of information online. More libraries and archives are participating in digitization projects to increase the accessibility and visibility of their collections. Included here are a number of suffrage-movement-related collections available either entirely online or through digitized finding aids to assist in identifying documents and records for research. More digitization projects will undoubtedly occur in the years leading up to the suffrage centennial celebrations in various countries as more scholars begin looking back on one hundred years of women voting.

NONFICTION BOOKS

Paxton, Pamela Marie and Melanie M. Hughes. *Women, Politics, and Power: A Global Perspective*. Thousand Oaks, CA: SAGE, 2014 (ISBN: 978141299866).

Section two discusses the enfranchisement of women internationally and in the United States, giving an overview of the history of the suffrage movement. Also included is suffrage passed in countries after World War II, which will help fill the void in collections regarding female voting in non-Western countries and South America. Other political and economic issues discussed in this volume will be of interest to women's studies programs.

United States

Baker, Jean H. *Sisters: The Lives of American Suffragists*. New York: Hill and Wang, 2005 (ISBN: 9780809095285).

This biography introduces five of the women's rights movement's most formidable leaders: Elizabeth Cady Stanton, Lucy Stone, Susan B. Anthony, Frances Willard, and Alice Paul. By illustrating the private lives of these women, we are better able to understand their personal motivations behind their activism.

DuBois, Ellen Carol. *Harriet Stanton Blatch and the Winning of Woman Suffrage*. New Haven, CT: Yale University Press, 1997 (ISBN: 9780300065626).

Harriet Stanton Blatch, daughter of famed suffragist Elizabeth Cady Stanton, was a key figure in the suffrage movement, particularly after her mother's death. This biography places Blatch in the forefront of New York State's fight for enfranchisement in 1916–17, and illustrates her devotion to feminism after the passage of the Nineteenth Amendment.

Dudden, Faye E. *Fighting Chance: The Struggle Over Women Suffrage and Black Suffrage in Reconstruction America.* New York: Oxford University Press, 2011 (ISBN: 9780199772636).

When the 15th Amendment added the word "male" to the United States Constitution suffragists were outraged, especially Elizabeth Cady Stanton. Her rhetoric became increasingly anti-black, alienating suffragists like Frederick Douglass. This would lead to a split in the suffrage movement that would last more than two decades.

Faulkner, Carol. *Lucretia Mott's Heresy: Abolition and Women's Rights in Nineteenth-Century America*. Philadelphia: University of Pennsylvania Press, 2011 (ISBN: 9780812243215).

Ardent abolitionist and Quaker Lucretia Mott believed that racial equality and women's rights were part of a larger entity of human liberty. Mott was one of the notable suffragists to collaborate with white and black activists. This biography also covers the schism of the Quaker religion.

Friedl, Bettina, ed. *On To Victory: Propaganda Plays of the Woman Suffrage Movement*. Boston: Northeastern University Press, 1987 (ISBN: 1555530184).

This volume includes twenty plays representing both the suffrage and anti-suffrage movements. Some pro-suffrage plays were meant to be read instead of acted.

Gabriel, Mary. *Notorious Victoria: The Life of Victoria Woodhull, Uncensored*. Chapel Hill, NC: Algonquin Books of Chapel Hill, 1998 (ISBN: 9781565121324).

This biography of suffragist, free-love advocate, and the first female presidential candidate Victoria Woodhull gives a no holds barred look into the life of this most controversial of nineteenth-century women's rights advocates.

Giddings, Paula. *Ida: A Swords Among Lions: Ida B. Wells and the Campaign Against Lynching*. New York: Amistad, 2008 (ISBN: 9780060519216).

Though most of the monograph focuses on Wells' campaign against lynching, and civil rights issues, there is a section specifically related to her work as a suffragist, and women's rights advocate. With little scholarship available on African American suffragists, this title would help fill the gap in a library's suffrage collection.

Ginzberg, Lori D. *Elizabeth Cady Stanton: An American Life*. New York: Hill and Wang, 2009 (ISBN: 9780809094936).

This biography offers an introduction into the life of the self-professed founder of the women's suffrage movement in the United States. From organizing the first women's rights convention, where she demanded voting right's be added to the Declaration of Sentiments, to the writer behind many of Susan B. Anthony's speeches, Stanton was the consummate intellectual. Her emphasis on elitist views of class, race, and intellect would cause much friction in the movement.

Goldsmith, Barbara. *Other Powers: The Age of Suffrage, Spiritualism, and the Scandalous Victoria Woodhull*. New York: Alfred A. Knopf, 1998 (ISBN: 9780394555362).

Goldsmith weaves a true tale of scandal and intrigue, all the while covering in-depth the suffrage and the Spiritualist movements. While essentially a biography of Victoria Woodhull, there is plenty of scholarship relating to the political climate of the day including the internal conflicts within the suffrage movement, as well as the Beecher/Tilton Scandal, and the election of 1872 in which Woodhull was the first female candidate for president.

Goodier, Susan. *No Votes for Women: The New York State Anti-Suffrage Movement*. Urbana: University of Illinois Press, 2013 (ISBN: 9780252078989).

No collection would be complete without a counter argument. The faction against the enfranchisement of women was a conservative group against the change of gender roles being brought about by the "New Woman." By avoiding perceived

masculine duties, like voting, these women hoped to retain their feminine traits.

Hundhammer, Katharina. *American Women in Cartoons 1890-1920: Female Representation and the Changing Concepts of Femininity During the American Woman Suffrage Movement: An Empirical Analysis.* Pieterlen, Switzerland: Peter Lang Verlang, 2012 (ISBN: 9783631637982).

This volume covers the visual aspect of political cartoons in three women's magazines in the United States. The first few chapters specifically deal with the suffrage movement, while additional chapters discuss topics like femininity, and gender identity. A useful title in an area where little scholarship has been done.

Lumsden, Linda J. *Inez: The Life and Times of Inez Milholland*. Bloomington: Indiana University Press, 2004 (ISBN: 9780253344182).

This first ever biography shows Milholland as the intelligent, compassionate person she was. Lumsden explores her early life in the Adirondack Mountians of New York, to London, to Vassar College. From there Milholland became a lawyer, iconic face of the suffrage movement, pacifist, socialist, and peace advocate during World War I.

McMillen, Sally G. *Seneca Falls and the Origins of the Women's Rights Movement*. Oxford, MA: Oxford University Press, 2008 (ISBN: 9780195182651).

Focusing on the start of the suffrage movement, meaning the decade preceding the 1848 Seneca Falls Convention, McMillan analyzes how the convention came about, then delves into the next forty years focusing on Lucretia Mott, Lucy Stone, Elizabeth Cady Stanton, and Susan B. Anthony.

MacPherson, Myra, *The Scarlet Sisters: Sex, Suffrage, and Scandal in the Gilded Age*. New York: Grand Central, 2014 (ISBN: 9780446570237).

This is another biography of Victoria Woodhull, which includes additional information about her equally fascinating sister Tennessee Claflin. These sisters had it all: beauty, brains, ambition, and a propensity for making headlines. The suffrage movement is covered in the majority of the middle chapters, interwoven with the overall narrative.

Solomon, Martha M., ed. *A Voice of Their Own: The Woman Suffrage Press, 1840-1910*. Tuscaloosa: University of Alabama Press, 1991. (ISBN: 9780817351526).

This book features a series of essays pertaining to the different suffragist newspapers over a 70-year period. Newspapers covered include Amelia Jenks Bloomer's *The Lily,* Stanton & Anthony's *The Revolution*, and others. Also included are essays relating to the general purpose and history of women's rights newspapers.

Tetrault, Lisa. *The Myth of Seneca Falls: Memory and the Women's Suffrage Movement, 1848-1898*. Chapel Hill: University of North Carolina Press, 2014 (ISBN 9781469614274).

This book is not only a history of the suffrage movement but, more importantly, a history of the creation of women's history. By delving into the Seneca Falls Convention mythology as portrayed in *The History of Woman Suffrage*, edited by Stanton, Anthony, and Matilda Joslyn Gage, the author gives a more even-handed look at the movement by including the more conservative faction lead by Lucy Stone.

Walton, Mary. *One Woman's Crusade: Alice Paul and the Battle For the Ballot*. New York: Palgrave Macmillan, 2010 (ISBN: 9780230611757).

The first full-length biography of suffragist and National Women's Party founder Alice Paul, this book follows the seven years prior to the passage of the Nineteenth Amendment, including Paul's controversial picketing of the White House during World War I.

Zahniser, J.D. and Amelia R. Fry, *Alice Paul: Claiming Power*. New York: Oxford University Press, 2014 (ISBN 9780199958429).

This is the definitive biography on National Woman's party founder Alice Paul during the suffrage movement years. Based on the 1972 interview of Paul by Amelia Fry, scholar Zahniser completes the work of her predecessor and sheds new light on the suffrage leader and her compatriots. Touching on her family life and Quaker religion, then following her to England working alongside the Pankhurst family, a larger picture of Paul comes to view.

United Kingdom & the Commonwealth

John, Angela and Claire Eustance, ed. *The Men's Share? Masculinities, Male Support, and Women's Suffrage in Britain, 1890–1920*. London: Routledge, 1997 (ISBN 9780415140010).

One of the few monographs to look at the role of men as pro-suffrage advocates for women, this series of essays deals with gender roles and the concept of masculinity as key in the changing national view that would lead the passage of universal suffrage in the UK. One chapter specifically deals with suffrage in Scotland. Though an older title, it fills a gap in the scholarship regarding the key role of men, without whom enfranchisement of women would never have passed Parliament.

Liddington, Jill. *Vanishing for the Vote: Suffrage, Citizenship, and the Battle for the Census*. Manchester, UK: Manchester University Press, 2014 (ISBN: 978-0719087486).

Many militant suffragettes boycotted the census of 1911 as an act of civil disobedience against a government that denied them the vote. Many of the suffragists did comply with the request and were counted.

They Are But Women: The Road to Female Suffrage in Victoria. Melbourne: University of Melbourne, 2007 (ISBN: 978064677275).

Part of the history student research series, this volume discusses the enfranchisement of women in Victoria, Australia. Also discussed are sex, politics, prostitution, and temperance and how they relate to the larger women's rights movement.

Wallace, Ryland. *The Women's Suffrage Movement in Wales, 1866-1928*. Cardiff: University of Wales Press, 2009 (ISBN: 9780708321737).

With most volumes dealing with the suffrage movement from an English, and some would say, Londoner slant, this work specifically deals with the movement in Victorian and Edwardian Wales. Drawing on archival materials, everyday activities and significant events carry equal weight in this inclusive history.

Europe

Rodriguez-Ruiz, Blanca and Ruth Rubio-Marin, ed. *The Struggle for Female Suffrage in Europe: Voting to Become Citizens*. Leiden, Netherlands: Brill, 2012 (ISBN: 9789004224254; ebook: 9789004229914).

This comprehensive monograph contains essays on the enfranchisement of women in many of the countries that would come to make up the European Union. Countries included in this collection are: Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Great Britain, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, and Sweden.

Asia

Edwards, Louise P. and Mina Roces, ed. *Women's Suffrage in Asia: Gender, Nationalism, and Democracy*. London: Routledge, 2004 (ISBN: 9780415332514).

A collection of essays pertaining to citizenship and the enfranchisement of women in a variety of Asian nations, this volume covers an area of scholarship largely ignored. Countries covered in this monograph are China, India, Indonesia, Japan, Korea, Philippines, Thailand, Vietnam, as well as a chapter on Australia, New Zealand, and Hawai'i, which touches on indigenous peoples.

Middle East

Manea, Elham. *The Arab State and Women's Rights: The Trap of Authoritarian Governance*. London: Routledge, 2011 (ISBN: 9780415617734).

This volume covers women's rights and suffrage in the Arab world and offers specific case studies regarding woman suffrage in Kuwait, Syria, and Yemen. Due to the current state of affairs in Syria, one should remember this work is history rather than current events.

South America

Hammond, Gregory. *The Women's Suffrage Movement and Feminism in Argentina from Roca to Peron*. Albuquerque: University of New Mexico, 2011 (ISBN: 9780826350558).

One of the few books dealing with female enfranchisement in a South American country, this book discusses the history of the suffrage movement in Argentina, where women won the vote after World War II, through the tenure of President Juan Peron.

FICTION

Chevalier, Tracy. *Falling Angels*. New York: Dutton, 2001 (ISBN: 9780525945819).

Set during the reign of Edward VII, this novel follows the lives of two young girls and their families. One mother and daughter become engrossed in the British suffrage movement, which becomes the focus of the second half of the story.

Edwards, Kim. *The Lake of Dreams*. New York: Viking, 2011 (ISBN: 9780670022175).

Through a fortnight of self-discovery, protagonist Lucy Jarrett delves into her family history and uncovers the legacy of the suffragists and the nineteenth century women's right's movement in the Finger Lakes region of New York state.

Kidd, Sue Monk. *The Invention of Wings*. New York: Viking, 2014 (ISBN: 9780670024780).

Based on the early life of South Carolina abolitionist and women's rights advocate Sarah Grimke, this novel is told alternately from Grimke's point of view and the viewpoint of her slave, Handful. Though the book ends before Grimke truly embraces the suffrage movement, one gets a feel for the beginnings for the women's rights movement.

Monfredo, Miriam Grace. *Seneca Falls Inheritance*. New York: St. Martin's, 1992 (ISBN: 9780312070823).

This is the first in a six book series set in Seneca Falls, NY during the antebellum period. Librarian Glynis Tryon is assisting in planning the first women's rights convention in 1848 when a murder occurs. Suffragist Elizabeth Cady Stanton and other historical characters are convincingly portrayed. Though a cozy mystery, and out of print in hardcover, the serious suffrage collection should consider adding this to their holdings.

Waldman, Ayelet. *Love and Treasure*. New York: Knopf, 2014 (ISBN: 978-0385533546).

Set mainly around the Holocaust and the Hungarian Gold Train, part of the story takes place in 1913 Budapest, Hungary, and involves a Freudian and a young Jewish suffragist sent to the psychologist to be "cured" of her desire to become a physician and not marry.

ARCHIVAL COLLECTIONS

Miller NAWSA Suffrage Scrabooks, 1897-1911. Library of Congress, Washington, DC, http://memory.loc.gov/ammem/collections/suffrage/millerscrapbooks

The seven scrapbooks in the collection are part of the larger National American Women Suffrage Association Collection, which has not been entirely digitized. The digitized scrapbooks are difficult to find. One must navigate from the collection page to "Scrapbook" on the left-hand menu in order to bring up the list of scrapbooks to view. Creating scrapbooks of news clippings, postcards, and ephemera was a popular pastime during the late nineteenth and early twentieth centuries.

The National Woman's Party Collection. Sewell-Belmont House and Museum, Washington, DC, www.sewallbelmont.org/collections/collections-overview

Housing one of the first feminist libraries in the nation, this collection contains over 10,000 items relating to suffrage movements in the United States and abroad, as well as the Equal Rights Amendment. Banners, scrapbooks, prints, photographs, *The Suffragist* journal, and political cartoons are available by accessing the PastPerfect online collection link on the Collections Overview page.

The National Woman's Party Papers. Library of Congress, Washington, DC, http://lccn.loc.gov/mm82034355

Nearly two hundred linear feet of records of the National Woman's Party regarding the suffrage movement and the Equal Rights Amendment are housed in this collection in the care of the Library of Congress. Typical organizational records that are part of this collection including meeting minutes, financial records, reports, legal documents, photographs, printed materials, and more. The finding aid is available online to assist in research queries.

Sophia Smith Collection. Women's History Archives at Smith College. Smith College, Northampton, MA, www.smith.edu/libraries/libs/ssc/subjsuffrage.html

The Sophia Smith Collection has over two hundred linear feet of archival materials relating to the Suffrage Movement. The bulk of these materials can be found in the Ames Family Papers, the Garrison Family Papers, and the Suffrage Collection. Items include suffrage publications, institutional correspondence, personal correspondence, photographs, memorabilia, biographical sketches, anti-suffrage materials, and scrapbooks. The Alice Morgan Wright papers contain items pertaining to the British suffrage movement. The Suffrage Oral History Project contains transcripts of interviews with prominent suffragists. Extensive finding aids are available online to assist in research queries.

Votes for Women: The Struggle for Women's Suffrage. Library of Congress, Washington DC, www.loc.gov/rr/print/list/076_vfw.html

The selection of images displayed here includes portraits of suffrage leaders, ephemera, political cartoons, and scenes of suffragists at work. The official program of the 1913 suffrage parade is one of the items available for download.

The Women's Library at LSE Collection. London School of Economics, London, http://twl-calm.library.lse.ac.uk/CalmView/Default.aspx?

The Women's Library was founded in 1926 as a repository for materials relating to the ongoing suffrage movement in the United Kingdom. The collection was moved to the London School of Economics in 2012 when London Metropolitan University claimed it could no longer care for the collection. The suffrage portion of this vast collection includes 1,387 published books and pamphlets, sixty journal titles, five hundred separate archives holdings ranging in size from a few items to three hundred boxes. The selection of museum artifacts contains about fifty suffrage banners, along with postcards, photographs, and other textiles. Also included are sixty-eight personal archive series, by suffragists such as Emily Wilding Davidson and Ellen Isabel Jones.

Women's Suffrage in Iowa Digital Collection. University of Iowa Libraries, http://digital.lib.uiowa.edu/suffrage

This website combines archival material regarding enfranchisement of women from the Iowa Women's Archives, special collections from University of Iowa and Iowa State University libraries, along with the State Historical Society of Iowa in one convenient location. There are 134 items available online with individual object descriptions. Also featured is an online exhibition of a sampling of the documents, clippings, photographs, and correspondence in the collection. The online exhibit is set up like a scrapbook, similar to what many women were creating at this time in history.

INTERNET RESOURCES

Britain 1906–1918: Contrast, Contradiction, and Change. The National Archives. London, www.nationalarchives.gov.uk/education/britain1906to1918/default.htm

This section of the National Archives (UK) website contains two interactive case studies about the suffrage movement in the United Kingdom. The website even has tools, like a research guide to help one evaluate the documents and a PowerPoint template to present findings.

Suffragettes: Women Recall Their Struggle to Win the Vote. BBC Archive, www.bbc.co.uk/archive/suffragettes

These sound recordings of interviews with suffragettes were broadcast by the BBC from 1937–1983. They range in duration from one minute to 30 minutes and offer a glimpse

into the suffrage movement through the eyes and voices of the women who lived it.

Woman Suffrage Memorabilia. http://womansuffragememorabilia.com

This website offers information and images regarding artifacts and ephemera related to the suffrage movement. Most items represent the movements in the United States and the United Kingdom. Categories include ribbons, buttons, postcards, sheet music, journals, toys and games, pamphlets, and china patterns.

Women's Suffrage. Inter-Parliamentary Union, www.ipu.org/wmn-e/suffrage.htm

This webpage is a simple chronological list of the dates women's suffrage was approved by countries with parliamentary governments from 1788 to 2005.

Woman's Suffrage. The New York Times, http://topics.nytimes.com/top/reference/timestopics/subjects/w/womens_suffrage/index.html

The New York Times newspaper online contains an archive arranged by topic. The Woman's Suffrage topic contains over 1,700 articles spanning 1860 to the present, covering the fight for full citizenship by women all over the globe. Also included are articles on women in politics.

The Women's Library at LSE Collection. The Digital Library. London School of Economics, London, http://digital.library.lse.ac.uk/collections/thewomenslibrary

The digital library offers a timeline of the Women's Library from the sixteenth century through the present. Over three hundred items of the massive collection have been digitized and made available online.

FEATURE AND NONFEATURE FILMS

Iron Jawed Angels. Directed by Katja Von Garnier. 2004. New York: Home Box Office. DVD. (ISBN: 0783125364).

This film is based on the true story of Alice Paul and the National Women's Party, whose "silent sentinels" picketed the White House in a nonviolent form of protest to force President Woodrow Wilson to back what would become the Nineteenth Amendment to the US Constitution, guaranteeing women the right to vote.

Not For Ourselves Alone. Directed by Ken Burns. 1999/2003. Alexandria, VA: Public Broadcasting Service. DVD. (ISBN: 1415702543).

An introduction into the women's suffrage movement told through the lives and friendship of the two most iconic members of the movement, the pragmatic Susan B. Anthony, and the visionary Elizabeth Cady Stanton.

One Woman, One Vote. Written and produced by Ruth Pollack. 1995/2005. Alexandria, VA: Public Broadcasting Service. DVD. (ISBN: 0793691087).

This PBS special covers the seventy-two-year American women's suffrage movement from the 1848 Seneca Falls convention though the ratification of the Nineteenth Amendment. Also discussed is the anti-suffrage movement and racism pitting white suffragists against their black sisters.

Susan B. Anthony: Rebel with a Cause. 1995/2005. New York: A&E Television Networks. DVD. (ISBN: 0767082109).

Part of the award winning *Biography* series on A&E, this documentary about leading suffragist Susan B. Anthony spans her entire life, including her friendship with fellow suffragist Elizabeth Cady Stanton and her arrest for voting in the 1872 election.

SOUND RECORDINGS

Songs of the Suffragettes. Sung by Elizabeth Knight. Washington DC: Smithsonian/Folkways Recordings, 1958/ 2006. CD. (OCLC: 153294038).

One of only a handful of suffrage music recordings. Elizabeth Knight sings sixteen of the most memorable folk songs relating to the American women's suffrage movement.

Is the Face-to-Face Conference Still Essential?

Karen Munro and Merinda McLure

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Face-to-face conferences entail hundreds or thousands of flights and use up many other environmental, organizational, financial, and personal resources. Some librarians have argued for phasing them out in favor of virtual conferences, while others have said that in-person conferences still provide valuable opportunities that cannot be replicated online. In this final installment of "Taking Issues," our authors consider the question, "Can 'green librarians' justify the face-to-face library conference?"—*Editors*

McLure:

It seems like we've been rooming together at ALA conferences nearly every year since we graduated from The University of British Columbia's MLIS program in 2002 (yikes!). I remember that back then—when we were 'green librarians' in the other sense—we were both very interested in getting involved in professional service beyond our places of employment. We also held faculty status and academic librarian positions that exerted a certain amount of cultural pressure to both serve and conference. Those expectations naturally took us to ALA conferences, where we could befriend other librarians, keep learning, and become engaged with our profession nationally. I really feel that I've been amply rewarded on all those counts over the years.

Until only recently, that kind of service and professional involvement typically demanded a commitment to attending conferences in person. As technological developments have increasingly facilitated virtual conferences, we've acclimated to meeting and working virtually, and opportunities for professional service that don't require in-person conference attendance have expanded. I wonder how those developments have changed new librarians' experiences. Our early years in the profession featured regular conference attendance that really fostered my sense of a larger community of librarians and libraries. Has the next cohort of librarians lost something worthwhile by increasingly replacing that experience with a virtual substitute?

Munro:

Right, we came of age (professionally speaking) in the early 2000s, in a slightly different era of conference attendance and communication technology. It's amazing to reflect now, in 2014, and realize how much has changed in twelve years. ACRL started offering its virtual conference in 2005, with its platform getting more robust every year since then.[1] Their e-learning offerings have grown by leaps and bounds. When we

started out, I remember that serving on an ACRL committee automatically meant committing to attend both the Annual conference and the Midwinter meeting, usually for two years. Now, more and more ACRL section committees—including the Instruction Section, on which we both served for several years—have reconsidered their requirements for in-person meetings. Without that built-in professional reason to attend, the 2014 Annual conference was probably the last one that you and I will both attend in person. We'll both continue to work with the section, but we no longer have an automatic reason to see each other once or twice a year! This makes me very sad, which says something about the importance of face-to-face conference attendance.

But since I'm arguing the opposite side of the question, I want to focus on how much has changed in twelve years. If we've come this far this fast—from a commitment to attend two in-person meetings a year, to no in-person commitment at all for most members—then where do we think we'll be in another ten or twelve years?

We're both academic librarians, so we have a limited view of this topic. We should really be talking with ALA staff and other folks like vendors and public librarians, who make up significant chunks of the audience for a conference like ALA and I'm sure have great insights into attendance trends. But I'm going to jump in and be iconoclastic anyway, and say that in another ten to twelve years, we'll see our largest national conference, ALA Annual, scaled back to about half or a quarter of its current in-person attendance.

I think there are three reasons for that: cost, the evolution of technology, and our own changing professional needs and perceptions.

I predict that the costs of travel are going to rise, the technology is going to evolve until we have better options for doing our work virtually, and our expectations of what we need to do at a conference (listen to lectures, do hands-on training, get certifications, etc.) are going to change. Taken together, those changes will make the traditional face-to-face conference less essential.

McLure:

You are a bold futurist! I love your optimism here and I certainly agree that the technologies that allow us to work or conference together from geographically remote locations seem to hold still more promise than we've already enjoyed. I've attended a few virtual conferences myself in recent years and have found them to be a fine forum for the largely lecture-format presentations that seem to continue to predominate at many conferences.

I'm really awed that technology makes it possible for me to attend events that would otherwise be inaccessible to me due to cost or geographical distance. I think I would have found this greater ease of access especially amazing as an early-career professional, when my income was lower and it was harder to prioritize personal funds for professional development, and when I was even more interested in exploring a wide variety of professional concentrations and concerns, before my job responsibilities began to suggest a narrower focus.

Your point that our expectations of conferences are likely to change reminds me of how online education is concurrently evolving, and of the likelihood that our changing capabilities and pedagogical knowledge might influence what learning or networking outcomes we'll expect from conferences in the future. Another prospect is that "the conference" may come to be something disseminated throughout our regular work lives. Maybe we'll come to think more and more in terms of individual sessions that we consume piecemeal instead of mass face-to-face gatherings. They might be offered under the auspices of a familiar "conference," but without a physical meeting, might our focus shift from the larger umbrella event to the individual component parts?

All that said—I admit, it's a struggle to stick to my side of the argument!—I do think there are affective aspects of the face-to-face experience that justify the in-person conference. I'm not sure how, without face-to-face conferences, I would have found some of the formative librarian friendships and connections that have influenced and educated me, brought me new opportunities, buoyed my morale through rough patches, and broadened my perspectives. In my virtual conference experiences to date, chat has served as the primary medium for communication, and it still feels like a very limited mode of interpersonal interaction. And you can't bring me chocolate from Portland, nor can we share a meal in a new city, via chat.

The face-to-face experience still feels richer, more immersive, and more participatory to me. I'd also estimate that more than half of the insights and ideas that I bring home from conferences come from unscheduled and informal interactions, rather than formal conference session content. I am finding recently that Tweets can add significantly to a conference experience, either face-to-face or virtual, but there is no virtual substitute yet for the real thing.

And I love the opportunity for post-event absorption and reflection that time physically away at conference and traveling home permits. I haven't yet succeeded in carving out that time for myself when I attend virtual conferences. Sometimes I even fail to protect the time required to attend, as deadlines rain down, and too often I'm quickly pulled back into pressing tasks and file my notes for a later day.

Munro:

I agree, in-person conference attendance is pretty powerful. There's a reason that we don't all sit at home all day and do our work over phone and email. Strictly speaking, we could probably do a lot of it that way—I happen to work at a remote location from my university's home campus, and I do a lot of my work with colleagues over videoconference, phone, and email. But there's nothing like taking a day to go and visit in person. Sometimes those days aren't as productive, on paper, as the days when I sit at my desk and plow through budget reports or lesson plans. But they're wonderfully productive

in other ways—in building relationships, getting to know people, understanding complex issues, and so on. Likewise, your point about building in time to reflect on the conference experience is very well made. I agree—we need that time just as much as we need the iron-clad scheduling commitment of a plane ticket and a paid registration, to make sure we actually do the thing we signed up for. It's very hard to build in that kind of validation for ourselves without the larger structure of the conference to back it up.

So those are good points about the personal, affective value of face-to-face attendance. And I'm honestly not sure what virtual attendance has to offer yet, in that arena. It's still a weak point to me, one that we haven't figured out how to fully address. The affective quality may just be one of the downsides of virtual attendance. However, the traditional face-to-face conference has its inherent weak points, too—the cost, the environmental impact, the time commitment for hundreds or thousands of librarians (not just attendance, but travel days as well)—to say nothing of unheated hotels in Boston winters and the routine misery of flight delays. We shouldn't demand perfection from virtual conferences in order to consider them adequate alternatives, because we've never had perfection with our traditional approach.

Anyway, some of those problems seem likely to improve with better technology. The Oculus Rift, for instance, seems like science fiction at the moment, but it's getting closer and closer to market-ready. When we have a virtual reality device that can make you feel like you're really sitting in a room with a hundred other people—without giving you vertigo or motion sickness, without data loss or lag or problems with simultaneous inputs—then I think we're going to be playing a whole new game. When that's affordable, why not invest in a few of those devices and "send" your staff to conferences without flying them anywhere? Looking even farther ahead, I can imagine we'll have personal virtual reality devices just like we now have personal mobile phones. I use my own devices and accounts for work all the time, because there's no appreciable cost to me to do so, and it wouldn't make sense for the organization to carry those accounts and devices for me. I can imagine we're going to get to a place where virtual reality will happen on personal mobile devices… and once we get there, the question of face-to-face conferencing will be upended completely.

No, there's no guarantee that we're going to get exactly this solution, but it seems like one that's perched on the horizon right now. And it seems like a real game-changer for the whole world of business travel.

Of course, that leaves open questions about equity of access (How much will these magical devices cost?) and institutional policy (How will we decide how to deploy these kinds of technologies in the workplace?) and other types of ecological outfall (What rare earth elements will be mined to make these things?) and a hundred other things. But again, these kinds of questions already exist with in-person conferences (How much money can the organization afford for conference travel? Who gets it? What's the carbon footprint of an ALA Midwinter?). The fact that we can anticipate problems with virtual conferences shouldn't disqualify them as an alternative to face-to-face meetings. Rather, we should try to be honest about weighing the costs and benefits of both approaches fairly.

McLure:

Seriously, Karen, I'm supposed to come up with an argument on par with the potential of the Oculus Rift? Well, I will caution that we will have to expect at least hiccups with technology as we march forward, just as we have experienced to date. We're all too familiar with those moments when the sound quality is unbearable (or there's no sound at all) and it costs you half an hour of your virtual conferencing day. Admittedly, technology or our interactions with it can be troubled in the face-to-face setting, too (Weren't you once at a session where the laptop started smoking?), but those problems are usually easier to work around in person. A broken projector means the presenter does without his or her PowerPoint; a broken virtual reality device will mean … no conference at all.

While we are certainly making progress with technology and its reliability, I would mention that effective, optimal presentation can look very different in the virtual setting than it does in person. Currently, it seems challenging for speakers to cater to both modes unless they actually deliver two distinct versions of the presentation. With time and technology this too may be resolved, but until then, it seems that the options are either asking presenters to double their workloads or asking some of the attendees to accept an inferior version of the experience.

However, I should concede that virtual conferences offer another, incredibly important improvement over the traditional approach: the potential for more diverse conference participants and presenters will increase dramatically when the costs of participation (financial costs, physical travel, time spent traveling, and more) are reduced or eliminated.

Munro:

I don't remember a smoking laptop, although I'm sure it's happened to some poor soul. And yes, you're right, the Oculus Rift is an outlier example at this point. But give us ten to twelve years . . .

Anyway, the elephant in the room that we haven't really acknowledged yet is COST. And I want to close with that, because it feels essential.

The future is never perfectly linear, so I won't claim certainty that the costs of air travel are going to go straight up from here on out. But right now I think we're subsidizing business travel in all kinds of ways, just as we subsidize other consumptive activities. There are these things called "externalities," which are costs that businesses like to ignore or pass along. Climate change is one big, relevant example.

We all know that air travel is ecologically costly—but we don't see that cost reflected in the price of airfares. You don't

pay a carbon tax, for instance, on your plane ticket. That's not because there's no carbon cost to your flight; it's because we've chosen to ignore it. Airlines don't have to tally up their carbon footprints in their annual reports and pay anything based on the ozone depleted, or the petroleum consumed, or the water used. We just don't do business that way.

But—and I don't want to sound too apocalyptic here, but if you follow climate news, things are getting pretty real pretty fast—we may soon be forced to start reckoning with these hidden costs. I don't know exactly how that will play out, but as water and oil and energy become scarcer and costlier, as hundred-year storms start happening more often, as the cost of the in-flight meal goes up because food prices are fluctuating, as labor markets migrate and evolve, and so on, I think we may start to see those things reflected in the cost of travel. And I actually think that will be a good thing, if only in terms of our accountability.

I think sooner or later, we'll find our backs against the wall and we'll have to start paying more for things like business travel. And that, in turn, will force us to examine the idea a little more closely. Do we really want to pay $2,000 for a flight to Chicago? Can we really afford it?

And most of all, is it worth it?

McLure:

I expect that the question "Can we afford and justify the cost of conferencing?" will continue to require close scrutiny by all. I don't doubt that sometimes the answer will be "no." All too often, it already is. Many librarians don't receive any employer-provided funding to attend conferences, and many librarians who previously received solid funding are now receiving less or none in these leaner economic times. So, it's important to recognize that those of us who've been lucky to receive continuing support are privileged.

Because I really value the participatory, collegial aspect of face-to-face conferences, I'm conflicted. I hope that we will confront these challenges head-on and find a way to salvage in-person conferencing. Sometimes tremendous creativity results from confronting constraints. I hope, optimistically, that we see more creative solutions and developments than we can yet imagine.

It seems that, if we were on the cusp of a significant shift to virtual conferencing as the preferred approach, we would see face-to-face conferences shrink or dwindle, wouldn't we? Yet the opposite is true, at least in my observation. It seems to me that in the years since we graduated, the range of face-to-face national and international conferences for academic librarians has only grown (and that's even putting aside the small feast of virtual and local professional development conference options available in many geographical locations).

I worry that the increasing range of virtual conference options will lead to fewer librarians receiving employer funding to attend face-to-face conferences. You might counter that this would not be entirely a bad thing, but I'd really like to see both options persist and for the choice to be left to individuals, wherever possible. And I would hate to think of new librarians, in particular, entering the profession in a new era of all-virtual/all-local—end of story—professional development.

I think my hope for the nearer future is that many employers will continue to see the value of face-to-face conferencing, and to support their librarians' attendance, but that with ever-expanding and improving virtual conference options, and especially virtual professional service opportunities, librarians and organizations will feel some new ability to make different choices. If, as you suggest, our expectations and hopes for conferences keep changing, perhaps fewer librarians will need to attend conferences to fulfill service requirements or as their primary networking opportunity. My hope, in that case, would be that that development might free up resources for librarians to attend face-to-face conferences for essentially new reasons. For instance, as a liaison librarian, I've often felt that it would be so educational to attend conferences within the academic disciplines that I serve, but to do that regularly in the past would have meant choosing between library-related and disciplinary conferences.

More importantly, I think it's exciting that virtual service and conference options may increasingly make both activities available to librarians who've not been able to pursue either. That reality has always bothered both of us, and I think it's been a longstanding and widespread concern that's come up many times in discussions at conferences. That we might finally be able to inch past it is exciting, even if it's taken far too long to get here.

Munro:

Hear, hear. And I hope that however this all plays out, we still get to see each other (virtually or for real) in the library conference world of the future.

Reference

1. Association of College and Research Libraries, "ACRL History," accessed August 4, 2014, www.ala.org/acrl/aboutacrl/history/history.

Marketing Comes to Reference and User Services

Nicole Eva and Erin Shea

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Erin Shea *is Supervisor of the Harry Bennett and Weed Memorial and Hollander branched of the Ferguson Library in Stamford, Connecticut. Previously, she managed more than 400 programs annually, including author events, film screenings, computer classes, music concerts, hands-on workshops, and more as the Head of Adult Programming at Darien Library in Darien, Connecticut. She is a memoir columnist for* Library Journal *and a 2014* Library Journal *Mover & Shaker. You can follow her on twitter (@erintheshea).*

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The "M" Word… the dreaded Marketing, Promotion, or Communications piece that can come with many of our jobs. Why is it that we loathe it so much? Is it because we feel that as librarians, we should be above this sort of 'selling' tactic? Is it because we think libraries are so inherently wonderful that they need no promotion? Is it because we got into librarianship specifically to avoid having to do this sort of thing? For some of us, it's all of the above. But the fact remains—people don't know what you have unless you tell them. And telling them—*communicating your benefits* to them—is, in fact, marketing.

In Erin's Words:

When done properly, marketing your libraries' programs and services is a seamless process. Perhaps there are certain promotion avenues that are your bread and butter. At my library, nearly every new or noteworthy program merits a press release, e-blast, and inclusion in our e-newsletter. But the promotional efforts that have been the most successful are the ones that required deeper thinking—a hula hoop contest to debut our new Hoopla service, tabling efforts at the train station to reach commuters, or outreach to local magicians to promote an author's book about magic and math. I didn't realize these were marketing efforts; I just wanted people to come to my programs. It wasn't until I was called out professionally as a "marketer," that I realized, "Oh hey, I guess that is a lot of what I do."

In Nicole's Words:

When I decided to go back to school after working for 10 years working in the world of advertising, I joked that I chose librarianship because it was as far as I could get from my old job. Imagine my surprise when, as a newly minted MLIS, I found myself on the Public Relations and Promotions committee—and shortly after, asked to co-chair it. Imagine my further surprise when I discovered that this was one of my favorite parts of the job! Marketing—or its dreaded cousin, *promotion*—doesn't have to be smarmy, dishonest, or whatever other negative adjectives come to mind. When you are promoting something you truly believe in, and want to share with others, that promotion is actually a joy.

I look forward to editing this column with my colleague, Erin Shea, and we extend the invitation to all of you from both public and academic libraries to send us your submissions on this very broad topic. We welcome contributions of all sorts—share your ideas, successes, and even failures from

your own library promotions and we can all learn from and be inspired by one another. As well, we can discuss some of the broader ideas and philosophies about marketing and all of its implications. Librarians are great at sharing their great ideas, so here's your chance to tell your colleagues how you have been promoting your library, or to reveal important lessons you've learned about marketing libraries along the way.

In Erin's Words:

I'm also interested to read about how your library organizes promotional efforts. Perhaps there is one staff member who works as a marketing silo, coming up with promotional strategies for a targeted service that needs a publicity boost. Or maybe staff members work together on promoting programs or services based on their keen interests, with one dedicated staff member charged with preventing things from slipping through the cracks. Community engagement and outreach librarians are new titles I've seen popping up on library job banks and listservs. It would be fascinating to see how these types of librarians tell the library's story to the community.

It's no secret that, holistically, librarians find it challenging to market the library as an institution. In a recent editorial in *Library Journal*, Editorial Director Rebecca T. Miller asserts that, "We don't have a mission problem, we have a marketing problem."[1] This is made apparent by the fact that every few months an article pops up in mainstream media predicting doom and gloom for the public library in its current incarnation. Librarians are falling short in how they market the image of a library to people who are not already using it. This is obvious every time I tell a friend that I'm reading a magazine on my iPad that I borrowed from the library and they exclaim, "Wow! I didn't know you could do that." I'm interested to read about ideas on how to market libraries to a population who doesn't see the need for them in the Age of Amazon.

In Nicole's words:

It is also interesting to see how libraries are reinventing themselves in an effort to reach out to new markets. In public libraries, this might be programs created to attract teens, or seniors; in academic libraries it may be new ways to engage undergraduates, or promote information literacy services to faculty members. What programs, products, or events does your library have to attract new, previously under-served patrons? How do you get the word out to a population that isn't already listening, and may not be that receptive to your message? What avenues do you use—and how do you make your communication stand out? By the same token, libraries still have a mission to provide free and equal access to information—and this includes books. Is there a risk that our constant "reinvention" could alienate our historically loyal patrons?

Marketing libraries may be a topic that is "hot" in the last few years, but there always seems to be appetite for more. The Library Management Institute has organized a Library Communications Conference (formerly the Association of Library Communications and Outreach Professionals) four years running (www.kiesermanmedia.com/yahoo_site_admin/assets/docs/2014_LCC_Brochure_final.220214743.pdf), and many other conferences have sessions or even streams dedicated to marketing/promotion/public relations activities. These sessions seem to be very popular, suggesting that there is a need for more education around library promotional activities. Should there be a greater emphasis on marketing courses in MLIS courses? Or is it common sense enough that "anyone" can do it? (I'm not going to answer that, but leave it up for debate—what a great idea for a future column, anyone . . . ?). It also begs the question… is library promotion a new "problem," or something that librarians have been struggling with since libraries began? (Hmmm . . . I may have just thought of my new research project!).

Whatever your viewpoint, we invite you to join us in an ongoing discussion of libraries and their promotion—be it in the name of marketing, advertising, outreach, or just good old PR. Public, Private, Academic, Special . . . each of us has our own challenges in promoting ourselves, and our own successes and struggles to share. So please, share with us. Submit your articles to nicole.eva@uleth.ca or eshea@fergusonlibrary.org; we look forward to seeing them!

Reference

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Design and Implementation of a Subject Librarian Training Program for University Libraries in China

Based upon the subject librarian training practice of CALIS Phase III "Librarian Literacy Training and Qualification Certification" in the charge of Shanghai Jiao Tong University Library, this paper elaborates upon a design for a subject librarian training system concerning objectives, methods, courses, tests, organization and management mechanisms. From November 2010 to December 2011, the program has held four phases of liaison librarian training respectively and trained 322 liaisons for 197 universities in China. Additionally, it analyzes major characteristics of the training program and points out what we should note in the training process in order to achieve success in the implementation of subject librarian training.

The expected competencies of subject librarians, key elements in determining effectiveness of library subject services, not only reflect a librarian's collection development skills and service innovation abilities but also have an impact on the transition of library service models. Due to the present urgent need for innovation in library services and the enhancement of subject librarian capacities, the CALIS (China Academic Library & Information System) Program Phase III regards subject librarian training as a vital part of "Librarian Information Literacy Training and Qualification Certification". Through implementation of five phases of subject librarian training, the CALIS Program plans to cultivate a group of subject librarians with practical abilities and innovative spirit for Chinese university libraries and hence promote the development of librarianship in China.

In this paper, the authors look at subject librarian training programs in China, in an effort to increase librarian training program directors, managers, and organizers' knowledge of librarian training in the world and further improve liaison librarians' abilities.

LITERATURE REVIEW

The demand for subject specialists has created new levels of responsibility for reference librarians. The assigned responsibilities such as "editing websites, designing resource navigations, and creating subject blogs," indicate the need for subject librarians to keep up with current information technology skills in addition to maintaining traditional librarianship skills.[1] Results of a survey of New Zealand academic subject librarians conducted in mid-2011 show that serving academic library

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customers requires not only traditional "reference" skills, but also skills that reflect adaptability, strong communication, customer service, technology support, and training.[2] Librarians at George Mason University Library further put forward that the basic qualities a competent librarian is expected to have should include: "commitment to developing, providing and maintaining high quality services and programs, valuing knowledge, and life-long learning, fostering collaboration and teamwork, engagement in professional development, an enterprising spirit reflecting flexibility, adaptability, intellectual curiosity, creativity, initiative, persistence, excellent communication and instructional skills, time management and organizational skills."[3] These features summarize the required capabilities of liaison librarians well.

Due to stringent requirements set for subject librarians, many professionals stress librarian literacy training. Krasulski gives some advice, including ways the access services community can act to fill the gap left by the absence of training opportunities in library and information science graduate programs.[4] Luo's study suggests content design opportunities for text reference training and education to help improve service performance.[5] Cassella et al. point out that academic programs should be developed to include communication, project management, and team work skills and lay more emphasis on copyright issues. The study also indicates that repository managers will have to spend a lot of time on professional training and self-directed learning.[6] Todorinova et al. review standards for reference training in academic libraries with a focus on "one-desk service points" and think about best practices for planning, implementing, and evaluating training programs for librarians.[7]

China, however, lacks professional qualification certificate systems for librarians and pertinent and systematic librarian training programs as well. In comparison with United States and United Kingdom university libraries, both the qualification requirements of the occupation and the subject service content in China's university libraries are "left behind."[8] Many university librarians in China do not have library school education or librarian information literacy training, and this influences their ability to offer high quality subject services.[9] The libraries lack talented liaisons with strong academic backgrounds, advanced professional proficiency, and rapid adaptability. According to a survey of 62 librarians coming from 34 university libraries located in different regions of China participating in Project 985 (a project for funding world-class universities in the 21st century conducted by the government of the People's Republic of China), 65 percent of the librarians have less than two years work experience in subject services, despite the fact 69 percent of them are subject liaisons. These statistics show that even in Project 985 university libraries, subject service is still in the exploratory stage and the capacity of subject librarians needs to be improved by integrated and systematic training with innovative ideas, novel approaches, and advanced technologies. Since 2000, libraries have made efforts to improve human resources management. In some key universities, librarians are employed on a "relatively competitive basis", yet "the percentage of librarians with Master and Doctoral degrees" is not so high.[10] In 2011, CALIS III Librarian Literacy Training and Qualification Certification Program, a vital executive program, was carried out and made great achievements. But the training still needs to be improved regarding the schedules, teaching atmosphere, training forms, training content, etc., to "enhance the subject librarians' ability, raise the service standards, and promote the quick and sound development of librarianship in China."[11] In 2002, the first "National Workshop for Information Literacy in Higher Education" was carried out, and it "attracted" nearly 170 librarians from different universities.[12] Although various related, prevalent, and popular librarian training has been gradually carried out in recent years, there is still a shortage of systematic training programs for subject librarians in Chinese university libraries.[13] The government, university officials, and libraries, as well as society, should commit to "promot[ing] librarianship and build[ing] a powerful librarian workforce," to satisfy the needs of social and economic development in China.[14]

RESEARCH METHOD

To have a comprehensive idea of the librarian training programs, the authors reviewed program materials written between 2010 and 2012. In addition, by using research methodologies such as literature review, expert consultation, case analysis, and comparative research, they decided upon the design objectives, training content, training approaches, and testing methods.

To motivate the learners and enhance the training effects, the test methods needed to be considered carefully. By referring to effective testing methods from relevant librarian training programs and asking the instructors and learners for advice, the program working group members employed both qualitative and quantitative test methods. Taking the learning effectiveness, practical training effects, and the two kinds of test methods into account, they eventually formulated and presented a "quaternary test," namely, a test that is made up of four parts:

- Class participation (graded by the classroom teachers, accounting for 15 percent of the final marks): covering students' class performance and participation in analysis and discussions
- Class assignments (graded by the classroom teachers, accounting for 15 percent of the final marks): including course reports, case analysis, scene simulation, scheme planning, and on-the-spot drills
- Learning summary (graded by the teaching group, accounting for 30 percent of the final marks): covering what the trainees have learned from the training and their responses to and suggestions for the training
- Practice reports (graded by experts invited by CALIS, accounting for 40 percent of the final marks): including

practice reports, case studies and application accomplishment originating from the learners' practical subject service work

Following the training, Certificates of Completion are awarded to those trainees who have passed all the tests concerning class performance, class homework, and a learning summary. The CALIS Phase III Subject Librarian Training Program will choose excellent learners from the qualified participants. In the end, the program will also select outstanding subject librarians and issue them with award certificates.

DESIGN OF THE SUBJECT LIBRARIAN TRAINING SYSTEM

In designing a subject librarian training program, considerations should extend beyond the competencies mentioned above by librarians at George Mason University Library. For example, the training system needs to be connected with the practical work so that the training will be more systematic and meet the trainees' needs for practical techniques. Therefore, the CALIS Subject Librarian Training Program attaches great importance to preparation work such as investigation of liaisons' training needs, literature surveys, consultation with relevant experts, studying the experiences of foreign libraries and so on.

In the initial stage of designing the training system, the program members did the following pre-research work. First, the CALIS management center conducted literature surveys and expert surveys to explore the overall design of the librarian training systems (courses, forms, contents, etc.). Second, representatives from the CALIS management center visited the University of Auckland Library (in New Zealand) to get systematic and comprehensive knowledge about the design and implementation of librarian training systems in overseas libraries and to learn from their successful experience. Third, Shanghai Jiao Tong University Library, the responsible unit, arranged the organizational measures—training session planning, personnel deployment, execution, and fulfillment—to insure the training effectiveness. After holding two preparation meetings for the training course teachers and dozens of various preparation work meetings, the library worked up the "execution scheme" and "management scheme" respectively. It was after thorough consideration, repeated reasoning, and dozens of revisions that a mature subject librarian training system finally came into being. Specifically, the training system consists of five parts: training objectives, training methods, training sessions, test approaches, and organization and management mechanisms.

Training Objectives

Goals of the CALIS subject librarian training include the following:

- The learners will have comprehensive knowledge about basic theories, skills, and practice of subject services. They will improve their theoretical knowledge and abilities to formulate plans so that they will become professional liaisons for university libraries in China.
- The learners will master methods for user research, user demand analysis, subject service standards, evaluation strategies design user-targeted services, develop subject resources scientifically and reasonably, have a good command of practical techniques for information literacy education, and carry out different kinds of subject services to support teaching and research in universities and colleges.
- The learners will be able to apply the learned ideas, methods, and tools to their practical work, promote the library subject services, and further increase new values and functions of university libraries.
- The subject service team members will be able to improve their teamwork consciousness and capabilities, strengthen their positive attitudes towards work and increase their professional responsibilities and sense of mission.

Training Methods

The CALIS Phase III Subject Librarian Training Program focuses on "competency development". For this reason, the instructors from both home and abroad are all experienced subject service experts with respected achievements in subject service research and practice. Adopting open, vivid, and flexible training approaches, these professional teachers impart both the theoretical and practical knowledge of subject services to the students, using a variety of approaches:

- Theory teaching: The instructors center the teaching on a special topic in a thorough and systematic way.
- Classroom discussions: The instructors carry out communication and discussions on certain problems between teachers and students and among students.
- Case analysis: The instructors ask students to discuss a specific case. Through research and discussions, the learners will not only reach common ground but improve their learning and thinking skills.
- Case demonstrations: With the instructors dissecting the subject service system of a certain library with vivid and specific cases, the learners will be able to have a comprehensive understanding of subject service planning, system construction, implementation strategies, etc.
- Operation demonstrations: The instructors demonstrate the operational process while teaching how to use the systematic tools for subject service, subject information analysis devices, office automation software, and so on so that the learners will be able to learn relevant skills directly.
- Role playing: The instructors devise a scene and the learners take a role in the scene to deal with problems designed previously in order that the learners will be able to acquire the experience to handle relevant issues.

- Group discussions: After group discussion of questions raised by teachers, learners are required to sum up what they have discussed and give a report on their discussions in front of the class.
- Interactive learning: The learners present problems they have encountered in subject services and the instructors organize discussions about solution to the problems.
- Preparing and discussing: In order to save time and enhance effectiveness of the training, the learners will be assigned to prepare for some of the course content after class, while the teachers will answer questions raised by the students in class and discuss related questions with them.

Whatever approaches are used, the training emphasizes interaction, communication, the combination of instruction and practice, and blending of theory and practice. Simultaneously, by virtue of the distance education platform built by the program management group, virtual classrooms for dispersed teaching and network space for communication between teachers and students are available. This platform supports synchronized video teaching, long-distance interactive multi-media learning, etc. In addition, via integrating various web 2.0 tools, the platform sustains exchanges and interaction between learners and instructors, encourages librarians' autonomous learning, and allows sharing files and uploading homework. The platform thereby builds a network-based learning and communicative community so that the trained librarians will be able to increase their perceptual knowledge of subject services, be inspired in their enthusiasm and creativity at work, and be able to master the subject service ideas, patterns, practical methods, and practical skills.

Training Content

The training content focuses on practical demand for carrying out subject services in order that the trained librarians will have a command of relevant ideas, knowledge, and techniques. After the librarians have successfully absorbed the course design and training approaches of the program, they are ready to pursue the practical aspects of the course itself. The training is divided into six modules and ten representative courses. These courses completely cover subject service-related theories, basic practical work, user research, services marketing, organization and management, standards and evaluation, information literacy education, research support services, technical instruments and methods, etc. (see table 1).

- After work in module 1, basic theories of and practical approaches to subject services, the trainees will understand the historical development of subject services, the development of new subject service models, and connotation of the new models; be able to organize, manage, plan, design, and build teams for the subject services; and master relevant methods and skills for marketing subject services, studying and analyzing users, and communicating with them.
- After module 2, subject services supporting scientific research, the learners will have a command of tools and methods for analyzing subject development trends, procedures, and standards as well as methods for writing special topic literature survey reports. They will also understand approaches to integrate subject services into the research process in the academic environment.
- After learning module 3, subject services embedded in teaching, the trainees will master methods and models for carrying out information literacy education, information literacy course planning, information literacy course cases, standards, assessment methods, and related resources for information literacy education.
- After module 4, subject collection development, the learners will understand the basic theories of subject resource development, subject resource planning methods, subject resource analysis and assessment methods, approaches to compile subject resource guides, and principles and techniques for subject-specific collection development.
- After learning module 5, techniques related to subject services, the trainees will have a command of techniques germane to subject services, improve their practical abilities and learn relevant skills for broadening and deepening subject services.
- Finally, after module 6, case presentation of subject services, the learners will have intuitive recognition of the subject service work and improve their practical abilities through case viewing, analyzing, and discussing.

Meanwhile, considering that the subject librarians have dissimilar specialties and characteristics, and that it is unnecessary for them to master all the relevant knowledge or have the same knowledge structure as others, the program combines modularized and systematic training content flexibly and carries it out at different stages according to practical needs of the subject specialty, despite the fact that the work of subject services requires rich knowledge and involves multiple disciplines. The learners can thus obtain the Certificates of Completion only if they have finished studying designated modules and have reached required standards.

Organization and Management Mechanism

To guarantee the standardization and effectiveness of the subject librarian training, the program management group appoints organizers for the training according to the training requirements. After submitting the "Enforcement Schemes and Plans for the CALIS Phase III Subject Librarian Training Program" which are examined and approved by the program management group and authorized by the CALIS management center, the organizers implement the training (see fig. 1).The project management group communicates and coordinates with the organizers, and offers them guidance and standards for

Table 1. Training Courses of CALIS Subject Librarian Training Program Phase III

Modules	Topics and contents	Objectives
1. Introduction to and practical basis for subject services	(1) Basic theories: significances of and strategic thinking for subject services; history and current state of subject services; major modes of subject services; connotation, denotation and future development of subject services in new situations (2) Top-level design, management and planning for subject services: management & planning, organization & assessment, team building, etc., of subject services (3) Basic and practical approaches: fundamental procedures and methods for developing activities for schools and departments; standards, strategies and techniques for communicating with college faculty and students; cases of subject service marketing and popularization	The trainees will know about the historical development of subject services, background to the development of new subject service models, and connotation of the new models. The trainees will be able to organize, manage, plan, design, and build teams for the subject services The trainees will master relevant methods and skills for marketing subject services, studying and analyzing users, and communicating with them.
2. Subject services supporting scientific research	The construction of knowledge environment for subject services (including institutional repositories and subject information portals); tracking and analysis methods for subject strategic information; analysis approaches, tools and cases for subject development trends; case presentations of integrating subject services into the research process	The trainees will have a good command of tools and methods for analyzing subject development trends, procedures, standards, and methods for writing special topic literature survey reports, and approaches to integrate subject services into the research process in the new academic environment.
3. Subject services embedded in teaching	Models, case presentations, and effective evaluation of information literacy; information literacy course system programming and resource sharing; information literacy education and its standards; patterns for carrying out information literacy education and corresponding case demonstrations; information literacy education models and Allan Bloom's educational theories	The trainees will have a good command of methods and models for carrying out information literacy education, information literacy course planning, information literacy course cases, standards, assessment methods, and related resources for information literacy education.
4. Subject resource development	Basic theoretical methods for subject resource development; subject resource development process and budget collocations; methods for subject resource development planning; current state analysis and assessment of subject resources; evaluating user demand for subject resources; methods for compiling subject resource guides; principles and methods for subject-specific collection development	The trainees will know about basic theories of subject resource development, subject resource planning methods, subject resource analysis and assessment methods, approaches to compile subject resource guides, and principles and techniques for subject-specific collection development.
5. Techniques germane to subject services	(1) Technology related to subject services: construction of the subject service platform; management and maintenance of the interactive community for subject services; technological application of personalized subject services (2) Integrated skills for subject services: Foreign languages used in subject services (English, Japanese, German, etc.); practical capabilities required for subject services; office automation software frequently used in subject services and file specifications for subject services	The trainees will know about or have a good command of techniques related to subject services, improve their practical abilities and learn relevant skills for broadening and deepening subject services.
6. Case presentation of subject services	Case presentations and discussions of subject services in university libraries; viewing special and individual real cases	The trainees will have intuitive recognition of the subject service work and improve their practical abilities through case viewing, analyzing, and discussing.

carrying out the training according to the requirements of the CALIS management center and program management schemes of the subject librarian training program.

Other specific management approaches include:

- The document entitled "Responsibilities for the Training Organizers" clarifies the organizers duties and responsibilities, guaranteeing the systematic implementation, quality, and effectiveness of the training.
- On the basis of "Aptitude Requirements for Librarian Training Course Teachers," noted experts on library and information science both at home and abroad are invited. Outstanding and professional librarians with many years of research and practical experience in subject services comprise the teaching groups who attend teaching work meetings in order to know about the training requirements. At the same time, the tri-level teaching group, i.e., head teachers, training course teachers, and teaching assistants, is set up to offer a guarantee of quality for the teaching.
- To guarantee the training quality, the organizers, together with the CALIS management center and the program management group, adopt multiple guarantee measures in order that the research and studies can be timely and successfully completed.
- To insure success of the subject librarian training, a series of pertinent management files are formed, including: *Students' Manuals*, *Teachers' Manuals*, curriculum schedules, registration forms for learners' personal information, group lists for learners, homework topics for group research and discussions, plans for interactive teaching and communication, registration forms for learners' performance, students' learning summaries, and survey questionnaires for the training.

FINDINGS

Implementation Overview

The program management group divides the subject librarian training program into three stages, i.e., preparation stage, implementation stage, and conclusion stage, in order that the organizer can plan, organize, and implement the training according to different features of the three training stages. In the preparation stage, the organizer should be aware of his or her roles and responsibilities, formulate implementation schemes and plans for the training, contact and arrange teachers for the training courses, carry out necessary preparation work, and submit relevant documents to the program management group to examine and revise. In the implementation stage, the organizer should be responsible for the organization, management, and implementation of the subject librarian training, and for insuring that the training is completed. In the conclusion stage, the organizer needs to summarize the training implementation and keep track of the training effects, collect relevant suggestions, and hand in the summary reports and relevant documents as well as archive them so as to accumulate experience for later training courses.

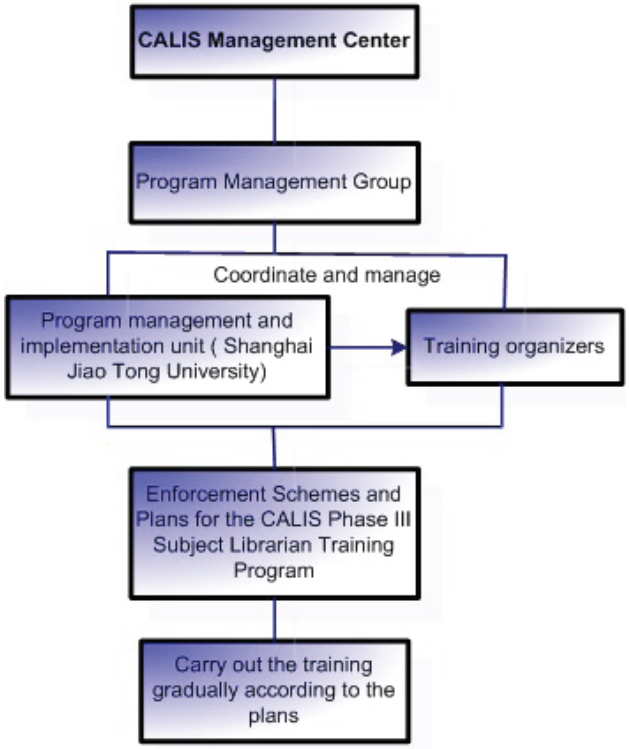

Figure 1. Management Procedures for the Subject Librarian Training

From November 2010 to March 2012, Shanghai Jiao Tong University Library, Library of University of Electronic Science and Technology of China, Xian Jiao Tong University Library, Northwest Agriculture and Forestry University Library, Xiamen University Library, and Yanshan University Library held five phases of the liaison librarian training respectively and trained 322 liaisons for 197 universities in China (see table 2). The training system is so standard and rigorous that it is called the "Huangpu Military Academy" (a new type of school for the revolutionary military officers set up in 1924 by Sun Yat-sen, the leader of China's republican revolution) for subject librarians.

At the end of the program, i.e., in early April 2012, a seminar about case sharing and communication between representative teachers and learners from the subject librarian training courses was held in Wuhan. In the seminar, the students shared 82 subject service cases which they summarized in practice after the training program, and teachers and experts made comments on the cases. In the future, these service cases will be included in a book, as yet to be published, aiming to provide more reference for future subject specialist librarians.

Major Characteristics

The CALIS Subject Librarian Training Phase III has many characteristics. For instance, the organizers make elaborate

Table 2. Overview of Five Phases of the Subject Librarian Training Program

Phases	=Timespan	Cities	Organizers	Students Registered	Universities Covered
1	Nov. 21–Nov. 26, 2010	Shanghai	Shanghai Jiao Tong University Library	62	34
2	June 14–June 18, 2011	Chengdu	Library of University of Electronic Science and Technology of China	60	47
3	Oct. 17–Oct. 22, 2011	Xian	Xian Jiao Tong University Library, Northwest Agriculture and Forestry University Library	63	46
4	Dec. 5–Dec. 10, 2011	Xiamen	Xiamen University Library	60	42
5	Mar. 12–Mar. 17, 2012	Qinhuangdao	Yanshan University Library	79	70

preparations; the teachers carefully plan the lessons and give good instructions; the training contents are systematic and practical; the learners are expected to work hard and do thorough research; the interaction and communication between teachers and students should be effective and so on. According to statistics of a satisfaction degree survey for the CALIS III Subject Librarian Literacy Training, the learners' average degree of satisfaction with each training course reaches 97 percent, suggesting that the training achieves its goals. Generally speaking, the training displays the following features which are key elements to insure effectiveness of the training.

Emphasis by the Management Center, Management Group, and Organizers, and Support of University Librarians

With the concept of "sharing," the CALIS management center attaches great importance to the program so that favorable policies are formulated for and enough funding is made available to the program. The program management group and the organizers make careful deployment and thorough arrangements for the training content design, personnel allocation and training implementation, reflecting the collective spirit and good cultural atmosphere. Furthermore, university librarians give strong support to the program by actively entering their names in application for the program.

Practical Courses with a Focus on Competency Cultivation

Focusing on cultivating advanced concepts and practical techniques for the subject librarians, the training sessions systematically and comprehensively cover the subject service-related ideological systems and basic practical work, including user study, service advocacy, organization and management, standardization and evaluation, information literacy education, scientific research support services, and technical tools and methods. Learners generally hold that the teaching system is standard and complete and the training content is practical. The training, which lays emphasis on ability construction, abandons the traditional cramming methods of teaching and uses such teaching models as group discussions, case viewing, scene drilling, peer reviews, and interaction between teachers and students, which are all welcomed by and popular with the learners. In the first phase of the program, for example, the training carried out such activities as "Living Library—Interactive Salons for Instructors and Learners," information literacy education case viewing and discussions, case demonstrations of scientific research support services, "case drilling and assignment comments" and an "Art Exhibition by the Media and Design School." Altogether, more than 30 interactive activities and 20 research topics were available in the training sessions, displaying subject service cases in an all-around way and providing the learners platforms for demonstrating, sharing, communicating, researching, and discussing.

Careful Program Preparation and Three-Dimensional Guarantee

Each phase of the subject librarian training is carefully planned and prepared, including the following:

- compiling and designing the teaching programs and templates, and working out standards and requirements
- organizing and editing training textbooks and lecture manuscripts
- formulating and printing *Students' Manuals* and *Teachers' Manuals*
- appointing two head teachers for the training courses
- appointing relevant workers to guarantee the daily traffic flow and room and board

Additionally, the implementation of the training is closely related to having a robust technical support system in place. In the first phase, for instance, training rooms with synchronized broadcasts were applied to insure the training effectiveness. In the second phase, the live audio was available in branch training rooms. The CALIS subject librarian training program set up special websites, designed special columns

based on the course modules, established online discussion sections, QQ groups, FTP file sharing, online PowerPoint, and instructional videos so that the trainees were able to keep communicating with each other after the training is finished. The opportunity is also provided for other librarians interested in the training to learn online by themselves.

Standard, Diversified, and Practical Training

To insure that the training program deserves the name "Huangpu Military Academy" for subject librarians, the training system has strict requirements, a tight schedule, and standardized implementation requirements. In each class, there is a registration form for "Class Performance of Learners" recorded by the teaching assistants. At the end of each training session, the learners hand in a "summary of learning." What is more, to motivate the learners, "Case Drilling and Viewing," "Assignment Feedback Form," "Survey Questionnaires of Learners' Satisfaction Degree," are designed to record learners' performance and collect their suggestions.

In addition, the training program adopts a number of case teaching methods closely connected with subject services. Many teachers further offer relevant and valuable professional templates which have lots of reference value. According to incomplete statistics, case teaching in various training courses amounts to 30 times the value of non-case teaching. The case teaching is very effective, just as Denghui Kuang from Nankai University Library commented: "We can not only learn the wisdom and ideas from each training course teacher but also learn from the exemplary persons beside us through vivid case demonstration." Many learners said that they had learned a great deal through studying cases. Some of them even drew up "work plans" and prepared to apply what they had learned to the practical work of subject services. Simultaneously, all sorts of interactive discussions, research, and communication greatly promoted the experiences of collaboration, information sharing, mutual encouragement, and common development.

The CALIS management center and program management group has made great contribution to the librarian training program. In addition to the completion certificates for subject librarians issued by the CALIS management center, there is still another "Completion Certificate of Advanced Training Courses for Young and Core University Teachers" awarded by the Human Resource Division and Higher Education Division of the Ministry of Education of the People's Republic of China (PRC), which indicates that the subject librarian training is approved and supported by the Ministry of Education of the PRC, and it is striding towards standardization, normalization, and internationalization.

CONCLUSION

The CALIS Subject Librarian Training Program is the first of its kind in China. It set up a specialized project team and formed a relatively complete set of management implementation standards which provide reference for other subject librarian training. When designing the curriculum and training methods, the program directors, managers, and organizers learned from experiences at home and abroad in terms of professional qualification systems for librarians. Altogether, they planned six teaching modules and ten representative courses which comprehensively and systematically covered theory and basic practices related to subject services, e.g., user research and service marketing, organizational management and standardized evaluation, information literacy education, subject services supporting scientific research, and subject service related technology. In addition to giving lessons, the training also includes rich and novel class practice such as "case studying and homework commenting" in groups, subject service case presentation and observation, more than thirty interactive procedures, and more than twenty seminar topics incorporated in the courses, adequately providing students with a sharing, communication, and discussion platform. On account of the varied and practical teaching content and adherence to the principle of making study serve the practical purpose, students are quite satisfied with the training. Statistics of online questionnaires show that the satisfaction degree of trainees from the five training programs is up to 97.85 percent.

Moreover, the program directors, managers, and organizers prepared complete teaching management documents. They printed two sets of learning materials for the students, "Textbook Collections for Subject Librarian Training" and "Lecture Notes Collections for Subject Librarian Training," and summarized student feedback, practice reports, and service cases which offered sufficient and necessary materials to subject service work research and study. Besides, they edited a series of teaching management documents, including the "Learners' Handbook," "Teachers' Manual," curriculum schedule, registration forms of students' personal information, lists of learners' grouping, topics for group discussion, plans for interactive teaching activities, registration forms of students' performance, students' learning summary, and questionnaires for the training.

Finally, the program attached great importance to marketing. The working group members printed relevant promotional materials, including eight issues of carefully designed color pages of "CALIS Work News" with content to promote the training. A specialized website has been established to provide timely reporting about the training. Also, the working group members actively invited relevant media to report about the program to increase its visibility and effectiveness. Furthermore, the program stressed survey and feedback of teachers, and students, so as to immediately summarize relevant circumstances and to constantly adjust and improve the training.

The subject service librarianship is highly creative. Through subject librarians' services, a truly user-oriented library service system can be established, promoting a service-oriented professional restructuring. Therefore, the subject

librarians are expected to have strong competencies.[15] With the roles of subject librarians changing, the English scholar Stephen Pinfield notes that there are more competency requirements for the subject librarians concerning such aspects as professional subject knowledge, interpersonal communication skills, communicative abilities, IT skills, teaching and expression abilities, budget management techniques, analysis and evaluation capabilities, teamwork and team building capabilities, project management competencies, quick learning abilities, flexibility, and imagination.[16] Accordingly, training for subject librarians needs to be regular, systematic, and conducted in accordance with the subject librarian qualification certification guidelines.

The work of Subject Librarian Information Literacy Training and Qualification Certification started by the CALIS Management Center in the third phase has proven both popular and effective. The CALIS Phase III Subject Librarian Training Program is of great significance, as evidenced by what a learner named Wenlan Li, a librarian from Tianjin University Library, said after having completed the training courses, "I firmly believe that the trainees of the CALIS training courses will become 'kindling' for the library subject services in China and light the fire of subject innovation in higher education within the country!"

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Meeting a Composite of User Needs Amidst Change and Controversy

The Case of the New York Public Library

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The New York Public Library, a venerable institution with a strong commitment to serve the research and leisure needs of its users, has been a subject of much controversy in recent years. At the heart of the controversy is the Central Library Plan that proposes changes in both the facilities and the services that the library offers. The proposed changes are designed to modernize and improve services to users. The purpose of this study is to see how well New York Public Library meets user needs in the area of access and storage, as expressed by borrowing e-books, receiving library materials that are stored offsite. To answer these questions, we assigned a group of testers with two tasks and report their finding in both qualitative and quantitative terms. The results of our study provide a user perspective of how prepared New York Public Library is to meet their patrons' needs.

In an attempt to remain true to their mission of meeting user needs, libraries are constantly introducing changes to library buildings, facilities, collections, and services. While in many cases libraries are reducing the size of the physical collection, the physical space is not shrinking, but rather is appropriated differently. Librarians say that housing books is less of a priority, but as shelf and storage space is reduced, libraries are expanding their facilities and creating new services for "today's people."[1]

Nowhere have changes to every level of a library system been on a scale as large as that of the New York Public Library (NYPL), which is in the midst of the proposed $300 million Central Library Plan (CLP).[2] The changes at NYPL run across all areas of service, including facilities, sources, and service.

This research examined how well the services provided to library users by NYPL are meeting those users' expectations. Specifically, we focused on two aspects of public library services: borrowing digital items, and requesting books housed in off-site storage facilities. Since NYPL is one of the largest library systems in the United States, we hope to be able to extrapolate from our findings recommendations to public libraries in other systems. The research was designed so that testers will use and have an opportunity to experience and reflect upon these services.

RESEARCH CONTEXT

The New York Public Library system is an ideal research setting for several reasons. First, it is the largest public library in the country in terms of the

population it serves, and the second largest in terms of volumes held.[3] In addition, NYPL is implementing large-scale changes to the system in many areas, including facilities, services, and collection development. These changes have been subject to heated debates over the past few years, and the Central Library Plan received extensive coverage in the *New York Times* and *The Nation* and was the focus of two lawsuits, with plaintiffs including writer Edmund Morris, historian David Nasaw, and Pulitzer prize-winning historian David Levering Lewis.[4]

NYPL, founded in 1895, is the nation's largest public library system. Serving three boroughs of New York City—the Bronx, Manhattan, and Staten Island—with 87 branches, NYPL also encompasses four scholarly research centers: The Stephen A. Schwarzman building, for general research; the New York Public Library for the Performing Arts; the Schomburg Center for Research in Black Culture; and the Science, Industry, and Business Library (SIBL). With its holdings of more than 51 million items, including books, e-books, DVDs, and historical material, and another 800,000 images in its digital gallery, NYPL brings in more than 18 million patrons a year, and its website draws more than 32 million visits.[5]

NYPL's centerpiece is its Beaux-Arts Public Library building on 42nd Street, built between 1902 and 1910. With 75 miles of shelves and an enormous public reading room set over seven floors of stacks, it served as a circulating library until 1981, when circulation services were moved to the Mid-Manhattan Library across Fifth Avenue.[6] In 2008, Wall Street financier Stephen A. Schwarzman donated $100 million to NYPL, and the landmark building was given his name. Schwarzman's gift, however, was earmarked specifically for a series of proposed changes to the building that have proven controversial.

The Central Library Plan (CLP), originally presented in 2008, proposed restoring the Schwarzman building's status as a circulating library. The CPL met loud public protest,[7] and was finally abandoned in May 2014.[8] The CLP proposed opening up closed space within the building, moving 1.5 million books from their present location in open stacks to storage space to be built out underneath Bryant Park. An additional 1.5 million books were to be moved offsite to Recap, a shelving facility in Plainsboro, New Jersey, to be accessed through online request. Renovations to the Schwarzman building were to include an expanded children's room, increased computer space, and additional "destination" and general public space. Improved research services are also cited as a priority, with NYPL aspiring to "more librarian assistance, quiet study and collaborative spaces, additional computers, quick and easy access to our highest demand books and materials for users on the go."[9]

The public has not given the proposed changes unanimous—or even broad—approval. NYPL has been accused of a lack of transparency in its planning process; the original proposal was formulated without input from the public or City Council oversight.[10] There is a widespread concern that moving so many of the library's holdings offsite will result in access difficulties for researchers, long wait times for requested books, and a general decline of the egalitarianism NYPL is famous for.[11]

NYPL counters that the building's present configuration is underutilized and inefficient. Present storage conditions require modernization, and given modern operating costs, the new layout would be more economical.[12] Both Columbia and Princeton Universities currently use the offsite Recap facility with great success; most request turnaround times have reportedly remained within the quoted 24-hour time frame. Relocated books will be limited to less-used material, and the library plans to offer improved "digital browsing" for patrons to examine offsite holdings.[13]

At a time when library acquisition and personnel budgets are being cut regularly, improvements to a single building are seen by many as a vanity project, designed to improve tourism and raise its public profile while neglecting the everyday service needs of the library's local users.[14] The CLP's potential impact on the user community at large, however, is difficult to assess. Examining the current state of services at NYPL is one way to gauge areas in need of improvement.

LITERATURE REVIEW

While public library use was once an on-site experience, increasingly, user needs are faceted and take place on many platforms simultaneously, from a number of locations. Fairly recent changes such as the introduction of e-books and offsite storage locations have changed libraries, and the outcomes of these changes is highly variable. As user trends continue to evolve, responses to those changes—including assessment metrics—need to be re-evaluated on an ongoing basis.[15]

E-book Borrowing

As e-book borrowing becomes steadily more ubiquitous, technological factors are becoming less of a deterrent.[16] Their use is more widespread than ever; in 2011 nearly a third of e-book readers preferred to borrow rather than buy, as did almost two-thirds of audiobook listeners.[17] But the experience of library patrons looking to borrow electronic material is still not smooth,[18] and bears further examination.

Research surrounding library e-book and audiobook use has primarily been concerned with issues of discoverability,[19] and has only recently begun to seriously examine questions of usability. Additionally, a majority of studies have been concerned with the adaptation of e-books in academic settings,[20] as publisher issues have delayed their widespread use in public libraries.[21]

Especially as e-book use becomes more prevalent, and ownership of e-readers and listening devices more commonplace, users expect fewer barriers to borrowing the material they want.[22] In fact, surveys reveal that user problems have been endemic since e-books were first adopted, particularly in connection with the software required for access but also

with the library interfaces and the e-books themselves.[23] Thus, challenges to access e-books are often a result of the constraints imposed by publishers and vendors and the plethora of e-book platform.[24] Libraries need to keep up with advances in user and Web services along with e-content; their infrastructure needs to reflect user needs.[25]

There is a marked lack of user surveys accurately defining what these needs are, however, and such metrics are necessary to define a set of best practices.[26] Blummer calls for librarians to actively advocate for e-book use and standards, which include delivery services. And Duncan advises libraries to be responsive to user e-book needs for their own survival: "The time is ripe for all libraries to analyze and implement e-book and eAudiobook solutions tailored to their communities. Indeed, if library managers delay in this area, the explosion of e-readers, and related electronic resources will overtake the community's patience for libraries to deliver such services."[27] But surveys defining these needs within the public library sector, and which give accurate assessments of where strengths and problems lie, are still not prevalent in library literature.

Offsite Requests

The decision to establish offsite storage facilities for libraries facing shortages of space has always been a controversial—and often difficult—one.[28] Academic libraries, either in shared or individual arrangements, have most commonly adopted offsite solutions.

Much of the studies done on offsite library storage have documented the worries of patrons, particularly the academic community. Scholars have traditionally been apprehensive about losing access to needed material, and voiced concern over the definition of what items would be deemed "low-usage" and removed from central circulation.[29]

There is also noted concern over the loss of browsing as an aid to research. Offsite materials are accessed through library OPACS, and the inability to collocate related work is generally seen as a drawback. The potential waiting period between requesting material and its receipt is also cited as a problem: "That waiting period certainly can disrupt intellectual processes, what mathematicians call 'clear thought', and thus the reader loses momentum. Is the productivity of the institution's researchers lowered as a result?"[30]

If opinions among the academic community have been mixed,[31] the reaction to the New York Public Library's Central Library Plan has proved to be extremely divisive.[32] The plan proposes to relocate 1.5 million "lesser-used" books to an offsite storage facility in Plainsboro, New Jersey shared by Princeton and Columbia Universities.[33] Much of the problem lies in the lack of documentation about actual user experiences with borrowing from offsite storage; perceptions are largely negative, and there is very little research available to counter them.

PROBLEM STATEMENT/RESEARCH QUESTIONS

In order to examine how well the New York Public Library system is adapting to changing user needs and preferences, we focused our research on access and storage, two areas that are at the heart of the CLP. Given the increasing role of e-books and library storage centers in enhancing access to materials in public libraries, we asked the following research questions:

RQ1: How well does the e-book borrowing procedure meet users' needs?
RQ2: How well does the offsite request procedure meet users' needs?

DESIGN/METHODOLOGY

Students taking a required general reference course at a master's program in New York City were assigned the two tasks that were tested in the study. Data for this study was collected over four semesters, from January 2012 to December 2013.

The first task asked students to borrow digital items (e-book or audio book) from NYPL. This was assigned early in the semester, when most students were still new to reference services and processes. The questions asked students to describe their experience in narrative form and reflect on the process and their affective response to it.

The second task asked students to request a book from NYPL's remote storage facility. This too was assigned early in the semester. Students were asked to use the library catalog to identify materials held in remote storage and request them, and describe their experience in narrative form.

The first two tasks focused specifically on the NYPL system with the intention of learning how well recent changes to the library's services are meeting users' needs and expectations. Tasks were assigned early in the semester when students' information behavior resembled that of a library user rather than a library and information science professional.

Narrative Form

We chose to collect data in narrative form. Narrative form is more suitable for students early in their studies, as it more closely emulates a library user's experience of the process, does not require or confine participants to specific criteria, and encourages self-reflection and critical observation. Narrative form has been used successfully to elicit data on the everyday experience of using new technology.[34] To further encourage self-reflection, students were provided only with general guidelines for the task, and were asked to record their own experiences soon after completing the assigned tasks. Natural language responses to questions about transactions were already noted as particularly helpful in prior research.[35]

Content Analysis

Once testers completed their tasks and submitted narrative reports, we conducted a systematic analysis of the narratives and extracted common themes. Content analysis is regarded as an appropriate method for narrative form and allowed us to answer the research questions using both qualitative and quantitative data.[36]

Limitations

Although every effort was made to design the tasks to emulate the experiences of library users, it is possible that testers, by virtue of their role as library and information science students, employed a more critical examination of the processes. In addition to being LIS students, the testers shared similar traits and habits: they all live in or near large urban areas and are familiar with library technologies and service models.

This method of data collection presents limitations due to the self-reporting component of the narrative form. Although the triangulation of data over four semesters helped to strengthen the findings, these limitations should be considered.

Table 1. Number/Type of E-books Downloaded

E-book file format	No. of items
Kindle	16
PDF	3
EPUB	4
Adobe Digital Edition	15
Unspecified	4
Total	42

Table 2. Number/Type of Audiobooks Downloaded

Audiobook format	No. of items
MP3	17
WMA	9
ODM	2
Unspecified	8
Total	36

FINDINGS

E-books

Students were asked to download an electronic book in either digital print or audio format. They were instructed to download two books of different file formats and reflect on their experiences.

In total, students downloaded 42 e-books and 36 audiobooks. Tables 1 and 2 offer a breakdown of the file formats that were tested:

When asked about previous experience with downloading e-formats from the library, only 7.8% (6 of 78) of testers indicated that they had previously downloaded e-formats from any library.

Testers pointed to problems and made observations regarding many aspects of the downloading process. Areas that were mentioned most frequently addressed *choice of materials* available, the advantage of having *dedicated e-readers* for e-books, the *blurring of boundaries* between the library and the for-profit world, and the availability/quality of *online assistance* offered by the library for downloading e-books.

One frequent complaint was that the e-materials of choice were not available for immediate loan. In fact, 42% (33 of 78) of the items of first choice were not available to download, since they were in use by other patrons.[37]

> It is a bit frustrating because it pulls up copies that are not available and you have to keep scrolling until you see something that is.[38] [S12.4]

Another student commented that the selection did not seem to capitalize on the unique contribution that e-formats can make to specific types of content:

> In the case of audiobooks I think that there should be a much broader range of poetry, mainly because it would seem that one of the primary advantages to accessing books audibly would be to have the opportunity to listen to works that are meant to be read aloud. [F12.18]

Many pointed to a lack of a dedicated device (e.g. Kindle) as a barrier to getting the most benefit from this service. Only 29% of students owned an e-book reader, although one student indicated that the library offers users an opportunity to experience e-books before committing to a device:

> Ultimately, the borrowing of e-materials via NYPL is thus far only convenient for users who have an e-reader. Otherwise, several technically complicated steps are required. [S12.11]

> I would recommend this resource for users who are interested in testing out whether they want to make the jump to using e-book materials. [F12.6b]

Others also felt that the library's e-books were most suited for people with dedicated e-readers. One student said:

> If I could get it to work on my Kindle, this would be a great service, but for the moment, the inconvenience outweighs the potential. [F12.3b]

another iterated the same sentiment:

> I am currently convinced that e-books are best for those who have long-since purchased the necessary devices to specifically operate and utilize the e-book. [F12.4]

Students were quite troubled by the strong presence of commercial vendors at every step in the borrowing process. Downloading a Kindle book requires users to exit the library website and enter Amazon's website. This caused some user confusion and they were concerned they would be charged for the book. In addition, once the loan term is over, Amazon asks the user if they would like to purchase the book.

One user said:

> The commodity/shopping lingo to download e/audio was interesting because for a moment I forgot I was borrowing the item for free and not purchasing anything. [S13.6]

Another student noted library reliance on commercial software for circulating books, and said:

> The system only goes up to Windows 7. I am sure they will eventually change this but until then I am unable to borrow and download e-books through NYPL. [S13.1]

Other students, aware of the large role that commercial vendors had in the library e-book reality, were sympathetic toward the library in its struggle to reconcile these conflicting needs:

> The nice thing about the Kindle format is that most of the time you can send the file wirelessly through Amazon. This particular book unfortunately cannot because it is published by Penguin Publishing. That particular company is currently at odds with Amazon and has chosen to no longer allow their e-books to be downloaded wirelessly. . . . I do not hold NYPL responsible for this inconvenience but it can sour the experience of downloaded e-books for a first time user. [S12.5]

Others found the third party presence very off-putting:

> The NYPL eSystem is very fragmented and dominated by proprietary software to manage licensing issues. I did nor feel in control when navigating and didn't enjoy the process at all. [S.13.16]

With regard to online assistance available when downloading e/audio books, students indicated that while they were able to complete the task, the service could be improved by adding video tutorials on the process.

> There are digital communities with forums I often frequent that usually have video tutorials I can use as reference tools if I ever need help troubleshooting a particular piece of software/hardware. NYPL should provide something like this as it's rather simple and rather inexpensive to create (they can even host it on YouTube). . . . NYPL's technology guidance ought not to read like stereo instructions. [F12.8]

> I would have liked, in addition to the Compatible Devices and Software Downloads menu items on the eNYPL home page, an item along the lines of "First time e-book borrower?" that would have explained what I needed to do and walked me through the process to get set up before I begin to select items. [F12.6b]

On several occasions, testers who tried to ask librarians for assistance with the process found that librarians were unable to help:

> NYPL should offer more instructions to librarians so they are not so nervous about their own system, and have more instructions on the site itself. [S12.14]

Often, testers described the process as confusing on some level, although they did not point to a specific factor that was making it confusing:

> It's unclear which book you actually ended up downloading. [S13.1]

> Downloading e-books isn't terrible or anything, just not terribly convenient. [S12.12]

Offsite Storage/Recap

We asked our testers to use the library catalog to identify materials that are stored at NYPL's offsite facility (Recap), located approximately 55 miles from the library's main branch. The library's policy indicates that materials requested before 2:30 pm will be available on the next business day.[39]

A total of 27 requests for offsite materials were submitted; of these 25 were for books and 2 for articles. Testers reported a high level of task completion, as shown in table 3 below.

While the quantitative data above indicate that delivery of items from Recap is overall successful and timely, the content analysis of the narratives revealed several common themes that were addressed by testers with varying degrees of satisfaction.

The service did not meet expectation in several areas, primarily with regard to *circulation policy*, *electronic delivery*, *tracking the request*, and *timely delivery*. The most common complaint indicated by almost a quarter of testers (22%) was that once materials arrived users were unable to borrow them, since all books in Recap are non-circulating.

For example, one tester said:

> The policy is that no off-site items can never leave the premises…. This concept was new to me and I wondered about how it might become a real inconvenience. After all, how many books can be properly read in seven days for only limited periods of time? [F12.17]

and a second added:

> While making an offsite request is a simple process, it seems to be beneficial only to patrons doing research projects who wish to view original and first edition works because offsite requests cannot actually be circulated. [S12.29]

One student, unaware that the book was checked out to her for on-site use only, attempted to walk out of the building with the book, and was stopped by the security guard.

> He told me that the staff "never" explain the process for patrons and lots of people make the same mistake. I think it's really sad that the guard has to do the job of the staff in this situation. This could be resolved by requiring the staff to say something to the effect of, "Have you ever requested a book from offsite storage before?" [S13.21]

Another complaint was that when articles were requested, they were not delivered in PDF format, as indicated on the library website, but in print. When the option for electronic delivery was selected, the request was processed as if it were for a physical item. The screen options and language were confusing.

> In the location slot is written Electronic Document Delivery, which is confusing because I did not actually receive an electronic delivery. If I were, I wouldn't be waiting on an arrival at a pick-up window. [F12.19]

While most testers found requesting materials from offsite to be relatively simple, once the request was submitted there was no way to track the process.

> What surprised me however, was that when the request was complete, the window seemed to close abruptly, without providing any proper sense of closure to the transaction. [F12.20]

> This leads to one additional "perfect world" note: It would be productive to have (in a similar vain to UPS packages) more real-time tracking info on your requested items, so you'll know exactly where they are at all times. [F12.22]

Several testers also noted that their books did not arrive by the "next business day" as promised. On several occasions the books arrived later than expected.

> It would have been a [lot] more helpful if on the website itself it even given mention of a long wait time, the way NYPL has worded the process it reads as if you could receive the requested item/items within a few days. [S13.18]

It was equally inconvenient for users when books arrived early, or when materials requested at the same time arrived on separate days.

Table 3. Delivery Time for Items in Remote Storage

	Format requested	Received within timeframe
Book	92.6% [25]	77.7% [21/27] or 84% [21/25]
Article	7.4% [2]	3.7% [1/27] or 50% [1/2]
Total		81.5% [22/27]

> Two of the books were delivered a day early, and the others were not delivered until 4 pm on the day I had specified to pick them up.
>
> Seeing as the library is only open until 6 pm, this could have been problematic had I actually been planning on doing research that day. [F12.13]

The procedure for requesting the materials was smooth overall, and most testers found the process relatively easy and NYPL's interface clear. All testers pointed to some weakness in the process, but for the most part it met their needs. Testers compared the process to options available from commercial websites, and suggested adding some features such as a UPS-like ability to track the request or an "add to cart" option that would prevent the need to repeat the process from beginning to end when requesting more than one item:

> Were there a feature akin to "add item to cart" I would have had a more satisfactory experience ordering both books at once rather than separately. [S13.31]

CONCLUSIONS

This study examined how well New York Public Library is meeting user needs in two areas that are the heart of the library's Central Library Plan: namely, access to materials stored offsite and to ebooks.

A group of testers was asked to complete two tasks: first, to download an e-book or audio book from a library website, and second, to use the library website to locate and request a book or article that was stored in an offsite facility. Data were collected through narrative reports and follow-up surveys. The narrative reports were previously identified as valuable in that they provided assessment that culls responses from the user's subjective input and yielded valuable data, particularly on weaker points of the services tested.[40]

From the analysis of responses we identified recurring themes that were raised by testers, including expectations for high quality service and seamless access to content. These themes were present throughout during all tests. We found that while libraries provided services in the areas of e-book

borrowing and offsite storage requests, our testers identified many needs in the areas of scope and selection of materials, timeliness and service quality, that need improvement.

First, we wanted to know how well libraries meet user needs in the area of e-book borrowing. Results indicate that while users were able to download e-books from the library, the process of borrowing them is not as technologically seamless as users would like, and the choice of titles is limited. Additionally, users indicated that they were uncomfortable with the presence of commercial vendors being present in the circulation. Libraries provide users with free public access to materials, free, not only from payment, but from commercial interests as well. To continue such access, librarians should work with vendors to implement models that safeguard readers from solicitation and protect their anonymity.

Second, we wanted to know if the library is able to meet user expectations for delivering books stored offsite. We found that while in many cases items were delivered within the promised timeframe, there were quite a few delays. Additionally, users were unhappy to learn that these materials do not circulate and can only be read in the library. Users saw this as a hindrance to their ability to use the books, and expressed their dismay at this policy.

We tested user needs with a particular focus on the New York Public Library system. Our results indicated that there was a gap between the library's vision, as laid out in the CLP, and the findings of our tests. We also found concerns that "moving so many of the library's holdings offsite will result in access difficulties for researchers, long wait times for requested books" were for the most part unwarranted, and that the library was able to uphold delivery times.[41]

Libraries may be limited in their ability to provide seamless access to e-books due to licensing constraints, but there are some simple measures libraries can take to make the user-experience more accommodating. One such measure would be to allow circulation of materials held in off-site storage. Libraries should also not restrict delivery of off-site storage to the main library, and deliver them to the user's branch of choice. Another measure would be to simplify the process of requesting digital copies for articles or book chapters stored off-site. Currently, users must provide complete bibliographic details, including page numbers, when requesting a scanned chapter or article, but since page numbers are often not available for older materials in the catalog record, users must see the physical copy before they can request a scanned copy. Finally, another simple step that library can take is to provide very short instructional videos directly from the catalog record, that demonstrating the process

Our study offers an evaluation centered on the user experience,[42] and the results clearly identify areas where library services can be improved, returning specific scenarios that have been lacking in prior research.[36]

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Outstanding Business Reference Resources 2014

BRASS Business Reference Sources Committee

BRASS Business Reference Sources Committee
contributing members: Ed Hahn, selections editor; Susan Hurst, chair; Jordan Nielsen, nominations coordinator; Naomi Lederer; Glenn McGuigan; Anthony Raymond; Penny Scott; and Susan Sweeney. For information contact Ed Hahn, Business and Economics Librarian, Weber State University, Ogden, UT 84408 (801) 626-8662; edwardhahn@weber.edu

Each year, the Business Reference Sources Committee of BRASS selects the outstanding business reference sources published since May of the previous year. This year, the committee reviewed twenty-seven entries; of these, four were designated as "Outstanding," six were selected as "Notable," and one designated as an, "Overlooked Treasure," which signifies that the work has been out for two or more editions, but previously not reviewed by the Committee. To qualify for these designations, each title must meet the conventional definition of reference: a work compiled specifically to supply information on a certain subject or group of subjects in a form that will facilitate its ease of use. With print reference materials being used less heavily in most cases, these works stood out based on their content, quality, and utility. The works are examined for the following: authority and reputation of the publisher, author, or editor; accuracy; appropriate bibliography; organization; comprehensiveness; value of the content; currency; unique addition; ease of use for the intended purpose; quality and accuracy of index; and quality and usefulness of graphics and illustrations. Each year, more electronic reference titles are published. Additional criteria for electronic reference titles are accuracy of links, search features, stability of content, and graphic design. Works selected must be suitable for medium- to large-size academic and public libraries.

OUTSTANDING

Business Scandals, Corruption, and Reform: An Encyclopedia. By Gary Giroux. Santa Barbara, CA: Greenwood, 2013. 2 vols. 764 p. $189 hardcover (ISBN: 978-1-4408-0067-2). Contact the publisher for e-book price (ISBN: 978-1-4408-0068-9).

This excellent two-volume set provides an essential reference to the many dimensions of business scandals. Containing 324 entries, the book begins with an alphabetical list of the entries, followed by a guide to related topics, which serves as a subject index for broad categories within the encyclopedia, such as banking/finance, labor, and regulation. The encyclopedia includes a bibliography and a detailed glossary. A 35 page index includes both topics and names with boldface entries indicating the main entries. Finally a useful timeline from the 1770s to 2010 provides information on specific scandals along with brief descriptions.

An introductory essay on the significance of scandals and corruption in business by Giroux prefaces the entries. Focusing on this "dark side of capitalism," the author explains how corruption is as essential an ingredient to the stew of

capitalism as ingenuity and profit seeking. In addition, he explains how it is often difficult to separate business scandals from political scandals since they are frequently interlinked, with Tammany Hall in nineteenth century, New York City as an example. This essay, by providing a historical overview of corruption and scandals in business, seeks to establish a rationale for the need for such a reference book. The author is very successful in this endeavor. In fact, the essay may well become essential reading for those seeking a concise historical narrative of this subject for business ethics courses.

This encyclopedia is very timely for its relevance to current events and for academic study. For example, many undergraduate business students are currently researching the financial crisis and the early warning signs of the event. The entry entitled "Sub-prime Meltdown" provides an excellent overview of this early indicator of the crisis. Providing an extensive financial and policy explanation of the these events, the work provides valuable "see also" references to other relevant articles in the encyclopedia, such as "Bear Sterns," "Debt and Leverage," "Lehman Brothers," and the "Troubled Asset Relief Program (TARP)."

For the general student of business or the academic researcher, this is an essential reference for business collections supporting undergraduate programs in business and would be a valuable addition to any business reference collection. —*Glenn S. McGuigan, Penn State Harrisburg, Middletown, Pennsylvania*

Encyclopedia of Major Marketing Strategies. Volume 3. Edited by Matthew Miskelly. Detroit, MI: Gale, 2013. 431 p. $549 hardcover (ISBN: 978-1-4144-9921-5) Contact the publisher for e-book price.

The *Encyclopedia of Major Marketing Strategies* is the third volume in a set of books that describe and analyze major marketing campaigns. The first two books have a slightly different title, which is the *Encyclopedia of Major Marketing Campaigns*. This volume, like the two before, traces some of the most memorable and influential marketing campaigns of the twentieth and twenty-first centuries. The first two volumes, published in 1999 and 2007, contain 500 and 474 brand marketing profiles respectively, and are excellent resources in their own right, and can be used independently of each other. What sets the third volume, published in 2013, apart from the first two are the kinds of marketing strategies examined, including the use of social media, and the international scope of the material, which differs from the U.S. focus of the first two volumes. *The Encyclopedia of Major Marketing Strategies* contains 100 notable ad and marketing campaigns from the years 2010 to 2013, providing an examination of the influence of social media and technology on marketing.

This volume is arranged alphabetically by the name of the company or organization profiled. There is a subject index at the end of the book that lists entries by company name, marketing campaign title, product name, ad agency, people, and subtopics. The stated scope of the volume is innovative marketing campaigns that were influential for the company and/or society, or which had social significance, or represented effectiveness in selling a product. A wide variety of industries are represented, and an assortment of marketing strategies are included. This new volume also includes an emphasis on green and socially responsible marketing.

Each entry is in essay form, spanning 3–4 pages, with the following subheadings: Situational Analysis, Target Market, Marketing Strategy, Marketing Tactics, and Outcome. In addition to discussing the marketing campaign itself, the essays also provide a context for the campaigns, including information on industry conditions and social influences. Elements that dictate marketing successes or failures are discussed. Sidebars within the essays highlight a general marketing tactic, such as the use of brand characters to build product recognition, or an interesting detail associated with a particular campaign, such as the broken soda fountain that led to the development of 7-Eleven's Slurpee drink. Each essay also includes a section called Further Reading, which lists additional materials for study. The essay style is clear, informative, and engaging.

Most of the essays focus on corporations and products, however, there are some marketing campaigns that relate to social issues and non-profits. Two examples of this are the entries on the Troy (MI) Public Library and the *Zimbabwean* newspaper. In the *Zimbabwean*'s case, marketing was implemented in order to bring attention and aid to Zimbabweans suffering under the regime of Robert Mugabe, and in the Troy, Michigan library's case, marketing techniques were employed to save a library system in trouble.

This book is a welcome addition to existing works on advertising and marketing, and provides an excellent overview of current tools and strategies. The essay topics are unique and timely, and the writing style is clear and readable. It is highly recommended for anyone who is interested in marketing or advertising, including students, instructors, marketers, or casual readers interested in the influence of marketing and advertising campaigns on business and society.—*Penny Scott, University of San Francisco, San Francisco, California*

Gale Business Insights Handbook of Social Media Marketing. Edited by Miranda Herbert Ferrara. Detroit, MI: Gale, 2013. 300 p. $183.75 hardcover (ISBN: 978-1-4144-9931-4). $240.20 e-book (ISBN: 978-1-4144-9938-3).

One of the main reasons that this title is outstanding is that it covers a topic—social media marketing—that is still in its emerging, albeit almost ever-present-in-your-face, stages. Covering a wide swath of social media topics as they relate to business, this title first provides reasons for using social media, and then goes over creating a marketing strategy, managing it, providing consistency, measuring its impact, and much more. Covering the good and the bad (e.g. "Legal Challenges with Social Media"), the essays in this volume provide practical advice that can be referred to by librarians, and understood by the business community. There are recommendations for increasing online discoverability, essays

on brand loyalty, market segmentation, marketing strategies, etc., for a total of thirty entries.

The book has useful icons ("visual cues" per the user's guide) that quickly provide readers with a hint as to the nature of additional information: resource(s) for further information; hints; key concepts; measuring devices/software applications and standards; and key terms. These sidebars help explain any jargon, which is overall kept to a minimum in the essays, so readers do not need to be advanced experts to understand the concepts described.

Each essay has an overview (very brief to relatively detailed, depending on the topic), sources of additional information, and a bibliography. The various media currently available to use for marketing each have background and getting started information. Thus, the businessperson can learn about the different ways and means and learn what is needed to use it—from a simple account set up to programming skills (or general information about the medium's usefulness). The various degrees of personal information required to use the tools are outlined. Privacy concerns are mentioned. The glossary provides brief (most are one sentence) and useful definitions of terms that apply to social media.

Another aspect of this title that makes it outstanding is that it is not simply a cheerleader for social media sites, but also reminds readers that "social media platforms have come and gone in the past and will continue to do so" ("Preparing for Paradigm Shifts"). Factors that may influence success or failure include the size of sites (how popular they get—and can they stay popular), demographics of users, and the platform(s) themselves having inherent weaknesses. The reality of "diminishing returns" is the impetus for another essay, which includes potential solutions to this challenge.

Students will welcome the source citations in the e-book version (MLA 7th edition as the default; citation tool offers APA 6th edition along with five citation manager export options) for each entry. The e-book also offers an option for articles to be displayed in PDF format and there is a "listen" feature (current sentence being read is highlighted and there is a moving highlight of the word being spoken—the word, sentence, and text color can be changed, and there are three speeds) along with an option to download into mp3 format. *Gale Business Insights Handbook of Social Media Marketing* is recommended to corporate and academic libraries, as well as those public libraries that serve a population of businesspeople.—*Naomi Lederer, Colorado State University, Fort Collins, Colorado*

Women and Management: Global Issues and Promising Solutions. Edited by Michele A. Paludi. Santa Barbara, CA: Praeger, 2013. 2 vols, 764 p. $131 hardcover (ISBN: 978-0-3133-9941-1). Contact the publisher for e-book price (ISBN: 978-0-3133-9942-8).

Focusing on a range of global issues, *Women and Management: Global Issues and Promising Solutions* is a two-volume reference resource and the latest in the series *Women and Careers in Management*. Each of these volumes contain two parts, with the first part covering the global issues of women in management, and the second part covering management issues in specific countries.

The first part of volume one presents an overview of challenges women face in workplace management including the effectiveness of leadership styles, sexual discrimination, sexual harassment, the glass ceiling and the barriers for advancement, and pay inequity. The second part of volume one focuses on these challenges with perspectives from specific countries. One example includes women and management in China. Here, despite increasing opportunities for higher education and employment, the prospects for women in management positions remain limited. Another example includes the country of Turkey, where in the past an emphasis was placed on gender equality enabling women to excel professionally in areas such as pharmacy, dental, and legal. However, more recently Turkey's support for women has weakened, leaving few opportunities for women to excel at the management and executive levels. Many of the reasons for this change include men's attitudes against women working, expectations about family responsibilities, and the influence of the Islamic religion.

The first part of volume two looks at barriers women face in management, but also focuses on possible solutions to these barriers. These include management and leadership burnout, bullying and harassment in schools, barriers for advancing into leadership, workplace diversity, and household labor. Like volume one, the second part of volume two includes the perspectives of individual countries. For example there is a chapter looking at women in management and leadership in the field of information and communication technology (ICT) in Australia. This chapter identifies that in Australia women make up 45 percent of its overall workforce, while accounting for only 23 percent of workers in the ICT sector. Despite this discrepancy, efforts such as affirmative action, networking, and mentoring opportunities are being deployed to help and encourage more women to enter into this field. Another chapter looks at women and management in Japan. During the post-World War II era, Japan enjoyed a long period of economic prosperity. As Japan was once highly regarded for its commitment for providing lifetime employment, women were largely relegated to the periphery. However, as the Japanese economy struggled for the better part of two decades, there has also been a dramatic shift in demographics including a drop in the birth rate, and more educated women. As a result there appears to be a shift in accepting women into management and leadership positions.

There are thirty-one chapters in this resource with contributors including university professors, PhD students, and individuals experienced in management and gender issues. Each article is well documented with in-text citations and an extensive bibliography. Information in each volume is easy to find with a table of contents and index. However, one shortcoming is that each index is only for that volume and are not cross-referenced.

Regardless of one's level of knowledge and experience, *Women and Management: Global Issues and Promising Solutions* is an excellent reference resource in the studies of business,

management, and women and gender studies.—*Ed Hahn, Weber State University, Ogden, Utah*

NOTABLE

Dictionary of Advertising and Marketing Concepts. By Arthur Asa Berger. Walnut Creek, CA: Left Coast Press, 2013. 141 p. $84 hardcover (ISBN: 978-1-6113-2985-8). $24.95 e-book (ISBN: 978-1-6113-2752-6).

This slim but surprisingly engaging book is described by its author as being a "dictionary of cultural analyses and critiques of advertising". That is to say it is not quite the typical glossary of terms and jargon one might expect from a so-called "Dictionary". Note instead the word "Concepts" in the title. Many of the entries are fairly substantial (multiple paragraphs) and the terms chosen are more reflective of the culture of marketing rather than specific terminology. This is not the book to check to see what SQAD stands for. Rather it often focuses on bigger picture ideas such as socio-economic class or feminist theory, as well as identifying key persons in the field. With that said, it does also include many terms you might expect, such as brand extensions, product placement, marketing mix, etc. Even here though, the explanations are more about ideas and theory, rather than just straight-forward definitions. On the other side though, this is not a scholarly work, per se. While often focusing on somewhat academic terms and concepts, the entries are clearly written in standard language, with a distinct lack of jargon or pretension. It is strictly alphabetical, with no index, see-also references, or listed sources. It is nicely illustrated with b/w photos of actual ads, usually with text indicating what makes the ad a significant one. All entries are written by the author, often in first person, drawing upon his background as an emeritus professor with almost 40 years of experience at San Francisco State University. While somewhat idiosyncratic in terms of the chosen concepts to examine, this book provides a richer way to look at marketing and advertising, distilled through the breadth and depth of the author's knowledge of the field.—*Susan Hurst, Miami University, Oxford, Ohio*

Encyclopedia of Emerging Markets. Edited by Donna Craft. Farmington Hills, MI: Gale, 2013. 466 p. $525 hardcover (ISBN: 978-1-4144-9923-9). Contact the publisher for e-book price.

This new work by Gale covers 33 countries, ranging from Argentina to Vietnam, providing general business information as well as profiles of two leading industries in each country. The sections begin with an overview of the country, including geographic, socioeconomic, political, industrial and cultural factors. These factors are followed by a group of citations for further reading and the industry profiles for the country. They typically include an executive summary, a market analysis, market value, market segmentation, competitive landscape, forecasted value, leading companies, and another set of further readings. Other features in the book include a table of contents; appendices that note the ISIC, SIC, and NIACS codes covered, (along with corresponding page numbers); a geographic index listing page numbers for all business and place names mentioned, (including airports, museums, factories, mines, rivers, etc.); and a detailed general index.

Overall this is a good source for those seeking introductory information on doing business in specific countries, particularly if one is interested in either of the industries listed for the country. The book is consistently laid out, up to date, and written in a clear, straightforward manner. Each section also includes a map of the country, with key industrial regions identified. A few reports also include tables of statistics such as export numbers or tourism data. Since many of the countries listed are truly smaller emerging markets, (i.e. Tunisia, Morocco, Romania, etc.), that are less well served by databases such as Euromonitor and Datamonitor, this book can provide much needed background, as well as specific industrial information for those hard to find areas. While pricey, it is also much less expensive than those online products as well, making it a viable choice for smaller cash-strapped institutions that cannot afford expensive database subscriptions.—*Susan Hurst, Miami University, Oxford, Ohio*

Gale Business Insights Handbook of Global Marketing. Detroit, MI: Gale, 2013. 300 p. $183.75 hardcover (ISBN: 978-1-4144-9928-4). $240.20 e-book (ISBN: 978-1-4144-9935-2).

This reference book has thirty "essays" that provide a clear outline, and then definitions and descriptions of terms. Beyond definitions, the essays discuss topics in context of the global market. Topics start with building a brand, examining possibilities for growth, marketing plans (with a warning about how the same word can have very different meanings in other languages—also beware translations), cultural differences that must be addressed, identifying product opportunities, legal issues, product distribution, global economic realities, and successes and failures, among others.

According to one essay in this book the 4Ps are a bit passé (although defined in the glossary) and the 4Cs are what it's about now (commodities, cost, channel, communication)—same themes, different words. The bibliographies at the ends of articles include hyperlinks to additional resources in the e-book version. Suggested articles within the reference book are referred to as well. Sidebars within articles provide definitions of terms so that readers do not need to look up key concepts elsewhere. With the growth of the internet, global markets have become the reality for many businesses and this resource helps business owners make practical marketing and other decisions that impact their bottom lines.

Librarians will find this useful because it provides current contexts for concerns, and explains them in an easy way to understand. The glossary has a useful list of definitions that are defined and explained—and businesspeople would be wise to understand these terms before entering the global market. Students who are new to global marketing should find it accessible (and favor the e-book version's essay citations in MLA 7th and APA 6th); busy businesspeople who

are referred to it by librarians will find the individual essays a quick read. *Gale Business Insights Handbook of Global Marketing* is recommended to corporate and academic libraries, as well as public libraries that serve a population of businesspeople who want to expand beyond domestic sales.—*Naomi Lederer, Colorado State University, Fort Collins, Colorado*

Handbook on the Geopolitics of Business. Edited by: Joseph Mark S. Munoz. Northampton, MA: Edward Elgar, 2013. 328 p. $185 hardcover (ISBN: 978-0-8579-3974-6). Also available as an e-book for various e-readers.

This reference resource is notable because the content is easy to understand and provides a great overview of the geopolitical issues that businesses and researchers should consider in today's global environment. Each entry in the book includes an introduction which is helpful for those unfamiliar with a particular topic, while at the same time providing in-depth information for those wanting to explore the relationship between geopolitics and business at a deeper level.

The book is organized into three major parts, each containing essays written by a variety of researchers in the fields of geopolitics and business. Part one covers geopolitics and the business environment and includes topics such as maritime commerce, emerging economies, and sustainability. For part two the coverage is on managing geopolitics from the perspective of executives, including the topics of entrepreneurship, banking, corruption, crime, and the impact of HIV/AIDS on business in Africa. Information in part three focuses on geopolitics and strategy and discusses the behavior of firms in in the areas of the geopolitical environment, dispute resolution, and strategic approaches for managing geopolitical forces. At the end, the book's conclusion includes a good summary of each part and how they connect to the broader geopolitical environment. The conclusion is followed by a helpful index that points to the various geographical areas (countries, trading blocs, etc.) and concepts (brain drain, exit strategies, etc.) discussed throughout the book.

Information contained within the pages of this resource will appeal to a variety of audiences and is useful for research and practical purposes. Users and librarians in academic and public libraries will find the *Handbook on the Geopolitics of Business* enlightening and beneficial.—*Jordan Nielsen, San Diego State University, San Diego, California*

Sociology of Work: An Encyclopedia. Edited by Vicki Smith. Thousand Oaks, CA: Sage, 2013. 2 vols. 1192 p. $350 hardcover (ISBN: 978-1-4522-0506-9). $438 e-book: (ISBN: 978-1-4522-7619-9).

This reference resource with versions available in a two-volume print edition as well as online, consists of 335 entries from leading scholars and subject experts. The entries cover a broad spectrum of international topics ranging from "alienation" to "working poor." Entries in both formats include "see also" references and "further readings," while the online version includes links to cited articles.

The online version is part of the "SAGE Knowledge" e-book collection and the initial screen provides browse and search access to other Sage e-books, general tutorials on searching Sage publications, and a list of related Sage publications. For searching within the publication, the initial screen offers the standard alphabetical and subject indexes, but also provides an excellent keyword search capability. The initial screen provides a "Readers Guide" consisting of eleven broad topic areas, for example, "Employment Relationships," which drill down to links of related entries such as, "At-Will Employment" and "Welfare-to-Work." Keyword searching is possible from the "Readers Guide" page as well. The initial screen also provides a "Front/Back Matter" menu tab. Front matter links to introductory material as well as a chronology of work from prehistory to the "Occupy Wall Street" movement. Back matter links to a glossary, resource bibliography, and selective tables of U.S. and international labor statistics, for example, international unemployment rates by sex. Entries and front and back matter may be printed, downloaded and emailed. Unfortunately, entries do not provide video content and the statistical tables are not downloadable into a spreadsheet format. Hopefully, these enhancements will be included in future editions and updates. While the online version is $88 more than the print edition, it is well worth the cost. This superb Sage digital publication is rich in content, intuitive to use, and highly recommended for public and academic libraries.—*Anthony Raymond, Santa Clara University, Santa Clara, California*

The Oxford Handbook of Business and the Natural Environment. Edited by Pratima Bansal and Andrew J. Hoffman. Oxford, MA: Oxford University Press, 2012. 698 p. $150 hardcover (ISBN: 978-0-1995-8455-1).

This reference resource, edited by Pratima Bansal and Andrew J. Hoffman, begins its introduction by stating that the world's economy and population experienced enormous growth in the twentieth century, but at a tremendous cost to the natural environment. The introduction continues by identifying corporations as causing some of the problems with the natural environment, yet they can also serve as a source for solutions.

Arranged in thirty-eight chapters, some of the subject areas identified with having ties to the natural environment include competitive strategy, industry regulation, organizational culture, supply chain management, and environmental entrepreneurship. For example, the chapter on environmental entrepreneurship, looks at incentives and motivations for entrepreneurs to be profitable while also providing a benefit to the environment. While not new, interest in the natural environment for business is evolving. A number of chapters, including the one on environmental entrepreneurship, include a section on future research.

The chapters are well written, and many of the contributors are professors in the subjects of management, accounting, economics, and finance. The resource includes a clear table of contents at the beginning, a thorough index at the end, and an

extensive bibliography at the end of each chapter for further reference. While not likely to contain a lot of new research, *The Oxford Handbook of Business and the Natural Environment* is a good resource for business reference and presents a good starting point for anyone interested in studying how business affects and is affected by the natural environment.—*Ed Hahn, Weber State University, Ogden, Utah*

OVERLOOKED TREASURE

Research Starters—Business. EBSCO Publishing, 2008. Contact your EBSCO Representative for pricing.

Introduced in 2008 to answer the question "where do I start," *Research Starters—Business* provides comprehensive overviews of business topics based on analysis of courses offered at business schools across the country. This database includes authoritative, discipline-specific articles vetted by subject matter experts to assure current trends and popular topics are included. Articles written specifically for EBSCO contain an abstract, keywords, an overview including insights and applications of the topic to business, terms and concepts, bibliography, and suggested readings. Key articles from other EBSCO database are linked as appropriate. Designed as a gateway to resources needed for assignments, the overviews are useful for learning about trends or reviewing business concepts ranging from broad topics like Accounting, Information Technology, Marketing, and Management, to more specifics such as Non-Profit Accounting, Entrepreneurship, International Business Law, and Event Management. In addition to *Research Starters—Business*, EBSCO also offers similar databases for Education and Sociology.

Not to be confused with the Research Starters feature in the *EBSCO Discovery Service (EDS)* introduced in February 2014, the EBSCO database *Research Starters—Business* is truly an overlooked treasure.—*Suzanne Sweeney, Denton, Texas*

Best of the Best Business Websites

Brass Education Committee

***Brass Education Committee Members**: Natasha Arguello (Chair), Leticia Camacho, Louise Feldman, Dan Hickey, Jared Hoppenfeld, Susan Schreiner, Peter McKay, Kim Bloedel, Hiromi Kubo, Tom Ottaviano, Christina Sheley, Penny Huffman, Lee Pike, Rhonda Kleiman.*

The Best of the Best Business Websites (Free Resources) is a RUSA BRASS Award, established in 2009, which recognizes three highly relevant business websites as selected by Business Reference and Services Section (BRASS) Education Committee members. The winners are announced at the RUSA Book and Media Awards reception at the ALA Midwinter Meeting. You may view previous winners at www.ala.org/rusa/awards/bestofthebestbus. To access other BRASS-recommended resources, go to http://brass.libguides.com.

2014 BEST FREE BUSINESS WEBSITES WINNERS

Entrepreneur, www.entrepreneur.com

For small business owners and for bright minds considering starting a business, there is a lot to consider. There are management practices, financial benchmarks, growth and expansion considerations, investment options, legal considerations and the list goes on. While the tools, advice, and even the encouraging success stories are all available, they are often scattered, can be difficult to find, and are not always reliable. This is where Entrepreneur Media comes in. They have recognized the need for easily accessible information for new and potential businesses, and have taken on the daunting task of creating valuable and relevant content, organizing that content and making it available to a very diverse group of users with very diverse needs.

Originally founded in 1973, Entrepreneur Media initially gained traction by publishing a newsletter. In 1978 it started publishing the well-known Entrepreneur Magazine, which today is issued monthly and, according to a company profile in Hoover's, has over 600,000 subscribers. Over time, the company has had a significant impact on the development of the idea of entrepreneurship, and they actually have a trademark on the term "entrepreneur." Entrepreneur.com, first launched in 1997, is a well-organized, easily-searchable, and user-friendly web platform for content created by Entrepreneur Media. Through the magazine, the website, and their many other publishing mediums, they seek to "inspire, inform and celebrate entrepreneurs," (this is part of their marketing slogan as found on social media sites) all while addressing challenges, offering tips, and developing tools to help entrepreneurs flourish.

Entrepreneur.com runs the gamut of potential topics in entrepreneurship. Articles and other resources will be available in the areas of finance, marketing, leadership,

productivity, and much more. Content on the main site comes in several different forms, and while they have the articles and other news that you would expect, they also offer videos and practical tools for new business owners such as business forms, templates, and financial calculators. They are respectful and appreciative of their readers' time, and go as far as to offer up how much time you might expect to spend reading a given article. Navigation is relatively simple. Newer articles come up by default on the main page. A search icon on the top right hand corner of the page offers a google search of the entrepreneur domain. Information can be browsed by subject and by certain content types by scrolling over the menu icon at the top left hand corner of the page and navigating the side bar that appears. Tabs to popular content on the main page include lists, rankings and how-tos, and a variety of social media options. Entrepreneur.com also serves as a hub for the Entrepreneur Media. bookstore and as a marketing platform for events such as the entrepreneur expo.

Entrepreneur Media has developed an impressive web presence beyond their main website. They aforementioned social media accounts include Facebook, Google+, Twitter, LinkedIn, Pinterest, Instagram, YouTube, and more. The information on each of these sites are relevant to popular news and culture, very well developed, and in most cases are not duplicated from one social media platform to the next. While this means you may want to follow Entrepreneur.com on each of these sites to catch everything that they are making available, it also means that it is unlikely that you will find a shortage of informative and entertaining content.

Entrepreneur Media makes a concerted effort to reach different populations. Spinoffs like youngentrepreneur.com, secondact.com, womenentrepreneur.com, and multiple international branches all bring fresh and relevant content to different groups interested in entrepreneurship. Be aware that some of the URLs for Entreprenuer.com's spinoffs actually take you to the main entrepreneur.com website. If you wanted to go to Entrepreneur's Second Acts page for example, the actual URL is www.entrepreneur.com/topic/second-acts.

Regardless of an entrepreneur's level of experience or where they are in the process of developing a company, there is useful information to be found on Entrepreneur.com. Public libraries, academic libraries with a business program and special libraries with a business focus will find this website particularly useful. That said, there is something here for everyone. Highly recommended.—*Thomas Ottaviano, Business and Economics Librarian, Cornell University*

Entrepreneurship.org, www.entrepreneurship.org

Entrepreneurs require information and education in each phase of the entrepreneurial process. These needs can be substantial and range from introductory to advanced. Entrepreneurship.org provides a wealth of high-quality content that delivers guidance and expertise to entrepreneurs when launching, growing, and sustaining a business. In addition, the site addresses the larger entrepreneurial community (i.e., academics, business mentors, investors, policy makers, etc.) by giving access to general research about entrepreneurship.

Entrepreneurship.org is one in a family of websites (Kauffman Online) produced by the Ewing Marion Kauffman Foundation, which, according to its website (www.kauffman.org), focuses on education and entrepreneurship. The Foundation was established in the mid-1960s by philanthropist and entrepreneur (the founder of Marion Laboratories) Ewing Marion Kauffman and now works "to advance entrepreneurship education and training efforts, to promote start-up friendly policies, and to understand what new firms need to start and grow." It is a non-profit, non-partisan organization, and Kauffman entrepreneurship resources are highly recommended by librarians, SCORE, and outside entrepreneurs.

Mr. Kauffman believed that entrepreneurs played a key role in a viable economy, thus Entrepreurship.org was launched to engage this community and assist in idea growth. The site houses original content authored by highly-credentialed practitioners, scholars, and thought leaders. Content is international in scope and well-organized by section: Channels, Events, and Resources. Channels provide educational tools and information on issues and insights that affect entrepreneurs. Events identifies opportunities for entrepreneurs to connect. Resources houses a mix of practical guides/templates (e.g., "Business Strategy Worksheet"), articles (e.g., "Nature or Nurture?: Decoding the DNA of the Entrepreneur"), how to's (e.g., "How to Conduct Primary Research"), and advice (e.g., "Lessons from Failure"). One can browse or search each individual content section or keyword search across the entire site.

An item of note, in the Channels section, is the Kauffman Founders School, an online educational tool for entrepreneurs. Learning module topics are entrepreneurial marketing and selling, lean and start-up methodology, work/life balance for entrepreneurs, powerful presentation techniques, and intellectual property. New content is being added. Each module includes a video presentation from experts, suggestions for additional readings, insights from other entrepreneurs, and tools and resources to assist in implementation.

Of particular importance to librarians assisting entrepreneurs will be the Resources section or the Entrepreneurship.org Resource Center (formerly part of Kauffman's *eVenturing* and *Entreworld* sites). The Center can be explored by audience (academics, business mentors, entrepreneurs, investors, policy makers); by content type (audio, article, blog, file, link); or topic (Accounting and Finance, Business Operations, Human Resources, Marketing and Sales, Products and Services, Public Policy, and The Entrepreneur). "The Entrepreneur" topic covers everything from basic definitions ("What is private equity?") to professional development tools ("How to Stay Current?"). One can keyword search across all topical areas or limit searching to a specific topic; however, no advanced searching beyond these options is available. Several hundred search results are returned for each topic, with "Human Resources" the least populated and "Public Policy" the most. Search results can be sorted by author, date, title, and content type, and include a short summary. Authors' names

are hyperlinked and deliver additional content, and items are dated. Content that is returned can originate from other parts of the Entrepreneurship.org site (from the Kauffman Founders School for example) or be original to the Resource Center. Returned articles or items vary in length, but most are short and can be quickly read by busy professionals. Each entry allows for comments or ratings to crowdsource ideas and feedback. The site is said to be updated daily, but there is no new content in the Resource Center beyond March 2014 (content can be found back to 1997).

Entrepreneurship.org is a value resource for entrepreneurs as well as academics, investors, mentors, and policy makers. It is highly recommended for all levels/all libraries.—*Christina Sheley, Head, Business/SPEA Information Commons, Indiana University, Bloomington, Indiana*

SCORE, www.score.org

SCORE provides tools, resources, education and workshops that assist business owners—existing, new, and aspiring—in succeeding. Sponsored by an array of national corporate and media sponsors, SCORE offers new businesses looking for basic information and existing business looking to grow, mentoring, workshops, and legal tools. One-on-one coaching is available from successful business people, often retirees looking to give back. There are 320 chapters of SCORE in the US and more than 11,000 volunteers helping small business owners. In 2013 these volunteers gave over a million hours to more than 124,000 small business owners and entrepreneurs, and helped to start more than 36,000 businesses.

The homepage provides the reader a rotating collection of articles, resources, and advice. Included is a new feature from SCORE, the "Business Plan Assist," which allows a business owner to submit a business plan for review or ask a specific questions about developing or implementing a business plan. Contained within the SCORE website are seven top tabs: Business Advice, Startup, Run and Grow a Business, Marketing, Finance and Money, Technology, and Management. "Business Advice" breaks down into three smaller categories: (1) Business Plans with start-up and established business plans and financial statements templates (2) Mentoring which allows searchers to look in a database of answered questions and gives a place to e-mail specific questions; and (3) Small Business Outlook which offers current webinars and articles about new legislation, the economy and "how we did it" stories.

"Startup" gives the potential business owner a wealth of information to begin a business. From the basic in providing potential business and trend ideas, to considerations in buying a business, financing one, and dealing with governmental and industry red tape, to selecting a business entity, and incorporating if appropriate. A variety of how-to guides give instructions on business tasks as diverse as creating a logo to getting a patent. A section titled "Green Business for Start-ups" provides information on a variety of green topics—from working with environmental strategies to implementing green strategies for increased business and profit.

"Run and Grow a Business" focuses on the successful business that needs to be moved to the next level. This sections looks at increasing your client base, hiring employees, moving into branch locations, and/or expanding your product line. With topics like "government contracting," "leadership," and "office and operations" this section provides the established business owners the resources and advice to grow and expand. And when the business owner is ready to move on altogether, there is a section on "selling a business" to help the business owner prepare, value, and market an existing business.

"Marketing" covers the nuts and bolts of advertising your new or established business with emphasis on online ads and search engine optimization. Social media is addressed as well as traditional advertising and the importance of maintaining current customers. "Finance and Money" provides data on financing a new business and generating expansion funding, the world of payments and collections, as well as the nuts and bolts of accounting and money management. "Technology" covers a wide variety of helpful topics from office and business software to mobile computing and security. Finally, the "Management" tab gives details on topics as diverse as employee benefits and work–life balance.

Each section has dozens of articles on the main topic. The search box is a little clunky as you need to know the jargon for what you are searching in order to get the best results. But the user can also look though all the article titles to see what might interest them. For those just starting a business it would be in their best interests to familiarize themselves with the variety of information available in each topic as challenges and threats they are unaware of may be presented in the articles.

The SCORE website is a valuable tool for new and existing business owners. With numerous articles, webinars, and how-to guides, many questions that business owners have are answered. Almost everything is free, however some seminars may have a fee although none of the fee-based seminars were being presented at the time of this review. And perhaps most valuable of all, those questions not answered directly by the site, or not specific to an industry, can be answered via the network of successful business mentors who offer their advice in person and without cost.

This website is appropriate for everyone interested in learning more about creating, opening, and running a small business.—*Susan A. Schreiner, Access Services Librarian, Axe Library, Pittsburg State University*

The Values of Libraries

A Report on the RUSA President's Program

Compiled and edited by
Claire Davidson Bolyard

Claire Davidson Bolyard *is a recent graduate of GSLIS at the University of Illinois and resides in Oregon, she may be reached at bolyard2@illinois.edu*

In order to be effective, public service occupations like library and information science must reconcile the values held amongst professionals with the perspectives and needs of the community being served. Such reconciliation is difficult because of the evolving and potentially conflicting values of librarians and library users. During the RUSA President's Program "Our Values, Ourselves" four prominent figures in Library Science discussed the past, present, and future of libraries and their role in society. The presenters were: Wayne Bivens-Tatum, Philosophy and Religion Librarian at Princeton University; Wayne Wiegand, F. William Summers Professor of Library and Information Studies Emeritus at Florida State University; Lisa Carlucci Thomas, Director and Founder, Design Think Do; and Jeanne Goodrich, former Executive Director, Las Vegas-Clark County Library District (retired September 2014). The pieces presented here are edited versions of the presentations, and are abbreviated from the full remarks.—*Editor*

THE ENLIGHTENMENT VALUES OF LIBRARIES

Wayne Bivens-Tatum

I'm going to focus on the historical motivations for the founding and development of modern academic and public libraries. These may or may not be the values that libraries still have, but they were the values that founded them. I argue they were founded upon an array of Enlightenment values, including the use of human reason to study the world, to create and disseminate new knowledge, and to educate the citizens of a democratic republic and enrich their lives.

The Enlightenment can be roughly divided into the philosophical and the political. By Philosophical Enlightenment, I mean all those principles of Enlightenment that coalesce around scholarship and research, the increase of knowledge, the belief in the benefits of science and education, and the right and even obligation to publish scholarly findings. In contrast, Political Enlightenment could be considered the Philosophical Enlightenment democratized—Enlightenment at least within the reach of everyone, even if not desired by everyone.

This rough division plays itself out in the history of libraries. Academic libraries—and the universities they support—to a great extent fulfill the promises of the Philosophical Enlightenment to collect, organize, preserve, and within limitations disseminate scholarly knowledge and the human record. Public libraries fall into the category of the Political Enlightenment, and many have conceived their mission partly as one of making knowledge more available to people.

Enlightenment—philosophical and political—involves the creation of knowledge and its democratic dissemination to prepare autonomous citizens of a democratic republic, as well as the improvement of their lives in various ways.

Academic libraries, from large research libraries to smaller college libraries, are products of the Enlightenment and its promotion of reason and freedom. The pursuit of knowledge for its own sake wherever it might lead, the examination of every possible topic in the light of reason, and the freedom to publish that research to the world—the underlying principles of modern universities—led to the inevitable creation of the libraries capable of supporting those goals. While scholars investigated, examined, experimented and wrote and wrote and wrote, academic librarians worked to acquire, preserve, organize, and make accessible the materials they needed, and in the process built up a national network of cooperative collections and services in the support of scholarship.

Public libraries in the United States began as efforts to educate citizens in a democracy and to Americanize immigrants. The Boston Public Library was pitched as the natural extension of the free public schooling system Boston had already implemented. Early promotion by the American Library Association on behalf of libraries often focused on education and improving citizen's lives. Over time, public libraries focused more on popular offerings. Their transition has broadened the conception of what role a democratic library might play in enriching the lives of citizens without necessarily losing the educational function.

While I have focused on the values historically motiving the foundation of libraries, Wayne Wiegand will now take a different and complementary approach. Rather than my abstract perspective on the initial hopes of what libraries wanted to do for people, Wayne will discuss from a "bottom up" perspective to show what public libraries have in fact done for them.

A fuller examination of the Enlightenment values of American libraries can be found in Bivens-Tatum's book Libraries and the Enlightenment (Library Juice Press, 2012).

WHY WE LOVE THE LIBRARY: INFORMATION, PUBLIC SPACES, AND SORIES

Wayne Wiegand

The American public library is a unique civic institution because unlike most other civic institutions, like courts and schools, people do not have to use it. As a result, over the generations, users heavily influenced the process of shaping library collections and services. Instead of a "top-down" view, I adopt a "bottom-up" perspective that features the voices of generations of public library users. In no particular order, people have loved their public libraries: (1) for the useful information they made accessible; (2) for the public spaces they provided; and (3) for the stories they circulate that helped users make sense of their worlds.

In my forthcoming book, *Part of Our Lives: A People's History of the American Public Library* I give "information," "story," and "place" equal attention because all helped me uncover many ways that public libraries changed lives. I hope to publish the book in tandem with the release of *Free For All: Inside the Public Library*, a major documentary San Francisco filmmakers Dawn Logsdon and Lucie Faulknor hope to finish in 2016, and for which I serve as consultant. In my research, I do not take the conventional "user in the life of the library" approach; rather, I take a "library in the life of the user" perspective because I want to trace the history of the public library not so much by analyzing the words of its founders and managers, but mostly by listening to the voices of people who used them since the mid-19th century.

From "Useful Knowledge" to "Information"

For most of its history, LIS discourse has focused on what in the 18th century was called "useful knowledge," in the 19th and 20th was called "best books" (still in the ALA motto), and in the late 20th morphed into "information." First, a few historical examples that comfortably fit the category of "information" as LIS currently defines it.

While sitting at a Cincinnati public library desk in 1867, Thomas Edison compiled a bibliography on electricity. A colleague later recalled: "Many times Edison would get excused from duty under pretense of being too sick to work, …and invariably strike a beeline for the Library, where he would spend the entire day and evening reading .. such works on electricity as were to be had." In a Detroit Public Library reading room in the 1950s a teenage female pored over comedians' printed monologues. "She appeared in short monodramas, written by herself, without makeup and hardly any props," Lily Tomlin's biographer later noted, "conjuring up not only the personality of the character she portrayed but also that of unseen people with whom she was talking." All these people had information needs an American public library met, and the anecdotes I've read nicely fit into an LIS discourse that focuses on "information." But let me now turn to "library as place.

Public Spaces and Social Capital

In civic institutions like libraries, people routinely "exchange social capital"—a common phrase in "public sphere" thinking. These institutions also provide spaces that help people develop a tolerance and appreciation for differences and enable them to engage in what Henry Jenkins calls "participatory culture." By having "low barriers to artistic expression and civic engagement, strong support for creating and sharing with others, and information mentorship whereby experienced participants pass along knowledge to novices," Jenkins observes, members of a participatory culture "believe their contributions matter and have some degree of social connection with one another." To this "public sphere" thinking James Gee adds the concept of "affinity spaces"— social spaces that people self-select and in which they interact. "Based on their own choices, purposes, and identities," Gee says, people

Table 1. The Library in the Life of the User: Examples from Influential People

Information	Place	Stories
Thomas Edison	Martin Luther King Jr.	Ronald Reagan
Wilbur and Orville Wright	James Levine	John Wayne
Harry Truman	The Jackson Five	Pete Seeger
William Jefferson Clinton		Gerald Ford
Lily Tomlin		Oprah Winfrey
Barack Obama		Sonia Sotomayor

"can each get different things" from affinity spaces that not only provide "an important form of social affiliation" but also constitute "places where effective learning occurs" outside institutions of formal education.

And from my narrative, I quote a few more anecdotes. In the 1930s at the Atlanta Public Library's African American branch where blacks felt safe and welcome, director Annie Watters bought books on Ghandi for the library's adult education discussion groups. In the summer ten-year-old Martin Luther King, Jr. "came to the library many times during the week." She later recalled their interactions: "He would walk up to the desk and … look me straight in the eye." "Hello, Martin Luther," she would respond, always calling him by his first and middle names; "what's on your mind?" "Oh, nothing, particularly." For Watters, that was the cue that King had learned a new "big word," and they then initiated a conversation in which King used the word repeatedly.

When the Cincinnati Public Library opened a "piano room" in 1955, among its first visitors was a twelve-year-old "Jimmy Levine," as he wrote his name in pencil on the room's sign-up sheet. Eight visits later he changed his signature to "J. Levine" and finally "James Levine." When he gave a concert for 150 children in the Children's Room in 1957 he had already performed as a Cincinnati Symphony soloist. Today he is the New York Met's Artistic Director.

In 2005 the *Washington Post* carried an article by Eric Wee that focused on a District of Columbia branch library in one of Washington's poorest neighborhoods. Every Tuesday night a homeless man named Conrad Cheek entered the library and set up his chessboard on one of the tables in the children's room. The reporter immediately noticed a transformation taking place. "No more ignored pleas" for this homeless man, "no averted glances. During the next hour, people will look him in the eye. They'll listen to his words. In this down-at-the-heels library he's the teacher." Inside the library, Wee reported, "They call him Mr. Conrad."

The Power of Stories

Because I want to know why Americans love their public libraries, I'm not much concerned with the book as "object," which reflects traditional library discourse. Instead, I focus more on how the stories books carry function as "agents" in the everyday lives of library users. Because readers can control it, the act of reading stories becomes dependably pleasurable, empowering, intellectually stimulating, and socially bonding. And it is in the act of reading stories that social and cultural acts of defiance take place. If cultural authorities lack the power to check voluntary reading for interpretations legitimatized by dominant cultures, ordinary readers construct their own meanings, sometimes as groups, sometimes as individuals (see table 1).

In Glendale, California, Marion "Duke" Morrison (later known as "John Wayne") "spent hours reading in the solitude of the library," his biographer notes, "losing himself and his troubles in romantic adventures" like Zane Grey novels, and biographies of Kit Carson, Buffalo Bill, and Jim Bridger. In Dixon, Illinois, young Ronald Reagan visited his public library twice a week in the early 1920s, mostly to check out Frank Merriwell stories, *Tarzan* novels, and books by Horatio Alger, Zane Grey, Sherlock Holmes, and Mark Twain, many of which he read on the library's front steps. "I'm a sucker for hero worship," he later admitted.

For Oprah Winfrey, reading stories was "an open door for freedom in my life" and "allowed me to see that there was a world beyond my grandmother's front porch" in Mississippi, "that everybody didn't have an outhouse, that everybody wasn't surrounded by poverty, that there was a hopeful world out there and that it could belong to me." In a small Milwaukee apartment she shared as a nine-year-old in 1963 with her half-brother and half-sister, she read a public library copy of *A Tree Grows in Brooklyn*—her "first all-night book—the story of Francie Nolan whose life was full of humiliation and whose only friends were in books lining the public library shelves. …I felt like my *life* was hers."

Many famous scholars, entertainers, and political figures have been deeply impacted by stories they read during their early development. A list has been compiled at the end of this piece featuring influential people who have explicitly cited stories as a core aspect of their growth. Notice all these very meaningful experiences occurred in a place we call "library." To categorize them as "information" gathering fails to capture their significance in the lives of each of these individuals.

Over generations the power of stories and the library as a place has been as or more important in changing people's lives as the information public libraries have provided. For the most part, however, LIS discourse has overlooked, undervalued, and regularly ignored both. Yes, in recent years we have begun counting on a national level the number of people attending programs and exhibits in public library spaces, and, yes, we have surveyed users as library space "consumers." What we have not done is investigate ways these activities affect the production of human subjectivity on an individual and a community basis.

In my lifetime of research into American library history I've read hundreds of sweeping predictions concerning the future of these ubiquitous institutions, and none proved true

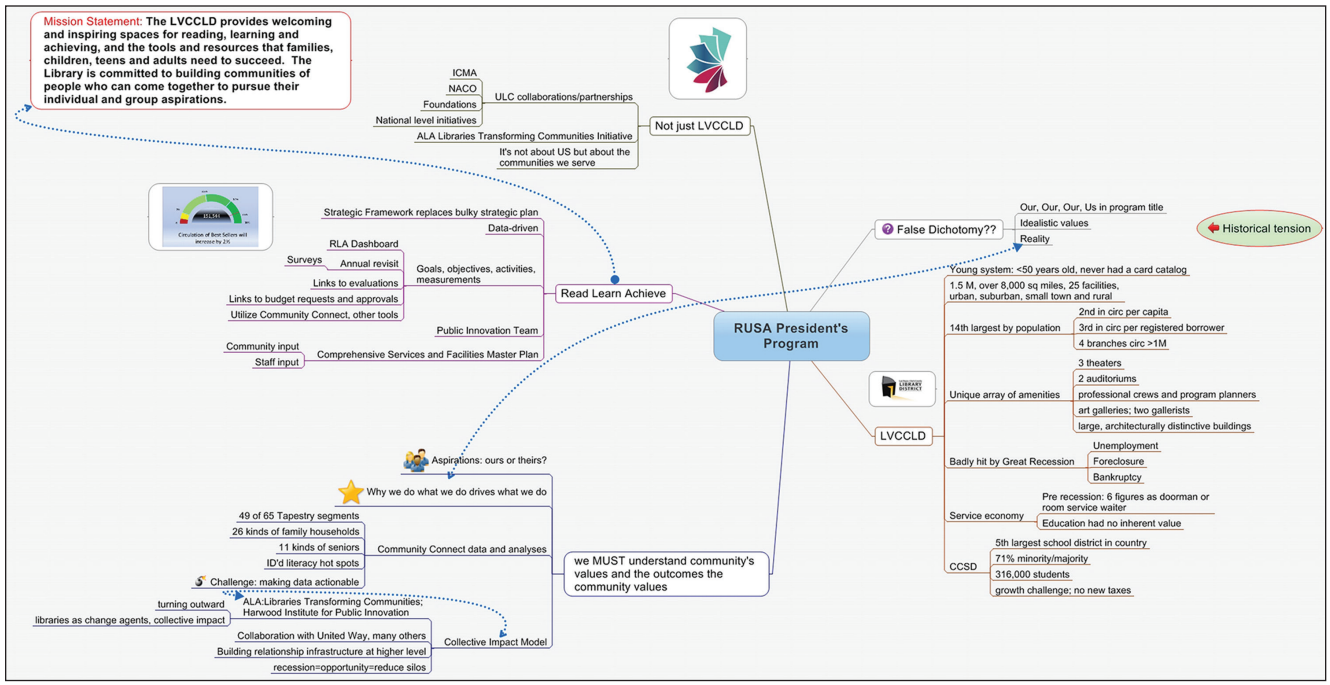

Figure 1. Mind Map from Jeanne Goodrich's Presentation

that did not also give equal consideration to the power of stories and library as place.

During the President's Program, Wiegand provided examples of the "library in the life of the user" from the above famous people as well as from non-famous people.

The theories and examples provided in these remarks receive a more full treatment in Wiegand's forthcoming book *Part of Our Lives: A People's History of the American Public Library* (Oxford University Press, 2015).

THREE PERSPECTIVES

Lisa Carlucci Thomas

We can compare and contrast "library as place" with any emergent space for creative discourse, but would be remiss to overlook the weight of librarianship's legacy on libraries' futures. Public libraries are not agile startups. But more and more, they're expected to behave as such. And lacking iterative, responsive policies, programs, and services—we risk looking tired.

Wiegand discussed three literatures from which we can explore from the "bottom up" the experience of the library in the life of the user: for information, for stories, for place (community). For many of us, our public library is one of the first places we can go, independently, for all three. For many, this develops into an inquisitive adulthood, where we can benefit from the library's offerings at our convenience, and explore with our children, too.

Do our library's values—envisioned and actual—align with what our communities really want? If what I want today is information, I might start online or look for open access resources or visit an academic library. If what I want is stories, I might start by asking a friend what they're reading before asking the local librarian. And when I want participatory culture, I seek out creative peers at a location designed for this purpose.

While personal experiences and library values may speak to the public library's role in these three literatures we must do more to highlight our strengths in these areas. Research indicates that children and young adults do use libraries regularly, but this behavior pattern dips in adulthood, and increases once users have their own children or grandchildren. What would it take to draw users out of the dip? What do *they* need the library to be? That's our programming and marketing challenge.

Listen, tune in, and provide opportunities to offer *space* for social sharing and ideas to grow. Advocate for bright, welcoming, secure spaces. Invite involvement, welcome *participation*. In *The Atlantic*'s recent video, "Why Libraries Matter"—young adult librarian Rita Meade observes, "When library doors close and parents aren't home, I don't even know where else they [the young adults] are going to go." Library as place may truly be the only place to be.

According to NY Times, we're all "Faking Cultural Literacy." In this ubiquitously connected tl;dr world, sharing experiences around tangible connections: location, context, and culture, becomes all the more important. From town hall, classroom, job center, tech sandbox, to reading group or play group—at the library, we are our truest selves, unencumbered. We are able connect to the people, places, and things that matter to us while still being connected to the

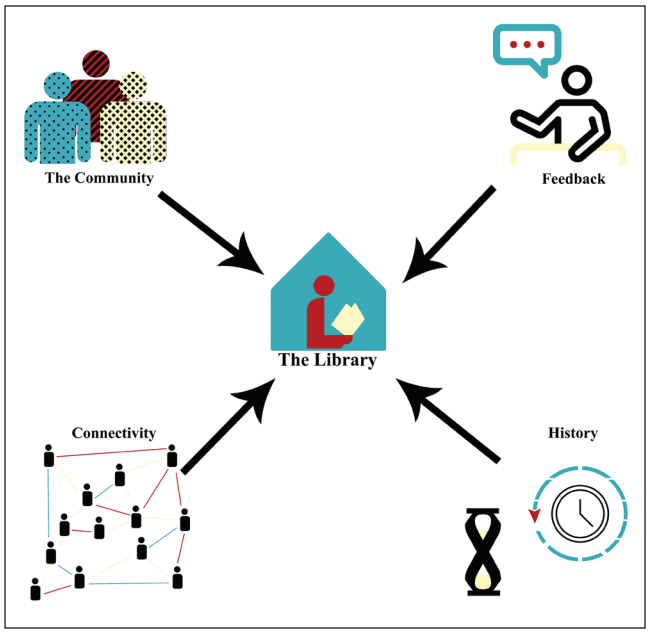

Figure 2. Community and Professional Influences on Libraries

information, in all of it forms and formats, which we create and consume daily.

COMMUNITY DRIVEN LIS

Jeanne Goodrich

Using the structure of the Las Vegas-Clark County Library District (LVCCLD) and a pictorial model (see figure 1), Jeanne Goodrich presented her thoughts and experiences with libraries as shaped by the community. She started by deconstructing the myth that LIS philosophical values are at odds against the lived realities of communities being served. Goodrich believes that as a profession librarianship is malleable to meet the needs of patrons, meaning that the values of LIS are never in conflict with services provided at a library so long as the communities' needs are being met.

The LVCCLD is a new system less than fifty years old that serves a large diverse population. With twenty-five facilities in rural, suburban, and urban areas of the county the LVCCLD works with a population of over 1.5 million patrons. This library system holds many unique amenities open to the public including three theaters, two auditoriums, thirteen art galleries, and professional program planners. Overwhelmingly this county is a service economy that was heavily impacted by the recession, which in combination with an increased school aged population has resulted in higher need for library services with less tax dollars to support the LVCCLD.

In order to best serve patrons Goodrich invested time, money, and energy into gathering demographic data that the library could then use to inform their actions. For example, many public libraries have data that lets them know roughly what percentage of their patrons are family households. The information gathered by the LVCCLD takes that one step further by breaking down families into different family subgroup types. In depth demographic data allowed the libraries to better identify new services to invest in, outside organizations to team up with, and provided opportunities for librarians and patrons to think creatively with evidence-based framework as support. Goodrich believes that libraries can only serve if they know the realities and values held by the community and work alongside them to achieve shared goals.

Using data, the library's strategic plans have been significantly cut in length and streamlined to clearly address the goals, objectives, activities, and measurements of the county library system. Strategic planning materials are to be used both by library staff and the community, which has prompted turning many of the measurements into graphs and other visual representations of data. To serve the community the library needs to make its values, realities, and operations accessible to all who have a vested interest.

Goodrich views libraries as agents of change and innovation, but first and foremost as support for the communities we serve.

CONCLUSION: OUR VALUES ARE A CONVERSATION

Bivens-Tatum, Wiegand, Carlucci Thomas, and Goodrich have articulated the challenges faced in LIS though four perspectives on the values of libraries and librarianship (see figure 2). These are: the historical values that formed and underpin libraries in the United States, values held by individual patrons in why they love the library, the values in connections found at the library through place and story, and the values of our communities. Whether at odds or in tandem these values open channels of conversation within the profession of librarianship that encourage us to explore directions we might take to serve the individual, the local community, and develop for future generations.

Sources
Professional Materials

Karen Antell, Editor

RUSQ considers for review reference books and professional materials of interest to reference and user services librarians. Serials and subscription titles normally are not reviewed unless a major change in purpose, scope, format, or audience has occurred. Reviews usually are three hundred to five hundred words in length. Views expressed are those of the reviewers and do not necessarily represent those of ALA. Please refer to standard directories for publishers' addresses.

Correspondence concerning these reviews should be addressed to "Professional Materials" editor, Karen Antell, Head of Outreach and Strategic Initiatives, Bizzell Memorial Library, University of Oklahoma, 401 West Brooks St., Room 146, Norman, OK 73019; e-mail: kantell@ou.edu.

Biographies to Read Aloud with Kids: From Alvin Ailey to Zishe the Strongman. By Robert Reid. Chicago: Huron Street Press, 2014. 135 p. Paper $19.95 (ISBN: 978-1-9375-8957-8).

Biographies to Read Aloud with Kids is a guidebook to excellent biographies of important figures throughout history who are missing from traditional school textbooks. Reid has selected two hundred biographies that adults—parents, teachers, and librarians—can read aloud with children. He includes a wide range of complete biographies (covering a subject's entire life), partial biographies (covering an incident in a subject's life), collective biographies, and a few bilingual books as well. The choices are a good mixture of formats, too, including narratives, verse stories, and even graphic novels. Reid has chosen books with great writer's "flair," an even split of male and female subjects, and a diversity of subjects, but, perhaps most importantly, he has selected books that tell "a good story" (xiii-xiv). He also has avoided biographies of athletes, actors, and other pop culture figures because they would date the book's selections quickly. The biographies are presented in two chapters—the first on individual subjects and the second on collective biographies. Many of the selections include black and white photos of the cover or an image from the book. A few entries also include an additional "highly recommended" title or two. Three short chapters feature interviews with authors and a publisher of biographies for young readers.

The strength of this book is the wide choice of biographies. Reid has done a good job as well in avoiding trendy subjects, instead focusing on important world figures or interesting people from history. Well-known subjects include Louisa May Alcott, Langston Hughes, Martin Luther King, Jr., and the Wright brothers. But lesser known people are also included: Mary Anning, a young girl who discovered the bones of the first ichthyosaur and inspired the rhyme, "She sells seashells by the seashore"; George Crum, a chef who created the potato chip when a customer complained about her potatoes being cut too thickly; Ruth Harkness, who continued her late husband's expedition to bring the first panda to America; and Clara Lemlich, who gave an inspiring speech that led to the Shirtwaist Makers' 1909 strike.

The book's largest weakness is that, contrary to promotional claims, the book is not divided into topics. Instead, the individual biographies are alphabetized by the subject's name; the book does not provide an easy way to locate biographies of, say, scientists, or musicians, or political leaders. Moreover, the book suggests some biographies that, although excellent as biographies, are not conducive to reading aloud with large groups of children, such as lengthy biographies and graphic novels.

Overall, this is a recommended book that will give adults many choices of entertaining and educational biographies of both well-known and relatively unknown individuals throughout history whose stories might interest and inspire children.—*Lindsey Tomsu, Teen Coordinator, La Vista Public Library, La Vista, Nebraska*

Bugs, Bogs, Bats, and Books: Sharing Nature with Children through Reading. By Kathleen T. Isaacs. Chicago: Huron Street Press, 2014. 260 p. Paper $19.95 (ISBN: 978-1-937589-58-5).

Teacher and librarian Kathleen Isaacs offers a carefully compiled book on a timely topic. Seeking to help parents and caregivers combat "nature deficit" in their children, the author lists and describes books about nature that are appropriate for children from birth through age ten. Both fiction and nonfiction are included, and most of the titles were published in the last four years.

Each chapter begins with a helpful introduction to the topic. The chapters are further subdivided into more specific areas. For example, the chapter "More Animals" is divided into sections on sea creatures, birds, and mammals. Isaacs also includes a chapter on naturalists who later became children's authors and illustrators. The sections in this chapter begin with a brief biography of the naturalist followed by a thoughtful description of his or her individual style and focus.

Each annotation is about 150 words in length and provides a thorough sense of the title's tone and flavor. The beginning of each entry indicates the appropriate audience or suggested use for the book. Although most books are tagged as informational picture books, other suggestions for use include "early reader" and "bedtime story." The entry also indicates a suggested age range.

Interspersed throughout the book are easy and approachable science activities, such as planting an avocado pit, counting birds in the backyard, or taking a walk. For each of these activities, Isaacs mentions related real-life projects and provides links to relevant web sites.

For the layperson, perhaps the most helpful portion of the book is Chapter 2, "Choosing Good Nature Books." Indeed, the guidelines presented here are relevant to the selection of books on any topic: Using the child's interests to guide selection; choosing books written with clarity and enthusiasm as well as accuracy; and selecting books whose illustrations enhance the text and deepen one's understanding of the topic.

Librarians will find no surprises here: The titles discussed in this book will be familiar to most library staff. *Bugs, Bogs, Bats, and Books* will be most useful to parents hoping to find nature books for their children. As such, it would be helpful in the circulating collection or as an at-home reference.

Kathleen Isaacs is also the author of the well-received *Picturing the World: Informational Picture Books for Children*, published in 2013. — *Gina Petrie, Children's Librarian, Charlotte Mecklenburg Library, Charlotte, North Carolina*

Exploring Digital Libraries: Foundations, Practice, Prospects. By Karen Calhoun. Chicago: ALA Neal-Schuman, 2014. 320 p. Paper $95 (ISBN: 978-1-55570-985-3).

Librarians today, particularly those of us who have been in the profession for less than a decade, often take for granted the vast resources that are available online. Whether we're at the reference desk, teaching a class, or consulting with a faculty member on research, we turn initially, and often exclusively, to our computers. Although many of us are familiar with the rich digital library collections available at our fingertips, we are often less cognizant of how these collections were created and developed over time. In *Exploring Digital Libraries: Foundations, Practice, Prospects*, Karen Calhoun describes the innovations and technologies that have shaped digital libraries and offers a vision for how they might become further engaged with the communities they serve.

This authoritative analysis begins by looking as far back as 1965 to trace the fascinating history of the technologies, innovations, and visions for the future that laid the foundation for the ambitious digital library projects that began in the early 1990s. In-depth accounts of both successes and failures shed light on how digital library efforts around the globe have evolved in relation to advances in areas such as digitization and open-access initiatives as well as changes in scholarly communication. In the second half of the book, she explores the potential for a shift from a focus on collections toward a more community-oriented perspective that leverages the social web.

The author's knowledge and experience in this field is considerable. However, rather than rely exclusively on her own expertise, she has conducted extensive research and consultation with others in the field to present a work that is authoritative and international in scope. This is evidenced early on with her considered evaluation of the changing ways in which digital libraries have been defined. She charts definitions from the early 1990s to the present and reflects on how these definitions have evolved while also offering her own interpretation of what constitutes a digital library. Additionally, in chapters addressing the social roles of digital libraries, she interviews nine well-known digital library experts to examine key factors that make digital libraries successful.

Exploring Digital Libraries offers insight into the emergence, progress, and future of digital libraries and will meet the needs of any reader with an interest in the topic. Calhoun's work makes the complexity of digital libraries comprehensible to non-experts while also contributing new research to the field. It will undoubtedly serve as an essential work in the field of digital librarianship. —*Amanda Dinscore, Public Services Librarian, California State University, Fresno, California*

Exploring Environmental Science with Children and Teens. By Eileen D. Harrington. Chicago: ALA Editions, 2014. 264 p. Paper $50 (ISBN: 978-0-8389-1198-3).

Current classroom education focuses primarily on reading and math. This leaves little room for learning material that inspires scientific inquiry. To address the gaps in learning, many educators advocate for school-aged children to have more exposure to the sciences through STEM (science, technology, engineering, and mathematics) curricula. In an effort to meet this need, *Exploring Environmental Sciences with Children and Teens* by Eileen G. Harrington creates an avenue for

public and school libraries, along with museums, to cultivate partnerships, programs, and learning experiences outside of the classroom as a means of addressing deficiencies in science.

Harrington gives an excellent rationale for the necessity and benefits of encouraging and promoting scientific inquiry, focusing on museums, school libraries, and public libraries as ideal venues for creating informal, fun, and literacy-rich environmental science programming. She aggregates science literature and activities for audiences of preschoolers through high schoolers.

This book reveals knowledgeable, engaging, and active learning experiences to incite curiosity, comfort, and connections with environmental science. Harrington presents preschool and family programming, story times, book clubs, self-guided activities, and teen action clubs, among other activities, to help teachers and librarians accentuate student learning. *Exploring Environmental Science* supports programming by providing detailed structure and strategies while giving an abundance of ideas to ensure success. Also provided are bibliographies, multimedia suggestions, and web resources for further consideration and extensions to learning.

The book also covers science-related topics like Earth Day, plant life, habitats, life cycles, scientists, animals, rocks, and fossils, all of which align with common themes taught in school curricula. This offers public libraries and museums an opportunity to complement learning through entertaining craft activities and to promote reading self-efficacy in the sciences for children and teens.

Although geared towards librarians and museum program coordinators, teachers looking for curriculum ideas are also likely to find this book valuable for lesson planning or enrichment activities, as it inspires programming, collaboration, and appreciation of the sciences within and outside the classroom.—*Tiffeni Fontno, Education Librarian, Lesley University, Cambridge, Massachusetts*

Fundamentals for the Academic Liaison. By Richard Moniz, Jo Henry, and Joe Eshleman. Chicago: Neal-Schuman, 2014. 208 p. Paper $58 (ISBN: 978-1-55570-967-9).

As the title states, this book is a fundamental overview of the common tasks performed by academic liaison librarians. Aimed at novices, this resource covers the basic concepts involved without getting lost in details that tend to vary among institutions. Thus this book serves as a solid foundation for library science students unfamiliar with the diverse responsibilities involved in being an academic liaison. The authors cover how the liaison role has evolved over time with new technologies, budget adjustments, and the changing nature of research; and yet they reinforce the idea that academic liaison work remains critical to the mission of many college and university libraries.

Each of the eleven chapters is concisely written to be about fifteen pages in length, and each chapter includes a convenient checklist of key concepts and separate bibliography. The fundamental duties discussed include orienting faculty to the library; developing subject expertise; assisting researchers; communicating with faculty; creating guides and online tutorials; performing collection development duties; teaching information literacy sessions; becoming "embedded"; supporting accreditation and new course development; and evaluating one's own effectiveness as a liaison. The book is not entirely comprehensive, as the authors do not differentiate among subject disciplines or types of academic institution. And the authors acknowledge that not all academic liaisons perform all of the duties listed, and different institutions will require liaisons to engage in these duties to varying degrees. However, for a brand-new librarian wondering where to begin, this book will provide solid advice.

Although clearly aimed at those just starting their careers, this volume might also benefit librarians returning to the profession after an absence, because it does address how liaison duties have changed. In addition, experienced librarians might find individual chapters useful when new duties are added to their jobs. For example, Chapter Four, on online tutorials, provides sound advice about using scripts and storyboards to plan out the actual tutorial before filming or production. This title could also be valuable in educating those outside the library about the diverse duties performed by academic librarians. This book will be a particularly useful resource for institutions with library science programs. In addition, it would be a great mentoring tool for new librarians.—*Christina M. Kulp, Life Sciences Reference Librarian, University of Oklahoma Libraries, Norman, Oklahoma*

Global Voices: Picture Books from Around the World. By Susan Stan. Chicago: ALA Editions, 2014. 240 p. Paper $50 (ISBN: 978-0-8389-1183-9).

"What children get from an international picture book that they don't get from an American picture book," says Susan Stan, "is something that they can't see and probably can't articulate: a shift in perspective that can range from unnoticeable to stimulating to disorienting" (2). All of these reactions, her book goes on to argue, are valuable to the development of a young reader and global citizen.

Divided into two sections, *Global Voices* is both a critical examination and an annotated bibliography. In Part I, Stan presents a general history of picture book publishing around the world, as well as information about translation and acquisition in the American market. She acknowledges the limitations of her project: the book's bibliographies, divided by continent, in some cases heavily represent English-speaking creators of books *about* those parts of the world, rather than books originally from these areas. The reasons for this vary: sometimes the region itself does not have a robust children's publishing industry; in other cases, books published in certain countries tend not to be acquired by American editors, because they are thought to be too culturally specific to be relevant or interesting to American readers. This, she argues, is unfortunate, as it keeps many worthy books from reaching more readers, and is a disservice to today's children, who

are growing up in an increasingly global world: "Twenty-first century American citizens must get used to meeting the rest of the world halfway by being exposed to other cultures and developing a tolerance for multiple points of view. There is no better group to start with than the very young" (5).

Part II takes an alphabetical trip around the world, with chapters highlighting Africa and the Middle East, Asia, Australia and New Zealand, Canada, Europe, and finally Latin America and the Caribbean. Within these chapters, books from or about these regions are arranged by country. Not every nation is represented, but the representation is broader than one might expect. Interstitials appear in each chapter and profile illustrators and writers, from the well-known (such as Mem Fox and Mitsumasa Anno) to the up-and-coming (Isol). With its dual focus on an impressive list of titles and analysis of artistic style and themes, *Global Voices* is both a useful reader's advisory tool and a fine text for an undergraduate survey course on picture books.—*Sarah Hannah Gómez, Library Services Specialist, Castilleja School, Palo Alto, California*

Introduction to Reference and Information Services in Today's School Library. By Leslie S. J. Farmer. New York: Rowman & Littlefield Publishers, 2014. 196 p. Paper $55 (ISBN: 978-0-8108-8718-3).

School librarians who would like to improve or revamp their reference materials, reference area, and reference practices will find a wealth of information in this book. Farmer takes the reader through many different aspects of reference and information services (RIS), including today's school library, community needs, information behaviors at different ages and levels of maturity, collection development, physical access, reference interviews, legal considerations, and management issues. The book exhibits a natural progression, starting with a needs assessment and progressing to collection development (both physical and virtual) and ongoing management of the library's reference services. Farmer includes information to consider when working with various ages and special populations and provides a wealth of sources that support librarians and librarianship.

The beginning of the book provides an overview of what information gathering looks like for today's K-12 students. Farmer also defines the terms included in RIS and provides questions to guide a needs assessment. Some of the information included in these first few chapters might be overwhelming for solo school librarians or those new to their campus; however, it does serve as a useful starting point. The collection development chapter includes a helpful list of core titles for elementary, middle, and high schools. The chapter on reference interactions is helpful to everyone who staffs a reference desk or answers reference questions at any type of library. Finally, the last chapters focus on teaching instruction sessions, providing materials, and managing legal issues.

This book is full of useful information, and its clear, logical structure suggest that it would be an excellent textbook for a library science course. Library coordinators and supervisors would also find Farmer's book valuable when considering physical layouts of libraries, purchasing print and electronic materials, and providing reference and information services. This is a solid text for librarians, even for those who do not work in a school library.—*Melanie Wachsmann, Reference/Teen Librarian, Lone Star College-CyFair Branch, Cypress, Texas*

The Library Juice Press Handbook of Intellectual Freedom: Concepts, Cases, and Theories. Edited by Mark Alfino and Laura Koltutsky. Sacramento: Library Juice Press, 2014. 469 p. Paper $50 (ISBN: 978-1-936117-57-4).

Intellectual freedom is a concept that is widely debated but frequently misunderstood. The American Library Association's *Library Bill of Rights* outlines core policies for libraries in promoting intellectual freedom, but as anyone who has dealt with this concept in practice knows, its application is nuanced and ever-evolving. Rather than a guide on day-to-day issues of intellectual freedom in libraries, this collection of essays explores the idea of intellectual freedom from historical, philosophical, legal, and practical angles. Despite its title, this work takes a more comprehensive than library-specific approach to intellectual freedom; topics addressed span its early historical origins in Athens to contemporary issues, including the open access movement and government secrecy and censorship. This is not to suggest that the book is not useful to practicing librarians; most of the collection's more lofty writings, including a piece on Marxist philosopher Antonio Gramsci's work, discuss how their ideas are applicable to libraries, and Loretta Gaffney's "Intellectual Freedom and Libraries" is a remarkable reflection on how the Children's Internet Protection Act (CIPA) prompted ALA to reconsider its stance on internet filters in libraries. However, most of the essays in this book assume that readers are familiar with First Amendment law and relevant political and social philosophies, and those who are not will have a difficult time making sense of their topics. This collection would be thought-provoking reading material for a graduate level course on libraries and intellectual freedom, so long as its ideas are actively discussed and clarified. At times, the breadth of information covered in these essays seems overwhelming, which is perhaps a testament to how intellectual freedom as an idea is too often oversimplified and misunderstood. While the essays in this collection are not always accessible, they treat this complex topic with the depth it deserves. This volume will appeal most to scholars and graduate students with an interest in political and social theory.—*Allison Embry, Access Services and Distance Learning Librarian, Rogers State University, Claremore, Oklahoma*

Metaliteracy: Reinventing Information Literacy to Empower Learners. By Thomas P. Mackey and Trudi E. Jacobson. Chicago: ALA Neal-Schuman, 2014. 248 p. Paper $65 (ISBN: 978-1-55570-989-1).

Transliteracy, visual literacy, media literacy, digital literacy, mobile literacy—there has been a struggle for years to define

how technology changes the way people understand and use information. For academic librarians, information literacy has been the approach of choice. In one-shot sessions and semester-long courses, we teach students how to determine what information is needed and how to find it, evaluate it, and use it ethically. In *Metaliteracy*, the authors argue that information literacy as a concept needs to be updated because it does not reflect the effects that social media and open learning have had on students and their interactions with information. Students no longer are mere consumers of information, and metaliteracy recognizes this. It reaches beyond information literacy to encompass the skills students demonstrate when actively participating in online communities, such as collaborating with others, producing information, and sharing the results.

The opening chapters provide the theoretical context for metaliteracy. These sections are meticulously researched, and the authors' scholarship in this area is evident. These chapters might not be easily accessible to the general reader, but they provide a thorough background for subsequent chapters. The authors follow the transformation of the information environment by social media and open learning and explain how this transformation led them to articulate the metaliteracy concept. They explore how metaliteracy relates to its antecedent literacies, such as transliteracy and digital literacy, and they compare the characteristics of each to the scope of this new form of literacy. Most importantly, the authors define learning goals for the metaliterate learner. These goals are designed to help students become lifelong learners prepared to adapt to technology's frenetic pace of change and its effects on how information is created and used.

The latter part of the book demonstrates how metaliteracy can be applied in the classroom. Case studies follow the evolution of traditional information literacy courses as they incorporate the participatory possibilities of social media and media-creation tools, such as Prezi and Animoto. Having students create media in the classroom and interact online are not new ideas, but some creative approaches—such as having students investigate the rationale behind removing a YouTube video for copyright violations—provide some interesting twists.

Author Trudi Jacobson is co-chair on the task force currently working on the new *Framework for Information Literacy for Higher Education* being created by the Association of College and Research Libraries (ACRL), and for those following the process, *Metaliteracy* will provide a solid grounding in some of the principles incorporated in the framework. As a whole, the book could have benefitted from using more accessible language to clarify this new approach to thinking about information, but the exhaustive research that went into its writing allows it to serve as a reference resource for this reimagining of what literacy means. —*Ann Agee, School of Library and Information Science Librarian, San Jose State University, San Jose, California*

Mind-Bending Mysteries and Thrillers for Teens: A Programming and Readers' Advisory Guide. By Amy J. Alessio. Chicago: ALA, 2014. 152 p. Paper $50 (ISBN: 978-0-8389-1204-1).

Teen librarian and lifelong mystery lover Amy J. Alessio draws upon her years of experience with teens to create this themed guide for readers' advisory and programming. This books lists 179 different titles from both YA and adult literature, and although the majority of the titles are fiction, nine nonfiction and true crime books are also cited. The author notes that this book should not be considered "a comprehensive overview of all teen mysteries" (viii); instead, she crosses genre boundaries to seek out less rigidly defined works with similar elements and appeal.

The first part of the book focuses on readers' advisory, and entries are coded into six main subgenres: "Realistic Mysteries," "High-Tech Whodunits," "Thrillers," "Fantastic and Paranormal Mysteries," "Mysteries in Time and Place," and "Romantic Suspense." These subgenres are then further divided into more specific topics, under which many titles are cross-referenced. Entries contain grade level, awards received, and a descriptive annotation. Each subgenre category also includes two book-talking examples, suggestions for covert marketing, and interviews with prominent authors. The three appendixes list "Titles and Series by Subgenre," "Titles and Series by Author," and "Mysteries in Graphic and Illustrated Novel Formats." However, the appendixes' usefulness is limited, as they merely relist the titles from the first part of the book, and no page numbers are included for quick reference to the full annotations.

The guide's second part details a variety of "mysterious" programming ideas, ranging from a simple classic movie series to a fully scripted murder mystery. One chapter details how to start a teen mystery club and describes many different issues that the club can investigate, such as secret codes or FBI profiling. Book discussion questions are also listed for ten different titles, and Alessio suggests creative marketing ideas, such as hiding puzzle pieces or bookmarks throughout the library. In total, more than 40 different programming ideas are described, and librarians looking for inspiration will definitely find it here.

Additional indexing would have made the book slightly more user-friendly, and further editing would have prevented minor errors, such as *Michael Vey: The Prisoner of Cell 25* being cross-referenced under a nonexistent subsection. But these small issues are greatly outweighed by the wealth of content contained within this deceptively slim volume. Although the guide's very specific theme may limit it to merely a supplemental purchase for some libraries, it is a must-read for teen librarians working with mystery lovers (or hoping to create some).—*Jackie Thornton, Children's Librarian, East Baton Rouge Parish Library, Baton Rouge, Louisiana*

The New University Library: Four Case Studies. By Matthew Conner. Chicago: ALA Editions, 2014. 176 p. Paper $55 (ISBN: 978-0-8389-1193-8).

The university library can be thought of as an organic institution—it changes, it evolves, it grows, and it adapts. What should a university library do to maintain a current, modern collection and resources in the face of technological, societal, and demographic changes? How can university libraries adapt to these changes successfully?

Matthew Conner, an instruction/reference librarian at the University of California, as well as the President-Elect of the Librarians' Association of the University of California, has written a timely and insightful book on how four university libraries have adapted to change (with limited resources available in their libraries) through implementation of innovative programs and initiatives. The book begins with a very detailed overview of the history of the academic library (from the nineteenth century to the present), focusing on such topics as reference, collections, buildings, and technology. The book then focuses on specific case studies from four public universities. One of the case studies, from the University of Hawaii at Manoa, details how the university recovered its programs after a disastrous flood in 2004, making this case study particularly valuable for libraries recovering from natural disasters. Each case study includes many graphics, illustrations, tables, and data to support new programs and initiatives, and describes the results of these programs. One weak point of the book is that all of the case studies discuss changes and innovations at large, public university libraries. Perhaps including case studies of changes at small and/or private colleges would have made the book a more useful guide and reference for all types of academic librarians, but that may become material for another book.

Nevertheless, *The New University Library: Four Case Studies* is a useful resource for academic librarians (primarily at large public universities) who seek guidance and assistance on how to manage change at their institutions and create relevant and thriving library programs in the 21st century. Highly recommended.—*Larry Cooperman, Adjunct Librarian, University of Central Florida Libraries, Orlando, Florida*

Snapshots of Reality: A Practical Guide to Formative Assessment in Library Instruction. By Mary Snyder Broussard, Rachel Hickoff-Cresko, and Jessica Urick Oberlin. Chicago: ACRL, 2014. 256 p. Paper $52 (ISBN: 978-0-8389-8689-9).

Written by two academic librarians and an education professor, this book aims to introduce the concept of formative assessment to a wider library audience and to demonstrate how formative assessment can be used in one-shot library sessions. The authors detail 48 formative assessment snapshot techniques (FASTs) that could be used as part of a library instruction session.

The authors define formative assessment as "small, frequent, and often informal assessments designed to help the educator get an understanding of students' current knowledge and what they have learned" (5). The formative assessment snapshot techniques (FASTs) are broken down into those that could be used before, during, or after an instruction session. The authors also provide the estimated time required for a given FAST, the amount of collaboration required with the course instructor, and the information literacy standard (ACRL or Standards for the 21st-Century Learner) addressed by the assessment. Although the authors focus on how formative assessment is used to improve student learning, they offer a chapter on how it also can be used to improve librarian teaching. The authors devote a chapter to technology tools that can be used in formative assessment, and they end with a discussion of the use of formative assessment in school libraries and a description of a "culture of assessment."

The authors do a good job of detailing the benefits of using formative assessment in one-shot library instruction. In their literature review, they note that librarians may already be using some formative assessment in their instruction sessions. This book provides these librarians with additional tools to expand the assessments they are already doing. Recognizing that adding assessment to their sessions could be challenging for some, the authors offer a number of suggestions for getting started and developing a learning community of fellow librarians. One of the challenges mentioned is that librarians struggle with having limited time in one-shot sessions. The authors helpfully provide the estimated time that would be needed for each of the FASTs. However, this reviewer wondered about how and whether more than one FAST could be used in a session in which some initial instruction and possibly follow-up instruction would need to occur. Although the authors do provide a sample guided implementation template, this reviewer would have appreciated an outline of a sample session, with timings, with the formative assessment(s) to be used. The chapter on technology use for formative assessment is useful in showing the reader how the use of technology could make the assessment process faster.

Although one chapter is dedicated to the use of formative assessment in school libraries, this book would be of most benefit to academic librarians doing face-to-face one-shot instruction sessions. Formative assessment could be a useful tool to demonstrate student learning to the larger university, and this title can help create and improve existing skills.—*Qiana Johnson, Distance Learning Librarian, Northwestern University, Evanston, Illinois*

Sources
Reference Books

Tammy J. Eschedor Voelker, Editor

RUSQ considers for review reference books and professional materials of interest to reference and user services librarians. Serials and subscription titles normally are not reviewed unless a major change in purpose, scope, format, or audience has occurred. Reviews usually are three hundred to five hundred words in length. Views expressed are those of the reviewers and do not necessarily represent those of ALA. Please refer to standard directories for publishers' addresses.

Correspondence concerning these reviews should be addressed to "Reference Sources" editor, Tammy Eschedor Voelker, Humanities Librarian, Kent State University, 1125 Risman Dr., Kent OH 44242; e-mail: tvoelker@kent.edu

African American War Heroes. Ed. By James B. Martin. Santa Barbara, CA: ABC-CLIO, 2014. 203 pages. acid free $89 (ISBN: 978-1-61069-365-3). Ebook available (978-1-61069-366-0), call for pricing.

James B. Martin, Associate Dean U.S. Army Command and General Staff College, editor of *African American War Heroes*, presents a biographical dictionary in which 80 African American men (79) and women (1—Harriet Tubman) have been "…chosen to recognize specific combat actions that resulted in recognition for heroism." ("Preface," xii). Each of the war heroes profiled in this reference work have been awarded one or more military medals for valor save for three whose actions predate our nation's medal system. Still, inclusion in *African American War Heroes* is highly selective. Of the eighty-seven African Americans awarded the nation's highest honor fifty-four combat veterans are profiled.

African American War Heroes is arranged in alphabetical order according to personal name. A fact box preceding each biography provides at-a-glance information that includes vital statistics, branch of service, arena of conflict, age at time of award, but not the title of the award or awards conveying war hero status. This is a regrettable omission the more so given the biographical dictionary's alphabetical-by-name arrangement. True, the names of those who received specific military honors are listed in the volume's index under the title of each military award but this presupposes a familiarity with these honors (Medal of Honor, Distinguished Service Cross, Navy Cross, Air Force Cross, Silver Star, Distinguished Flying Cross, Bronze Star with Valor Device, Legion of Honor) which students, for whom this reference work is most suitable, may not possess.

Each biographical sketch is signed by one of the five other contributors, three of whom share with the editor posting at the U.S. Army Command and General Staff College. Each essay focuses in detail on the heroic actions for which the subject received recognition, in a number of cases retroactively and/or posthumously. Black and white photographs illustrate some biographies. All entries provide a list of further readings which may include published books, journal articles, newspaper articles, and web sites with date of access noted. A concluding six-page general bibliography brings these further readings together.

An introductory essay presents an overview of African Americans in the nation's military with an emphasis on combat history in line with the volume's war hero focus. The volume also contains ten sidebars throughout the text (for example "Tuskegee Airmen" on pages 76-77) each of which contributes information about African American participation in the armed forces. Although a color picture of the Medal of Honor appears on the cover of *African American War Heroes* an additional sidebar devoted to explaining U.S. military decorations in their order of precedence with a brief history of each accompanied by an illustration would not have been unwelcome.

Unlike *African American War Heroes,* Charles W. Hanna's *African American Recipients of the Medal of Honor; a*

Biographical Dictionary, Civil War through Vietnam War (McFarland & Company, 2002) is comprehensive rather than selective and is arranged chronologically and then alphabetically by name. Rather than summarizing the combat details surrounding the Medal of Honor as *African American War Heroes* does, Hanna's work quotes the text of each combat veteran's Medal of Honor citation. Hanna's work also includes the several African American seamen who were awarded a Medal of Honor, and in one case two, during peacetime, a practice since disallowed. Although Hanna traces the history of the Medal of Honor in his work's introduction he too presupposes that the Medal's appearance is common knowledge or may be deduced from black and white photographs of Honor recipients wearing theirs.

Catherine Reef's *African Americans in the Military* (Facts on File, 2004), differs from both Martin and Hanna by expanding coverage to include African American participation in both combatant and non-combatant roles and by defining military service more broadly so as to include a spy, a journalist, and a civilian interpreter. Reef's more expansive approach to her subject results in greater coverage of African American women in the military which neither Martin's nor Hanna's more focused works permit.

African American War Heroes is suitable for public and school libraries. Academic libraries, especially those whose collections already include Hanna's and Reef's reference works, may purchase if comprehensiveness is a collection development policy. Otherwise, *African American War Heroes* may be considered supplemental rather than necessary.—*Sally Moffitt, Reference Librarian and Bibliographer for Anthropology, History, Philosophy, Political Science; Africana, Asian, Judaic, Latin American, and Women's Gender and Sexuality studies; Cohen Enrichment Collection, Langsam Library, University of Cincinnati, Ohio*

American Immigration: An Encyclopedia of Political, Social, and Cultural Change. 2nd ed. Ed. by James Climent and John Radzilowski. Armonk, NY: Sharpe Reference, 2014. 4 vols. $399 (ISBN: 978-0-7656-8212-3).

The first edition of the work, published as the *Encyclopedia of American Immigration* (Sharpe, 2001), garnered widespread praise. It was described by reviewers as "well-researched, well-written…" and "impressive" (*Choice*, Oct. 2011); "essential in academic libraries and extremely useful in large and medium-sized public libraries." (*Booklist*, Nov.1, 2001); and "An asset to any library supporting research in American history or immigration." (*School Library Journal*, Feb. 2002). The advisory board consisted of "well-recognized experts in the field" (*Library Journal*, Sept. 15, 2001). Given this critical reception, it is little wonder that Sharpe choose to revisit such a well-regarded reference work.

As the authors note in the Introduction, "most of the contentious issues surrounding American immigration today would be very familiar to past generations." (xix). The hot button issues of a century ago remain topics of concern today, from cultural assimilation and the economic benefits of immigration to the desirable rate of immigration. Given these continuities it is understandable that most essays remain substantively intact from the first edition. Volumes 1-3 contain topical essays organized under themes, time periods, or regions. Almost all of the original contributors have returned for the new edition. They seem satisfied with their previous work, with good reason. The essays hold up well after a decade. While the authors bring events up to date and add newly released data, in most cases the core content remains the same. Commendably, all the bibliographies I reviewed were updated to include references to recent scholarship, and in some cases websites.

Volume 4 contains excerpts from primary source documents ranging from George Washington's Revolutionary War letters to recent immigration reform efforts. Almost all of the historical documents from the first edition appear in the second. The main additions are ten documents created after the publication of the 1st edition.

While historical continuities abound, technology, terrorism concerns, and changes in immigration patterns have raised new issues. These are not addressed in completely new essays in the 2nd edition, but updated information has been incorporated into relevant entries. For example, discussion of the Dream Act was added to the essay on Children and Adolescents, while a paragraph on the newly created Office of Homeland Security concludes the history of Immigration Agencies. There is also a new 21 page section in Volume 1 covering the post 9/11 years with overviews of recent immigration legislation and the impact of 9/11 on policies and attitudes toward immigration. A detailed subject index facilitates the discovery of specific topics across essays.

Libraries not owning the first edition will find this a welcome addition to their reference collection. It upholds the standards of its predecessor, delivering solid well-written overviews of key topics. Those owning the first edition will want to replace it with this set which reflects recent events and points to the latest scholarship for those conducting further research.—*Eric Novotny, Humanities Librarian, Pennsylvania State University, University Park, PA*

Battles That Changed American History: 100 of the Greatest Victories and Defeats. By Spencer C. Tucker. Santa Barbara, CA: ABC-CLIO, 2014. 355 pages. acid free $89 (ISBN: 978-1-4408-2861-4). Ebook available (978-1-4408-2862-1), call for pricing.

A single volume encyclopedia, Spencer C. Tucker's *Battles that Changed American History: 100 of the Greatest Victories and Defeats* contains 100 entries on military battles from the colonial period to the Iraq War. Each entry averages about three pages in length, contains an information box that lists the date of the battle, the location, opponents and winners, the commanders, approximate number of troops, and a brief sentence on the importance of the battle and all entries end with a brief suggested reading list. Many entries also contain

a map of the battle and some also include illustrations or photographs of the battle.

With a strict military history framework, this volume excels in providing the reader with a timeline of troop movements interspersed with specifics such as the number of casualties and weaponry. Military history enthusiasts may appreciate Tucker's fact-based and concise recounting of specific battles that proved to have decisive outcomes in larger military campaigns. The lay reader may also welcome the information box at the beginning of each entry, which ascribes a winner and loser, listing the sides, etc.

From the time of Spanish exploration to the present day, military campaigns and war have affected the course of American history. While Spencer C. Tucker's *Battles that Changed American History: 100 of the Greatest Victories and Defeats*, addresses 100 battles from the time of Spanish exploration to the present day, this volume takes a very narrow approach to the consequences of military campaigns and war on American history. *Battles that Changed American History* fails to situate these battles within the broader cultural, economic, and political context. Tucker's volume also fails to provide general historical context and attributes the importance of a specific battle only with an exceedingly narrow military context.

Encyclopedias edited by Spencer C. Tucker often set high standards for other reference works on similar topics as his tend to include entries from a wide range of perspectives including social, cultural, economic, and political perspectives. However, this volume does not attain this high standard. Although more expensive, Tucker's 2012, four volume *Almanac of American Military History* (ABC-CLIO) provides readers with a broader historical overview and more contextual understanding. While *Battles that Changed American History* provides readers with detailed information about 100 battles throughout American history, the explicit military history focus of this volume will only appeal to a small audience of military history enthusiasts. With its lack of historical context, this volume fails to provide an adequate historical overview of any given battle. Therefore, this narrowly focused encyclopedia is only recommended for military college libraries and large public libraries.—*Joseph A. Hurley, Interim Director, Collaborative University Research & Visualization Environment (CURVE), Georgia State University Library, Atlanta, Georgia*

Encyclopedia of Human Memory. Ed. by Annette Kujawski Taylor. Santa Barbara, CA: Greenwood, 2013. 3 vols. acid free $294 (ISBN: 978-1-44-8-0025-2).

The *Encyclopedia of Human Memory* is a three-volume set comprised of entries on topics related to the study of human memory. In general, the signed entries are 1-2 pages long, with good illustrative graphics when appropriate. The 500 entries were written by 8 authors total, with most authors faculty in Universities. The editor, Annette Kujawski Taylor, a Professor of Psychology at the University of San Diego, authors many of the articles. As Professor Taylor's research interests are in teaching Psychology and student motivation, the fact that she authored many of the articles is a positive in that the writing is concise, consistent, informative, and instructional. The entries in *Encyclopedia of Human Memory* read like they belong in a well-written introductory textbook.

The entries clearly define and illustrate concepts, with related keywords and terms highlighted throughout, making the encyclopedia a good study aid for those new to the field or studying for exams. The coverage of terms reflects the content covered in introductory college courses in Psychology, and "aligns directly with the Advanced Placement (AP) Psychology curricula and standards for human memory by focusing on specific topics covered for the AP exam." (xxviii). The first volume offers useful guides to entries in different categories in memory; however, related topics within entries or "see also" suggestions would have been a positive addition.

The audience for this set is upper-level high school students and lower-level undergraduates, and the contents and style work well for those studying memory as an elective, or beginning psychology students. The choices of situations used to illustrate concepts are all well selected for undergraduates or high school students, such as how Kujawski Taylor uses listening to a lecture as an example of focused attention (487). The editor's choice to include web resources within the "Further Readings" section works well for the intended audience, in that readers may prefer to follow up entries with a quality web resource, rather than solely with academic books or scholarly articles.

The Encyclopedia of Human Memory is a positive addition and needed update to reference works covering the topic of memory in humans. In general, other reference works on memory tend to be much shorter, and only include brief entries, or have a specific focus within the topic of memory. *Memory: From A to Z* (2002, Oxford University Press), is an excellent resource, but it is only a single volume, and the style and content is best suited for upper-level undergraduates. The reference work that is most similar is *The Encyclopedia of Memory and Memory Disorders* (Facts on File, 2001), which is a good resource, but as it is a single volume, it does not have the depth of *The Encyclopedia of Human Memory*. The reviewed title, either in print or as an ebook, will complement any collection, even if the institution already has general Psychology reference works or other related Psychology reference titles. In testing of searching key concepts in memory against coverage in general Psychology titles, this author found that *The Encyclopedia of Human Memory* offers deeper coverage and contextualizes the concept in memory research much further. Also, other concepts that are not of general interest, but are important to the study of memory are not well represented in more general reference works in Psychology. In short, this title will improve search results or coverage represented in a print collection.

Highly Recommended for both high school or academic libraries, especially those with course offerings related to memory.—*Shannon Pritting, Access & Resource Sharing Librarian, Syracuse University Libraries, Syracuse, New York*

Encyclopedia of Insurgency and Counterinsurgency: A New Era of Modern Warfare. Ed. by Spencer C. Tucker. Santa Barbara, CA: ABC-CLIO, 2013. 683 pages. Acid free $100 (ISBN: 978-1-61069-279-3). Ebook available (978-1-61069-280-9), call for pricing.

Talk about timely—a reference book about insurgency arrives for review just as the Islamic State insurgency declares itself a caliphate. Someone might say this is an argument against reference books, that they can't possibly keep up with the pace of world events. But such a book edited by such a respected scholar as Tucker is relevant for anyone who wants a better understanding of where the Islamic insurgency fits in the flow of history. That history runs as far back as the Maccabean Revolt and right up to the wars of our time.

Tucker's format is conventional, with more than 400 alphabetized signed entries and a few illustrations across 636 pages. Each entry offers further readings. People ("Tecumseh"), insurgency movements ("Mujahideen in the Soviet-Afghan War"), theories ("Hearts and Minds") and tactics ("Propaganda") are among the types of topics, with special attention to the American experience. The variety of topics is intended to show that various kinds of factors determine how an insurgency begins and how it fares. Also provided are a chronology, a bibliography, a list of contributors, an index and a small section of maps.

Insurgency is a rich subject for military thinkers. Between the colonial wars of the past century and the ethnic and cultural wars that just keep happening today, sustained violent opposition to various governments has been much more common than war between nation states. The publisher Routledge is mining this vein with special vigor. Among its recent titles are Tim Benbow's and Rod Thornton's *Dimensions of Counter-Insurgency: Applying Experience to Practice* (2014), Isabelle Duyvesteyn's and Paul B. Rich's *The Routledge Handbook of Insurgency and Counterinsurgency* (2014), and Bruno C. Reis's and Andrew Mumford's *The Theory and Practice of Irregular Warfare: Warrior-Scholarship in Counter-Insurgency* (2013). All are more academic than Tucker's work, and while some handbooks are ready reference books, the Routledge handbook is a collection of only 29 essays.

Most similar to the new encyclopedia may be Ian F. W. Beckett's *Encyclopedia of Guerrilla Warfare* (ABC-CLIO, 1999), but it was published before 9/11 and covers only the previous few centuries. In many respects it can still serve well, but a public librarian hoping to put 21st century insurgencies in a larger and more political context will find the Tucker volume helpful.—*Evan Davis, Librarian, Allen County Public Library, Fort Wayne, Indiana.*

Encyclopedia of Social Deviance. Ed. by Craig J. Forsyth and Heith Copes. Los Angeles: Sage Reference, 2014. 2 vols. $315 (ISBN: 978-1-4522-4403-6).

The editors of the *Encyclopedia of Social Deviance* set out to create a work on social deviance that provided a broad and comprehensive set of entries written by top scholars in the field. While the editors sought out to be as inclusive as possible, given that the behaviors that fall under the label of deviant are wide ranging and always changing, it would be impossible to be completely inclusive and exhaustive. They focused on theoretical, philosophical, methodological, and substantive topics.

Like all encyclopedias, the *Encyclopedia of Social Deviance*, is arranged alphabetically. The only standardization in the 313 entries is that they each have a "see also", in which they direct readers to other entries within the encyclopedia, and they each end with a list of citations for further reading. The entries have been written by top scholars in various discipline, including sociology, anthropology, psychology, criminology, politics, and religion. The *Encyclopedia of Social Deviance* also contains twenty-two thematic Reader's Guides. These guides group related entries by topic.

Due to the fact that the number of behaviors that can be labeled as deviant is nearly endless, the entries stick to those behaviors that have been traditionally labeled as deviant. Various criminal, drug related, and sex related behaviors are included. Relatively uncommon, unheard of, or new behaviors were not included.

While I was unable to find another encyclopedia, I looked at two other sources for comparison. The first was John A. Humphrey and Frank Schmalleger's *Deviant Behavior*, 2nd ed., Jones & Bartlett Learning, 2012. The individual chapters in this book also include learning objectives and theories on deviant behavior. The behaviors listed are much broader than in the *Encyclopedia of Social Deviance.* The second source I used for comparison was Rowland Atkinson's *Shades of Deviance: A Primer on Crime, Deviance, and Social Harm*, Routledge, 2014. This source groups the behaviors into parts, such as "Acts of Transgression" and "Subcultures and Social Codes". The entries in this source are much shorter than in the *Encyclopedia of Social Deviance*. The entries in both sources used for comparison are not nearly as exhaustive or as inclusive as those in the *Encyclopedia of Social Deviance.*

I think that the *Encyclopedia of Social Deviance* would be a good addition to any undergraduate library, especially those with programs in sociology, psychology, or criminology. The source is easy to use and covers a wide range of deviant behaviors. The Reader's Guides are a nice feature because they "help the reader locate similar entries and, hopefully, stimulate new lines of thought" (xxvi).—*Mina Chercourt, Head of Cataloging and Metadata, John Carroll University, University Heights, Ohio*

From Famine to Fast Food: Nutrition, Diet, and Concepts of Health Around the World. Ed. by Ken Albala. Santa Barbara, CA.: Greenwood, 2014. 293 pages. Acid free $37 (ISBN: 978-1-61069-743-9). Ebook available (978-1-61069-744-6), call for pricing.

The distribution of food is one of the greatest challenges of the 21st century. While some struggle to find enough to eat to meet their minimum nutritional needs, others are eating themselves to death, consuming foods high in sugar, fat and salt that lead to cardiovascular disease, diabetes, cancer and

other diet-related illnesses. Often both phenomena can occur in the same country. *From Famine to Fast Food* examines access to food in countries across the world.

The five-page introduction provides an overview of the many issues related to food distribution and how hunger persists despite increased capacity for food production. It describes the economic, climatic, agricultural, political and environmental factors influencing people's ability to access sufficient sustenance or their food choices, providing the reader with an understanding of how, in many areas, obesity is not simply a consequence of overindulgence but the result of a lack of access to healthful food options.

Following the introduction, entries are arranged by continent and then alphabetically by country. Each entry begins with a data table that includes the percentage of the population that has access to safe drinking water, the percentage of children who are underweight, the percentage of adults who are overweight, the average daily caloric intake and other data. The charts itself provides an informative and often startling snapshot of the inhabitants' access to food and water. Though the provided data could likely be found in the U.S. World Almanac, a note to the reader about where the information came from would have been beneficial.

In addition to the data table, entries include explanatory text that provides further contextual information the country's patterns of food production and consumption or lack thereof. The chart depicts the nutritional health of the population while the text illustrates the causes behind the statistics. In a few instances, the text does not provide sufficient insight into the reasons behind the data but merely describes the population's food preferences as well as the cultural and religious beliefs that influence those preferences. Most entries, however, offer more analysis of the population's health.

A recipe for a representative dish is included for many of the countries. While this is a fun addition, it also serves to demonstrate ingredients and cooking methods typically used in a particular country.

Over one hundred contributors supplied the entries in this book. They often included statistics that illustrate their assertions. Though many of the authors cited the source of their statistics, many others did not. This might diminish the book's usability for some readers. Though not necessary, a map depicting where in the continent a nation is located would have been helpful as well.

This book would be a suitable addition to public and college libraries.—*Susan Trujillo, Librarian, West Los Angeles College, Los Angeles*

Industrialization in the Modern World: From the Industrial Revolution to the Internet. By John Hinshaw and Peter N. Stearns. Santa Barbara: ABC-CLIO, 2014.388p. (ISBN: 978-1-61069-087-4), Ebook available (978-1-61069-088-1), call for pricing.

Understanding where the modern world came from is a difficult task; John Hinshaw and Peter Stearns seek to make the task easier for college and high school students. The authors of this two volume work seek to "situate the Industrial Revolution into the context of World history" (xxix), meaning both historically and politically. Hinshaw and Stearns seek to achieve their ambitious goal, with an alphabetical listing of the various people, places, events, and other topics about the Industrial Revolution. These entries rang from explain about the "emancipation of the serfs (Russia)" to other things like explaining the IMF (international monetary fund) (243, 149). The authors also include people that had an impact on the period like James Hargreaves (214). Also, the authors include many primary source documents relevant to this area of history. The addition of these documents helps in setting the work apart from others. The scope of these entries and primary sources range from the origins of Industrialization to the dawn of the internet. Some of the documents included are ones like Mark Weisbrot's "Time to take a second look at our 'free trade' agreements" (619). Also, included are speech's made by world leaders about technology and the impact on society.

These entries tend to be short, most are around a couple to three paragraphs in length, however some of the large theme entries are a page or more; such as the entry on the "Cold War." At the end of each descriptive listing the author provides the reader with a 'further reading' recommendation. These sections help set the work apart from others, however there are not many books that take on the scope of information proved in this work. There are plenty of books that cover the many individual topics contained in *Industrialization in the Modern World*, as noted in the 'further reading' section, however there are few that cover such a wide range of in one title. In addition to the 'further reading' section these two volumes also include quality color photos for many of the entries in the book. These photos do a nice job of helping set apart this work from others, such as the *Encyclopedia of the Industrial Revolution in America. Industrial Revolution in American,* focuses only on the Industrial Revolution period from 1750 to 1920, and includes little photos and no color photos.

Overall, these two volumes provide the reader or researcher with good quality information about a wide variety of topics related to the Industrial Revolution and beyond. The additional primary sources included in this work set it apart from other similar works in the same field. These sources do well to supplement the information contained in each of the alphabetical listing. With the addition of this section, the book is suitable for college and university library collections. It also makes a great addition to any high school library as well.—*Michael Hawkins, Library Associate, Kent State University, Kent, Ohio*

The New Encyclopedia of Islam. 4th ed. ed. By Cyril Glasse. Lanham, MD: Rowman & Littlefield, 2014. 736 pages. $95 (ISBN: 978-1-4422-2348-6).

The 4th edition adds roughly 100 new items as well as revisions and updates to previously published entries. By and large, the entries are well researched and easy to follow,

exceptions noted below. Islam's rituals, doctrines, early history, sects, and key figures in its development are covered thoroughly, as are the later scholars, philosophers, and rulers. From this standpoint the work is a straightforward ready reference source on the religion. There are however major omissions in this work. Namely, inadequate coverage of the modern era and non-Middle Eastern Muslim communities. Furthermore, Mr. Glasse is obviously partial to philosophical topics, which is not an issue in and of itself, but when other areas are neglected it becomes problematic.

An example of the book's Middle East focus is the cursory coverage of the rich Islamic history in Sub-Saharan Africa. There is a brief mention of the Sokoto Caliphate in West Africa, but the Tukulor Empire is absent. It seems inconceivable that events that had as dramatic effect and geographical spread as the West African jihads would have been ignored if they occurred in Turkey or Syria during the same time period of the nineteenth century. Likewise, there is no mention of Timbuktu, Songhay, and either Mali the empire or the modern country. A similar exercise could be repeated with South and South East Asia. Often the refrain from authors of encyclopedias is that not everything can be included and something will be neglected. True indeed, however Glasse undermines this argument by seeing fit to write a curious 22 ½ page entry on the topic of Manicheism, which happens to be four times longer than the entries on Muhammad and Islam combined. An odd choice, and one that no doubt pushed many important topics to the wayside.

Glasse could be given a pass for continuing the tradition of ignoring large swaths of non-Middle Eastern Islamic history, an unfortunate common attribute of general encyclopedias of Islam. However, it is perplexing that he chose to ignore so many current topics within the Muslim world. For instance, there is very little on modern extremist movements or their development, save an entry for the Taliban and a couple of short entries on the Muslim Brotherhood, Al Qaeda, Sayyid Qutb, and even shorter mention of groups such as Abu Sayyaf. It is true that these groups are mere blips in the long history of Islam, yet, they are basic starting points of research for many students today and this work simply falls short in this regard. It would be difficult to recommend this book for any researcher looking for information beyond the early history and development of Islam. Serious scholars would eschew this work for an edition of the voluminous *Encyclopaedia of Islam* (Brill, 1960-2007; 2007-) and beginning scholars are likely to be confused by the dearth of entries on contemporary topics.

This encyclopedia has value, including an extensive chronology, maps, and early empire genealogies, but it does not otherwise stand out in any particular way from similar works that have proliferated in recent years. Its shortcomings are many and it may be benefiting from the reputation of its first edition (1989), which was widely praised and respected. The world has changed dramatically in 25 years and that is not fully captured in this edition.--*Brent D. Singleton, Coordinator for Reference Services, California State University, San Bernardino, California*

Slave Culture: A Documentary Collection of the Slave Narratives from the Federal Writers' Project. Ed. By Spencer Crew, Lonnie Bunch, and Clement Price. Santa Barbara, CA: Greenwood, 2014. 3 vols. acid free $294 (ISBN 978-1-4408-0086-3). Ebook available (978-1-4408-0087-0), call for pricing.

Although primary source content from the Slave Narratives of the Federal Writers' Project exists in many other locations and formats, *Slave Culture* is the first reference work that attempts to order selected narratives from these collections into thematic categories, allowing readers to "better understand what aspects of enslavement reverberated most forcefully for them [the interviewees] as well as why they [the aspects] were important" (xi).

This collection of selected narratives begins with an introductory essay highlighting areas of controversy, namely the unbalanced power relationship between interviewers and interviewees, as well as the emergence of oral history as a legitimate scholarly record. This introduction, like much of the edited material in the volumes, is simply written and prone to euphemism and elision (for example, "sexual imposition and enslaved women"), suggesting an intended audience of juvenile readers or novice researchers. Followed by a brief chronology, the reader is then introduced to the thematic categories themselves, which include "The Enslaved Community Culture," "Childhood for the Enslaved," "The Enslaved Family," "Enslaved Women," "Work and Slavery," "Physical Abuse and Intimidation," and "Runaways and the Quest for Freedom". Each thematic category is introduced by a brief summary of overarching themes before presenting the narratives themselves, which are listed alphabetically by interviewee name. The narratives themselves are often short, one to two paragraphs, and as instructed by the Federal Writers' Project guidelines, are transcribed in an attempt to "capture the verbal cadence of the interviewee" (xxiii). The content of the narratives themselves defies easy categorization as imposed by the editors; this reviewer felt that excerpting interviewee's narratives to fit a thematic construct obscured the nuanced reading that may be possible when reading an interviewee's narrative cohesively. While there is a name index should readers wish to pursue more narratives by the same interviewee, the thematic categorization seems best suited to specific curricular needs in school or public libraries.

Researchers interested in reading slave narratives cohesively may choose instead to pursue one of the more comprehensive collections available. The Library of Congress' American Memory website contains a collection of over 2,300 digitized slave narratives, freely accessible to the public and searchable by keyword, narrator, or state (http://memory.loc.gov/ammem/snhtml/). In addition to this free online resource, many libraries may also already have in their collections the multi-volume print collection *The American Slave: A Composite Autobiography* (Series 1, Greenwood, 1972; Series 2, Greenwood, 1979), which collects over 2,000 additional slave narratives not included in the Library of Congress documents,

and organized by state. These three collections are the source for all of the narratives included in *Slave Culture*.

As a derivative source, *Slave Culture* succeeds in applying themes to the narratives; how intuitive or useful those themes are, and what such thematic ordering adds to the already extensive literature, is up for debate. Barring a unique curricular need or surplus acquisitions funds, this volume is not recommended with so much other identical primary source material freely available.—*Kristin J. Henrich, Reference Coordinator, University of Idaho, Moscow, Idaho*

Soccer Around the World: A Cultural Guide to the World's Favorite Sport. By Charles Parrish and John Nauright. Santa Barbara, CA: ABC-CLIO, 2014. 400 pages. Acid free $89 (ISBN: 978-1-61069-302-8). Ebook available (978-1-61069-303-5), call for pricing.

Although the word "soccer" is primarily used in the United States, it actually derives from the English term "asSOCiation football." Known throughout most of the rest of the world as football, the game on the pitch is often cited as the most popular sport on the planet. Going country by country, this book helps explain why and what impact that brings.

The book's 18 chapters are each devoted to a single nation. The authors openly acknowledge in the introduction that their choices may be controversial, but they have included all the traditional European football powers, plus Cameroon, Egypt, Japan, Korea, Mexico, Nigeria, Russia, and the United States, among others. The rational for some of those countries is fairly tenuous solely on athletic grounds. For example, it appears that Egypt was included because of the role that soccer plays in that volatile country's political stability.

Each chapter includes sections on "History & Culture," "Women's Soccer," "Iconic Clubs," "Soccer Legends," and "At the World Cup," as well as a sidebar of tangential interest and references for further reading. The themes covered vary by country. For instance, the Argentina chapter dwells on the problems of violence among fans, while the chapters on both Argentina and Brazil discuss how opening up the sport to the poor in those countries improved the quality of play and broadened the interest in the game.

The sections on women's soccer are pretty slim and discouraging for some countries, but women have made serious inroads with several countries, such as Japan, Germany, Brazil and the United States—all countries whose women's teams have done well at the World Cup. The Brazilian chapter includes a sidebar on superstar Marta, while the US chapter includes women in its section on Soccer Legends.

The volume also contains appendices that list iconic teams and legendary players for countries not included here, a soccer timeline, an overall bibliography and an index. This thorough work is clearly written and contains a wealth of information on the game, the teams, the players and the cultural impact of soccer on each nation. It would be welcome in any reference collection—*John Maxymuk. Head of Public Services. Rutgers University, Camden, New Jersey*

Warfare in the Roman Republic: From the Etruscan Wars to the Battle of Actium. Ed. by Lee L. Brice. Santa Barbara, CA: ABC-CLIO, 2014. 338 pages. Acid free $58 (ISBN: 978-1-61069-298-4). Ebook available (978-1-61069-299-1), call for pricing.

Covering the period from the fall of the kings of Rome until the dawn of the empire under Octavius (later to be known as Augustus Caesar), this work focuses specifically on military affairs during this tempestuous time. This period of history witnessed the rise of Rome as a Mediterranean superpower and the decline of Greece, Carthage, and Egypt. Of the 96 total entries, almost a third covers famous people, primarily military leaders and historians. The biographies are very brief and focus almost exclusively on the military actions of these men (and of Cleopatra VII, the only female who receives an entry). Entries on wars and battles constitute the next greatest number of entries. Of special note are the entries on the three major civil wars of the Republican age and on the Punic wars for which, in addition to providing a brief sketch of the course of the wars, the volume provides a handy chart of the key events for each war that gives the approximate date of the event, its region/locale, key commanders, combatant numbers, and the victor. Other entries include topics related to war and the military such as artillery, cavalry, centurions, forts, military decorations, standards, and training. Some items are conspicuous in their absence. Although there is an entry for the office of quaestor, there is none for praetor or consul which were much higher offices that usually bestowed military command (imperium) upon those who held the office. Also, there is an entry for the Comitia Centuriata but the other assemblies of the people are not mentioned, even in the index. Another entry that is missing is augury which occurred before any battle. A major feature of the work is the inclusion of selections from the work of several ancient historians who discuss the Roman military. These include excerpts from the writings of Polybius, Livy, Julius Caesar, Plutarch, Galba, and Appian. Other useful features of the volume are a detailed chronology for the period 509 to 30 BCE, a short glossary of terms (that could have been expanded), a helpful bibliography of sources, and a comprehensive index. The list of contributors gives ten individuals, but seven of these either wrote or shared authorship of one article each. Lee Brice, the editor of the book, actually wrote or co-wrote almost all the articles.

For those academic libraries that support programs in classics, Latin, and ancient Mediterranean history, this will be a worthwhile purchase. For other libraries that have access to the print or online version of *The Oxford Classical Dictionary* this will be an optional purchase.—*Gregory A.*

Crawford, Director, Penn State Harrisburg Library, Middletown, Pennsylvania

The World of Musicals: An Encyclopedia of Stage, Screen, and Song. By Mark A. Robinson. Santa Barbara, CA: Greenwood, 2014. 2 vols. acid free $189 (ISBN: 978-1-4408-0096-2). Ebook available (978-1-4408-0097-9), call for pricing.

In the introduction to *The World of Musicals* the editor Mark Robinson gives quite a concise history of musicals focusing on America's contribution to the genre and giving context to this resource. This 2 volume set distinguishes itself from other reference sources by not only including musical theatre, but also having entries for musical films. From the introduction, Robinson argues that although "many critics have stated that the Broadway musical is a dying art form," American musicals are flourishing and there has definitely been an influx of new creators on the scene as well as a renewed interest through television and film (xxxviii).

Compared to the entries of the second edition of Kurt Ganzl's *The Encyclopedia of Musical Theatre* (Schirmer, 2001), not only are more popular musicals included, but the language used to describe the musicals is meant to be understood by even a novice. Composers, actors, lyricists, and the artists behind musical theatre's most famous poster art are included in this encyclopedia as well as mentions of film adaptations. For each musical, this source includes title, date released, location first performed (or type, when it is a film adaptation), detailed creator information, songs, description, related entries within the set, and further reading.

This source could be useful to both academic and public libraries. As mentioned earlier, the writing of the encyclopedia is basic enough that this source could be used in the planning of high school musicals. *High School Musical, Hedwig and the Angry Inch,* and *Pocahontas* are some of the more recent musicals to be included in this source as well as a wide selection of historic musicals. This source is very accessible and would be adaptable to a variety of needs.—*Amy Wainwright, Outreach and Student Engagement Librarian, Grasselli Library and Breen Learning Center, John Carroll University, University Heights, Ohio*