Reference & User Services Quarterly

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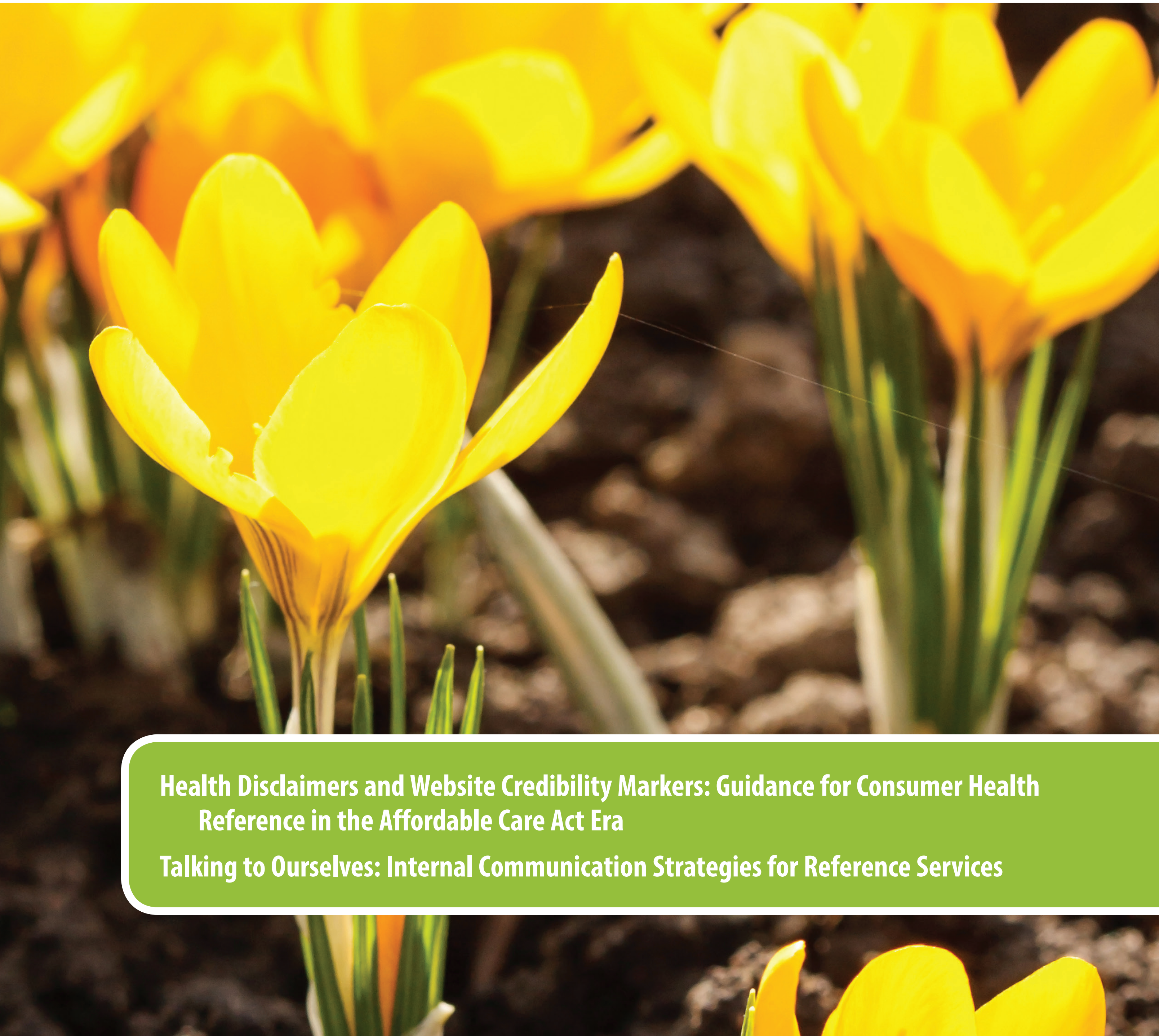

Health Disclaimers and Website Credibility Markers: Guidance for Consumer Health Reference in the Affordable Care Act Era

Talking to Ourselves: Internal Communication Strategies for Reference Services

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—Adopted by RASD Board, June 27, 1989

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Columns

Features

Departments

Changing Needs, Changing Roles

How Public Libraries are Expanding Traditional Service Models to Best Serve Their Communities

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

In the fall and winter columns I wrote about our year-long RUSA strategic planning process. In the fall I described the work of RUSA committees and task forces that have led to our current point in planning. In the winter I shared information about some of the initiatives that have been implemented as a result of the existing plan, specifically the work of the RUSA Leadership Development Task Force, and I offered suggestions to individuals interested in applying for new jobs in libraries.

In this column I'm taking a wider view of some of the trends that are impacting reference and user services, in public libraries specifically, and looking at a few of the creative ways that public libraries are meeting the needs of their communities, sometimes in surprising ways, as they develop new initiatives. These programs and services are allowing communities to engage with the public library and its materials (electronic and physical) in the manner, and often at the time, that they desire.

Why the focus on public libraries? First, it's what I know. My career has taken me from newbie book-shelver to circulation supervisor to library associate at Baltimore County (MD) Public Library (BCPL). That led to an MLS degree and coordination of Maryland AskUsNow!, a statewide virtual reference service provided by a partnership of academic, public, and special libraries. Five and a half years as the associate director of the Western Maryland Regional Library then followed.

All of these experiences were physically located in public libraries, as is my current job as the senior administrator for public services at the Harford County (MD) Public Library (HCPL). Though my decade of work with RUSA colleagues has provided terrific insights into the work of people from outside of public libraries, I proudly admit that my public library experience has formed my service bias. BCPL's retired director Charles Robinson's "Give 'em what they want" philosophy is at the core of what I do.

Second, I realize that we have more academic than public library representation among our RUSA membership, so my current role as president is somewhat atypical. I've learned many useful things from my academic library colleagues in RUSA, so I see my role as a way to "give back" to some extent and share insights from public libraries that might be adapted to service models in other types of libraries.

I recently reviewed our RUSA Professional Competencies for Reference and User Services Librarians (www.ala.org/rusa/resources/guidelines/professional), which a task force is revising right now. I'll admit that sometimes I feel our formal "Definition of Reference" is too limited for practical use in public libraries, but I appreciate how the competencies define and broaden the role of Reference and User Services librarians as a whole. These skilled individuals are "librarians that assist, advise, and instruct users in accessing all forms of recorded knowledge. The assistance, advice, and instruction include both direct and indirect service to patrons." From this perspective, it doesn't matter if we think of an activity as reference or a user service. I appreciate that flexibility, and it helps provide the broader context for the range of services that I see as relevant to this topic for public libraries.

I'd like to focus on initiatives that I'm familiar with at my own library system and take a look at programs at other libraries that serve as excellent models for innovative engagement with communities in the areas of reference, information provision, and materials advisory. I'll touch on some of the trends, look at examples of how these trends are shaping service of all types, and consider some ideas for future initiatives.

What are the relevant trends shaping new library services? Our Strategic Plan Coordinating Task Force has been reviewing a set of secondary research in order to best understand the environment in which libraries—and by extension our RUSA members—are working. I recommend reading three resources:

1. *The New Media Consortium (NMC) Horizon Report > 2014 Library Edition* examines key trends, significant challenges, and emerging technologies for their impact on academic and research libraries across the globe: www.nmc.org/publication/nmc-horizon-report-2014-library-edition
2. *Aspen Institute: Rising to the Challenge: Re-envisioning Public Libraries*: http://csreports.aspeninstitute.org/Dialogue-on-Public-Libraries/2014/report
3. *Pew Research Internet Project: From Distant Admirers to Library Lovers—and Beyond: A Typology of Public Library Engagement in America* includes an abundance of data about how people engage with information and their relationship with libraries: www.pewinternet.org/2014/03/13/library-engagement-typology

My understanding of trends impacting libraries has also been influenced by internal working documents developed recently by John Carlo Bertot and Johnna Percell at the University of Maryland College Park's College of Information Studies for the school's MLS Advisory Board, of which I'm a member. They've done a stellar job with their trend review, and I hope they consider taking it to publication in some form.

I see these three key trends guiding the development of the majority of our new services and program initiatives across public libraries:

1. The Big Data explosion of the past two decades continues to influence the development of library services. From information scarcity to information overload, libraries are finding better ways to deliver targeted content that is relevant to our users. Not only is this happening through improved online searching of catalogs, databases, and websites, but also through the types of collections and training that we are offering to our communities, which are specific to individual interests and needs.
2. The Digital Divide is an ongoing problem, particularly for rural communities where market incentives have not been powerful enough to result in expanded high speed data networks. As a pseudo-governmental entity, the public library can often take advantage of publicly maintained networks and may be the one facility available to all that provides people the opportunity to dependably use communication platforms and engage in media that require a broadband connection. The library is also well positioned to foster partnerships and provide the safe space, hardware, and software needed by members of the community to come together, learn from each other, and create.
3. Children who are exposed to Early Learning initiatives are more successful and better prepared for school. Children develop most of their capacity for learning during their first three years of life. Those who are able to begin developing language and literacy skills starting at birth will enter school ready to learn and be better positioned for success later in life. Public libraries have recognized this need by educating parents and caregivers so that we can have a direct influence on the improvement of our communities. This is also a workforce and economic development issue because an educated community is better prepared to innovate and address the challenges of the twenty-first century.

How are these trends shaping the design of service? Much of what we do in public libraries is empower people to develop skills and become the experts so that they can create interesting content that is relevant to our communities. Using a train the trainer concept, we can then expand outwards embracing more of the community with each program, bringing in more people and new ideas.

PARTNERSHIPS AND STEM

One hot area for both collection development and programming is in science, technology, engineering and math (STEM). Librarians across our branches are providing programs on themes such as bridge design and construction, physics, architecture, and inventions as well as sponsoring science clubs. These programs provide positive fun opportunities for learning for both children and adults.

Public libraries can expand on their basic capabilities through partnerships with other government agencies and community organizations. These partnerships allow us to maximize efforts and take advantage of the resources offered by others in the community that share common goals.

One great example for HCPL is our partnership with the Northeastern Maryland Technology Council (NMTC). NMTC sponsors Science Cafes that are a fun, free way for families to learn about science and technology topics that impact people's everyday lives. The science cafes occur monthly from 7–8:30 p.m. at our Bel Air Library in the central part of the county, and the schedule seems to work well for that period of time after dinner and before bed. These have drawn many participants, and we're now in the early phase of expanding this partnership toward developing a new program series focused on supporting innovation and invention.

THE COMMUNITY AS CONTENT CREATORS: INNOVATION LAB

The Innovation Lab will be the community's digital media lab and will serve as a creativity space for digital media production, allowing for learning and experimentation. Located at the Abingdon Branch of HCPL and set to open in January 2015, the lab is being designed for the creation of digital video and audio, graphic design, and electronic publishing.

Our lab will also contain 3D printers, serving as a place for students or entrepreneurs to design and create product prototypes that support our county's focus on developing additive manufacturing as an engine for economic development. Through use of the lab, our intention is for people who might not have access to these resources on their own to have opportunities to be exposed to this type of technology. Our customers then become creators.

This is a pilot project, and we couldn't have done it without the generous financial support from a local bank (Rosedale Federal Savings and Loan Association) and the Friends of the Abingdon Library. We're envisioning that the lab will launch with strong support from library staff through classes and hands-on instruction, but as we train more people from the community we will eventually have a cadre of invested volunteers who we can rely on to teach others, decreasing need for the library staff to be directly involved in providing support. If the project is successful, then that will inform our future plans and determine if we should renew staff engagement and expand the services being offered.

Something we may want to also consider is expanded hours. Though expanding hours can come at a high cost, some public libraries are finding success in offering targeted expanded hours on a scheduled basis, which creates a special experience and destination for people who are especially interested. For example, one Thursday a month the Carnegie Library of Pittsburgh–South Side remains open from 6:00 p.m. until midnight for "Work Nights" (http://carnegielibrary.org/worknights). The nights are focused on networking, building connections with other innovators, and linking creators with resources for research and technological advice from library professionals.

What other forms of local content can we facilitate the creation of? Our temporary art and photography exhibits are very successful and draw hundreds of people. Should we also consider making online exhibit space available on our library websites? One project I'm hoping will be a success is from the Madison Public Library (WI). They've developed an online service called Yahara that supports local music and local musicians. The music is free to anyone with a library card and provides an additional opportunity for content creators and communities to meet. See the library's website at www.madisonpubliclibrary.org/collections/yahara-music-library or www.yaharamusic.org.

EARLY LEARNING AND EARLY LITERACY

We at HCPL have had forty years of experience in developing community volunteers to help serve the library's customers. This is essentially the model that was developed for our Sharing the Gift program beginning back in 1975, which is a story time program staffed by community volunteers who have been trained by children's librarians with materials supplied by the library's Learning and Sharing Collection. The Learning and Sharing Collection, one of the first collections of its kind to be offered by a public library, is made up of developmental learning materials for young children and adults that enhance reading readiness skills. Training of this type has the advantage of allowing us to share knowledge with a group of people at once, which could also be seen as an efficiency over the traditional transaction-based one-to-one reference interview.

Our latest use of this model for our youngest customer is the Little Leapers 3.5 Digital Camp, launching in April 2015, which will have our librarians provide instruction to parents and caregivers on digital literacy skills and how to help their children develop their abilities using click and swipe actions on laptop and tablet computers. This program is intended to develop the digital literacy skills of preschoolers and to provide a model for parents on how to interact with technology and media in a healthy way. The program consists of a series of six sessions of camp for children ages three to five accompanied by an adult, with no prior computer experience needed. Each class will be a thiry- to forty-five-minute session. Parents are given a handout for each class that includes links to the websites used, a written description of the skill, and additional reading.

We continue the legacy of the Learning and Sharing Collection with new offerings, including those for both children and adults. Book Groups to Go and Jr. Book Groups to Go provide ten copies of a selected title along with a book moderator's binder, all together in a sturdy canvas bag. The materials are available for a sixty-day loan period and are the perfect way to bring the joy of book clubs to a broader audience. In addition to encouraging literacy, our Little Leaper and LEAP kits encourage scientific exploration and are also examples of initiatives that wouldn't be possible without the support of community partners. Little Leaper kits are developed to excite children from birth to five years of age about science and math. Each kit includes pre- and early literacy skill building tools on themes including "I am an Entomologist," "I am a Mechanical Engineer," and "I am a Paleontologist." Kits for the older preschoolers include clothing such as a lab coat or vest or hard hat to incorporate imaginative play as part of the experience. There is something to gain the interest of every child, and the kits provide an ideal way for parents to explore with their children.

LEAP kits are circulating collections of high-quality science equipment, materials, and resources, including books, DVDs, posters, and other materials that create a complete learning package. These are targeted for children in grades 3–8, however many kits can be used by younger or older audiences. Designed to allow families to explore and play at home, the kits include a diverse assortment of high-tech gear, including microscopes, rock collections, and all of the components needed to build a programmable robot.

MATERIALS ADVISORY

Our Materials Advisory services have been helped by the integration of e-book and audiobook content with our standard online catalog, allowing discovery of material in one coordinated place. This is still not consistent across all vendors and ILS products, but progress continues to be made. As libraries expand their offerings of streaming movies and music, we should also consider expanding our programs to engage people in discussions about those materials. The added benefit of asking people to experience online content prior to a discussion is that you can select titles that have unlimited access, allowing everyone who wants to participate to get the book, movie, or music in advance. At HCPL we offer both Hoopla and Freegal Music. I would like to see us offer discussions that draw attention to these music and movie resources. I can envision discussions about music evolving into live performances, which would allow for making connections between our digital materials and performers and providing another opportunity for community members to share their work and broaden their audience.

One of the key ways to draw in new customers to the libraries and increase use is through reading programs. Once someone is in the door, there are many more opportunities to show them the breadth of current public library offerings. HCPL's Winter Reading Program operates from January to March and offers high school students and adults a very cool stylus pen from the HCPL Foundation when they register and a mug from the Library Friends when they complete the program. The program encourages adults to read, participate in book discussion groups, and attend author readings. The theme and color scheme of the program changes annually which has generated fun mug collections for many of our participants.

Summer Reading at HCPL is targeted at infants through high school–aged children, but many libraries do have successful summer reading initiatives for adults as well. In 2014 we at HCPL were able to have one of our best years on record with more than 17,000 children participating in the Harford County Public Library's Summer Reading Program and over 100,000 books read!

We're also experimenting with engaging people in comfortable environments where the perceived restrictions of the library may not apply. Books at Bars is a monthly book discussion hosted by the Anne Arundel County Public Library (MD) where participants meet for drinks and book discussions at local restaurants or taverns. We are grateful to both Anne Arundel County and the District of Columbia for sharing their tips about how to engage with the businesses and establish expectations. HCPL has just launched our own program, Books on Tap, with the motto "Eat, Drink, and Discuss: Bold Titles, Refreshing Talk!" By using popular social media sites such as Facebook and Meetup, libraries can grow our customer base, broaden awareness of library materials, and support local businesses and communities.

CONCLUSION

If you'll be attending the ALA Annual Conference 2015 in San Francisco, we have very exciting news! We'll be taking a deeper dive into some of these trends and their impact on libraries during the RUSA President's Program with danah boyd (Saturday, June 27, 2015, from 4:00 to 5:30 p.m.). Danah will present, It's Complicated: Navigating the Dynamic Landscapes of Digital Literacy, Collapsing Contexts, and Big Data. She will describe the crucial role that librarians play in guiding these conversations as she weaves together her research on youth culture with her analysis of the "big data" phenomenon. Danah is a principal researcher at Microsoft Research and is a 2008 PhD graduate of the School of Information (iSchool) at the University of California-Berkeley. Her research focuses on the intersection between technology and society, and she blogs at www.zephoria.org/thoughts. Her book, *It's Complicated: The Social Lives of Networked Teens*, is also available for free download at www.danah.org/itscomplicated. This program is organized by the 2015 RUSA President's Program Planning Committee and the RUSA Just Ask Task Force.

Learning about Social Justice through Experiential Learning Abroad

Jenny S. Bossaller, Jillian Frasher, Sarah Norris, and Claire Presley Marks

Jenny S. Bossaller *is an Assistant Professor of Library and Information Science at the University of Missouri's School of Information Science and Learning Technologies (SISLT);* ***Jillian Frasher*** *is a student at SISLT and a Library Assistant at Daniel Boone Regional Library;* ***Claire Presley Marks*** *is a Collections Assistant/Cataloger at the Missouri History Museum;* ***Sarah Norris*** *graduated from SISLT in 2014.*

Correspondence concerning this column should be addressed to ***Barry Trott****, RUSQ Editor, 7770 Croaker Rd., Williamsburg, VA, 23188; email: btrott@wrl.org.*

Study abroad opportunities offer students and faculty a new window on their profession. Looking at how library services are offered in other countries can shed new light on practices in US libraries but can also remind us how important libraries are in the lives of our users, something that can be easy to forget as we go about our day-to-day work in a library. In this edition of "For Your Enrichment," LIS professor Jenny S. Bossaller and three of her students discuss a study abroad session in South Africa.—*Editor*

Many LIS programs offer study abroad programs, which offer students an opportunity to learn in a new environment. The contact time inherent in a study abroad program might be especially valuable if students are primarily taking online courses. They offer students a chance to grow—to get to know each other and their professors, to push their personal boundaries, and to learn how to navigate a new country's transportation systems and languages. Studying abroad is often seen as an opportunity for students to see a new country and learn about a new culture in a safe environment, but it can also be used as a window into various problems and inequalities around the world. Taking this approach might prove to be problematic, though, if the problems are presented as those of "the other" rather than as global issues or as those that are relevant to the students' own environment. Study abroad programs should not be only fun; they should engage the students intellectually through readings and class discussions and give them the opportunity to talk to library professionals and scholars.

This paper focuses on a study abroad trip to Cape Town, South Africa, prefaced by the intentions and "big ideas" of two previous trips offered through the School of Information and Learning Technologies (SISLT) at the University of Missouri (MU) to the United Kingdom and Ireland. Please pardon the use of the first-person—this is about personal experiences and beliefs. Please also pardon the lack of detail about some of the social issues mentioned here—the necessary brevity of a column cannot fully explain the "biggest ideas" about what we learned. I (Jenny) put the paper together, but the students share authorship.

BACKGROUND

"Open to all? The Public Library and Social Exclusion" (2000) presented evidence that libraries, as part of the globalized information society, reproduce social inequalities.[1] The report underscores the importance of libraries' and other cultural

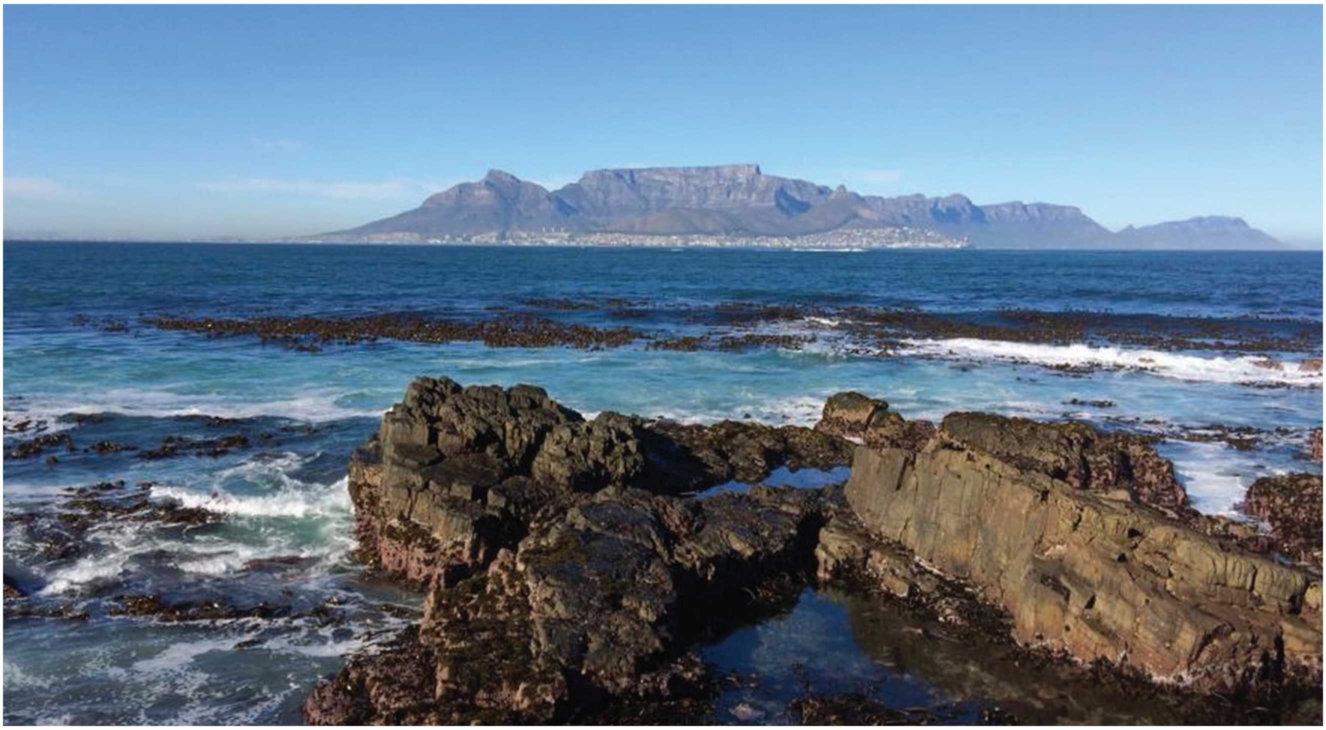

Figure 1. View of Cape Town from Robben Island

institutions' responsiveness to local, community issues. In other words, public librarians need to actively invest in social inclusion and focus on groups that face discrimination and marginalization in an information and communication technologies (ICT)–driven consumer environment. That report was significant in my own development, and it spurred my interest in comparative librarianship.

In the United Kingdom, the Chartered Institute of Library and Information Professionals (CILIP) developed the Libraries Change Lives award, given to libraries to "highlight and reward partnership work that changes lives, brings people together and demonstrates innovation and creativity."[2] In 2011 and 2012, I worked with other SISLT faculty to take students to the United Kingdom to visit the winning libraries and meet the librarians behind the programs. The students earned six hours of credit in two classes: three hours in a comparative librarianship class and three in a course called "Libraries, Literacy, and Social Justice." Going to the award-winning libraries took us to some places that were slightly off the beaten path. For instance, in 2011 I worked with librarians to organize a conference at the Barking Library in East London, where the students presented papers and participated in breakout discussions with local public librarians. We visited the Leeds public library to learn about their partnership with the Autism Support for Families project. In 2012, we avoided London because of the nightmarish logistics presented by the Olympics, so we went to Dublin instead. There, the students learned about outreach services to the Traveller (Roma) population and got a behind the scenes tour of the Linen Hall Library, an independent subscription library that holds a large collection of materials related to the Troubles, the often bloody period of religious and civil unrest over Ireland's fight for independence. The visit to Linen Hall proved to be an excellent preface to a tour of Derry in Northern Ireland given by a brother of a member of the Irish Republican Army who died on Bloody Sunday. The students also responded strongly to the Glasgow Women's Library, which focuses on women's history and equality. The visits to sites focusing on social justice were interspersed throughout the trip—we also visited the British Library, national libraries, museums, and natural landmarks, and went to the Edinburgh Fringe Festival (so we had a lot of fun, too).

SOUTH AFRICA

In 2013, Tom Kochtanek asked me if I would like to take a group of students to South Africa. Tom is the University of Missouri project leader of a digitization initiative called Project Mayibuye. The executive summary of the project explains:

> The University of the Western Cape (UWC), the University of Missouri (MU) and the Robben Island Museum (RIM) joined in a partnership founded on the goal enhancing access to the Mayibuye Archives, which is a vast multi-media collection of photos, posters, videos, letters, and documents that are largely accessible now only to those who visit UWC's campus. This rich

> collection documents the campaign both in South Africa and around the world to bring down the apartheid regime. (unpublished excerpt, 2014)

My first instinct was to say no—South Africa was not part of my plan. It made me nervous—taking students to a country that far away would be too difficult. News about Africa focuses on war, poverty, and political conflict. Recognizing my own hypocrisy, though, I did some research and realized that this was an opportunity that would be foolish to miss. Three of us went to Cape Town for a preparatory visit, and in (our summer, their winter) 2014, I brought a group of four awesome LIS students to Cape Town for three weeks. We explored museums with curators, visited township schools and libraries, and had small group discussions with scholars. The final culminating experience was creating a finding aide for the vertical files in the Mayibuye Archives. Without extensive reading on the history of South Africa and the experiential learning that prefaced our work, the students would not have been able to understand the materials that we were working with. Likewise, our work in the archives brought the readings to life. See figure 1.

We spent our first weekend as tourists, taking the red hop-on/hop-off tour bus to all of the biggest tourist attractions. We dove into academic work over the next week, beginning with a tour of Robben Island. Robben Island was used as a place of exile for over 400 years but most notoriously as a prison for over 3,000 political dissidents during the Apartheid Era (1948–94). Claire Presley-Marks discusses the tour of Robben Island: "it was a powerful introduction to the realities of apartheid. We read Nelson Mandela's Long Walk to Freedom prior to the trip . . . reading it and then visiting Robben Island was very humbling—it was a personal way to interact with history.[3] Being able to see where the prisoners lived, where they worked, was such an amazing, emotionally moving experience. The tour guide was a former prisoner himself, and we all were moved by his harrowing stories."

We visited many other museums during the week. Sarah Norris explains how those tours changed her idea of diversity: "I learned growing up that the United States is considered a melting pot from all the immigrants that came and still come here. South Africa is nicknamed the Rainbow Nation because of the diversity of people who call it home. We visited the Slave Lodge, the District Six Museum, the Bo-Kaap area, and the South African Jewish Museum, places that documented the history of how these groups of people came to South Africa. At the Slave Lodge I learned that slaves in South Africa came from outside of the country and outside of Africa. The District Six Museum documents what was once a highly diverse area—it was the first stop for many of the new immigrants to Cape Town, but when the law of apartheid was enacted most of its buildings were bulldozed, and its residents were relocated according to race. That same day, we visited the Bo-Kaap area, home to many of Cape Town's Muslim settlers—the Cape Malay (see figure 2). The Jewish Museum was eye opening—I was previously unaware of Jewish immigration to South Africa."

Figure 2. Colorful houses in the Bo-Kaap

We learned about the painful forced evictions as well as the importance of preserving memory at the District Six Museum. Jillian (Jill) Frasher and Sarah explain how the readings helped them understand the museum: "Bennett discussed going through the museum as an experience in itself . . . reading about it before we went helped me understand what District Six was, why it was so important. It was actually established by the community, and it emphasizes oral histories and sharing memories as opposed to material objects. The museum also challenges the ideas of truth and history by placing the focus on memory. Bennett said that they are not trying to create 'an official history' of the area, but rather to create 'exhibitions [that] emerge from what people remember. The space is provided to give visitors an opportunity to share their past, and the museum will not dispute an individual's memory' (p. 8). This article made me look at the displays and presentation within these museums carefully to see how they presented South Africa's history."[4]

Because most of our work was to take place in the archives, we read about and discussed the presentation of history. Sarah discusses how the readings and experiences changed her view of cultural institutions: "One of the things that I learned was how museums in Cape Town are dealing with the story of Apartheid and other difficult aspects of their history and heritage, the topic of Crooke's article.[5] Crooke discusses change in presentation of South Africa's heritage. For

Figure 3. Students working in the Mayibuye Archives

instance, the South African Museum used to display Greek and Egyptian antiquities as art and that of South Africa's Bushman people with the natural history collection, effectively elevating European heritage. New practices and policies had them completely altered their African culture displays. The Slave Lodge is another newer museum, established to tell the story of South Africa's previously obscured history of slavery."

We began working in the archives in our third week. The archives hold more than 350 collections of manuscripts and records, as well as a photographic library, a collection of art, and a collection of posters. One of the earliest collections, forming the core of Mayibuye's holdings, is the records of the London-based International Defence and Aid Fund (IDAF), an organization created to pay legal expenses and give support to families of the protesters against apartheid who were on trial or incarcerated (see figure 3).

The collection we worked with contained a wide variety of materials, including documents, handbooks, book chapters, books, magazines, and ephemera that were donated by people who had been involved with the struggle to end apartheid. Marxist, Communist, and anti-apartheid conference materials are scattered throughout the collection, most dating from the 1980s and 90s. We were often dumbstruck by what we found. There were files that documented, through letters, postcards, and telegraphs, the political actions, arrests, prison conditions, and release of prisoners and some that documented the deaths of political activists. Artifacts, such an instructional handbook on the treatment of Bantu servants, were poignant artifacts of European domination during apartheid. Likewise, we had read about pass books and papers that gave black Africans permission to visit white areas, but actually holding the pass books and papers was somehow very different.

We were tasked with creating an item-level finding aid and inventory of a three-cubic-foot collection, using Dublin Core standards, with the addition of a few unique fields. There were several challenges that we encountered while processing the collection. We had varying levels of archival experience, and we were not subject experts; therefore, we had a difficult time identifying people and events (thank you, Mayibuye staff and Google). Additionally, the collection was written in several languages. Most of the collection is in English but included Swedish, Dutch, Afrikaans, Xhosa, French, German, and Zulu (thank you Google Translate).

What did we learn while working in the archives? Sarah discusses both political and human stories that were held in the files: "Working with these documents added a personal aspect to the apartheid history of South Africa that could not be learned from the books and articles we read. I was able to see how the apartheid government worked, and how the fight to end it affected the activists and their families. Some of the items that I saw were copies of correspondence between Nelson Mandela and F. W. de Klerk, and a large collection of newspaper articles written by Ruth First, an anti-apartheid activist and scholar who was exiled to Mozambique (and later murdered). Another collection of newspaper articles covered the Rivonia trial and the children's protests that occurred at the time. I was touched by the story of Ben Bartman, separated from his family during exile, as told through documents, photographs, and other items; when his wife passed away, he had to ask for permission to enter South Africa to make arrangements for his children. He wanted to stay in South Africa with his children. There were newspaper articles about his children asking the government to not send their father away again. Another story, told though newspaper articles, documented the separation of two friends as one was placed under house arrest with her family under the Suppression of Communism Act." Claire describes the collections that were most memorable in her assigned folders: "The collections that were the most vivid for me were the ones about youth fighting apartheid. There were a lot of movements born out of high schools and universities. One particular collection followed the story of Anton Fransch, a twenty-year-old commander of Umkhonto we Sizwe, a wing of the African National Congress. He was assassinated in 1989 in Cape Town by police and South African Defense Forces for his anti-apartheid activities. The collection had newspaper articles about his death, programs for his funeral, handwritten letters from people who knew him, and much more. His valor was inspirational and it was really moving to see how much the community mourned him." Jill provides another example: "There was one folder that was full of articles written by one individual journalist over the course of several years, then a few about him after he was banned from South Africa. I was able to get a sense of why this man's articles were controversial, resulting in his exile. If I were not working on that folder in the archives I would have never known of this journalist or his story, and only seeing an article or two would not paint a full picture of what happened to him. Seeing these kinds of stories play out was a big part of what made the experience so memorable. We were able to literally hold history in our hands and see what happened and gather information about different events that occurred."

Claire agrees: "Working in the archives was an interactive way to experience South African history using primary source materials. These amazing collections documenting the tribulations of South Africans struggling for freedom don't exist anywhere else, and if you don't have the means to travel to South Africa you don't have any way to access them, which is why this digitization initiative is so significant. We were all so emotionally pulled in to these collections, which were all globally relevant and extremely interesting. The rest of the world needs to see them."

Part of the appeal of working in the Mayibuye Archives was getting to work beside the archivists. Many of the people who work in the archives were involved with the struggle for freedom, so they are personally invested in the collection's use and care. Professors in various departments of UWC were also involved with the struggle through their teaching and activism; some were imprisoned. The university is still a space for activism. Claire and Sarah explain what they learned about the relationship between the people at the university and the collection: "Meeting the archivists and working with the collections that involve them, engaging with the librarians and scholars who worked there, added not only another dimension to our study abroad experience but to my understanding of archives. The staff has a responsibility for how the collection is used. Before this trip I knew that archivists and librarians had a responsibility to the items they collect, but I gained a deeper understanding of that related toward donors. I now no longer think of this responsibility in solely pragmatic terms—of how the item is stored and cared for—but also about how an item is used."

We had several sessions with the team of archivists in which we were able to learn about the processes and challenges of the collection, as well as the challenges of digitization in general. Ownership of digital content was a recurrent theme. We were surprised and delighted when the archivists asked our opinions about what we liked in archival websites, and we had an exciting night putting together a document about our favorites.

BRINGING IT BACK HOME

One of the goals of the trip was, of course, to provide a foundation for students to develop their own practice of librarianship. Jill said that "the trip enhanced my understanding of how libraries are more than just a place to store books. During our visit to Huguenot Square Public Library we met a volunteer teacher who was setting up for her class. She taught her students job skills such as pattern making, sewing, and creating mosaics. Her students then were able to start businesses and sell their crafts. The Cape Town campus of the South African National Library has a program to help local authors publish their stories . . . this is a topic that we've talked about in classes, but it was helpful to see it in action, and it is nice to see how libraries outside of the United States work with their communities like this."

Claire works in archives, but she said that the work that she does in archives now feels "removed sometimes, but when we were in South Africa everything was so fresh in the public's mind and so personal. There was so much passion for preserving everything because these people and the generation before them were so impacted by apartheid and fought hard to get to where they are now. It's personal for them that these records are preserved. It's refreshing, because so often archives are underappreciated, and South Africans must act now to make sure these records are preserved and shared." The work sparked a passion for preserving today's history.

What did the students learn about themselves? Jill said, "Studying abroad taught me a lot . . . everything was so different from what I was used to. I learned how to be even more comfortable trying new things in order to fully experience the culture and not fall back on 'safe' options. An example of this was with food. I purchased items I would never try at home . . . I also learned how to better adapt to new situations and new places, particularly when traveling to a place outside of my comfort zone."

Claire said that the trip changed her worldview. The township visit was particularly eye opening: "I had never been around that level of poverty before, it was staggering and makes you appreciate what you have. The township elementary school library was in a shambles. The books were covered in dust, outdated, not cataloged, and unusable—it was heartbreaking and made me realize how important libraries were in my own youth and education and how fortunate I was to have them."

Jill, though, found that the trip reaffirmed her own calling: "One of my favorite things about this trip was that the library still felt like 'home.' With all of the other cultural differences in daily life in South Africa, the libraries looked the same and had the same type of work-culture. Libraries are hubs of information everywhere and librarians always want to help their patrons find what they need. I did not know a lot about archives before this trip, but I gained a better understanding of just how important they are to preserving history around the world. If there were not archivists working to preserve and keep their materials, it would be easy to forget history after a while, or to pretend that certain events never happened. Overall, it seems that the library is an important place no matter where you go, which is a great feeling for a future librarian."

REFLECTION

First, I have found all three study abroad experiences to be incredibly humbling, and I am so grateful for the scholars, curators, and librarians who were willing to spend time with us.

So what are the big ideas that have come out of all of these trips, and what do I hope students might take home?

1. The first big idea is that librarians need to resist dominant forces in society. As Muddiman et al. said, they need to be in tune with local people and recognize that their stories, their desires, are important.[6] This idea shined through in Ireland, England, Scotland, Wales, and South Africa, which makes me believe that it might be a universal truth.
2. Outreach means letting local people take the reins to determine the best services.
3. Librarians can play an important part in preserving local history, and that means the history of people of all walks of life—not just people who make it into history books.
4. Money and budget shortfalls are universal. Creative problem solving is an incredibly important skill for librarians to possess.
5. Expect the unexpected, and embrace it as an opportunity for learning.

FOR MORE INFORMATION

South African History Online (www.sahistory.org.za) is an excellent reference resource written from the South African point of view.

The students' class blog is online; it contains more details about their experiences and many beautiful pictures. See https://librarianintherainbownation.wordpress.com

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From Infancy to Adolescence

Seven Lessons for Creating a Sustainable Graduate Student Orientation Program

Harriet Lightman

***Harriet Lightman** is Head, Research and Information Services Department, Northwestern University Library, Evanston, Illinois.*

*Correspondence concerning this column should be addressed to **Marianne Ryan**, Associate University Librarian for Public Services, Northwestern University, 1970 Campus Drive, Evanston, IL 60208; email: marianne-ryan@northwestern.edu.*

In recent years, academic librarians have been strengthening the suite of orientation opportunities they offer students and placing a priority on familiarizing them with collections and services to support their academic endeavor. At most universities, the primary—if not the exclusive—target of these efforts is the undergraduate population. Yet graduate students also need a thorough orientation to their postgraduate environment and what the library has to offer. But for a variety of reasons, that audience can be shortchanged. In this column, Harriet Lightman provides an overview of a successful program crafted specifically for doctoral students at a research university. Lightman shares her success story, as well as the lessons learned throughout more than a decade of adapting the program to meet students' changing needs.—*Editor*

At the start of this millennium, emerging formats were shaping a new information landscape, one that heralded a change in library collection development, management, and content as well as instruction, reference service, and outreach. Scholars, too, were beginning to understand the enormous potential of these new formats to transform traditional modes of discourse.

To address these changes and underscore the library's role in this transformation, librarians, faculty, administrators, and information technology professionals from Northwestern University Library (NUL) and the university's Weinberg College of Arts and Sciences (WCAS), in collaboration with the Information Technology (IT) Division, launched an innovative training program aimed at incoming doctoral students in humanities disciplines.[1] This program, which began in 2002, was preceded by work done in WCAS to assess humanities scholars' knowledge of and skill with emerging technologies and by several other pilot programs. The 2002 event was yet another initiative, this one aimed at engaging incoming humanities doctoral students with faculty, librarians, and IT staff who could explain and demonstrate the role of technology in shaping a new scholarly landscape. Humanities faculty who were already engaged with digital technologies showcased their own projects; librarians and faculty partnered to demonstrate the seriousness and solidity of electronic resources. The day was capped by discussion.

Because the planning and growth of the program are well-documented elsewhere,[2] the intention of this column is to highlight the lessons learned about event organization and the need for continuous adjustment to each of the major elements, from the smallest detail to the very philosophy behind the training. Now having just finished its twelfth year, the program's longevity speaks to its success. But success did not come easily. A willingness to discard elements that were not working or were outmoded, to expand in new directions and contract in others, and to listen to feedback contributed to the event's sustainability.

LESSONS

Lesson #1: Start small, think big, and don't be in a hurry.

The initiatives that preceded the 2002 program helped the planners shape the topics and format of the major event held in September of that year.[3] Close to fifty humanities doctoral students were invited, along with administrators, technology staff, and faculty. By 2013, the number of invitees to this program, which is now called the Research Resources Forum (RRF), more than tripled and included, in addition to incoming doctoral students in humanities disciplines, some master's degree candidates as well as incoming PhD students from WCAS social sciences disciplines, the School of Education and Social Policy, the School of Communication, and some students from the School of Music. However, few faculty and administrators attended. Additionally, two separate science programs, one for chemistry and one targeted at students in the Interdisciplinary Biological Sciences (IBiS) Program, reached even more students. By 2014, when more than 30 incoming doctoral students in the university's Kellogg School of Management were slated to participate in another segment, this one to include talks from both librarians and Kellogg staff, the program had become an event held on four separate days; it was attended by more than 160 incoming graduate students. Along with the increased numbers came a shift in focus and format. In 2002, a faculty forum served as the equivalent of a keynote panel; this was followed by several break-out sessions, most of which were led by librarians in partnership with faculty. In 2014, the humanities and social sciences portion of the event offered nineteen sessions, all of which were led by librarians and, in one case, a senior member of the IT Division's Academic and Research Technologies (A&RT) group. Two separate science sessions were offered, and there was one session for the management students.[4]

It took more than a decade to grow the RRF to its current size and scope. Unwavering support from WCAS has been essential to the event's success. Today's program, which is very different from the original concept, was honed over time, shaped by conversation with interested parties around the University and, perhaps most importantly, by patience and a tenacious belief on the part of the organizers and supporters that the value of such an event was profound.

Lesson #2: Assess the program, using a variety of techniques. Tailor the program to your campus community. Don't be afraid to discard last year's great idea.

Every year the program has been assessed and adjustments have been made to everything from schedules to lunch menus to session rosters. Even the name of the program changed (see lesson 5). Informal assessment is done through conversations with the planning committee, instructors, students, and campus partners and formally through post-event questionnaires. The content and format of the questionnaires has changed over time. Some questions became irrelevant as the program itself changed, while other questions emerged as important for future planning. The first iterations were distributed both in print and online, although students were inclined to fill out the print version on-site rather than access the online form once the event had ended. In 2012, in an effort to streamline and simplify the evaluation process, paper forms were eliminated, and SurveyMonkey was used to design a new form. In 2014, the survey was significantly simplified yet again as it became clear from low response rates that students were not particularly willing to write lengthy comments.

Adjustment to the session roster is one key to the success and dynamism of the RRF. Determining what to offer is among the trickiest but most rewarding parts of the event. How is that done? Each year the number of students who attend a given session is counted.[5] These head counts are a very important part of the planning—if a session has fewer than five attendees, it is a candidate for elimination from the event; with fewer than three attendees, it is definitely dropped from the session roster for subsequent years. In addition to the head counts, several other information sources help the planners. Chief among these is information about the mix of incoming students and their specialties. If, for example, there is a large cohort of philosophy graduate students, a session will be tailored to their needs.

Another excellent assessment tool is the post-program debrief. A formal planning committee discussion happens after the student questionnaires are received. Again, some sessions are clearly ready to be dropped, while others emerge as ones to pay attention to in the coming years. From students and instructors alike, in tandem with information received throughout the academic year, planners are aware of new areas of focus; for example, GIS, data literacy, digital humanities, and copyright sessions have been offered in the last few years in response to perceptions of student needs gleaned throughout the academic year. Some topics that were once popular, such as an overview of historical newspapers, are no longer as relevant and are dropped from the roster.

While the survey response rate has never been high, what was learned via the questionnaires and, just as importantly, through conversations with students throughout the academic year was threefold: a full-day program was too long, highly specialized sessions were not meaningful to students who had not yet seen the inside of a Northwestern classroom, and learning about the library's liaison program was extremely important. In 2012, in response to the need to put a face to a subject specialist's name, the "Meet Your Liaison" post-lunch coffee hour was born. The coffee was so well received that it has become a permanent feature of the program.

Lesson #3: Form a planning team whose members have different skills, subject expertise, and familiarity with different university constituencies.

Until recently, much of the program's content was determined by campus partners, and the earliest planning teams consisted of librarians, faculty members, and information technology staff. Now the event is planned mainly by library staff. The original group was led by senior information technology staff from WCAS, and subsequently a librarian became the co-organizer of the event. WCAS provided funding, while administrative support and facilities came from various groups, including the library. A program assistant, event planner, and a student assistant rounded out the team, all of whom were needed to make a success of a full-day event that included three social events—continental breakfast, lunch, and a reception—and talks from faculty and administrators.[6] A few years into the program, several things were clear: the event cost was steadily rising, the planning was too formal and complex for the occasion, student participants were leaving immediately after lunch and not returning for the afternoon events, and the "show-not-tell" sessions were no longer the biggest draw.

In response to the high post-lunch drop-off rate and input from the students themselves, the event was shortened to accommodate complicated student schedules. While the original campus partners—chiefly from WCAS—continued to support the program both financially and intellectually, there was a gradual, general recognition of the need for closer consultation with the librarians who were doing the actual instruction and a need for a thorough grounding in library resources and services. The library had been relying on campus partners to guide the choice of session topics, but some of those topics, while timely at the start of the program, had lost their immediacy for incoming students. To allow for that, and also to take into account the breadth of the program once it expanded beyond the humanities, a planning team was created that included librarians who represented several subject specialties, as well as members of the library's in-house technology support group and representatives from WCAS. Each year, the composition of the planning team is adjusted slightly, to encourage new ideas and insights, and consultation with campus partners continues to help shape the event.

Lesson #4: Work with campus partners. Promote your program consistently, so it becomes a staple of university-wide orientations and remains responsive to the community it serves.

Since its inception, this program has been developed and implemented in close cooperation with WCAS and, more recently, in partnership with several other schools around campus. In the early years, when the program was limited to WCAS, funding was straightforward, and attendance was mandatory for the college's incoming doctoral students; accordingly, it was relatively easy to estimate costs and plan for session capacities. When the School of Education and Social Policy, the School of Communication, and the School of Music students were added, getting them on board posed some administrative complexities; also, it was clear that attendance could not be mandated. Funding was in question, as was gathering the names of the students. Working with The Graduate School (TGS), which serves as an umbrella for Northwestern's graduate students, helped the planners to refine the complicated name-gathering process. However, there was a good deal of administrative planning that went into the now smooth-functioning program. The importance of identifying key decision-makers and administrative staff in each department and school and keeping a roster of those contacts cannot be over-stated.

Lesson #5: Don't be afraid to change the program name, the audience, and the underlying philosophy, but make changes gradually so the "brand" sticks.

The program is on its fourth name. Now called the Research Resources Forum (RRF), this event began life as the Introduction to Humanities Computing/Electronic Resources Training Day. In 2004, it became the Humanities and Social Science Computing/Introduction to Electronic Resources Training Day. The following year, it was named the Electronic Resources Forum. In 2012, it took on its current name.

At each juncture, the name was changed to reflect the content and purpose of the program. The original name was meant to be workmanlike. The inaugural program was preceded by trial balloons, some of which carried names that, while catchy, were not self-explanatory. The early planning group, seeing what confusion clever names could cause, opted for a plainly descriptive name that reflected the event's objective: to introduce humanities students to new technologies and their power and purpose in humanities scholarship. At the first several events, humanities faculty who were early users of sophisticated technology showcased their projects, including the technical skills and knowledge that were needed, while librarians demonstrated how to use some of the early commercial products that were on the market. While the second title was arguably even more awkward than the first, it too was chosen to be descriptive. It mirrored the fact that while the actual premise and format of the program were not changing, the audience (and subsequently the mix of program instructors and session topics) was being expanded to include the social sciences.

The third title, Electronic Resources Forum, reflected the sea change in the program's purpose. Incoming students clearly had, at minimum, basic technical skills and were conversant, for the most part, in the ways in which format can shape a question. However, they were unfamiliar with the array of sources available to them as Northwestern students. The event had transformed, albeit gradually, into one in which students were introduced to librarians, services, and an array of resources. In 2012, the adoption of the newest name signaled that the focus was on research materials and strategies, independent of format.

Lesson #6: Don't expect instant success. If at first you fail, try again.

In its earliest years, the event, which is traditionally held the day before the start of fall quarter classes, was small, meaningful, and worked nicely. As it grew, however, the original concept and format became too elaborate for the target audience. Consequently, the event was not hitting the right notes for new graduate students who had not yet set foot in a classroom. Each year, something went awry. There were sessions that were well-prepared, with good-sized pre-registrations, but, in the end, no students showed up. One year, the lunch delivery was nearly thirty minutes late, while in other years the end-of-program reception was almost exclusively attended by staff. Instructors cancelled at the last minute, equipment failed, and so on. Yet the mistakes were as instructive as they were aggravating: the reception was eliminated, the afternoon sessions gradually fell by the wayside, and when it became clear that faculty arms needed a great deal of twisting, it was apparent that the era of the teaching partnership was waning. Planners also learned to use session head counts effectively. As the event expanded, the numbers of invited students swelled, planners assumed that everyone who pre-registered would show up, and last-minute registrants were discouraged from attending. Now, aware of the ratio of pre-registrants to no-shows, the planning team responds with an enthusiastic yes to those who, at the last minute, wish to attend.

Many of the more complex elements of the planning process have also been eliminated. In the earliest years, the program was run much like a conference and included individual information packets, name badges in plastic holders, pre-printed schedules, and personal invitations to lunch for faculty and administrators. The time and cost involved, however, were disproportionate to the results.

Lesson #7: Keep looking to the future.

The Research Resources Forum is as varied as the interests of the students it serves. In the coming years, Northwestern University librarians look forward to continuing to listen to their constituents and showcasing the wealth of resources and services available to graduate students. The ultimate lesson from this growth and from the consistent support of campus partners is that this program is here to stay.

Partnerships, collaboration, and patience, as well as funding and precise planning, are keys to the success of any library program. The Research Resources Forum planning team and, consequently, the community it serves have benefited from years of trial and error. The planning team is never complacent. Each year brings a new group of students who have unique interests, skills, and research needs. A willingness on the part of the RRF organizers to adapt to a continually changing graduate student community, research environment, and range of information resources and services has meshed with the support of the Northwestern academic community to make the RRF the success it is today.

References

1. The composition of the planning group for the event described in this column has varied over the years. The original planning team included information technology (IT) professionals, librarians, administrators, and humanities faculty, representing the university's Weinberg College of Arts and Sciences (WCAS), the Information Technology (IT) Division, and the University Library. For a fuller discussion of the early years of this program, see Harriet Lightman and Ruth N. Reingold, "A Collaborative Model for Teaching E-Resources: Northwestern University's Graduate Training Day," *portal: Libraries and the Academy* 5, no. 1 (January 2005): 23–32, accessed November 16, 2014, http://muse.jhu.edu/journals/portal_libraries_and_the_academy/v005/5.1lightman01.html.
2. Ibid. See also Harriet Lightman and Marianne Ryan, "Innovation in Changing Times: Two New Approaches to User Services" (paper presented at the 77th IFLA World Library and Information Congress, San Juan, PR, August 18, 2011), accessed November 16, 2014, http://conference.ifla.org/past-wlic/2011/197-lightman-en.pdf.
3. Lightman and Reingold, "A Collaborative Model for Teaching E-Resources," 26–27.
4. The Kellogg session included talks by both Kellogg and library staff, while the science sessions included talks by representatives from the IT division.
5. Students preregister for the RRF and for each individual session. While preregistration numbers correspond to the actual number of program attendees, students do not necessarily attend the sessions for which they preregistered.
6. Lightman and Reingold, "A Collaborative Model for Teaching E-Resources," esp. 27.

Dal Reads
The Evolution of a University-based Unity Reading Program

Marlo MacKay

Marlo MacKay *is Communications Coordinator, Dalhousie University Libraries*

Correspondence to this column should be addressed to ***Laurel Tarulli****, Dalhousie University, School of Information Management, Halifax, Nova Scotia; email: laureltarulli@yahoo.com.*

Readers' advisory services in academic libraries play a small but important role in building the community of readers. Campus-wide reading programs offer a great opportunity to expand readers' advisory services in the academic world. Here, Marlo MacKay, communications coordinator at Dalhousie University Libraries looks at the ups and downs of a campus reads program at her university, offering suggestions on developing and maintaining a successful event.—*Editor*

Dal Reads started in the summer of July 2009 as a unity reading (or community reading), initiative at Dalhousie University. The program was launched by Dr. Bonnie Neuman, then vice-president of Student Services, and Dr. Patricia DeMéo, then director of Student Academic Success Services.

The basic concept behind all unity reading programs is to provide a book club type experience to a very large group, be it a community, a city, or even a province. In the case of Dal Reads, the goal is to get as many students, faculty, and staff of Dalhousie University as possible to read the selected book and talk about it. The shared reading experience provides new students with something in common, provides a starting point for discussions, and in some cases provides themes or ideas from the book that can be woven into the curriculum in creative ways.

In that first year, the selected title was Lawrence Hill's *The Book of Negroes* (published in the United States under the title *Someone Knows My Name*). How the book was chosen in the first year is unknown, but it was a popular choice because it is a beloved title, set in Nova Scotia, exploring Black Canadian history, and one of the all-time best-selling books in Canada. A reading with the author was scheduled, and the auditorium was filled to capacity. Lawrence Hill is an author who generates excitement and crowds.

We don't have a record of what happened past October 2009, as there are no blog posts that chronicle activities after this time. We do know that for the second year of Dal Reads, the program chose *The Book of Negroes* as the selected title again. Another author reading was scheduled, which was also well attended, but it's hard to say how many of the attendees were taking part in Dal Reads and how many were there just to see Lawrence Hill. It appears that there wasn't a Dal Reads program in 2011.

PARTNERING WITH ANOTHER UNITY READING PROGRAM

In 2012, Student Services agreed to partner with One Book Nova Scotia for Dal Reads, as they had found it difficult to maintain momentum in terms of picking a book, creating events, and generating interest in the program. One Book Nova Scotia was launched in 2012 by Libraries Nova Scotia, a partnership of public and post-secondary libraries and the Nova Scotia Provincial Library, to encourage Nova Scotians to "Read the same book. Share the same story" (http://1bns.ca). It was designed to work in much the same way that other "one city, one book" unity reading programs work.

By partnering with One Book Nova Scotia, a lot of the work was already done for Dal Reads—One Book Nova Scotia selected a book, created promotional materials, and booked an author tour. Unfortunately, partnering with One Book Nova Scotia posed some challenges which became obvious once put into practice.

The biggest challenge was the pre-established timeline of One Book Nova Scotia. One Book Nova Scotia had plans to launch the program and announce the title at the same time in the hopes of generating some excitement around what the title would be. The launch date was set for a few weeks into September, but this meant that university students wouldn't get to know the title until then. Unfortunately, not many university students have time to do recreational reading mid-way through September. The original Dal Reads timeline had been designed so that the book title was announced in the summer so students could read it then, when their course load was low to none. The later timing also negated the benefit of having a shared reading experience to use as an "ice-breaker" for first-year students striking up conversations with fellow students during the first few days of term.

In addition to trying to work with a timeline that didn't fit with the schedule of the typical university student, there was also concern that students wouldn't feel engaged by a book that was preselected by a group outside of the university with no input from students. How would this book resonate with them, and why would they read it? Turnout at the reading with the author was relatively low.

In 2013 Dal Reads again partnered with One Book Nova Scotia. Turnout at this author reading was even lower, and it was determined that in order for the program to continue, something would have to change. That was when the Dalhousie Libraries truly got involved. Student Services agreed to provide some funding to assist with the continuation of the program, as well as share the artwork and branding that they had developed.

DEVELOPING GUIDELINES

The first step the Dal Libraries took was striking a committee. As the communications coordinator for the Dalhousie Libraries, I had been asked to manage the program by the university librarian Donna Bourne-Tyson. I put a call out to other Dalhousie Libraries staff members and heard from two librarians who were interested in being on the committee. To round out the team and to provide ample representation from the students' perspective, I engaged the assistance of students in Dalhousie's Master of Library and Information Studies program, seeing a natural fit between future librarians and their participation in a university-wide unity reading program.

In January 2014, the team met and started by developing objectives for the program, which included the following:

- Establish a presence and awareness of the program
- Encourage reading for pleasure
- Provide an opportunity for connection (students, faculty, staff, undergrads, and grads, regardless of area of study)
- Provide a unique activity and another option for socialization at Dalhousie
- Make reading a more social activity (as opposed to something one does alone)
- Provide an opportunity for the Dalhousie Libraries to promote the collection in a new way
- Connect with the curriculum and other university activities and interests
- Provide an opportunity for the Dalhousie Libraries and the School of Information Management (SIM) to work together
- Provide an opportunity for library school students to apply concepts around readers' advisory, appeals, etc.

After the objectives were settled, the team then established criteria for title selection. Certain aspects of the selection criteria were discussed at length, like the importance of selecting a title available in accessible formats. Students recognized the importance of having a title with accessible options to make the program for everyone, including those with a print disability, but they also acknowledged that the sometimes limited availability of accessible titles makes it more challenging to settle on an appropriate book.

Ultimately, the team established the following criteria:

- Must be written by a living author
- Must be able to generate discussion and exchange of ideas
- Must be appealing to a broad range of readers of varying ages, literacy levels, and life experience
- Must be in print and available for purchase in paperback, e-book, and audiobook
- Must be strongly written with elements that will generate excitement among readers
- Must be published in the last five years
- Must meet the current year's preselected theme (if there is a preselected theme)

(These selection criteria apply only to the main selection choice. Any read-alike titles or additional books associated with Dal Reads do not have to meet the selection criteria.)

The team decided that it was important to choose a living author so that he or she could potentially take part in readings or other events. Some of the selection criteria are there to ensure availability of the book, while other elements of the selection criteria are more subjective and there to ensure that the book is a good fit for a unity reading program by providing ample fodder for discussion and programming ideas.

Because the team wanted to announce the title of the book in April before students scattered for the summer, we thought the fastest way to come to a final title selection by that deadline would be to create a shortlist that could be brought to the larger student body to vote on.

Using the selection criteria, the library school students suggested a list of twelve titles. They were then asked to pick three books from the list and provide a short blurb explaining why they chose the book and how it matched the selection criteria. The votes were tallied and three top contenders were identified. The list of three top titles was shared on the recently resurrected Dal Reads blog and the brand-new Dal Reads Twitter and Facebook accounts, asking for student input on which title they would most like to read. As the social media accounts were quite new and therefore low on followers, the students hosted a pop-up voting event in the Killam Memorial Library, the largest of the five Dalhousie Libraries. Library school students on the Dal Reads team staffed the booth throughout the day and took votes from students on the three titles. We also knew this would be a good opportunity to tell students face-to-face about the program, many who had never heard about it before.

From the vote emerged one clear winner. The winning title had as many votes as the two runners up combined. *Mr. Penumbra's 24-Hour Bookstore* by first-time published author Robin Sloan was the official Dal Reads selection for 2014, a selection completely chosen by students.

RELAUNCHING THE INITIATIVE

Then came the challenge of promoting the successful title and getting the book into the hands of students. Copies were stocked at two campus book stores, and each Dalhousie Library received copies. One challenge of integrating fiction books into academic libraries is that they don't really fit with the rest of the collection. How can you make a novel about technology, cryptography, and conspiracy fit into a library that specializes in health sciences or agriculture? In an effort to address this challenge, posters and special book stands were designed to draw attention to the book in each of the five Dalhousie Libraries.

Dal Reads was promoted throughout the summer in the Dalhousie Libraries, university bookstores, and by giving promotional bookmarks and a few giveaway copies of the book to the Student Services team to pass on to first-year students coming to campus for summer orientation events.

Two events were planned for the fall, the first was a book discussion group, which worked the same as a book club meeting. The event happened in the cozy University Club Pub, and despite ample promotion and the promise of free food, turnout at the event was disappointingly low.

The second event of the relaunched Dal Reads program was an event with the author, Robin Sloan. Because he is based in San Francisco, we could not afford to fly him to Halifax to join us in person, but he graciously agreed to a Skype-based author chat. Bandwidth issues discovered at the last minute made our Skype chat impossible, but the ever-flexible Robin Sloan agreed to do a text-based Gmail chat, which I moderated. Turnout at this event was somewhat better than the book discussion group, although the majority of people in the room were staff or faculty. Robin Sloan's personality shone through the barrier of a text-based chat, and everyone at the event appreciated his candor, humour, and charm.

MOVING FORWARD

Now that the first year of the relaunched Dal Reads program is behind us, it is time to reflect on the program. Despite our best efforts, student participation is still low. Our next steps include reaching out to other institutions with unity reading programs to find out what has worked for them to see if we can apply those principles at Dalhousie and searching through the literature for success stories. We know there are students that are looking for a book club experience and an alternative to traditional university recreational opportunities, we just need to find the right way to deliver such an experience to them.

More information about Dal Reads can be found at:

- https://blogs.dal.ca/dalreads
- @dalreads on Twitter
- facebook.com/dalhousiereads

Dance and Flamenco, A Guide to Sources

Carol Ann Moon

Carol Ann Moon *is Associate Professor and Reference and Instructional Outreach Librarian, Daniel A. Cannon Memorial Library, Saint Leo University, Saint Leo, Florida.*

Correspondence concerning this column should be addressed to ***Aimee Graham****; email: aimee.graham90@gmail.com.*

According to *Merriam Webster's Concise Encyclopedia,* dance is a "form of expression that uses bodily movements that are rhythmic, patterned (or sometimes improvised), and usually accompanied by music. One of the oldest art forms, dance is found in every culture and is performed for purposes ranging from the ceremonial, liturgical, and magical to the theatrical, social, and simply aesthetic." Print dance resources abound in libraries but tend to be out-of-date and general in nature, unless the library is a part of a research institution with dance research as its main mission.

The general nature of dance resources collecting may be to the detriment of providing the patron with deep information about specific dances. For example, flamenco, a complex set of dances and improvisations, originally associated with the Andalusian Gypsies of Southern Spain but now enjoys worldwide appeal and practice, is a specific dance collection development category that often can be missed. This guide, while starting with some information about general dance reference resources that this librarian has found helpful and essential, aims to supply the reader with annotations to books, e-books, web resources, DVDs, and periodicals specifically about flamenco *baile*, in order to support the collections manager, who may be focusing on the further internationalizing her collection, as well as helping to shed light on the migration and evolution of flamenco dance throughout the world.

DANCE

Web Resources

Websites were located using a Google search of the term *dance*. Thank you to Jacalyn Bryan for her New York Public Library website recommendation for this Dance Web Resources section and for her Dance Education Literature and Research descriptive index suggestion for the Dance Databases section.

Congress on Research in Dance (www.cordance.org).

The Congress on Research in Dance (CORD) website supports dance professionals in sharing ideas with one another and with the world through its publications and conferences. CORD publishes the *Dance Research Journal* (*DRJ*) three times a year, and the CORD website provides links to JSTOR and Project MUSE databases that index *DRJ*'s articles.

Dance Magazine (www.dancemagazine.com).

This site is the interactive, electronic companion to the print subscription *Dance Magazine* and now to iPad subscription version. Some of the subscription articles are available for free on the site, as well as some digital-only content, including blogs, videos, back issues, and more. Although *Dance Magazine*'s articles are not peer-reviewed, the magazine, in general, is widely read and has been on the scene since 1927.

New York Public Library, Jerome Robbins Dance Division (www.nypl.org/about/divisions/jerome-robbins-dance-division).

The Jerome Robbins Dance Division website is the Internet face of a unique public institution, which began in 1944. The website describes the major collections available through the New York Public Library, including the Gregory Hines Collection of American Tap Dance, the Doris Humphrey Collection, the American Ballet Theatre Archives, just to name a few. The website helps researchers connect with the collections and services with its Avenues of Access page.

Books and Reference Sources

Books and reference sources were found by searching the library catalog and libraries worldwide, both OCLC systems utilizing WorldCat interface. In addition, a Google search was used. Terms that were used were *dance* and *world dance*, limited to books and e-books.

Benbow-Pfalzgraf, Taryn and Glynis Benbow-Niemier. *International Dictionary of Modern Dance*. Detroit: St. James, 1998 (ISBN: 9781558623590).

There are over four hundred entries on a wide array of modern dance topics, including a chronology that begins with the nineteenth century and Francoise Delsarte and concludes with the death of Bessie Schoenberg in the late twentieth century.

Cohen, Selma Jeanne, ed. *The International Encyclopedia of Dance*. Oxford University Press, 1998 (pISBN: 9780195173697); 2005 (eISBN: 9780195187632).

This award-winning set is comprehensive and includes cultural and national overviews. Extensively illustrated with black and white photographs, this well-respected collection includes over two thousand scholarly articles. Published by Oxford Reference, this encyclopedia has won many awards, including the 1998 ALA/RUSA Outstanding Reference Source.

Craine, Debra and Judith Mackrell. *Oxford Dictionary of Dance*. New York: Oxford University Press, 2010 (ISBN: 9780199563449).

This paperback reference book contains definitions of dance "from Astaire to Zurich Ballet." It is augmented with a webpage. The dictionary's entries point to this webpage for supplemental reading and interactive options.

Kassing, Gayle. *History of Dance: An Interactive Arts Approach*. Champaign, IL: Human Kinetics, 2007 (ISBN: 9780736060356).

This hardback volume is primarily written for dance history courses, and it provides timelines throughout the book in order to show the historical and societal context of dances and dancers, beginning with Dance at the Dawn of Time and ending with New Directions: 1980–2000. Especially helpful is the listing of the technological and arts developments that were happening at the same time different dances and dancers were coming on to the world scene and stage.

Periodicals

Dance Research Journal (*DRJ*) is a publication of the Congress on Research in Dance (CORD) and is indexed in JSTOR, Project MUSE, Dance Education Literature and Research descriptive index (DELRdi), and the International Index to Performing Arts Full-Text from ProQuest. It is peer-reviewed and covers a wide spectrum of dance topics, including, but not limited to, articles on history, pedagogy, politics, and science.

Journal of Dance Education (*JODE*) is another CORD publication. *JODE*'s articles explore scholarly topics as well as practical applications pertaining to dance. *JODE* enjoys international reach, and its article authors hail from the United States and abroad.

Databases

Dance Education Literature and Research descriptive index (DELRdi) is supported by the National Dance Education Organization (NDEO) and contains literature and research from 1926 to present. It is searchable by author, title, publisher, keyword, date, and journal name, to name just a few of the fields. Over two hundred publications are searched via the interface located online at the following web address: www.ndeo.org/content.aspx?page_id=1106&club_id=893257.

ProQuest's International Index to Performing Arts Full-Text contains over ninety-seven periodicals from 1864 to present. There is an accompanying thesaurus that gives the user more powerful searching ability. It is updated monthly, and now a search may be cross-searched in the International Index to Music Periodicals.

Video Resources

Dance in Video series, produced by Alexander Street Press, contains nine hundred hours of video content for scholars and students of dance alike. This series covers twentieth and twenty-first century dance, performed by outstanding performers and companies. An online interface, employing streaming technology, avoids the need for physical DVDs.

JVC Video Anthology of World Music and Dance was produced in partnership with the Smithsonian Folkways Recordings. There are thirty DVDs and nine books that explore over five hundred performances from over one hundred countries.

FLAMENCO DANCE/FLAMENCO BAILE

Web Resources

Websites were located using a Google search of the terms *flamenco dance* or *flamenco baile* (with and without quotes).

National Institute of Flamenco (www.nifnm.org/National_Institute_of_Flamenco/Welcome.html).

This institute is located in Albuquerque, New Mexico and has a new facility for the teaching of flamenco dance. Their mission is "to preserve and promote flamenco's artistry, history, and culture by presenting the finest flamenco in the world and by educating the American family in this art form while emphasizing the positive influence of art on family and community."

National Hispanic Cultural Center (www.nationalhispaniccenter.org/index.php).

This is a website that periodically features information about flamenco dance performance. By searching the site for flamenco, one can find out about companies that are currently dancing flamenco. For example, the American Flamenco Company was just featured there.

Books and Reference Sources

Books and reference sources were found by searching the library catalog and libraries worldwide, both OCLC systems utilizing WorldCat interface. Also, a Google search was used. Terms that were used were *flamenco*, *flamenco baile*, and *flamenco dance*, limited to books and e-books.

Bennahum, Ninotchka. *100 Years of Flamenco in New York City*. New York: New York Public Library for the Performing Arts, 2013.

Dance historian and theorist Bennahum's exhibit catalog features the historical photos and accompanying textual information that were on display for the acclaimed *100 Years of Flamenco* exhibit held at the Vincent Astor Gallery, New York Public Library for the Performing Arts, Dorothy and Lewis B. Cullman Center, March 13–August 3, 2013.

Bennahum, Ninotchka. *Carmen*. Middletown, CT: Wesleyan University Press, 2013 (ISBN: 9780819573537).

The fabled Gypsy Carmen is Bennahum's subject of this recent work. The author traces the Gypsy migration to Andalucia, where the café cantantes became the scene of commercialization of flamenco song, dance, and guitar.

Bennahum, Ninotchka. *Antonia Merce*. Middletown, Connecticut: Wesleyan, 2000 (ISBN: 9780819563835).

Stage-named "La Argentina," Antonia Merce was the most sought after Spanish dancer of the early twentieth century. Bennahum takes a look at Merce's art, the symbolism attached to her, and her role in feminism.

Haas, Ken, and Gwynne Edwards. *Flamenco!* New York: Thames & Hudson, 2000 (ISBN: 9780500510186).

Prize-winning photographer Haas and University of Wales Spanish professor Edwards have teamed up to show and tell the reader about the beauty, the international phenomenon, and the art form known as flamenco.

Heffner Hayes, Michelle. *Flamenco: Conflicting Histories of the Dance*. McFarland, 2009 (ISBN: 9780786439232).

Using histories, films, and accounts of live performances, as well as performer interviews, Heffner Hayes analyzes the images of the female flamenco dancer. The book covers the twentieth century to the first decade of the twenty-first century, and the location covered is Spain and abroad. Her thesis is that stereotypes of Carmen and of an idealized Spanish feminine pervade flamenco in its traditional form.

Leblon, Bernard. *Gypsies and Flamenco: The Emergence of the Art in Andalucia*. University of Hertfordshire Press, 2003 (ISBN: 9781902806051).

This second edition details the role of the Gypsies in the development of flamenco and traces their migration from India, through Iran, Turkey, Greece, and Hungary to their arrival and their persecution in Spain. A biographical dictionary of the two hundred most important Gypsy flamenco artists is included.

La Meri (Hughes, Russell Meriweather). *Spanish Dancing*. Literary Licensing, 2013 (ISBN: 9781258783495).

La Meri's work is considered to be a definite text on Spanish dancing. In 1928, she began performing professionally. She taught and gave lecture-demonstrations, as well as published. She received the Capezio Dance Award in 1972, and, in addition to flamenco, she studied Hawaiian dance, Indian dance, ballet, and modern, to name just a few.

Pohren, D. E., *The Art of Flamenco*. Create Space Independent Publishing Platform, 2013 (ISBN: 9781499169058).

An American guitarist and historian, Pohren delves deeply into the art of flamenco. He also wrote *The Lives and Legends of Flamenco.*

Schreiner, Claus, Madeleine Claus, and Reinhard Pauly. *Flamenco: Gypsy Dance and Music from Andalusia.* Portland: Amadeus, 1990 (ISBN: 9780585348513).

This nearly twenty-five-year-old source covers, among other things, the three performance categories: Cante, Baile, and Guitarra Flamenco. The Baile Flamenco chapter has the following sections: The Golden Age, Origins, Baile Jondo, Techniques of Baile Flamenco, Styles of Baile, La Joselito, and Bailaoras and Bailaores. Claus Schreiner is a German music producer and a flamenco enthusiast. Included are captivating black and white photos, as well as a map of Andalusia.

Thiel-Cramer, Barbara. *The Art of Flamenco and Its History, and Development Until Our Days*. Lidingö, Sweden: Remark, 1991 (ISBN: 9789197125925).

Like the Schreiner book, this comprehensive volume combines historical overview information on flamenco, highlighting the song, dance, and guitar of flamenco. Thiel-Cramer is the former department chair of Spanish Dance, College of Dance, Stockholm, Sweden.

Vega de Triana, Rita. *Antonio Triana and the Spanish Dance: A Person Recollection*. Harwood Academic Publishers, 1993 and Routledge, 1994 (ISBN: 9783718654086).

This book is part of a series entitled Choreography and Dance Studies Series. Its subject, Antonio Triana, was the foremost Spanish dancer and teacher of his time. He was born in 1917 in Seville, Spain, and he danced with legendary La Argentinita, Pilar Lopez, and Carmen Amaya.

Vitucci, Matteo. *The Language of Spanish Dance: A Dictionary and Reference Manual*. Princeton Book Company, 2003 (ISBN: 9780871272560).

The terms in this second edition may be grouped into four categories: terms with general application in Spanish dance, those associated with *escuela bolera*, regional dance terms, and flamenco dance terms. The basic rhythms and melodic lines to fifteen flamenco dances are included as well.

Washabaugh, William. *Flamenco: Passion, Politics, and Culture*. Oxford; Washington, DC: Berg, 1996 (eISBN: 9781847880284, pISBN: 9781859731710).

An anthropological treatment, which is heavily flamenco music (cante) oriented, this book gives an important history of flamenco in Spain, during the Franco regime. Part of a series called Explorations in Anthropology, this book is, in part, an analysis of flamenco's role in the strategies of Franco's supporters, as well as in the strategies of his opponents.

DVDs

Ajami, Jocelyn. *Gypsy Heart: The Heart and Soul of Flamenco/ Amaya, Omayra*. Kultur Video, 2005.

The video takes a look into the life of Boston flamenco dancer and teacher, Omayra Amaya, grandniece of the famous Carmen Amaya.

Gades, Antonio and Carlos Saura. *Carmen.* Teatro Real, 2012.

Filmed at the Teatro Real in Madrid, this film is a rebirth of the classic Bizet's *Carmen*, with traditional Spanish flamenco infused into the story.

Information Literacy Instruction with Primo

Elena S. Azadbakht

***Elena S. Azadbakht**, Reference Librarian for Health Sciences and Assistant Professor, University of Southern Mississippi, Hattiesburg, Mississippi.*

*Correspondence concerning this column should be addressed to **Kelly Myer Polacek**; email: kmpolacek@gmail.com.*

Discovery services are changing the way library users find and access library materials, especially electronic resources. These search tools are also impacting information literacy instruction for users at all skill levels. The University of Southern Mississippi Libraries in Hattiesburg adopted Ex Libris's Primo discovery service during the summer of 2014.[1] Primo has now been a prominent feature on our website's homepage for almost a full semester and has impacted the way we teach information literacy to our students. As the reference librarian for Health Sciences, I will describe my experience incorporating Primo into our library instruction for both first-year experience and lowerclassmen as well as higher-level courses and how the two approaches differ. I will also describe the biggest challenges our reference services department has encountered when showing our students how to use Primo and how these issues have impacted instruction and our promotion of interlibrary loan. Finally, whenever possible, I will tie in our experiences to the ACRL Information Literacy Competency Standards for Higher Education in an effort to demonstrate how learning and literacy standards can be helpful scaffolds during technological transitions.[2]

Much of the literature on discovery services examines their usability or discusses the implementation of a discovery layer. Several authors, however, address the effects discovery tools have on information literacy and instruction through surveys of librarians and users. Kaufmann, Larsen, and DeSalvo discuss their library's adoption of Primo, how they promoted it, and its impact on information literacy which they assessed via surveys.[3] Most of their users found Primo intuitive and were able to find adequate results using the tool. Yet the authors observe that the tool didn't "fulfill all information literacy requirements," so they continue teaching users how to search article databases (1.2.c).[4] In 2011, Buck and Mellinger surveyed instruction librarians whose libraries had acquired the Summon discovery service. More than half of those surveyed reported that Summon had changed their instruction practices, but overall, many had mixed feelings about the tool's impact on information literacy.[5] Respondents cited large results sets, lack of relevant results, and difficulty limiting searches as their primary criticisms. Some librarians avoided teaching Summon because technical issues made linking to full-text difficult. Respondents reported using Summon in lower-level courses and found it useful for classes in which students were researching a wide variety of topics or for cross-disciplinary research.[6] Of those librarians who taught Summon, 84 percent did so in undergraduate classes, 51 percent in classes with upperclassmen, and only

30 percent in graduate-level courses. The nature of the assignment was the biggest factor in the librarians' decision to teach Summon. Of those librarians who never taught the tool, nearly half "noted that Summon did not cover their discipline well." Why teach Summon, wrote one respondent, when a subject-specific database with a controlled vocabulary already existed?[7]

Other librarians have drawn on their own experiences. Fagan reflects on discovery tools and information literacy with the ACRL Information Literacy Competency Standards in mind. She argues that "discovery tools support some traditional information literacy outcomes, while failing to support others."[8] By combining different collections and vocabularies, discovery tools do not help students "recognize that knowledge can be organized into disciplines that influence the way information is accessed" (1.2.b.) or understand the difference between primary and secondary sources (1.2.e.). Students are also less likely to develop strategies for revising their searches or reevaluating their information needs if they routinely use a discovery tool. Fagan implores librarians to "make up for these tools' inadequacies and capitalize on new opportunities."[9] Fawley and Krysak establish a set of best practices that librarians can use to develop instruction sessions that incorporate the use of a discovery tool.[10] They recommend that librarians focus on helping students develop search terms, use limiters effectively (2.2.b.), emphasize interlibrary loan (1.3.a.), and devote more time to teaching critical thinking skills. They also encourage using discovery tools as "a scaffold for subject-specific databases."[11] I found myself employing many of these same strategies prior to discovering Fawley and Krysak's work.

At the University of Southern Mississippi's main library, Cook Library, each reference librarian is responsible for providing instruction for the departments and classes within his or her assigned college within the university. Much of the instruction we do is in the form of one-shot workshops. Reference librarians are allowed a good amount of flexibility in terms of what topics we cover and how we cover them in order to accommodate the needs of a particular course or assignment. I vary how I teach Primo depending on the course, the nature of the project or assignment, and the skill level of the students involved.

Primo is a web-scale discovery service provided by Ex Libris. A single search in Primo will retrieve results from our catalog, digital collections, institutional repository, most of our subscription databases, and resources from the Primo Central index—a large collection of scholarly electronic resources from a mix of publishers, aggregators, and open-access repositories. Results from all of these collections are combined into a single, relevancy-ranked results list.

Although initially I worried Primo's presence would mean that users missed out on some of the great resources available to them in our specialty databases, the benefits of Primo's results to our "lowest common denominator" students (i.e., first years and new library users) outweighed these concerns. Primo supplies a single intuitive interface and allows users to search across many collections and platforms. In this way, Primo is more akin to Google and Google Scholar. Since searching Primo does not require learning each individual database's distinct interface and unique features, students lacking research experience are more likely to find reliable, high-quality resources through the library.

However, Primo does have its unique features and quirks that must be taken into consideration when designing quality information literacy instruction. Primo's search features differ slightly from those of several major article databases. At Cook Library, we get most of our highly-used databases, including Academic Search Premier, PsycINFO, and MEDLINE, through EBSCO. As a result, our students are most familiar with the EBSCOhost interface. Unlike EBSCOhost, the Boolean operators AND, OR, and NOT must be in all uppercase letters for Primo to interpret the query correctly; thus students need explicit instruction on using appropriate commands for information retrieval (2.2.d.). Users can limit Primo results by "scope," which includes broad categories like articles and items within the library catalog, as well as by library collection (e.g., special collections, institutional repository, etc.) and resource type (e.g., articles, dissertations, books, e-books, etc.). Libraries do have some control over scope names and the order in which limiters appear on their Primo search pages. Nevertheless, distinguishing between these options can be confusing to those new to research or to those used to searching a traditional article database. Primo also offers up related Library of Congress subject headings as limiters. While this limiter is helpful in many situations, the more subject-specific thesauri and indexes available in proprietary databases are often more useful to users unfamiliar with a field's jargon (2.2.c.).

Primo's "Expand my results" option is another potentially confusing feature. Checking this box widens a search to include all materials indexed by Primo whether or not a patron's home library owns these materials. Libraries can choose to make this type of search the default, but since we noticed that users were more likely to get discouraged and give up when they encountered mostly hard-to-obtain sources, we opted to have our Primo widget search just those items we have full-text in our print and electronic collections.

There are also challenges to accessing various items found through Primo. We use Millennium rather than Ex Libris's catalog product, so real-time connection to holdings information is not seamless in Primo. The system's workaround for this is a link labeled "Check holdings at . . . ," followed by the item's location and call number. This link opens the Classic Catalog record for the title in a new window, where users can check the item's availability. Furthermore, Primo taxes our link resolver, since many of our subscription items are accessible only via the proprietary databases or electronic journal platforms that house them. When our link resolver is not functioning properly, it appears as if none of our databases are working. A similar issue occurs if users check the "Expand my results" box and come across items we do not have. The "details" section of these items list the source (e.g., a citation-only database indexed by Primo Central) but does not always work with our LinkSource tool, Find It! In article databases, Find It! provides a link to interlibrary loan/ILLIAD for titles we do not have full-text so that users can request them. In Primo, the interlibrary loan option is not apparent in those situations where only the citation is available through one of our subscription databases. This may not be a problem for advanced researchers familiar with interlibrary loan but is a potential barrier for novice researchers. They may assume the item in question is inaccessible. I use example searches to address these challenges head-on in information literacy instruction sessions.

There are Primo features and functions that I bring to the attention of students in almost all of the one-shot instruction sessions I teach, whether they are introductory or upper-level. For example, instead of showing students how to search for books and other media in the Classic Catalog, I now do so using Primo. Since we feature the Primo search box front-and-center on our website's homepage, it is what students at all levels will try first when searching for books on their own. Also, if they decide to refine or alter their initial search to include other material types like articles or open access resources, doing so with Primo is much easier—they will not have to navigate to a completely different site and redo their search. There are, of course, situations where our catalog is the better option. Locating special media types like maps or older (not yet digitized) dissertations, for instance, is easier with the Classic Catalog. For the most part though, Primo suffices.

I also encourage students at all levels to use Primo when they need an exact title match. For example, they might use Primo to find a specific article their instructor has asked them to read. It is easier to search for the title of the article in Primo than to search for the journal in our catalog and navigate to the database it is in or the physical shelf it is on. Students might use Primo to see if we have a copy of a book they want to read, like *Great Expectations*. In situations where the student has very little information on the item they are seeking other than its title or author, using Primo saves time.

Although my primary responsibility is to our allied health and nursing programs, I am often called upon to provide instruction for sections of various introductory courses like English 102 (composition), University 101 (orientation to higher education and Southern Miss), and Commutation Studies 201 (rhetoric). I also work with several groups of students in introductory health courses like Introduction to Health Education, wherein assignments typically are less involved and require less in-depth resources than their upper-level counterparts. For most major assignments in these classes, students are free to write or present on any number of topics so long as they use scholarly resources to support their arguments. Consequently, library instruction sessions need to be general enough to apply to a wide range of subjects yet be intuitive enough for novice researchers to follow. Before Primo, I showed these classes how to search for articles using Academic Search Premier, as it contains scholarly resources on a wide range of topics and is user friendly. Primo works even better for this type of demonstration and includes a fuller variety of resource types, like books and DVDs. I demonstrate how to use Primo to locate different kinds of materials on several different topics. According to ACRL Standard One, an information literate student "defines and articulates" the need for information. Knowing the "value and differences of potential resources in a variety of formats" is one key outcome of this trait, which Primo can help develop (1.2.c.). I still help these students understand the difference between peer-reviewed and non-peer-reviewed sources and learn how to identify trustworthy sources of information—I simply do more of it using the results of Primo searches.

I also still stress the importance of choosing good keywords. An information literate individual must be able to identify "key concepts and terms that describe the information need," (1.1.e.). As Fawley and Krysak found, teaching students how to come up with and use keywords effectively is still an important aspect of information literacy in the era of "Google-like" discovery tools.[12] Although Primo's algorithm is powerful, using good search terms still yields more relevant results. I spend a good bit of time on this in my instruction sessions. I have students think about the keywords that would work best for their topics and sometimes use these as the basis for in-class example searches. I show students how combining sets of keywords in various ways can sometimes lead to different results. This emphasis on keywords helps develop search skills they can use after they graduate—when they may not have access to library resources and will need to be able to search Google effectively. Primo is much more Google-like than most articles databases and facilitates this kind of skill building. They are learning how to transform key concepts into usable search terms.

Primo can serve as a gateway to subject-specific resources like PsycINFO or Westlaw. Helping students determine when to switch to individual databases to find more pertinent information is another important aspect of teaching with Primo; it helps students "recognize that knowledge can be organized into disciplines that influence the way information is accessed" (1.2.b.). After identifying those terms that recur within a Primo search on a topic, I navigate to an appropriate subject database. I use examples that illustrate how tweaking or using different combinations of keywords can produce better results in the jargon-heavy databases. By the time we get to the demonstration of these databases, the students will have seen how Boolean operators and limiters work in Primo and should be less intimidated by the databases' search interfaces (1.1.c.).

As discussed above, I also emphasize interlibrary loan in these courses. If a search in Primo is not proving successful, I explain how clicking on the "Expand my results" box can widen the search. Although we may not have full-text access to these other books, articles, and documents, it is an opportunity to explain that the library can still connect them to these resources. For many students, this is the first time they have heard of interlibrary loan. Since so much is available online through a quick Google search or available in full-text through a Primo search, incoming students might be inclined to pass over those potentially great resources that are harder to come by. Walking them through the request process using information found through Primo or WorldCat emphasizes how quick and simple (though less immediate) getting ahold of these resources can be. This helps them learn how to "[determine] the availability of needed information and makes decisions on broadening the information seeking process beyond local resources," (1.3.a.).

My instruction for upper-level courses, particularly those at the graduate level, remains focused on subject-specific databases. I do, however, encourage the use of Primo for finding certain nonarticle sources in lieu of the library catalog, as I described above. Primo has been a useful tool for those students looking for example theses or dissertations related to their own area of research and for those looking for information contained in datasets or other special formats. In a social work course, students needed to locate national, state, or local data and information related to the client populations and treatment options they were researching. Since it casts a wider net, Primo turned up relevant resources that were not readily available in traditional article databases. I also advise upper-level students that Primo is a good way to browse for interdisciplinary information on their topics. They may come across interesting ideas and discussions from sources they might not have considered. Searching Primo can also serve as a last-ditch attempt at finding information if the recommended subject-specific databases are not turning up much on their topic, especially if they are doing interdisciplinary research. I have helped students successfully track down older references through Primo.

When I do spend time on Primo in these upper-level courses, I typically focus on Primo's advanced search. It differs from those of most proprietary databases but shares some similarities with Google Scholar's advanced search form. Both systems share a similar aesthetic, let the user limit their search to an exact phrase, search for specific authors, and restrict their results to titles containing their keywords. I demonstrate a complex search using Primo's advanced search options before moving on to the subject-specific databases most relevant to the course. Most of these students will eventually take on professional roles where they will no longer have access to academic library resources yet they will still need to find scholarly information effectively. Becoming comfortable searching Primo will get them to academic resources they can use now while simultaneously giving them skills that will benefit them long term.

Despite my initial concerns that Primo might change students' search habits for the worse, I have found ways to use the discovery tool to my advantage in information literacy instruction sessions. I have even managed to take some of the challenges of using Primo and use them to highlight the need for information literacy skills and library resources such as interlibrary loan. I will likely need to continue to adapt my teaching as Primo itself evolves in response to user needs. There are many advantages to Primo, particularly for those new to library resources and research, which makes adoption of the tool worthwhile. Since discovery systems are not perfect, however, flexible information literacy instruction is still necessary for student success.

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Taking Stock of Your Institution's Marketing Efforts

Erin Shea

***Erin Shea** is Supervisor of the Harry Bennett and Weed Memorial and Hollander branches of the Ferguson Library in Stamford, Connecticut. Previously, she managed over 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 and Shaker. You can follow her on twitter (@erintheshea).*

*Correspondence concerning this column should be directed to **Nicole Eva** and **Erin Shea**, email: nicole.eva@uleth.ca and eshea@fergusonlibrary.org.*

Just as librarians weed their collections to make sure materials are relevant, up-to-date, and in good condition, they should also weed their marketing efforts. The first step is to take stock of marketing plans both physical and digital, and the second step is to decide which efforts command more time and which deserve less. This article introduces librarians to the process of taking stock of a marketing plan.—*Editors*

Whether it's through the use of a vendor's services or the hard work of pages and volunteers, library staff regularly take stock of their collections. They have to make sure that whatever their ILS says is on the shelf is indeed on that shelf, replace items that have circulated dozens of times, and weed items that haven't gone out in years. This due diligence can also be applied to a library's marketing efforts. With the ever-changing ways users receive and share information, it makes sense to check in regularly to see which marketing efforts are still working and which have blended into the scenery of information users receive each day. It's also a good opportunity to look at the way similar institutions market their programs and services and muse over whether those tactics could also work for yours.

The Merriam-Webster Dictionary defines marketing as "the activities that are involved in making people aware of a company's products, making sure that the products are available to be bought, etc." To make people aware of a library's products, the first step is to figure out the library's story. Start by asking staff this question: If they could use three words to describe the library, what would those words be? Reach out to power users and ask them how they feel about the library. Ask them what their neighbors who may be nonusers say about the library. All librarians have been asked at one point or another what they do and how they do it. The response used in those situations is a good place to start when considering the library's story. If the library has ever conducted a community assessment survey as part of developing a strategic plan, this can also be a good place to start when thinking about the library's story. How did the community view the library during the strategic planning process? Does the library want to tell a different story about itself?

Perhaps the library has recently undergone a major renovation and would like to be known as a local business center or coworking space in the community. Or it has just scheduled a lineup of continuing education classes and would like to be thought of as the go-to destination for lifelong learners.

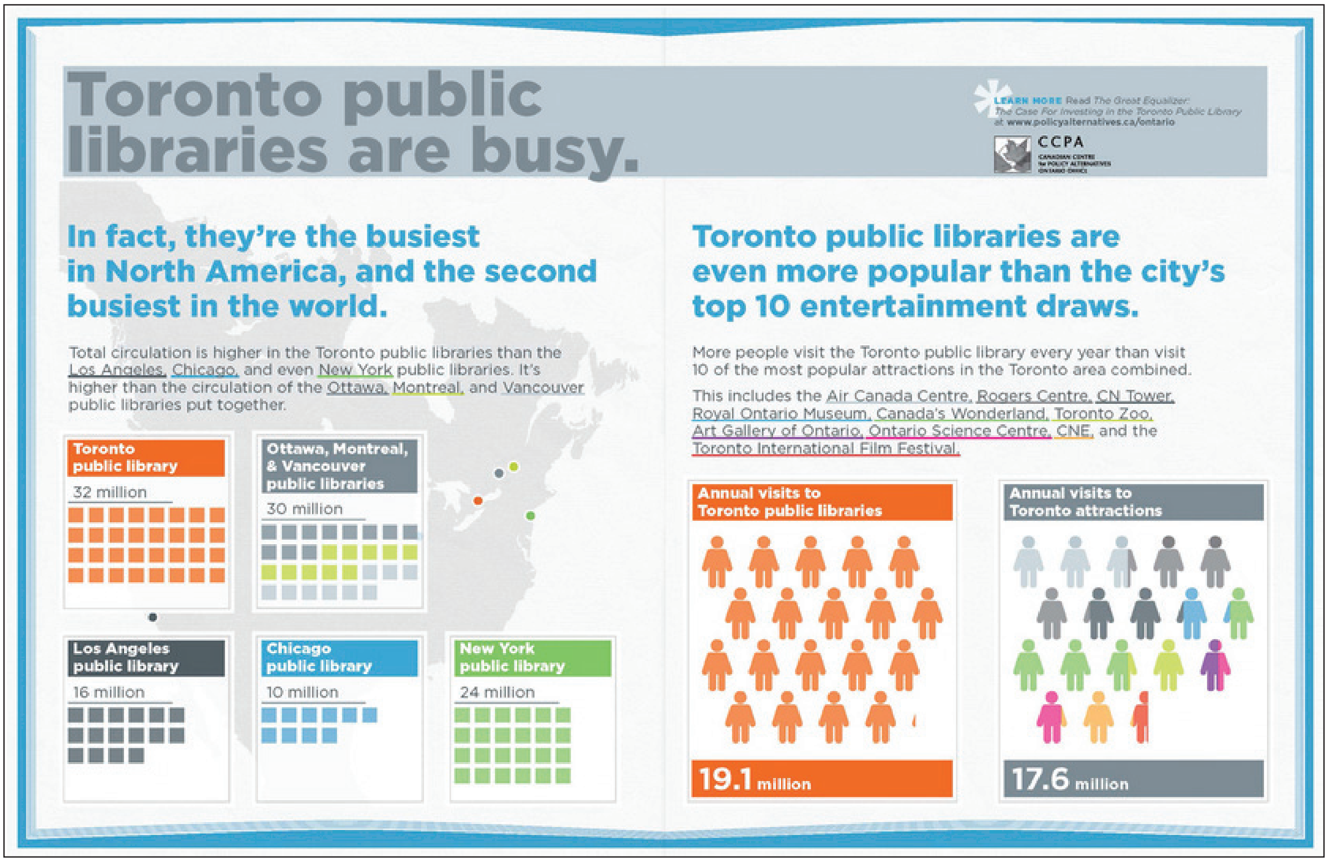

Figure 1. "Canadian Centre for Policy Alternatives" Screen captured from www.policyalternatives.ca/publications/facts-infographics/infographic-how-much-do-torontonians-love-their-public-libraries.

Maybe it has recently focused on retraining staff in digital mediums and would like the community to view it as a kind of Apple Genius Bar for gadgets and devices. Whatever the library's story, figuring that out will be the first step in taking stock of marketing efforts to see if they are all telling that story in a cohesive manner.

Next, consider who in the community is telling the library's story. The physical and digital efforts the library puts out will be one thing, but consider who is using word-of-mouth. It's important to make sure information is disseminated in a way that puts everyone on the same page whether it be library staff, power users, board members, or citizen advisors. Several channels can be used to do this: meetings, email, annual appeal letters, a press conference, and infographics. The channel may be different for each group. For example, in a recent staff meeting, my colleagues and I were asked to separate into small groups and come up with a short elevator speech for when a user asks why he or she should support the library. It was a productive exercise in deciding what story we want to tell to community members who are not already library supporters.

After that, it's worth it to determine how to make it easier for those who are already telling the library's story to continue to do so. Each group will be different. For library staff, perhaps sharing one or two statistics or goals for the institution will be helpful as they can easily refer to those when the opportunity presents itself. For board members or citizen advisors who may be more familiar with what potential donors best respond to, it may be helpful to have different statistics or a list of goals that have already been accomplished and those that are still in progress. For power users who may want to engage nonusers with the library's story, an infographic can help. Figure 1 shows clearly and succinctly that Toronto public libraries are incredibly popular, and it was not even made by the library. It was made by a research institute interested in telling the library's story.

Next, take physical stock of the instruments used to tell the library's story. Collect press releases, flyers, posters, paid advertisements, swag, and any other physical objects that act as messengers within the community. Every single piece of physical marketing material should be, in some way, telling the library's story. For example, maybe the story is that the library is the new community center after merging with the cultural, senior, and recreational centers. Is there language that reflects this in the physical marketing material? Perhaps the library has a new logo, motto, or mission. It may seem tedious to put these items on all physical materials but this consistency will strengthen the message.

Figure 2. Just the Right Book's Facebook Page, accessed November 24, 2014, www.facebook.com/JustTheRightBook/photos/a.210246155678253.46036.153926311310238/788174577885405.

Once the physical instruments have been examined, it's time to take a digital marketing inventory. Make a list of the social media channels where your library has a presence. Check in with the staff member(s) who work on each channel. Has engagement been increasing over time or has it remained stagnant? Since the digital world is ever changing, sometimes it's time to back out of a presence on a social media channel if your user base no longer flocks there. Conversely, maybe there are channels that have yet to be explored. Take a look at similar institutions that are doing well in these arenas and see if it's worth exploring for your library.

Check in with your email marketing campaigns. Look at how often e-blasts are sent out and which ones perform best. See if there is a trend in performance. Perhaps the emails sent in the middle of the day perform better than the ones sent in the evening. Every community is different, and I am often pleasantly surprised at how much our community enjoys receiving information about the library through email.

AFTER THE INVENTORY

Once you have conducted the marketing effort inventory, feel free to weed or develop just as one would a physical collection. To introduce your users to a never before told story about the library, an "out-of-the-box" marketing campaign to capture the attention of your community can work wonders, such as Dartmouth College's "Inspiring Ideas" campaign. They sought out individuals or groups who have drawn inspiration from the library and then encapsulated this on print and online materials.[1] It ended up not only showing users what services the library can provide, but also introduced faculty and students to the work of their colleagues. This can be done on a much smaller scale as well, like putting the library's logo on some coasters for a book discussion that meets at the bar.[2] The former example tells the story of the library as a place where inspiration is cultivated into academic work, and the latter tells the story of the library being a fun place to discuss intellectual pursuits in an informal setting. Both marketing campaigns work toward telling these libraries' stories. Take a look at campaigns that the library has launched in the past. Are your users still talking about it? If so, it may be worth trying again to promote something new and different.

Another example of an out-of-the-box marketing campaign, but this time with a missed opportunity, is this post on Just the Right Book's Facebook page (figure 2). This image had over 8,000 shares on Facebook and hundreds on Tumblr, but there is nothing embedded on the image that links it to the bookstore that created it. The image is visually interesting and evokes the same feeling one would get from a public safety awareness campaign. But there is no indication as to where the image came from, which is a missed opportunity for the creator.

Just as librarians regularly weed their collections, they should also regularly evaluate and weed their marketing efforts. This will help them avoid blending into the scenery of the information people receive on a daily basis. Not only that, it will help staff members be more efficient in sending their message to patrons, nonusers, advocates, and donors alike.

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Health Disclaimers and Website Credibility Markers

Guidance for Consumer Health Reference in the Affordable Care Act Era

Deborah H. Charbonneau

***Deborah H. Charbonneau**, MLS, PhD, (dcharbon@wayne.edu) is Assistant Professor, School of Library and Information Science, Wayne State University, Detroit, Michigan.*

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This article reports on the current state of health disclaimers, online health resources, and credibility markers provided on public library websites (N = 105) for those seeking health information. In light of the Affordable Care Act (ACA), these findings have implications for consumer health reference services in public libraries. Approximately half of the public library websites in the study sample (n = 52, 49.5%) referred users to the ACA Health Insurance Marketplace website (HealthCare.gov). When referring to online consumer health resources, a small number of public library websites identified the authors of online health content (n = 16, 15.2%) or clearly stated the date of publication (n = 8, 7.6%). Further, only 2.8 percent of public library websites (n = 3) provided important health disclaimers. As a result, more website credibility markers, such as the content sponsorship and currency of health information, are needed on public library websites to better guide users to reliable online health information. Overall, this study offers practical guidance for library and information professionals for enhancing consumer health reference services and connecting users to health information in the Affordable Care Act landscape.

On March 23, 2010, President Obama signed the Affordable Care Act (ACA), ushering in new health care reforms.[1] On June 28, 2012, the Supreme Court made a final decision to uphold the new health care law.[2] Under the ACA law, US citizens could sign up for a new health plan and coverage during an open enrollment period. American Library Association (ALA) President Barbara Stripling stated, "We expect libraries will receive many inquiries from the public about the Affordable Care Act."[3] As a result, public libraries were propelled into the media spotlight for their role in connecting patrons to information about the Health Insurance Marketplace when open enrollment began on October 1, 2013.

While public libraries in the United States have a long tradition of providing health information to their respective communities,[4] the ACA brought attention to the important role public libraries serve in linking communities with health care insurance and timely health information. In fact, public libraries are often a first point of access for individuals seeking health information.[5] Borman and McKenzie further state that libraries are a preferred source for people searching for information related to health issues.[6]

Indeed, the public library is a “highly trusted source of health information.”[7]

Chobot states that “one of the biggest challenges today’s librarians face is an insatiable consumer demand for health information.”[8] As online health resources continue to proliferate, librarians are tasked with sorting through the extensive volume of information and selecting reliable online resources for their communities. Gillaspy and Pranica acknowledge that “librarians working in consumer health will rely more and more heavily on Internet- and technology-based applications for their customers.”[9] Noh adds, “The librarian’s role as an evaluator and provider of reliable consumer health information sources has become more important than ever.”[10] Consequently, many public libraries assist their communities in locating reliable health information by providing lists of evaluated sources on the library’s website.[11] To this end, public library websites serve as a gateway facilitating access to an array of online health resources and assist library patrons in “distinguishing between trustworthy and questionable Internet sites.”[12]

HEALTH DISCLAIMERS AND CREDIBILITY MARKERS

ALA President Barbara Stripling comments that libraries “provide the public with balanced, unbiased access to information.”[13] Goldberg also stresses “the neutral provision of information and resources about ACA to those who need it.”[14] Hence, drawing the line between interpreting health information and connecting users with trustworthy health information is an important principle in the provision of consumer health reference services.

Health disclaimers are one way that libraries can communicate the scope and limitations of consumer health reference services for their library patrons. While librarians are experts in identifying and providing information, they are “not practicing health professionals who interpret information and give advice.”[15] On the other hand, librarians utilize their expertise to guide, direct, and facilitate access to health information resources.

Gillaspy cautions that librarians should avoid endorsing any treatments or procedures.[16] The Medical Library Association’s Consumer and Patient Health Information Section (CAPHIS) also reinforces the importance of providing health disclaimers to help differentiate the boundaries between interpreting health information and guiding users to reliable health sources.[17] Specifically, health disclaimers serve an essential role in informing patrons that “libraries do not provide medical advice and do not interpret information for patrons.”[18] Yet the extent to which the practice of providing health disclaimers extends into the digital realm and the availability of health disclaimers on public library websites remains unknown.

In addition to providing health disclaimers, website credibility cues are another good practice for strengthening the provision of consumer health reference services. To help users appraise the quality of online health information, public library websites can regularly incorporate credibility markers, such as the sponsor of the content and the currency of the health information. In fact, research shows that these textual cues are important features that health care consumers use to evaluate the trustworthiness of online health content.[19] In the context of the ACA and recent media attention on public libraries, health disclaimers and website credibility markers have important implications for the provision of consumer health reference services.

CONSUMER HEALTH INFORMATION TRAINING

Despite the growing demand for public libraries to support health information inquiries, numerous studies report that public librarians experience confusion over their role and responsibilities in providing health information.[20] Further, a lack of awareness about available consumer health information resources suggests additional training opportunities are needed for public librarians to build skills for identifying reliable health resources.[21] When public libraries select health materials, the general public expects that “unreliable and ‘poor’ quality sources will have been sifted out.”[22] Thus, the training gaps reported in the extant literature raise important questions about the current state of consumer health resources presented on public library websites.

The published literature includes descriptions of various consumer health training efforts for public librarians.[23] A number of consumer health information partnerships between public libraries, academic libraries, hospital libraries, public schools, and health departments are also reported.[24] Indeed the role of public librarians in supporting the consumer health needs of library patrons has been discussed; however, limited research has focused on public libraries and consumer health reference services in the digital realm. In a relevant study, Ketchum examined the website design and structural elements of thirty-three consumer health–related websites primarily from academic environments.[25] This study found that disclaimers and notices for last updates are important website features for consumer health websites in academic settings.[26] Yet website design elements and the range of health information resources provided on public library websites remain under explored. Given the current ACA landscape, an investigation to better understand the practices of providing consumer health information resources on public library websites is both timely and warranted.

RESEARCH QUESTIONS

The goal of this study is to better understand the current state of online health resources provided on public library websites. While previous research has focused on design elements of consumer health websites in academic settings,[27] studies that assess the range of health resources collected and organized on public library websites intended for their library website users are lacking. As library users consult public libraries for assistance in the ACA era, health disclaimers and website credibility markers can be helpful practices for guiding users to reliable online health information resources. To date, no study has examined the presence of health disclaimers and website credibility markers on public library websites. To address this question, the present study examined health resources, disclaimers, and credibility markers provided on public library websites with the goal of informing consumer health reference services.

Therefore, the main research questions are as follows:

1. Which online health resources are most frequently featured on public library websites?
2. How many public library websites provide a health disclaimer?
3. Are any credibility markers present on public library websites? If so, how often are various credibility markers included on the public library websites?

For the purposes of this study, several website credibility markers were used to help assess health resources provided on public library websites: authorship/sponsorship of health content, currency of information (i.e., frequency of update), and a health disclaimer. These credibility markers are consistent with existing ratings scales used to evaluate the quality of online health information.[28] Such credibility markers play an important role in the online environment, and users regard these markers as a "proxy for information quality."[29]

RESEARCH DESIGN AND METHOD

As stated above, this research aims to assess the state of health information resources, disclaimers, and credibility markers provided on public library websites. To accomplish this, a total of 105 public library websites were analyzed. The 105 websites represented public libraries in the state of Michigan. The state of Michigan website was consulted to identify public library websites available for analysis (see table 1). This strategy has been used successfully in previous research to help identify public libraries for possible inclusion in research studies.[30] Of the 385 library systems (comprising 660 locations) in the state of Michigan, 105 public libraries had websites available for analysis in March 2014.[31] These comprised the study sample.

DATA COLLECTION PROCESS

In this study, established website credibility markers from the published literature guided the collection and analysis of data. Specifically, the credibility markers used in the present study included identification of ownership/authorship of health content, currency of health information, dead or broken hyperlinks, and a disclaimer. These key credibility markers represent the most frequently used criteria for evaluating web-based health information.[32] In addition, the Medical Library Association endorses health disclaimer statements when providing health information to library patrons.[33] These credibility markers were used to develop a coding sheet instrument to collect data from each of the public library websites in the study sample. The collected data were then analyzed in order to help answer the main research questions regarding health information resources provided on public library websites.

Table 1. Public Libraries in Study Sample (by Class)

Library Class	Number of Public Libraries
Class 1	6
Class 2	10
Class 3	11
Class 4	21
Class 5	19
Class 6	38
Total	105

FINDINGS

A total of 105 public library websites were included in the analysis. Health resources prominently featured on public library websites varied in their scope and presentation. The ACA Health Insurance Marketplace website (HealthCare.gov) was the most common online health resource featured on the public library websites (n = 52, 49.5%). This was followed by healthfinder.gov (n = 39, 37.1%) and MedlinePlus.gov (n = 37, 35.2%). A list of the ten most common online health resources provided on the public library websites is provided in the appendix. Out of the ten most popular online health resources, five were government-sponsored sites (".gov" sites), three of the sites consisted of noncommercial organizations (".org" sites), and the remaining two sites were commercial in nature (".com" sites). Therefore, one linking pattern was that half of the ten most popular websites for online health content (n = 5) were known, trusted government-sponsored sites (".gov" sites).

In addition, one resource about the ACA was consistently featured, HealthCare.gov. Links to local agencies and community-specific health information were sparse. Only eight public libraries linked to a state or county health department. A few public libraries provided community-specific information, such as African American health information (n = 1), Asian American health (n = 1), and health information in Spanish (n = 3). Hence, there were more referrals to online health content sponsored by the federal government or

Table 2. Frequency of Website Credibility Markers on Public Library Websites

Website Credibility Markers	N (105)	%
Dead or broken hyperlinks	25	23.8
Identity of content provider/sponsor	16	15.2
Date of publication or update	8	7.6
Health disclaimer	3	2.8

national organizations than health information tailored for specific communities.

For the most part, links to online health resources were located under website sections labeled either "Health and Wellness" or "Health." This logical placement on the public library websites facilitated easy access to health information resources. In contrast, health resources organized under sections entitled "helpful links" or simply "links" in several instances made health information more challenging to locate.

Results from the study also demonstrated a wide range of credibility markers across the public library websites to guide consumers in critically evaluating sources of online health information. As shown in table 2, 23.8 percent (n = 25) of library websites had dead or broken hyperlinks. In addition, only 15.2 percent (n = 16) of the public library websites clearly identified authors or sponsors of online health content. Further, 7.6 percent (n = 8) of the public library websites stated the date of publication or last update for the online health content.

Finally, very few public libraries (n = 3, 2.8%) included a health disclaimer on their website. Table 3 provides examples of health disclaimers found on the public library websites in the study sample. In all three instances, the health disclaimer statements were located at the bottom of the library webpage.

This study found common health resources frequently featured across the public library websites. Interestingly, the public library websites often neglected to incorporate common credibility markers known to assist website users in critically evaluating sources of online health information. Only 2.8 percent (n = 3) of public library websites provided a health disclaimer. Given this, several website improvements are recommended for providing referrals to online health information resources. In order to facilitate better access to online health information in the ACA era, a number of areas where improvements could enhance consumer health reference services were identified.

Table 3. Sample Health Disclaimers on Public Library Websites

Sample Health Disclaimers

1. The information provided on this Web site is for general educational purposes only. It is not intended to be used as a substitute for medical advice. Any concerns about your health or the health of your family should be discussed with a qualified health care provider.
2. Health information should always be discussed with your physician. The library and the producers of these web pages are not responsible for the misuse or misapplication of the information provided. These links are for information only, and should in no way be construed as medical advice.
3. These website links provide access to a wide range of consumer health and medical information available on the Internet. They are provided for information purposes only. Advice and opinions on treatment or care of an individual patient should be obtained through consultation with a health professional.

DISCUSSION AND FUTURE RESEARCH

This study was designed to examine the state of health resources provided on public library websites. Given the ACA landscape, the study's findings have significance for public libraries connecting patrons with health information. Specifically, several implications arise for consumer health reference services and collection development in public libraries.

In the state of Michigan, the state library association has not issued guidelines to date for public libraries to respond to community questions about the ACA. At the national level, the Reference and User Services Association (RUSA) of the American Library Association (ALA) provides recommendations for answering medical and legal inquiries but the ACA is not specifically addressed.[34] Additional materials, such as collectively building an online guide to frequently asked/answered questions (FAQs) about the ACA in public libraries with relevant resources might be a solid first step to help coordinate public library response to the ACA in Michigan and nationally.

Ongoing discussions are also needed about the role of public libraries in the provision of ACA information. Strategies for state library associations to foster more discussion about ACA involvement at local and state levels might include hosting online forums, dedicating programs at the annual state conferences to discussions about the ACA, and soliciting stories similar to the WebJunction initiative at the Online Computer Library Center (OCLC) to better identify how public libraries are responding to ACA-related inquiries.[35] From this ongoing dialog, the profession at large can begin to identify the range of public library involvement in the ACA and promising practices in supporting community health information needs.

The present study further highlights the need for health disclaimers to be available and prominently displayed on public library websites. Previous research concluded that health disclaimers are important website features in the provision of consumer health information, yet many public library websites neglected to include a health disclaimer.[36] One possible reason for the lack of health disclaimers can be gleaned from the professional literature. A number of professional guidelines exist to aid librarians with reference interactions and linking users to electronic information resources; however, guidance about online health disclaimers is missing from the discussion.[37] Despite the lack of attention to online health disclaimers in these professional guidelines, public librarians report spending significantly more time with health information requests than with other types of reference inquiries.[38] Health disclaimers are important for explaining to library website users that referrals to online health sources are provided for informational purposes only, do not imply recommendation or endorsement, and do not substitute for consultation with a health professional. Consulting examples from the Consumer and Patient Health Information Section (CAPHIS) of the Medical Library Association may be helpful for preparing health disclaimers for public library settings.[39]

The lack of health disclaimers on library websites also suggests public librarians responsible for providing consumer health reference services may benefit from additional training. Previous research has reported that public librarians desire additional training on ethical issues and the availability of quality online health information.[40] These findings lend further support to the idea that additional training opportunities on selecting online content for consumer health reference collections would be beneficial for public librarians to meet the growing health information needs of library users. Ongoing training opportunities to help maintain awareness and keep up-to-date on current resources for health insurance marketplace information in light of the ACA might be beneficial. Continuing education opportunities to also grow knowledge about the ACA law requirements and key policy updates may prove fruitful. To further assist in the selection of trustworthy online consumer health information, the Medical Library Association's Consumer and Patient Health Information Section (CAPHIS) "Top 100 List: Health Websites You Can Trust" is a valuable source for vetted and annotated health websites.[41]

Further, public libraries can incorporate more website credibility markers to guide patrons to reliable online health information. It has been noted that the Internet plays a prominent role in supporting consumer health information requests.[42] However, the present study revealed there are major inconsistencies with regards to the organization and presentation of online health resources. As public libraries continue to support the health information needs of their communities, those responsible for providing access to reliable and timely health information will increasingly need to address ACA and health-related information inquiries. Whether website development is done internally within the public library or outsourced to third party website developers, these findings may offer practical guidance for consumer health reference services in public libraries.

Many of the public library websites lacked credibility markers to easily guide users to quality online health sources. Even if public libraries refer to health content sponsored by government and noncommercial organizations, the lack of descriptive information about external health resources can make it challenging for users to evaluate the quality and currency of the online health content. As a result, library website users are not provided with adequate cues or credibility markers to make informed decisions about online health information. As library users continue to seek trustworthy online health resources, public library websites can utilize credibility markers more systematically to better guide consumers to quality online health information.

To help strengthen website cues for users, library websites should specify the author or sponsor of the health content, date of publication or last update, and provide a brief description of the source, such as any unique features as a way to help users critically evaluate online health content. Public libraries can further empower health care consumers by providing information about established evaluation criteria so that patrons can appraise online health information on their own. For example, useful recommendations for evaluating online health information include guidelines from the Medical Library Association, MedlinePlus, and National Center for Complementary and Alternative Medicine.[43]

Finally, the Reference and User Services Association (RUSA) of the ALA offers specific recommendations for addressing medical and legal inquiries.[44] The existing "Guidelines for Medical, Legal, and Business Responses" state "libraries should develop written disclaimers stating a policy on providing specialized information service denoting variations in types and levels of service."[45] While this recommendation is very helpful for the provision of consumer health reference services in general, the RUSA guidelines should be further updated to reflect the digital realities of connecting library users with online health information. More precisely, the guidelines could be further extended to include providing health disclaimers on library websites. A discussion of library involvement in responding to ACA-related reference inquiries would also be a nice enhancement as public libraries are implementing community-based strategies to connect users with relevant health resources.

In addition, establishing criteria for collection development policies for website referrals and linking to online health information resources is also warranted. It is important for libraries to have guidelines, standards, and policies in place for addressing health-related inquiries.[46] Public libraries can be more responsive to health information demands in the ACA climate by establishing criteria for selecting online health sources, updating collection development policies for linking to external online health content, and providing health disclaimers on library websites. As health information changes rapidly and may be time-sensitive, external sources should be evaluated on a regular basis to determine the currency and usefulness of the health content for target audiences. Public libraries can further explore partnership models with health sciences librarian colleagues in hospital and academic environments, health departments, and other groups to provide consumer health information to their communities.[47] Such collaborative efforts may be one strategy for sharing expertise and resources to support consumer health information services, including the identification and selection of quality online health sources.

Although these findings provided insight into the range of health resources, disclaimers, and website credibility markers featured on public library websites, the study sample consisted of public libraries in the state of Michigan. The study's findings begin to illuminate the variety of health resources provided on public library websites, and the findings may have a wider application. Research that continues to examine the range of online health resources being collected and organized on other states' public library websites would be useful. Future research is also needed to examine how library patrons evaluate and use the health information sources provided on public library websites in the health care decision-making process. Finally, research that explores the role of public libraries in the provision of health care insurance information in light of the ACA is likely to emerge. Ongoing research that elucidates the role of public libraries in an era of health care reform will be of great interest to many stakeholders, including those working in public, academic, health, and government library environments.

CONCLUSION

Public libraries support the health information needs of their communities by connecting patrons with online information regarding the Affordable Care Act (ACA) and other health-related issues. This study was designed to assess the current landscape of resources, credibility markers, and health disclaimers provided on public library websites for those seeking health information. The current ACA landscape offers tremendous opportunities for public libraries to further demonstrate the important role they play in supporting the health information needs of their communities. Yet, the lack of credibility cues and health disclaimers found in the study sample suggests that a number of enhancements could strengthen the provision of consumer health reference services. As public libraries continue to select, organize, and provide access to online health resources for their respective communities, library websites can utilize credibility markers to better guide consumers to quality online health information. Finally, health disclaimers and collection development policies addressing how libraries are evaluating and linking to externally-developed online health resources are critical considerations for the provision of consumer health reference services.

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APPENDIX. TEN MOST POPULAR HEALTH RESOURCES ON PUBLIC LIBRARY WEBSITES (*N* = 105)

Online Health Resource (URL)	Frequency (*n*/%)
1. Affordable Care Act Health Insurance Marketplace (HealthCare.gov)	52 (49.5)
2. Health Finder (healthfinder.gov)	39 (37.1)
3. MedlinePlus (www.nlm.nih.gov/medlineplus)	37 (35.2)
4. Centers for Disease Control and Prevention (www.cdc.gov)	26 (24.7)
5. Mayo Clinic (www.mayoclinic.org)	25 (23.8)
6. Medicare (www.medicare.gov)	21 (20.0)
7. WebMD (www.webmd.com)	20 (19.0)
8. TeensHealth (Nemours Foundation) (kidshealth.org/teen)	19 (18.1)
9. Merck Manuals (www.merckmanuals.com)	17 (16.2)
10. DoctorFinder (American Medical Association) (apps.ama-assn.org/doctorfinder/recaptcha.jsp)	14 (13.3)

Talking to Ourselves

Internal Communication Strategies for Reference Services

At many academic libraries, spiral notebooks and three ring binders have given way to blogs and wikis as a means of facilitating communication at the reference desk. Western Kentucky University Libraries opted instead to create a custom internal website to log reference transactions, highlight current issues, and manage scheduling changes. This solution incorporated numerous platforms and technologies, including LibGuides, Facebook, and Google Calendar. It avoided some of the pitfalls described in the literature, such as relying too heavily on user-generated content, and has been successful largely because it is embedded in the reference workspace and contains features that librarians will use on a daily basis.

The stock in trade of library reference services is knowledge. No one is better trained to find and retrieve the appropriate information than a good reference librarian. It is strange then that, for all of our skill in guiding others to obscure facts and resources, one of the thorniest problems we deal with in reference is internal communication, learning to effectively document and distribute the many bits of information, news, and procedural changes we need for effective reference services. Even in small libraries, it is a challenge to ensure that all reference staff—often working evening or weekend hours when regular staff members are not present—stay fully informed of important changes. These difficulties only mount in larger libraries covering multiple floors, buildings, and campuses.

Traditionally, the internal communications needs of library reference were fulfilled, if not by simple word of mouth, then by a wide variety of paper contraptions and contrivances (see Bejune and Morris for an excellent review).[1] Most common, perhaps, was the ubiquitous reference notebook. Spiral-bound or loose-leaf, in greater or lesser detail, this fixture of the reference desk was the instant messaging system of its day. It allowed staff to write down events and updates relevant to the reference desk. It could also include notes and discussions passed to and fro among the staff. Many libraries provided sections within the notebook for necessary and hard-to-find information, such as specific policies, special holiday hours, phone numbers, and perhaps even some common reference items. As long as everyone wrote everything down in the notebook, and as long as everyone read it, the news moved on. Predictably, the results were spotty but adequate for the purpose and the times. In recent years, however, we

John Gottfried, Laura DeLancey, and Amanda Hardin

John Gottfried *(jcgottfried@alumni.iu.edu) is Reference Services Coordinator at Western Kentucky University, Bowling Green, Kentucky.* ***Laura DeLancey*** *(laura.delancey@wku.edu) is Electronic and Continuing Resources Coordinator at Western Kentucky University.* ***Amanda Hardin*** *(amanda.hardin@wku.edu) is Reference Services Specialist at Western Kentucky University.*

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rely on the computer more and more for information and communication, and the reference desk is no exception.

In most libraries, the bulk of the information formerly entered in the old paper notebook has been gradually absorbed into the library website. The library website normally includes access to online library catalogs and electronic resources, information about the library, and much more. As useful and informative as it is, however, the library website cannot supply all of the knowledge needed by library staff. The library website is designed, or should be, to serve the library's patrons, not the staff. Many internal arguments about the content of library websites arise from misunderstandings about this simple fact. At Western Kentucky University Libraries, for example, a recent website usability study revealed that our users prefer that we provide links to only the most popular resources, using simple, easy-to-understand terms. Our librarians, on the other hand, consistently ask for links to very specific resources, forms, and documents. We realized that our librarians and reference staff needed a site offering resources specific to their needs—procedural documents, staff schedules, internal services, and the like—entirely separate from the site we present to the public. In other words, it was time to move beyond the yellowed reference notebook and patron-focused library website to create a quick and informative set of resources customized to the needs of the reference staff.

INTERNAL COMMUNICATION FOR REFERENCE SERVICES

Internal webpages have become increasingly common both in libraries and in businesses of all sizes in the past couple decades. Initially, static intranets were the most common form, but they can fall prey to the same issues that render the reference desk notebook impractical: infrequent updates and poorly-curated pages resulting in out-of-date or erroneous information. The prevalence of Web 2.0 technologies such as wikis and blogs added a more collaborative dimension to library intranets, and they have been widely used to replace static intranets and notebooks.

Starting a blog requires little initial investment in terms of cost or training, and because posts are organized chronologically and can be edited by multiple users, they are a logical digital means of logging reference transactions and tracking current issues. According to McIntyre and Nicolle, successful blogs can be a useful knowledge management tool for gathering best practices and other information.[2] When blogs fail, it is often due to lack of participation; users do not add posts, comments, or read the blog with enough frequency to keep it alive, as discussed in Costello and Del Bosque and Rodriguez.[3] In order to improve internal communication, blogs require frequent updates and buy-in from all users to succeed: Costello and Del Bosque found that new technologies not only need to be adopted, they must be "integrated into the workflow of the organization."[4] Old habits die hard, and some libraries found that adding email notifications to new posts helped users incorporate this new medium without changing their work habits.[5] In this scenario, the blog format added the ability to consolidate and easily retrieve old posts.

Blogs can be a valuable asset to the reference desk, replacing printed desk logs or mass emails as a way to facilitate internal communication. But because they always highlight newer items, they are best suited for transient issues: they may replace a reference desk log but not the entire binder. Many libraries that have already taken the first step towards consolidating institutional information in an intranet are discovering that wikis offer a more flexible, collaborative, and user-friendly interface.

Both the University of Nevada in 2007 and the University of Alabama Libraries in 2009 transitioned to wiki-based intranets, with great success: at Alabama, monthly usage increased ten-fold over the old intranet,[6] and at Nevada, 97.4 percent of staff members reported using the wiki, over half of them on a weekly basis.[7] The staff of the Univeristy of Houston Music Library accomplished one of the more successful wiki implementations in terms of usage and functionality.[8] In 2006, they created an internal wiki containing policies and procedures, problem logs, discussion forums, and the tools needed to manage student activities and track their gate count. Perhaps because it has so many quotidian functions, staff members visit the wiki's pages frequently and have continued to update them as needed. Of course wikis, like blogs, can fail due to lack of use or participation,[9] but they require less of a commitment to creating new content.

Blogs, wikis, online FAQs, and digital newsletters have the potential to vastly improve internal communication. They are readily updated and edited by multiple users, thereby reducing the burden on IT staff,[10] and encouraging library staff to participate in their own knowledge management.[11] The success of any new technology hinges on the willingness of librarians to incorporate that technology into their workflow. Redundancy (duplicating intranet content in a more familiar form, such as email) and functionality (including essential functions, such as a gate count or transaction log) can encourage both participation and adoption.

OUR GOALS

Western Kentucky University (WKU) Libraries serve 17,500 undergraduate and almost 3,000 graduate students. We have over 750,000 catalogued monographs and a staff of ninety-seven. Library collections and staff are spread over seven locations: the main library, the Visual and Performing Arts Library, the Education Library, and Special Collections on the main campus in Bowling Green, as well as regional campuses in Glasgow, Elizabethtown, and Owensboro. In 2012 we began planning a new Information Commons on the main campus, and this prompted us to reevaluate all of our reference services, among them our means of internal communication.

We decided that we should develop a new source of information for the WKU reference staff, and we decided to base our goals on a few simple, practical needs. We started, for example, with a goal of making materials from the old reference notebook available online because we needed to make materials available in several locations within the main library (reference desks, periodicals room, the Visual and Performing Arts Library) and at other WKU campuses. We further decided that our new resource must (1) permit effortless access from any location; (2) provide the ability to make fast, easy updates for news and information; and (3) deliver useful data to monitor usage and activity. These goals were in line with objectives set by the coordinator of Reference Services and with library-wide objectives to make services available throughout the WKU system. The WKU Libraries had already used Springshare's LibGuides, a flexible content management system, to create over one hundred research guides. LibGuides offers a fairly intuitive, what-you-see-is-what-you-get interface, and each page has adjustable privacy settings and editing and administrative permissions. Because our librarians had used this tool when creating their research guides, they were already used to the look and feel of these webpages. Because we wanted the new resource to be available online, the creation of a customized LibGuide for this purpose seemed the most efficient solution, as it required no additional expense or training to use this platform for our updated reference resource. It would also allow us to revise the new page frequently and easily, which we considered critical in light of the experimental nature of the project.

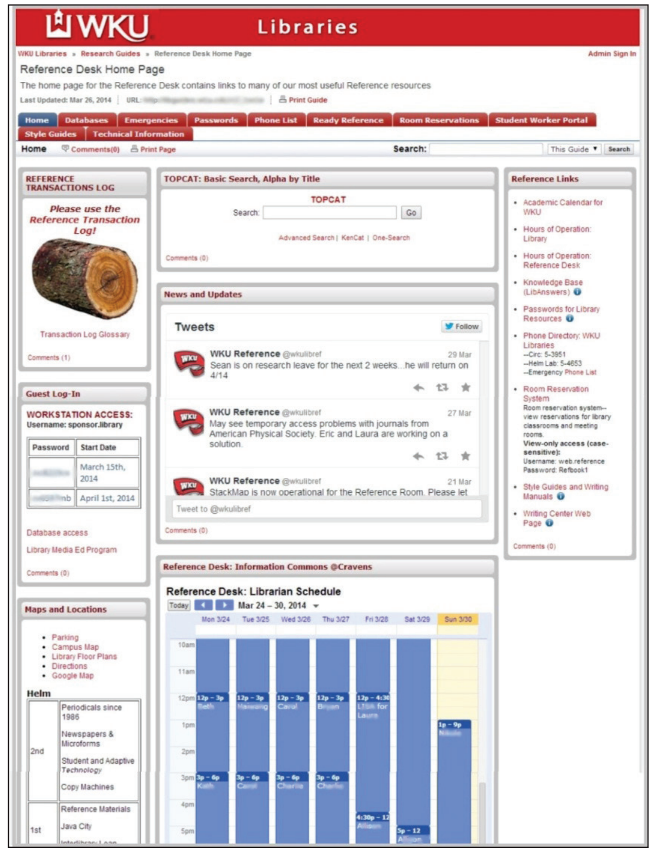

Figure 1. Reference Home Page

OUR SOLUTIONS

We assembled the Reference Home page during the summer of 2012. Since our librarians work on a ten-month contract with two months off in the summer, we did not have the opportunity to gather extensive input from many of the librarians. We did hold discussions with those few librarians and staff who were available, and there were a number of conversations among the small group working on the new page. Lacking comprehensive feedback from our colleagues, however, we approached the new page as a pilot project open to substantial revision when we presented it to our librarians and our users. We began by creating electronic reproductions of content from the old reference notebook and other paper materials kept at the reference desk: phone directories, maps, schedules, forms, policy documents, etc. To this we added one-click access to frequently-used electronic resources, including the library catalog, research databases, and other electronic resources approximating the old ready reference collection (dictionaries, almanacs, writing style guides, and the like).

We continued to test and revise the Reference Home page throughout the summer, obtaining input from a small number of student assistants, library staff members, and a few librarians. At the suggestion of the students, for example, we added a student assistant page to post task lists, rules, and procedural documents specific to them. The librarians, on the other hand, asked that we include links to frequently requested resources, such as the campus Writing Center and the university's academic calendars. As we neared the beginning of the fall semester more of our librarians returned, and we interviewed them individually about the new page, incorporating their input wherever possible. We went live at the beginning of the fall semester, making Reference Home the home page for all Internet browsers on all reference desk computers (see figure 1).

In addition to the page's static content (hours, link to existing resources, phone lists), we included several dynamic features that would both improve efficiency and encourage our librarians to adopt this new resource and integrate it into their workflow. These features are discussed below.

Reference Transaction Log

One of the most important functions of Reference Home is the reference transaction log. We used Springshare's LibAnalytics to collect data on services performed at the reference desk. Librarians simply have to click a large, obvious transaction icon button each time they are asked a question in order to record the time, location, medium (phone, email, in-person, etc), and type of question (directional, advanced reference, printer assistance, etc.). This produces much richer data than the old tick marks system, and LibAnalytics allows us to generate charts, graphs, and filtered data sets with minimal effort. To help ensure consistency, we added a transaction log glossary offering definitions of the different kinds of reference questions, such as *basic* versus *advanced* reference).

Reference Desk Schedule Calendar

It is important that reference staff always know who is scheduled for coverage and who has traded coverage with whom. In the past we used a paper calendar at the reference desk for this purpose, but not all of the trades made it to the calendar, and not everyone remembered the trades they had made. To prevent misunderstandings and to allow our reference staff to view the schedule at any time, from anywhere, we created a Google Calendar specifically for the reference desk. We decided on Google Calendar because it was readily available, free, and easy to use. Google Calendar makes it easy to embed a calendar widget on any web page. When changes are made to the Google Calendar it updates the widgets automatically, and this has helped to reduce scheduling confusion. The Google Calendar was created on an institutional account, and only the reference coordinator and the reference specialist need to access it, so there were no privacy concerns with personal Google accounts. The effectiveness of this calendar encouraged us to create a second Google Calendar for reference student assistants. The student assistants do not have to use their personal Google account to access this calendar—they have access to a shared general account we created to manage it. Given the frequency with which student assistant schedules change, the flexibility obtained with this approach was invaluable in in keeping student assistant schedules organized and up-to-date.

Twitter Feed

Keeping the reference staff aware of relevant changes, news, and events was another challenge. When a library research database was malfunctioning, for instance, or if a staff member called in sick, it was important to get the information out quickly. It was frequently the case that these situations arose at times when we were least able to access a computer to make the appropriate postings. Using the same criteria that guided our choice of calendar—free, easy, and available—we decided to use Twitter to feed updates to the Reference Home page. We set up a reference account on Twitter, and when there is a need to post quick announcements, we simply send tweets to a widget on the Reference Home page. Tweets can, of course, be sent from smart phones, so it is now an easy matter to get the word out to reference staff nearly instantly.

Room Reservation System

A small number of classrooms, conference rooms, and computer labs within WKU Libraries are available for staff reservations. Traditionally the room reservation notebook was kept at the reference desk, but many of the rooms are spread across the different floors and buildings that make up the libraries. Again we decided to place the room reservation system online. We tried to use Microsoft Outlook as an online room reservation system, but many of our librarians found it difficult to set up and use on their computers. We also received complaints about minor but annoying performance issues: several instances of double-booked rooms arose, for example, and in other cases room reservations apparently disappeared from the system. After a lengthy search, the Library Systems Office found and obtained permission from the Information Technology administrators to set up Online Resource Sharer, a free share-ware system that allowed us to create and view room reservations at any time from any location. This reservation system is only available to library faculty and staff, so other members of the campus community must coordinate with someone at the library in order to use our facilities. Non-library faculty or staff simply need to contact the librarian assigned to their specific college or department (subject specialist librarians are assigned to each of the university's colleges) to request a reservation. Library classrooms may only be reserved for library-related activities (library instruction or library research), and all reservations are assigned on a first-come, first-served basis.

SAME GOALS, DIFFERENT IMPLEMENTATION

In the months after the Reference Home page was up and running, we realized that our reference student assistants had communication needs entirely separate from the regular employees. The students required a faster, more direct way to communicate—they frequently needed to trade schedules on short notice, or we needed to let them know about changes or emerging events at the library very quickly. Students often checked their school email accounts on a sporadic basis, and phone messages led to endless rounds of phone tag (leaving messages in response to messages). The supervisor of our student assistants identified a very creative approach to this problem, setting up a Facebook group composed only of our student assistants and their supervisors. While students tend to check email only occasionally, they can and do check Facebook on a near-constant basis. The students were also more comfortable communicating with each other in this format, and the potential for give-and-take in the comments section made working out arrangements for coverage easier.

RESULTS

Reference Home Page Usage and Perceptions

Usage for Reference Home has been heavy (averaging several thousand hits per month) primarily because it is the home page for all Internet browsers on the staff computers at the reference desk. Reference staff must access Reference Home, moreover, to enter reference transactions in the online log, and all reference staff share a strong desire to maintain an

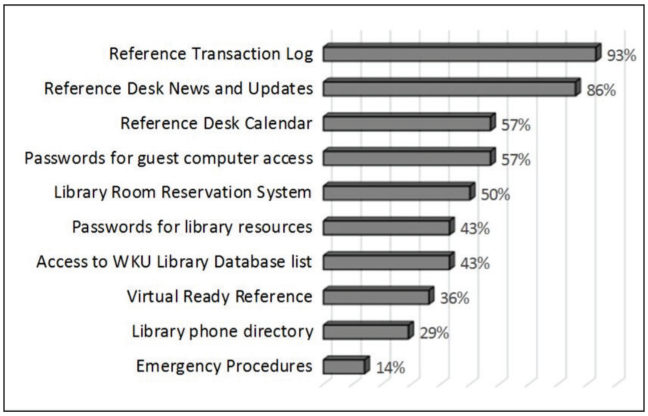

Figure 2. Percentage of Reference Staff Using Various Resources from the Reference Home Page

accurate record as evidence of the work that is done at the reference desk. This constant, enforced exposure to Reference Home appears to have helped the staff to become at least somewhat more comfortable with its functions and content.

Initial reaction to the Reference Home page was generally favorable, though the conversion from paper to electronic resources was easier for some than others. When the page had been functioning for about eighteen months, we surveyed the reference staff to gauge their perceptions of Reference Home and gather their suggestions for improvement. The survey (see appendix) was distributed in February 2014. A link to the online survey was sent to seventeen reference staff members, fourteen of whom completed it.

Overall perceptions of the usefulness of the Reference Home page were positive—the average rating was 8.2 on a 10-point scale rating where 1 was "not useful" and 10 was "very useful." We asked our staff which resources on Reference Home they used most often. All respondents indicated that they used the Reference Home page to register their reference transactions, and respondents all estimated that they are capturing over 90 percent of the transactions they perform. Other popular resources on the Reference Home page include News and Updates and the Reference Schedule Calendar (see figure 2).

When asked for specific likes, dislikes, and suggestions, our reference staff found little consensus. While most found the page helpful, one person felt the page was an annoyance and preferred working with the library webpage (though the two do serve different functions). Some felt the page was cluttered and had too much text, while others wished there was more content. Some comments indicated a lack of familiarity with the content of the page—a request for a link to the library catalog was baffling, for example, since the link to the library catalog is the first item on the page. Some found illustrations or icons frivolous, while others thought they brightened the page. We took all comments into account and revised the page to answer as many comments as possible. In response to a request from one of our reference librarians, for example, we added a link the library's style guide tutorial. We also made a variety of small changes to the layout and organization of the page.

Response to the Student Assistants' Facebook Group

Monitoring reactions to the student assistants' Facebook group required a different approach. A survey seemed uncalled for, since there were only a half-dozen students involved. The supervisor of the student assistants interviewed each of the students individually, gauging their perceptions of the new system. First, we wanted to make sure that none of the students found the Facebook group intrusive, but all noted that they were Facebook friends before the group was formed. The students unanimously approved of the Facebook group. They find it quicker and easier than email or texting, and they like the sense of community the group offers. Additionally, the students are able to set up a group chat window to discuss issues or concerns, which will automatically be saved in their messages. They are able to share information with the group about recurring questions or problems in Reference Services either in a post on the group wall or by uploading documents or photos. The students have various Facebook notifications set up on their phones and computers, so they do not need to actively check for messages—the message will come up automatically for them. None of the students identified any negatives or drawbacks to the system, and none of the students expressed concern about their privacy.

The student assistants' supervisor finds the Facebook group very useful as well. The students can easily refer back to information or schedules she has posted previously. She can poll the students to find their preferences for activities and schedules. The supervisor likes knowing that the students will receive notifications of postings, and she can tag students to make sure they receive messages meant for them. She also knows when they have viewed posted items. All of this can be done from within her personal Facebook account. Multiple individuals can be designated as group administrators and have full access to these pages, even if the original creator's account is deactivated or deleted. There is no need to create a second account, and the students do not have to friend her (or each other) on Facebook to be a part of the student assistants' Facebook group. If students are concerned about friending their supervisor on Facebook this can be resolved in the privacy settings on Facebook, through which any user can restrict other users' access to their personal posts, pictures, and friends. Students also have the option of creating a second Facebook profile to use with this group exclusively. Since the group is set for members only, schedules and other private information can only be viewed by members of the group.

CONCLUSION

Taken together, the Reference Home page and the student assistants' Facebook group have significantly improved our ability to communicate news and changes to all members of the reference staff. Both tools have done what we intended them to do, and both have garnered a satisfactory level of acceptance from our reference staff and students.

We believe, moreover, that the simple, practical nature of our system indicates that the results could be generalized to reference services in many libraries with similar communication needs. Throughout development of Reference Home, we sought, for example, to avoid most of the common pitfalls noted in our literature review. While the site can be interactive (via the Google Calendar, the Twitter feed, etc.), its overall success does not require much user participation. Even the popular Reference Transaction Log does not require staff to type anything—they can log their transactions easily and quickly with a few clicks of the mouse. This both saves time and provides richer data than the old pen and paper system. We deliberately included basic and useful features like the transaction log and the room scheduler to encourage adoption, and by embedding them firmly within the librarians' workspace, these tools quickly become familiar parts of the environment.

We also remained strictly focused on our original goal: efficiently expediting communication. This helped avoid feature creep (otherwise we might have replicated the entire contents of the library homepage on our intranet) and forced us to think creatively about the best tools for the job. The repurposing of an existing technology like LibGuides was another great advantage in that our staff did not have to climb a new learning curve to implement needed changes.

The supervisor of our student assistants followed a similar path in creating the student assistant Facebook group. She found no other platform used so frequently and easily by students as Facebook. Furthermore, no other form of social media would allow us to do all the things we could with a Facebook group, while still upholding a closed community in which student communications and schedules remained private. We also recognize potential for further growth through Facebook. We can upload and share media (such as video and audio files), and we can create events to be shared among group members. Facebook also allows users to retrieve past postings easily.

Other apps within Facebook may be of use in the future. Viber, for instance, is a free calling and texting program that can be accessed from Facebook, allowing group supervisors to send out group messages to all members. Other promising alternatives include Shared, an app that allows editing and sharing of files uploaded through Facebook, and Wunderlist2, which provides shared to-do lists in which users can jointly add and check off completed items. These are only a few of the available possibilities, and the list is constantly growing.

FUTURE DEVELOPMENT

We recognize that the internal communication tools we have developed may not be appropriate to all situations. Our Facebook group works well for the current group of students, who are all avid Facebook users. Future student assistants may not be as comfortable with this format, however, and we may need to find other methods. Similarly, our Reference Home page depends on the use of a number of specific applications, and changes in the availability or functioning of any of them would necessitate changes in the system as a whole. We trust, nonetheless, that in the current technological environment any systems that disappear will be promptly replaced by something newer and more advanced.

We further acknowledge that these systems are still a work in progress. We embrace the need for continual improvement, with the goal of building stronger communication and working relationships throughout the libraries. We firmly believe we can accomplish this through rigorous, consistent reevaluation of existing instruments and creative development of new ones. We also accept the need to resist the allure of trendy gadgets and stay focused on accomplishing our objectives in a direct, relevant manner. Our hope is that these new forms of communication will continue to become more useful, familiar, and accepted by our staff.

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APPENDIX. SURVEY OF LIBRARIAN REACTION TO REFERENCE

Home Page Survey of Reaction to New Reference Home Page

WKU Libraries: Reference Services

This a brief survey about the Reference Home page. We would like your candid input about its effectiveness.

The survey results will be used to make improvements, so please let us know of any revisions you would like to see. We can't guarantee that we will be able to fulfill every wish, but we will certainly try.

Thanks for your time and your valuable input!

1. On a scale of 1 to 10, how useful is the Reference Home page?
2. Which of the following do you use or access through the Reference Home page?
   - Access to WKU Library Database list
   - Emergency procedures
   - Passwords for guest computer access
   - Passwords for databases and other library resources
   - Library phone directory
   - Reference transaction log
   - Virtual ready reference
   - Library room reservation System
   - Reference desk calendar
   - Reference desk news and updates
3. Do you enter reference transactions through the transaction log on the Reference Home page? Yes/No
4. In your estimation, roughly what percentage of reference transactions are you entering on the log?
   a. 100%
   b. 90%
   c. 80%
   d. 70%
   e. 60%
   f. 50%
   g. less than 50%
5. The best thing about the Reference Home page is: (type answer in space provided)
6. The thing I really dislike about the Reference Home page is: (type answer in space provided)
7. What would you like to see added to the Reference Home page? (type answer in space provided)
8. Anything else you would like to say about the Reference Home page? (type answer in space provided)

Thank you for completing the survey . . . it is a great help to us as we upgrade and develop the Reference Home page!

Best Historical Materials 2014

RUSA CODES History Section Historical Materials Committee

RUSA History Section Historical Materials Committee *contributing members: Sue A. McFadden, Susan L. Malbin, Alexa L. Pearce, Paul Victor Jr., Mary Wilke, and Matthew J. Wayman, editor and chair.*

Each year, the RUSA/CODES History Section Historical Materials Committee selects an assortment of resources that reflect the best resources for historical research. The 2014 list follows. All resources received a final review on November 29, 2014.—*Editor*

Europeana 1914–1918

www.europeana1914-1918.eu/en

Europeana 1914–1918—Untold Stories and Official Histories of WW1 offers substantial digital materials regarding the First World War. The site's news release claims it is the culmination of "three years of work by 20 European countries." Included are 400,000 rare documents, 660 hours of film, and 90,000 personal papers. The home page has three primary options: a search box, "Add Your Story," and "Browse." "Add Your Story" allows users to submit their own materials. Simply attach a digital version of the document you wish to submit and add any additional data, along with information on how you came across it. "Browse" allows navigation via "Type" (letters, diaries, photographs, etc.), "Subject," and "Fronts" (Italian, Home, Eastern, and Western). Search results display thumbnails with title and source. Clicking on items provides an individual record showing title, alternate title, description, language, type, medium, linked subject terms, and places. The site's greatest asset is also its primary drawback—documents have been submitted from so many different countries that many are in foreign languages. An excellent, diverse collection of World War I materials, Europeana 1914–1918 offers significant content with the promise of continued growth.—*Matthew J. Wayman, Penn State Schuylkill*

Mapping Gothic France

http://mappinggothic.org

The Mapping Gothic France project is a collaboration between the Media Center for Art History in the Department of Art History and Archaeology at Columbia University, the Visual Resources Library at Vassar College, and the Columbia University Libraries. It attempts to depict Gothic space via an online, interactive 3D experience. Stated goals include establishing links between the "architectural space of individual buildings, geo-political space, and the social space of the interaction (collaboration and conflict) between builders and users." The site developers want users to see the relationship of hundreds of Gothic buildings in terms of sameness and difference within a defined historical period of French history. The visuals are spectacular, as are the 360-degree rotational images. The three main tabs, "Space," "Time," and

"Narrative," offer ways into the site. "Space" leads to a map with sites in France and Great Brain, on which crosses identify churches. The "Time" button takes one to a dynamic map purporting to show the growth of Gothic France. Although available content only goes up to the year 1223 (the death of Philip Augustus), future development will build out the later Gothic. The link to "Narrative" leads to subsections or subchapters on individual essay themes. Future development will fill out all of the sections as well as that of the Kings of France. Across the top left are four small icons. The one with the S is "Stories and Essays": a three part subdivision, one of which relinks to the "Narrative" section, and a second, "Stories of France," contains some book excerpts of interpretations of how France became France. More development will flesh out the criteria for selection as well as the criteria for scholars of the Gothic. The "Comparison" icon leads to a fun little feature with varying sets of tiles that can be stacked or capered in many different ways. In sum, the site is lovely to look at, and the visuals give insight into the space and size of Gothic France.—*Susan L. Malbin, American Jewish Historical Society*

1914–1918 Online: International Encyclopedia of the First World War

www.1914-1918-online.net

The second web site appearing during the one-hundredth anniversary of World War I's opening days, 1914–1918 Online is an "English-language virtual reference work on the First World War." This open access project claims more than one thousand participants from over fifty countries. The encyclopedia provides tabs for "Themes," "Regions," "Articles A–Z," "Index," "Bibliography," "Contributors," "Timeline," and "About." "Themes" and "Regions" display thumbnails of articles broken into categories for "Survey Articles," "Regional Thematic Articles," "Encyclopedia Entries," and "See Also" for additional related items. Articles are lengthy and contain their own hyperlinked tables of contents, notes, and bibliographies. The writing is informative, objective, and at a level appropriate for a reference source with wide appeal. The "Timeline" is interactive and rather complex, with links to articles on the topics that appear. The primary flaw is that a number of items the timeline links to are listed as "In preparation" and are therefore not yet available. The substantial bibliography provides over four thousand items in a number of different languages. A useful site covering a broad range of themes, this is a welcome reference source on World War I.—*Matthew J. Wayman, Penn State Schuylkill*

Lowcountry Digital History Initiative

http://ldhi.library.cofc.edu

The Lowcountry Digital History Initiative is a digital public history project that consists of a series of high-quality online exhibitions folded into scholarly contextual narratives. Launched in 2014, the project is hosted by the College of Charleston's Lowcountry Digital Library, in partnership with the College of Charleston's Avery Research Center for African American History and Culture and the Program for the Carolina Lowcountry and Atlantic World (CLAW). Exhibitions cover a range of topics and time periods, from the origins of the trans-Atlantic slave trade in "African Laborers for a New Empire: Iberia, Slavery, and the Atlantic World" to coverage of race and labor in the twentieth century in "Charleston's Cigar Factory Strike, 1945-1946 and The Charleston Hospital Workers Movement, 1968–1969." Across all exhibitions, there is prominent emphasis on exploring underrepresented histories of race, class, gender, and labor within the Lowcountry region. Each exhibition is authored and receives additional editorial input by scholars and graduate students from multiple institutions. Each exhibition includes a bibliography of source material, many of which cite and link to recorded oral histories in addition to textual sources. As readers move through exhibitions, they encounter high-quality scans of archival documents, images, and photographs with detailed captions and credits. The narrative essays are organized into chapters, which are conducive to use in undergraduate and high school courses. In addition to the essays and digitized documents, some exhibitions also include interactive features, such as maps. The organizational structure of the site is quite easy to navigate, both within and among exhibitions. Taken together, the range of archives consulted for each exhibition is impressive, as is the level of collaboration demonstrated by scholars from various institutions. In its production, the site is an excellent model for the collaboration and outreach opportunities afforded by digital history while in its presentation the site shows excellent potential for learning and teaching at multiple levels.—*Alexa L. Pearce, University of Michigan*

Darwin Online

http://darwin-online.org.uk

Imagine going on a scientific voyage for five years and knowing that the books you bring along are the only ones you will have access to during the trip. What books would you bring? Darwin Online brings together in one place Charles Darwin's complete publications, private papers, and manuscripts, along with reviews of his works and works about him. With the recent completion of the Beagle Library Project (2012–14), one can see on Darwin Online the works that Darwin could not do without on his voyage. Invaluable reference works, such as *Werner's Nomenclature of Colours*, and those he brought for his own pleasure, such as Milton's *Paradise Lost, are available through Darwin Online*. According to the website's "What's New" section, the Beagle Library Project doubled the searchable text on Darwin Online. While the site's aesthetics seem dated, it is easy to navigate. Additionally, as the intent is to "assemble a complete collection of every edition and variation of Darwin's published works in English and translations in 30 languages in both electronic text and scanned image forms," the site is still expanding. A must for anyone studying Darwin or evolutionary biology or whose imagination is captured by the idea of the Beagle's voyage, Darwin Online is an enjoyable journey into Darwin's work.—*Mary Wilke, Center for Research Libraries*

Freedom Summer Digital Collection

http://content.wisconsinhistory.org/cdm/landingpage/collection/p15932coll2

From the Wisconsin Historical Society, this collection contains over one hundred digitized manuscript collections on the Mississippi Freedom Summer Project of 1964. The 25,000 pages available online contain official records, personal papers, memos, letters, diaries, newsletters, pamphlets, brochures, press releases, and magazine and newspaper articles. Future plans include the addition of more materials. The two primary links enable users to "See Freedom Summer Original Documents" and "See Freedom Summer Images." Either leads to a list of search results, which may also be generated by typing terms into the internal search engine. Results may be further narrowed by clicking the drop-down menus for "Subject," "Type," "Personal Name," "Author/Creator," or "Place" on the left side of the page, each of which provides a further set of hyperlinked terms for sorting. Each item in the results list contains a thumbnail and information on the source and page text. Clicking any entry brings up a page with further descriptive data, which at times can be quite detailed. Images are clear and detailed, and users may easily zoom, rotate, download, and print. An alternate tab for articles provides a clearer, more readable version of the text appearing in the image. Overall, the Freedom Summer Digital Collection is a valuable contribution to the history of civil rights.—*Matthew J. Wayman, Penn State Schuylkill*

Densho Digital Repository

http://ddr.densho.org

The Densho Digital Repository contains historic photographs, documents, newspaper articles, letters, and other primary sources documenting Japanese-American life before, during, and after World War II. Prewar photographs focus on immigration to the United States and aspects of Japanese-American life, such as leisure, business, and other everyday activities. The World War II–era materials center on what life was like in various internment camps throughout the (mostly) Western United States. Post–World War II collections focus on the late twentieth century (1990s onwards) with pictures of Japanese-Americans attending reunions, visiting internment camp historic sites, or giving interviews of their experiences in the camps during the war. Most of the collections within the site come from the Densho Digital Repository itself, but the Densho site has also received materials from similar organizations such as the Japanese-American National Museum (five collections) and the Heart Mountain Wyoming Foundation (one collection). One noteworthy collection has been donated by the Library of Congress and consists of fifty-four photographs taken by Ansel Adams showing life in the Manzanar camp in 1943. Methods of searching the collection include keyword searching or browsing by topics, collections, or facilities. The topic search offers an extensive list of subjects to choose from. The only drawback however is that many of the subtopics that are linked in do not contain any information. It is therefore recommended that the searcher browse by major categories or keyword search to find their particular topic. The photographic collections in this repository complement the Densho sister site (http://densho.org) that contains more than 800 visual histories (1,600+ hours of recorded video interviews) of Japanese-Americans in internment camps during World War II.—*Paul Victor, Jr., Eastern Washington University*

The Roaring Twenties

http://vectorsdev.usc.edu/NYCsound/777b.html

The Roaring Twenties: An Interactive Exploration of the Historical Soundscape of New York City is a delightful collection that provides visitors with an intriguing interactive experience with the urban soundscape and human responses to industrial, human, and transportation noise. Thompson and Mahoy have created an original method of disseminating and connecting soundscape history and human responses to noises. The city noise prior to technological changes was a nuisance. The din of carts, horses, vendors, and over a hundred-thousand people in a city with tall buildings was a new stimulant to endure. After technology added mechanical noise in the form of loudspeakers, motor vehicles, and radios, the city dwellers responded with complaints to the city when the sound became unbearable. The collection looks at a brief period of sound complaints in New York City from January to June 1930. The simple, visual image presented on the initial webpage uses basic colors, simple circles, and text to encourage the user to explore. At the bottom of the screen, interactive links provide an introduction, a visual of the offensive sounds linked to descriptive information, maps of complaints with links and suitable images, a timeline, and a historic narrative with additional information, credits, and a bibliography. Supporting features such as complaints, documents, official responses, articles from the New York Times, newsreels, laws, and Noise Abatement Commission (NYC) responses provide context to the historic view of the soundscape. The Roaring Twenties provides historians, students of history, and the public with an innovative way to study comparative points of view for nuisance and human response.—*Sue A. McFadden, Indiana University East*

Meeting the Need for Library-based Financial Literacy Education

Kit Keller, Chris LeBeau, Elizabeth Malafi, and Andy Spackman

***Kit Keller** is Project Director, Independent Library Consultant; **Chris LeBeau** is Research and Liaison Librarian, Bloch School of Management, University of Missouri-Kansas City and Assistant Teaching Professor, School of Information Science and Learning Technologies, University of Missouri; **Elizabeth Malafi** is Coordinator, Miller Business Resource Center, Middle Country Public Library; and **Andy Spackman** is Business and Economics Librarian, Brigham Young University.*

Our global economy has become so complex that the gap between what people know about economics and personal finance, and what they need to know, is widening every day.
—Council for Economic Education

The economic recession and resulting increased demand for help from libraries have raised awareness of the nationwide need for basic financial literacy education. Libraries, traditionally accepted as sources of free, unbiased information resources, are the ideal community institution to meet the demand for financial literacy education services and programming. In order to do this, library staff need financial literacy skills, as well as knowledge of reliable, accurate personal finance resources. Development of national guidelines for financial literacy in libraries provides library staff with an authoritative central resource to help meet this need. The following white paper details the creation of *Financial Literacy Education in Libraries: Guidelines and Best Practices for Service*, which can be accessed from the RUSA website at www.ala.org/rusa/resources/guidelines.

As the professional organization for librarians, the American Library Association (ALA) has a history of providing both leadership and guidance for its members in all areas of meeting community information needs. In keeping with this role, the Reference and User Services Association (RUSA) recognized the opportunity for librarians to meet the growing need for financial literacy education. RUSA was awarded a SPARKS! Grant by the Institute of Museum and Library Services (Award #LG-46-13-0234-13) for a project to develop guidelines and best practices for library-based financial literacy programming and reference services.

The work of the project began in October 2013, following the selection of a project director, which was based on a review of responses to the request for proposals issued by RUSA's Executive Committee. The project concluded in October 2014 with the approval of *Financial Literacy Education in Libraries: Guidelines and Best Practices for Service* (www.ala.org/rusa/resources/guidelines) by the RUSA Standards and Guidelines Committee and by the RUSA Executive Committee.

PROJECT SUMMARY

RUSA is responsible for stimulating and supporting excellence in the delivery of general library services and materials and the provision of reference and information services, collection development, readers' advisory, and resource sharing for all ages, in every type of library. The development of financial literacy guidelines and best practices aligns with this mission.

An article in the *Journal of Extension* notes, "In recent years, libraries have become increasingly involved in financial education, and Extension educators are collaborating with them to deliver programs for their staff and the general public."[1] There are likely a variety of reasons for this, including the economic downturn that started in 2008, with its personal and organizational impact and the net result that the public has turned to their libraries for help. As has been demonstrated in the highly successful Smart investing@your library grant program (http://smartinvesting.ala.org)," people of all ages need help managing money, and with the uncertainty about jobs, paying for college, credit and debt issues, and complex decisions about investing, it's no wonder that librarians are taking a leadership role in financial education."[2]

A report published by the University of Wisconsin-Madison's Center for Financial Security, "Public Libraries as Financial Literacy Providers," describes this challenge, identifying "a void in public library programming, staff training, and collection development" in the area of financial literacy.[3] This study found that less than 10 percent of surveyed libraries had staff with any financial literacy training, "surprisingly few linked to . . . major financial literacy Web tools, and very few existing financial literacy collections met the ethnic, language and situational diversity of local communities." These researchers confirmed that there are many challenges for library staff in their effort to meet this demand for financial information. A major challenge is the lack of formal training in the area of financial education. For many librarians, this topic is not in their sphere of expertise, even for library staff who are professionally trained librarians.

A viable solution to this situation is the development of national guidelines for financial literacy education services to be provided by libraries. This, coupled with a guide to best practices in library-based financial literacy education, provides a framework for provision of consistent, unbiased, financial literacy information and resources nationwide.

Billy Hensley, director of education for the National Endowment for Financial Education (NEFE), notes in a video titled "Public Libraries as Financial Literacy Providers" that libraries are well positioned to be the contact point for financial literacy education. He states, "librarians are adaptable, knowledgeable and resourceful. Libraries are often on the leading edge of technology, often work with community partners, and often have access to underserved populations. Librarians have long held the role of information intermediary, and this is an important role in the delivery of financial literacy education."[4]

The Urban Libraries Council notes, "Public libraries are emerging as strategic partners with their local governments in shaping and achieving sustainability goals. Libraries' solid community connections, stature as highly trusted public institutions, capacity to deliver programs and distribute information to large and diverse audiences, and universal accessibility make them logical partners."[5] Libraries are responding in many ways. As noted in "The State of America's Libraries," "the ongoing economic slump leads many Americans to reexamine their financial circumstances, public and community college libraries, for example, continue to provide patrons with reliable financial information and investor-education resources and programs."[6]

To begin work on this project, it was necessary to assemble a group with expertise in the fields of financial education and literacy. An advisory group was assembled, resulting in participation by the nation's leading financial literacy institutions and library-based financial literacy education providers. Members were selected based on their expertise, experience, and interest in the topic.

Advisory Group Members:

- Ted Beck, National Endowment for Financial Education
- Lori Burgess, Fon du Lac Public Library
- Judy Chapa, Financial Services Roundtable
- Kristin Eschenfelder, University of Wisconsin-Madison
- Robert Ganem, FINRA Investor Education Foundation
- Chris Le Beau, RUSA/BRASS member
- Laura Levine, Jump$tart Coalition
- Elizabeth Malafi, RUSA/BRASS member, Smart investing@yourlibrary grantee
- Kerwin Pilgrim, Brooklyn Public Library, Smart investing@yourlibrary grantee
- Adi Redzic, iOme Challenge
- Dan Rutherford, Consumer Financial Protection Bureau
- John Spears, Salt Lake City Public Library, Smart investing@yourlibrary grantee

A working team was assembled to carry out the work of the project, under the guidance of this group of experts. This team was comprised of the project director and three members of the Business Reference and Services Section (BRASS) of RUSA (the authors of this white paper).

RESEARCH PROCESS

The working team conducted research in three categories: (1) a literature review, (2) a survey, and (3) a review of existing standards and guidelines. Attention was also given to the different perspectives of academic and public libraries.

Literature Review

The working team identified relevant articles both in trade journals and newsletters and in scholarly journals. The literature surrounding financial literacy education is robust in fields like education, sociology, finance, and economics, and the frequency of articles and the urgency of their tone increases dramatically after the global financial crisis of 2008. But libraries are rarely mentioned in literature from other fields, and discussion of financial literacy is scant in library literature before 2008. For instance, McCormick found no library sources in her 2009 review of the literature on youth financial education.[7]

Happily, this is changing as libraries increasingly turn their attention to financial literacy. Smart investing@your library, a collaboration between ALA and the FINRA Investor Education Foundation, was launched in 2007 and has awarded more than $10 million in grants affecting more than 1,300 library facilities.[8] ALA has also partnered with the Federal Reserve Bank of Chicago for the annual Money Smart Week@yourlibrary initiative since 2011. While most of these efforts have germinated in public libraries, the student debt crisis is leading more academic libraries into the discussion, and Trevor Dawes made financial literacy a focus for his 2013–14 term as president of the Association of College and Research Libraries (ACRL), with regular articles on the topic featured in *College and Research Library News*.[9]

Library literature is now swelling with reports and case studies related to financial literacy, and while there remain few examples of scholarly articles in this area, there are indications that this may also be changing. Noteworthy examples include Špiranec, Zorica, and Simončić's 2012 conceptual correlation of information literacy and financial literacy, and Smith and Eschenfelder's 2013 exploratory study of public librarian perceptions of financial literacy and related programming.[10]

The Špiranec paper is additionally noteworthy as a case study of financial literacy education at Serbia's Belgrade City Library. Just as the Great Recession has been global, so has librarians' interest in financial literacy. Moreover, the tumultuous decades of social and economic change experienced by developing regions like South-Eastern Europe are illustrative of how the dynamic complexities of modern finance and economics heighten the need for financial literacy, especially during a crisis. As Wolfe-Hayes concludes in her 2010 environmental scan of financial literacy education, "Although improved individual financial literacy may not influence the occurrence of a crisis, it would likely dampen the impact on the individual's financial situation."[11]

Survey

The working team also distributed a survey via BRASS-L to members of BRASS and to libraries on the Smart investing@ yourlibrary electronic discussion list. The team received sixty-nine responses, roughly half from public librarians and half from academic librarians. The findings of this survey, especially in comparison with Smith and Eschenfelder's earlier research, helped inform the working team's efforts on both the guidelines and the best practices.

Points of interest from the survey results include the following:

- 60 percent of respondents report that their staff receive reference questions related to personal finance at least occasionally. Only 22 percent report not receiving such inquiries.
- 36 percent of respondents' libraries offer workshops related to financial literacy, while another 13 percent plan to in the future.
- And yet 81 percent of respondents report their staff receive no specialized training in order to respond to finance-related inquiries. This high number is particularly remarkable given that the surveyed population included business reference specialists and Smart investing@yourlibrary participants, groups which can be assumed to be more likely to have received specialized training than a truly random sampling of libraries.

Existing Standards and Guidelines

Libraries are not alone in recognizing the need for financial literacy education, nor are libraries the first to make efforts to address this need. Other types of organizations have already produced standards and guidelines specific to financial literacy, and a review of these documents was essential. In fact, the working team chose to follow the general patterns used by these already established standards in creating guidelines and best practices for libraries. An example is adherence to the Financial Literacy and Education Commission's fivefold classification of core competencies as explained on the www.mymoney.gov website: earning, spending, saving and investing, borrowing, and protecting. However, it should be emphasized that existing standards typically center around learning outcomes for K–12 students. In other words, they are targeted at the learner. In contrast, *Financial Literacy Education in Libraries: Guidelines and Best Practices for Service* is targeted at the librarian and is intended to help the librarian serve the financial literacy needs of the library's community.

The existing standards that proved most useful were the Council for Economic Education's *National Standards for Financial Literacy* and the Jump$tart Coalition for Personal Financial Literacy's *National Standards in K–12 Personal Finance Education*. In addition to these national standards, several standards produced at the state level proved useful, especially *Wisconsin's Model Academic Standards for Personal Financial Literacy* and *The Maryland State Curriculum for Personal Financial Literacy Education*.[12]

Academic Library Perspective

The academic curriculum in higher education has not historically emphasized personal financial literacy. Although business students may study finance, studies are devoted to the enterprise level with courses in managerial finance, financial management, financial institutions and markets, hedge funds, and various related courses. A proportionately small number of students may learn to manage a portfolio, but most college students leave college unprepared for managing personal finances.

Surveys provide evidence of the need for better financial literacy education. In one survey run by the Jumpstart Coalition in 2008, college seniors scored an average 64.8 percent on the Personal Financial Survey. While this was not a bad score, the report points out that only 28 percent of Americans complete college.[13] Surveys, however, can produce differing results. College students scored poorly on a personal finance survey, the Inceptia National Financial Capability Study, with 89 percent scoring below a "C."[14] Dozens of campuses have started centers for financial literacy in the past ten years. These centers have sprung up to fill an educational void providing a place to learn about personal finance and to offer training and counseling.

ACRL made financial literacy a presidential initiative for 2013–14 with college students in mind. Financial literacy has even caught the attention of the president of the United States who initiated the "President's Advisory Council on Financial Capability to assist the American people in understanding and addressing financial matters and to identify effective approaches to increase financial capability through education and access."[15]

Public Library Perspective

In the past, librarians may have received reference questions on financial issues a few times a year, or perhaps only during tax season. As we have seen, the economic downturn has brought financial literacy to the forefront for public libraries. Libraries should respond with good financial literacy resources and programs. With the plethora of resources available now, building a good financial literacy collection on library websites and shelves is not difficult. ALA and the Public Library Association, and now the recently released *Financial Literacy Education in Libraries: Guidelines and Best Practices for Service*, provide information about vetted resources ideal for public libraries.

The big challenge is to offer financial literacy programs that will appeal to patrons. Public libraries should look at their own communities and the community's needs. Targeting specific age groups allows programming to meet certain needs and is more likely to attract an audience. Another way to increase patron participation in financial literacy programming is to create programs that target groups already meeting at the library. Story time is a good opportunity to read a book about saving or budgeting. For suggested titles, consider the Association for Library Service to Children's "Money As You Grow" book list (www.ala.org/alsc/money-you-grow-book-list). Libraries can also offer programs for parents and teens about saving and paying for college. Senior groups already utilizing the library are a built-in audience for an insurance or IRA program. Examples of successful programs can be found at the Smart investing@yourlibrary website, which includes financial literacy programs offered by grantees (http://smartinvesting.ala.org). It is important for public libraries to work with their unique audiences to develop collections and programs that reflect their needs. Fortunately there are many tools to help achieve this goal.

PROJECT RESULTS

In *Public Libraries and Resilient Cities*, Michael Dudley notes, "libraries [are] engaging in innovative services geared toward addressing current social, economic, and environmental issues, often through partnerships with governments and other organizations."[16] As libraries transition in their role within their communities, provision of access to basic financial literacy skills and resources is emerging as an expected service. RUSA and ALA are rightly stepping into the breach to provide guidance for librarians in meeting this need. By developing appropriate guidelines and describing model programs and best practices for delivery, the association will help to ensure the provision of accurate and effective financial literacy resources.

The development of *Financial Literacy Education in Libraries: Guidelines and Best Practices for Service* is a logical next step in the emergence of libraries as the preferred choice for trusted financial information. The trend in communities to turn to libraries for reliable resources is a growing one, as evidenced by the research included here. The formalization of content and practices will help to facilitate this process as well as serve to standardize the content delivered. This is a natural outgrowth of other library responses to community need, such as development of technological and information literacies. The library has the technology, staff, and mission to effectively meet the need for financial literacy, and the tools developed as a result of this project will provide staff with appropriate content, marketing tools, and delivery options.

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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.

Building a Core Print Collection for Preschoolers. By Alan R. Bailey. Chicago: ALA, 2014. 160 p. Paper $57 (ISBN 978-0-8389-1219-5).

This is a comprehensive and concise resource for librarians, teachers, parents, and anyone interested in the best books for preschool-age children. In the preface, author Alan R. Bailey informs the reader of the book's purpose, which is to help caregivers find the right books to read to children, and points out that reading together is one of the most important things parents can do to prepare children for kindergarten. The preface also includes a list of the criteria Bailey used to evaluate whether to recommend a title. This is helpful both because it provides insight into the author's process and also because it aids readers in evaluating books on their own.

The list itself is impressive in its scope. Recommended books are helpfully divided into categories, such as colors, counting, nursery rhymes, board books, and more, which makes for easy searching. The succinct annotations for each book help the reader determine quickly whether a title might be a good match for their child. Many classics are included, along with sure-to-be future classics and lesser-known titles worth discovering.

Readers will enjoy finding familiar titles on the list but may also notice their personal to-read list growing with each page in this book, which makes many hidden gems of children's literature discoverable. In addition to the more than three hundred recommended titles, the book also includes a section listing additional resources for building a collection. All in all, this is a worthy addition to reference collections.—*Lauren Bridges, Children's Librarian, Mandel Public Library, West Palm Beach, Florida*

The Embedded Librarian's Cookbook. Ed. by Kaijsa Calkins and Cassandra Kvenild. Chicago: ACRL, 2014. 167 p. Paper $48 (ISBN 978-0-8389-8693-6).

This unusually sized (ten inches wide by eight inches high) paperback book is designed for sharing. The wide page borders, excellent layout, and pleasing font make the pages ideal for copying. And that is exactly what librarians will want to do with these very useful "recipes" for embedded librarianship projects. It is amazing how much great information Calkins and Kvenild have stuffed into just 167 pages.

One minor complaint is that the authors never define the term *embedded librarian*. Although most academic librarians will be familiar with the term, a definition would be welcome because in some contexts, this term refers to a librarian's participation in online-only activities, and in other contexts, embedded librarianship includes both face-to-face and online ventures. Several similar titles, such as *Embedding Librarianship in Learning Management Systems* (Tumbleson and Burke, 2013) and *Virtually Embedded: The Librarian in an Online Environment* (Leonard and McCaffrey, 2014), focus exclusively on online environments. This volume, the sequel to the editors' 2011 book *Embedded Librarianship: Moving Beyond One-Shot Instruction*, considers embedded librarianship in all contexts.

Dozens of librarians have contributed short "recipes" about their embedded librarianship projects to this edited book. Calkins and Kvenild provide an introduction and a structure to the "cookbook," including a template for each recipe, with components such as "Cooking Time," "Ingredients and Equipment," "Preparation," "Allergy Warning," and "Chef's Note." The individual recipes, grouped by theme, form part 1. Part 2 includes "Test Kitchen" (assessment) and "Meal Planning" (curriculum mapping). The recipes vary in the amount of detail provided: Some authors give step-by-step instructions for implementation, whereas others simply summarize what they did. Most recipes offer excellent illustrations, lessons learned, and of course, a bibliography of additional resources.

In keeping with the cookbook concept, the recipe chapters are arranged by cooking-related themes. Chapter 1, "Amuse Bouche," offers "bite-sized" embedded projects; chapter 2, "First Courses," discusses embedding in the first-year experience; chapter 3, "Everyday Meals," contains projects for basic library instruction; chapter 4 "Regional Cuisine," provides many examples of subject-based projects; chapter 5, "Al Fresco Dining," focuses on online instruction; and chapter 6, "Tailgating," addresses how to be embedded outside the classroom, such as in athletics and service learning.

Recommended for academic libraries and library science education collections.—*Denise Brush, Public Services Librarian, Rowan University Libraries, Glassboro, New Jersey*

Feminist Pedagogy for Library Instruction. By Maria T. Accardi. Sacramento: Library Juice Press, 2013. 148 p. Paper $22 (ISBN 978-1-936117-55-0).

With *Feminist Pedagogy for Library Instruction*, librarian Maria T. Accardi gives the reader an interesting, innovative, and practical look at the intersection between library instruction and feminist pedagogy. Accardi directs the book towards instruction librarians interested in more progressive and theoretical approaches to library instruction in the academic setting. Feminism is defined in the text, and Accardi highlights her own personal stories about her life and her journey to both feminism and librarianship. This approach gives the reader a sense of what brought Accardi to study and write about this subject and why she feels it is an important addition to the field. She also provides information about feminist pedagogy in academia in general, giving a good overview of feminist pedagogy and what it means to be a "feminist teacher." Although those who already share her progressive views may be more open to this way of teaching, any reader will gain knowledge of this important area of academic pedagogy, which focuses more on supportive interaction and less on passive learning. The author explains that, in many ways, library instruction has already recently embraced elements of feminist pedagogy: "library instruction favors active learning, a nurturing environment, and learner-centered pedagogy" (57). However, according to Accardi, turning to more explicitly progressive politics in the library instruction classroom creates a more feminist classroom and a path towards social change. As she explains: "Why make politics more explicit? Because this is how social change happens. This is how lives are transformed" (57). The book also describes assessment of learning outcomes from a feminist perspective.

Based on theory as well of years of practice, Accardi's lessons for applying feminist methods are useful and practical. Most importantly, Accardi gives the reader appendixes with outlined and annotated examples of classroom assignments; librarians will find it easy to incorporate these examples into their own practice. The book also includes an extensive and helpful reading list for further exploration of the topics.

It is interesting to note that, unlike many academic librarians, Accardi claims that information literacy is not neutral or apolitical. It is difficult to avoid agreeing with her when she points out that the subject headings used in libraries are not always neutral or apolitical and that students searching for information on controversial topics cannot help but be influenced by how society views these issues.

Feminist Pedagogy for Information Literacy is a personal, theoretical, and practical approach to using feminist pedagogy to enhance and elevate library instruction and make it a much more respected part of higher education. This book is recommended for librarians, LIS students, and LIS faculty who are interested in expanding their theoretical and pedagogical understanding of library instruction and assessment in a progressive and interesting way.—*Jennifer L. Smith, Serials/Documents Specialist, Carol Grotnes Belk Library at Elon University, Elon, North Carolina*

Interacting with History: Teaching with Primary Sources. Ed. by Katherine Lehman. Chicago: ALA, 2014. 136 p. Paper $46 (ISBN 978-0-8389-1205-8).

As the use of primary sources becomes more prevalent in educational standards at the state and national levels, teachers and librarians need resources to help them prepare lesson plans and create projects and assignments. *Interacting with History*, inspired by the 2011 Library of Congress Summer Institute, provides professional development tools, sample lesson plans, and steps for using a variety of online and physical primary sources for many age groups.

The contributed chapters in *Interacting with History* build upon each other, providing practical examples and useful resources for all stages of primary source implementation. The first three chapters of the book focus on resources available through the Library of Congress, including a tour of the Library of Congress's physical and virtual spaces, examples of available teaching resources, and professional development and classroom support tools. The focus throughout is on K–12 education, although many of the resources could also apply to higher education, especially the wealth of digital primary resources available through the Library of Congress website. In-depth exploration of resources like the "Teachers" webpage is very useful for educators, and the chapters include multiple screenshots and primary source examples as beneficial illustrations.

The book's overarching goal seems to be practical classroom application. Along with the chapters describing the Library of Congress online resources are two chapters including sample lesson plans and techniques for using local history resources. The lesson plans, provided by participants from the 2011 Library of Congress Summer Institute, are aimed at various age levels and use several types of primary sources. It is inspiring to see how primary sources are used with students ranging in age from kindergarten to high school, and the teacher/librarian comments on lesson plan implementation are very useful. Many of the plan descriptions also include samples of student work as well as student comments about the projects they created or what they learned from primary source exploration. The local history resources chapter brings together Library of Congress sources with local resources, giving good examples of where to look for local resources and how to use them in the classroom. Samples projects and feedback are included in this chapter as well.

Interacting with History provides a practical guide for teachers and librarians who might be new to integrating primary sources into the classroom. Detailed descriptions of Library of Congress resources designed specifically for educators, sample lesson plans, and examples of local resources combine practicality and usability. Many of the examples use Web 2.0 technologies in interesting and fun ways, and the student feedback highlights children's and teens' enjoyment of the projects. The chapter subheadings can be confusing at times, but the resources listed in the bibliographies and notes for each chapter and lesson plan more than make up for this drawback. Practical application and detailed instructions for webpage navigation make *Interacting with History* a user-friendly resource.—*Jacquelyn Slater Reese, Librarian and Assistant Professor of Bibliography, University of Oklahoma Libraries, Norman, Oklahoma*

Legal Reference for Librarians: How and Where to Find the Answers. By Paul D. Healey. Chicago: ALA, 2014. 232 p. Paper $75 (ISBN 978-0-8389-1117-4).

Is it possible to provide excellent legal reference to library users without fear of liability or accusations of offering legal advice? According to this book, the answer is "yes." In fact, as author Paul D. Healey points out, no librarian has ever been held professionally liable or accused of unauthorized practice of the law for providing legal information. However, the possibility of posturing as an expert is enough of a risk that many librarians are reluctant to offer this kind of reference service.

Healey's concise and clearly written handbook provides guidance on how librarians can comfortably provide this service and still adhere to professional and personal codes of ethics. Divided into two parts, the opening chapters focus on *pro se* library users—that is, people who are handling their own legal affairs without being represented by an attorney. The author identifies the types of *pro se* users, their motivations for handling their own legal matters, and the potential risks they may confront. As Healey makes clear, not all *pro se* users risk the same level of harm; *pro se* users who are attempting to represent themselves in court are very different from *pro se* users who are merely drafting their own wills or business contracts. For these reasons, Healey advocates a minimalist approach in which the librarian provides the requested information but also makes it clear that more information may be needed. This way, *pro se* library users may begin to recognize for themselves the complexity and difficulty of legal research, which in turn "can motivate them to seek legal advice or representation" (19).

Part 2 is a legal research primer that will be especially useful to librarians who have never taken a legal research course as well as those in need of a refresher. Healey explains the structure of US law simply (international law is beyond this book's scope) and provides an orientation to secondary legal resources. An explanation of statutes and constitutions, case law, and regulations is also included.

The appendix, which comprises nearly half of the book, is a beautifully detailed reference to online legal resources. The state-by-state guides are especially outstanding, citing research guides and other resources on each state's executive, legislative, and judicial branches. For this reason alone, the book would prove to be a worthy addition to the ready reference shelf.

Bottom line: Healey, who is himself a law librarian and a former lawyer, balances his disciplinary knowledge with the practical needs of librarians and has produced a guide that is both readable and immensely useful.—*Meagan Lacy, Coordinator for Information Literacy Instruction, Guttman Community College, New York City*

Makerspaces: Top Trailblazing Projects, A LITA Guide. By Caitlin A. Bagley. Chicago: ALA, 2014. 128 p. Paper $50 (ISBN 978-1-55570-990-7).

Featuring a total of nine US makerspaces, this book explores the astounding diversity of library-sponsored makerspaces while providing the reader with a host of practical set-up tips along the way. Structurally, the text is bookended by a scene-setting introductory section and a succinct conclusion. Together, these contextual portions serve to defend the inclusion of makerspaces in twenty-first century libraries. "Libraries are community centers," Bagley states; and, indeed, the trailblazing facilities highlighted in the book go to commendable lengths to solicit community input.

The Urbana Free Library in Illinois, for example, hired a community ambassador to help pinpoint the specific needs of their population. Further, this teen-oriented facility's commitment to the minimization of (mostly material-based) fees is echoed throughout Bagley's book, further justifying widespread library adoption of these innovation spaces. At the Cleveland Public Library, the only fee is for 3-D printing filament and, for a mere five cents per gram, programs (like

"Custom Cookie Cutters") are made accessible to all members of the library's community.

The wide variety of programming and library types are perhaps the book's strongest characteristic. In-depth descriptions are given for both Georgia Tech's for-credit "Your Invention, Your Idea" university course and Carnegie Public Library's innovative "Hip-Hop on L.O.C.K." program, which pairs community members and local DJs for a lesson on organization and economics in a makerspace recording studio. Yet the text doesn't stop there—issues related to fundraising, staffing, tools, and even advertising (especially social media marketing) are consistently raised in conjunction with the programming descriptions that each featured makerspace incorporates.

Bagley defines a makerspace as "a space that has been designed to allow users to create, build, and learn new projects and technologies," and her survey of the nation's makerspace ecosystem is enlightening, even though it may be lacking a certain amount of contextual information pertaining to the origin and evolution of the concept. Any library professional with a creative streak and a desire to empower their community stands to benefit from this book.—*Matt Cook, Emerging Technologies Librarian, University of Oklahoma Libraries, Norman, Oklahoma*

The Reference Guide to Data Sources. By Julia Bauder. Chicago: ALA, 2014. 172 p. Paper $62 (ISBN 978-0-8389-1227-0).

For librarians faced with reference questions that have them wishing for a data specialist on staff to provide guidance, *The Reference Guide to Data Sources* provides expert assistance. Written by a librarian for librarians, the guide contains clear and concise directions on how to start a data search. The book focuses on helping library professionals answer questions in the burgeoning field of data reference, but it could also be easily used by end users. The guide begins with basic background information on how to conduct a reference interview for a patron with a data need and an overview of data jargon, definitions, and terms. The author also lists major agencies that gather statistics at both the national and international levels, clarifying the reasons some data is disseminated and some is not. The second chapter lists general data sources, places to begin a search before heading to the more specific resources listed in the subject based sections. The subsequent chapters provide quick introductions to the kind of data collected in various topic areas and list annotated resources for each that are divided into major and minor sources. The librarian or end user can simply flip to the relevant chapter and see what is available in a subject area. Most of the recommended data sets in the book are freely available, online, quantitative, and oriented toward the social sciences. Both US and international data resources are included. This guide would be especially useful for a new librarian, an experienced professional new at answering data questions, or a librarian simply unfamiliar with certain subject-specific data sets. The last chapter covers what to do when an online data search has failed, illustrating ways to use article databases and Worldcat in data searches as well as how to access experts. Also included are tips on how to cite data and how to use the open source Survey Documentation and Analysis software. Overall, this guide serves as an accessible and well organized overview of online places to search for data. This book is highly recommended for all types of libraries.—*Rachel Hamelers, Science Librarian, Muhlenberg College Library, Allentown, Pennsylvania*

STEP into Storytime: Using StoryTime Effective Practice to Strengthen the Development of Newborns to Five-Year-Olds. By Saroj Nadkarni and Kathy Fling Klatt. Chicago: ALA, 2014. 356 p. Paper $59 (ISBN 978-0-8389-1222-5).

Articulating connections between child development and storytime practices, *STEP into Storytime* is a rich resource for both novice and experienced storytime presenters. StoryTime Effective Practice is an approach aimed at developing storytime programs that are beneficial and effective for mixed-age groups, keeping the emotional, social, cognitive, and physical development of children at the forefront. Discussing developmentally appropriate practice and how it is applied as a foundation for STEP, this manual takes readers through a three-part method that shows how easy it is to integrate best child development support practices into all storytimes.

Part I helps readers understand what StoryTime Effective Practice is, offers a framework for planning, and explains intentionality and scaffolding. Part II examines the connections between storytime practices and children's progress in the four developmental domains. Part III offers techniques and examples to help apply all that the reader has learned. The chapters in this book are detailed and in-depth, yet succinct and easy to read.

STEP into Storytime offers more than thirty ready-to-go storytimes that include songs, extension activities, parenting tips, and other features. Storytime presenters can use the storytimes as they are, use them as a foundation for their own designs, or combine certain elements with their own programs. Examples include traditional and sequential mixed-age storytimes.

A valuable source for children's librarians, teachers, and caregivers, veteran or amateur, *STEP into Storytime* is a refreshing, insightful manual. This is an excellent addition for a professional collection, to develop techniques, to reinvigorate current programs, or even for quick reference.—*Jill Eisele, Early Literacy Librarian, Glen Ellyn Public Library, Wheaton, Illinois*

Useful, Usable, Desirable: Applying User Experience Design to Your Library. By Aaron Schmidt and Amanda Etches. Chicago: ALA Editions, 2014. 176 p. Paper $65 (ISBN 978-0-8389-1226-3).

It's all about the user. This point is made clear in Aaron Schmidt and Amanda Etches's new book, *Useful, Usable, Desirable: Applying User Experience Design to Your Library*. The conversational tone of this book adds to the growing body of publications on the user experience. It serves as a step-by-step guide to developing a welcoming library based on a number of library "touchpoints," or key components, that affect the user experience, such as the library website, signage, furniture, restrooms, policies, and collections. Although many of the recommendations (such as ensuring that furniture is intact and keeping restrooms clean) are common sense for any public service manager, the book stresses the importance of the local environment and the need to focus on the members of the local library community.

The title of the book refers to what the authors call the "trinity" of good user experience. The book is organized in a clear and easy-to-use format, allowing the reader to move from section to section as needed. Chapters are devoted to physical space, service points, policies and customer service, signage and wayfinding, and online presence. Additional chapters provide a general review of attitudinal and behavior research and the importance of organizational culture. The appendix offers a scoring sheet as a method for assessing library service. A rating scale may appeal to some librarians, but the list used on its own would be equally beneficial.

Schmidt and Etches are not newcomers to the user experience field. They have collaborated on projects, and both are actively engaged in work. Schmidt is the head of Influx Library User Experience, a design firm dedicated to integrating user experience design into libraries. Etches is the head of Discovery and Access at the University of Guelph Library and also a part of Influx.

This book is recommended for those new to the user experience concept and serves as a useful introduction to creating and maintaining a positive user experience. The parting words capture the objectives of the authors: "Every decision we make affects how people experience the library. Let's make sure we're creating improvements" (158).—*Jane A. Carlin, Director, Collins Memorial Library, University of Puget Sound, Tacoma, Washington*

The Whole Library Handbook: Teen Services. Ed. by Heather Booth and Karen Jensen. Chicago: ALA, 2014. 216 p. Paper $60 (ISBN 978-0-8389-1224-9).

Edited by two teen librarians, this book focuses on practices of teen services for young adult librarians in today's public libraries, covering topics such as programming, networking, "defining our teens," teen involvement, collection development, and marketing. Both current and future librarians will find that this volume offers helpful direction in running a successful teen services department as well as motivation to involve teens in libraries. The information presented here can be molded and incorporated within a teen services department in a public library or a school media center for middle school or high school students. In addition, the appendixes provide sample materials, such as a teen services plan, teen volunteer plan, a programming and marketing plan, and further resources. Librarians can easily incorporate these sample materials into their own plans, taking into account their own teen users and their department needs. The book is especially strong in its many wonderful examples of program ideas, marketing tips, and ways to lure teens into the library. Although many of the ideas already may be used in other libraries, this gives guidance to those just starting out in a teen's department.

Moreover, this book serves current librarians and librarians-to-be equally well. Students working toward the MLS degree will be able to use this information throughout their education and apply it in their first jobs. In addition, the information provided in this book is highly relevant for those who already work with teens and would like to revamp or reevaluate what they are already doing.—*Dana M. Amarosa, Tween Librarian, Westhampton Free Library, Westhampton Beach, New York*

Sources
Reference Books

Tammy J. Eschedor Voelker, Editor

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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 Americans and Criminal Justice: An Encyclopedia. Ed. by Delores D. Jones-Brown, Beverly D. Frazier, and Marvie Brooks. Santa Barbara, CA: Greenwood, 2014. 631 p. Acid free $100 (ISBN 978-0-313-35716-9). E-book (978-0-313-35717-6), call for pricing.

This work treats an enduring sociopolitical issue that again captured public attention in summer 2014 with the police shooting of Michael Brown in Missouri (too recent to be included in the reviewed work). Despite the extensive mass media attention and scholarly output on the topic, this is the first encyclopedia to focus specifically on African Americans and the US criminal justice system. The most comparable work is Helen Taylor Greene and Shaun Gibbidon's *Encyclopedia of Race and Crime* (SAGE, 2009), but it treats all major US racial and ethnic groups. In recent years, an increasing number of book-length studies have appeared, for example, James Unnever and Shaun Gabbidon's *A Theory of African American Offending: Race, Racism, and Crime* (Routledge, 2011) and Marvin Free and Mitch Ruesink's *Race and Justice: Wrongful Convictions of African American Men* (Lynne Rienner Publishers, 2012). However, the work under review brings together much information from disparate sources.

Editors Jones-Brown and Frazier are both professors at John Jay College of Criminal Justice, City University of New York (CUNY); Brooks is retired from the CUNY library system. They have assembled a collection of 129 signed entries. Their stated aim is to document three centuries of "the impact of the law and the justice system on people of African ancestry in the United States" (xiv) and how these have contributed to the disproportionate representation of Blacks in arrests and imprisonment at the local, state, and federal levels. Emphasis is on criminal suspects, convicts, victims, lawyers, and activists. Entries average approximately two to six pages in length, although a few run to thirteen pages or more. Most are either biographical or topical in nature and are interfiled in one alphabetical sequence. Representative biographical entries include Trayvon Martin, Rodney King, O. J. Simpson, and Al Sharpton. Sample subject entries are "racial profiling," "civil rights movement," "gangs," and "sentencing disparities." Each entry provides a list of references at the end, and there are numerous in-text references throughout. Liberal use of "see also" references to related topics is also employed. These features, along with a very detailed index, serve to somewhat mitigate the challenges in navigating a straight A–Z arrangement without broad subject or section headings. Although the essays are relatively brief, the extensive bibliographic citations fulfill the aim of bringing together a large quantity of selected sources for follow-up by users desiring more in-depth information.

Other than the formatting, the chief weakness is the lack of clear criteria for inclusion beyond the general statement cited above. For example, a two-page entry is devoted to Jesse Jackson, in which the only reference to crime is his organizing sit-ins and marches leading to mass arrests. There is also a six-page entry titled "Slavery." While it covers such topics as the fugitive slave laws and the harsh punishments endured by many slaves—and makes reference to the lasting legacy of slavery today—the content in this article is readily accessible elsewhere. More selectivity would have made room for lengthier, more in-depth entries pertaining to the core topic.

Despite its flaws, the encyclopedia's unique coverage and thorough bibliographic information still render it a valuable reference source. Recommended for all libraries.—*Michael L. Nelson, Collection Development Librarian, University of Wyoming Libraries, Laramie, Wyoming*

Arab-Israeli Conflict: The Essential Reference Guide. Ed. by Priscilla Roberts. Santa Barbara, CA: ABC-CLIO, 2014. 377 p. Acid free $89 (ISBN 978-1-61069-067-6). E-book (978-1-61069-068-3) available, call for pricing.

The Arab-Israeli conflict is one of the most emotion-laden, controversial phenomena in modern history. Too often, the way that American students learn about the Arab-Israeli conflict is through propaganda spread through social media channels, faculty with political agendas, or campus rallies siding with one faction or the other. Educators have an ethical responsibility to provide foundational information about this conflict in a straightforward, neutral manner, ideally from a concise, authoritative source. Dr. Priscilla Roberts' reference guide to the Arab-Israeli conflict can easily fill this niche.

Roberts is a history professor at the University of Hong Kong specializing in twentieth-century international history, Asian-Western relations, and Anglo-American foreign policy. Her research background gives her the required context to present information about the Arab-Israeli conflict in an objective, factual manner. The list of contributors selected to collaborate on this publication include researchers of history, criminal justice, military history, international studies, and Middle Eastern studies.

This single compact volume—a condensed version of the massive four volume *Encyclopedia of the Arab-Israeli Conflict: A Political, Social, and Military History* edited by Spencer and Roberts (ABC-CLIO, 2008)—contains four sections. First, Roberts lays out a general overview of the Arab-Israeli conflict, its causes, and its consequences. Then she provides forty-nine reference entries covering the most important countries, people, events, and organizations involved in the conflict. Each entry includes an extensive further reading section of related scholarly books and journal articles. Documents referenced in the entries are provided in the "Primary Source Documents" section, which includes the online sources where readers can access the original texts in full. Last but not least, the appendix provides a special section that specifically addresses the historical dilemmas of the conflict, as well as a chronology of events, selected bibliography, and a list of contributors that include researchers from American and Canadian universities and the United States military.

At this time, no other broad yet well-researched survey of the Arab-Israeli conflict exists as a single-volume reference resource. For those libraries that do not have Spencer and Roberts' encyclopedia set, this single volume resource would pair well with *The Encyclopedia of the Israeli-Palestinian Conflict* (ed. Rubenberg, Lynne Reine Publishers, 2010), a three volume set, that provides other details of the conflict such as Israeli laws in the Occupied territories and Palestinian school textbooks that indoctrinate students in anti-Semitism and terrorist activity.

Arab-Israeli Conflict: The Essential Reference Guide would be appropriate for high school, academic, and large public library collections. It would also make a solid textbook for students taking introductory courses on modern Israel or Palestine. —*Rachel Wexelbaum, Associate Professor / Collection Management Librarian, St. Cloud State University, St. Cloud, Minnesota*

Artifacts from Ancient Rome. By James B. Tschen-Emmons. Daily Life through Artifacts. Santa Barbara, CA: Greenwood, 2014. 321 p. Acid free $100 (ISBN 978-1-61069-619-7). E-book (978-1-61069-620-3) available, call for pricing.

Greenwood has launched a new series, Daily Life through Artifacts, which acts as companion of sorts to its Daily Life Series. It is intended to teach students to use material culture with primary sources to investigate historical life and societies. *Artifacts from Ancient Rome* is the first published volume in the series. Its author, Dr. James B. Tschen-Emmons, is a former special collections librarian, now historian and archaeologist, who teaches history at North Idaho College.

The volume itself presents black and white pictures of artifacts from ancient Rome grouped in categories by topics such as communications and record keeping, entertainment, household items, and religion and funerary practices. Dr. Tschen-Emmons has chosen several representative items for each category and gives a brief introduction and description, followed by a section explaining the significance of the item in Roman society. Sidebars give excerpts from Pliny the Elder, Livy, Quintillian, and other Roman historians and commentators translated into English, putting the artifacts into contemporary context and tying material culture to primary resources. There is a brief introduction on the history of Rome and a chapter on "How to evaluate artifacts," which aids students in interpreting and analyzing artifacts and using them to explain Roman life, culture, and customs.

This volume was intended for high school and undergraduate students, and the format reflects this. Text is large and easy to read, and the vocabulary should be easily understandable for these groups. Each entry also has a further information section at the end, which should aid students in finding more in-depth information if they require it. It is a shame that the photographs of the artifacts themselves are in black and white, as color would be more visually appealing and would give readers a clearer idea of how the artifacts appear.

Teaching students how material culture can inform and shape societies, and vice-versa, is a difficult task. The volumes in these series are an interesting attempt to tie the interpretation of the artifacts of a culture to the primary sources available, helping students learn not only analysis and interpretation techniques, but also how to use the primary record. For this reason, specialists or more advanced researchers will find this book too basic for their needs. There are, of course, many, many volumes on the material culture of Rome, but this volume is unique in its focus on teaching (younger) students to use and interpret these artifacts for research. It is recommended, therefore, for high school and undergraduate institutions and would probably be useful for colleges and universities with Classics or archaeology departments.—*Amanda K. Sprochi, Health Sciences Cataloger, University of Missouri Libraries, Columbia, Missouri*

The Beatles Encyclopedia: Everything Fab Four. By Kenneth Womack. Santa Barbara, CA: Greenwood, 2014. 2 vols. Acid free $189 (ISBN 978-0-313-39171-2). E-book available (978-0-313-39172-9), call for pricing.

As every Beatlemaniac knows, there is an abundance of information out there about those wacky lads from Liverpool. However, this reverently researched two-volume set by Penn State University Laureate and professor of English and integrative arts Kenneth Womack offers a scholarly and organized yet readable approach to the history of the Beatles, from each member's very early years to post-Beatles to present day.

Main entries are in alphabetical order and include biographical information, songs, albums, films, television and video, art, books, business ventures, musical styles, performances and recordings, geographical locations, and other important concepts and historical events, with further reading at the end of each entry. Quotes from interviews and other sources make the entries come alive. Any quotes cited are included in each entry's further reading list, which saves the reader from having to flip to the extensive list of "Recommended Resources" provided near the end of volume 2.

Biographical entries are provided for each Beatle and his family as well as the many other people who surrounded them and influenced their lives and music, such as Brian Epstein, George Martin, Maharishi Mahesh Yogi, Phil Spector, and Eric Clapton. The entry for photographer Astrid Kirchherr, for example, tells the story of the origin of the mop-top hairstyle (506).

Song entries are provided for every important recording, from "Bad Boy" to the "Ballad of John and Yoko," and include applicable information on authorship and background, recording sessions, personnel (including vocals and instrumentation), chart performance, legacy and influence, controversy, and album appearances. For example, did you know that Paul McCartney was inspired to write the song "Why Don't We Do It in the Road?" after seeing monkeys copulating at the estate of Maharishi (993)? Or that John Lennon wrote "Mean Mr. Mustard" after reading a newspaper article about a "mean guy who hid his five-pound notes, not up his nose but *somewhere else*. No, it had nothing to do with cocaine" (634).

Album entries include dates, record label, background and recording sessions, track listing, cover artwork, reviews, chart performance, and legacy and influence. Geographic entries describe the significance of places such as "Shea Stadium (New York)" and "Strawberry Field (Liverpool)." There are entries for key controversies and concepts such as "The Beatles Are Bigger than Jesus Christ" and the "'Paul is Dead' Hoax." With regard to the latter, I had never before encountered such a complete list of "clues" (715).

The entry for "Tours, 1960–1966" is lengthy and fascinating, containing background information for each tour, dates and locations, and standard set lists. A limited number of black and white photographs are interspersed throughout the text entries. Many photos are familiar ones (mostly licensed from AP, Corbis, and Getty) with a few rarities among them. I would recommend other sources for color or glossy photographs or detailed album artwork.

Other features include an alphabetical list of entries at the beginning of each volume, along with an organized guide to related topics. Included at the end of volume 2 is a discography in chronological order along with a complete index. The volumes could use just a few "See" references, such as a "White Album" entry for "*The Beatles (The White Album) (LP)*."

This encyclopedia would be an invaluable resource for public libraries, undergraduate academic libraries, and specialized music or performing arts libraries. It would also make a thoughtful gift for any Beatles fan.—*Cindy Kristof, Head of Copyright and Document Services, Kent State University Libraries, Kent, Ohio*

Blood on the Stage, 480 B.C. to 1600 A.D.: Milestone Plays of Murder, Mystery, and Mayhem: An Annotated Repertoire. By Amnon Kabatchnik. Lanham, MD: Rowan & Littlefield, 2014. 382 p. Alkaline $125 (ISBN 978-1-4422-3547-2). E-book (978-1-4422-3548-9) available, $199.99.

Blood on the Stage: 480 B.C. to 1600 A.D. by Amnon Kabatchnik is the fourth book in a series about murders and mysteries in the theater world. This volume is a prequel and covers a much earlier time period than the other books by Kabatchnik. Previous books in the series cover the entire twentieth century; however, all are about crime, murder, and mystery in the world of stage productions.

There have been an untold number of volumes written in the field of theater history. *Blood on the Stage* stands out for its emphasis on some of the earliest recorded plays in written history. Unlike many other works that cover theater history broadly, this book is a collection of entries describing forty-eight different plays. Kabatchnik has pulled out selections that are "the most important theatrical works of mayhem and murder performed between 480 BC (*Prometheus Bound* by Aeschylus) and 1600 AD (*Hamlet* by William Shakespeare)" (xix). Most of these selections are well known plays; however, Kabatchnik has also included works that are more obscure in order to present a wider collection.

This book covers a unique portion of theater history. With its focus on murders and mysteries specifically, this volume stands out among theater history books. *Blood on the Stage*'s final entry is for William Shakespeare's *Hamlet.* Compared to the entry in David Wiles and Christine Dymkowski's *The*

Cambridge Companion to Theatre History (Cambridge University Press, 2013), which gives the general history of *Hamlet*, Kabatchnik writes additional information such as how it has been adapted, major productions for both stage and television, and actors involved. For this entry and others in Kabatchnik's book there are also the additional details on the detective work, including how characters were murdered, the mystery behind who did the deed, and how it was solved. It fills a gap in the research about theater's long history.

Blood on the Stage would be an excellent addition to a library that supports a theater department, whether that is an academic library or a public one. This book would also pair well with research about the history of detective literature. Although these plays are often bloody and full of violence, the historic nature and specific subject of this volume will create a distinguished collection.—*Amy Wainwright, Outreach and Student Engagement Librarian, Grasselli Library and Breen Learning Center, John Carroll University, University Heights, Ohio*

The Complete Book of 1950s Broadway Musicals. By Dan Deitz. Lanham, MD: Rowman and Littlefield, 2014. 467 p. Alkaline $95 (ISBN 978-1-4422-3504-5). E-book (978-1-4422-3505-2), $94.99.

According to Dan Deitz's very entertaining and informative *The Complete Book of 1950s Broadway Musicals*, things really started with a bang in January of 1950 with *Happy as Larry*, a cheery musical involving witches, time travel, and murder. Directed by and starring Burgess Meredith, the show included many peppy sounding numbers, such as "Three Old Ladies from Hades" and "The Flatulent Ballad." Sadly, *Happy as Larry* was one of the few musicals for which no cast recording was made. Happily, all the entries in *The Complete Book of 1950s Broadway Musicals* are as detailed and delightful as the first.

Each entry includes the name of the theatre, the opening and closing dates, the number of performances, author of the book, the lyricist, the composer, the source material if such exists, the director, producers, key designers (scenic, costume, lighting), the setting, the number of acts, and a list of all songs by acts. While all of that is certainly interesting, the real value of this volume is in the author's commentary, which somehow manages to be authoritative, well-documented, and gossipy all at the same time. Deitz writes in the introduction that his goal "is to provide a reference source that examines in detail the technical aspects surrounding the musicals as well as information that sheds new light on them, from obscure details to analyses of their book and song structures" (ix). Those obscure details are what make this volume so fun to read, as they tell an interesting story even before the wonderful, chatty commentary begins. Each commentary includes a plot summary, how the performance was received by critics (including an entertaining roundup of reviews, which are funnier when they're describing the flops), notable trivia about the cast and crew, and any awards the show was nominated for and received.

While I didn't need much besides the facts above to be entertained by *Happy as Larry*, Deitz really shines in the commentary. In describing *Arms and the Girl*, he writes that the main character of this Revolutionary War musical, Jo Kirkland, is "a sort of Joan of Arc by way of Lucy Ricardo" who ends up bungling everything; in the end, George Washington has to get her to stop meddling. In that same show, Pearl Bailey (later a Tony award winner for the all-black production of *Hello, Dolly!*) is described as "continui[ng] her string of bravura performances in Broadway failures" (11). I found this funny, tidbit-laden style to be a refreshing change from the usual tone of reference books. I also enjoy dumb jokes, so I laughed when I read that Stuart Erwin, who played a character named Woodrow Twigg in *Great to Be Alive!*, also played a "full-fledged tree in the 1942 fantasy *Mr. Sycamore*" (15).

While the book gives equal billing to the musicals that didn't make it, there are plenty of entries for the musicals everyone knows: the original productions of *My Fair Lady*, *West Side Story*, and *The King and I* all debuted in the 1950s.

The only real problem with the book is the fact that it's arranged chronologically, which is fine for browsing, but the user must consult the index to locate a specific musical. There are also a whopping eleven appendixes, which is perhaps a bit much, even by librarian standards.

The Complete Book of 1950s Broadway Musicals is browsable, engaging, and recommended for academic and specialized libraries focusing on the arts.—*Tracy Carr, Library Services Director, Mississippi Library Commission, Jackson, Mississippi*

Dirty Deals?: An Encyclopedia of Lobbying, Political Influence, and Corruption. Ed. by Amy Handlin. Santa Barbara, CA: ABC-CLIO, 2014. 3 vols. Acid free $294 (ISBN 978-1-61069-245-8). E-book (978-1-61069-246-5) available, call for pricing.

While the title may suggest otherwise, the publisher states that *Dirty Deals?* provides "balanced and fair information about three of the murkiest but most powerful forces in American politics and government" (www.abc-clio.com/ABC-CLIO Greenwood/product.aspx?pc=A3940C). That being said, who controls our government, or at the very least effectively influences policy and regulatory decisions, is a perennial question, and an encyclopedia dedicated to this matter seems fitting.

While ABC-CLIO Greenwood's publicity materials declare that this is "an encyclopedia like no other," this three volume work actually combines material from two existing encyclopedias: Ronald J. Hrebenar and Bryson B. Morgan's *Lobbying in America* (ABC-CLIO, 2009) and Robert North Roberts's *Ethics in U.S. Government* (Greenwood, 2001). Volumes 1 and 3 borrow from *Lobbying in America*, and volume 2 borrows from *Ethics in U.S. Government*. *Dirty Deals?* builds upon the foundation of the two earlier works to provide added breadth and depth. New essays such as "Social Media, Political Influence, and Lobbying" and "The Future of Campaign Finance Regulation in a Post-*Citizens United* World" are examples of how the material has been expanded and brought up to date.

Volume 1 contains essays on lobbying, political influence, and corruption. "A citizen's guide to lobbying" is a particularly valuable essay that lays out manageable strategies for individuals who want their voices to be included in political dialogue. Volume 2 includes roughly two hundred articles with information on "people, events, laws, organizations and more" (xxvii). The articles are clearly written and brief, typically one to three paragraphs, and provide suggested readings. Volume 3 provides a rich array of primary documents ranging from laws, court decisions, and executive orders to classic texts and data. While most of the documents are discoverable on the Internet, it is convenient to have them collocated, organized, and often excerpted for accessibility and ease of use.

There are clear benefits to combining, updating, and expanding existing works to provide more comprehensive coverage of lobbying, political influence, and corruption in a single multi-volume encyclopedia. *Dirty Deals?* provides a solid foundation for beginning research in these areas of study. It is appropriate for public, high school, college, and university libraries.—*Anne C. Deutsch, Reference and Instruction Librarian, State University of New York at New Paltz, New Paltz, New York*

Encyclopedia of Humor Studies. Ed. by Salvatore Attardo. Los Angeles: Sage Reference, 2014. 2 vols. $315 (ISBN 978-1-4129-9909-0).

Search online for information about any sitcom and you are likely to find a fan-authored site that provides minute details about every character and episode. Yet such web sources seldom offer intellectual linkages from popular shows like *The Office* to an identification of the first "mockumentary" (*This is Spinal Tap*) to an academic explanation that this particular genre involves "the appropriation of codes and conventions from the full continuum of nonfiction and fact-fiction forms" (515). Sage's *Encyclopedia of Humor Studies* does precisely this, and thus is an invaluable aid to students exploring this highly fascinating discipline.

Humor studies is an interdisciplinary and international field. Fortunately, the encyclopedia's contents reflect this diversity. The editor, Salvatore Attardo, is the author of *Linguistic Theories of Humor* (de Gruyter, 1994), *Humorous Texts: A Semantic and Pragmatic Analysis* (de Gruyter, 2001), and many other highly-cited publications in the fields of humor and linguistics. From 2001 to 2011, he was also the editor of *HUMOR*, the official journal of the International Society for Humor Studies. For compiling his encyclopedia, Attardo recruited a board drawn from most of the related fields, including communication (Owen Hanley Lynch), cross-cultural studies (Jessica Milner Davis), folklore (Moira Marsh), linguistics (Victor Raskin), media studies (Sharon Lockyer), religious studies (John Morreall), and social psychology (Thomas E. Ford). This team vetted topics and entries. The final product reflects the efforts of more than two hundred contributors, approximately one-third of whom are employed at institutions outside of the United States.

Containing approximately three hundred entries, the encyclopedia allows students to take various approaches to studying humor, including the components of humor, such as "punch line"; humor in various cultures, such as "Jewish humor"; and artifacts such as "comic strips." Most, if not all, entries include cross-references and bibliographies to enable further study. Within the appendices, one helpful feature is a fifteen-page "Chronology," citing important events in the history of humor from ancient times through the present day. Another is a five-page list of "Human Associations and Publications."

Editor Attardo rightfully claims that there is no comparable title. Although many libraries own Alleen Pace Nilsen's and Don Lee Free Nilsen's *Encyclopedia of 20th-Century American Humor* (Oryx Press, 2000), Maurice Horn and Richard Marschall's *World Encyclopedia of Cartoons* (Gale, 1980), or other reference works, these are very limited in scope and do not present the theoretical and research approaches present in the current encyclopedia. Thus the *Encyclopedia of Humor Studies* is a welcome addition for campuses supporting interdisciplinary scholars.—*Bernadette A. Lear, Behavioral Sciences and Education Librarian, Penn State Harrisburg Library, Middletown, Pennsylvania*

Encyclopedia of the Zombie: The Walking Dead in Popular Culture and Myth. Ed. by June Michele Pulliam and Anthony J. Fonseca. Santa Barbara, CA: Greenwood, 2014. 381 p. Acid free $89 (ISBN 978-1-4408-0388-8). E-book (978-1-4408-0389-5) available, call for pricing.

And

The Zombie Book: The Encyclopedia of the Living Dead. By Nick Redfern with Brad Steiger. Detroit: Visible Ink Press, 2015. 367 p. Paperback $19.95 (ISBN 978-1-57859-504-4). PDF e-book (978-1-57859-530-3), Kindle e-book (978-1-57859-532-7), and ePub e-book (978-1-57859-531-0) available, call for pricing.

The AMC television series *The Walking Dead* is merely one of the latest manifestations of our recurring fascination with zombies. An earlier wave was sparked by George Romero's 1968 film *Night of the Living Dead* and its sequels, and an earlier one still by W. B. Seabrook's 1929 travelogue *The Magic Island*. The two reference works under review delve into the gruesome details of the phenomenon, discussing religion and folklore, writers and their books, films and their directors and actors, graphic novels and comic books, diseases and epidemics, and so on, with side trips into somewhat related subjects such as ghouls and vampires. There are also entries on specific events (particularly in *The Zombie Book*, whose approach is more anecdotal) and broader concepts.

There has never been a classic work defining the attributes of the zombie or fixing the details of the creature in the public mind the way *Dracula* did for vampires. Instead, the concept has mutated over the years from its origin in the religion of Voodoo and has now taken on a striking variety of forms. Thus *Encyclopedia of the Zombie* is compiled using "an expansive definition" (xviii), an approach true of both works. Coupled with the elasticity of the concept, this expansiveness leads to a surprising lack of overlap between the contents of the works.

Both books devote strong coverage to zombies in popular culture (films and so on) but are noticeably weaker in tracing the literary roots of the phenomenon. The two books carry entries for Seabrook, whose sensationalized book introduced zombies to the wider English-speaking public, but only *Encyclopedia of the Zombie* includes entries on African-American writer Zora Neale Hurston and her 1938 account *Tell My Horse*, in which she describes an encounter in Haiti with a woman alleged to be a zombie. Both works neglect Henry S. Whitehead, who lived in the American Virgin Islands during the 1920s and contributed finely crafted stories on Voodoo themes to the magazine *Weird Tales*. Also missing are the brothers Pierre Marcelin and Philippe Thoby-Marcelin, award-winning Haitian writers whose novels of island life won the praise of critic Edmund Wilson.

Both *Encyclopedia of the Zombie* and *The Zombie Book* are arranged alphabetically by subject, are well illustrated, and include indexes and extensive bibliographies. The former also includes an eighteen-page chronology of zombie films and makes good use of "see also" references, a feature generally lacking in its competitor.

Thanks to its more informal tone and lower price, *The Zombie Book* is a good choice for small public libraries. Despite its neglect of a few key authors, *Encyclopedia of the Zombie* is a better choice for academic and large public libraries, especially those where there are strong interests in folklore and the study of popular culture. Given the popularity of the subject and the lack of overlap between the two books, larger public libraries may want to consider purchasing both.—*Grove Koger, retired reference librarian, independent scholar, Boise, Idaho*

Hidden Religion: The Greatest Mysteries and Symbols of the World's Religious Beliefs. By Micah Issitt and Carlyn Main. Santa Barbara, CA: ABC-CLIO, 2014. 531 p. Acid free $100.00 (ISBN 978-1-61069-477-3). E-book (978-1-61069-478-0) available, call for pricing.

This readable reference book generally seems to meet its stated goal. The authors' preface states their hope "that the information in this book will inspire our readers to take the quest for knowledge further, perhaps exploring fields and issues previously unimagined" (xiv). While it might be a long conversation if a goal were to focus on what "greatest" means in the title, it does seem this work could be a handy supplement or kick start for research.

To begin, there is an opening essay, "Introduction: History and Mystery," with these discussion sections: "Life, the Universe, and Everything," "Religious Evolution," and "Symbols and Secrets." Reading this discussion is like listening to an interesting speaker, both engaging and stimulating, although a slight frustration for this reviewer was not finding any citations relevant to the historical, sociological, and religious development claims made in the essay.

The book is arranged using these major headings: "Abrahamic and Iranian Religions," "Dharmic Religions," "East Asian Religions," "African Religious Traditions," "Indigineous American Religions," "Oceanic Religions," and "Western Paganism." Under those headings are short, introductory essays for religions (and nonreligion), along with confidently presented entries for a large array of visual symbols, beliefs, and practices.

An appreciated feature is the reading list with every entry. Lists include at least two books from good publishers or a book and a website. The value of these websites could be limited or need supplementing. For example, there might be a need to supplement information about Jainism obtained using the Jain Student Center website at the University of Michigan. Also, readers using some reading list sources might need to dig for information; not all of the sources focus only on the mystery or symbol being covered in the entry. In all, the lists did seem a good idea, and the author's use of websites was also helpfully suggestive.

The select bibliography of ninety-nine sources includes books and websites; book publishers included a large number of university publishers, as well as commercial publishers (Cambridge, Oxford, Wiley-Blackwell, Routledge, etc.). There is an eighteen-word glossary that might be helpful and an 11 1/2-page index.

Other related sources not included in the bibliography would be Ferguson's older *An Illustrated Encyclopedia of Mysticism and the Mystery Religions* (Continuum Book, Seabury Press, 1997) and Anthony S. Mercatante's small work *The Facts On File Encyclopedia Of World Mythology And Legend* (Facts on File, 2009), with its good annotated bibliographies. Larger resources would be Thomas Riggs' *Worldmark Encyclopedia of Religious Practices* (Thomson-Gale, 2006) and this publisher's companion four-volume *Religions of the World*, by Melton and Baumann (ABC-CLIO, 2010). Although considerably more expensive, the online *Encyclopedia of Religion*, edited by Linsay Jones (MacMillan, 2005), would serve as an extensive resource for topics; it contains 939 search hits for "symbols," a large chapter on "Symbol and Symbolism," and chapters on iconography for a range of traditions, including traditional African, Buddhist, Confucian, Egyptian, Hindu, Jewish, Christian, and Islamic cultures. Another expensive resource would be the online *eHRAF World Cultures* (Human Relations Area Files, 2014).

This reference book could be a useful title for high school and public libraries. It might also serve academic libraries as a stimulus for research.—*Paul Fehrmann, Reference and Instruction Librarian, University Libraries, Kent State University, Kent, Ohio*

Historical Guide to World Media Freedom: A Country-by-Country Analysis. By Jenifer Whitten-Woodring and Douglas A. Van Belle. Los Angeles: Sage Reference, 2014. 575 p. Alkaline $150 (ISBN 978-1-60871-765-1). Online edition (978-1-45223-422-9) available, call for pricing.

This work fills a gap in the literature by providing a global and historical perspective on media freedom. Much of the information presented here is available in geographic and historical literature about various countries or in journal literature about media freedom. This work brings this information together into a useful format.

Whitten-Woodring and Van Belle provide entries for a comprehensive number of nations worldwide. Each entry provides year-by-year chronology that identifies the type of government in place in that year, such as democracy or autocracy, and a rating of the media as “free,” “imperfectly free,” or “not free.” Along with this, the work provides a two-page essay for each country, summarizing the developments in media freedom over that country’s history. Each essay ends with a paragraph about the present state of the media in that country and useful bibliographic notes.

A number of free Internet resources, such as Freedomhouse.org and World Press Freedom Index, provide reports about media freedom in various countries at present or in recent history. These resources lack the historical perspective provided by *Historical Guide to World Media Freedom: A Country-by-Country Analysis*.

Another difference from the Internet resources is that Whitten-Woodring and Van Belle attempt to define media freedom positively, rather than defining it based on various kinds of infringements and restrictions on media freedom. As they point out, every country has a large number of exceptions to media freedom, if such freedom is granted, such as military secrets or privacy laws protecting individual citizens. Instead, Whitten-Woodring and Van Belle define media freedom as the ability to openly criticize the government or government officials.

According to their definition, in a country with “free” media, criticism is protected. In a country with “imperfectly free” media, criticism may take place, but there may be a direct cost for that freedom. Media that is “not free” is likely controlled by the government or is otherwise prohibited from criticizing the government. Even so, the authors allow for some degree of variation within these categories. For example, the United States’ media is rated as free, but the authors acknowledge that media freedom groups have expressed concern about efforts to extradite and punish Wikileaks founder Julian Assange and National Security Administration whistleblower Edward Snowden.

Whitten-Woodring and Van Belle strive to maintain a broader understanding of media that transcends the traditional formats of print and broadcast journalism. Their positive definition of media freedom as the ability to criticize the government and public officials prevents the focus of this work from expanding too far into free speech more broadly, while allowing for coverage of newer information formats that emerge with technology.

The work includes three introductory chapters and one concluding chapter that come across as a concise textbook about the historical development of media freedom and some of the issues related to studying media freedom. These chapters go well beyond the usual depth and complexity of a standard introduction to a reference work. These essays are as interesting as they are informative, and they even provide boxes with interesting asides and grayscale photographs.

The work provides a useful index of people, places, and significant events. It is published in a single, attractive, hardcover volume.

Historical Guide to World Media Freedom belongs on the shelves of academic libraries, particularly those supporting undergraduate programs in journalism or mass communication. It is readable and accessible enough to warrant inclusion in secondary school libraries and public libraries.—*Steven R. Edscorn, Executive Director of Libraries, Northeastern State University, Tahlequah, Oklahoma*

Latin Music: Musicians, Genres, and Themes. Ed. by Ilan Stavans and Joshua Stavans. Santa Barbara, CA: Greenwood, 2014. 3 vols. Acid free $189 (ISBN 978-0-313-34395-7). E-book (978-0-313-34396-4) available, call for pricing.

Latin Music: Musicians, Genres, and Themes is a two-volume encyclopedic work edited by Ilan Stavans and Joshua Stavans that comprehensively covers the historical, traditional, cultural, and thematic topics of Latin music. With entries from nearly fifty contributors from Spain, Latin America, the Caribbean, and the United States and almost 1,000 pages of information in total, these two volumes took approximately eight years to complete. Through these expansive entries that are both highly informative and interesting, the editors and contributors also manage to highlight the beauty of Latin music and its impact over the course of the five centuries covered in this publication.

The topics covered in these volumes range from biographies of famous musicians such as Plácido Domingo to the traditional Spanish dance the Flamenco. However, the editors also make an effort to provide information on less well-known figures and topics within Latin music history that nonetheless had an impact. Perhaps the most valuable aspect of this work that sets it apart from other publications is its coverage of ideas like societal countercultures or historical institutions, such as slavery, and how they have affected Latin music as a whole. It is reflections like this one on the topic of slavery from contributor Ruthie Meadows that take these volumes from being merely informational to academic: “In regions such as the Caribbean, northern South America, and Brazil, music and culture strongly reflect the fusion and syncretization that occurred within the context of European colonialism and African slavery” (735).

Another positive attribute of this work is that it is the rare volume that covers the topic of Latin music as a whole as opposed to examining it from the perspective of a single culture. Many works that are of a comparable size and content level fall short in terms of scope. However, one area of weakness with the set is that there were very few companion photographs to the entries. In several of the entries, the authors discuss unusual musical instruments such as a twelve-stringed guitar called a *tres* that non-musicians may have never seen. An accompanying visual aid in these instances would only enhance this already excellent resource.

Overall, this work provides thorough and thought-provoking information that is useful not only in reference situations but would also be valuable to researchers as each entry provides a list of further readings. Given these volumes reasonable price, I would recommend them for purchase as the coverage is expansive and the information could be applicable to multiple disciplines.—*Marissa Ellermann, Public Services Librarian, Shake Library, Vincennes University, Vincennes, Indiana*

Mexico at War: From the Struggle for Independence to 21st Century Drug Wars. By David F. Marley. Santa Barbara, CA: ABC-CLIO, 2014. 615 p. Acid free, $100.00 (ISBN 978-1-61069-427-8). E-Book (978-1-61069-428-5) available, call for pricing.

This title is the latest in a series of one-volume encyclopedias from ABC-CLIO concerning the military history of various nations, others being *Japan at War* (2013) and *China at War* (2012). In this vein, the 275 alphabetically arranged entries cover important personalities ("Villa, Pancho [1878–1923]"; "Santa Anna, Antonio Lopez de [1794–1876]"), battles ("Alamo, Siege of the [1836]"; "Mexican-American War [1846–1848]"), weapons ("Madsen Light Machine Gun"), articles of clothing worn by Mexican troops over the years ("Blusas," a blouse or tunic, for example), and paramilitary operations ("Drug War [1980's–Present]").

Author David Marley does a fine job of detailing both well-known and obscure facets of Mexican military life and history. His writing style is clear and concise, while the liberal use of quotations from contemporary sources adds punch and clarity to the discussion. The volume is well illustrated with maps, prints, and black and white photographs. Special features include a topical guide to entries by era, an introductory essay giving an overview of Mexican military history, a section of primary documents, chronology, bibliography, and a glossary of terms, many of which, understandably, are in the Spanish language.

Marley is well suited for a project of this nature. Having lived in Mexico City for over thirty years, he carried out research and teaching at the Colegio de Mexico and the Instituto Nacional de Antropologia e Historia. Among his many published works with a concentration on military and naval history are *Wars of the Americas: A Chronology of Armed Conflict in the New World, 1492 to the Present* (ABC-Clio, 1998) and *Historic Cities of the Americas: An Illustrated Encyclopedia* (ABC-Clio, 2005).

Overall, this volume is an excellent tool for research into Mexican military history, but beyond that, it is also a browser's delight. One learns of the innovative methods employed by those in desperate circumstances, to wit: "During the Mexican Revolution, lightly armed irregulars would sometimes commandeer a train, fill it with explosives and combustibles, then unleash it to careen unmanned down a track and smash into an oncoming enemy train or plunge destructively into a crowded railyard or siding" (under the entry for "maquina loca," 206). This volume is recommended for purchase by all public and academic libraries and highly recommended for purchase by those of the latter that support curricula in Hispanic or military studies.—*Michael F. Bemis, Independent Reference Book Reviewer*

Penguins: the Ultimate Guide. By Tui De Roy, Mark Jones, and Julie Cornthwaite. Princeton, NJ: Princeton University Press, 2014. 240 p. $35 (ISBN 978-0-691-16299-7).

This copiously illustrated guide comprehensively elucidates all the penguins of the world. This labor of love, compiled over a number of years, encompasses all eighteen species of penguins, from emperors and kings to the little-known blue penguins. Of all penguin species, only two of them actually live and breed in Antarctica (emperors and adelies). Many others congregate on specific islands in the Southern Oceans and the Australian, New Zealand, or South American coasts, but an African penguin and a tropical Galapagos penguin also exist. One section of the book contains excellent species profiles, with close-up photographs of each kind of penguin, and delineates names, descriptions, colorations, size and weight, voice, a map of its distribution, breeding habits, food, and principal threats to the species.

The authors provided the breathtaking photographs, over four hundred in all. Partners at Roving Tortoise Worldwide Nature Photography of New Zealand, the authors created natural photographs of rare and exotic wildlife. All photographs were taken "in wild and free conditions," mainly by the three co-authors. The pictures include swimming and diving penguins, overhead and panoramic shots of penguin colonies and habits, and close-up photos of penguin families. Tui De Roy authored the first part, "Life Between Two Worlds," discussing each family of penguins and their similarities and differences. Jones wrote a long section on both his personal experiences and a quick historical overview, and he followed this with a number of two-page essays by various experts in the field. These essays concentrated on "Science and Conservation" and highlighted current research on penguins, specific problems being addressed, and penguin history and evolution. Some of the pieces include personal stories and adventures experienced by the authors while studying specific species of penguins. Cornthwaite's section addresses detailed species profiles with many pictures, also several pages of "Fascinating Facts," and a large chart summarizing penguin ranges and population statuses. A similar title, Wayne Lynch's *Penguins of the World* (Firefly Books, 2007), wrote more from a personal viewpoint, aimed for a younger audience, and offered much less specific species information, providing short paragraphs on each species, found in the appendix.

A short list of references and pertinent websites appears, as well as a small section on "Where to see penguins." An index completes the work. Penguins being one of the best-loved birds in the world, this volume will be welcomed by many. Reasonably priced and suitable for public libraries, it provides an excellent source of information on all penguin species, suitable for upper middle-school students and above.—*Marion S. Muskiewicz, Science Librarian emerita, University of Massachusetts Lowell*

Pop Culture Places: An Encyclopedia of Places in American Popular Culture. By Gladys L. Knight. Santa Barbara, CA: Greenwood, 2014. 3 vols. Acid free $310 (ISBN 978-0-313-39882-7). E-book (978-0-313-39883-4) available, call for pricing.

The American landscape offers an abundance of places that are enshrined in American cultural memory. Places such as Area 51, surrounded by mystery and intrigue, and Coney Island, arguably America's most historically famous amusement park, have achieved lasting cultural prominence and remain important places in America's collective imagination. Gladys L. Knight's *Pop Culture Places: An Encyclopedia of Places in American Popular Culture* seeks to inform readers about America's most prominent and historically significant popular culture places. This three-volume encyclopedia contains an alphabetical and topical list of entries, a useful preface and introduction, over 350 entries, images, a select bibliography, and an index.

Arranged alphabetically, *Pop Culture Places* offers readers an overview of popular culture places from actual places such as Salem, Massachusetts, home of the Salem witch trials, to more conceptual places such as the American diner and barbershops. This broad array of culturally significant places is among this work's most appealing features. Equally important is Knight's preface, in which she frames the scope and purpose of the encyclopedia. Applying a broad definition to popular culture, *Pop Culture Places* focuses on providing the reader with information on how and why a place entered into America's collective memory and why a particular place's cultural appeal has sustained or why its significance has waned. All entries in this work are structured in a useful and easy to follow format, with each entry containing "historical perspectives" and "images in popular culture" sections.

Most popular culture reference works, such as the *St. James Encyclopedia of Popular Culture* (St. James Press, 2013), focus largely on popular culture personalities, films, and music. With almost no comparable works addressing popular culture places or spaces, *Pop Culture Places* is a relatively unique reference work. While *Pop Culture Places* offers insightful perspectives on American popular culture, the encyclopedia has several shortcomings. From a conceptual perspective, Knight's work is grounded largely in a historical framework in which the historical importance of a place dominates. As an encyclopedia addressing the importance of place, this work would have benefited from a cultural geography framework in which the importance of place and space come more to the fore. Additionally, readers may be disappointed to learn that very few entries contain photographs or images. While cost and copyright were the likely barriers, one would expect more images of the places highlighted in the three volumes.

Pop Culture Places is an informative and useful reference work for general audiences. It provides readers with a less common perspective on familiar places in the American historical and cultural landscape. With its diverse selection of places, *Pop Culture Places* will appeal to large audiences interested in American popular culture, cultural geography, and cultural history. *Pop Culture Places* is recommended for high school and academic libraries and medium to large public libraries.—*Joseph A. Hurley, Interim Director, Collaborative University Research and Visualization Environment (CURVE), Georgia State University Library, Atlanta, Georgia*

Race and Racism in the United States: An Encyclopedia of the American Mosaic. Ed. By Charles A. Gallagher and Cameron D. Lippard. Santa Barbara, CA: Greenwood, 2014. 4 vols. Acid free $399 (ISBN 978-1-4408-0345-1). E-book available (978-1-4408-0346-8), call for pricing.

This new four-volume set purports to be a definitive source on race-related topics in the United States, both historically and in the present. Not focusing exclusively on black and white race relations, the scope of the set is extensive. The cover images of the handsome print edition give a good representation of the variety of issues covered. A drawing of a slave in chains entitled, "Am I Not a Man and a Brother?" from a broadside edition of an 1835 poem is the oldest image, while a photograph from a Los Angeles May Day rally in 2012 is the most recent. In between chronologically are a black-and-white photograph of Japanese Americans under armed guard at an internment camp, black and white college students holding hands and singing while working to register black voters in the American South, a cross burning at a KKK rally, and a contemporary protest of the Washington Redskins team nickname. These represent some of the typical entries in this encyclopedia, portraying the complex reach of racial issues across American society and history.

Entries cover noteworthy figures and personalities, memorable events, and other sundry race-related topics. Alphabetically ordered, they typically contain "See Also" references and usually at least ten resources for further reading. While relatively brief—usually only a few pages—the entries are also complemented by sidebars providing additional information and context for users. For example, the entry on the Nation of Islam contains side boxes on both the Million-Man March on Washington in 1995 as well as the Reverend Louis Farrakhan. Other features are an index that refers users both to main entries and persons and subjects within entries. Additionally, a topical list of entries, a chronology, preface, and an introduction on the history of American racial issues are also presented. Most of volume 4 of this set consists of primary documents, many representing legal and codified racism, ranging from the old—the Indian Removal Act of 1830 and the Slave Codes of the State of Georgia, 1848—to the new—Arizona Senate Bill 1070 of 2010, which allows law enforcement to detain suspected illegal immigrants.

There are other current and similar encyclopedia sets on the market. The *Encyclopedia of Race and Racism* (Macmillan, 2007), edited by John H. Moore, and the *Encyclopedia* *of Race, Ethnicity, and Society* (Sage, 2008), edited by Richard T. Schaefer, are two of the most popular. In truth, there is little significant difference between the slightly older set and the new Greenwood edition other than the obvious fact that the newer is more up-to-date. Many of the same topics are covered in both sets, and the differences are minor—Moore has entries on Boxing and Buffalo Soldiers, Schaefer on the Amish and Glass Ceiling, while Gallagher and Lippard cover al-Qaeda and Amos 'n' Andy. A similar point could be made about the primary sources in each resource. Yet with the variety of subject matter, these sets could be seen to complement each other as much as compete with each other.

It is difficult for any one resource on such a nebulous topic to be truly definitive, but this set does an excellent job exploring multifarious aspects of racism and its permutations. It certainly provides some valuable background information and serves as a solid starting point for further research. The diversity of subject matter emphasizes the prominent place race still has in American society, even if it seems to be a more subtle presence than in the past. Well-suited for academic and high school libraries.—*Mike Tosko, Associate Professor, Research and Learning Services, The University of Akron, Akron, Ohio*

The SAGE Encyclopedia of Action Research. Ed. by David Coghlan and Mary Brydon-Miller. Los Angeles: Sage Reference, 2014. 2 vols. $315 (ISBN 978-1-84920-027-1).

"Action research" has always been one of those broadly defined terms I would come across when perusing a more general research methods encyclopedia or textbook, until now. *The SAGE Encyclopedia of Action Research* devotes eight hundred plus pages to exploring all aspects of this topic, from methods and methodologies to theory, settings, and philosophical underpinnings—even spirituality! The definition provided in the introduction is all-encompassing, noting the "global family of related approaches"; however, the breadth and diversity of contents within these volumes evinces the myriad layers of how, where, when, and why action research is used (xxv).

Entries, listed alphabetically (not clustered by theme, etc., except in the Reader's Guide), vary in length, most of which span several pages and contain enough substance to be broken down into four to five (or more) sections. Where appropriate, tables and other figures or charts are included to supplement the text. Front matter is brief, and there are no appendices. Many of the entries would, at first glance, appear to be generic and not necessarily unique to action research (for example, "Authenticity," "Conflict Management," "Data Analysis," "Quantitative Methods," etc.) but, as would be expected of any decent, specialized reference source, the editors have done their due diligence to ensure all contributions have been contextualized in a manner appropriate to the book's focus. All entries end with further readings, some of which are quite thorough.

To my knowledge, there are no reference sources comparable to this title. Libraries thinking of acquiring this set may also want to consider having *The Action Research Planner: Doing Critical Participatory Action Research* (Springer, 2014) or *The SAGE Handbook of Action Research: Participative Inquiry and Practice* (SAGE, 2008, 2013) on-hand as companions for anyone looking to put action research into practice. This title would be appropriate for academic libraries of all types, as well as public libraries. Unless specifically requested by a faculty member, however, I would not go out of my way to acquire an entire encyclopedia dedicated to action research for the reference collection at the small liberal arts college library at which I work—I just don't think it would see much "action" here (pun intended). I will, however, proceed to add my reviewer's copy and see what happens!—*Todd J. Wiebe, Head of Research and Instruction, Van Wylen Library, Hope College, Holland, Michigan*