Reference & User Services Quarterly

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

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Reflections on Archival User Studies

Bibliographic Management Tool Adoption and Use

Japanese Cartoons, Virtual Child Pornography, Academic Libraries, and the Law

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Columns

Features

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Advocating for Reference and User Services

Joseph Thompson

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In this, my final column as RUSA president, I'd like to continue offering what I intend to be information and insights that you can immediately put into practice at your own library. Here I'm using the umbrella theme of library advocacy to first provide an update on RUSA's larger legislative activities, then secondly to share techniques for local library advocacy that have proven effective and that can be modeled by libraries regardless of type. These ideas come from my own experience, those of my Maryland public library colleagues, and from experiences shared by members of the rusa-l electronic discussion list.

POSITIONING RUSA TO ACTIVELY SUPPORT ADVOCACY

While RUSA has strongly established its role in crafting guidelines and developing programs that give library staff direction on how to design services, our attention has primarily focused on how best to do our work. In the past two years we've begun in earnest to take a broader approach that recognizes the importance of the larger environment that our libraries and library staff are working in, specifically in terms of national decisions about legislation and funding. The American Library Association (ALA) already has a wealth of tools and communication channels available to inform ALA members about pending legislation that has the potential to impact libraries broadly. What about those issues that are most important to our RUSA members and their libraries? This was the question that RUSA board asked in the summer of 2013, a question spurred in part by the discussions that had taken place regarding the US Census Bureau's announcement that it would be discontinuing the production of the *Statistical Abstract of the United States* because of budget reductions. For many of us, "Stat Abs" was a core ready-reference source that we could reliably consult in print and online. The idea that it could simply go away brought forth a sense of disbelief and even anger. If such a key ready-reference resource of government information could go away so easily, what was to keep other sources of government information from going the same way? We also recognized that other divisions, specifically ACRL, PLA, and ALSC, had established standing committees that were continuing to develop advocacy tools and resources for their members. These are some great examples:

- Association for Library Service to Children: Everyday Advocacy (www.ala.org/everyday-advocacy)

- Association of College and Research Libraries: Advocacy and Issues (www.ala.org/acrl/issues)
- Public Library Association: Advocacy Resources (www.ala.org/pla/advocacy)

Under the leadership of former RUSA presidents Mary Popp and Kathleen Kern, our first step was to create our RUSA Task Force on Legislative Issues. The task force was charged with identifying legislative issues of concern to RUSA, identifying ways for sections and committees to respond, and to make recommendations to the RUSA board for further action in order to sustain RUSA's engagement with legislative issues. We were very happy to have Alesia McManus and Doris Ann Sweet serve as co-chairs. Alesia had been recently highly engaged in the call to save the *Statistical Abstract of the United States* through the creation of a Facebook group and petition in 2011 that had attracted the notice of the opinion pages of the *Washington Post* and *New York Times*.

I was one of the members of this RUSA task force as well. Within a few months we had worked with RUSA board to define RUSA's legislative priority areas:

- primary priorities:
  - federal funding for libraries
  - access to information including government information and government funded research
- secondary priorities:
  - first sale doctrine
  - copyright and fair use
  - access to e-books
  - privacy and surveillance

How did we want to address these priorities and take action? We first felt that we should learn from the experience of other divisions and state chapters that had already developed and were acting on legislative advocacy agendas. To this end we organized a discussion at the 2014 ALA Midwinter Meeting in Philadelphia, "Building a Legislative Action Initiative for RUSA!" Our panelists were Mary Baykan (legislative officer for the Maryland Library Association), Jan Sanders (chair, PLA Legislation and Advocacy Committee), and Jonathan Miller (chair, ACRL Government Relations Committee). It was a productive conversation. The consensus coming out of the discussion was that we should continue having our ALA Legislative Assembly representative share information with our membership via rusa-l on the basis of the identified priorities and work collaboratively with ALA Washington and other ALA divisions on areas of common interest.

The task force subsequently prepared a report with recommendations on how to move forward. At the 2014 ALA Annual Conference in Las Vegas, the RUSA board formalized the arrangement that our ALA Legislative Assembly representative serve on the RUSA Access to Information Committee. RUSA Access to Information Committee is now positioned to recommend and develop continuing education resources for our members around the topic of legislative advocacy. Since access and information are only two facets of our identified priorities, I see the role of this committee continuing to evolve and am recommending that its charge be broadened and reframed in the larger context of RUSA Advocacy.

Currently Alesia McManus is serving as our RUSA representative to the ALA Legislative Assembly with Doris Ann Sweet serving as the back-up. In late 2014, I asked Alesia to reach out to the ALA Washington Office to arrange for a visit by RUSA members. This took place on February 12, 2015. We opened the opportunity to all of RUSA by publicizing it on rusa-l, and in the end we had four participants, including RUSA Division Counselor Jennifer Boettcher and dedicated RUSA Member Aaron Dobbs, who had made the drive all the way from Shippensburg, Pennsylvania, to join us.

Our main purpose was to learn how the ALA Washington Office can support us as we target RUSA's legislative priorities, as well as how best to mobilize our RUSA membership to be advocates for reference and user services and our own community libraries. We also wanted to learn how to increase RUSA's profile to be in a position to provide support for broader ALA initiatives that benefit our members.

I found our visit to be a very educational experience, beginning with the great value of now being able to put the names of people to faces. In addition to Executive Director Emily Sheketoff, we were able to meet the staff of both the Office for Information Technology Policy (OITP) and the Office of Government Relations (OGR). One of the OITP's recent accomplishments involved advocating for a modernization of the Federal Communications Commission's (FCC) E-rate program, which included adding $1.5 billion to the annual available funding. OITP Director Alan S. Inouye was able to talk about the role of the office in covering the waterfront of information policy topics, including copyright and licensing, through advocacy, research, workshops, and the writing of articles, some of which can be found at www.ala.org/offices/oitp. Alan also described the Policy Revolution! draft agenda. When asked, his advice to us in RUSA was to get beyond the day-to-day and think about how we can help our members recognize what the key policy issues for libraries will be 7-10 years out. On our visit we were also able to speak with OGR Managing Director Adam Eisgrau and the OGR staff. In addition to the wealth of resources on the website (www.ala.org/offices/ogr), Adam encouraged RUSA members to use the OGR's toll-free phone number (1-800-941-8478) and email (ogr@alawash.org) to ask questions and learn how to influence legislation and policy. *District Dispatch* is the primary communication tool used by the ALA Washington Office and can be signed up for at www.districtdispatch.org. One important resource that I don't believe many of our RUSA members are aware of, but I would highly recommend, is the Legislative Action Center and the advocacy tool, "Engage." Engage is a new tool that replaces what many of the ALA chapters had been using for several years and which had been referred to as "Capwiz." Found at http://cqrcengage.com/ala/home, the Legislative Action Center allows anyone to view the main talking points around an issue and easily

get the contact information for our elected officials so that we can make the important phone call or send a message at the right time. Is there a local issue relevant to libraries in your state? See the chapters' page at http://cqrcengage.com/ala/chapters. Emily also asked us to make sure to tell our members about the annual National Library Legislative Day (NLLD), www.ala.org/advocacy/advleg/nlld, which is a two-day advocacy event held each May that allows library supporters the opportunity to meet with their members of Congress to champion support for libraries.

We very much appreciate the time that Emily Sheketoff and her staff allowed for our visit. If any RUSA members will be in the Mid-Atlantic and would like to participate in a visit to the ALA Washington Office in the latter half of 2015, please send me a note and we'll be happy to make the arrangements.

While there's no way to touch on every great advocacy tool available, I do want to mention one more. A colleague at my own library system is currently taking the Library Advocacy Unshushed massive open online course (MOOC) and finding it to be an extremely valuable experience as it focuses on the importance of relationships in library advocacy. The course is offered as a partnership between the Canadian Library Association and American Library Association. As of March 2015, the course could be found at https://www.edx.org/course/library-advocacy-unshushed-university-torontox-la101x.

PERSPECTIVES FROM MARYLAND PUBLIC LIBRARIES

Those of you who know me well are aware that I enjoy—figuratively—wearing many hats. In addition to my professional activity with RUSA, I'm on the board of Maryland's statewide friends group, Citizens for Maryland Libraries (CML) in a liaison role representing yet another association. Those of us on the CML board are able to play an advocacy role in support of libraries of all types. One important event for us is our annual Maryland Library Day in Annapolis at the state capital, normally held in January or February near the start of our state's legislative session, long before the final budget is passed in April. Supporters from across the Maryland library community meet with legislators and their staffs to introduce themselves or reconnect, which helps to sustain these important relationships. These visits and meetings provide an important opportunity to inform elected officials about bills that could affect libraries. We also get the chance to listen. What's bugging each elected official? It's worthwhile to ask. Connect what the library is doing to their priorities. Align your great work with what's important to them. These conversations conducted in a culture of collaboration truly are effective and in many cases allow for the foundation of a strong, trusting relationship.

During most legislative sessions the president or other members of CML are often called on to provide written or verbal testimony in support of bills related to library operations or capital grant funding. This testimony is usually very effective—as it is coming from individuals who not only support libraries, but who also represent the 3 million Maryland library card holders. That number presents a huge "wow" factor.

At the state level, the advocacy by CML and the Maryland library community for Maryland public libraries has been quite successful over the past several years, preserving most state funding for public libraries at existing levels, even during and following the Great Recession of 2008. Per capita increases in funding that had been prescribed in the state Education Law were put on hold by the legislature and the governor, but most of us quietly recognized that this was the new measure of success for the time. A state grant that makes available $5 million annually in capital projects funding for Maryland public libraries has also been preserved, which serves as an important match for local money and encourages necessary renovations and new library construction.

In thinking about these successes and the experiences of my Maryland colleagues in their own counties, I began to consider the methods of local advocacy that could directly translate to other types of libraries, specifically academic libraries. I have heard from some of my RUSA colleagues who work in academic libraries that advocacy in a college or university environment can be a great challenge, and in some cases even prohibited due to layers of authority and the structure of reporting and funding at institutions of higher education. This topic even came up at our town hall during the first RUSA board meeting at the 2015 Midwinter meeting in Chicago. Some RUSA members in positions of upper management expressed that they feel a degree of frustration at their own institutions about decisions being made by college/university administrators that directly affect the library experience, but that they are not consulted nor involved. This has even included major decisions such as library renovations.

Despite these challenges, I believe that advocacy is not impossible because any of our libraries can build strong relationships with our users, who in turn can advocate for the library. We can also be strategic about building relationships with others on campus. Recognize that a common mission exists between individuals and between campus organizations. It makes good sense for library staff to position themselves to serve on committees and teams outside of the library. You will be able to help these other departments and groups when they need it. The library staff then become viewed by others around campus as creative leaders and big picture problem solvers who understand how to get things done. Likewise, regularly invite people from other parts of the campus community to sit in and serve on projects led by the library so that they gain a greater appreciation for the library's diverse role. You can then anticipate that your colleagues will be there to help you when the library needs it.

One facet of advocacy that can't be taken for granted is the demonstration of value, which must be at the core of our conversations with decision makers on campus. We have to share numbers that reflect the positive effect that we are

having on the campus and the larger community that we serve. You can choose to use a return-on-investment calculator with a dashboard if you need a good way to depict the value of the services being provided. Make sure to also tell stories about individuals who have had their lives positively changed through a library experience.

I would add that you need to ensure that decision-makers on campus are aware that library services are active learning experience. In this same vein, Valerie Gross, president and CEO of Howard County (MD) Library System, recommends using the active terms "education," "instruction," and "research" to describe what the library does, and replace passive terms including "information" and "reference." She observes that using this kind of language is one great way to break down the incorrect notion held by many decision-makers that the only thing libraries do is loan books. My former library director, Mary Baykan at the Washington County (MD) Free Library, also notes that by positioning ourselves as an educational and economic necessity, decision-makers will recognize that the library is not an optional amenity that can be scrapped when times are tough.

I want to express my gratitude for the ideas shared by my colleagues across Maryland public libraries, including Skip Auld, Mary Baykan, Andrea Berstler, Denise Davis, Valerie Gross, Sharan Marshall, and Dorothy Stoltz. The recommendations I've shared in the section above are a synthesis of many conversations and emails with these individuals.

I do have one more resource to highlight, especially for RUSA members who work at academic libraries. If the library director is specifically prohibited from actively advocating for the library, the creation of a Library Friends group can be an excellent option. See *Academic Library Friends: A Toolkit for Getting Started—You Can Do This!* by Charles D. Hanson, director of Kettering Library Services at Kettering University in Flint, Michigan. This free toolkit from United for Libraries is geared toward starting a Friends group at a community college or university and stresses the value of building relationships and making connections at the local level—on campus and in your community. Find this toolkit at www.ala.org/united/sites/ala.org.united/files/content/friends/orgtools/academic-library-friends.pdf and other toolkits on how to go about organizing a Friends Group at www.ala.org/united/friends.

SUCCESS STORIES FROM RUSA

To close, I'd like to share a couple of stories that members of the rusa-l discussion list told me about in February 2015 when I asked for local advocacy success stories in academic libraries. Specifically I wanted to hear about how academic libraries had positioned themselves to be "at the table" when decisions about the library and its resources were being made so that we could learn from their positive experiences.

Hannah Buckland, director of Library Services at the Leech Lake Tribal College in northern Minnesota, shared with me her library's recent opening of an all-new, 8,000-square-foot, $3 million library. This is a terrific advance, as the library had formerly been housed in a room "at the shadowy end of a hallway." It's clear that Hannah and her predecessors clearly recognized that they played an important role in advocating for their users by effectively describing the effect that the new facility would have as an investment and a way to strengthen the entire community. By clearly describing the effect on the community as a whole, the library staff and their supporters were able to raise donations combined with grants to cover the entire cost of the project. In another example, Helene Gold, chair of the Information Literacy and Research Services Department at Tallahassee (FL) Community College Library, told me about their recent experience applying for a College Innovation Grant to replace an old "fortress" reference desk with a new smaller desk that would create space for librarians and students to collaborate without leaving the area. Her grant application was successful, in part because of the way that she effectively described the positive effect on students in creating a nurturing learning environment.

I'm asking all RUSA members to please continue to share these kinds of positive stories on rusa-l so that others may learn from your experiences! I would like to see this conversation be the first step toward the creation of a toolkit developed by RUSA that provides our members with best practices for advocating for resources, information services, and collections at their own libraries. The creation of this toolkit will directly support the goals of our new strategic plan.

Since I mentioned the strategic plan, I do want to note that as of this writing (early March 2015), the process is moving along well and we are on track for having the new plan in place for the 2015 Annual Conference in San Francisco. See the president's column at *RUSA Update* (www.rusa.ala.org/rusaupdate) for regular updates on the process.

If you are reading this prior to the Annual Conference, I do also want to make sure that you're aware of the RUSA President's Program with danah boyd on Saturday, June 27, from 4 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 as she weaves together her research on youth culture with her analysis of the "big data" phenomenon. 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. I am extremely grateful for all of the hard work that they have put into organizing this program!

I want to again take this opportunity to thank each and every one of our volunteer members who make the work of RUSA happen, from organizing programs to reviewing materials and selecting awards. Your efforts make a positive difference and have a valuable impact on people's lives. It has been a pleasure serving you as RUSA president over this past year.

Reflections on Diversity and Organizational Development

Sarah Leadley

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Effectively addressing diversity issues can be a challenge in any organization—yet, when done well, it can manifest as more of an opportunity to foster a strong sense of community and maximize potential within it. In this column, Sarah Leadley maps the robust approach taken at the University of Washington Bothell/Cascadia College Library to develop cultural competencies among staff and establish diversity as a strategic priority. The library's integrated agenda, grounded in the principles of social justice and built around teachable moments, suggests a noteworthy facet of organizational development that is well worth modeling.—*Editor*

> *Diversity is an essential component of any civil society. It is more than a moral imperative; it is a global necessity. Everyone can benefit from diversity, and diverse populations need to be supported so they can reach their full potential for themselves and their communities.*[1]

> *We believe that libraries can and should play a key role in promoting social justice; and that a commitment to diversifying our profession, our collections, and our services is critical to social justice work in and for librarianship.*[2]

This essay is a reflection on the diversity work our library has been engaged in over the last few years, led by our Equity, Diversity, and Social Justice Team. As director, my role has been largely behind the scenes: supporting the formation of this team, providing time for all staff workshops, and helping manage both internal and external requests for the team's time and assistance, all with the goal of building an inviting, sustainable, reflective, and intellectually challenging approach to doing this work throughout the library. For me, this has also been about more intentionally aligning my long-standing commitment to teaching and learning with social justice theories and practice. I believe that our efforts to build capacity and deepen our collective understanding of diversity within the contexts of higher education and our campus community have strengthened our instruction and public-service offerings significantly, fostered a deeper engagement with these issues among staff, and positioned us to contribute more fully to campus diversity committees and programs.

I open with the two quotes at the beginning of this article to provide some framing for this essay, but also to acknowledge that I'm stepping into an existing and very robust conversation. From a brief survey of the literature it is clear that there are many innovative programs and dedicated individuals doing work in this area.[3] That said, the literature

also clearly points to the complexity of this work and to the challenges in having this work result in substantive change to our working lives. The many demands on our time mean that all too often, diversity and cultural-competency training for library staff is a one-time occurrence, or, because of the intensity of the issues, is dealt with only at the surface level. But for many of us in higher education, our student demographic is, or is becoming, more diverse, with greater racial and ethnic diversity, more returning veterans, and larger numbers of students with disabilities. A recent *PBS Newshour* story reports numbers that are probably not surprising, but perhaps worth repeating: "In 1976, white students made up 84 percent of the college student body. Now they represent just under 60 percent. At the same time, more students are returning to college after years in the workforce. Many come from low-income households and juggle classes along with the responsibilities of work and family."[4]

There is abundant literature on teaching and learning that contributes to framing diversity and social justice as issues that are central to our work as librarians. As a former instruction librarian, my work was informed (and transformed) by the writings of "critical pedagogy" scholars, including James Elmborg, Rolf Norgaard, and Heidi Jacobs. Elmborg's 2006 article on critical information literacy was inspirational to me as an instruction librarian.

> Critical theory brings new dimensions to academic thinking about education and literacy, and these theories have made teaching and learning more interesting, complex, and, in some ways, problematic processes than past educational models have implied. . . . Critical literacy and critical pedagogy have led us to a different discussion of the means and ends of education. Its most influential theorists, including Paulo Freire, Peter McLaren, and Henry Giroux, argue that schools enact the dominant ideology of their societies—either consciously or unconsciously. Viewed this way, education is a profoundly political activity. Educators must either accept the dominant ideology of their society or intentionally resist it and posit alternative models. Neutrality is not an option.[5]

Norgaard writes, "Literacy is too often conceived of in normative terms along a deficit model (literacy, of course, being something we 'ought' to acquire). In such a model, information literacy can easily be reduced to a neutral, technological skill that is seen as merely functional or performative."[6] Jacobs notes that "information literacy not only incorporates the recurrent concepts of identifying, locating, evaluating, and using information but also encompasses engendering lifelong learning, empowering people, promoting social inclusion, redressing disadvantage, and advancing the well-being of all in a global context."[7] She cites the work of Rebecca Powell, "who reminds us literacy is both a cultural and a social expression, and therefore it is always inherently political. Literacy practices operate within a sociopolitical context, and that context is defined and legitimated by those who have the power and authority to do so."[8] For me, the work we do as teachers is also grounded in the ongoing struggle to understand the relationship of the library (and higher education generally) to the power structures within our own and our stakeholder communities, and to foster reflective practice in exploring questions of power, access, and inequality.

This also extends to our library's public service philosophy—at all service points staff take seriously their role in retention and student success. From the field of social work, Sue and Sue provide an excellent summary of the skills I believe all of our staff should have:

> A culturally competent professional is one who is actively in the process of becoming aware of his or her own assumptions about human behavior, values, biases, preconceived notions, personal limitations, and so forth.
>
> Second, a culturally competent professional is one who actively attempts to understand the worldview of culturally diverse populations. In other words, what are the values, assumptions, practices, communication styles, group norms, biases and so on, of culturally diverse students, families, communities and colleagues you interact with?
>
> Third, a culturally competent professional is one who is in the process of actively developing and practicing appropriate, relevant, and sensitive strategies and skills in working with culturally diverse students, families, communities and colleagues.
>
> Thus, cultural competence is active, developmental, an ongoing process and is aspirational rather than achieved.[9]

We are a profession that celebrates a long history of service and activism on behalf of our users. Librarians have long advocated for access; we serve vulnerable populations and we participate in education and open-access initiatives. But we also function within institutions and structures that are themselves often oriented and shaped by the dominant culture. As Todd Honma writes, "All too often the library is viewed as an egalitarian institution providing universal access to information for the general public. However, such idealized visions of a mythic benevolence tend to conveniently gloss over the library's susceptibility in reproducing and perpetuating racist social structures found throughout the rest of society."[10] This may be a challenging statement to process, but I think it's useful to consider those aspects of our internal workings that may be masking or complicating our efforts around diversity. In the case of my library, expressions of this are evident in that we are predominantly white, female, and middle class, which is not at all a reflection of our student population. It also is not all that unusual nationally.[11] Even when changes suggest themselves, compounding this are the all-too-real resource constraints that can make it challenging to be agile, to redirect people's time and efforts to new initiatives.

Locally, our campus context is a driver for this work. Our university comprises 42 percent students of color; 46 percent are first generation and 60 percent receive financial aid. We have a strong academic transition/bridge program, a year-long academic preparation program designed to provide assistance for historically disadvantaged, low-income, and first-generation college students. We are collocated with a community college, where a commitment to social justice is woven deeply into the mission and operations of the institution. We have had opportunities over the years to serve on a variety of diversity and inclusiveness committees on our campus, but until recently had not formed our own internal group. When a librarian approached me with the idea of creating a team, informed by the publication of the ACRL Diversity Standards and his own work on hip-hop,[12] I was thrilled. Being someone who came to academic librarianship with an interest in social justice, this resonated deeply, but I also realized that this work could potentially align well with our campus priorities and the shifting demographics of our students. Dedicating resources and time to this work is not optional; it's an imperative. While interest and commitment among library staff has always been there, our efforts were diffuse and intermittent until the formation of our diversity team. This column is very much an acknowledgement of their efforts. I think they have clearly demonstrated not only the importance of this work, but perhaps more importantly, that it can reside within and permeate the collective that is our library community, not as an add on. Workshops based on critical race theory can be hard work, but they also create new connections and understandings among staff. As the team wrote in a recent *C&RL News* article:

> Building cultural competency among a library staff is complicated work that is never finished, as our staff and student populations grow and our understanding of the work deepens. Discussing difference, even in the most celebratory way, brings up feelings of guilt, exclusion, anger, and frustration that can be challenging to confront in the work-place. We found that despite the challenges, however, this work is also rejuvenating and joyful. Talking about differences we normally minimize creates understanding and intimacy that make it possible to connect more authentically with our colleagues. Our assessments showed that staff members appreciated structured time to share the personal experiences they would not normally feel comfortable bringing up at work.[13]

WHAT'S WORKED—SOME PRACTICAL APPLICATIONS

About the Equity, Diversity, and Social Justice Team

All employee groups are represented on the team: librarians, professional staff, and classified staff.[14] I do not serve on the team, but meet with them to review their work plan for the year and as needed. I find it essential to be part of the co-creation and adjustments to each year's work plan, sharing with them what I learn by serving on a variety of campus and university leadership groups. I can also speak to their excellent work in these leadership meetings, which has led to them being tapped to lead or contribute to campuswide diversity initiatives, raising the visibility of the library on campus. I can and do push-back if I think the team is taking on too much, one major challenge being that this could easily be full-time work for the entire team. Making sure that the program we're developing is sustainable is one of my highest priorities. I want to be able to look back in five or ten years and see that we have a rich and intellectually robust cultural competency program in place.

Integrating Language about Diversity into Our Major Documents

The team took the lead in crafting our Diversity Strategic Direction. I wanted to give this the prominence of a strategic direction rather than relying just on embedding language about diversity in our other strategic directions or a values statement. It seemed important to raise the visibility of this work and be able to connect tangible initiatives and accomplishments to this actionable section of our strategic plan. The Diversity Strategic Direction reads as follows:

> The Library serves one of the most ethnically diverse higher education communities in the state. We seek to provide culturally relevant services and resources that reflect the diversity of our user community and we work to foster an inclusive organizational structure in which staff from all different backgrounds can thrive. As cultural competency is not intuitive and must be learned, library staff will regularly and continuously expand their understanding of the impact of culture on behavior, attitudes, and values, and the help-seeking behaviors of diverse constituent groups. Adapted from the ACRL Cultural Competency Standards: http://www.ala.org/acrl/standards/diversity

The librarians also created a goal within our Information Literacy Instruction Program Plan:

> GOAL: Support Diversity and Inclusiveness
>
> Objectives:
>
> 1. Provide instructional services inclusive of the diverse perspectives and needs of the campus communities served.
> 2. Deliver instruction that is inclusive of a variety of teaching and learning styles, and cultural backgrounds.
> 3. Encourage diverse inquiry-based and creative processes for engaging students in research.

4. Value cultural ways of knowing through respect for non-dominant or non-Western thought and modes of knowledge production.
5. Participate in professional development, educational opportunities, and critical reflection that help advance cultural competence of the librarians and staff within the program.

Workshops and BrownBags

Our All Staff Workshops take an incremental approach, integrating theory and praxis. They are also highly interactive and interspersed with humor. We didn't want to try to move too quickly, but to establish comfort around talking about difference before taking on issues around discrimination. Assessments (typically via brief feedback forms and offers of in-person follow-up) are conducted following each workshop.

Here are some of the learning outcomes that have framed our trainings:

Workshop #1: Cultural Awareness

Learning Outcomes:

1. Staff should gain a fuller picture of the demographics of the library user community.
2. Staff will think more in-depth about their own cultural heritage to better understand how their own cultures and biases may affect interactions with library patrons and each other.

Workshop #2: Intersectionality

Learning Outcomes:

1. Staff will explore the intersection of power, culture, and identity to better identify the everyday power dynamics that shape our service delivery and experience of the workplace.
2. Staff will reflect on their own identities and cultures to better understand how these may affect interactions with each other and our user community.

Workshop #3: Microaggressions

Learning Outcomes:

1. Staff will understand the concept of microaggressions to identify and articulate their understanding of microaggressions in the workplace.
2. Staff will explore behaviors and environmental factors that can make patrons and staff with marginalized identities uncomfortable in a library setting.

Workshop #4: Interrupting

Learning Outcomes:

1. Participants will increase their comfort level with interrupting acts of oppression.
2. Participants will develop and learn strategies and tools that will equip them to interrupt oppressive situations.

The brownbags are held outside of the monthly all-staff meeting times and are entirely optional. Topics have included the following:

- generational poverty
- race in library and information studies, with the suggested reading Todd Honma's "Tripping Over the Color Line"
- race and higher education, with the suggested reading by Douglas A. Guiffrida and Kathryn Z. Douthit, "The Black Student Experience at Predominantly White Colleges: Implications for School and College Counselors"[15]
- undocumented students, with the suggested short documentary *The Dream is Now* (2013), directed by Davis Guggenheim

Teaching Meetings

The librarians dedicated one of their regular teaching meetings to a discussion of a chapter on culture and communication in the classroom from *Culturally Responsive Teaching: Theory, Research, and Practice* by Geneva Gay.[16]

CONCLUSION

What I have appreciated about these activities is the attention given to addressing the emotional components of this work, combined with the intellectual challenge, framed by the work of scholars in the field. I think an approach that can foreground scholarship from a variety of fields (such as ethnic studies, counseling, and disability studies) along with well-established active learning techniques, creates openings into the work for a range of individuals. Adding to this, the workshop assessments indicate that having our colleagues within the library implement this first phase of trainings is a powerful strategy for building trust and enthusiasm for doing this challenging work as a community. Our workshop leaders are very clear in articulating their goals of facilitating learning; they do not position themselves as experts, and they take risks in expressing their perspectives and experiences. I know that we are in the early stages of this work, and that the challenges are large. Our work to date has focused primarily on building awareness and capacity among library staff, but there is certainly a whole constellation of concerns requiring my ongoing attention, among the most pressing being our recruitment and retention of diverse staff.

As director, after more than two years of doing this work very intentionally, I feel that my understanding of how to align our expertise with campus diversity initiatives has increased significantly. Most recently this resulted in a yearlong project to assess international student perceptions and usage of the library, led by our Assessment Team, which includes several members of the Equity, Diversity, and Social Justice Team. I think the focused expertise of the team, in tandem with the increased capacity of all staff, will also contribute to building our collective understanding of issues related to retention and persistence generally, an area of keen interest among our campus leaders. I think it would be dangerous to approach this via a deficit model without engaging fully in an examination of how our context may privilege the practices of the dominant culture. Finally, with our emphasis on exploring power dynamics and practicing self-reflection, I can also envision this work building our capacity generally around communication and conflict resolution, key skill areas for navigating and thriving in this dynamic environment of sustained technological and organizational change.

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Readers' Advisory
The Who, the How, and the Why

Duncan Smith

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In this issue, we are fortunate to welcome a pioneer in readers' advisory. Duncan Smith has helped shape how we think of readers' services and how we help our readers find their next good book. But, more than that, he has a passion for RA that shines through his presentations, work, and writing. With other pioneers such as Joyce Saricks, Nancy Pearl, and Nancy Brown, we have shaped our RA practices around appeals, the reference interview model and implicit knowledge. In Bill Crowley's 2014 article "Time to Rethink Readers' Advisory Education?," Crowley questions our current practices and provides thoughtful reflection on a new direction for growing RA. This article, written by Duncan Smith, is a response to Crowley's thoughts. Addressing some of Crowley's ideas directly, but also reflecting on what it is to be a professional, Smith presents ideas that should start a dialogue within our profession about how we view RA services, who can be a readers' advisor, and how we push our services into the future.—*Editor*

Bill Crowley's provocative article "Time to Rethink Readers' Advisory Education?"[1] raises several fundamental questions about the service that many of us believe is the cornerstone of the public library's future. These questions focus on the who, the how, and the why of readers' advisory. His article requires us to ponder *who* can best meet the needs of the readers who view the public library as an essential part of their reading ecology. Crowley also challenges us to broaden our view of *how* we serve these readers. Finally, he argues that we position the *why* of these services as literacy and life-long learning services instead of focusing on helping readers find the books they want to read. Crowley's article focuses our thinking on the right questions, but his answers miss the mark when it comes to providing the service readers want and also positioning the library as an essential resource in its community.

THE WHO

The opening paragraphs of "Time to Rethink Readers' Advisory Education?" tell a story about a newly minted professional librarian who was given the opportunity to start a formal RA service in her public library. Rather than hiring additional staff with an MLS from an ALA-accredited institution, this librarian chose to extend the number of staff involved in delivering the service (and increasing the hours the service was provided) by hiring library assistants. Crowley

laments this decision as a missed opportunity to "professionalize" readers' advisory service at this library.

A profession is an occupation or vocation requiring training in the liberal arts or the sciences and advanced study in a specialized field.[2] A professional is someone having great skill or experience in a particular field or activity.[3] The article appearing in *Public Libraries* seems to assert that the MLS prepares individuals to deliver quality service to readers who are looking for their next book. This does not appear to be the case, at least according to the results of a national survey.

In an article summarizing the results of this study of RA service in public libraries, Schwartz reported that 42 percent of respondents received no instruction in RA service as part of their library school coursework. For an additional 40 percent, these services were covered as part of a course on a broader topic. The study goes on to point out that 62 percent of respondents indicated that their in-library training related to serving readers was self-directed and that 23 percent receive no training or support for the provision of RA service from their institutions. Doubtless a library school education prepares one to deliver a wide range of information services on a variety of topics in many contexts, the results of this survey, however, point out the disconnect between the content of many MLS-level education programs and provision of effective reader services. We cannot assume that staffing with MLS-level librarians will result in the delivery of a professional level service. Nor can we assume that individuals will receive training in how to do readers' advisory service from the libraries in which they work.[4]

Another finding of the survey that was not reported in the Schwartz article appearing in *Library Journal* further complicates this issue. In 70 percent of the libraries surveyed, RA was the responsibility of all staff. Only 9 percent of libraries had the full-time readers' advisory staff envisioned by Crowley in his article.[5]

But these findings only beg the question about the professionalization of RA service. Readers' advisory service will only be professionalized when it is consistently and effectively delivered. We should not be so concerned with who delivers the service but the quality of the service that is being delivered. If we want these services and the institutions that provide them to be valued and funded, we need to focus more on how and less on who. Your graduate-level education only prepares you to become a professional. The service you deliver makes you one. So what level of service can a reader who comes into a public library looking for a good book to read expect to receive?

THE HOW

In "The State of RA," Schwartz states,

> Though the majority of respondents feel their libraries are providing RA services either very effectively (10%) or effectively (44%), there is little data available to quantify that impression. Some 41% of respondents don't track any measures that bear on RA service. And while 38% track usage of RA e-resources and nearly a quarter track the number of RA questions received, measures that indicate customer satisfaction (such as the amount of return business or the quality of the recommendations) are tracked by less than 10% of respondents.

The data that does exist, however, provides a very different view of the assistance that readers receive when they visit their library.[6]

In 1992, Shearer published the results of one of the first unobtrusive studies of readers' advisory effectiveness (think secret shopper).[7] Shearer, who was teaching at North Carolina Central University's School of Information and Library Sciences, sent his students into North Carolina public libraries with instructions to ask a librarian for help in finding another book like Harper Lee's *To Kill A Mockingbird* and a range of other titles. In only 25 percent of the cases did a librarian seek to determine why the student liked the book they had enjoyed. Similar results were found by Anne May and her colleagues in a study of Long Island, New York, public libraries in 2000.[8]

Between 2002 and 2010, Catherine Sheldrick Ross and her colleagues at Western Ontario University sent 640 library school students into libraries to ask a readers' advisory question and to report step-by-step on what happened. She found that RA questions often evoked panic, as happened in this account of a staff member's initial response to a request for help in finding "a good book to read": "She seemed caught off guard or surprised by the question. . . . The librarian gave me a blank look and, appearing confused, asked me to repeat myself."[9]

The results of a secret-shopper study from Queens College (Flushing, New York) as part of a course taught by Mary K. Chelton in the spring of 2014 drove her to post the following list of behaviors to increase effectiveness in responding to requests for a good book to read. The basic nature of these rules indicates that our belief that we are providing very effective or effective RA service is aspirational and not the reality experienced by a majority of our readers.

Mary K's Generic Rules of RA

These rules have emerged from successive "secret user" interactions experienced by my students in the Readers Advisory Services for Adults in the Public Library class at Queens College over the years.

- Listen to the user and try to find out what the person likes and/or loathes reading before you do anything else.
- Ignore what *you* like to read unless you're sure it matches what the reader likes.
- If you have not read or have no knowledge of what the person is asking for, try to get them to tell you more rather than confess what you don't know prematurely.

- Find out if the person wants something else by the same author before suggesting it.
- Remember that many authors write different kinds of books, so even another one by the same author may not be a good match.
- Understand that genre readers generally do not read everything in a genre and find out what subcategories they might like first.
- Use the library's catalog only after you have a clear idea of what the person is interested in and be sure to verify any suggestions with the library's collection (that they are owned, on the shelf, etc.)
- Explain what you are doing as you search, especially if you are using an electronic tool, such as NoveList. Tell them how they can use it themselves if they would like to.
- When you direct users to the new book shelf or stacks, walk with them to continue the conversation.
- Suggest more than one title since suggestions are at best imperfect matches. This increases your chances of a good match.
- Unless the user tells you that there is some urgency, ask for some more time and offer to phone or email a result at a later time. This can give you more time to search and query colleagues and may lead to a better match.[10]

We know that there are effective practitioners of the art and science of answering the question, "What's a good book to read?" The challenge for us is that our profession does not have a systematic way of codifying that information and sharing it. This service is not covered in graduate-level coursework, and librarians and library staff are left on their own to figure out how to do this work well; therefore our users are sometimes the beneficiaries of random acts of effectiveness, but more often than not the service they receive is less than adequate. Anne May and her colleagues summed up the outcome of our present RA infrastructure in her 2000 article in *Library Journal*:

> Our study did not reveal any formal institutionalized RA protocol. Rather, our findings underscored that a non-methodical, informal, and serendipitous response was the norm to a patron's request for a "good read." This is an approach that at times serves patrons brilliantly but more often offers unprofessional and unsatisfactory service. We can and must do better.[11]

Doing better means taking all of the trial-and-error (self-directed) learning that is going on in our institutions and identifying what is working and what is not. The lessons-learned by individual practitioners (tacit knowledge) as they deliver RA services is the tacit knowledge that Crowley refers to in his article. He is correct that this knowledge is difficult to codify and distribute but there are methods in place for doing this. For example, Katrina Pugh from Columbia University's Information and Knowledge Management Program documents a process for achieving this in her book *Sharing Hidden Know-How*.[12] Other professions have developed models for surfacing tacit knowledge and best-practices including the practice audit model,[13] which was used by this author in the development of *Talking with Readers: A Competency Based Approach to Readers' Advisory Service* (EBSCO/NoveList 2000), which was discussed in an article published in this publication.[14]

Crowley argues that our focus on how to effectively do "the work" limits the field and distracts us from questions that are "immensely more important" to directors, funders, and taxpayers. He suggests that we need to broaden our focus from leisure reading to more defendable areas like learning. Until we can consistently deliver effective service, however, I believe that our attention needs to remain on the how of our service and our tacit knowledge. We can certainly benefit from importing insights and research from the fields of education and reading studies but we also have a lot to learn and exploit from our own practice. Rather than seeing our tacit knowledge as a liability, I believe that mining that knowledge is our best chance for moving us off the performance plateau that we find ourselves on today and elevating the quality of service our readers receive.

It was more than twenty-five years ago that Joyce Saricks and her coworker Nancy Brown realized that they had a problem. The books that their readers were interested in and wanted more of had not been studied. The fiction titles that were driving circulation lacked a classification framework that defined and grouped titles based on their similarities. There was no Dewey for fiction. Through trial and error, these two practitioners developed a method for thinking about books in terms that mattered to readers. Appeal became the framework for conversations between library staff and readers that helped get those readers to their next book. The concept continues to be expanded with the development of appeal terms and frameworks for audiobooks and illustrations (picture books and graphic novels).[15]

Neil Hollands faced a different problem at Williamsburg (VA) Regional Library. He felt that only delivering RA in face-to-face interactions was limiting the quality of the service he could provide and the number of users who would take advantage of that service. He developed the concept of form-based RA,[16] a service strategy that is now in use in 19 percent of the public libraries in the United States. This service allows readers to complete a form that outlines their reading interests. The completed form is routed to a staff member who creates a personalized list of suggestions based on the reader's interests. The form is usually accessed from the library's website and the list of suggestions sent to the user via email.[17]

Alison Kastner and a team of librarians from Multnomah County (OR) Library felt that more of their users would take advantage of library staff members' knowledge about books and reading if that expertise was more visible. They also wanted to do a better of job of connecting readers with library personnel whose expertise matched those interests. They hypothesized that readers would be better served when

they interacted with staff who were knowledgeable about the readers' genres and subject interests rather than leaving that connection to chance. Multnomah received funding from the Paul G. Allen Family Foundation to explore the use of technology to match readers and library staff. The result was the library's My Librarian Service (https://multcolib.org/my-librarian).

Saricks, Hollands, and the librarians at Multnomah are all exhibiting the behaviors of the consummate professional. They have identified a gap or challenge in providing effective service and using their specialized knowledge and skills have developed strategies, tactics, and approaches to improve the services provided to their readers. All of them are engaged in what Donald Schon calls reflective practice.[18] To move RA service forward, we need to not only pay attention and incorporate the thinking of other professions. We need to identify, quantify, and disseminate our own. Using the tacit knowledge of expert practitioners to move an entire field forward is not something new. In the 1883, the same year that Melvil Dewey started his stint as chief librarian at Columbia University, Mark Twain published *Life on the Mississippi*, which described how he became a river boat pilot on the Mississippi and was taught to "read" the river by an experienced pilot.[19]

FROM HALF-RIGHT REFERENCE TO SUCCESSFUL RA

We already have a model for transferring tacit knowledge from individuals to institutions. The studies conducted by Shearer and May were modeled on unobtrusive studies of reference. These studies and they results are summarized in "Unobtrusive Reference Testing: The 55 Percent Rule," by Hernon and McClure.[20] These studies, which began as early as 1968, consistently found that reference librarians answered reference questions accurately 50–65 percent of the time. The 55-percent rule of reference accuracy was developed as a result of this work.

In 1985, Ralph Gers and Lillie Seward reported on the results of an unobtrusive study of public library reference service in Maryland.[21] The results of this study confirmed the findings of previous studies. The Maryland study, however, did not limit itself to measuring reference accuracy. It also identified behaviors that contributed to reference success. These behaviors became the basis for a checklist that staff could use to improve their reference skills. Maryland did not leave it up to individual library staff members to adopt these behaviors. They developed a three-day training program that was designed to integrate these skills into daily practice. More than two hundred Maryland public library personnel who provided reference service went through this three-day training. In 1986, a research firm was hired to conduct another state-wide unobtrusive study to determine whether this training improved reference accuracy. The major finding of this second study was that reference accuracy had risen to 77 percent in libraries whose staff had participated in the training. In libraries whose staff had not participated, accuracy was achieved only 60 percent of the time. Seward goes on to point out that one library in the study went from 42.5 percent accuracy in the 1983 study to 97.5 percent accuracy in 1986 and 93.8 percent accuracy in a third study conducted in 1990.[22]

The Baltimore County Public Library is one example of how a library institutionalized these behaviors to ensure that they became a part of standard practice. The library implemented peer coaching so that staff members observed and supported each other in using the behaviors in their transactions. The behaviors were also incorporated into performance reviews and included the observation of staff members responding to reference questions. The standard that was established for these reviews was that staff members must display the three effective behaviors defined in the standard 80 percent of the time. Each staff member was observed twenty-four times during the year, and an examination of 25 percent of the initial reviews found that only 6 percent of the sample "needed improvement" in one of the behaviors.[23]

The Maryland example shows us what it takes to improve our practice. We already have research that shows us how well we are doing. Now we need research that identifies and defines the behaviors needed to effectively respond to readers' advisory questions. Library staffs need to be educated about these behaviors and provided with opportunities to learn them and put them into practice. They then need to receive constant support and reinforcement in the use of these behaviors. We not only need to rethink how we educate individuals to become readers' advisors. We need to create a systematic approach that acknowledges that learning for our profession does not end when we cross the stage to receive our MLS. It is a life-long commitment to constantly and honestly assess how well we are doing in delivering service to our readers, develop strategies and approaches for improving that service and implementing them.

The case study mentioned above also proves that achieving the goal of improving RA will require significant investments of time, energy, resources, and will. Is this investment worth it? The answer is all about why.

THE WHY

Dickens' *Hard Times* (1854) opens with one of the main characters, Mr. Gradgrind, saying "facts, facts, fill up their heads with facts." His approach to education as well as everything else is contrasted with that of Sissy, the child of a circus owner. A major theme of the novel is fact versus fancy or utilitarianism versus imagination.

This debate is not limited to Dickens' novel or to the nineteenth century; it is very much alive in the twenty-first century as evidenced by Crowley's urging that we expand the scope of RA to embrace reading's contribution to literacy

and learning. He argues that services that are solely based on leisure reading will not receive funding in the current political and economic climate and also feels this places both the public library and the profession at risk. He marvels at readers' advisors resistance to the educational value of reading. I suspect that our reluctance to embrace an educational mission for RA is based in part on the fact that learning and a traditional view of information services was used to devalue fiction, its readers, leisure, and staff who believed in providing service to readers who sought anything that didn't have a Dewey number. Esther Carrier in *Fiction in Public Libraries 1876-1900* chronicles the foundation our profession's long anti-fiction tradition.[24] Reading her book, one is left with the impression that the only use our founders had for fiction was its use as bait to lure people into the Cathedral of Learning that was the public library.

Research has shown that reading—any reading—has positive effects on the reader. Research has also shown that reading fiction specifically has benefits too. Keith Oatley, a researcher at the University of Toronto, cites several articles that show that reading fiction increases empathy (our ability to understand someone other than ourselves). Studies also show that reading produces subtle changes in our personalities: it has the ability to "loosen us up," opening us to new experiences, new feelings, and new ways of thinking, maybe even new business ideas. Oatley points out that in many ways fiction functions like a flight simulator, allowing us to "test drive" the experiences of others.[25] Readers told Ross that books they read for pleasure had awakened them to new perspectives; provided role models that supported or validated their identity; gave reassurance, comfort, and confirmed the reader's self-worth; provided a connection to others and conveyed an awareness of not being alone; gave them courage to make a change; and increased their acceptance of themselves and others.[26]

While I agree with Crowley that we need to stress all of the values of reading to the public library's stakeholders, we need to ensure that we do not make the mistakes of the past and privilege learning to the exclusion of leisure reading and its importance to our users and its positive benefits to our communities.

Perhaps an anecdote will better illustrate my concerns about the "why" of readers' advisory. A few years ago, I attended a meeting where a nationally known political strategist and commentator addressed an audience of public library administrators. The topic of the conference was leadership. The featured speaker talked about growing up in a hard-working, blue-collar family. She also talked about how her public library and the books she borrowed from it as a child and as a teenager had not only opened her eyes to a wider world but gave her the courage and strength to grow beyond the circumstances into which she was born. Later in the conference a group of library leaders participated in a panel that focused on how they became leaders. A board of trustee member asked each of them to name a book that had helped them become a leader. Each member of the panel responded with some version of "I don't believe that you can become a leader by reading a book."

Here was a case where some our profession's most respected leaders made statements that diminished the value of their core product: books. Around the same time, leaders from other professions were extolling the virtues of reading and its effect on making them leaders. John Coleman's article for *Harvard Business Review*, "For Those Who Want to Lead Read," is just one example.[27] Equally compelling is the book that Mia Bauer credits with empowering her to abandon a successful but stifling career in law to start a bakery devoted to cupcakes. The book that resulted in the creation of Crumbs, a business with a goal of having two hundred locations, was not a how-to-start-your business book. It was Edith Wharton's *Age of Innocence*.[28]

Rather than rethinking RA education, I believe that we need to rethink our profession's attitude toward reading. Rather than running away from reading, we need to embrace what those individuals who use us already know. They know that reading—including leisure reading—is an important and essential part of their personal and their community's inspiration infrastructure. For a majority of our regular and long-term users, it is the primary reason they use and value their library.

Furthermore, we need to not only embrace reading, we need to commit to doing the work that will result in our readers receiving quality service. We need to work to intentionally and consistently deliver services that result in readers not only finding more books they want to read, but help them understand what draws them to those books, increase their strategies for finding them, assist them in realizing the connection between their reading and their lives and finally provide them with opportunities to share their insights and pleasures with others.

Given all of the challenges and opportunities in front of us, will our profession realize its potential to support readers in their personal journey? As Wallace Stevens says in "Asides on the Oboe,"

> The prologues are over. It is a question now,
> Of final belief. So, say that final belief
> Must be in a fiction. It is time to choose.[29]

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The Tor Browser and Intellectual Freedom in the Digital Age

Alison Macrina

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I have wanted to publish a column on privacy as it relates to library technology for a while. While privacy has always been an issue at the forefront of librarians' minds, revelations surrounding the NSA's far-reaching data-collection programs and a seemingly unending string of high-profile breaches at major companies make paying attention to privacy all the more pressing. Having discovered Alison Macrina's work via an appropriately-titled article "Radical Librarianship: How Ninja Librarians are Ensuring Patrons' Electronic Privacy," she was an obvious choice for author. Her work with the Library Freedom Project is vitally important to the future of libraries and recently earned a Knight Foundation grant.—*Editor*

If you've been following the revelations of the last year and half detailing the overbroad and often illegal collection of data by the NSA surveillance machine and its various government and corporate partners, you've no doubt heard of Tor. It's a powerful tool for anonymity, one of many tools that whistleblowers like Edward Snowden, activists, journalists, and everyday people use to help conceal their identities online. The Tor web browser was featured in some of NSA slides that Snowden leaked (see figure 1); according to the spies, it's a tool for terrorists and other criminals, which ignores the many legitimate reasons noncriminals might want to conceal their sensitive personal data from spies and hackers. Other Tor-haters insist, without evidence, that the browser is actually an NSA false flag, designed to trick users into thinking that it's protecting their online activity, but in fact designed to compromise privacy, or that it's been broken by cryptographers working for the government—or that it never even worked at all. Many false, sometimes deliberately misleading, things are written about Tor, and the people smearing it seem to want Tor banned or shut down outright (for a thorough explication and evisceration of some of the major condemnations of Tor, read this perfectly-worded blog post from *The Intercept*'s Micah Lee).[1] What is it about Tor that causes such controversy?

Tor is a powerful tool that gives users anonymity in an age of total online surveillance. It's misunderstood and therefore sensationalized by a nontechnical media and public. But it's also something that librarians need not only to understand, but to champion and fight for. Why? In this era of dragnet surveillance, our freedom to read and write freely is threatened. A recent PEN study entitled "Chilling Effects: NSA Surveillance Drives U.S. Writers to Self-Censor" detailed this well, showing that one in six writers polled had self-censored because of fears of surveillance, and another one in six had seriously considered doing so.[2] This is an

Figure 1. "Terrorist with Tor client installed" from one of the NSA slides revealed by Edward Snowden to Glenn Greenwald in June 2013.

alarming statistic, one that shows how much surveillance threatens free expression. There are few things librarians care more about than intellectual freedom, and Tor can help our local communities protect that freedom. This is why libraries should be installing the Tor Browser on all public PCs, running Tor relays from our networks, and teaching the public what Tor is and how they can use it to protect themselves.

To help our library community understand this tool, a little background on Tor and how it works is necessary. First, just what *is* Tor? The most simple definition comes directly from the folks at the Tor Project: "Tor is a network of virtual tunnels that allows people and groups to improve their privacy and security on the Internet."[3] The most common use of Tor is through its web browser, which you'll see referred to as "the Tor Browser," "the Tor Browser Bundle," or sometimes simply "Tor." Tor is fundamentally a proxy that masks the location information and browsing history of the user, allowing for anonymous use of the Internet. Tor can be used with email, instant messaging clients, cell phones, and more to route communications over the Tor anonymity network. Tor services are made possible by a network of relays that encrypt the original user's traffic so that the location information cannot be discovered. In this article, I'm mostly going to be discussing the Tor Browser and its potential uses in libraries. When referring to the Tor network as a whole, I'll call it simply "Tor." For more on Tor's history and other Tor services, be sure to visit https://www.torproject.org.

The Tor Browser was built from an "onion routing" project of the US Navy, which was designed to protect military communications, and was turned into an independent (non-military) project by developers Roger Dingledine and Nick Mathewson in 2002. Onion routing bounces traffic from the original user across a network of three relays, providing three layers of encryption (like the layers of an onion, hence "onion routing," and the Tor onion logo) and masking the original IP address from the user's computer. Today, it's used by about four million people worldwide to evade censorship and surveillance, allowing users to access blocked websites in Internet-restrictive countries like Iran and China (because typically websites rely on IP location information to restrict access), keeping journalistic sources safe, and masking the identity of whistleblowers. Reporters Without Borders recommends that journalists reporting from dangerous places use Tor to protect themselves.[4] Tor features prominently in the Electronic Frontier Foundation's "Surveillance Self-Defense" playlists for safer online communications.[5] One of my personal favorite use cases for Tor is combatting digital stalking of domestic violence victims by their abusers.[6] Often those abusers will obsessively stalk their victim's online accounts, trying to find out where he or she might be living, or use tools to compromise victim's cell phones and determine real-time location information. Members of the Tor Project have installed the Tor Browser (along with other anonymity tools) onto the computers in domestic violence shelters to help protect these users, as well as protect the location of the shelters themselves. Online anonymity should not be dismissed as something desired only by those with something criminal or nefarious to hide, but as a vital tool for human rights, speech, privacy, security, and intellectual freedom. Cue libraries.

Patrons already seek us out to teach them how to use technical tools, and we've been staunch defenders of intellectual freedom and privacy from our earliest days. Libraries serve many people from marginalized communities, including immigrants, Muslim-Americans, people of color, people who are or have been homeless or incarcerated—and marginalized people are under even more surveillance than the general public. As a way of continuing our professional commitment to intellectual freedom and social justice values, installing the Tor Browser on our public computers and teaching it to our patrons in computer classes is an obvious choice.

Using the Tor Browser is a bit different than the browser experience most of our patrons are familiar with, but by following the Tor Project's best practices and establishing some of our own, we can help our patrons get the most out of this powerful privacy tool.

The first step is downloading the Tor Browser from https://www.torproject.org and checking the PGP (pretty good privacy) signature to make sure that the version you're downloading is the real Tor Browser and not a fake version created by an adversary. That's right, there are indeed bad people out there who want to tamper with the Tor Browser, so signature verification is an important step to ensure the integrity of the software.[7]

The first time you open the Tor Browser, you'll get a prompt to "connect or configure" (see figure 2). Most users, particularly those in libraries, will only need to connect directly, but I encourage you to click through the configuration

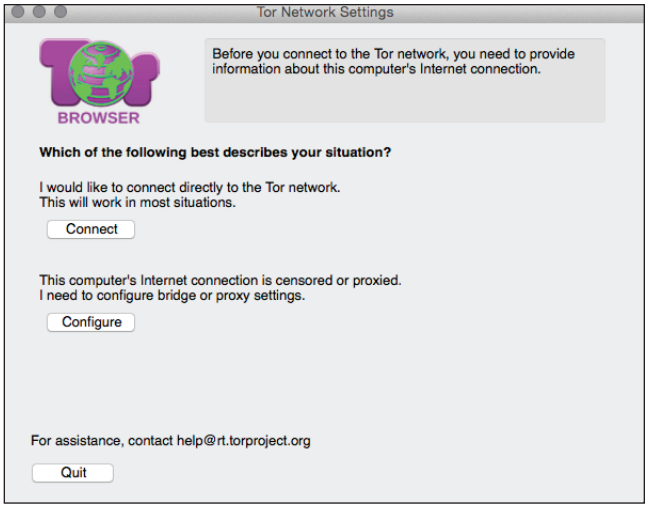

Figure 2. The "connect or configure" window you'll see the first time you open the Tor Browser.

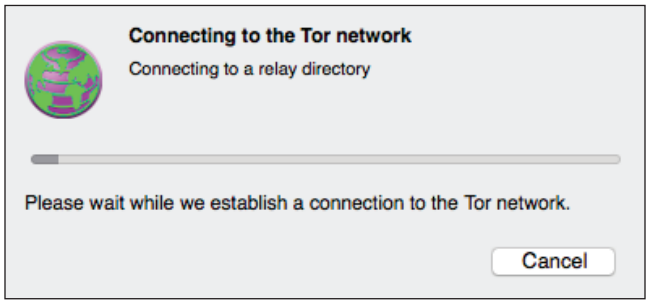

Figure 3. Connecting to the Tor Network.

prompts so you can get a sense of how the Tor Browser can be used in proxied or censored networks.

Once you click "connect," you'll see a second window establishing a connection to the Tor network (see figure 3). This window will appear every time the Tor Browser is opened. Sometimes the connection can take a few moments to establish—the Tor network can be pretty slow at times. That's because the network relies on volunteer-run relays all over the world to help keep its traffic moving. If more people or institutions ran Tor relays, the network would be much faster—more on that later.

After you've successfully connected, your browser will open with the message seen in figure 4: "Congratulations, your browser is configured to use Tor!" Now, take a moment to look around. You'll notice the default search engine is Startpage, which is an anonymous search engine that doesn't track you. The Tor Browser also comes with two extensions installed: HTTPS Everywhere and NoScript. HTTPS Everywhere is an awesome tool from the Electronic Frontier Foundation that forces compatible websites to use HTTPS by default for added browsing security.[8] NoScript (https://noscript.net) is an extension that blocks Javascript, Java, and Flash, because these scripts can deanonymize Tor Browser users. It's not

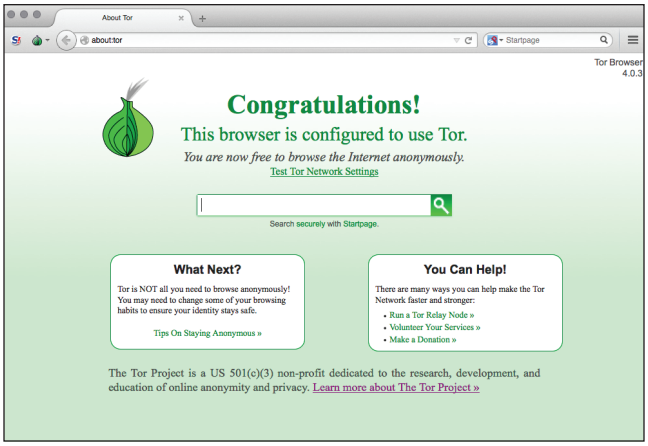

Figure 4. The Tor Browser when opened. Notice the Startpage search engine (in the center of the screen and on the top right as a search bar), as well as the NoScript extension (top left) and Tor Button (top left). The HTTPS Everywhere extension is not displayed, but it's installed.

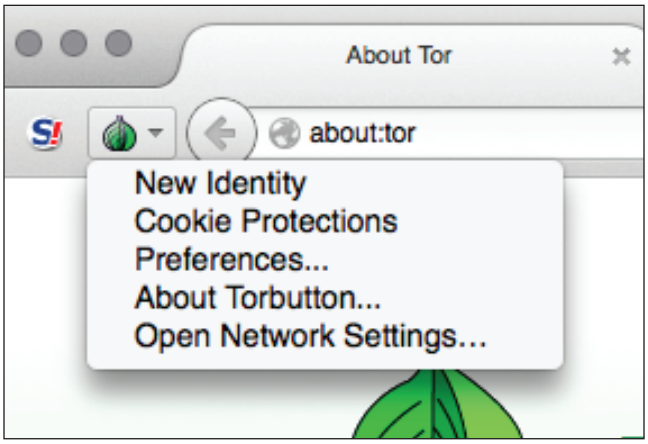

Figure 5. The Tor Button with its menu open.

recommended to add any more extensions to the Tor Browser because other extensions could compromise the user's anonymity as well.

Another thing you'll see on the Tor Browser is the Tor Button (see figure 5). This cute little onion allows more advanced users to make changes to Tor Browser settings and preferences, and you can also easily request a "new identity"—that is, a new IP address from the one the Tor Browser has assigned. You can view the IP that the Tor Browser has assigned you by clicking "Test Tor Network Settings" on the Tor Browser homepage. The IP you've been assigned corresponds to the relay your traffic has exited from, and you can view this information in the Tor Network Settings too. Sometimes it'll be an actual location, and sometimes it'll say "anonymous proxy." Keep in mind that whatever IP you've been assigned will affect your browsing experience! So if your assigned IP address is in Germany, some sites, like YouTube for example, will appear in German.

There are important best practices and some limitations to keep in mind when using the Tor Browser. Users should avoid accessing identifying accounts, like Facebook and email, through Tor, unless they actually create the account using the Tor Browser. Otherwise, the account can be linked back to whatever non-Tor browser they've used in the past, compromising their location anonymity. Users should only download through the Tor Browser if they trust the site they are downloading from—otherwise, they can be easily deanonymized. Torrenting should be completely avoided in the Tor Browser—the Tor network can't handle the load, and it will make things slow for other Tor users. Websites that require scripts to function properly won't work well with the NoScript extension default settings (all scripts blocked), but users can enable scripts for trusted sites.[9] Some sites will require Tor Browser users to complete additional security checks, usually CAPTCHAs. It's also important to remember that the Tor Browser is not a salve for total anonymity—users should understand the risks, and depending on what their personal needs are, they may want to take additional measures to keep their digital communications safe. For more on extra privacy-protecting steps and best practices, visit the Tor Project's website (https://www.torproject.org).

Relays are the backbone of the Tor network, passing traffic between each other to make the three layers of anonymizing encryption possible. A relay requires one computer and at least 250 kbps of bandwidth in each direction. You can run a Tor relay on any operating system. Downloads and instructions for running a relay can be found at https://www.torproject.org/docs/tor-doc-relay.html.en. Make sure to read all the instructions in full before starting the installation. Once your relay is set up, you don't have to do anything else—it'll just run quietly on your network. You can even view how much traffic is coming and going from your relay by looking it up on the Tor atlas.[10] Don't worry—you won't be able to see any of the identifying information of the original user (that would defeat the whole purpose of Tor). The atlas just shows the volume of traffic.

Libraries should be installing the Tor Browser on all of our public computers as well as teaching it in computer classes and one-on-one tech sessions with patrons. We can encourage the use of the Tor Browser by training our staff to field questions about this browser and staying up to date on efforts by the Tor Project to make the Tor Browser even more powerful and usable. We should make signs and place them around our computer areas, introducing users to the Tor Browser and explaining in brief some of its best practices for use. Even if our patrons only open the Tor Browser and leave it running in the background while they surf the web from another browser, that still strengthens the anonymity of the network as a whole—more users means more protection for everyone. For assistance installing and using the Tor Browser in libraries, including training materials for staff and public users alike, you can visit my website (library freedomproject.org).

As librarians, we affirm our commitment to intellectual freedom by celebrating books that have been banned or challenged, rejecting censorship of our collections and our computers, and upholding privacy as one of our professional core values. Using and teaching the Tor Browser is just another way we can celebrate our commitment to the democratic values of free expression and free speech.

Notes

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What is it Worth?
A Guide to Art Valuation and Market Resources

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"What is It Worth? A Guide to Art Valuation and Market Resources" serves as an introduction to new and mostly free online art auction and market sites and some traditional paper resources that are essential to answer reference questions about art value. These resources are important and affordable to add to the collection and or library guide pages. In addition, a description of art value factors listed in auction records that affect art value, and when and how to obtain a professional art appraisal are included.—*Editor*

In the past, basic art value research was considered to be somewhat difficult and very time-consuming, especially if the researcher did not have art history coursework and access to more exclusive art auction resources. Today, basic art value research has become easier to perform because many of the art auction records databases that were once only available for an annual subscription are now available free online or require a small fee for a one-day subscription pass. These online auction records databases also include full-color photographs of most of the artworks sold. This is a vast improvement over paper art auction resources used in the past that only included a few images of the most prestigious artworks sold and were not as easy to search and access. While these art auction sites are freely available on the Internet, it should be noted that they are free because they are paid for not only by subscriptions, but also by advertisements from collectors and dealers who advertise their businesses and collecting interests on the sites. Because of these circumstances, this guide was written not only to share key art valuation resources that can be collected and or added to library resource guides, but also to simplify and assist with the art value research process and to provide basic guidelines that librarians can share with their patrons so that they may be better informed of the value of their artwork should they decide to sell. This guide covers these online art auction resources and some key paper signature and monogram reference resources that would be nice to own, but are not required. Fine art in this guide refers to two-dimensional artwork such as painting, prints, drawings, and pastels.

Patrons who want to know the value of an artwork usually bring the artwork into the library or send a digital image via email. Sometimes the patron will just send a description of the artwork that is not adequate information for art value research. As they say "a picture is worth a thousand words," and this is really an understatement when it comes to researching artworks. A picture of the artwork will assist the librarian or patron in the comparison of the subject matter, style, and the artist's signature.

ARTISTS' SIGNATURE AND MONOGRAM RESOURCES

The first step when researching the value of a painting, print or other artwork is to visually examine the work for the signature or monogram of the artist. The artist's name will usually be located in the lower right or sometimes the left corner of the painting. The artist's signature or monogram can be examined under a magnifying glass so that the lettering and the brushstrokes can be easily observed. If the patron has sent a digital image of the artwork, it can be viewed in Adobe Photoshop or other imaging software by using magnify or zoom properties. In Photoshop, choose File > Open > Choose File > View > Zoom In.

If the artist's signature or monogram is found, the process of identifying and researching possible value will be much faster and easier. Look for the artist's last name in the signature references, or their initials in the monogram references.

Artists' Signatures and Monograms: Websites

Arts Signature Dictionary www.artsignaturedictionary.com

Arts Signature Dictionary offers free signature and a monogram searches. Search for the last name of the artist first. Arts Signature Dictionary contains digital images of actual signed artwork that can be enlarged for better viewing. Most records are from the seventeenth through twentieth centuries. Swedish and European artists are well represented. The patron can also sign-up for a free account that gives access to everything except forged paintings and forged signatures. This includes auction record results and biographies.

Artists' Signatures and Monograms: Reference Books

Benezit, Emmanuel, Jacques Busse, Christophe Dorny, Christopher John Murray, and Karen Beaulah. *Dictionary of Artists*. Paris: Editions Gründ, 2006 (ISBN: 2700030702).

Dictionary of Artists is an extensive, fourteen volume set containing biographical entries on more than 173,000 artists arranged alphabetically by last name. Renditions of signatures and monograms are included for many artists. This set is the first English translation of the French classic. *Dictionary of Artists* is also included in the Grove Art Online database.

Nagler, Georg Kaspar, Andreas Andresen, and Carl Clauss. *Die Monogrammisten*. Munich: B. De Graaf, 1966 (ASIN: B003RCKL98).

Although this six-volume reference work is in German, it is not necessary to read German to make visual comparisons between the signatures and monograms of the painters, lithographers, and engravers listed in this reference work. *Die Monogrammisten* also includes references to the prints found in the *Illustrated Bartsch*.

Caplan, H. H. *Classified Directory of Artist's Signatures, Symbols, and Monograms*. Detroit: The Company: 1976 (ISBN: 0810309858).

Castagno, John. *Abstract Artists: Signatures and Monograms, an International Directory*. Landham, MD: Scarecrow, 2007 (ISBN: 0810858975).

———. *African, Asian, and Middle Eastern Artists: Signatures and Monograms from 1800: A Directory*. Metuchen, NJ: Scarecrow, 2008 (ISBN: 081086357X).

———. *American Artists: Signatures and Monograms*. Scarecrow Press, Metuchen, NJ:, 1990 (ISBN: 0810822490).

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———. *American Artists III: Signatures and Monograms*. Metuchen, NJ: Scarecrow, 2009 (ISBN: 0810863820).

———. *Artists' Monograms and Indiscernible Signatures: An International Directory*. Metuchen, NJ: Scarecrow, 1992 (ISBN: 0810824159).

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———. *Artists' Monograms and Indiscernible Signatures III: An International Directory*. Metuchen, NJ: Scarecrow, 2009 (ISBN: 0810863839).

———. *European Artists: Signatures and Monograms, 1800–1900*. Metuchen, NJ: Scarecrow, 1990 (ISBN: 0810823136).

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———. *European Artists III: Signatures and Monograms, 1800–1900*. Metuchen, NJ: Scarecrow, 2008 (ISBN: 0810862085).

———. *Old Masters: Signatures and Monograms, 1400 born –1800*. Metuchen, NJ: Scarecrow, 1996 (ISBN: 0810830825).

———. *Old Masters II: Signatures and Monograms, 1400 born –1800*. Metuchen, NJ: Scarecrow, 2009 (ISBN: 0810863855).

ONLINE RESOURCES FOR ART AUCTION RECORDS

Once all possible name combinations have been noted, begin by searching for only the last names in the online auction record sites so that all similar last names can be seen. Clicking on each artist's name will allow the viewer to see

images of artworks produced by that artist and make quick visual comparisons of the artist's work to the painting that is being researched. Sometimes it is also possible to see the signature on the images of the artworks and so make visual comparisons between signatures. Note that artworks sold at commercial galleries will not be listed on these sites because they are not public record, unlike the records of an auction house.[1]

Some databases will not allow the artist's auction records to be viewed unless the patron pays a small price to buy a one-day subscription pass. A one-day pass is more than enough time to view and or print the auction records of an artist or several artists.

Blouin Art Sales Index, http://artsalesindex.artinfo.com/asi/search/artistLanding.ai

Blouin Art Sales Index was once only available as a subscription database, but is now available to search free online. Blouin Art Sales Index is a very comprehensive source of art auction records. The site contains more than 4.6 million art auction records from sales from 1922 to the present for approximately 225,000 national and international artists from more than 350 auction houses from North America, Europe, China, and India. The prestigious auction houses of Christies and Sotheby are also included. Auction records can be viewed without an account. Users must create a free account to view biographies and artist indexes that contain market information. Click "Sign In" located in the upper-right corner of the page to create a free account.

AskArt, www.askart.com/AskART/index.aspx

While AskArt contains more than 270,000 international artist entries, its real strength lies in the large number of auction records for regional American Artists. AskArt has more than 130,000 American Artist auction records and this number grows daily. Most of the artworks of which patrons ask research questions will be artworks by regional artists who will be found in AskArt. Many artists who are or were art educators and currently practicing regional artists can be found in AskArt.

Searching artist's names in AskArt is free. Most entries contain biographies, bibliographies, auction records, comparative sales graphs of the artist's artwork sold over the years, and images of artworks that allow for a visual comparison between the artwork that is being researched and the style of the artist. If an artist entry is found that contains auction records, the patron will need to subscribe to AskArt to view them. A twenty-four-hour subscription can be purchased for only $13.50. Click the "register" link on the main page to subscribe. In addition, some entries will contain links to museums that own work by the artist and dealers who are interested in buying the artist's work.

Artnet, www.artnet.com/artists

Artnet claims to have 8 million art auction records that date to 1985 from more than 1,600 art auction houses. Search the name of the artist in the search box. If more than one artist with a similar name is found, all names will appear in the drop-down search box, but one has to click the down arrow at the end of the search box to see all the similar artist's names and then highlight the desired name. The patron can view images of the works of art that sold at auction and click on them to see more information such as title, medium, and dimensions, but no auction records are available without subscribing to Artnet. A link to subscribe to the database is included on the data page about each image. A one-day pass for five artist searches is available for $29.50.

Artprice.com, www.artprice.com

Artprice.com contains 27 million auction results that span from 1962 to the present from 4,500 auction houses, and entries on 565,411 artists. The information and services available from Artprice.com are useful for buyers, sellers, and collectors. Search the name of the artist in the search box at the top of the page. The entry pages on artists contain links to a biography, signatures, and monograms, and images and descriptions of past works sold at auction. The amount for which the artwork sold (price realized) cannot be viewed without a subscription. It is possible to buy a one-day pass for $24.00.

Christies, www.christies.com

The auction house Christies provides some free art auction records from past auctions that have taken place since 1991. Enter the artists name (last, first), in the search box in the upper right corner of the screen. Then click "past lots" to see the artist's auction records and corresponding images of many of the artworks sold.

Art Value Factors Listed in Art Auction Records

Medium: Is the Artwork a Painting, Print, or Drawing?

Auction records will include the medium, or the material that the artist used to create each sold artwork. Mediums such as paintings, prints, and drawings may be listed. It is important to discern which medium was used to create the artwork that is being researched. Artworks created in different mediums by the same artist will be valued differently. Generally speaking, paintings or one-of-a kind artworks are worth more than those created in multiples or sketches. Oil and acrylic paintings usually have a thicker, raised surface that gives one a sense of plasticity made from the paint application. Oil and acrylic paintings will usually be painted on canvas or on a board. Watercolor paintings are much smoother than oil or acrylic paintings, but on a closer look, will reveal brush strokes. Watercolor paintings are also painted on watercolor paper. Watercolor paper sheets usually contain a watermark in one of the corners that can be viewed when held in front of a light source and tilted. Many people mistake watercolor paintings for prints. Prints are usually created in multiples,

while watercolor paintings are one-of-a-kind paintings. Many prints will have a hand-printed number in the right or left corner which indicates the number of the print's imprint in the total print run. For example, the number 7/100 indicates that the patron's print was the 7th imprint out of 100 made from the plate or other printing surface. There are also many types of print processes. If the auction records list artworks by the artist using a certain type of print medium and or print process(es), then the following book may prove helpful for making distinctions between them:

Cascoigne, Bamber. *How to Identify Prints: A Complete Guide to Manual and Mechanical Processes from Woodcut to Ink Jet*, 2nd ed. London: Thames & Hudson, 2004 (ISBN: 0500284806).

Artist Stature and Attribution

The stature of the artist who created an artwork is considered to be the greatest value factor of an artwork.[2] If an artwork can be proven to have been created by an artist of high stature, then that artwork can be considered of greater value than one by an artist of lesser stature, or when doubt exists as to the creator of the artwork. Value factor terms associated with attribution may be found listed in front of the artist's name in the auction records. Terms such as *attributed to* or *ascribed to*, and *shop of* or *studio of* play an important role in the possible value of the artwork and serve as a flag to the patron that their artwork might possibly have attribution concerns that affect value. *Attributed to* and *ascribed to* means that there is some doubt that the artist may have created the artwork. *Shop of* and *studio of* indicate that the artwork was created in the artist's shop or studio where at least the guidance of the artist can usually be inferred.[3]

Additional attribution value terms associated with how close an artwork is to the style of an artist include *style of*, *imitator of*, *follower of*, and *close follower of*.[4]

The first term denotes that an artwork just shares a distant relationship with the style of artwork by the artist, while the last term can indicate a level of involvement or closeness to the artist. If the artwork is a copy of another work, the term *after* is used.[5] The value of an artwork is greater if the role of the artist in its creation is greater and more direct.

Condition, Rarity, Popularity, and Provenance

In addition to attribution, there are other factors that can have an effect on the value of the artwork. These factors include the condition and or rarity of the artwork, the current popularity of the subject matter depicted in the artwork and the popularity of the art movement associated with the artwork, and finally provenance or the ownership record of the artwork.[6] Establishing provenance for an artwork can increase the value of the artwork. Some provenance information may be included in auction records. Two of the best sources for provenance are *catalogue raisonnes* and the Getty Provenance Index Databases. Catalogue raisonne's are written on well-known individual artists. Authors of catalogue raisonnes seek to include all known artworks or artworks in one medium produced by the artist. Catalogue raisonnes can be found by searching the WorldCat online database (www.worldcat.org). Choose "advanced search" and enter the artist's name (last, first) in the "subject" search box, and enter the word "raisonne," "catalogue," or "catalog" in the keyword search box.

The Getty Provenance Index Databases, www.getty.edu/research/tools/provenance/search.html

All of databases that compose the Getty Provenance Index Databases have records of art transactions from 1500 to 1990. Each database must be searched.

Once the patron has searched the art auction resources listed in this guide, they will know how much works by their artist have sold for in the past. While past auction results cannot guarantee future art sales performance, knowing if the artist's work has sold for hundreds, a couple thousand, several thousand, or even millions of dollars in the past is useful information that can help guide the patron in their decision about whether or not they would like to pursue a professional art appraisal.

PROFESSIONAL ART APPRAISAL RESOURCES

If a patron has found auction records that reveal that their artist has sold similar artworks for prices they feel warrant further research in preparation for sale or insurance purposes, then it would be wise for the patron to seek the services of an independent professional art appraiser before approaching art markets. In addition, if a signature was not found on the artwork, a professional art appraiser can help determine the value. The two most common valuations that are requested of appraisers are "fair market," or the price that the artwork could bring if sold to a buyer, and "replacement value," or the price it would cost to replace the artwork for insurance purposes.[7] The usual market where artworks like the patron's are sold publicly is the market that the appraiser takes into consideration when deciding fair market value.[8] When assigning value, appraisers take into consideration the prices that artworks by the same artist have sold for in the past that are comparable in terms of the same medium, similar size, style, and subject matter.[9]

Websites

Patrons can contact the appraisal organizations listed in this guide for referrals to fine art appraisers located in or near their city of residence who specialize in their particular type of artwork. The appraisal process requires that the appraiser see the actual artwork. The referral service is free but there will be a small cost for the appraiser to assess the value of the artwork.

Appraisers Association of America (AAA), www.appraisersassociation.org

The Appraisers Association of America offers fine art, decorative art, and jewelry appraisal. The AAA's headquarters are located in New York. Click "Find an Appraiser."

American Society of Appraisers (ASA), www.appraisers.org/find-an-appraiser

The American Society of Appraisers has the broadest scope of appraisal coverage. The ASA's headquarters are located in Reston, Virginia.

International Society of Appraisers (ISA), www.isa-appraisers.org/find-an-appraiser

The International Society of Appraisers has a Fine Arts division within the personal property category and serves the United States and Canada. The ISA's headquarters are located in Chicago.

ART MARKET RESOURCES

Once the patron has had an independent appraisal performed on the artwork, they may choose to seek art markets in which to sell the artwork. Possible markets for the sale of art include auction houses or the secondary market, and commercial galleries, or the retail market.[10] The appraiser may also provide advice on the best market(s) for selling the artwork.

Websites

Locating art galleries, museums, and even collectors that may have an interest in buying the artwork is not difficult today because they now readily advertise this information in current online and paper sources. Online sources for locating those interested in buying the artwork of a particular artist include the artist entry in the art auction records sites listed in this guide, and simply searching for the artist's first and last name in quotes in a search engine such as Google. If there is a gallery that sells the work of that artist, then the gallery's website should be among the top returns. In addition, if the artist is a contemporary living artist, the search should reveal their website. The artist's website will usually contain useful contact information and any gallery affiliations.

Journals

Art in America. Annual Guide to Museums, Galleries, and Artists. New York: Brant Publications, 1913–. Monthly (ISSN: 00043214 print).

Another resource for finding galleries and or museums that are interested in a particular artist's work is to consult the August issue of *Art in America*. This issue is called the *Annual Guide to Museums, Galleries, and Artists*. The second half of the issue is the artist index. Artist's names are listed alphabetically by last name, and a number or numbers follow the name. The number(s) correspond to galleries and or museums that sell and or exhibit artworks by the artist. Match the number to the corresponding gallery or museum in the Gallery and Museum Index in the first half of the issue. Contact information for each gallery or museum is included in the listing.

Art Auction Websites

ArtNet, www.artnet.com/auction-houses/directory/unitedstates

The patron may also choose to sell the artwork at auction. A list of auction houses arranged by country can be found at ArtNet.

Art Market Research, www.artmarketresearch.com

Art Market Research provides indexes of trends in market prices for artworks associated with various art movements for potential buyers and sellers. Prestigious art auction houses such as Christies and Sotheby's and other financial institutions subscribe to the index. There is a subscription cost for art market research, but the patron can create four free sample indexes on this page: www.artmarketresearch.com/graphs/sample_fr.html.

Regardless of whether a patron chooses to sell or keep and insure their artwork, they will be better prepared to make these decisions after they have consulted the art valuation resources and followed the steps listed in this guide. The librarian will also feel more confident answering the question, "what is it worth?"

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6. McNulty, 6–8.
7. Ibid., 9–10.
8. Ibid., 10.
9. Ibid., 9.
10. Ibid., 181.

Marketing to Faculty in an Academic Library

Nicole Eva

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Marketing a library needs to take into account the various stakeholders within the constituency. Often, academic libraries focus on students as their main "target market," but it is important not to overlook faculty members as important patrons and allies. The needs of faculty are very different from those of students, as are the messages and the communication avenues. This article discusses various ideas on how to engage faculty with the library.—*Editors*

When we think of marketing and outreach activities in a university library, we often think of our target market as students. However, there is another group on campus who also need to be aware of and supportive of our efforts in the library—the faculty and instructors. Often, they are as ignorant as the students of the riches the library holds, and they could benefit from knowing more about the services and resources we have at the library—both to inform their students and to add to their own research.

One obvious target for communication to faculty is information literacy training. Most academic librarians endeavor to get into—or better, become fully integrated with—as many classes as possible. Yet in some institutions, the uptake of this service is less than ideal. Librarians working at the reference desk know there is a need—yet faculty don't seem to realize to what extent this need really exists. And perhaps even more surprisingly, no matter how many times we say it, some faculty are surprised when they hear that we are available to come into their classrooms or partner with them on projects which can improve their students' research skills.

Another aspect of information literacy training which is often overlooked by faculty is that which is aimed at faculty themselves. White discusses reasons why faculty members may be averse to attending library instruction sessions, and offers some suggestions as to how they can be encouraged to participate more in workshops designed for instructors.[1] She points out that their reticence is likely due to not wanting to seem inadequate in front of their colleagues or less adequate than a librarian, or because they want to feel like they are more in control or want more involvement in the learning process. As a result, White suggests that one way to overcome faculty resistance to training workshops is to create a participatory environment in the class where all participants feel a sense of collaboration in the process.

At the University of Lethbridge (Alberta, Canada) Library, one way we have managed to showcase our "information knowledge" talents is to hold training workshops for EndNote, a citation management software program to

which the university subscribes. Faculty and graduate students alike sign up regularly for these workshops, which help establish the library's research credibility and promote the library as a useful resource, with useful services.

In their paper "Faculty Outreach: A Win-Win Proposition," Reeves et al. outline their extensive efforts at faculty outreach initiatives.[2] These include not only the aforementioned faculty-focused workshops but also increasing liaison contact efforts, creating specialized web links to fill out acquisition and instruction requests, and faculty guides to library services. While their situation at a small college was unique (their library was located on the second floor of a building housing other departments and thus not very visible), they nonetheless made great strides in making faculty more aware of them and the services they offered.

Often, "marketing" to faculty is less about formalized PR initiatives and more about building personal relationships. This was emphasized in Reeves et al.,[3] and is certainly something that nearly every academic librarian knows from experience. Most class contact comes from those faculty members with whom you have actually spoken, whether directly about instruction or not; many questions and discussions with faculty members occur at informal events or after attending departmental meetings, for example. The key is to "get yourself out there" and be visible around campus, both in your liaison area as well as at general faculty and university functions. It's harder to forget about what the library can offer when a librarian is seen everywhere.

Academic librarians would also do better at making themselves visible as academics, and therefore more capable of teaching students and faculty about information literacy, if they made their own publications and scholarly activity more evident. Many of us are very active in research, publishing, and presenting, yet it remains a well-kept secret within the library walls. We need to trumpet ourselves and our accomplishments as loudly as other faculty members do—as well as taking an active role in our faculty associations, for those of us with faculty status, and other events such as faculty teaching days. If we are seen as academics in the area of information literacy and research, we will get called on more to showcase those skills, and perhaps to partner as research experts with faculty in their own endeavors.

Librarians at Metro Community College in Omaha, Nebraska did a great job of making information literacy more meaningful to instructors who may not otherwise be familiar with the terminology.[4] They published a six-part series in their faculty newsletter defining and explaining how to help students achieve information literacy and also created a bookmark. It was well received and led to more faculty collaboration.

As librarians, we see the need for student information literacy instruction at the reference desk. Many instructors are unaware of students' deficits in this area, assuming that they already know how to research and use information.[5] Instructors also are often unaware of librarians' expertise, ability, and willingness to instruct their students more formally. McGuinness shows how these misperceptions can affect the ability for librarians to effectively integrate information literacy into the curriculum and offers several ideas on how to promote information literacy among the faculty. These include more education-specific publications and conference attendance by librarians so that faculty members realize the work that we are doing and perhaps take it more seriously than if our publishing and presented is restricted to the library world.[6]

At the University of Lethbridge Library, a colleague and I have begun our own small outreach campaign to faculty. This fall, we plan to hold a wine and cheese open house at the beginning of the fall term to which we will invite all faculty—specifically targeting new faculty to introduce them to their subject liaison. We will also continue to visit the Human Resources orientation sessions that are held every fall to introduce new faculty members to various university services—an initiative we started last year and which was well received. We only visit for five to ten minutes to introduce ourselves, tell them a bit about our library resources and services (including the availability of information literacy instruction), and to hand out the business cards of their liaison librarians.

Something else the University of Lethbridge Library does—and many others are doing—is to celebrate faculty authors in the library. We have a permanent display in the library which features new faculty publications; other libraries have taken this even further with digital displays on LCD screens to bring even more visibility to these publications (including e-books).[7] They also highlight this information on the library website. Another way libraries can promote faculty authors is to hold book launches or annual author receptions to celebrate books published in the previous year. At the University of Lethbridge, this function is run out of the research services office, but if your institution isn't currently doing this it might be a great way for the library to ally with faculty. Bonnet et al. describe their event in the aforementioned article; other libraries also hold events like this, some with full programs with speaking opportunities for the authors.

Being taken seriously means being seriously involved in the university as a whole. At the University of Lethbridge, librarians have faculty status, and as such are involved in various university-wide committees such as the Curriculum Coordinating Committee, the General Faculties Council, and the Faculty Association. Being present helps us insert the library perspective on the topic at hand and also makes us visible members of the faculty, not minorities to be sidelined. We have taken leadership roles in the university on things like copyright and EndNote training. And we hope to be even more involved in training the faculty on information literacy issues by giving brown bag sessions and presenting at our annual Teaching Day, hosted by the Teaching and Learning Centre.

Like most of us in today's world, faculty are inundated with mail and e-mail. Sometimes e-mail communication can

get scanned and deleted too easily; information brochures can be quickly recycled. What really makes a difference and stands out is personal communication. This is true in the consumer products category, but is also true in our promotional activities to faculty. The best promotion for the library comes from those that work there, and the best way for that message to be received is via in-person communication. The library brand is something each of us that work in the library is responsible for; in every interaction we have with patrons, whether it is at a university social event, a transaction at the reference or checkout desk, or a chance encounter with a student shelver, we must all be aware of the image of the library that we are actively creating. The more positive these interactions and experiences, the more positively the library's "brand" will be seen. And the more positive the library in the patron's eyes, the more open they are to talking to us, listening to what we have to offer, and receiving and acting on our messages. It is only through these personally built relationships that we get the recognition, respect, and involvement that we desire from the faculty and from the university as a whole.

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Reflections on Archival User Studies

This study is the first to focus on how developments in research trends, technology, and other factors have changed archival user studies. How have they changed in the past thirty years? How have they been conducted? This study examines and analyzes the US and Canadian literature on archival user studies to trace their past, characterize their present, and uncover the issues and challenges facing the archival community in conducting user studies. It discusses findings and gives suggestions for further archival user studies.

The library profession has conducted many user studies since the first user study appeared in the late 1940s, but the archival profession has paid attention to archival user studies only since the 1980s. In the 1980s several archivists criticized the archival community for only impressionistically or anecdotally understanding users, and they championed a systematic approach to studying users.[1] Since then, user studies have been touted as a useful tool for collecting information about users and their use, including who uses archival materials and institutions, what users need, how they locate archival materials, what kind of archival materials and access tools they prefer, and how they use gathered archival materials. Since the 1980s, not only has the archival environment changed (e.g., archival information systems, services, and access tools), but archival users and their use have changed as well. Several factors, such as changing research trends, research interests, and developing technology, have also changed archival user studies. Unfortunately, there is no study exclusively focusing on this development of archival user studies, so it is unclear how they have changed.

Most of the existing literature on archival user studies only partially describes previous literature or focuses only on user studies dealing with specific research topics. For instance, Lisa R. Coats reviewed the literature on user studies of online archival finding aids.[2] Carolyn Harris reviewed literature published since the late 1990s investigating archives users in the digital era.[3] Anneli Sundqvist reviewed a number of examples in the literature on how the English and Swedish archival discourses conceptualize users and use of records.[4]

This study answers the following research questions about the development of archival user studies themselves: How has the nature of user studies changed over the past thirty years? How have user studies been conducted? It examines and analyzes

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the US and Canadian literature on archival user studies to trace their past, characterize their present, and uncover the issues and challenges facing the archival community in conducting user studies.

This paper's analysis of the development of archival user studies could help assess whether previous archival user studies have been properly conducted. It reveals issues and limitations of existing user studies and suggests ways to improve future ones and better utilize their results in archival functions and practices. Archivists reading this paper may discover informative user studies conducted in the same context as their own institutions. Ultimately, archivists can more effectively serve their institutions' users by knowing more about them. This study aims to increase and clarify the archival community's knowledge of the user studies that obtain this information.

RESEARCH METHOD

To identify valid and reliable characteristics about archival user studies, the author examined, analyzed, and synthesized publications on archival user studies. This study rests on a broad analysis of the archival literature, but many of the examined works came from four journals, from their initiation year to December 2011: *American Archivist*, *Archivaria*, and *Archival Science*, because they are the top three archival journals in "Proposed Journal Ranking List for Archives and Records Management" (2009), and *Journal of Archival Organization*, which was recommended by many researchers.[5] To select articles for analysis, the author reviewed these journals' tables of contents and abstracts for the keywords "user study" and "use study," focusing on investigations that used empirical research methods. The author scanned the full text of candidate articles and articles whose topic was not made clear by the abstract or title.

In addition, the author searched bibliographical utilities (e.g., *Library and Information Science Abstracts* and *Library Literature and Information Science*). She consulted and extracted keywords from titles and abstracts of articles selected from the four journals above. She used various terms, both as keywords and subject terms, in basic and Boolean searches: "archival user study," "archival use study," "archives AND user study," "archives AND use study," "user service AND archives," "archives AND access," "user AND archives," "user AND repository," "user AND reference AND archives," "use AND archival source," "use AND primary source," and "user AND historical research." The author also checked citations and bibliographies of relevant literature and consulted the syllabi of relevant university courses (on archival access, information-seeking behavior, user studies, and human information behavior). She also received literature recommendations from professors in the fields of archival science and library and information science. As a result, the review included a number of articles published in *Archival Issues* (previously *Midwestern Archivist*), conference proceedings, and one book.

Table 1. Publications on User Studies Examined in This Study

Publication	Pieces on User Studies
American Archivist	22
Archivaria	5
Archival Issues (previously Midwestern Archivist)	5
Journal of Archival Organization	3
Archives and Museum Informatics	2
Archival Science	2
Proceedings	2
Book	1
Georgia Archive	1
Library Quarterly	1
Public Historian	1
Total	45

The use of several search strategies revealed a variety of publications that broadened the scope of the examined literature and captured the unexpected, diverse, and instinctual characteristics of user studies.

Ultimately, this study encompassed publications about archival user studies that (1) investigated not only users who visit archival institutions in person, but also remote users utilizing phone, fax, mail, or email; (2) used empirical research methods; and (3) targeted archival users in the United States and Canada.

The appendix lists all of this study's forty-five examined publications, which are summarized in table 1. The selected pieces were examined in chronological order of publication. After reviewing all selected publications, the author determined which aspects of user studies to identify in the literature and analyze, such as user study research topics, research methods, subjects, and job position of researchers conducting user studies. The author applied content analysis to each article to identify and count the selected aspects of user studies. The resulting tallies were entered into a Microsoft Excel spreadsheet for analysis. To address the research questions of this study, certain aspects of interest were plotted over time, and others were counted.

This study does have limitations. First, it focuses exclusively on archival user studies conducted in the United States and Canada because the author had access to the relevant literature and the North American research environment. Second, this study did not examine all US and Canadian journals with articles on user studies, nor did it examine unpublished user studies. Third, this study selected literature published in English only.

In this paper, *user study* means an archival investigative activity that collects, analyzes, and interprets data on users and use by empirical research methods. User studies should not be confused with *usability studies*, which investigate

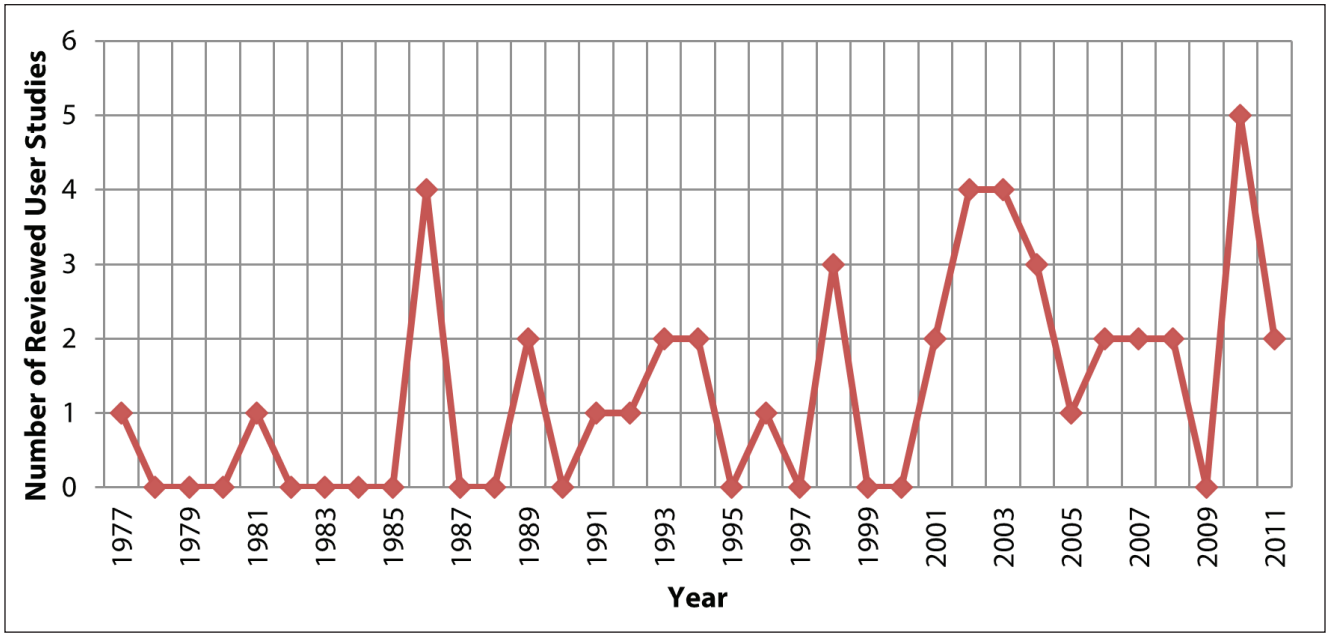

Figure 1. Number of Examined User Studies by Year of Publication

only the usability of archival access systems and websites, not users and use themselves, and are outside the scope of this study.

FINDINGS

Number of Archival User Studies over Time

Archival user studies can be said not to have emerged until the 1980s. Before then, only one user study, a 1977 investigation of historians' use of archival finding aids, had been conducted in the archival context. Many archival institutions had collected some basic data on users and use through reference services, but most of them had neither analyzed nor interpreted the collected data.[6] Many archival institutions simply counted numbers of users and uses without analysis or interpretation, and archivists relied on anecdotal evidence and their own observations of and conversations with users.[7] In the 1980s, the archival community began to analyze reference data on users and use of holdings, and many increasingly insisted that it was necessary to study users and use systematically, scientifically, and synthetically, beyond just analyzing and interpreting statistical data.

In 1986 Paul Conway presented a framework for studying users that reflected the few user studies of its time.[8] His model has five successive stages that compare complex objectives of archival programs and services to research methods for assessing user information. The model has three objectives information archives should gain from user studies to help evaluate their programs and services: quality, integrity, and value. The model's five stages correspond to five research methods: collection of registration forms, orientation for users, follow-up, survey, and experiments. Though Conway's model has influenced subsequent user studies, many do not fall neatly into a specific stage of his framework.

Though the archival community has claimed that conducting archival user studies is necessary, there has been no significant increase in the number of archival user studies conducted since their rise in the 1980s (see figure 1). Even in the 2000s, several archival researchers acknowledged the scarcity of archival user studies and encouraged the archival community to conduct more.[9] The archival profession has conducted—or at least published—far fewer user studies than the library profession. Two reasons, seemingly derived from the priorities of the archival community, are assumed.

First, it is the author's experience that the archival mission of preservation seems to influence the priorities of archival institutions. The first priority of libraries is to serve their users. In contrast, the most important function of archival institutions, traditionally, is preservation of rare or unique materials, not user service. Archivists have had long focused on preservation.[10] Dearstyne describes preservation as the "ultimate goal of archival work."[11] Helen Tibbo claims that archives' "love affair" with their materials, rather than with their users, has focused their policies and practices more on preservation than use.[12] However, as shown by research topics of user studies, it appears that archives' interest in user service is increasing.

Second, archival institutions seem not to have sufficient resources, including staff time, to conduct user studies.[13] Archival institutions seem to place more value on processing and description than on conducting user studies.[14]

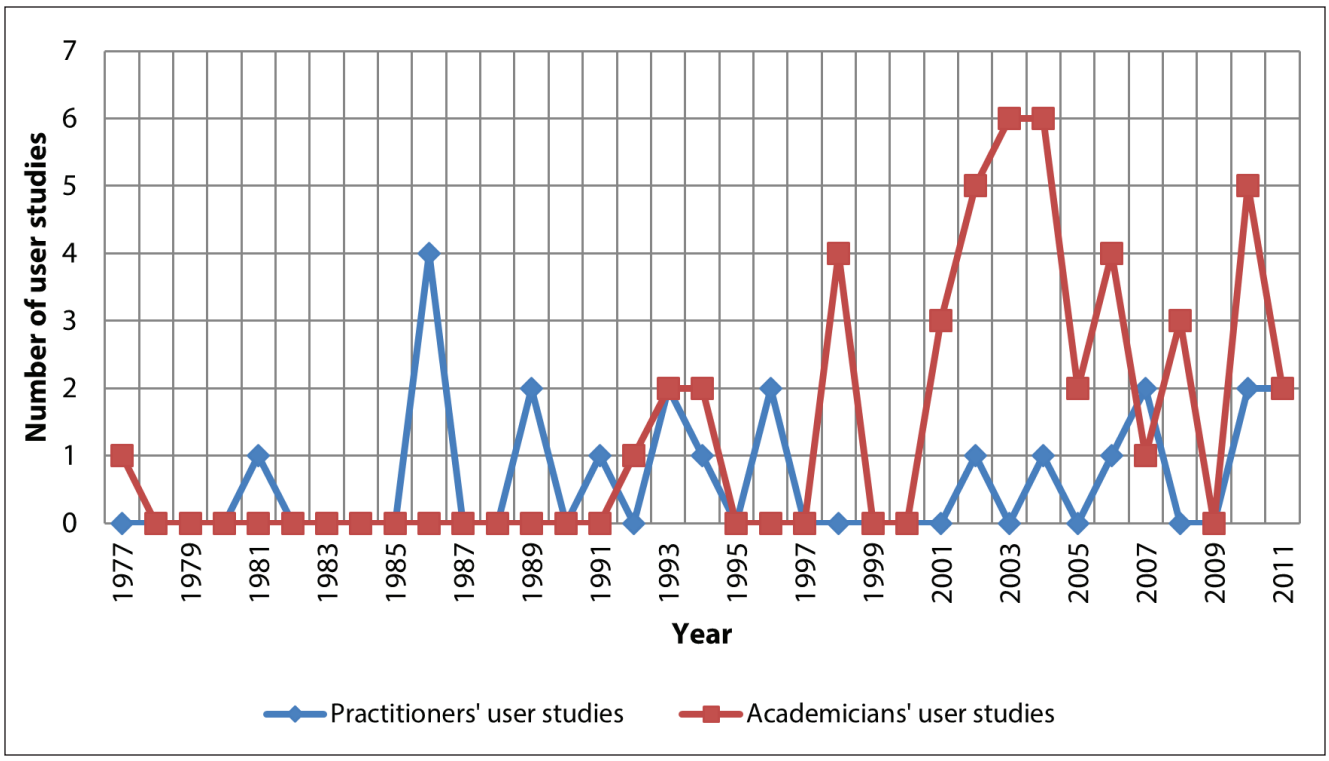

Figure 2. Number of user studies conducted by practitioners versus academicians

Note: Author's status is as of the year of publication. In the one case of an author who was both a student and a practitioner, the user study was counted in both categories.

Researchers Conducting Archival User Studies

From the late 1970s through the 1980s, practitioners (mostly archivists) led the emergence of user studies, mostly by conducting studies of their own institution's users. In the mid-1990s, the number of academicians (faculty members and graduate students) conducting user studies rose and, since 1998, has usually exceeded the number of practitioners (see figure 2).

The increase in the number of academicians' user studies is assumed to have four causes. The first is probably active collaboration between faculty members, their peers, and their graduate students occurring at the national and international levels. Three researchers lead all the others in the field of archival user studies: the frequent collaborators Duff, Tibbo, and Yakel, who are affiliated with different universities in the United States and Canada.

The second reason for academic leadership of user studies may be that professors' interests in user studies influence their students' interest in the subject, leading professors and students to collaborate on user studies.[15] The influence of professors has also led several graduate students to write course papers or master's theses on archival users and use.[16]

The third assumed reason for academic leadership of user studies is that professors and graduate students have more opportunities than do practitioners to learn and use the research methods and statistics that user studies often employ. Academicians often employ the research methods of user studies for their other studies as well.

Finally, it appears that faculty members outside the archival field may also be undertaking user studies. Inwood, a professor of economics and history, and Reid, a professor of history, collaborated on a user study in 1993.[17]

As mentioned at the outset, this study does not include unpublished user studies. Though practitioners seem to conduct user studies more frequently than they publish them, the total number is probably still small.[18] Not only are practitioners not required to conduct user studies, they often lack the necessary resources, especially time.

Research Topics of Archival User Studies

The research topics of user studies have diversified over time. They have been affected by several factors such as changing research trends and development of technology. Research topics of archival user studies can be broadly divided into three categories: information needs, information seeking, and information use. However, not every user study falls neatly into one of the three categories. Some user studies fall into more than one category, and some fall outside them.

Information Needs

Information needs include the subjects that archival users are investigating, users' inquiries via reference questions, users' presentation language, research trends and interests in a specific field, and information sources needed.[19]

User studies have been identifying how shifting research trends and interests have influenced users' information needs. For example, more historians have been demanding archival material about women's history since the 1970s, which led Diane L. Beattie to study the information needs of researchers studying this topic in archival institutions.[20]

User studies on information needs have also been propelled by the development of technology, especially in the digital age.[21] For instance, the Northwest Digital Archives consortium examined its core users' needs as it developed user-based digital delivery systems.[22] Anne J. Gilliland-Swetland investigated K–12 users' needs with respect to digital primary source materials.[23]

Another such catalyst of user studies on information needs was a grant provided by the National Historical Publications and Records Commission, which funded the Historical Documents Study in 1992. The study investigated contemporary historians' and genealogists' need for sources and the extent to which researchers benefit by utilizing services provided to enhance their use.[24]

Information Seeking

Information seeking is the most popular topic of archival user studies. Specific topics include the archival material that users seek as well as their access tools, access problems, strategies for locating archival materials, interactions with archivists, preferred format of information sources and materials, and information-seeking activities.[25] Most user studies on information seeking focus on users' information-seeking behavior while few deal with user cognition.[26]

The development of technology significantly affects users' information-seeking behaviors, while changing research trends and interests greatly impact users' information needs. For instance, the Primarily History project examined historians' information-seeking behavior since the advent of the World Wide Web, online finding aids, digitalized collections, and the increasingly pervasive networked scholarly environment.[27]

One frequent research topic of user studies is the type and format of information sources and archival materials researchers prefer and use in the information-seeking process.[28] Results of those studies show that, for a given project, researchers use several types and formats of information sources and archival materials, new types of which are increasingly used as time passes.

Another aspect of information seeking is access to archival materials, especially access tools.[29] User studies of access tools show that researchers use both traditional tools (e.g., indexes, abstracts, and paper finding aids) and electronic tools (e.g., online finding aids, OPACs, and bibliographic utility databases).[30]

The advent of online finding aids with Encoded Archival Description (EAD), in particular, inspired several user studies.[31] Though a few user studies show that some users have difficulty learning and using online finding aids with EAD, these aids do enhance searchability and accessibility for both users and staff of archival institutions. As time passes, more archival institutions employ online finding aids over paper finding aids.

A few user studies have identified access problems in archival institutions, such as geographic limits, political or governmental restrictions, lack of finding aids, copyright issues, and problems with difficult-to-use formats.[32]

Information Use

User studies of information use deal mainly with use of archival materials, use patterns such as citation patterns, and who is using archival institutions, their holdings, and specific archival materials.[33] Several user studies have examined why and how certain types and formats of sources and materials are used.[34]

Shifting research trends and interests have led to user studies identifying information use. For instance, as social history emerged in the late 1970s and early 1980s, it drew attention to researchers' use of archival materials on this topic. For instance, Fredric Miller analyzed the use of archival materials in 214 articles on US social history and found that use patterns varied significantly.[35]

Since the 2000s, some user studies on user education have been published.[36] This seems to derive from the fact that since the late 1990s academicians, whose profession requires them to publish, have more often conducted user studies than practitioners have, as shown in figure 2. Professors and doctoral students conducted user studies on user education. Notably, Elizabeth Yakel highlighted the necessity of user education to establish "common ground" for both better reference service and for the design of more effective archival access systems.[37] However, existing user studies have not addressed many questions on archival education: What types of archival user education would be useful? What content should archival institutions' websites contain for user education?

The range of research topics in user studies has broadened since the 2000s, though many user studies still focus on information needs, information-seeking behaviors, and preferred information sources, archival materials, and access tools. Relatively current user studies examine new research topics, such as user education, the interfaces of archival access systems, interactions with online finding aids, hard copy information sources converted to digital formats, and archival intelligence.

Despite this slight diversification of user study topics, many unstudied topics remain. One noteworthy topic is

user cognition and cognitive approaches. Most user studies reviewed in this study focus on users' behaviors rather than cognition, a tendency perhaps rooted in the assumption that psychological states are difficult to observe, explain, and prove scientifically. However, studies of user cognition could improve user services and information systems by identifying users' information needs, information use, and satisfaction. User satisfaction (and its factors) with archives' reference services, information systems, and websites is another rarely studied topic.

User Groups as Subjects of Investigation

Subjects of user study investigations can be largely divided into two categories: (1) all users of one or more archival institutions during a specific period and (2) specific types of user groups.[38] User studies of the first category aim to enhance institutional administration, information services, and information systems, and they focus on identity of users, information needs, information-seeking behaviors, the effect of orientation sessions, and use of collections and access tools in specific institutional settings.[39] Some of those studies indicate that institutional culture plays a significant role in users' information behavior.

Types of archival institutions where user studies were conducted include presidential libraries, national archives, university archives, image archives, medical archives, and multi-institutional archives.[40] Even within specific types of archival settings, user studies have had different research topics, research methods, and subjects of investigation. For example, in the university archives setting, Maher focused on research use and researchers while Elizabeth Yakel and Laura L. Bost studied administrative use and users.[41] Conway and Goggin each conducted user studies in a specific division of the Library of Congress (the Prints and Photographs Division and the Manuscript Division, respectively).[42] However, user studies conducted in corporate archives and museum archives are rare.

Ongoing institutional user studies have in fact produced benefits. In 1986, Maher contended that ongoing user studies in an institution would be a "very solid basis for analysis of trends and comparisons of types of users and types of projects."[43] Studies by Kristen E. Martin and Margaret O'Neill Adams support this claim.[44] Martin analyzed reference correspondence sent to a manuscripts repository in 1995 and 1999. His findings show how email and the Internet have changed reference correspondence. Adams found changes in users and use of electronic records by analyzing administrative records collected for many years from NARA's electronic records reference program.

Some user studies have examined specific types of users. Studies of types of users have investigated historians almost exclusively, especially academic historians (faculty members, graduate students, and undergraduate students). Three studies reviewed for this study examined non-historians: two on genealogists and one on K–12 users.

In the 1970s, historians wrote a considerable body of literature on the importance of effective archival finding aids for historical research; however, they did not rigorously analyze the strategies for employing archival finding aids.[45] This prompted the first archival user study to investigate how historians used finding aids in their research processes.[46]

User studies investigating historians, especially their information-seeking behavior, increased remarkably during the 2000s. Some user studies examined historians' changing information needs; how they located, accessed, and used information sources and archival materials; and the transformation of information sources and archival materials in the digital age.[47]

Yet another type of user study examines researchers of particular topics. One such user study interviewed authors of works about the No Gun Ri massacre.[48]

Pugh, Conway, and Dowler each claimed that information needs and information seeking differ between user groups.[49] Conway in particular says that this assertion is supported by existing user studies. The user studies on historians, genealogists, and K–12 users examined in the current study indicate that each group has different patterns of information seeking and information use. Duff has studied historians and genealogists separately and together, and she concludes that the two groups need "different types of access tools to find the information and interpret it" in archives.[50] However, even Duff's recommendations may not have gone far enough: because historians, genealogists, and K–12 users are not the only users of archives,[51] archival user studies need to investigate more diverse user groups (e.g., teachers and government officials).

Archivists should pay attention not only to current users but also to the appearance of new types of users. Among the most recent and potentially significant new user group is web users. Despite this group's increasing numbers, this study indicates that it has not been investigated by many user studies.[52] To help archivists improve their institution's website, information systems, digital collections, online services, and advocacy, archivists need to know who uses their institution's website, why and how they use it, and what information web users access and use.

Research Methods of Archival User Studies

Several user studies have employed a single research method (e.g., survey, interview, citation analysis, and focus group); however, many more user studies have employed multiple research methods (e.g., interview and survey; survey and observation; survey and reference question/correspondence analysis; reference question/correspondence analysis and web analytics; and survey, interview, and observation).[53] In particular, observation of users in archival institutions is usually used in concert with other methods.[54]

Most archival researchers have borrowed research methods from other fields, particularly social sciences and library and information science, to make their own methods more

Table 2. Research Methods Employed in User Studies

Research Method	Frequency
Survey	16
Interview	15
Experiment	6
Reference question/correspondence analysis	6
Citation analysis	5
Critical incident	3
Observation	3
Document analysis	3
Content classification	1
Literature analysis	1
Focus group	1
Diary	1
Field study	1
Web analytics	1

Note: Because many user studies employed multiple research methods, the total number of user studies in this table is greater than the total number of user studies examined in this study.

effective, undertake their studies more systematically, and give validity to their research design and results. For instance, the diary has been a key information source in other fields (e.g., biography, psychology, sociology, and information science). However, archival user studies have rarely employed diaries.[55]

As more user studies have been conducted since the 1980s, archival researchers have diversified their research methods (see table 2).

Citation analysis has been employed since the early 1980s but has rarely been employed since the mid-1990s. Indeed, there is some argument about the usefulness of citation studies in the archival field.[56] Despite the disagreement about the usefulness of citation analysis, the method has been employed to investigate how researchers actually use archival materials they gathered, to identify past and current use patterns, and to anticipate future use patterns. Studies on use of archival materials with citation analysis fit the fourth stage of Conway's model because these studies are related to the impact of archival collections as measured through citation analysis in researchers' publications.[57]

Reference questions/correspondence analysis was continuously employed by several user studies from the 1980s through 2010. This method analyzes reference questions/correspondence collected via letter, facsimile, or e-mail to identify users' needs. For example, separate studies by David Bearman, Kristen E. Martin, and Wendy M. Duff and Catherine A. Johnson analyzed reference questions to determine what types of questions users ask and what terms users employ to express their information need.[58] Those authors claimed that archivists should know users' own language to better meet users' information needs, improve archival access systems, and enhance reference services.

Survey and interview are the dominant research methods. Mail surveys have been popular since 1977 when the first user study was conducted.[59] Surprisingly, user studies reviewed in this study have not yet used online surveys, despite their availability and popularity in library user studies. The interview method, in person in most cases, has been employed since the 1990s.[60]

Archival user studies have rarely employed the content classification, focus group, and critical incident methods.[61] The experimental method falls into the fifth stage in Conway's model, and it too has rarely been employed in user studies, appearing in them only since the late 1990s.[62] Web analytics is the newest research method in user studies and can be used to "measure user actions, to understand some aspects of user behavior, and to initiate a program to continuously improve online services" in archival environments.[63] Nevertheless, this method, too, has gone largely unused in user studies.[64]

Researchers and archival institutions conducting user studies should be aware of and employ new, relevant tools. For instance, archival institutions can investigate their users through web-based tools (e.g., tools for tracking web visitors and web-based user feedback/comments). The Archival Metrics project developed, tested, and validated user survey toolkits and provides them for free on the project's website.[65] Because many archival institutions have limited resources,[66] adapting existing tools to conduct their own user studies may be a good strategy.

Disciplines of Literature Cited in Archival User Studies

Authors writing papers on their user studies cited literature from several disciplines in addition to archival science. Most of them cited library and information science (LIS) literature for two reasons: (1) to introduce research topics of library user studies, show how library user studies have been conducted, and report on how library user studies have progressed; and (2) to justify their research methodologies or results by citing relevant examples from the LIS field.[67] Other cited disciplines include aesthetics, history, psychology, communication, philosophy, computer science, and education.[68]

Archival Functions as Subjects of Investigation

Many user studies have focused on specific archival functions, such as description, reference, preservation, and appraisal. This suggests that the studies' authors consider, test, or try to apply user studies to archival practice.

Archival reference is one of the traditional research topics in the archival field. Data on users and use collected through reference activities is considered prerequisite for conducting

user studies.[69] Archival information systems with a reference module seem to facilitate collecting and storing user information related to reference services. Analysis of reference questions and correspondence, as described above in "Research Methods of Archival User Studies," is a popular research method in archival user studies, and several user studies on archival reference have been conducted.[70]

The archival profession has also paid attention to applying user studies to preservation, particularly digitization of materials. An exploratory study investigated which formats of digitally preserved objects users preferred and indicated that archivists can benefit from understanding "how user needs and preferences may inform selection of preservation methods."[71]

Some archival professionals have conducted user studies on problems with archival description revealed by users' difficulties understanding and interpreting catalog records, such as card catalogs and Online Public Access Catalogs (OPACs).[72] Even though the US MAchine Readable Cataloging–Archives and Manuscripts Control format (USMARC-AMC) was developed in 1982, no studies were conducted on user comprehension of archival description until 1993, when Robert P. Spindler and Richard Peace-Moses examined users' understanding of USMARC-AMC records. They concluded that archivists, librarians, and other information professionals must study user interaction with descriptive systems and adapt their systems and practices to serve user communities better in an integrated information environment.[73]

The archival community has debated the benefits of applying user study results to archival appraisal practice, though one exploratory study reported that a few state archives utilize the results of user studies in their appraisal practice.[74]

A few researchers have investigated the application of user study results to the selection of materials for digitization and preservation. Commonly held beliefs in the archival community implicitly acknowledge the value of user and use information for preservation and especially reference services. For example, a recent study showed that analysis of users' reference inquiries affects the development of a "user-driven approach to selection for digitization."[75] The applicability of user study results to archival appraisal practice, however, remains the subject of debate in the archival community. In contrast, the library community comprehensively applies user study results to help develop and manage collections, improve information systems and reference services, and enhance advocacy.

Toward a New Framework for Archival User Studies

Currently, the only archival user study framework is Conway's, which debuted in 1986. Conway describes frameworks as "simplifications of *reality*–ways of reducing complexities to a set of meaningful, manageable ideas."[76] By extension, frameworks should also reflect changes in reality. Conway intended this framework "to structure a comprehensive program of user studies" and to give a direction for further archival user studies.[77] However, this framework does not seem fully applicable to current user studies, nor does it seem likely to apply in the future. For example, when Conway created his framework, he could not have predicted the appearance of new user groups such as web users.

As this paper has previously indicated, most researchers conducting user studies have not rigorously followed Conway's framework. One reason may be a shift in the goals of user studies. Conway developed his framework to help archivists study users of their own institutions in order to assess archival programs and services.[78] To achieve this goal, Conway's framework presents three objectives for archival programs and five stages of research methods, all of which progress in sophistication. Since the publication of Conway's framework, however, researchers—mostly academicians—have often conducted user studies to investigate topics of their personal research interests, such as how historians seek information in archival institutions. In the user studies analyzed for this study, many researchers did not strictly follow the first three stages of Conway's framework. Several academicians did not even investigate users in one particular archival institution or go through the first three stages when studying a particular type of user group.

Given the shift in the goals of user studies, the emergence of new user groups such as web users, and the fact that many researchers conducting user studies have not been following Conway's framework, it is time to consider the development of a new framework to facilitate archival user studies. This new framework should be developed by investigating user studies, published and unpublished, and involving researchers who have conducted them.

Though developing a new framework is outside of the scope of this study, its findings could inform such a development. A new framework could reflect the less structured way the user studies examined in this study have been conducted. Its structure should be simple so that as many researchers as possible—academicians and practitioners at any level of experience with user studies—can easily use it.

This study indicates that more researchers, especially academicians, conduct user studies with the goal of investigating specific research topics rather than achieving archival program objectives. The framework, then, should focus on topics likely to be of interest to researchers, both academicians and practitioners. While Conway's framework suggests one research method for each of the five stages, this study found that researchers have studied particular topics using multiple research methods. The new framework could consist of two axes, research topics and research methods, and present a menu of applicable research methods for particular topics. A researcher could select just one research method or mix and match multiple methods appropriate to the specific research topic. The new framework, unlike Conway's framework, might not incorporate stages, in either research topics

or methods, so as to reflect the less staged research methods of recent user studies.

CONCLUSIONS

Archival institutions and libraries both have users, but the two communities seem to have different attitudes about user studies. Archival institutions have conducted many fewer user studies than libraries, and where the library community seems to have accepted user studies, the archival community is much more at odds. The archival community stands to gain much from user studies, but it must first understand why archival institutions often ignore or underutilize this potentially powerful tool and what can be done about it.

The archival community seems to pay less attention to conducting user studies than the library community for two reasons: the traditional archival priority of preservation and limited institutional resources, particularly time. However, developing technology could help turn archival institutions' attention from preservation to access and use. Preservation of physical materials requires much of an archivist's attention and time, but born-digital and digitized archival materials would somewhat relieve archival institutions of the burden of preservation. Providing digital materials allows institutions to better protect valuable and often unique physical materials while at the same time making them more accessible and available. This may allow archival institutions to spend more attention and resources on conducting user studies. Also, the Internet enables users to more conveniently access digital archives and archival institutions' websites, so archival institutions may need to give even more attention to access and use. This would require archival institutions to better understand their users through user studies. Developing technology has had a significant impact on the archival environment and challenges both archivists and users to adapt. Users should learn new access tools such as online finding aids and OPACs, and archivists should learn about these access tools, new types of users, and users' new needs.

When possible, archival institutions should design and conduct their own scientifically sound, intra-institutional user studies. Though archivists frequently interact with users, there is a difference between impressionistic observations and systematic user studies, which could specifically and empirically address an institution's needs at a given time. The priority that institutions give to user studies may affect their allocation of resources, such as staff and budget for training in research methods and statistics, as well as the number, depth, and breadth of user studies.

Archival professionals should pay more attention to web-based archival services, web accessibility, and their effects on ever-changing user information needs, information-seeking, information use, and satisfaction. This study found only a small number of user studies on technological advances and their effect on archival users. More archival institutions have employed web-based tools and information systems with a reference module, all of which seems to facilitate user studies. The use of web-based tools, in particular, to conduct user studies is likely to increase as these tools advance and the number of remote users, remote reference services, electronic records, and digital collections increases. As archival information systems and access tools have become more advanced, users have been able to access more archival materials more conveniently. Networking capabilities, and especially archives' websites, could provide the next great advance in archival user services, including digital collections and reference correspondence through email. This level of interaction is perhaps even more important for archives than for libraries because the often unique nature of archival materials makes them harder for users to find than commonly held library materials. Digitized archival collections and web-based services could obviate the need for users to make repeat trips to the archives to examine a particular holding. If archives ignore the public's ever-increasing expectation of being able to do things online, they risk losing users. To keep pace with users' changing expectations of archival information systems and user services, archival institutions have conducted and utilized a few user studies to understand users' needs and level of satisfaction. However, user studies and the way archival institutions utilize them could be even more beneficial.

Researchers and archival institutions conducting user studies should be aware of and employ new tools that can study users and use with greater scientific rigor, precision, validity, and reliability. For instance, archival institutions can investigate their users through web-based tools, though few have done so. As web technology and other information technology develop, researchers and archival institutions can develop and apply new research methods for user studies.

Not every archival institution has been able to conduct its own user studies; the most likely common barrier has been lack of resources. Such institutions should consult results of user studies conducted by other institutions of the same type (e.g., university archives, government archives). To enable this, archival institutions that have conducted user studies need to share their results. Although archivists do conduct user studies in their institutions, they generally are not required to publish the results, unlike academics. If publication of user study results in peer-reviewed journals or industry magazines is impossible or burdensome, archivists could publish their user study results on their institutions' website. This would make the information available to other institutions, publicize the institution's performance, and enhance advocacy.

The archival community needs to apply results of archival user studies more actively. This study indicates two basic conditions that would facilitate archival institutions' application of user studies to archival practices: the ability to conduct user studies and the availability of user study results. The archival community can consult the library community, which has successfully applied results of user studies to its practices.

In conclusion, archival professionals need to pay more attention to user studies. Since the 1980s, far fewer user studies have been conducted in the archival field than in the library field. This does not mean that archival professionals know archival users well enough. More user studies should be continuously conducted to keep up with changing users, use, and factors influencing archival environments, archivists, and users. The continued development and implementation of high quality user studies will benefit archival institutions and their users.

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40. For a study on presidential libraries, see Conway, "Research in Presidential Libraries." For a study on national archives, see Paul Conway, *Partners in Research; Improving Access to the Nation's Archive. User Studies of the National Archives and Records Administration* (Pittsburgh: Archives and Museum Informatics, 1994). For studies on university archives, see Bantin and Agne, "Digitizing for Value"; Maher, "The Use of User Studies"; Southwell, "How Researchers Learn of Manuscript Resources at the Western History Collections"; and Yakel and Bost, "Understanding Administrative Use and Users in University Archives." For studies on image archives, see Collins, "Providing Subject Access to Images"; and Paul Conway, "Modes of Seeing: Digitized Photographic Archives and the Experienced User," *American Archivist* 73 (Fall/Winter 2010): 425–62. For studies on medical archives, see McCall and Mix, "Scholarly Returns." For studies on multi-institutional archives, see Bearman, "User Presentation Language in Archives"; Conway, "Research in Presidential

Libraries"; and Duff and Johnson, "A Virtual Expression of Need."

41. Maher, "The Use of User Studies"; Yakel and Bost, "Understanding Administrative Use and Users in University Archives."
42. Paul Conway, "Modes of Seeing: Digitized Photographic Archives and the Experienced User," *American Archivist* 73 (Fall/Winter 2010): 425–62; Goggin, "The Indirect Approach."
43. Maher, "The Use of User Studies," 19.
44. Adams, "Analyzing Archives and Finding Facts"; Martin, "Analysis of Remote Reference Correspondence at a Large Academic Manuscripts Collection."
45. Stevens, "Historians and Archival Finding Aids," 64–65.
46. See Stevens, "Historians and Archival Finding Aids."
47. For example, Duff, Craig, and Cherry, "Historians' Use of Archival Sources"; Tibbo, "Primarily History in America"; and Inwood and Reid, "The Challenge to Archival Practice of Quantification in Canadian History."
48. Donghee Sinn, "Room for Archives? Use of Archival Materials in *No Gun Ri* Research," *Archival Science* 10 (2010): 117–40.
49. Conway, "Research in Presidential Libraries"; Dowler, "The Role of Use in Defining Archival Practice and Principles"; Mary Jo Pugh, "The Illusion of Omniscience: Subject Access and the Reference Archivist," *American Archivist* 45 (Winter 1982): 33–44.
50. Wendy M. Duff, "Working as Independently as Possible: Historians and Genealogists Meet the Archival Finding Aid," in *The Power and the Passion of Archives: A Festschrift in Honour of Kent Haworth*, edited by Reuben Ware, Marion Beyea, and Cheryl Avery (Ottawa: Association of Canadian Archivists, 2005), 201. Her previous two studies are Duff and Johnson, "Accidentally Found on Purpose"; and Duff and Johnson, "Where Is the List with All the Names?"
51. Many archival literatures describe archival institutions have user groups other than historians, genealogists, and K–12 users. See for example Maher, "The Use of User Studies"; Mary Jo Pugh, *Providing Reference Services for Archives & Manuscripts* (Society of American Archivists: Chicago, 2005); and Bruce Washburn, Ellen Eckert, and Merrilee Proffitt, *Social Media and Archives: A Survey of Archive Users* (OCLC Research: Dublin, 2013).
52. See for example Daniels and Yakel, "Seek and You May Find"; and Christopher J. Prom, "Using Web Analytics to Improve Online Access to Archival Resources," *American Archivist* 74 (2011): 158–84.
53. See for example Bantin and Agne, "Digitizing for Value"; Beattie, "An Archival User Study"; Conway, *Partners in Research*; Maher, "The Use of User Studies"; and Yakel and Bost, "Understanding Administrative Use and Users in University Archives."
54. See for example Conway, *Partners in Research*; Gilliland-Swetland, "An Exploration of K–12 User Needs for Digital Primary Source Materials"; Yakel and Torres, "Genealogists as a 'Community of Records'"; and Zhou, "Student Archival Research Activity."
55. Publications on archival user studies employing the diary method are Elaine G. Toms and Wendy Duff, "I Spent 1 _ Hours Sifting Through One Large Box . . . Diaries as Information Behavior of the Archives User: Lessons Learned," *Journal of the American Society for Information Science and Technology* 53, no. 14 (December 2002): 1232–38; and Catherine A. Johnson and Wendy M. Duff, "Chatting up the Archivist: Social Capital and the Archival Researcher," *American Archivist* 68, no. 1 (Spring/Summer 2005): 113–29.
56. See Elliott, "Citation Patterns and Documentation for the History of Science"; Goggin, "The Indirect Approach"; Nancy McCall and Lisa A. Mix, "Scholarly Returns: Patterns of Research in a Medical Archives," *Archivaria* 41 (Spring 1996): 158–87; and Miller, "Use, Appraisal, and Research."
57. Conway, "Facts and Frameworks"; Gilliland-Swetland, "An Exploration of K–12 User Needs for Digital Primary Source Materials," 146.
58. Bearman, "User Presentation Language in Archives"; Duff and Johnson, "A Virtual Expression of Need"; Martin, "Analysis of Remote Reference Correspondence at a Large Academic Manuscripts Collection."
59. See Beattie, "An Archival User Study"; Collins, "Providing Subject Access to Images"; Conway, "Research in Presidential Libraries"; Duff and Cherry, "Archival Orientation for Undergraduate Students"; Duff, Craig, and Cherry, "Historians' Use of Archival Sources": Gilliland-Swetland, "An Exploration of K–12 User Needs for Digital Primary Source Materials"; Robert P Spindler and Richard Peace-Moses, "Does AMC Mean 'Archives Made Confusing'? Patron Understanding of USMARC AMC Catalog Records," *American Archivist* 56 (Spring 1993): 330–41; Southwell, "How Researchers learn of Manuscript Resources at the Western History Collections"; Stevens, "The Historians and Archival Finding Aids"; Tibbo, "Primary History"; Tibbo, "Primarily History in America"; and Helen R. Tibbo, "How Historians Locate Primary Resource Materials: Educating and Serving the Next Generation of Scholars" (paper presented at the ACRL Eleventh National Conference Charlotte, North Carolina, 2003), https://www.ala.org/ala/acrl/acrlevents/tibbo.PDF.
60. See Conway, *Partners in Research*; Johnson and Duff, "Chatting up the Archivist"; Orbach, "The View from the Researcher's Desk"; Yakel, "Listening to Users"; Yakel and Torres, "Genealogists as a 'Community of Records'"; and Zhou, "Student Archival Research Activity."
61. User studies employing content classification include Inwood and Reid, "The Challenge to Archival Practice of Quantification in Canadian History." User studies employing focus groups include Duff and Stoyanova, "Transforming the Crazy Quilt." User studies employing critical incidents include Duff and Johnson, "Accidentally Found on Purpose"; Duff and Johnson, "Where is the List with All the Names?"; and Yakel, "Listening to Users."
62. User studies employing an experimental method include Gilliland-Swetland, "An Exploration of K–12 User Needs for Digital Primary Source Materials"; Margaret L. Hedstrom et al., "'The Old Version Flickers More': Digital Preservation from the User's Perspective," *American Archivist* 69 (Spring/Summer 2006): 159–87; and Prom, "User Interactions with Electronic Finding Aids in a Controlled Setting."
63. Christopher J. Prom, "Using Web Analytics to Improve Online Access to Archival Resources," *American Archivist* 74 (2011): 161.
64. See for example Bantin and Agne, "Digitizing for Value."
65. The survey toolkits are available at http://archivalmetrics.cms.si.umich.edu/node/10
66. See for example Dearstyne, "What is the Use of Archives?"; and Rhee, "Exploring the Relationship between Archival Appraisal Practice and User Studies."
67. See for example Collins, "Providing Subject Access to Images"; Conway, *Partners in Research*; Elliott, "Citation Patterns and Documentation for the History of Science"; Gilliland-Swetland, "An Exploration of K–12 User Needs for Digital Primary Source Materials"; Goggin, "The Indirect Approach"; Hedstrom et al., "'The Old Version Flickers More'"; Spindler and Pearce-Moses, "Does AMC Mean 'Archives Made Confusing'?"; and Yakel and Torres, "AI."
68. See for example Conway, "Modes of Seeing"; Gilliland-Swetland, "An Exploration of K–12 User Needs for Digital Primary Source Materials"; Hedstrom et al., "'The Old Version Flickers More'"; Inwood and Reid, "The Challenge to Archival Practice of Quantification in Canadian History"; McCall and Mix, "Scholarly Returns"; and Yakel and Torres, "AI."
69. When an archival institution plans to conduct its user study, it is assumed that the institution has its reference data on its users and use. See for example Conway, "Facts and Frameworks"; and Goggin, "The Indirect Approach."

70. See for example Adams, "Analyzing Archives and Finding Facts"; Duff and Johnson, "A Virtual Expression of Need"; Kristen E. Martin, "Analysis of Remote Reference Correspondence at a Large Academic Manuscripts Collection," *American Archivist* 64 (Spring-Summer 2001): 17–42; and Helen R. Tibbo, "Interviewing Techniques for Remote Reference: Electronic Versus Traditional Environments," *American Archivist* 58 (Summer 1995): 294–310.
71. Margaret L. Hedstrom et al., "'The Old Version Flickers More,'" 159.
72. For example, Spindler and Peace-Moses reported, "as archivists who provide reference services, we have often been confronted with inquiries that suggest patrons have misinterpreted a MARC AMC catalog record." Spindler and Peace-Moses, "Does AMC Mean 'Archives Made Confusing'?," 332. Yakel and Torres also pointed out the users' difficulties of understanding archival description in their article "AI: Archival Intelligence and User Expertise."
73. Spindler and Peace-Moses, "Does AMC Mean 'Archives Made Confusing'?," 341.
74. See Hea Lim Rhee, "Exploring the Relationship between Archival Appraisal Practice and User Studies."
75. Bantin and Agne, "Digitizing for Value," 244.
76. Conway, "Facts and Frameworks," 394.
77. Ibid., 393.
78. "Figure 1 [the structure of Conway's framework] depicts what archivists could learn from a comprehensive program of user studies and how they could build such a program" in Conway, "Facts and Frameworks," 398.

APPENDIX. PUBLICATIONS ON ARCHIVAL USER STUDIES EXAMINED IN THIS STUDY

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Allison-Bunnell, Jodi, Elizabeth Yakel, and Janet Hauck. 2011. "Researchers at Work: Assessing Needs for Content and Presentation of Archival Materials." *Journal of Archival Organization* 9, no. 2: 67–104.

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Beattie, Dianne L. 1989–90. "An Archival User Study: Researchers in the Field of Women's History." *Archivaria* 29 (Winter): 33–50.

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Johnson, Catherine A., and Wendy M. Duff. 2005. "Chatting up the Archivist: Social Capital and the Archival Researcher." *American Archivist* 68: 113–29.

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Bibliographic Management Tool Adoption and Use

A Qualitative Research Study Using the UTAUT Model

This study explores how researchers choose a bibliographic management tool and what makes them continue using this tool. This exploratory, observational study combined a naturalistic work-practice method, interviews, and journal reflections to collect qualitative research data from researchers actively using a bibliographic management tool. The unified theory of acceptance and use of technology (UTAUT) model was used as a guiding framework to help provide a better understanding of these researchers' bibliographic management adoption and use behaviors. Findings indicate participants adopt tools because of an expectation of enhanced research productivity, but participants persist in using the tools because of ease-of-use experiences. Librarians were found to have opportunities to influence tool adoption decisions but may have somewhat less influence over researchers' decisions to continue using bibliographic management tools.

Workshops on bibliographic management software tools (e.g., EndNote, Zotero, and Mendeley) are common in academic libraries. This is the case at Oregon State University (OSU) Libraries, and although a wide range of research-skills workshops are offered at OSU Libraries, almost half of the total workshop attendees participate in the bibliographic manager tool workshops. Bibliographic management tools promise to make researchers' workflows more simple, sources more easily re-findable, and bibliographies simpler to create. During the sessions, workshop instructors witness participants' positive responses to the tools but must speculate about how participants use what they have learned after they leave the classroom and whether attendees feel the tools live up to their claims.

Some bibliographic management workshop attendees schedule follow-up research consultations with librarians, but many do not. Consequently, librarians leading these workshops typically resort to instruction informed by what makes the tools useful and usable for their own research process or based simply on the help guides provided by the bibliographic management tools themselves. This lack of systematic, in-depth examination of how other researchers choose and use bibliographic management tools results in an incomplete picture of researchers' potential bibliographic management tool uses and can hamper librarians' ability to provide well-rounded approaches to using the tools. Gaining insights from a wide range of users could help librarians leading bibliographic management

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tool workshops to more specifically guide researchers as they choose a tool that works best for them, to provide more meaningful examples, and to give more compelling reasons for why these tools may be useful.

The purpose of this study was to observe and explore how researchers choose bibliographic management tools, how they use the tools after they leave the workshop setting, and how they deal with problems that arise so that workshop instructors can provide improved instructional experiences. To examine how researchers adopt and actually use bibliographic management tools after attending a workshop, we devised an exploratory, qualitative study consisting of nonintrusive observations, participant responses to journal prompts, and interviews. Because bibliographic manager use has not been documented in this way before, this combination of observational methods was intended to uncover patterns in researcher adoption and use behaviors and to explore participants' attitudes toward these tools in a descriptive way so that OSU Libraries workshop instructors could make informed adjustments to workshop promotion and delivery methods. While the intention of this exploratory study was not to systematically compare bibliographic manager use by specific user populations or disciplines, the results provide a framework for considering new tool use that can assist other librarians who want to explore those questions in more depth.

LITERATURE REVIEW

Libraries' Approach to Bibliographic Managers

While bibliographic managers have been used for decades, the literature has primarily focused on discussions and comparisons of the features of these tools, especially as new offerings have emerged. For example, Jon Ritterbush provides an early description of Zotero's capabilities and specifically advertises this tool to a librarian audience as a way to promote Zotero to users; similarly, Holt Zaugg et al. provide a thorough description of Mendeley to a higher education audience.[1] Several librarians have undertaken in-depth comparisons of a range of bibliographic management tools' features to help users determine the best tools to match their workflow requirements.[2] Another common approach for discussing bibliographic management tools includes suggestions and best practices for instructing learners in their use.[3] Librarians have widely embraced the responsibility for instructing users in how to get the most out of these often complicated tools. In a 2009 review of Association of Research Libraries websites, H. Stephen McMinn found that library support for bibliographic management tools is widespread.[4] Seventy-two percent of the libraries examined provided instruction on at least one bibliographic management tool.

Despite the proliferation of library instruction on the use of bibliographic management tools, little research has been published on the question of whether and how researchers actually continue to use the tools after an instructional session. However, two recent studies have examined aspects of these questions while exploring researchers' perceptions of bibliographic management tools to help determine what tools libraries and librarians should support in terms of licensing and instruction. One study focused on undergraduates' potential use of bibliographic management tools. Librarians from Kent State University held focus groups to see if undergraduates might use the institution's RefWorks license or the institutional version of EasyBib. They found the participating undergraduates' preferred bibliographic management processes primarily consisted of tracking their sources in a Microsoft Word document. The researchers determined that undergraduate students were not willing or ready to adopt a more sophisticated bibliographic management tool because their citation management tasks are not complex enough for them to see a return on investment for familiarizing themselves with one of these tools.[5]

In contrast, Jenny Emanuel conducted a survey targeting advanced researchers, including graduate students and faculty at the University of Illinois Urbana Champaign (UIUC), who already used a bibliographic management tool, to explore: how researchers chose a particular tool, what features they looked for in a tool, how much support they needed to use a particular bibliographic management tool, and if they saw the library as having a role in that support.[6] On the basis of participants' feedback, Emanuel concluded hands-on library workshops on bibliographic management tools were valuable, but the libraries' web presence should focus on advising users in the tool selection phase. In addition, the UIUC libraries chose to continue to support a variety of bibliographic management tools, reasoning that different users have different needs that cannot be supported with a single tool.

Measurements of Bibliographic Management Tool Use

A few attempts have been made to quantitatively measure bibliographic management use across broad disciplinary groups or groups based on academic status. Statistics on bibliographic management use are scattered and rapidly go out of date, but a survey conducted in 2005 at the University of Minnesota found that 36 percent of social scientists and 8 percent of humanists responding to this institution-specific survey used a bibliographic management tool.[7] These researchers also found 27 percent of responding graduate students at their institution used a bibliographic manager as compared to 17 percent of responding faculty. Marni Harrington found the master's students responding to her survey were more likely than the PhD participants to use bibliographic management tools, and less than half of the survey respondents used a bibliographic management tool at all.[8] Interviews with fifteen Australian researchers determined that just over half used EndNote or a similar tool.[9] While some groups may use these tools more than others,

Table 1. Unified Theory of Acceptance and Use of Technology (UTAUT) determinant definitions adapted from Venkatesh et al. (2003).

Determinant	Definitions	Example Statements
Performance Expectations or Experiences	The degree to which an individual believes that using the system will help him/her to attain gains in research performance.	I would find the system useful in my work. Using the system enables me to accomplish tasks more quickly. Using the system increases my productivity. If I use the system, I will increase my chances of completing my research project.
Effort Expectations or Experiences	The degree of ease associated with use of the system.	My interaction with the system would be clear and understandable. It would be easy for me to become skillful at using the system. I would find the system easy to use. Learning to operate the system is easy for me.
Social Influence	The degree to which an individual perceives that important others believe he/she should use the new system.	People who influence my behavior think that I should use the system. People who are important to me think that I should use the system. The senior management of this business has been helpful in the use of the system. In general, the organization has supported the use of the system, through financial inputs or IT support.
Facilitating Conditions	The degree to which an individual believes that an organization and technical infrastructure exists to support use of the system.	I have the resources necessary to use the system. I have the knowledge necessary to use the system. The system is compatible with other systems I use. A specific person (or group) is available for assistance with system difficulties or provides training support such as workshops.

this snapshot of bibliographic management tool use demonstrates that there is a significant opportunity for growth in the adoption and use of these tools regardless of disciplinary area or academic status.

Adoption and Use Models

The variability in use of bibliographic management tools across disciplinary groupings and academic status raises the following questions: what leads to the adoption of various technology tools, and why do some people feel the effort to learn a new tool outweighs the costs?[10] The field of software adoption and use studies these questions across a broad range of tools and technologies. Software developers use models to help determine how new products will be created and if they will be profitable. For example, the technology acceptance model (TAM) created by Fred Davis focuses on users' willingness to accept a new technology based on the factors of perceived usefulness of a tool and the ease of using that tool.[11] Davis found both factors were significantly correlated with actual use, but that usefulness is somewhat more predictive of user behavior than ease of use, stating, "No amount of ease of use can compensate for a system that does not perform a useful function."[12] TAM has been widely tested and validated across a variety of fields and on a wide variety of technologies. A variant of TAM, called the unified theory of acceptance and use of technology (UTAUT) was created by Viswanath Venkatesh et al. to include the influence of other people on the technology adoption process.[13]

The UTAUT model was created to help managers make decisions about how employees would use new technologies. UTAUT is especially relevant for this study because it not only reflects the potential influence of other people, such as graduate advisors or research collaborators, on technology adoption, but it was developed alongside training programs designed to introduce the new technology. Technology adoption and acceptance was then measured at various intervals after the training intervention. UTAUT contains four direct determinants of user behavior: performance expectancy, effort expectancy, social influence, and facilitating conditions (see table 1 for determinant definitions). In addition, UTAUT includes four variables that moderate the degree of technology acceptance and behavior: previous technology experience, voluntariness, gender, and age.

Since its development, UTAUT has been used in a variety of contexts, including library and information science applications. Anders Avdic and Anders Eklund used UTAUT to help study why Swedish students do or do not use library databases.[14] Sarah-Jane Saravani and Gaby Haddow looked at technology training needs of Australian and New Zealand library staffers using a qualitative adaptation of UTAUT.[15] And Leila Khalili and Diljit Singh used UTAUT to study the acceptance of open access journals by researchers in Iran.[16]

These studies demonstrate that UTAUT has the potential to help explain technology software adoption and use questions within a library context. At this time, no one has explored bibliographic manager adoption and use through the lens of UTAUT. In addition, the data for the existing studies examining researchers' use of and attitudes toward bibliographic managers has been gathered through surveys and interviews rather than through naturalistic observations of the actual research process. This exploratory observational

study combined a naturalistic work-practice methodology, interviews and journal reflections within the guiding framework of UTAUT to help provide a better understanding of researchers' bibliographic management adoption and use behaviors.

Based on the exploration of the literature and personal experiences conducting bibliographic management tool workshops, the objective for this study was to observe and explore how attendees of bibliographic management tool workshops choose and use bibliographic managers. More specifically, the study sought to gain insight into four research questions:

1. Do researchers adopt bibliographic managers based primarily on influences from their advisors or peers?
2. Do workshop participants continue to use the bibliographic manager after the workshop?
3. What makes workshop participants more or less likely to continue using the tool?
4. What resources do bibliographic manager workshop attendees use to troubleshoot their bibliographic manager questions?

The findings resulting from these guiding questions will be explored throughout the following sections.

METHODS

Data Gathering

Study participants were recruited from the rosters of bibliographic management software workshops taught between December 2011 and July 2012 at OSU Libraries. Individual workshop sessions were offered for the bibliographic managers EndNote, EndNote Web, Mendeley, and Zotero and were open to anyone in the OSU community, including undergraduates, graduate students, staff, and faculty. Of the 128 past attendees emailed, 15 potential participants responded to the study recruitment; these respondents were screened to select those who were both using bibliographic management software and actively working on the literature review portion of their research. Screening took place in an initial interview where researchers gathered basic demographic information about the participant, explained the study's purposes and activities and then, for consenting participants, described the processes of setting up screen-capture software and depositing study documents into a shared Dropbox account. After this initial screening process, one participant dropped out of the study without participating in any further study activities, leaving fourteen participants.

Because this study required a time commitment of four to five hours over two months, incentives for completion were offered. The ten participants who completed all of the study activities received $50 in gift certificates from a local department store or the Fandango movie ticket website. The four participants who completed a portion of the study activities received partial compensation corresponding to their level of activity.

Participants completed three types of tasks in the two-month study period (August through September 2012): screen captures, journaling, and an interview. Using one of two free screen capture tools (BB Flashback Express for PC users or QuickTime for Mac users) participants self-recorded their screens while carrying out research and writing activities that included at least some use of a bibliographic manager on their own computers and in a naturalistic research environment of their choosing. They collected recordings three times over the course of the study in one-hour sessions at least a week apart. Participants were directed to stop the screen recording during those one-hour sessions if they chose to begin any screen activities of a personal nature that they did not wish the study researchers to view. After each session, participants deposited the screen capture recordings in an invitation-only Dropbox folder shared only with the study researchers.

After each screen capture session, participants wrote journal responses to several prompting questions. To better understand the factors that would influence participants' to continue using the tool, the journal prompts focused on participants' experiences with the tools' performance by asking them to describe how the tool either enhanced or detracted from their work during the recording sessions. In addition, to better understand what troubleshooting resources participants were likely to draw from, participants were asked how they dealt with any problems they may have encountered during each recording session. Participants were asked to spend approximately fifteen minutes writing the journal entry and were told they did not have to answer all the questions if it would take them more than fifteen minutes. Journal entry files were also deposited in the study's invitation-only shared Dropbox folder.

At the end of two months, researchers conducted semi-structured interviews with each of the ten participants who had completed all of the preceding study activities. The interviews were thirty to forty-five minutes long and were audio-recorded. The interview questions were designed to address the research questions of this study. To learn about factors influencing tool adoption, each participant was asked why he or she adopted a particular tool and whether advisors or peers affected that choice. Participants were asked whether they would continue to use the tool and follow-up questions delved into what conditions might encourage or discourage continued use. Further questions explored what resources participants used to troubleshoot their bibliographic manager problems.

Of the fourteen participants in this study, ten participants completed the full study, which included an initial interview, three one-hour screen-recording sessions, followed by three journaling sessions, and a final interview. Four participants partially completed a range of the study activities but did not complete the final interview. Participant demographics are further described in table 2.

Table 2. Participant demographics (*n* = 14).

Gender					
Female				Male	
10				4	
Disciplinary Area*					
Humanities		Science		Social Science	
3		7		4	
Status					
Undergraduate	Master's Student	PhD Student	Staff	Faculty	Non-Degree Seeking
1	3	5	1	3	1
Length of Time Spent on Topic					
Less than 1 year		1–5 years		More than 5 years	
5		8		1	
Tool Used**					
EndNote		Mendeley		Zotero	
6		2		10	
Study Activities Participated In					
Screen Recordings		Journaling		Final Interviews	
14		13		10	

* One participant belonged to more than one discipline
** Several participants used more than one tool.

Data Analysis

Responses to the journal prompts and interview responses were analyzed by the study researchers using NVivo, specialized software for the analysis of qualitative data. The two study researchers used the UTAUT model as a guiding framework for analyzing the data.[17] As noted in the literature review, UTAUT is used to predict adoption and use of new technologies and was chosen as a way to make sense of users' behaviors in this study because it includes determinants based not only on performance and ease of use but also on the effect of social influences and facilitating conditions, which can include training opportunities.

For the purposes of this study, the study researchers modified the determinants slightly to accommodate the fact that the model was being used in an academic rather than a business setting. Venkatesh et al. define the Performance Expectancy determinant as "the degree to which an individual believes that using the system will help him/her to attain gains in job performance."[18] For this study, the definition was adjusted to read "research performance," rather than "job performance." The researchers also modified the example statements for the Facilitating Conditions determinant to include workshops and training. In addition, the determinants were modified to reflect the fact that participants were not predicting their tool use behaviors prior to actual use but that their active use of the tools was being observed and discussed. As a result, the determinants Performance Expectations and Effort Expectations were changed to Performance Expectations and Experiences and Effort Expectations and Experiences, respectively (see table 1).

Limitations

Because this was an exploratory, qualitative study based on a sample of participants who attended in-person bibliographic manager workshops, the responses may not apply to all user groups, and is not intended as a comparison between researchers who attend workshops and those who do not. Participants do not evenly represent all bibliographic management tools or all disciplinary, gender, or status groups. This type of study is not designed to be generalizable, and the findings are not intended to demonstrate differences in adoption and use between specific tools or to compare different groups to each other. Rather, because so little is currently known about how researchers adopt and use bibliographic management tools, the results are intended to help build a baseline understanding to which further studies can contribute and expand.

An additional limitation of the study is that the authors are also involved in teaching bibliographic management tool use at OSU Libraries. The authors were involved in the interview process and consequently, participants may have tempered some of their responses because of their previous encounters with the authors in the classroom or because of their expectations of future encounters.

FINDINGS AND ANALYSIS

Influences on Adoption

The first research question asked if researchers adopt bibliographic managers based primarily on influences from their advisors or peers. Within the UTAUT model the role this type of influence plays falls in the Social Influence determinant. One of the primary reasons the UTAUT model was chosen for this study was because unlike several other models, it includes the impact of social influence, such as the influence of a mentor, advisor, or peers, on tool adoption and use. At the outset of the study, the initial hypothesis was that social influence would positively predict tool selection and use. However, only forty percent of the ten participants who fully completed our study indicated their advisors or supervisors used any type of bibliographic manager at all; only twenty percent of this participant pool indicated their advisors or supervisors used the same bibliographic manager they did, and as a result had some influence over the participants' use of the tool (see table 3). Peer usage of bibliographic managers was somewhat higher at sixty percent.

While not all of the participants were graduate students, we assumed that advisors or mentors would influence bibliographic management tool adoption and use for those participants who were graduate students. Instead we observed that graduate students were given a large amount of free choice in their bibliographic manager decisions. In addition, graduate student participants in this study were infrequently mentored as to how to choose a bibliographic management tool or any organizational system at all. Participant 8, a graduate student, explained, "I think the expectation is just that you'll know how to organize any online sources that you use; like by yourself you'll just figure it out."

In contrast, junior faculty or faculty researchers in settings where a lead supervisor expressed a bibliographic manager preference used the supervisor's tool, regardless of their own preferences or previous experiences with other bibliographic management tools. For example, both participants 2 and 4 used EndNote at some point in their career to align their bibliographic management practices with the specific tool used by their supervisors, and because they found it much simpler to use the same bibliographic manager to share resources with a research team that was using the same tool.

These findings mesh with those of Venkatesh et al. who found that social influence was only significant in "mandatory settings" where rewards or punishments could be given and the moderating variable of "voluntariness" was limited.[19] In this study when supervisors dictated or strongly suggested the use of a particular tool, participants adopted that tool. However, when clear direction was absent, as was the case for most of the graduate students, participants chose a tool based on other factors.

The Social Influence determinant as defined in the UTAUT model goes beyond the influence of a single mentor or peer interaction and also includes the social impact of the larger institution. At the time of this study, OSU provided 500 MB of free storage space to Zotero users (this has now increased to 1 GB), and some labs purchase copies of EndNote for their students, thereby facilitating a cost-free experience while students or faculty are on campus. Institutional support in the form of covering the cost of the tools or free options was important to some participants. As Participant 5 noted, "I found that Mendeley is my favorite one. I think the…reason is that it is free." Some student participants were worried about how they would access bibliographic management software once they graduated. Another institutional-level barrier occurred for Participant 4 when she transitioned to a state government job where access to open source tools and the ability to load programs onto her own computer was denied. The result was that she needed to switch tools to a workplace-sanctioned choice. Institution-level barriers may impede adoption or continued use for some researchers.

Based on participants' responses, the UTAUT determinant Facilitating Conditions had a relatively small impact on participants' adoption and continued use of the tools. However, Facilitating Conditions is the UTAUT determinant that falls most directly within the library's realm of influence as it contains the ideas of training support and troubleshooting. In our context, training opportunities in the form of workshops served not only as an opportunity to learn how to use the tools, but also as a prompt for participants to learn that such tools existed via workshop promotional venues like the library's website. When participants are initially considering adopting tools, having appropriate Facilitating Conditions like knowing that workshops are available can be an important factor. For several participants this training impacted their tool adoption behaviors and made them willing to use the tools more. For example, Participant 5 noted that he did not initially know anything about such tools, "but when I finished the workshops, I found them pretty useful." Similarly, Participant 8 stated, "Well, I think the first thing that drew me to it [using the tool] was taking your workshop in Zotero." Moreover, Participant 2 noted, "When I first starting using EndNote, the intro class that they had here at the library; that was very helpful."

But the long-term impact of Facilitating Conditions, especially in-person training opportunities, diminishes for participants who have already adopted a particular tool the longer they use that tool. Venkatesh et al. found that the influence of the Facilitating Conditions determinant, particularly in terms of support available, declines as time after training increases, as long as the tool continues to be perceived positively in terms of the determinants Effort Expectations and Performance Expectations. As a result, librarians will likely see higher rates of participation in introductory-level workshops than in advanced-level workshops, once participants have already adopted a tool.

Impacts on Continued Use

The second and third research questions asked if bibliographic manager workshop participants continue to use the

Table 3. Participant tool use and influences on tool use for those participants who completed the final interview by tool used (n = 10).

Participant Code	Tool Used During the Study	Time Spent Using the Tool Prior to the Study	Starting Level of Experience	Ending Level of Experience	Will You Continue Using This Tool?	Advisor Use of Tool*	Peer Use of Tool*
002	EndNote	6 months	novice	comfortable	yes	yes	yes
013	EndNote	1 year	comfortable	comfortable	maybe	no	yes
005	Mendeley	none	novice	comfortable	yes	no	yes (EN)
001	Zotero	few weeks	novice	novice	yes	yes (EN)	don't know
003	Zotero	none	novice	slightly above novice	maybe	no	no
004	Zotero	6 months	novice	comfortable	yes	yes (EN)	yes
008	Zotero	4 months	somewhat comfortable	upper comfortable	yes	no	no
009	Zotero	2 years	expert	expert	yes	don't know	don't know
014	Zotero	few weeks	comfortable	comfortable	yes	no	yes
015	Zotero	1 year	comfortable	upper comfortable	yes	yes	yes

* When advisors or peers used a different bibliographic management tool than the participant, this is noted with an abbreviation for that tool.

bibliographic management tool after the study, and if so what impacts their willingness to continue using the tool. Eight out of the ten final participants indicated they would continue using the tool (see table 3). In addition, participants demonstrated their transition from intending to use the tools to actual use of the tools over the course of the study as six out of the ten final participants ranked themselves as more proficient users of the tool than when they began the study. However, it should be noted that three participants were already fairly comfortable using the tools, and as a result their understanding of how to use the tools remained stable during the study period (see table 3).

In Venkatesh et al.'s model of user acceptance and usage behavior, the determinant Performance Expectancy was found to be the strongest predictor of usage intention.[20] In this study, analysis showed that the Performance Expectations and Experiences determinant also had a major impact on participants' usage behavior. Participants incorporated the bibliographic management tools into existing workflows and were able to devise new ways of working with the tools. Participant 1 commented, "I feel like it's already a part of everyday use. I mean I haven't really been writing today, and I have bookmarked a couple things and brought them into Zotero." In particular, participants discussed enhanced methods of working electronically as compared to working with paper, such as annotating PDFs, searching their libraries and creating tags. Participant 9 was particularly enterprising in creating a variety of supporting resources around his primary source. He took screenshots of figures of the articles he was reading to help him better emphasize significant elements of the paper and to view multiple figures at one time, and he then saved all of these elements together in his Zotero library.

Another positive productivity element is the ability to work more quickly or efficiently. Saving time is a key feature of the Performance Expectancy determinant, and participants observed that the bibliographic management tools could help them avoid duplicate effort and manage their work in fewer steps. Participant 3 stated, "All in all, Zotero saved me a lot of time in terms of saving all these images where I could find them again with the bibliographic information I needed." Saving time on tasks like bibliographic management has the potential to allow researchers to be more efficient in their work, and as a result, spend more time on other aspects of the research process.

On the other hand, some participants did not experience the gains in productivity they had expected from using a bibliographic manager. Participant 15 felt distracted by the availability of the various sorting, organizing and tagging features that for her were simply a new variant of procrastination techniques that prevented her from prioritizing more important tasks. Participant 5 acknowledged this tension between wanting an easier workflow and continuing to put forth the necessary effort himself, reflecting that at some point he realized "I cannot totally depend on the software."

For participants trying to transition to a new workflow, frustrations often came from a lack of understanding of their particular bibliographic management tool. For example, Participant 3 had not learned how to create a stand-alone bibliography using Zotero, and Participant 2 had not learned how to limit her EndNote search in the database PubMed. Such issues prevented these participants from using the

bibliographic managers as successfully as they might have. Neither participant sought assistance for their questions, either online or in person, instead assuming a resigned attitude toward the tools. For example, Participant 3 decided "for that particular thing, Zotero wouldn't work." However, some participants found legitimate drawbacks to the tools and described difficulty with scanned papers that do not yield citation data, or the inability to easily incorporate websites into an EndNote library.

Technological glitches plagued several participants at various points in their interaction with the bibliographic managers and detracted from their potential performance experiences with their chosen tools. Two participants noted that their bibliographic managers, Zotero and EndNote, did not automatically save as they had expected. Three participants complained of inconsistent and mysterious access to PDFs. One participant accidentally deleted her library; and one participant did not get a needed update. In addition, one Zotero user noted the de-duping option did not always work as expected. Some problems were related to user error and some were related to problems with the software itself.

Participants' larger technological problems arose from the interaction of the bibliographic manager with another system, such as off-campus access to library databases, PDFs received from interlibrary loan without OCRed text (optical character recognition), or the use of unfamiliar computers or operating systems. Because bibliographic managers are not used in a vacuum as standalone entities, they require a certain level of knowledge about the larger online information environment. Without baseline knowledge of how to interact with databases, interlibrary loan, and proxy servers, researchers may not be able to make it over the hurdle to use a bibliographic manager to enhance their scholarly productivity.

One final performance barrier arose as participants experienced a range of frustrations related to citations. The output of the bibliographic managers was sometimes inconsistent resulting in "garbage citation information," incorrect metadata, words in all capital letters, difficulty working with foreign languages, or struggling to find the required citation style. The quality of citations and bibliographies generated by bibliographic managers has been documented as researchers have conducted comparisons to determine which tools create superior bibliographies. However, each of the tools examined still produced some errors.[21] Unfortunately, while a certain level of errors may be acceptable for software developers and many users, some users will likely identify with Participant 4, who noted, "At times it may have been faster to write in the citations myself."

The Performance Expectancy and Experiences determinant was an important consideration for most participants, who kept using the tools even when they encountered some technical glitches. However, Performance Expectancy and Experience issues were referred to with much less enthusiasm than issues related to Effort Expectancy and Experiences. Responses in the interviews and journal prompts indicated that Effort Expectations and Experiences played a larger role than expected in influencing participants' continued use of bibliographic managers. As Participant 1 noted, "I think for some people, and maybe I'm one of those people, it almost has to be that easy. In order to really stick with doing it." Likewise, Participant 8 commented, "Oh, this is a lot easier than I thought, and I just kept using Zotero." This willingness to keep using a tool because of the ease of use is notable because in the TAM model, Davis found that Performance Expectancy played the larger role for predicting continued use.[22]

The Effort Expectations and Experiences determinant emphasizes users' ability to easily learn, understand, and use a tool or technology; and in this study participants noted these characteristics especially in terms of transparency of use and portability. For example, Participant 3 pointed out how easy it was for her to understand how to add images to her Zotero library. Because web-based bibliographic managers can be used from any computer, or even from mobile devices, they become easily portable tools. Participant 5 noted that he could use the Mendeley iPhone app to "read and edit even when I'm in bed."

For users still in the adoption phase, ease of use was an important factor as they evaluated features of the various tools and then discarded tools that did not match their expectations. For example, Participant 1 was still exploring a variety of tools and felt that "Mendeley's interface was not as intuitive as Zotero's." And Participant 2 commented that "EndNote is bulky and complex; it did not work the way I wanted it to work." This prioritization of Effort over Performance may be because of the relatively large range of bibliographic management tools available, which make Performance features like Cite While You Write feel commonplace rather than extraordinary.

In contrast to the undergraduate students in Salem and Fehrmann's study, participants in this study, who were primarily graduate students, faculty, or staff who had already obtained an advanced degree, more readily determined that the return on investment for learning how to use a bibliographic manager was high enough to make the effort worthwhile.[23] Once they began using a bibliographic manager, these participants were likely to keep using the tool. It should be noted that a key to this transition to actual tool use is regular practice and sustained use of the tool. The study design, which required participants to spend three hours working with a bibliographic manager, could certainly have impacted participants' usage behaviors. However, being immersed in the regular activities of carrying out a literature review, as these participants were, should be another contributing factor to sustained use.

Troubleshooting Preferences

The fourth research question asked what resources do bibliographic manager workshop attendees use to troubleshoot their bibliographic manager questions. External inputs, such

as workshop training, are one facet of the UTAUT determinant Facilitating Conditions. Another important component of Facilitating Conditions in this study was participants' ability to use a range of personal resources such as the ability to troubleshoot problems or find support. Unfortunately, participants in this study did not demonstrate a particularly wide range of troubleshooting strategies. Only one participant indicated the option of consulting with librarians on bibliographic management tool questions, and instead participants were much more likely to rely on a Google search to solve specific problems. Participant 4 commented, "Just Googling it is the easiest thing. You don't want to have to call somebody with 'this is wrong' unless it's a big problem."

The ability to explore and troubleshoot was a strong indicator of continued tool use. Those participants who were able to navigate the trial-and-error environment of learning new tools and possessed a level of self-efficacy, or trust in their abilities to solve problems, were more resilient and confident in their ability to keep learning about their particular bibliographic manager. Participant 1 reflects this attitude well as she described herself as "very much a hands-on figure-it-out yourself kind of learner." But for some participants a lack of confidence in their problem solving abilities or the inability to allocate enough personal resources to solving problems held them back. For example, time allocation was a concern for Participant 3 who noted, "I tried it repeatedly, got frustrated, and then quit and did something else, thinking 'well, when I have more time, I'll come back and learn how to do this'." Lack of technology facility was another personal resource constraint. Participant 13 described her lack of technology skills and her resulting reliance on outside expertise this way, "Sometimes I will go actually through the tabs—go through you know the edit, the references and try to problem solve it myself. But I almost never solve it myself, because there's so many choices, and I say 'Crap, that's why I paid all this money for tech support, I'm going to wait and call them, I've already spent x amount of time'."

Unfortunately, finding ways to troubleshoot specific problems was not always as straightforward as it could have been. Two EndNote users found the available documentation particularly frustrating to use: Participant 2 felt so much EndNote documentation was available that it was overwhelming, and Participant 13 found the in-person technology support to be unhelpful.

While librarians have created a variety of in-depth tutorials to support learners in their adoption and use of bibliographic management tools, participants did not view step-by-step tutorials as a desirable solution for finding help because of their perceived inability to directly answer troubleshooting questions. As Participant 15 commented, "Unless I'm like just learning how to use a product, and then tutorials, that's usually where those come in a little more." Participants were much more willing to draw on the impersonal support provided by the bibliographic managers' online forums, as six of the participants mentioned having used forums as a way to find solutions to their problems.

Roles for Librarians

While the library's role in providing Facilitating Conditions in the form of workshops and research consultations remains the most clear, the library can also influence users' Performance Expectations by promoting knowledge of the performance and productivity enhancing features of bibliographic management tools. Venkatesh et al. found that the influence of the Facilitating Conditions determinant, particularly in terms of support available, declines as time after training increases, as long as the tool continues to be perceived positively in terms of Effort Expectations and Performance Expectations. Promoting the tools' ease of use and productivity enhancing features can happen not just in bibliographic manager-specific workshops, but also in research consultations, reference desk interactions, and course-based instruction.

Similar to Emanuel's recommendations, this study also demonstrated the value in offering workshops in a variety of bibliographic management tools to introduce users to and support users in their various tool needs.[24] Not all researchers voluntarily select their bibliographic management tools, and having support available for those researchers who need more assistance adapting to a range of new tools can serve a valuable instructional function.

While Emanuel also recommended using the library's web guides to support researchers during the tool selection phase, the participants in this study were not looking for online support during the adoption phase. Instead, these participants were primarily looking for online support in how to troubleshoot specific problems that arose with the tools. Participants clearly preferred on-demand responses to specific questions in an anonymous setting, such as an online forum. Online tutorials that walked through the process of learning a tool were not highly valued by participants, as they had already received this type of training and were at the point of needing more targeted assistance for specific problems. For tools like EndNote, Mendeley, and Zotero that have tutorials available on their websites, perhaps a better use of librarians' time in supporting researchers would be to help answer questions on the online forums rather than to create their own versions of bibliographic manager tutorials. Alternatively, librarians might consider building easily searchable and findable FAQs for the tools that do not have these resources to support users with specific bibliographic manager questions.

Despite the lack of use during the study period of librarian consultation services (Participants 3 and 13 did consult with librarians on bibliographic manager questions outside of the study period), the option of consulting with a librarian in a one-on-one reference appointment continues to be a valuable, high-touch service for some users. Use of consultation services may be driven by a variety of moderating variables, including previous tool experience, voluntariness of tool use, and age. Librarians should continue to support researchers via research consultations, but may consider evaluating the factors that drive users to make use of these

high-touch services as opposed to workshops or online support options.

Finally, one of the underlying goals of this research study was to help inform the promotion and delivery of bibliographic management tool workshops at OSU Libraries. While the study was not designed to compare researchers from different disciplines to one another, the data gathered did reveal some preliminary data about needs and approaches to using these tools that were different between disciplines. More importantly, the data revealed some small differences between the participating researchers' approaches and the library instructors' approaches to using the tools. Observing these differences has resulted in some changes to how bibliographic manager workshops are delivered. For example, instruction on how to create standalone bibliographies in addition to bibliographies generated from in-text citations is now provided. Also, a range of approaches to note taking and attaching files, such as images or figures, are discussed to reflect differences in how disciplines rely on various information gathering processes and source materials. Librarians at other institutions might be well served to push beyond their traditional disciplinary framework to observe other techniques and research approaches.

CONCLUSION

This exploratory, qualitative research study of bibliographic manager workshop attendees' adoption and use behaviors provided a greater understanding of participants' own views of these tools by observing how participants used the tools and through interviews that delved into the factors that influenced their adoption and usage behaviors. The lens of the UTAUT model provided a nuanced view of what influences researchers' willingness to adopt and continue using the tools. This study demonstrated that bibliographic manager adoption is not as strongly influenced by mentors or peers as expected. Participants were more strongly influenced to adopt a tool by their own perceptions that it would be easy to use and by their expectations that using such a tool would increase their productivity. The promise of the tools' ease of use, in combination with specific performance gains, made the return on investment of learning how to use a bibliographic manager worth the effort for participants and led to adoption of a bibliographic manager into the research workflow along with continued use of the tool.

Providing training opportunities enabled participants to start using the tools and served to promote many of the productivity options of the bibliographic management tools that were previously unknown to the participants. While attending bibliographic management workshops did not increase study participants' preference for in-person assistance at the library, the use of online forums was a valued method of receiving assistance. Librarians should be encouraged to participate in these online forums as a way to reach out to users with troubleshooting needs. Workshop trainings serve an important function in the process of bibliographic manager adoption but play a diminishing role in influencing users' continued use of the tools.

Future studies could explore whether disciplinary affiliation or academic standing has an effect on tool adoption and use. In addition, this study could be expanded to more users to compare the rates of adoption and use of specific bibliographic management tools. Finally, future research could explore whether the simple act of requiring or suggesting regular, sustained use of the tool, such as using it three times a month after attending a workshop, leads to increased long-term tool use.

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Japanese Cartoons, Virtual Child Pornography, Academic Libraries, and the Law

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Many academic libraries are adding comics and cartoon in print form to their collections. Japanese comics, called "manga," are a large part of this collecting. However, in some of these items, there are drawn images of people seemingly under eighteen years of age engaged in highly graphic, uncensored, sex acts. The purpose of this paper is to discuss whether collecting such materials may violate anti-obscenity laws of the United States and expose the collection developer and the library to criminal liabilities. It also suggests that these concerns can lead librarians to self-censorship in their collection development duties.

On March 10, 2006, Dwight Whorley was sentenced to twenty years in federal prison on child pornography charges.[1] Whorley, a man with a history of receiving and sending child pornography via email, and who has previously served time in federal prisons for those offences, was convicted among other charges of using a public computer at a Virginia Employment Commission office on March 30, 2004, to receive twenty Japanese cartoons that showed seemingly minor (younger than eighteen) females engaged in sexual intercourse with males seeming older than eighteen. This part of his conviction and his sentencing was based on his violation of the 2003 PROTECT (Prosecutorial Remedies and Other Tools to End the Exploitation of Children Today) Act. His appeal to reverse his conviction was denied by the courts.[2]

In May of 2006, the US Immigration and Customs Enforcement (ICE) confiscated a package mailed from Japan to Christopher Handley, a comic books collector in Glenwood, Iowa. The package contained Japanese comic books that had cartoon visualizations of seemingly minor females engaged in sex with older males and animals. The US Postal Inspection Services served a search warrant on Handley and subsequently found and seized from his home other drawings of children engaged in acts that they concluded was sexual abuse. Handley was convicted, as Dwight Whorley was, on violations of the 2003 PROTECT Act, and his appeal for dismissal was denied.[3] On February 13, 2010, Christopher Handley, who had no criminal history, was formally sentenced to six months in prison for importing and possessing seven Japanese comic books depicting cartoon children having sex. The books Handley bought were available through the Japanese Amazon website.[4]

Graphic novels, comic books, and cartoons have become an extremely

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popular area of collection development in both academic libraries and public libraries.[5] As more artists embrace this visual form of artistic representation to express the major and minor themes of the human experiences, librarians are responding to this burgeoning medium of information transmission by actively adding these materials to library collections. Yet with new media come new areas of concern. By definition, child pornography—for our argument, the visual exploitation of children in sexual situations—is not a legitimate area for collection. The production of child pornography that uses actual children must be prevented, and libraries, through their purchasing power and their wide outreach to the public, can aid in the halt of further distribution of this pernicious material. However, themes of the human condition often include the unsavory, vicious, nasty, and cruel, and comics and cartoons, with their subversive, rebellious, "underground" history, are a good media for the expression of these themes. It is no surprise that examples of highly graphic nature, both violence and sexual, can be found in the pages of graphic novels. And as the comics and cartoons make their way into the collections of libraries, it is also not surprising that sexualized images, produced without any human beings participating, sometimes featuring children, are also found in libraries.

The purpose of this article is to investigate whether academic librarians, in their legitimate performance of their duties as collection developers, have any immunity from criminal prosecution, especially from any violation of the 2003 PROTECT Act. It is not the purpose of this article to argue whether this law is unethical, unconstitutional, illogical, or potentially illegal in its overreach. This article is instead concerned that little in the library literature covers criminal violations by librarians. Because of the indictments and convictions of Dwight Whorley and Christopher Handley, and the inherent sensationalism of anything mentioned as child pornography, it is not difficult to imagine that librarians could be accused for purchasing and possessing child pornography (in our case, Japanese cartoons).

"PORNOGRAPHY" VS. "OBSCENITY": A LEGAL DIFFERENCE

For the legal scholar, the words "pornography" and "obscenity" have different meanings and different legal standings. Legal dictionaries define "pornography" as materials, such as books, magazines, photographs and pictures, movies and films, etc., depicting sexual or erotic activities that are purposely meant to arouse sexual excitement or pander to one's prurient interests,[6] and "obscenity" as materials that are morally abhorrent by appealing to prurient interests, and lack serious literary, artistic, political, or scientific value.[7] Both definitions include a sexual aspect, with the definition of "obscenity" expanded to include social values. Besides these semantic similarities and differences, the major difference between these two words is the protection they receive under the First Amendment of the Constitution of the United States.[8] The Supreme Court of the United States held that materials considered pornographic, including their creation, sales, advertisement, and distribution, constitute speech protected by the First Amendment and cannot be prosecuted as a crime.[9] Obscene materials (or obscenity in general) is not protected speech and can be severely regulated by the government or even banned as a violation of criminal law.[10] The purveyors of obscene materials, by creating, selling, advertising, distributing, and otherwise making them available, can suffer fines and imprisonment.

For the purposes of this paper, we will consider "pornography" a necessary component to the definition of "obscenity" because, etymologically, not everything that is obscene has a sexual component to it,[11] yet both have different legal consequences. The next two sections will investigate how these definitions of what is pornographic and what is obscene grew out of both legislative law and case law, and how the present definitions and criminal liabilities of child pornography were developed.

ANTI-OBSCENITY LAWS: FROM COMSTOCK TO MILLER

Politicians in nineteenth-century America and England began the long campaign against the proliferation of obscene materials. In the United States, Anthony Comstock lobbied for and successfully passed federal laws prohibiting the sale and distribution of sexual materials, both visual and written. This federal law was called the Comstock Act.[12] In England, the case of *Regina vs. Hicklin* tested the definition of obscenity established by the Obscene Publication Act of 1857.[13] The court decided that all materials that corrupt minds with immoral thoughts are obscene and can be destroyed. Any work, even if it had literary, artistic, political, or scientific value was banned if it brought moral detriment to the weak-minded. This was later referred to as the "Hicklin" test.[14]

In the United States, the concept of obscenity was slowly coalescing. In 1893, Lew Rosen was indicted in New York for using the US Post Office to mail materials considered obscene. Rosen appealed to the Supreme Court and lost his case;[15] however, the Court began defining that "the test of obscenity is whether the tendency of the matter is to deprave and corrupt the morals of those whose minds are open to such influence and into whose hands a publication of this sort may fall."[16]

The matter of what is and what is not obscene stumbled through the state and federal courts for decades, and judges often could not agree on the requirements for determination. That changed in 1957 in the case of *Roth v. United States* when the Supreme Court narrowed the definition of what is obscene.[17] The Court rejected the Hicklin test that work could have literary, artistic, political, or scientific worth and still be considered obscene,[18] and defined obscenity as work where "to the average person, applying contemporary community

standards, the dominant theme of the material as a whole appeals to prurient interests,"[19] and where the work is "utterly without redeeming social importance."[20] It also reestablished that obscenity was not protected by the First Amendment.[21]

So now, the various law-enforcement agencies and the courts had some guidance to measure the "obsceneness" of materials; however, these guidelines clearly were not complete and well defined—even the Supreme Court justices still had trouble with definitions. The challenge of applying these standards was shown in the case of *Jacobellis vs. Ohio*,[22] an appeal by Nico Jacobellis, a manager of a movie theater in Cleveland Heights, Ohio, who was convicted for showing the French film *Les Amants* (*The Lovers*). The Supreme Court reversed the conviction, saying the film was not obscene;[23] however, the court could not uniformly agree on why the film was not obscene. The confusion over a definition of obscenity was best presented by Associate Justice Potter Stewart's opinion, "I shall not today attempt further to define the kinds of material I understand to be embraced within that shorthand description; and perhaps I could never succeed in intelligibly doing so. But I know it when I see it, and the motion picture involved in this case is not that."[24]

A later case further refined the definition of obscenity. In 1971, Marvin Miller owned a mail-order business offering pornographic materials to adult buyers. Miller was found guilty of violating a California law making the mailing of such materials illegal. In appeal to the Supreme Court,[25] the court found that for work to be considered obscene, it had to meet these basic guidelines: (1) whether the average person, applying contemporary community standards, would find that the work, taken as a whole, appeals to the prurient interest; (2) whether the work depicts or describes, in a patently offensive way, sexual conduct specifically defined by the applicable state law; and (3) whether the work, taken as a whole, lacks serious literary, artistic, political, or scientific value.[26] These three guidelines would set the Miller test and be used to define what is obscene and thus not protected speech.

VIRTUAL CHILD PORNOGRAPHY: FROM FERBER TO THE PROTECT ACT OF 2003

The area of child pornography was separated into its own subarea of concern with the 1982 Ferber case.[27] Paul Ferber, owner of an adult bookstore, sold two films of boys performing sexual acts to an undercover police officer, and Ferber was arrested for violating the obscenity laws of the State of New York. His appeal was based on his First Amendment rights of free speech and that his conviction did not meet the Miller standards of what was obscene. The case was eventually appealed to the Supreme Court, and his conviction was upheld. The Court decided that child pornography, because of its pernicious and damaging nature to the children involved in its production and the psychological damage it does to the child knowing the pornography is being distributed, can be banned even if it did not meet the Miller definitions of obscenity. The opinion reads,

> The test for child pornography is separate from the obscenity standard enunciated in *Miller*, but may be compared to it for the purpose of clarity. The *Miller* formation is adjusted in the following respects: A trier of fact need not find that the material appeals to the prurient interest of the average person; it is not required that sexual conduct portrayed be done so in a patently offensive manner; and the material at issue need not be considered as a whole.[28]

In 1996, the US Congress, in an attempt to codify the federal laws and influence the laws of the states, passed the Child Pornography Prevention Act (CPPA). The CPPA gave the government wide powers to restrict child pornography in its creation, ownership, sale, and distribution. A major reason for the creation of the CPPA was to stop the new technologies of computer imaging and distribution via the Internet. The CPPA defined "child pornography" as

> any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image of picture, whether made or produced by electronic, mechanical or other means, of sexually explicit conduct where… such visual depiction is, *or appears to be* [emphasis added], of a minor engaging in sexually explicit conduct.[29]

The CPPA forbids "such visual depiction is advertised, promoted, presented, described, or distributed in such a matter that *conveys the impression* [emphasis added] that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct."[30] Implicit in these definitions is that child pornography includes anything that "appears" to be real and need not be "real."

Following the passing of the CPPA, people in the adult entertainment industry sued the federal government on the grounds that the CPPA's words, such as "appears to be" and "conveys the impression," were too vague and overreaching into areas of protected speech. The case was eventually brought to the Supreme Court,[31] and the CPPA was found unconstitutional and overturned becaue of the vagueness of the above sections. It was also found that the CPPA was not in compliance with *Miller*, having no prescribed definitions of what obscenity is.

In response to the overturning of the CPPA, the US Congress passed into law the PROTECT Act of 2003. The Act included a line that only obscene material can be banned—thus reinstating the Miller test—described the various sexual acts that can be used by a court to establish if a work is obscene, and reiterated that a work must lack serious literary, artistic, political, or scientific merit.[32] The Act also makes explicit two conditions. First, that child pornography can be "a visual depiction of any kind, including a drawing,

cartoon, sculpture, or painting."[33] Second, that "it is not a required element of any offense under this section that the minor depicted actually exists."[34]

Both Dwight Whorley and Christopher S. Handley were convicted under this section of the law, and it is this section that potentially makes collecting Japanese manga problematic for librarians.

JAPANESE CARTOONS: CULTURAL DIFFERENCES?

It was earlier stated that the breadth of graphically presented materials being collected by libraries is growing year by year and shows no signs of stopping. A popular subset of this genre are Japanese comic books called "manga."[35] Besides their popularity, manga are also valuable resources for scholars in academic fields such as graphic arts, storytelling, and digital game design as well as in Asian Studies, world literature, linguistics and semiotics, aesthetics, and other areas in the humanities and social sciences. To deprive students and scholars access to this growing field of narrative art would be difficult to support.

However, Japanese manga have an unsavory reputation of containing seemingly pornographic, or even obscene, material.[36] News reporters have written about the proliferation of manga that could be classified as child pornography.[37] There is no doubting that there are highly sexualized manga being produced and distributed in Japan. There is also a tradition of comics drawn in the manga style by amateur manga artists that can be highly sexualized, called *doujinshi*.[38] Yet to bundle all comics of a particular style together on the basis of their visual means of expression would be to include comics such as *Peanuts* and *Family Circle* with the violent cartoons found in uncensored websites, which is neither logical nor appropriate.

This perception of manga being pornographic is partly derived by western eyes looking at the culture of Japan. The artwork found in manga is standardized: characters have pentagon-shaped heads topped usually with large jagged hair, very large eyes, an insignificant nose, and a mouth that widely expand and contracts. The large eyes often give the females an adolescent look that the Japanese call "Kawa-ii" or "cuteness."[39] This "cuteness" gives the females an appearance of being younger than eighteen, whether they are in the narrative. Unless someone is fluent in reading the Japanese language, one cannot be sure of the female character's chronological age as stated by the author in the work. Second, there is more of an acceptance of nudity in Japanese culture than in western cultures, and this is reflected in the manga. It is not unusual to find in manga or in Japanese animated cartoons, called "anime,"[40] nude males or females, usually in comic scenes. A very common scene in both anime and manga are bare-breasted females enjoying a leisurely soak in one of Japan's hot spring resorts, called an *onsen*. Nudity of little children with adults is also not unusual. The Hayao Miyazaki's 1988 movie *My Neighbor Totoro*—a fanciful animated film about two girls who meet a mythical huge, part-rabbit, part-badger, benevolent creature in the countryside of Japan—contains a scene where the father innocently baths in a wooden tub full of water, or *furo* in Japanese, with his two daughters, ages approximately nine and five. Family or communal bathing was practiced in the 1950s, when the movie takes place, and communal bathing occurs today. However, the adolescent appearances of characters and occasions of nudity, sometimes adults with children as the scene described above, invite initial accusations of child pornography.

CIVIL LIABILITIES FOR THE LIBRARIAN?

In law, the offences against a person or establishment usually take one of two types: civil or criminal. In the subset of liability law, there are also two types: civil and criminal. The civil legal system is responsible for persons who are harmed by another seeking redress or compensation for injury. The criminal legal system is responsible for all liability cases where the harm is to the state. In the civil legal system, a person is found liable and must pay restitution. In the criminal legal system, a person found liable is declared guilty of the crime.[41]

In the performance of any job, potential liabilities constantly occur, especially in a profession that involves the passing of information from one person to another. The librarian is at the epicenter of this potential storm. The patron of the library expects the information received from the "information professional" to be accurate and true; however, this is clearly an impossibility as no librarian has the capacity to know all things or whether all sources (e.g., books, journal articles, facts from databases, etc.) are up-to-date, accurate, and reliable. To remedy liability of librarians, the courts of the United States, both state and federal, have decided that librarians are "public officer[s] or public officials" and have immunity from certain liabilities in the performance of their tasks to meet the needs of the public just as other public officers have.[42] Two cases are examples of this reasoning. On October 20, 1988, Renee Kimps, a student at the University of Wisconsin–Stevens Point, was injured when a pole supporting a volleyball net fell on her. She sued Leonard M. Hill, a physical education professor for negligence. The Court of Appeals of the State of Wisconsin decided that Hill was entitled to public officer immunity and not liable for the injury.[43] The second case involved Arnold Via, the director of the Virginia Chapter of American Atheists. In 1981, he offered gratis a copy of their organization's magazine *The American Atheist* to Howard M. Smith, City Librarian of the City of Richmond, Virginia. The offer was refused. Arnold Via sued the City of Richmond that the refusal of his magazine violated his rights under the First Amendment restricting a fee exercise of religion. The District Court of Virginia found that public officials, as such as librarians of the Richmond

Public Library, are entitled to be protected from harassment by lawsuits.[44]

As public officers or public officials, librarians are covered by different forms of immunity, however the most common is discretionary immunity. Discretionary immunity protects a librarian against civil lawsuits if in the course of their duty and on the basis of their knowledge of their profession, they inadvertently cause harm or damage to another.[45] A librarian, as a professional, exercises discretion, offering to the public what is believed to be the information they need. An example could be if a patron comes to the library for information and the librarian, using his or her best skills and knowledge, offers inaccurate information, believing it to be accurate, to meet the patron's needs. If the information causes harm or damage to the patron who acts on it, the patron can file a suit against the librarian and the library, but both are protected by discretionary immunity. However, this discussion of the limitation of civil liabilities of the librarian should not cause undue comfort. Despite the fact that the tendency in law is to protect the librarian from lawsuits, complete immunity is a myth. Healey says, "Librarians liability for actions at the reference desk does appear to be a myth. That is, it appears to be a belief given uncritical acceptance by members of the library profession."[46]

During the spring of 2014, case laws and articles concerning a librarian's immunity from charges of purchasing or owning virtual child pornography were searched for in the legal databases *LexisNexis Academic* and *LoisLawConnect*, repositories of both state and federal case law, and the library and information databases *Library and Information Studies Abstracts*; *Library, Information Sciences, and Technology Abstracts*; and *Library Literature and Information Sciences*. There were no retrievals. If civil cases have been filed or if librarians and libraries have been convicted, the cases are local ones that have not been reported in the various court publications and none of the cases were appealed.

CRIMINAL LIABILITIES OF THE LIBRARIAN: THREE POSSIBLE DEFENSES

Cases exist where individuals who have created, advertised, sold, and distributed obscene materials, have been convicted of violating local, municipal, and state laws, yet there are no cases reported in the law literature of a librarian being arrested and convicted on obscenity charges in the performance of their stated duties in collection development. With no reported cases, there are no precedents from which to deduce if librarians have immunity from criminal prosecution, similar to discretionary liability immunity, especially from child obscenity cases. At the same time, a search through the literature did not locate any legislative actions that granted librarians immunity from criminal violations. Thus it would appear that there is neither immunity legislation nor judicial precedent to help us in our study.

There is no reason for librarians to believe there is any immunity from purchasing or owning virtual child pornography. Like civil actions, all is needed is a complaint, an investigation, and if the facts prove, an arrest. However, one can contemplate a few arguments against a librarian being charged with collecting virtual child pornography that could possibly be considered obscene. Although each state has its own legislative law and case law pertaining to the criminal liabilities of child pornography, this part of the paper will concentrate on the federal PROTECT Act with knowledge that it has influence over local and state law. An argument against any action against a librarian is found in the wording of the Miller test. After the CPPA of 1996 was found unconstitutional, the PROTECT Act of 2003 states that for child pornography to be considered obscene and without the protection of the First Amendment, it has to meet the three Miller guidelines. The third requirement that "whether the work, taken as a whole, lacks serious literary, artistic, political, or scientific value" is a possible mitigating factor. Although the reasoning is close to being circular, any material purchased and placed in a library collection must have "literary, artistic, political, or scientific value" by definition. Otherwise, it would not be considered valuable enough, in the opinion of the librarian, to be added to the collection of the library. For this argument to be influential, the librarian would also have to prove that the purchase was in accordance with the library's policy on collection development and the action of the purchase is justifiable. It would be the task of the librarian and any legal counsel to convince the judge or jury, or even the prosecuting attorney before any charges are filed, of the merits of the work. Although not a civil case, there are elements of discretionary immunity (a librarian using their professional knowledge) in this aspect of criminal law.[47]

Another factor is the fragment found in the Miller guidelines 1 and 3: whether the average person, applying contemporary community standards, would find that the work, *taken as a whole*, [emphasis added] appeals to the prurient interest, and whether the work, *taken as a whole* [emphasis added], lacks serious literary, artistic, political, or scientific value. This is not as strict as the belief that a work deemed obscene must be "utterly without redeeming social importance" struck down in *Roth*,[48] however, it does offer some protection. The seven manga received by Christopher Handley from Japan should have been considered from cover-to-cover, "taken as a whole" by a judge or jury as a work appealing to prurient interests and lacking serious literary, artistic, political, or scientific value, not focusing on singular artwork on a specific page that was considered obscene. To further complicate the matter, manga are often published both in Japan and other nations, including the United States, as part of a series, and a series can include hundreds of individual comic books. If a single book of a manga with seemingly obscene drawings is the evidence of possible violations of federal or state obscenity laws, then an argument could be made that the Miller test has not been met

because the entire series, including books not yet published, must be "taken as a whole" and decided on as being obscene or not. "Taken as a whole" further complicates the matter that, unless the manga is translated into English, there are few people, judge or jury members, who are proficient in the Japanese language and also have understanding of Japanese culture to read the entire series and to decide if the work is obscene or not. In the Dwight Whorley case, a defense not taken was to insist that the prosecution prove that the twenty seemingly obscene cartoons were not "stills" from different issues or volumes of a manga series that has literary, artistic, political or scientific value.

A third defense could be found in the definition of possession. State and federal cases concerning the criminality of child pornography depend on creation, dissemination, receiving, and possession. The librarian has no involvement in its creation; only a tangential participation in its dissemination if one interprets making the material available through the circulation policies of the library; receiving is a natural and necessary act in the building of any collection; and possession. However, librarians do not possess the material. Using their expertise and discretion, they use public funds, as opposed to their personal funds, to purchase materials, and after the material is received, the librarian adds it to the library collection, and do not in any way possess the material. In this sense, they are agents of the libraries in its collection development, and the rights of ownership over the materials does not transfers to them, but to the library.[49]

CONCLUSION

The lack of a clear and concise legal case history of librarians being prosecuted for crimes, especially child pornography crimes, makes this investigation challenging and unfortunately inconclusive. Yet perhaps it is this lack of prosecutions despite the fact that manga are being added to collections at a reasonable rate that should give librarians reassurance that the chances of being prosecuted for collecting and owning Japanese manga are small. Since the passing of the PROTECT Act in 2003, there have been only two cases involving seemingly obscene Japanese cartoons, and neither of these cases involved criminal charges against librarians.

Civil liability immunity of librarians performing their professional collection development duties has rarely been tested in our courts. Criminal liability immunity has never been tested. The best librarians can do is to inform our fellow librarians that we may not have a carte blanche in our collection development duties, and here is a possibility that the librarian has limited criminal liability, especially in sensational and public-attention-grabbing cases such as prosecutions for child pornography. However, there is a greater overriding issue: that even such rare and extreme examples such as prosecution for purchasing virtual child pornography, such as Japanese manga, can add to a librarian's thoughts toward self-censorship. Objections to library purchases can be based on many reasons, including offensive language, sexual contents, unsavory scenes, political prejudices, among others. Librarians are aware that disgruntled citizens have not only made their arguments to remove certain books at local board meetings and in the press, they have attempted to use the powers of the federal court to remove materials they consider inappropriate from public libraries. In 1982, school board members of the Island Trees Union Five School District demanded that books they found offensive in their public libraries be removed. The Supreme Court held that First Amendment Rights did not give school board unlimited rights to remove books it found offensive. In 1995, the Board of Supervisors and the superintendent of Unified School District in Kansas sued in federal court to have the novel *Annie on my Mind* by Nancy Garden removed from public school libraries. The District Court decided that the book had to be returned to the library because it had educational value.[50] Jennifer Downey, a librarian involved in collecting LGBT materials for a public library states the various reasons a librarian would perform self-censorship are, "It's hard to find LGBT-themed books," "They don't circulate," "What will it say about me?," "There aren't any (or many) LGBT people in my community," and "I don't have the money in my budget."[51] Barbara M. Jones, executive director of ALA's Office for Intellectual Freedom, succinctly sums it up well: "There are many reasons for self-censorship, and one is fear."[52] Despite the fact that no librarian has been prosecuted for obtaining Japanese manga, this unsettling possibility does add to the fears that can lead librarians to self-censorship.

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39. Anne Higgonett, "Japanese Art, Contemporary," in *Encyclopedia of Children and Childhood: In History and Society,* vol. 2, edited by Paula S. Fass, 506 (New York: Macmillan Reference USA, 2004).
40. Ibid.
41. Paul D. Healey, *Professional Liability Issues for Librarians and Information Professionals* (New York: Neal-Schuman, 2008), 28.
42. "Public Officers and Employees § 9," 63C *American Jurisprudence* 2nd (Saint Paul, MN: Thomson/West, 2006). Note on the definition of "public officer or public official." The laws concerning civil liability covers "public officers and public officials," however, there is nothing in the literature that explicitly states that civil liability immunity can be extended to librarians employed in the private sector, such as private colleges and universities or small libraries located in business and corporations. One of the limitations of this paper is the assumption that civil liability immunity can be granted to "private" librarians.
43. *Kimps vs. Hill*, 187 Wis.2d 508 (1994).
44. *Arnold Via vs. City of Richmond*, 543 F.Supp. 382 (1982).
45. John Cannan, "Are Public Law Librarians Immune from Suits? Muddying the Already Murky Waters of Law Librarians Liability," *Law Library Journal* 99, no. 1 (2007): 14.
46. Paul D. Healey, "Chicken Little at the Reference Desk: The Myth of Librarian Liability," *Law Library Journal* 87, no. 3 (1995): 532.
47. Cannan, "Are Public Law Librarians Immune from Suits?," 14.
48. *Roth*, 354 US 484.
49. "Classification of Property: A. Public vs. Private" §§17, "Ownership" §§39–48, "Evidence and Proof of Ownership, Title, or Possession" §§67–71, *Corpus Juris Secundum*, vol. 73 (Saint Paul, MN: Thomson/West, 2004).
50. Debra Lau Whelan, "A Dirty Little Secret: Self-Censorship is Rampant and Lethal," *School Library Journal* 55, no. 2 (February 2009): 30. See also *Board of Education v Pico* 457 US 853 (1982) and *Case v. United School District No. 233* (D. Kan. 1995) 908 F. Supp. 864.
51. Jennifer Downey, "Self-Censorship Selection of LGBT-Themed Materials," *Reference & User Services Quarterly* 53, no. 2 (Winter 2013): 105–6.
52. Barbara J. Jones, "Controversy in *Fifty Shades of Gray*," *American Libraries* 43, no. 5/6 (May/June 2012): 21.

Notable Books List 2015

The Notable Books Council, a group of readers' advisory experts within the Reference and User Services Association (RUSA), a division of the American Library Association, has announced its selections for the 2015 Notable Books List.

Since 1944, the goal of the Notable Books Council has been to make available to the nation's readers a list of about twenty-five very good, very readable, and at times very important fiction, nonfiction, and poetry books for the adult reader. A book may be selected for inclusion on the Notable Books List if it possesses exceptional literary merit, expands the horizons of human knowledge, makes a specialized body of knowledge accessible to the nonspecialist, has the potential to contribute significantly to the solution of a contemporary problem, or presents a unique concept.

The 2015 winners are:

FICTION

Denfeld, Rene. *The Enchanted: A Novel*. Harper (ISBN: 978-0-06-228550-8). Death row inmates await escape through execution in this weirdly gorgeous tale.

Doerr, Anthony. *All the Light We Cannot See*. Scribner (ISBN: 978-1-4767-4658-6). Navigating the dark of World War II, a German boy and a French girl survive using senses other than sight.

Flanagan, Richard. *Narrow Road to the Deep North: A Novel*. Knopf (ISBN: 978-0-385-35285-7). Australian beaches, Burmese jungles, love and death permeate a story of World War II POWs.

Harkaway, Nick. *Tigerman*. Knopf (ISBN: 978-0-385-35241-3). Funny, strange, and dangerous, the island of Mancreu may be beyond saving, but perhaps a superhero can bring redemption. Full of win.

Lee, Chang-Rae. *On Such a Full Sea*. Riverhead (ISBN: 978-1-59448-610-4). From fish farm to big pharma, one hundred years later it's all the same.

McEwan, Ian. *The Children Act*. Nan A Talese (ISBN: 978-0-385-53970-8). A deceptively simple story reveals complexities of life choices.

RUSQ Notable Books Council

RUSA Notable Books Council *contributing members are Katharine Phenix (chair), Anythink Libraries, Adams County, Colorado; Liz Kirchhoff, (vice-chair), Barrington (IL) Area Library; Victoria Caplinger, NoveList/EBSCO Information Services, Durham, North Carolina; Stacey Hayman, Rocky River (OH) Public Library; Jason A. Reuscher, Pennsylvania State University Libraries, State College, Pennsylvania; Mary Callaghan "Cal" Zunt, Cleveland Public Library; Sharon Castleberry, Dallas, Texas; Sarah Jaffa, Kitsap Regional Library, Kitsap County, Washington; Sara Taffae, Albuquerque, New Mexico; Craig Clark, Upper Arlington, Ohio; Vicki L. Gregory, School of Information, University of South Florida, Tampa, Florida; and Marlene Harris, Reading Reality, Duluth, Georgia.*

Mitchell, David. *The Bone Clocks: A Novel*. Random House (ISBN: 978-1-4000-6567-7). The human condition: bleak but not without moments of redemption.

Mandel, Emily St. John. *Station Eleven: A Novel*. Knopf (ISBN: 978-0-385-35330-4). Love, music, and Shakespeare sustain survivors of a global pandemic.

Ness, Patrick. *The Crane Wife*. Penguin (ISBN: 978-1-59420-547-7). A thoughtful exposition of love, in all its endless varieties.

Powers, Richard. *Orfeo: A Novel*. Norton (ISBN: 978-0-393-24082-5). On the run from Homeland Security, Peter Els reflects on a life of attempted creation and immortality through music and chemistry.

Rash, Ron *Something Rich and Strange: Selected Stories*. Ecco (ISBN: 978-0-06-234934-7). A brutal and beautiful collection of human tales set in the Carolinas.

Toews, Miriam. *All My Puny Sorrows*. McSweeney (ISBN: 978-1-940450-27-8). How much sacrifice does the love of a sister require?

NONFICTION

Birmingham, Kevin. *The Most Dangerous Book: The Battle for James Joyce's Ulysses*. Penguin (ISBN: 978-1-59420-336-7). Biography of a notorious classic which changed the landscape of literature and launched the Modernist movement.

Blum, Howard. *Dark Invasion: 1915 Germany's Secret War and the Hunt for the First Terrorist Cell in America*. Harper (ISBN: 978-0-06-230755-2). German spies collaborate to unleash a campaign of terror in the United States at the start of World War I.

Bragg, Rick. *Jerry Lee Lewis: His Own Story*. Harper (ISBN: 978-0062078223). Can a man play rock and roll and still go to heaven?

Eig, Jonathan. *The Birth of the Pill: How Four Crusaders Reinvented Sex and Launched a Revolution*. Norton (ISBN: 978-0-393-07372-0). The not-so-immaculate conception of the first oral contraceptive.

Greenwald, Glenn. *No Place to Hide: Edward Snowden, the NSA, and the U.S. Surveillance State*. Metropolitan Books, Henry Holt (ISBN: 978-1627790734). A real-life spy thriller and a cautionary tale about government data gathering.

Jager, Eric. *Blood Royal: A True Tale of Crime and Detection in Medieval Paris*. Little, Brown (ISBN: 978-0-316-22451-2). Political intrigue that starts with a murder and ends with a throne.

Kolbert, Elizabeth. *The Sixth Extinction: An Unnatural History*. Henry Holt (ISBN: 978-0-8050-9299-8). Whether it's rats or cockroaches that inherit the earth, this tale of species loss forms a narrative of evolution and annihilation.

Lepore, Jill. *The Secret History of Wonder Woman*. Knopf (ISBN: 978-0-385-35404-2). Suffering Sappho, we need to teach these girls to have some *fun!*

Macy, Beth. *Factory Man*. Little, Brown (ISBN: 978-0-316-23143-5). Made in America vs. Made in China—is it too late to save one of these labels?

Sides, Hampton. *In the Kingdom of Ice: The Grand and Terrible Polar Voyage of the USS Jeanette*. Doubleday. (ISBN: 978-0-385-53537-3). Glory and heartbreak on the rocks.

Stark, Lizzie. *Pandora's DNA: Tracing the Breast Cancer Genes Through History, Science, and One Family Tree*. Chicago Review Press (ISBN: 978-1613748602). One woman's face-off with her genetic fate.

Stevenson, Bryan. *Just Mercy: A Story of Justice and Redemption*. Spiegel & Grau (ISBN: 978-0-8129-9452-0). A searing indictment of institutionalized racism and state-sanctioned death.

POETRY

Fairchild, B. H. *The Blue Buick: New and Selected Poems*. Norton (ISBN: 978-0-393-24026-9). A regional American experience through myth and memory.

Hirsch, Edward. *Gabriel: A Poem*. Knopf (ISBN: 978-0-385-35357-1). A father's lament.

The Reading List 2015

RUSA Reading List Council

RUSA Reading List Council *members are Gillian Speace (chair), NoveList, Durham, North Carolina; Victoria Carlson Kemp (vice-chair), Flower Mound (TX) Public Library; Henry Bankhead, Los Gatos (CA) Library; Nanette Donohue, Champaign (IL) Public Library; Jennifer Hendzlik, Anythink Libraries, Adams County, Colorado; Jared L. Mills, Seattle Public Library; Janet Schneider, Bryant Library, Roslyn, New York; Ann Chambers Theis, Henrico County (VA) Public Library; and Valerie Taylor, librarian (retired).*

The Reference and User Services Association (RUSA) has announced its selections for the 2015 Reading List as well as the short lists and read-alikes. Established in 2007 by the CODES section of RUSA, The Reading List seeks to highlight outstanding genre fiction that merit special attention by general adult readers and the librarians who work with them.

The 2015 winners are:

ADRENALINE

Beukes, Lauren. *Broken Monsters*. Mulholland (ISBN: 978-0-316-21682-1).

Detroit serves as the economically battered backdrop of this inventive, visceral suspense story about a series of bizarre murders that draws a group of memorable characters into a complex web of violence. Smart, stylish, and addictive, this page-turner shows how the American Dream has failed many on a personal level.

Read-alikes

- Koja, Kathe. *Skin*.
- Carrisi, Donato. *The Whisperer*.
- *True Detective* (HBO, 2014).

Short List

- King, Stephen. *Mr. Mercedes*. Scribner (ISBN: 978-1-4767-5445-1).
- Lee, Patrick. *The Runner*. Minotaur (ISBN: 978-1-250-03073-3).
- Nesbø, Jo. *The Son*. Knopf (ISBN: 978-0-385-35137-9)
- Koryta, Michael. *Those Who Wish Me Dead*. Little, Brown (ISBN: 978-0-316-12255-9).

FANTASY

Addison, Katherine. *The Goblin Emperor*. Tor (ISBN: 978-0-7653-2699-7).

Following the sudden, suspicious deaths of his entire family, exiled half-goblin Maia becomes emperor, a role requiring diplomacy and adherence to strict protocols. Focusing on the intricacies of court life, this elegant novel unfolds at a pace that allows readers to savor the rich tapestry of character, setting and plot.

Read-alikes

- Bujold, Lois McMaster. *The Spirit Ring.*
- Elliott, Kate. *Cold Magic*.
- Rawn, Melanie. *The Ruins of Ambrai.*

Short List

- Abercrombie, Joe. *Half a King.* Del Rey (ISBN: 978-0-8041-7832-7).
- Marmell, Ari. *Hot Lead, Cold Iron*. Titan (ISBN: 978-1-78116-822-6).
- Holmberg, Charlie N. *The Paper Magician*. 47 North (ISBN: 978-1-4778-2383-5).
- Johansen, Erika. *The Queen of the Tearling.* HarperCollins (ISBN: 978-0-06-229036-6).

HISTORICAL FICTION

Forsyth, Kate. *Bitter Greens*. Thomas Dunne (ISBN: 978-1-250-04753-3).

Banished from the court of Versailles, spirited Charlotte-Rose de la Force meets a nun who weaves together the strands that form the Rapunzel fairy tale, revealing its surprising origins. A captivating marriage of history and folklore featuring characters true to their time periods, yet timeless in their dreams and desires.

Read-alikes

- Dunant, Sarah. *In the Company of the Courtesan*.
- Valentine, Genevieve. *The Girls at the Kingfisher Club.*
- McIntyre, Vonda. *The Moon and the Sun*.

Short List

- Brown, Amy Belding. *Flight of the Sparrow.* NAL (ISBN: 978-0-451-46669-3).
- Griffith, Nicola. *Hild*. Farrar (ISBN: 978-0-374-28087-1).
- Burke, James Lee. *Wayfaring Stranger.* Simon & Schuster (ISBN: 978-1-4767-1079-2).
- Lawhon, Ariel. *The Wife, the Maid and the Mistress*. Doubleday (ISBN: 978-0-385-53762-9).

HORROR

Buehlman, Christopher. *The Lesser Dead*. Penguin (ISBN: 978-0-425-27261-9)

Beneath the streets of 1970s New York, Joey meets the merry children, a gang of ancient child vampires, and discovers that immortality isn't all fun and games. Gritty, clever, and gonzo, this fresh take on the vampire mythos gets darker and creepier as the pages turn.

Read-alikes

- Skipp, John, and Craig Spectorg. *The Light at the End.*
- Rowe, Michael. *Enter Night*.
- Wendig, Chuck. *Double Dead*.

Short List

- Thomas, Lee. *Butcher's Road*. Lethe (ISBN: 978-1-59021-470-1).
- Hendrix, Grady. *Horrorstör.* Quirk (ISBN: 978-1-59474-526-3).
- Cantero, Edgar. *The Supernatural Enhancements*. Doubleday (ISBN: 978-0-385-53815-2).
- Cutter, Nick. *The Troop.* Orbit (ISBN: 978-1-4767-1771-5).

MYSTERY

Weaver, Ashley. *Murder at the Brightwell*. Minotaur (ISBN: 978-1-250-04636-9).

This classic English mystery follows Amory and her estranged husband, Milo, whose paths cross at a seaside resort where suspicious deaths implicate Amory's former fiance, Gil. A vivid mystery that sparkles with personality as Amory and Milo puzzle out the truth behind the murders and negotiate their own complicated relationship.

Read-alikes

- Christie, Agatha. Tommy and Tuppence Series.
- Greenwood, Kerry. *Cocaine Blues: A Phryne Fisher Mystery.*
- Satterthwait, Walter. *Escapade*.

Short List

- Hayder, Mo. *Wolf.* Atlantic Monthly (ISBN: 978-0-8021-2250-6).
- Holsinger, Bruce. *A Burnable Book*. William Morrow (ISBN: 978-0-06-224032-3).
- Edwards, Graham. *Talus and the Frozen King.* Solaris (ISBN: 978-1-78108-199-0).
- Cameron, W. Bruce. *The Midnight Plan of the Repo Man*. Forge (ISBN: 978-0-7653-7748-7).

ROMANCE

Dev, Sonali. *A Bollywood Affair.* Kensington (ISBN: 978-1-61773-013-9).

Comic misunderstandings ensue when playboy Bollywood director Samir travels to America to secure an annulment for his brother, married at age four to Mili in a traditional arranged Indian wedding ceremony. Appealing protagonists, a diverse supporting cast, and a colorful multicultural backdrop lend this charming story unexpected emotional depth.

Read-alikes

- *Bride and Prejudice* (Miramax Films, 2004).
- Freudenberger, Nell. *The Newlyweds*.
- Venkatraman, Sundari. *The Malhotra Bride*.

Short List

- Thomas, Sherry. *My Beautiful Enemy.* Berkley (ISBN: 978-0-425-26889-6).

- James, Julie. *It Happened One Wedding.* Jove (ISBN: 978-0-425-25127-0).
- McCarty, Monica. *The Raider.* Ballantine (ISBN: 978-0-345-54393-6).
- James, Eloisa. *Three Weeks with Lady X.* Avon (ISBN: 978-0-06-222389-0).

SCIENCE FICTION

Weir, Andy. *The Martian.* Crown (ISBN: 978-0-8041-3902-1).

Stranded on Mars, wisecracking botanist Mark Watney proves that an astronaut has to be smart, resourceful and, perhaps, a little crazy to survive. Strong characterization, well-researched but accessible technical detail, and a deft blend of suspense and humor will please science enthusiasts and fans of survival stories on any planet.

Read-alikes

- *Gravity* (Warner Brothers, 2013).
- Roach, Mary. *Packing for Mars.*
- Heinlein, Robert. *Farmer in the Sky.*

Short List

- VanderMeer, Jeff. *Annihilation.* FSG Originals (ISBN: 978-0-374-10409-2).
- Bach, Rachel. *Fortune's Pawn.* Orbit (ISBN: 978-0-316-22111-5).
- Scalzi, John. *Lock In.* Tor (ISBN: 978-0-7653-7586-5).
- Sternbergh, Adam. *Shovel Ready.* Crown (ISBN: 978-0-385-34899-7).

WOMEN'S FICTION

Walton, Jo. *My Real Children.* Tor (ISBN: 978-0-7653-3265-3).

Patricia Cowan, an elderly woman suffering from dementia, remembers two different lives, two different careers, two different families, and two different worlds. A striking novel of how tragedy turns to joy and heartbreak turns to love with a narrative twist that hooks the reader and never lets go.

Read-alikes

Atkinson, Kate. *Life After Life.*
Sliding Doors (Miramax Films, 1998).
Niffenegger, Audrey. *The Time Traveler's Wife.*

Short List

- Reid, Taylor Jenkins. *After I Do.* Washington Square (ISBN: 978-1-4767-1284-0).
- Jewell, Lisa. *The House We Grew Up In.* Atria (ISBN: 978-1-4767-0299-5).
- Moran, Caitlin. *How To Build A Girl.* Harper (ISBN: 978-0-06-233597-5).
- Umrigar, Thrity. *The Story Hour.* Harper (ISBN: 978-0-06-225930-1).

The Listen List 2015

Outstanding Audiobook Narration Council

Outstanding Audiobook Narration Council *is Renee Young (chair), NoveList, Durham, North Carolina; Jennifer Baker, Seattle Public Library; Mary Burkey, Olentangy Local Schools, Columbus, Ohio; Diana Tixier Herald, New Castle (CO) Branch Library; Danise Hoover, Hunter College Library, New York; Joyce Saricks, Downers Grove, Illinois; Neal Wyatt, Richmond, Virginia.*

The Listen List highlights extraordinary narrators and listening experiences that merit special attention by a general adult audience and the librarians who advise them. Recordings are selected because they are engaging and make one reluctant to stop listening. Titles are also named to the list because the narration creates a new experience, offering listeners something they could not create by their own visual reading and because the narrator achieves an outstanding performance in terms of voice, accents, pitch, tone, inflection, rhythm and pace. This juried list, designed for avid listeners and those new to the pleasures of stories read aloud, includes fiction and nonfiction and features voices that enthrall, delight, and inspire.

The 2015 winners are:

Paull, Laline. *The Bees*. Narrated by Orlagh Cassidy. Blackstone Audio/HarperAudio (ISBN: 9781483004075).

Cassidy's mesmerizing narration reveals the apian world of Flora 717, a lowly sanitation worker bee who rises through the hive's strict hierarchy amidst multiple disasters and political unrest. Richly detailed and imaginative, this riveting story is intensified by Cassidy's seductive sibilance and transcendent performance.

Listen-alikes

- Atwood, Margaret. *The Handmaid's Tale*. Narrated by Clare Danes. Brilliance Audio.
- Adams, Richard. *Watership Down*. Narrated by Ralph Cosham. Blackstone Audio.
- Bacigalupi, Paolo. *The Windup Girl*. Narrated by Jonathan Davis. Brilliance Audio.

Henry, David. *Furious Cool: Richard Pryor and the World That Made Him*. Narrated by Dion Graham. Tantor Media (ISBN: 9781452645575).

Richard Pryor's rise to self-destructive superstardom is presented within the social context of African-American life during the 1960s and 70s. Channeling an array of celebrities, including a stunning embodiment of Pryor himself, Graham's raw performance captures the passion and pain that fueled Pryor's comic genius.

Listen-alikes

- Carlin, George. *Last Words*. Narrated by Patrick Carlin and Tony Hendra. Simon & Schuster Audio.
- Richards, Keith. *Life*. Narrated by Keith Richards, Johnny Depp, and Joe Hurley. Hachette Audio.

- Belafonte, Harry. *My Song*. Narrated by Harry Belafonte and Mirron Willis. Books on Tape/Random House Audio.

La Seur, Carrie. *The Home Place*. Narrated by Andrus Nichols. Blackstone Audio/HarperAudio (ISBN: 9781483005591).

Alma Terrebonne returns home to investigate her sister's death in La Seur's elegantly written novel of landscape, danger, and regret. Nichols' elegiac and unhurried performance immerses listeners in the harshness of life in rural Montana while her masterful characterizations capture the underlying tensions of the novel.

Listen-alikes

- Krueger, William Kent. *Ordinary Grace*. Narrated by Rich Orlow. Recorded Books.
- Butler, Nickolas. *Shotgun Lovesongs*. Narrated by Scott Shepherd, Ari Fliakos, Gary Wilmes, Scott Sowers, and Maggie Hoffman. Macmillan Audio.
- Penny, Louise. *Still Life*. Narrated by Ralph Cosham. Blackstone Audio.

Kidd, Sue Monk. *The Invention of Wings*. Narrated by Jenna Lamia and Adepero Oduye. Penguin Audio/Recorded Books (ISBN: 9781490602707).

Lamia and Oduye flawlessly dramatize the lives of pioneering abolitionist and suffragist Sarah Grimke and her slave Handful in this graphic, luminous, and deeply affecting historical novel. Their seamless interpretation of Kidd's characters evokes the shocking realities of bigotry and suppression in the early-nineteenth-century American South.

Listen-alikes

- Odell, Jonathan. *The Healing*. Narrated by Adenrele Ojo. Books on Tape/Random House Audio.
- Chevalier, Tracy. *The Last Runaway*. Narrated by Kate Reading. Penguin Audio/Recorded Books.
- Kline, Christina Baker. *Orphan Train*. Narrated by Jessica Almasy and Suzanne Toren. Brilliance Audio.

Chase, Loretta. *Lord of Scoundrels*. Narrated by Kate Reading. Blackstone Audio (ISBN: 9781482966213).

When resourceful Jessica Trent is nearly ruined by the haughty Marquess of Dain, she calls his bluff and shoots him. Reading skillfully creates lively characters through tone and tempo and brilliantly conveys the couple's steamy romantic battle, delivering Chase's witty banter with sparkling verve.

Listen-alikes

- Heyer, Georgette. *The Grand Sophy*. Narrated by Sarah Woodward. Naxos AudioBooks.
- Bourne, Joanna. *The Spymaster's Lady*. Narrated by Kirsten Potter. Penguin Audio.
- Quinn, Julia. *Sum of All Kisses*. Narrated by Rosalyn Landor. HarperAudio/Recorded Books.

Weir, Andy. *The Martian*. Narrated by R. C. Bray. Brilliance Audio (ISBN: 9781491523209).

Weir's breakout survival epic transports listeners to Mars alongside stranded astronaut Mark Watney. Bray matches the self-mocking tone and dry wit of Watney's journal entries while detailing efforts of an international team desperate to save him. Authentic accents combine with rollercoaster pacing in this convincing, compelling performance.

Listen-alikes

- Scalzi, John. *Old Man's War*. Narrated by William Dufris. Macmillan Audio.
- Cline, Ernest. *Ready Player One*. Narrated by Wil Wheaton. Books on Tape/Random House Audio.
- Robinson, Kim Stanley. *Red Mars*. Narrated by Richard Ferrone. Recorded Books.

Fleming, Ian. *Moonraker*. Narrated by Bill Nighy. Blackstone Audio (ISBN: 9781481507318).

Nighy's dynamic interpretation of Fleming's classic story of high-stakes bridge games and nuclear rockets lures listeners into the exotic world of James Bond. A masterful control of tempo underscores the story's tension, while the villains and hero alike are fully realized in pitch-perfect accents.

Listen-alikes

- Forsyth, Frederick. *The Day of the Jackal*. Narrated by Simon Prebble. Blackstone Audio.
- Le Carré, John. *Our Kind of Traitor*. Narrated by Robin Sachs. Books on Tape/Penguin Audio.
- Silva, Daniel. *Portrait of a Spy*. Narrated by Simon Vance. HarperAudio/Recorded Books.

Collins, Wilkie. *The Moonstone*. Narrated by Ronald Pickup, Joe Marsh, Fenella Woolgar, Sam Dale, Jonathan Oliver, Jamie Parker, Sean Barrett, David Timson, John Foley, and Benjamin Soames. Naxos AudioBooks (ISBN: 9781843797975).

This classic locked-room mystery comes alive through a superb cast of performers whose unique voices and expert characterizations render the ornate language accessible and accentuate the unique and engrossing puzzle. The unhurried pace complements the richly detailed text and draws the listener into nineteenth-century England.

Listen-alikes

- Dickens, Charles. *Bleak House*. Narrated by Sean Barrett and Teresa Gallagher. Naxos AudioBooks.
- Doyle, Arthur Conan. *The Complete Sherlock Holmes*. Narrated by Simon Vance. Brilliance Audio.
- Catton, Eleanor. *The Luminaries*. Narrated by Mark Meadows. Brilliance Audio.

Johansen, Erika. *Queen of the Tearling*. Narrated by Katherine Kellgren. Blackstone Audio (ISBN: 9781483005454).

Raised in hiding, nineteen-year-old Kelsea reluctantly ascends the throne in this epic fantasy adventure. From raucous shouts to dripping menace, Kellgren vividly portrays a diverse cast through the resonant timbre of her voice and impeccable pacing. Engaging characters and a polished performance create a remarkable listening experience.

Listen-alikes

- McCaffrey, Anne. *Dragonflight*. Narrated by Dick Hill. Brilliance Audio.
- Addison, Katherine. *The Goblin Emperor*. Narrated by Kyle McCarley. Tantor Media.
- Baker, Emily Croy. *A Thinking Woman's Guide to Real Magic*. Narrated by Alyssa Bresnahan. Recorded Books.

Galbraith, Robert. *The Silkworm*. Narrated by Robert Glenister. Blackstone Audio/Hachette Audio (ISBN: 9781478929635).

A missing author, a tenacious private investigator, and scandals in the publishing world form the backbone of this fast-paced and wryly humorous mystery. Glenister's resonant voice and fluid narration ably depict class and region, gender and age, while maintaining the grit and suspense of classic noir.

Listen-alikes

- Lovesey, Peter. *The Last Detective*. Narrated by Simon Prebble. Blackstone Audio.
- Hammett, Dashiell. *The Maltese Falcon*. Narrated by William Dufris. Blackstone Audio.
- King, Stephen. *Mr. Mercedes*. Narrated by Will Patton. Simon & Schuster Audio.

Mandel, Emily St. John. *Station Eleven*. Narrated by Kirsten Potter. Books on Tape/Random House Audio (ISBN: 9780553398076).

Potter lyrically portrays multiple characters across a nonlinear timeline in a novel that illuminates humanity's interconnectedness after a pandemic. Subtle tonal variations and skillful pacing convey the urgency of the survivors' plight. Can a traveling troupe of actors and musicians carry the future of mankind?

Listen-alikes

- Bohjalian, Chris. *Close Your Eyes, Hold Hands*. Narrated by Grace Blewer. Books on Tape/Random House Audio.
- Heller, Peter. *The Dog Stars*. Narrated by Mark Deakins. Books on Tape/Random House Audio.
- Lee, Chang-Rae. *On Such a Full Sea*. Narrated by B. D. Wong. Penguin Audio/Recorded Books.

O'Brien, Tim. *The Things They Carried*. Narrated by Bryan Cranston. Brilliance Audio (ISBN: 9781455851638).

Cranston personifies the narrator of these terrifying and wrenching short stories with his hypnotic voice: sonorous, gentle, and fierce. The narrative immerses listeners in the 1960s, when a draft lottery determined the fates of young men and even survivors carried the scars of war.

Listen-alikes

- Remarque, Erich Maria. *All Quiet on the Western Front*. Narrated by Frank Muller. Recorded Books.
- Marlantes, Karl. *Matterhorn*. Narrated by Bronson Pinchot. Blackstone Audio.
- Klay, Phil. *Redeployment*. Narrated by Craig Klein. Penguin Audio/Recorded Books.

Outstanding Reference Sources 2015

The Outstanding Reference Sources Selection Committee

The Outstanding Reference Sources Selection Committee *consists of Curtis Ferree (chair), Fairfield University; Shelley Arlen, University of Florida, Gainesville, Florida; Julie Elliot, Indiana University-South Bend; Annie Fuller, St. Louis County Library; Adam Jackman, Pierce County (WA) Library; Alec Sonsteby, Metropolitan State University, St. Paul, Minnesota; Kathi Woodward, The Library Center, Springfield, Missouri; Jessica McCullough, Connecticut College, New London, Connecticut; Stephanie Alexander, California State University, East Bay.*

The Outstanding Reference Sources Committee was established in 1958 to recommend the most outstanding reference publications for small and medium-size academic and public libraries. All titles considered for nomination were published between November 2013 and December 2014.

The 2015 winners are:

American Indians at Risk. Jeffrey Ian Ross, editor. Greenwood (ISBN: 9780313397646).

Black Stats: African Americans by the Numbers in the Twenty-First Century. Monique W. Morris. The New Press (ISBN: 1595589198).

Bumblebees of North America. Paul Williams, Robin Thorp, Leif Richardson, and Shelia Colla. Princeton University Press (ISBN: 0691152225).

Consumer Healthcare. Brigham Narins, editor. Gale Cengage Learning (ISBN: 1573027251).

Dictionary of Untranslatables: A Philosophical Lexicon. Barbara Cassin, editor. Translation edited by Emily Apter, Jaques Lezra, and Michael Wood. Princeton University Press (ISBN: 9780691138701).

The Encyclopedia of Criminology and Criminal Justice. Jay S. Albanese, editor. Wiley Blackwell (ISBN:978146145689-6).

The Encyclopedia of Deception. Timothy R. Levine, editor. Sage (ISBN: 9781452258775).

The Encyclopedia of Humor Studies. Salvatore Attardo, editor. Sage (ISBN: 9781412999090).

The Encyclopedia of the Wars of The Early American Republic, 1783–1812. Spencer C Tucker, editor. ABC-CLIO (ISBN: 9781598841565).

Muhammad in History, Thought, and Culture: An Encyclopedia of the Prophet of God. Coeli Fitzpatrick and Adam Hani Walker, editors. ABC-CLIO (ISBN: 978-1-61069-177-2).

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.

The Academic Library Administrator's Field Guide. By Bryce Nelson. Chicago: ALA, 2014. 224 p. $70 (ISBN: 978-0-8389-1223-2).

Library administration is a learned skill. Aspiring library leaders can certainly read about management theory in library school, but it's impossible for them to effectively navigate the terrain until they land that first job as an administrator and begin getting on-the-job training. That being said, some guides can help chart the way. *The Academic Library Administrator's Field Guide*, a new addition to the corpus, is an excellent resource for newbies and more experienced hands.

Author Bryce Nelson, an experienced library administrator in academic and K–12 library settings, has packed quite a bit of useful and thought-provoking information and advice into a small package. The *Field Guide* is organized under three general areas of administrative responsibility: political effectiveness, staff management, and supervision of basic operations. Each area contains brief chapters (generally 4–5 pages) focused on key topics, including organizational charts, hiring, communication, websites and social media, and assessment. Each topic is presented in a standard format: assertion (a conceptual statement about the topic), commentary (observations and context), application (examples of good practices), and reading (suggestions for further research). Although this structure is perhaps a bit formal, it does serve the purpose of helping the reader easily and quickly navigate to needed information within each section.

The author's own professional experience is apparent in his inclusion of some topics rarely featured in these types of guides, especially in the section dealing with staff management. For example, the chapter on tone discusses the need to encourage library staff for work well done and to be aware of prevailing staff morale. Far from being a "touchy-feely" subject, setting a positive institutional tone is an important part of an administrator's job and can improve overall effectiveness. Another is the chapter titled "Ending," which presents issues to consider as an administrator plans the potentially emotional and disruptive process of leaving his or her position.

As Nelson states in his introduction, the book is meant to be "an overview for busy leaders 'in the field' who realistically don't have much time to read, think, and talk about their work" (xi). For those times when administrators do have extra time to read and reflect, the "Reading" feature in each chapter offers quite useful lists of relevant and more comprehensive books, standards, guidelines, reports, websites, and journal articles.

As with most field guides, this book amply repays a thorough reading from cover to cover, but will also be profitably consulted for quick refreshers from time to time. Although some of Nelson's advice and observations will certainly be up for debate, especially among experienced administrators, they are good conversation starters. Primarily geared toward academic librarians, the *Field Guide* offers more general

management information useful for library professionals in other institutional settings as well.—*Jennifer A. Bartlett, Head of Reference Services, University of Kentucky, Lexington, Kentucky*

The Essential Lapsit Guide: A Multimedia How-To-Do-It Manual and Programming Guide for Stimulating Literacy Development from 12 to 24 Months. By Linda L. Ernst. Chicago: ALA Neal-Schuman, 2015. 276 p. Paper $72 (ISBN: 978-1- 55570-761-3).

Ernst brings her thirty-five years of experience to this update and compilation of two previous books: *Lapsit Services for the Very Young* and *Lapsit Services for the Very Young II.* Ernst's prose is very accessible and engaging, and the book's structure guides the progression of learning for the librarian who uses it.

The book is divided into two parts. In the first part, "Program Foundations," Ernst provides a brief and clear discussion on current brain research and its implications for librarians and library services. Next, she discusses the audience for lapsits: not just the child, but the caregiver, librarian, and library staff. Ernst devotes space to the families of special needs children, teen parents, grandparents, and bilingual families. The third chapter, which discusses outreach services, facilities, collections, partnerships, funding, and grants, is full of ideas to spark librarians' imaginations so they can apply these ideas in their own communities.

The second part of the book, "Program Building Blocks," will help the librarian build a lapsit program in the library. Chapter 4, "The Play's the Thing—Books, Rhymes, and Programs," will become the most well-thumbed portion of the book. This chapter begins with planning the story time and covers many things to think about, such as scheduling, program set-up, and adult education. Following this, the author includes an annotated bibliography covering suggested themes and tips for how to engage the audience for each of 180 books. Next comes an extensive catalog of rhymes, some of which marked with icons indicating that are also included as mpg files on the book's online companion site. But best of all is a series of programs by theme, complete with every book, rhyme, and song listed: a perfect introduction to help a new librarian to get started quickly, but also a way to provide new ideas for the experienced librarian. The last program suggests basic scripting for the presenter to use. In the final chapter, the author discusses the use of a variety of enhancements including music, puppets, flannel board, and props, as well as ideas for other creative activity programs for this age group. The book's appendix includes examples of handouts and templates that are helpful as a starting point. Each chapter is followed by bibliographies of books, articles, e-resources, and resource lists. "Multimedia" is part of this book's title, and it does not disappoint: in fact, "multimedia" might just be the most valuable aspect of the book. ALA Editions has provided a companion website where librarians can access a bibliography of chapter resources in PDF form, all the rhyme and song lyrics in a Microsoft Word document, downloadable PDFs of all the handouts and activities from the "enhancement" section of book, and, best of all, mpg files of the author performing some of the rhymes and songs included in the book. What a gift for the musically challenged librarian! These awesome resources are found at http://alaeditions.org/webextras.

This book should be one of your public library's most used resources. *The Essential Lapsit Guide* provides the building blocks for a successful lapsit program in any public library. It provides a starting point for new librarians and a refresher course for the more experienced. Long after librarians use this book to develop their story time program, the information will give them confidence to continue building their own "library" of lapsit programs. A must-have for every public library in the business of early literacy.—*Jenny Foster Stenis, Readers Services Manager, Pioneer Library System, Norman, Oklahoma*

Experiencing America's Story through Fiction. By Hilary Susan Crew. Chicago: ALA, 2014. 208 p. Paper $57 (ISBN: 978-0-8389-1225-6).

This book is packed full of historical fiction titles to incorporate into curriculum, aid in collection development, or to assist with reader's advisory. Organized chronologically, the book begins with the colonization and settlement of America and proceeds through contemporary America, which, according the author, begins in 1980. The author ends with a bibliography and an index that includes authors, titles, and major historical events.

The book's nine chapters are divided by time period. Some chapters include novels that cover the entire period. All of the chapters cover the major events of the time period, such as westward expansion, Native American history, civil rights, and so forth. Young adult books are listed first, and each annotation includes publisher information, grade recommendations, awards, a summary, and at least two discussion questions. Adult fiction books are listed next, and the annotations include the same information about each novel, except for award information. The author does an admirable job of including well written books appropriate to the time period, such as *Two Girls of Gettysburg,* by Klein, for the Civil War section and *Code Talker*, by Bruchac, for the section on World War II. The only section that is lacking is the final chapter on contemporary America, which includes titles about the Iraqi War and immigrant and minority experiences.

This book is ideal for secondary and postsecondary librarians to use as a tool for collaboration with history teachers. It will also be useful in collection development. History departments that wish to add fiction to their curriculum would also find this a helpful, well-laid-out resource. Even public librarians could find this useful in choosing books for historical fiction book clubs for teens and adults.—*Melanie Wachsmann, Reference/Teen Librarian, Lone Star College-CyFair Branch Library, Cypress, Texas*

Guide to Reference in Business and Economics. Edited by Steven W. Sowards and Elizabeth Leonard. Chicago: ALA, 2014. 298 p. Paper $65 (ISBN: 978-0-8389-1234-8).

The *Guide to Reference in Business and Economics,* edited by Steven W. Sowards and Elisabeth Leonard, is an outstanding reference resource that will be beneficial to academic and public librarians as well as to LIS students, LIS faculty members, and some corporate librarians. The majority of the book's content is derived from the "Economics and Business" section of ALA's online guide *Guide to Reference* (www.guidetoreference.org) and has been carefully curated by the editors to ensure that high-quality resources are highlighted.

Academic, corporate, and public librarians (such as those with responsibility for reference, course-integrated instruction, and collection development) will find value in the book's depth of content. The summary bibliographic information within the specific categories of each major heading is rich and includes ISBNs and URLs when applicable. The editors also have included several noteworthy print publications that are no longer in press.

LIS students and faculty will find this annotated work of more than 800 entries an extremely useful "fingertip guide" that can enhance and supplement course content. Beyond the classroom, the LIS educational community will also appreciate the annotations on various organizational and professional associations as another uniquely interesting element. Moreover, an entire chapter is dedicated to occupations and careers resources—critically important for LIS students and practitioners to keep at the ready for themselves and for those seeking credible information from largely nonprofit sources.

Students all across the higher education curriculum (especially business, economics, management, and law majors) will also find this guide to be very useful, both inside and outside of the academy. The wide range of contemporary resources covering economic conditions, world trade, and international information makes the book suitable for a wide range of course assignments. Additionally, the entry selections on many emerging interdisciplinary focus areas, including entrepreneurship/small business, business law, and human resources, are among the best available in a single guide.

The decision to offer to this guide in both print and electronic versions is also noteworthy. Many reference and user services practitioners will successfully argue the importance of providing both formats for a guide such as this in order to foster accessibility for use among a broad and diverse patron base.

This thoughtfully selected and well-organized resource guide is highly recommended.—*Alexia Hudson-Ward, Associate Librarian, Penn State Abington, Abington, Pennsylvania*

Guide to Reference: Essential General Reference and Library Science Sources. Edited by Jo Bell Whitlatch and Susan E. Searing. Chicago: ALA Editions, 2014. 248 p. $65 (ISBN: 978-0-8389-1232-4).

ALA's classic print publication, *Guide to Reference Books,* was replaced in 2009 with the online *Guide to Reference.* As the online introduction states, the web subscription version of the *Guide to Reference* serves as a gateway with interactive features that the former print guide never could have replicated. Indeed, because print publications are by their nature hampered by size limitations, the online guide simply can provide more cross referencing, offer more extensive comparative evaluations and annotations of sources, and become more global in coverage.

With all this in mind, is there really a need for a new *Guide to Reference* in print? The new *Guide to Reference: Essential General Reference and Library Science Sources* is much more concise than the original print *Guide*, and far less comprehensive than either the print or online versions. Both the title and the introduction make it clear that this volume is not intended to replicate the original *Guide* but instead to provide what the editors consider to be the essential reference sources, with a particular focus on library science sources. Library science students are a target audience for this work, as it covers many print and online resources that would be valuable across a variety of library settings, including public and academic libraries and also, to a lesser extent, school libraries. The book also might be of use in small public libraries, which have an acute need to keep their collections current and well resourced.

The book is organized by resource category, such as biography, genealogy, newspapers, and so forth, and each resource entry is numbered. English language resources are emphasized, but some European and other international web resources also are included. Overall, *Guide to Reference* would be a very helpful guide for a library science student, a small library, or a librarian who wants to review their essential or ready-reference collection for currency. One glaring omission from this guide is a section on career resources, covering topics such as job searching, resume writing, and interview skills: This category of resources is required in most library reference collections, large or small. One hopes that such a section will be added to future editions.—*Laura Graveline, Visual Arts Librarian, Sherman Art Library, Dartmouth College, Hanover, New Hampshire*

Letting Go of Legacy Services: Library Case Studies. Edited by Mary Evangeliste and Katherine Furlong. Chicago: ALA, 2014, 159 p. Paper $55 (ISBN: 978-0-8389-1220-1).

Drawing on the organizational theories of noted business thinker and management consultant Peter Drucker, the editors of this volume have gathered together case studies and interviews that illustrate his concept of planned abandonment at work in libraries. Defined as the systematic evaluation of products and services, planned abandonment in libraries means examining reference, instruction, and collection development and abandoning those services that are no longer relevant in the present context. The editors argue that this strategy is the hallmark of innovative organizations and the key to libraries' future longevity.

Contributions to this volume come from both public and academic librarians, who share how they have used data-driven decision making to implement change in their libraries. For example, in the opening case study, librarians from Lafayette College show how they combined quantitative and qualitative data (usage statistics and user feedback) to shift from an ownership model for journal subscriptions to an access-oriented, pay-per-view model for journal articles. They show how making this change not only cut down costs but also expanded their users' access to science and technology titles, resulting in improved user satisfaction.

Sensitive to librarians who resist the application of corporate culture and "business speak" to the profession, the editors promise that they are not offering "management techniques" and that the case studies are not intended to be prescriptive. Although they deliver on this promise, and although the case studies they present are indeed rich illustrations of library innovation, some of them are difficult to accept as examples of *planned* abandonment. Rather, the economic downturn seems to have been the driving force for many of these changes, and although they are a testament to library leaders' creativity in the face of budget cuts, they do not always demonstrate intentional, strategic planning. A clearer definition and theoretical grounding of planned abandonment might have addressed this issue and strengthened their argument.

Nonetheless, the authors' and editors' main message is that libraries should systematically collect and evaluate data, both quantitative and qualitative, to drive decisions about future directions—a point that is well taken and demonstrated in each of these studies. Beautifully laid out and inspiring to read, this book will appeal not only to administrators but to any librarian who is interested in the future of the library.—*Meagan Lacy, Coordinator for Information Literacy, Guttman Community College, New York City*

Library as Safe Haven: Disaster Planning, Response, and Recovery. By Deborah Halsted, Shari Clifton, and Daniel Wilson. Chicago: ALA Neal-Schuman, 2014. 160 p. Paper $72 (ISBN: 978-1-55570-913-6).

Neal-Schuman's series of how-to manuals are typically practical, down-to-earth guides to aspects of library management and leadership. Halsted, Clifton, and Wilson's *Library as Safe Haven: Disaster Planning, Response, and Recovery* is a particularly useful addition to the series. Library directors understand that they must have disaster response plans in place, and most have at least a rudimentary system for dealing with fires, floods, and other emergencies. However, they may also feel overwhelmed at the prospect of developing a response and recovery plan for every possible crisis that could befall the library. This book provides a straightforward system for devising such a plan with a reasonable amount of effort.

Library as Safe Haven features a seven-step planning process that can be implemented with minimal fuss. Chapter 1 walks the reader through the steps in completing a risk assessment tailored to a library's location and collection, covering such issues as dealing with insurance and identifying potential outside sources to help with recovery. After discussing strategies for immediate threat responses in chapter 2, the authors explore the importance of leveraging relationships with outside resources and officials in time of crisis. The authors discuss the role of social media and the importance of personal emergency response plans for all staff in the case of a widespread disaster, such as a tornado or hurricane. The book closes with advice on providing partial or off-site library services, as well as two model scenarios of libraries creating and implementing a disaster plan.

The centerpiece of the book, however, is the authors' discussion of a service continuity plan. This plan, unlike the comprehensive disaster plan discussed in chapter 1, is a single-page list of institutional or community contacts, contact information for the library's internal emergency response team, community and service continuity plans, a map of the building with collections to be rescued listed in priority order, and contact information for outside resources, such as local preservation experts and the salvage and recovery companies identified during the risk assessment process. This simple double-sided sheet can be distributed to selected staff members, who should be instructed to keep this information on their person at all times. The service continuity plan alone is worth the price of this book in peace of mind and staff preparedness.

No library is immune to the risk of natural and manmade disasters. *Library as Safe Haven: Disaster Planning, Response, and Recovery* can be considered an essential a primer on the topic: It lucidly describes a process that will give public, school, and academic library directors a large amount of peace of mind for a remarkably small expense of time and money.—*Sarah Clark, Associate Library Director, Rogers State University, Claremore, Oklahoma*

Managing with Data: Using ACRLMetrics and PLAmetrics. By Peter Hernon, Robert E. Dugan, and Joseph R. Matthews. Chicago: ALA, 2015. 232 p. Paper. $85 (ISBN: 978-0-8389-1243-0).

Statistics can be daunting, but for today's library managers, they are an inescapable part of the job. Managers need data to guide the decisions they make. They also must provide evidence to library stakeholders of the direct and indirect benefits their libraries offer. *Managing with Data*, a companion volume to the authors' *Getting Started with Evaluation* (ALA, 2014), provides a detailed approach to how to choose the best metrics for library assessment and how to tell a persuasive story with the resulting data.

Deciding what metrics best prove a library's value can be a manager's first hurdle. Collections, services, staffing, and library use are all traditional measures, and the book covers these in detail. Lists of possible metrics are provided, as well as illustrations of how they can be applied to demonstrate

value and reveal important trends. In addition to quantitative measures, the authors cover how to assess the often elusive qualitative ways a library adds value. *Managing with Data* also covers the benchmarking process, best practices, and how to effectively communicate results to the community or campus. Closing the loop—using results to improve practice—is often a neglected step in the assessment process, but the authors cover this in the final chapter with tips on how to use outcomes to enact organizational change.

The most striking feature of this book is its hands-on approach: It includes step-by-step examples that allow users to manipulate real data from real libraries. The data comes from the Association for College and Research Libraries (ACRL) and the Public Library Association (PLA). ACRLMetrics and PLAmetrics are online, subscription-based services offered by these organizations, and the book comes with free access to a subset of these data collections. (Only one of the data sets—academic or public—may be chosen by the reader as part of the registration process.) Readers can use these data to solve the realistic assessment challenges posed throughout many of the chapters. In a benchmarking exercise, for instance, readers are asked to compare one library's interlibrary loan services to those of a peer institution and are guided through the process step by step. The authors also show how to use data from free services—such as the Institute of Museum and Library Services and the National Center for Education Statistics—to answer assessment questions. Additional exercises found at the end of each chapter are designed specifically for library staff. Some challenge staff to solve assessment problems (an appendix provides the answers); others promote discussion about different aspects of the evaluation process.

Assessment projects seem automatically to generate some anxiety, but by detailing how to collect data and demonstrating how the resulting information can be applied, *Managing with Data* helps bring the stress under control.—*Ann Agee, School of Information Librarian, San Jose State University, San Jose, California*

New on the Job: A School Librarian's Guide to Success, Second Edition. By Hilda Weisberg and Ruth Toor. Chicago: ALA, 2014. 240 p. Paper $50 (ISBN: 978-0-8389-1264-5).

Weisburg and Toor have updated *New on the Job: A School Librarian's Guide to Success*. Whether the librarian is new, seasoned, starting in a new job at a new school, or changing grade levels, this book will help with the transition. The twelve chapters are presented in a logical order, covering interviewing for jobs, getting started in a library, getting to know coworkers, connecting with students and teachers, building good relationships with administration, managing and promoting the media center, developing and articulating a philosophy, growing as a professional, and dealing with intellectual freedom, copyright, and plagiarism.

The authors provide an abundance of information in a way that is not overwhelming. Each chapter begins with a breakdown of what is inside. The sections are easy to read, and each chapter ends with a list of key ideas to take away. These ideas could easily be used as a checklist of what to do in a new library position. The sections are concise but informative. At the end of each section, the authors provide thought-provoking questions about the information presented. These questions are designed to really make the reader reflect on what was read and think about how to handle issues and everyday tasks that arise in a school library. Highly recommended for any and all school librarians.—*Amanda Galliton, Librarian, Kirby Jr. High Library, Wichita Falls, Texas*

Owning and Using Scholarship: An IP Handbook for Teachers and Researchers. By Kevin L. Smith. Chicago: ACRL, 2014. 240 p. Paper $54 (ISBN: 978-0-8389-8747-6).

Digital technologies challenge the assumptions of pre-existing legal regimes, even as they enable new modes of scholarship. Whether using others' intellectual works or disseminating and safeguarding their own, educators and scholars often navigate a morass of issues. This audience needs guidance that is sound in practice and concise yet robust in context. Drawing on his experience offering such guidance as the director of Copyright and Scholarly Communications for Duke University Libraries, Kevin Smith offers a handbook directed at achieving these ambitious aims.

Primarily written for a US audience, Smith identifies four areas of intellectual property: copyright, patents, trademarks, and trade secrets. After explaining each area's impact on teaching and research, the author offers compelling justification for emphasizing copyright throughout much of the book. He is thorough in outlining the considerations governing ownership of instructional and scholarly works, and his overview of institutional policies will benefit staff at all levels.

Readers will appreciate Smith's lucid writing. Chapter 4 is a stellar example of the merits of this slim volume: in presenting a five-step process for deciding when and how to use others' works, the author accomplishes nothing less than a crash course in copyright. Additional topics covered include open access publishing, licensing options, and technological protections. Useful recommendations abound, including an overview of publication contract clauses. The final chapter covers international contexts.

Discussions of intellectual property sometimes divide along a fault line, with philosophical abstraction on one side, and prescriptive simplification on the other. Smith's approach is commendable for addressing practical application while empowering informed decision-making where ambiguities exist. Relevant examples illuminate the discussions throughout.

Beyond the ostensible practicality of a handbook, the author has a clear dual purpose. By bolstering stakeholder awareness of intellectual property implications, Smith invites spirited conversation about our current global digital milieu. After all, it is the future of scholarly discourse that is at stake.

Although the content more than delivers on the title's promise, the text would have benefited from tighter copyediting. A number of fantastic resources are scattered throughout the notes and works cited. Future editions would profit from a collated appendix of useful websites.

Readers who work in settings without resident copyright advisors will especially appreciate this volume. Moreover, it will be invaluable for use in library and information studies coursework. In addition to print, this book is available as an open access publication through the Association of College and Research Libraries website (http://bit.ly/1ziN4ax). Highly recommended for all educators and researchers.—*George Gottschalk, Collection Development Librarian, Rogers State University Library, Claremore, Oklahoma*

The Personal Librarian: Enhancing the Student Experience. Edited by Richard Moniz and Jean Moats. Chicago: ALA, 2014. 152 p. Paper $58 (ISBN: 978-0-8389-1239-3).

The Personal Librarian: Enhancing the Student Experience champions the personal librarian concept as a revolutionary solution to many of the issues currently facing academic libraries, revealing what a personal library program can do for a library and how such a program should be built. The book is well crafted, flowing and connecting exceptionally well, despite the fact that each chapter embodies a completely separate essay. In particular, the book's organization provides readers with an easy transition from skeptical critic to enthusiastic participant, as each chapter transfers the energy and optimism of the authors to the reader.

Building on the evolving role of reference librarians as liaisons and educators, a personal librarian program seeks to go beyond reference interactions and library sessions to intentionally "build long-term one-on-one connections that allow students to have the confidence and resources to be successful in the skill sets that librarians particularly seek to instill in them" (9). The libraries that have already established personal librarian programs, such as Sam Houston State University, Yale University, and Drexel University, have used their programs as a means to further connect with their student population and remind them what librarians can do for them. In particular, the personal librarian program is meant to combat the issue of low student retention facing academic institutions by establishing strong relationships with students from their freshman year onwards. If a student can enter higher education with a personal librarian, who contacts the student before the academic year starts and who serves as someone the student can rely on for any assistance he or she may need throughout the year, Moniz and Moats believe that the often overwhelming stress of the transition to college can be reduced. More than anything else, the personal librarian "serve[s] as a point of contact for students" by keeping in constant communication with students, providing personal research assistance whenever needed, and connecting students with their subject specialist librarians once a major has been chosen (21).

In a world in which the librarian's role is in a state of transition, the concept of the personal librarian presents itself as an intriguing asset. Predominantly invaluable for librarians searching for the means to "make personal connections with students that can begin to stand outside the classroom" (47), such librarians will find all of the tools and encouragements they need within the pages of *The Personal Librarian: Enhancing the Student Experience*.—*Calantha Tillotson, Graduate Reference Assistant, Bizzell Memorial Library, University of Oklahoma, Norman, Oklahoma*

Putting the User First: 30 Strategies for Transforming Library Services. By Courtney Greene McDonald. Chicago: ACRL, 2014. 104 p. Paper $30 (ISBN: 978-0-8389-8732-2).

> User experience (UX) is serious business. Ultimately UX is what makes or breaks our success. This book, however isn't particularly serious, if by serious you mean academic and neutral in tone, narrated in the third person, and dispassionate. The best user experiences deeply impact both the agent of delivery and the customer; they are highly individualized, very specific to a place or situation, and (we hope) enjoyable.

This passage from the introduction sums up nicely the purpose of *Putting the User First*, a brief but densely packed book of workable strategies to improve the user experience of those served by libraries. The author is quick to point out that UX is not just for websites, but for in-person visitors to our libraries as well. The first strategy in the book is a real eye-opener: "You are not your user—so forget thinking that you are." The author makes a strong case that we information professionals, because of our knowledge and training, are impaired by it and will struggle to understand the approach to our services that the average user has. Unless, of course, we *admit* that we don't really understand and are willing to make changes *not* based on our perspective and training.

After reading the first strategy, I was drawn into the content, expecting to see some "recipes" for improving the user experience. Instead, I found stimulating commentary followed by short reading lists (including TED talks and blogs as well as journal articles and books) that provide valuable insight on new ways of looking at the issue being discussed. All of the strategies are handled in the same manner. This approach initially frustrated me since it offered insights, exercises, and suggestions on thirty different strategies, but didn't seem to have any concrete answers, just lots of food for thought for improving UX. The value of a book like this is that it is not meant to be read cover-to-cover and then just implemented. It is more of a "talk amongst yourselves" kind of work, with great topic suggestions. Each strategy could serve as a starting place for library staff discussions or as a concrete tool to help those implementing collaborations with faculty and students.

The book has thirty one-word strategies with (sometimes whimsical) names such as "Admit ('You are not your user')," "Obsess," "Pretend," "Stop," "Fail," "Raid," "Defuse," "Play," and "Leap." Each strategy chapter has an "Investigate" list of suggested readings, temptingly short and well-chosen. The full bibliography also appears at the end of the book in alphabetical order. Many of the chapters also have a "Contemplate" page, which offers exercises to help you think outside of your comfort zone. The author makes use of icons, explained in the introduction, which identify certain characteristics of the strategies. For example, a clock indicates a no-cost strategy, a dollar sign means low-cost, a gear icon specifies strategies that will involve technology support, and so forth.

This is an excellent resource for strategic planning, brainstorming, retreats or staff development. Recommended for all libraries and their staff and administration.—*Judy Gelzinis Donovan, Art Librarian, East Honickman Art Library, Philadelphia*

The Readers' Advisory Guide to Genre Blends. By Megan M. McArdle. Chicago: ALA, 2015. 232 p. Paper $55 (ISBN: 978-0-8389-1256-0).

Part of the ALA Readers' Advisory Series, *The Readers' Advisory Guide to Genre Blends* explores the dynamic world of books that combine characteristics of multiple genres. With more than fifteen years of experience in collection development and readers' advisory and her own website devoted to genre blending, author Megan McArdle has both the knowledge and the passion needed to tackle this amorphous topic. More than 420 different titles from adult fiction are listed, and some teen titles, graphic novels, films, and TV shows are also cited.

The majority of the guide comprises book annotations, and entries are coded into seven main genres: "Adrenaline Blends," "Fantasy Blends," "Historical Fiction Blends," "Horror Blends," "Mystery Blends," "Romance Blends," and "Science Fiction Blends." Each genre chapter is then further divided into more specific blends with the other six genres. McArdle is able to distinguish the subtle nuances that differentiate a spine-tingling horror/romance from a more amorous romance/horror, and she organizes them as such. Each chapter begins with a brief description of the genre, followed by a discussion of its appeal, and its "blended" characteristics. Each annotated title is paired with two read-alikes that allow the reader to decide which genre path to follow. Chapters close with brief advice on working with the blends; however, these sections seem a bit repetitive and merely reinforce the earlier discussions.

The guide's latter part delves into the process of readers' advisory. One chapter provides advice on how to find blends outside of traditional fiction and explores media mixes; three TV shows, films, and graphic novels are summarized, and additional suggestions are included. The final chapter provides examples of readers' advisory interactions and offers suggestions for marketing genre blends, such as displays, booklists, book clubs, and tags within the library's catalog. An appendix deals with "Literary Fiction Blends," describing the blend of so-called literary fiction with the seven other genres. One annotation and several booklists are included for each genre. Another appendix profiles four authors considered to be "Genre Blending MVPs" and discusses their bodies of work. Additional authors are also given honorable mention. Finally, a bibliography of books and articles about genre as well as genre blending is included.

Although the single index is very thorough, separate indexes for title, author, and subject would have made the book a bit more user-friendly for quick readers' advisory. In addition, it is somewhat puzzling that full bibliographic citations are not included for each book, as these details can make it easier to track them down. Yet these small issues are outweighed by the great amount of content included within this volume. And, although the plethora of readers' advisory resources on the market would seem to make this book merely a supplemental purchase, it is essential for librarians looking for a greater understanding of a literary realm that continues to grow in popularity.—*Jackie Thornton, Children's Librarian, East Baton Rouge Parish Library, Baton Rouge*

Sources
Reference Books

Tammy J. Eschedor Voelker, Editor

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

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

The 100 Most Important American Financial Crises: An Encyclopedia of the Lowest Points in American Economic History. By Quentin R. Skrabec Jr. Santa Barbara, CA: Greenwood, 2015. 337 pages. Acid free $89 (ISBN: 978-1-4408-3011-2). Ebook available (978-1-4408-3012-9), call for pricing.

The story of the United States is tied inexorably to the highs and lows of its economy. This single-volume encyclopedia brings together what the author feels are the one hundred most important financial crises that occurred from Bacon's Rebellion in 1676 to the Detroit bankruptcy in 2013. There is also an appendix which includes textual reproductions of some of the events covered in the book, along with a robust bibliography and index. Topics are 2–3 pages long. Individual entries consist of a condensed narrative of events, followed by a "see also" section pointing readers to other entries the author finds similar or connected and, finally, a list of two or three recommended readings. Some entries provide illustrations or photographs but no charts or graphs are used. The format remains consistent throughout.

Quentin R. Skrabec Jr. holds multiple advanced degrees in business and engineering as well as a PhD in manufacturing management. Currently, he is a professor of business at the University of Findlay. Skrabec is the author of many works, though this book is heavily inspired by one of his previous: *The 100 Most Significant Events in American Business: An Encyclopedia* (Greenwood, 2012). The similarity is not the titles but that the entries in these works read more like discrete historical narratives than what one might expect from an economics resource. Of course, my critical lens has been colored by hundreds of hours spent in history classrooms.

This narrative approach makes the work more accessible to general readers; however, it also creates some minor issues. On the positive side, Skrabec is conscious of the importance of providing context to the events he covers. At other times, unfortunately, the author chooses narrative flow over explicitness. For example, the section "1929—Wall Street Crash and Great Depression" mentions several of the specific steps that Roosevelt took but fails to mention the highly important Bank Act of 1933, instead simply calling it "new banking regulations" (149). Recently, the Bank Act, also known as Glass-Steagall, was also a major point of contention. He also did not to mention it in "2008—Banking and Subprime Mortgage Crisis," though both sides of the argument make strong cases for and against its effect. That the author chose not to mention this suggests that either he does not believe the Bank Act of 1933 is important or, more likely, that the author was forced to make difficult choices to include so much material in a single volume. Either reality could prove problematic. Another issue which hurts the accessibility provided by the narrative format is that Skrabec assumes a level of understanding not common to all readers. It is difficult to understand the statement, "Corporate investment was negative, and capital investment was below the level of depreciation" (146). Somebody with knowledge

of business or economics may understand, but general readers may require additional help.

The 100 Most Important American Financial Crises is a unique reference resource that straddles a difficult line. While not as comprehensive as similar multivolume sets like *The New Palgave Dictionary of Economics* (Palgrave MacMillan, 2008), it is, however, more accessible to general readers. The language can sometimes become too technical but in no way insurmountable. Because of these hurdles this work is recommended for college-age readers. It would make a good addition to large libraries with similar items in their stacks or for smaller institutions looking for an affordable treatment on the topic usable by students in many disciplines.—*Edward Anthony Koltonski, Graduate Student Reference Assistant, Kent State University Libraries, Kent, Ohio*

500 Great Military Leaders. Edited by Spencer C. Tucker. Santa Barbara, CA: ABC-CLIO, 2015. 2 vols. Acid free $189 (ISBN: 978-1-59884-757-4). Ebook available (978-1-59884-758-1),call for pricing.

If the title were *500 Important/Noteworthy Military Leaders*, that would sound awkward, so instead we have "Great," but listing the important/noteworthy is what Tucker says in his preface he was striving to achieve. That helps explain his selections, many of whom are portrayed as capable men who played significant roles in major wars—perhaps as trainers or planners or theoreticians. Others were outstanding subordinate leaders or "great" within their times and locales.

There just haven't been five hundred Cyruses or Alexanders or Genghis Khans, who could aspire to glory by combining military brilliance, outstanding resources, and absolute political power. Modern military leaders are now almost always directed by civilians, so their opportunity for personal "greatness" in the classical sense is lost.

The latest project from the prolific Tucker comes off as an uninspired response to the unceasing public demand for lists. A third of the entries are from other ABC-CLIO products, but it's commendable that this is noted up front.

The format is similar to that of Trevor Dupuy, Curt Johnson and David L. Bongard's *Harper Encyclopedia of Military Biography* (HarperCollins, 1992) and to Alan Axelrod and Charles Phillips's *The MacMillan Dictionary of Military Biography* (MacMillan, 1998). All three have alphabetical entries as well as either source notes or suggested further readings. Tucker offers a larger type face, and both he and Axelrod provide a few portrait illustrations. Both the Axelrod and Tucker works have prose more readable than some of the densely composed entries in Dupuy.

In looking over the five hundred in Tucker, the only one I saw who rose to prominence in the period since Dupuy or Axelrod were published is David Petraeus. I did not make a formal comparison, but it does appear there are a lot of leaders who appear in only one or two of the works, so Tucker offers some variety to a library that already owns one of the others.

Public librarians looking for something more visually informative will want to consider R. G. Grant's *Commanders: History's Greatest Military Leaders* (DK, 2010) or Jeremy Black's *Great Military Leaders and Their Campaigns* (Thames and Hudson, 2008). Both oversize books include hundreds of color illustrations as well as enough text to satisfy the needs of casual readers.—*Evan Davis, Librarian, Allen County Public Library, Fort Wayne, Indiana*

All Things Julius Caesar: An Encyclopedia of Caesar's World and Legacy. By Michael Lovano. All Things. Santa Barbara, CA: Greenwood, 2014. 2 vols. Acid free $189 (ISBN: 978-1-4408-0420-5). Ebook available (978-1-4408-0421-2), call for pricing.

All Things Julius Caesar (*ATJC*) is part of a series of encyclopedias titled All Things. This series looks at a topic—in this case, Julius Caesar—from a variety of angles, including cultural, religious, and architectural. This provides the reader with ability to understand the larger historical context for a specific topic. While there are several reference works related to the Roman Empire, there are none that provide such a broad perspective on a narrow topic.

ATJC provides excellent overviews on a variety of topics related to Julius Caesar. For example, an article titled "Slavery and Slaves" begins by providing an overview of what slavery was like and how slaves were treated throughout the Roman Empire during the reign of Julius Caesar. The brevity of the article (about three pages) and the references at the end, make this an excellent resource for a first- or second-year undergraduate beginning research on this topic.

At the end of each article there is a "see also" feature, providing more articles in *AJTC* that might be of use when doing research on a particular topic. While this is a nice feature, it would be of greater benefit if terms used in an entry that had individual entries were simply emboldened. Many twenty-first-century students are more familiar with the concept of linking than they are with a "see also" feature. While the full features of linking cannot be utilized in a print resource, mimicking linking (i.e., emboldening words in individual entries that have their own entries) may have been a resource to the reader.

AJTC also provides articles on geographic elements that were critical under Julius Caesar's reign. For example, there is a great article on the Adriatic Sea, providing not just an overview, but also connecting it back to Julius Caesar and his reign in the Roman Empire. However, a question may arise for a novice reader, to whom this work is aimed, regarding the location of the Adriatic Sea. Where is it? While there are some maps in the introduction to this work, they are very small and articles that make reference to geographical entities make no reference back to these maps. While one cannot expect a map to be at each geographic entry, it would help the reader if the article could make reference back to a map so that one can see where these geographical entities are located.

While one would expect entries on the historical aspects of the Roman Empire to be in this encyclopedia, one may not expect entries of movies and video games that are related to Julius Caesar. *AJTC* has a number of entries on movies (*Sparatacus* and *Cleopatra*), television shows (HBO's *Rome*) and even video games (*Caesar I–IV*) related to Julius Caesar. These additional entries add tremendous value to this work.

Primary source documents lie at the end of *AJTC*. Their inclusion is a bonus allowing users to go straight from an article to a primary source. The value of their inclusion could be increased dramatically if more references were made to them in individual entries.

While they are several ways that *AJTC* could improve its value, its combination of being focused on a very specific topic yet providing an incredibly broad look at that topic, make it a reference set worth having in any undergraduate university library.—*Garrett B. Trott, Reference/Instruction Librarian, Corban University, Salem, Oregon*

Antarctica and the Arctic Circle: A Geographic Encyclopedia of the Earth's Polar Regions. Edited by Andres J. Hund. Santa Barbara, CA: ABC-CLIO, 2014. 2 vols. Acid free $189 (ISBN: 978-1-61069-392-9). Ebook available (978-1-61069-393-6), call for pricing.

Although calling itself a geographic encyclopedia, the scope of this two-volume set is broader than such a designation suggests. Hund has attempted to encompass a large range of information about a vast area, perhaps a bit much for a modest two-volume set. Attempting to address in a meaningful way topics in the humanities, social sciences, natural sciences, and applied sciences for both poles in approximately 350 entries and fewer than 800 pages is ambitious. His stated "central feature . . . the original inhabitants of the Arctic region" (xi) would, alone, merit a work of this size. John Stewart's larger, two-volume *Antarctica: An Encyclopedia,* 2nd ed. (McFarland, 2011) is more limited in both geographical and topical scope.

A significant strength of this set is as a starting place for research. The entries are significantly more in depth than those in Stewart's work or in David McDougal and Lynn Woodworth's single-volume *The Complete Encyclopedia: Antarctica and the Arctic* (Firefly, 2001). The entries most often present a cohesive and reasonably in-depth discussion of a topic, essentially reading much like journal articles, with less direct citation and a less complete list of references. Beyond this, most entries are followed immediately by a further-reading section composed largely of scholarly articles and books, government and nongovernmental organization documents, and other authoritative sources. This differs from the placement of references at the end of the two volumes, as in Stewart's set, and the seeming entire omission of citations, as in David McDougal and Lynn Woodworth's work. The latter seems almost impossible without violating intellectual integrity and undermines the substantial value of encyclopedic works as sources of research leads and direction.

In contrast to the "direct entry" organization adopted in *Antarctica: An Encyclopedia*, the signed, article-length entries in Hund's work rely on an index and cross references to enable readers to locate related topics and information on a more granular scale than the major articles, as well as under alternate terminology. The indexing is in volume 2 only and, unfortunately, is somewhat inconsistent. Animal species may be indexed by common name, scientific name, or both; common names may be indexed at different levels such as "elephant seal" versus "southern elephant seal"; and the variant or variants used in the entry do not seem to be a very good guide to what will be indexed. In notable contrast to the indication given by the subtitle, geographic locations are not described in this encyclopedia at as fine a level as in Stewart's set, nor as comprehensively.

The sparse illustrations are entirely black-and-white and often seem to do little to enhance the informational value of the content. They do add some interest and some do contribute to the entry. The set clearly lacks the impressive visual appeal of McDougal and Woodworth's work, but has more visual elements than Stewart's, which has not so much as a map or a table.

These three major reference works on the polar regions complement each other well. However, if you must limit your selections, for the most comprehensive geographical information, John Stewart's *Antarctica: An Encyclopedia* would be preferred. McDougal and Woodworth's volume would be the clear choice for visual appeal. As a broader scope research resource for undergraduate or graduate students, or for the strongest presentation in natural, social, and political sciences, Hund's work would be an excellent choice and is recommended.—*Lisa Euster, Reference Librarian, Brooks Library, Central Washington University, Ellensburg, Washington*

The Brain, the Nervous System, and Their Diseases. Edited by Jennifer L. Hellier. Santa Barbara, CA: Greenwood, 2015. 3 vols. Acid free $294 (ISBN: 978-1-61069-337-0). Ebook available (978-1-61069-338-7).

Jenniefer L. Hellier's *The Brain, the Nervous System, and Their Diseases* fulfills its purpose as a single, comprehensive resource that covers all aspects of the brain, nervous system, and the diseases effecting these organ systems. The text is easy to navigate: entries are listed alphabetically and by topic. A detailed index is also provided at the end of volume 3. The 333 entries vary in length from several paragraphs to multiple pages and include "see also" references and lists of further readings. Images, tables, charts, and graphs are provided when available. A list of recommended resources at the end of the encyclopedia provides only eight resources; however, each entry's own list of further readings makes up for the brevity of this list. The encyclopedia covers a wide range of topics, from the anatomy of the nervous system to the diagnostic tests and treatment for various diseases of the nervous system. Though the encyclopedia is easy to use, the entries are written at a level that may be challenging for

the editor's target audience: high school and undergraduate students and the general consumer. A unique feature of the encyclopedia is the "Experiments and Activities" resource at the end of volume 3. This tool is a collection of various activities and experiments that help to illustrate many of the topics covered in the text. These activities not only benefit the reader but would be an excellent resource for high school or undergraduate instructors in need of lab and other hands-on activities that complement teachings on the brain and nervous system.

An additional strength of the text is the editor. Hellier is an expert in the field of neuroscience, with teaching and research experience. Though Hellier's background is impressive, the authority of the contributors is questionable. The Hellier states that the contributors are "uniquely qualified to speak with authority regarding at least one aspect of the brain, the nervous system, and their diseases" (xxvi), and the backgrounds of the contributors include neuroscientists, neurologists, family physicians, psychologists, and public health professionals. She fails to explain why twenty-four of the seventy-three contributors are undergraduate students, not professionals. This calls into question the authority of the work. A student pursuing his or her bachelor's degree does not possess the same or comparable authority of a neurologist. Due to the questionable authority of the contributors, the encyclopedia is not recommended as a resource for health care professionals or researchers.

Despite this drawback, the text fills a gap in the literature. While Carol Turkington's *Encyclopedia of the Brain and Brain Disorders* (Facts On File, 2009) is more user friendly for the general consumer and high school student, it is not as comprehensive or detailed as Hellier's work. Though the level of detail regarding the brain and neurological disorders in Noggle, Dean, and Horton's *The Encyclopedia of Neuropsychological Disorders* (Springer, 2012) is comparable to Hellier's text, it is a clinical resource written to aid health care professionals in patient care. Hellier provides a balance between both Turkington's and Noggle, Dean, and Horton's encyclopedias. *The Brain, the Nervous System, and Their Diseases* is a comprehensive introduction to neuroscience and neurology that is accessible for consumers and undergraduates. The level at which the text is written in combination with the "Experiments and Activities" resource also makes this resource an ideal teaching tool for high school and undergraduate educators.—*Maria C. Melssen, Medical Librarian, Port Clinton, Ohio*

Comics Through Time: A History of Icons, Idols, and Ideas. Edited by M. Keith Booker. Santa Barbara, CA: Greenwood, 2015. 4 vols. Acid free $415 (ISBN: 978-0-313-39750-9). Ebook available (978-0-313-39751-6), call for pricing.

Comics Through Time: A History of Icons, Idols, and Ideas is an ambitious, four-volume title that "seeks to capture some of the richness" of comics history and "provide information on this history for a wide range of users, from casual fans of comics to professional scholars of the form" (xxiii). Each of the four volumes covers a specific time period, beginning in the 1900s with comic strips and continuing to the present. Just as the volumes cover a broad expanse of time, they also deal with a diverse array of subjects, including comic strips, comic books, comics creators both well-known and obscure (often accompanied by large photographs), comics publishers, and genres such as science fiction and horror. Articles on topics such as the Cold War and religion provide insight into how comics depicted the societal landscape of the time. *Comics through Time* even provides information on the more obscure aspects of comics history such as Tijuana Bibles, which depicted well-known comics characters in bawdy stories.

Each volume has an extensive and incisive introduction and chronology covering the landscape of comics during the period covered by that volume. While the individual entries provide information on specific topics, the introductions give the reader a broader picture of the ups and downs of the comics industry as well as how comics influenced (and were influenced by) the broader culture.

Since the work is organized by time period, each entry covers a given topic only within the specific period covered by the volume; therefore many subjects, publishers, and creators are given multiple entries throughout the volumes. For example, Will Eisner, whose career spanned from the 1930s until his death in 2005, is given entries in all four volumes. An index ensures that readers will be able to locate all entries for a given topic or creator.

A minor weakness of the work is that a few notable creators, while mentioned in various places, do not receive entries of their own. For example: Carmine Infantino, who became one of the most notable DC Comics artists of the Silver Age for revitalizing the Flash and Batman, and eventually became the company's publisher, is mentioned in various entries and a sidebar but is not given a proper entry of his own.

Recent years have seen the publication of several valuable comics reference works, such as Beaty and Weiner's *Critical Survey of Graphic Novels* series (Salem Press 2012–13). Libraries that have found that series to be a useful resource for patrons should also purchase *Comics through Time*. The two works are similar in scope but each provides a good amount of unique information, so the two titles complement each other nicely.—*Edward Whatley, Instruction and Research Services Librarian, Georgia College and State University, Milledgeville, Georgia*

Drugs in American Society: An Encyclopedia of History, Politics, Culture, and the Law. Edited by Nancy E. Marion and Willard M. Oliver. Santa Barbara, CA: ABC-CLIO, 2015. 3 vols. Acid free $294 (ISBN: 978-1-61069-595-4). Ebook available (978-1-61069-596-1), call for pricing.

Drugs in American Society: An Encyclopedia of History, Politics, Culture, and the Law fills a hole in reference resources that examine the breadth of drugs' impact on American Society.

There are other works that address the topic directly, such as *Drugs in American Society* by Erich Goode, currently in its 8th edition (McGraw-Hill, 2012), but that work does not match the scope of this new encyclopedic set.

Drugs in American Society: An Encyclopedia of History, Politics, Culture, and the Law contains a table of contents, a guide to related topics, and a chronological list of significant events in drug and alcohol use through history ranging from 5000 BCE to 2013. There are 468 articles in three volumes, with limited illustrations and pictures. Also included is an appendix containing primary documents related to drug use in America, and an index. The articles are arranged alphabetically, and are encyclopedic in nature. Article length varies slightly, most articles are approximately 1–2 pages long. All articles include related topics and suggestions for further reading. The audience for this work is anyone with an interest in learning about any aspect of drug use, be it manufacture and composition, physical effects on the body, laws and court decisions, public figures affected by drugs or alcohol, or trends in drug use.

The scope of *Drugs in American Society: An Encyclopedia of History, Politics, Culture, and the Law* is to describe aspects of drugs, drug use, and drug abuse that have affected American society. It accomplishes this task well, covering a wide array of topics under that umbrella. It is thorough, but not exhaustive, so supplemental works should be considered in collection development. The guide to related topics at the beginning of each volume is very convenient. There is an extensive appendix containing primary documents related to drug use in America. The articles featuring celebrities humanize the struggles American society has had with drug abuse. That being said, the inclusion of celebrities appears to be a mechanism for expanding the audience. Those included seem chosen because they died as a direct result of drug or alcohol abuse, and arbitrarily chosen, as it does not include an exhaustive list of celebrities who died from overdoses or alcoholism. No mention is made of celebrities who have publicly battled addiction who appear to be winning the fight.

I would recommend purchasing *Drugs in American Society: An Encyclopedia of History, Politics, Culture, and the Law* for lower-level undergraduates.—*Abigail Creitz, Technical Services Librarian, Vincennes University, Vincennes, Indiana*

Famous Assassinations in World History: An Encyclopedia. By Michael Newton. Santa Barbara, CA: ABC-CLIO, 2014. 2 vols. Acid free $189 (ISBN: 978-1-61069-285-4). Ebook available (978-1-61069-286-1), call for pricing.

Famous Assassinations in World History: An Encyclopedia includes two volumes of 266 entries of assassinations and attempted assassinations of world political leaders from 465 BCE to 2012. Notable names include John F. Kennedy, Abraham Lincoln, Adolf Hitler, Benazir Bhutto, Rasputin, and Osama bin Laden. The only nonpolitical person included is John Lennon, included because of his sociopolitical involvement toward the end of his life. Four entries are included on organizations involved in multiple assassinations such as the Ku Klux Klan. The entries, arranged alphabetically, include a description of the assassination, a profile of the victim, and an explanation of how the assassination or attempted assassination effected politics and society of the time.

Similar works include *Encyclopedia of Assassinations* by Carl Sifakis (Facts on File 2001), *Assassinations and Executions: An Encyclopedia of Political Violence, 1900 through 2000* by Harris M. Lentz III (McFarland 2002) and *Assassinations and Executions: An Encyclopedia of Political Violence, 1865-1986* also by Harris M. Lentz III (McFarland 1988). While these works share some of the same political martyrs, there are enough unique features to warrant the purchase of *Famous Assassinations* for those with collections in the area of history or politics.

Twenty-three primary documents, arranged chronologically, are included with entries ranging from a letter of Brutus to Cicero on Caesar's assassination in 43 BCE, and official messages and correspondence relating to the shooting of President Lincoln, to excerpts from the Warren Commission Report on the assassination of John F. Kennedy and the Brady Handgun Violence Prevention Act that resulted from the attempted assassination of President Reagan. An appendix includes a timeline of an additional 486 cases not included in the text because of space limitations. Recommended for academic and public libraries.—*Rachael Elrod, Head, Education Library, University of Florida, Gainesville, Florida*

The Great American Mosaic: An Exploration of Diversity in Primary Documents. Edited by Gary Y. Okihiro. Santa Barbara, CA: Greenwood, 2014. 4 vols. Acid free $415 (ISBN: 978-1-61069-612-8). Ebook (978-1-61069-613-5) available, call for pricing.

Gary Y. Okihiro's edited collection of primary documents, *The Great American Mosaic*, is a conventionally formatted ABC-CLIO sourcebook of historical materials divided between four volumes, one of each focusing on the experiences of African Americans, Asian Americans, Latino Americans, and Native Americans. A set that also included a volume focused on the experience of Muslim Americans might have increased the impression of timeliness to the work as a whole, but such an identity-based assignment would not have gelled with Okihiro's geographically based organization, the logic of which he explains tautly in a general introduction to the set.

The most unique value of this set comes from its four individual volume editors, each of whom contributes a, introductory essay to their volume along with brief introductions prefacing every primary source document entry, which help provide insight and historical context. Most of the volumes follow a similar chronological organizational scheme and scope. Lionel Bascom's volume on the African American experience covers from Briton Hammon's individual narrative of the Revolutionary War era through Barack Obama's address to reporters in the aftermath of the Trayvon Martin case. James

Seelye's American Indian Experience volume begins with Native American creation folk stories and continues through the imperialist bloodshed of the eighteenth and nineteenth centuries to a modern era from 1974 to the present, which he coins "coexistence." Guadalupe Compean's volume on the Latino American experience similarly begins with writings of the earliest Spanish colonialists through to sources on such contemporary issues as immigration law, the battle over ethnic studies in academia, and the DREAM Act. The lone exception is Emily Robinson's volume on the Asian American and Pacific Islander experience, which she navigates by nation of origin to include sections on Chinese, Japanese, and Korean Americans as well as Cambodian, Filipino, Indonesian, and Vietnamese Americans, to name but a few more. Each volume contains a selective bibliography and an extensive keyword index.

Perhaps unsurprisingly, a majority of the original primary sources reprinted here tips toward government documents and other materials that fall outside of copyright into the public domain. The question then becomes not one of whether the primary sources contained therein hold value but whether the chosen format of delivery of these sources has begun to outlive its utility. If students are provided basic citation information for many of these primary sources and they are readily discoverable on the web at the Government Publishing Office, the National Archives, or a variety of university open-access digitization projects, then that is where the Google generation is most likely to encounter them first. This may also help explain why more directly comparable multivolume works like Lehman's *Gale Encyclopedia of Multicultural America* (Gale, 1999) are more than ten years old while more recently published comparable works—Bean's *Race and Liberty in America: The Essential Reader* (University Press of Kentucky, 2009) or Baylor's *The Columbia Documentary History of Race and Ethnicity in America* (Columbia University Press, 2004)—are more concentrated single volumes that emphasize original commentary supplemented by a more targeted range of primary source material. Consequently, its scope makes *The Great American Mosaic* best suited for smaller or general collections.—*Chris G. Hudson, Associate Director for Collection Services, Olin and Chalmers Library, Kenyon College, Gambier, Ohio*

Health Under Fire: Medical Care During America's Wars. Edited by James R. Arnold. Santa Barbara, CA: Greenwood, 2015. 274 pages. Acid free $89 (ISBN: 978-1-61069-747-7). Ebook available (978-1-6109-784-4), call for pricing.

Health Under Fire: Medical Care During America's Wars focuses on US conflicts and wars starting with colonial conflicts (pre–US) and ending with wars in the Middle East and Afghanistan. This historical reference highlights connections between war and health. It traces the evolution of medical practices during times of war. *Health Under Fire: Medical Care During America's Wars* not only looks at the unique health challenges during times of war, but also looks at medical advances made during these times in history.

Each chapter focuses on one conflict or war. The chapters are all arranged in the same way, with three sections. The first section is an introduction and provides an overview of the conflict or war. The second section, "Entries," is cross-disciplinary, examining historical topics of interest in the military, medicine, and health and wellness during the time period of the war. For example, a few of the entries in the chapter for the Civil War are "Clara Burton" and "Hospital Trains," with many others. Entries in the chapter for the "Wars in the Middle East and Afghanistan" range from "Biological Weapons and Warfare" to "Gulf War Syndrome" to the "Veterans Heath Care Act of 1992." Each individual entry ends with a list of references for further reading. I believe the last section, "Documents", is what sets *Health Under Fire: Medical Care During America's Wars* apart. This sections features primary source documents, which include doctors' reports, patent information, and eyewitness accounts, just to name a few. Adding these primary-source documents to the chapters helps bring the conflict or war to life.

I looked at two other related sources. The first was Jack E. McCallum's *Military Medicine: From Ancient Times to the 21st Century* (ABC-CLIO, 2008.) This source is set up like an encyclopedia with all entries alphabetized. The entries also all end with a reference list. Topics are not grouped to a specific war or conflict like they are in *Health Under Fire*. So for example in McCallum's work, "Hospital Trains" is listed between "Hospital Ships" and "Human Experimentation," neither of which were important during the Civil War, where trains were discussed in *Health Under Fire*. This source would be helpful if you were just looking for one topic and you're not necessarily looking at other topics regarding a particular war or conflict.

I also looked at Richard A. Gabriel's *Between Flesh and Steel: A History of Military Medicine from the Middle Ages to the War in Afghanistan* (Potomac, 2013). This source is also set up chronologically, but by century. It looks at US armies, and well as British, Russian, French, and German armies. This source takes a broader look at the evolution of military medicine, as opposed to looking specifically at each conflict or war.

Between the sources I looked at, I really liked *Health Under Fire: Medical Care During America's Wars*. The format was easy to use and organized in a clear manner. As mentioned earlier, the primary source documents really set this source apart from others. This book would be a welcomed addition to undergraduate libraries and medical school libraries.—*Mina Chercourt, Head of Cataloging and Metadata, Grasselli Library and Breen Learning Center, John Carroll University, University Height, Ohio*

Muhammad in History, Thought, and Culture: An Encyclopedia of the Prophet of God. Edited by Coeli Fitzpatrick and Adam Hani Walker. Santa Barbara, CA: ABC-CLIO, 2014. 2 vols. Acid free $189 (ISBN: 978-1-61069-177-2). Ebook available (978-1-61069-178-9), call for pricing.

Countless encyclopedic works have been published recently on Islam, some covering the subject broadly and

others tackling discrete topics within the religion. This reference set is entirely unique in that it approaches Islam through the lens of the Prophet Muhammad's life and theological and historical place within the religion and wider world. The book contains roughly 170 entries listed alphabetically and there is also a "Guide to Related Topics" section, which groups the entries into subject areas such as "Culture," "Ethics and Philosophy," and "Other Religions and the West." The entries are superbly researched and easy to read, covering topics as far ranging as "Pluralism," "Caliphate and Imamate," "Family," and "Depiction of the Prophet." The latter being a rather timely topic. In fact, there is a longer, related entry titled "Images," delving into iconography of the Prophet.

Other features of the work include a short chronology and an extensive index of mor than sixty pages, which together allow the reader to understand the time frame of events being discussed as well as easily locate, people, places, and sub-topics within the work. There is also a bibliography and a very short glossary that seems incomplete at best. For instance, all five pillars of the faith are listed accept the first one, *shahada*, or declaration of faith. Another oddity of the encyclopedia is that the Qur'an and *hadith* (sayings of the Prophet) seem to have been arbitrarily mined for material at times. Although interesting and illustrative of the granular nature of Muhammad's influence on all aspects of Islamic life and culture, it is a curious choice to provide entries for "Bandits," "Honeybee," and "Toothbrush," which seem arbitrary and out of place compared to the other headings. A hundred similarly narrow topics might have been explored, why these?

Despite some omissions and peculiarities along the way, this is an important work that provides a rare focused look at the Prophet Muhammad for beginning researchers of Islam. Recommended for all academic libraries.—*Brent D. Singleton, Coordinator for Reference Services, California State University, San Bernardino, California*

Oil: A Cultural and Geographic Encyclopedia of Black Gold. Edited by Xiaobing Li and Michael Molina. Santa Barbara, CA: ABC-CLIO, 2014. 2 vols. Acid free $189 (ISBN: 978-1-61069-281-7). Ebook available (978-1-61069-272-4), call for pricing.

In the winter of 2015, as this review is being written, the price of gasoline is plummeting in the United States and what this will mean for the individual, community, and country for the immediate future but also in years to come is unknown. There are a wide range of implications in politics, economics, and international relations as well as effects on what the individual pays for everyday groceries. It is therefore important that libraries provide their communities with the resources that include information and discussion on how energy and its monetary value interact with society.

In *Oil: A Cultural and Geographic Encyclopedia of Black Gold*, editors Xiaobing Li and Michael Molina have gathered fifteen researchers and academic writers to create a two-volume reference work on "the most important and widely used source of energy in the world" (xiii). Volume 1 has 146 topical entries on key concepts, events, and individuals relevant to petroleum production and consumption while volume 2 provides 79 geographic entries of countries involved in the oil industry. The signed entries (2–4 pages long) are listed alphabetically, complimented by black-and-white photography and completed by individual lists of references. Volume 2 also includes a selected bibliography and a general index.

In their very informative introduction, Li and Molina explain that *Oil* "provides not only the facts but also a new approach to these important questions by examining issues through historical, cultural, geographic, and political perspectives" (xx). It is this new encyclopedia's interdisciplinary approach that makes it such a valuable resource by giving a broader context to oil in human society. As *Oil* takes such a unique and wider perspective on oil production, there is no reference title for comparison, but this reviewer recommends this reference title as a relevant addition to any public or academic library.—*Paul MacLennan, Government Documents Coordinator, CSU–East Bay Library, Hayward, California*

Russia at War: From the Mongol Conquest to Afghanistan, Chechnya, and Beyond. Edited by Timothy C. Dowling. Santa Barbara, CA: ABC-CLIO, 2014. 2 vols. Acid free $189 (ISBN: 978-1-59884-947-9). Ebook available (978-1-59884-948-6), call for pricing.

This work joins a growing number of "country at war" titles from the same publisher, including China, Germany, Japan, and Mexico. Dowling, professor of history at Virginia Military Institute and published military history author, has assembled a large international group of authoritative contributors. The encyclopedia "fulfills two important functions: it explicitly serves as a reference for the Russian and Soviet martial past, and it implicitly serves as entrée to a non-English-speaking military culture" (xxxvii). The two volumes contain more than six hundred signed entries. Most average 1–3 pages, although a few run to 10 pages or more. There are numerous black-and-white photos and other illustrations, as well as thirty-thre maps distributed throughout the volumes. A brief further-reading list follows each entry, along with "see also" references as needed. The arrangement is well designed. The straight A–Z order is supplemented by an entry title list with page numbers for quick lookups, followed by a guide to related topics that breaks out the contents by broad categories, including "Individuals," "Events," "Ideas, Movements, and Policies," "Organizations," and several others. Closing out volume 2 are a chronology, an extensive bibliography, list of contributors, and detailed index. The bibliography is arranged by historical period, subdivided into major themes (plus general works) under each.

This encyclopedia's chief strength is the breadth of coverage and editorial policies. Time coverage extends from the thirteenth century to the present, and the content

encompasses numerous topics beyond military history in the narrow sense. Strategic and geopolitical aspects are well covered, and the articles focusing on individuals treat governmental and political leaders as well as military leaders. Considerable emphasis is placed on cultural factors—both within the Russian/Soviet military and more generally—and how these help to explain the strengths and weaknesses in the armed services that have persisted over time. This is all explained very well in the lengthy forward by Bruce Menning, whose erudite discussion of the main themes lends great insight to readers seeking context for topics of interest. The broad subject coverage cited above does not unduly sacrifice depth, since although the articles are not lengthy, they manage to convey the most important material while referring those who want more information to the bibliography and further-reading lists.

This reviewer could locate no comparable works. Ray Bonds' *The Soviet War Machine: An Encyclopedia of Russian Military Equipment and Strategy* (Hamlyn, 1977) is a one-volume, heavily illustrated encyclopedia that, although it does have accompanying explanatory text, mostly focuses on detailed description of hardware and equipment. A very similar work (having some overlapping content with the Bonds title) is Stewart Menauo's *The Illustrated Encyclopedia of the Strategy, Tactics, and Weapons of Russian Military Power* (St. Martin's, 1980). Both are just short of 250 pages. Beyond being badly outdated, the cultural, historical, and political aspects covered in the Dowling work are only treated in passing. A much more ambitious reference work is found in David R. Jones' *The Military-Naval Encyclopedia of Russia and the Soviet Union* (Academic International, 1978–). Its eight volumes feature extensive, in-depth articles, some of which are more than one hundred pages. It is thus deeper but narrower in scope compared to Dowling. Unfortunately, despite taking twenty years (1978–98) to complete the volumes published thus far, no additional volumes seem to have come out since 1998, and that eighth volume had not yet completed the "A" alphabetic entries.

Russia at War sets an example for other publishers and editors to emulate. Strongly recommended for all libraries.—*Michael L. Nelson, Collection Development Librarian, University of Wyoming Libraries, Laramie, Wyoming*

Sweet Treats around the World: An Encyclopedia of Food and Culture. By Timothy G. Roufs and Kathleen S. Roufs. Santa Barbara, CA: ABC-CLIO, 2014. 623 pages. Acid free. $100 (ISBN: 978-1-61069-220-5). Ebook available (978-1-61069-221-2).

What do Torments of Love, Lady's Upper Arms, Sigh of a Lima Woman, and Little Spiders have in common? They are all sweet treats featured in this encyclopedia authored by the Roufs. Timothy Roufs is a cultural anthropologist who teaches food-related courses at the University of Minnesota, Duluth while Kathleen Roufs is emeritus director of advising and retention at the same university. The preface states that the volume "explores this myriad feast of sweets with an emphasis on an anthropological approach that focuses on foods in a holistic, historical, and comparative manner" (xix). The introduction goes into detail about humans' love for sugar, fat, and salt. The types of sugar are described such as fructose, sucrose, and glucose as well as artificial sweeteners such as aspartame and saccharin. The authors outline the history of sugar sources from chocolate to sugarcane to honey. The introduction ends with the prospect of creating sweet treats with a 3-D printer filled with cartridges of marzipan, chocolate, and other pastes.

The book starts out with a list of entries of countries in alphabetical order. Many countries are grouped together by region. For example, Southeast Asia includes Cambodia, Laos, Myanmar, and Vietnam while the Horn of Africa is made up of Djibouti, Eritrea, Ethiopia and Somalia. After the entries comes an index of recipes for sample sweets from each country or region.

The articles are arranged alphabetically from "Afghanistan" to "West Africa" and range in length from a few paragraphs to several pages. The articles all start with a very brief introduction to the history and facts of the country and end with a list of further readings. The first line to the entry on "Switzerland" is "Milk, Chocolate, Swiss." The Swiss consume about half of what they produce in chocolate. The word sugar comes from the Indian Sanskrit *sarkara*, meaning gravel or sand. Dates, figs, honey, and nuts are important in Middle Eastern cultures. Fresh fruit is the dessert of choice in most of Africa. Some countries only eat sweets for religious holidays. There is a Thai Dessert Museum in central Thailand that chronicles the seven-hundre-year history of sweet stuff. The reader's mouth will be watering as sweet after sweet is described.

The listing of readings includes articles, books, and websites. Within articles are insets of photographs with captions or terms with definitions. The authors were not able to go into depth about sweets in each country but do a nice job of giving the reader a taste of each country's cultural food.

There are more than two hundred recipes at the end of the volume, followed by an extensive index. A fun read that is appropriate for public libraries and those libraries with food-related collections.—*Stacey Marien, Acquisitions Librarian, American University, Washington, DC*

Women's Rights in the United States: A Comprehensive Encyclopedia of Issues, Events, and People. Edited by Tiffany K. Wayne. Santa Barbara, CA: ABC-CLIO, 2015. 4 vols. Acid free $415 (ISBN: 978-1-61069-214-4). Ebook available (978-1-61069-215-1), call for pricing.

I have found *Women's Rights in the United States: A Comprehensive Encyclopedia of Issues, Events, and People* to be a well-organized, comprehensive, and useful resource. Since Ursuline College is a women-focused institution, the library tends to keep an eye trained on titles on topics like women's rights. Our reference collection includes multiple resources on

women's rights; however, we own nothing quite as sweeping in scope while still being focused on women in the United States. Ursuline recently acquired *Women's Rights: Documents Decoded*, also published by ABC-CLIO (2014). While at first I was concerned that there might be excessive overlap in content between the two, I happily discovered that these two resources will be a nearly perfect complement to one another. For example, while *Women's Rights in the United States* provides much information on Margaret Sanger and her birth control activism as well as primary documents including some treatises she wrote, *Women's Rights: Documents Decoded* provides her original statement on birth control to the US Senate subcommittee in 1932 along with commentary and discussion.

Each of the four volumes covers a time period: 1776–1870, 1870–1950, 1950–90, and 1990–present. Each volume includes an introduction that highlights important events, controversies, and changes, including those encompassing political, social, and popular culture spheres, occurring during the period. I anticipate that the introductions will prove useful to students who are looking to situate a particular incident or figure into the historical period that shaped it. Necessarily, feminism takes center stage in volumes 3 and 4. When I first began surveying this resource, I must admit that I was concerned that this may not be accessible for undergraduates. I discovered that the introductions provide enough information about the "waves" of feminist thought and the theories and theorists that exemplify each yet they never cross the line into unnecessary specificity that would only serve to confuse a student only just becoming familiar with feminist thought.

Individual entries range from one to five pages, depending on the complexity of the topic. At the beginning of each volume, readers will find a list of the alphabetically organized entries labeled by page number, and a list of primary documents labeled by date. This will make the set particularly easy to use, even for students with little to no library experience. Each volume's introduction and each individual entry also includes a generous further reading section that will prove useful for outside research. I find this set so useful, easy to use, and surprisingly thorough that I believe that it will become popular with any and all students doing research on women's rights in the United States. This set would be a good addition to libraries serving high school, undergraduate, and possibly even graduate populations.—*Anita J. Slack, Reference and Instruction Librarian, Ursuline College, Pepper Pike, Ohio*

World War I: The Definitive Encyclopedia and Document Collection. Edited by Spencer C. Tucker. Santa Barbara, CA: ABC-CLIO, 2015. 5 vols. Acid free. $520 (ISBN: 978-1-85109-964-1). Ebook available (978-1-85109-965-8), call for pricing.

This past summer marked the one hundredth anniversary of the outbreak of the First World War. It is likely not a complete coincidence that numerous publishers are taking this opportunity to publish various monographs and reference sets to coincide with this occasion. The boldly titled *World War I: The Definitive Encyclopedia and Document Collection* has recently come to publication and achieves the lofty proclamations of its title.

One of the most obvious features of this set is its impressive size. Spanning five volumes and much more than two thousand pages, the depth of coverage is staggering. Tried as I might, I simply could not stump this reference set. Everything from lesser-known skirmishes, like the Battle of the Drina River, to essential topics, like the Schlieffen Plan, are included. Most entries run two to four pages in length, but entries of particular importance can expound for upwards of ten pages. Each entry features a short bibliography of further readings that can easily connect scholars to additional, relevant sources, which is an always-coveted feature of a quality reference set. Entries are well written, easy to understand, and are often enriched with illuminating black and white images.

The entire fifth volume in this set is made up solely of primary documents related to the conflict. This volume of documents, of which there are more than two hundred, is organized chronologically into eleven sections. Each document is preceded by an introduction to the source, where the source is given historical context and how it is relevant to the study of the Great War. Most impressive of all is the comprehensive timeline that encompasses the documents. The first section of documents, for example, includes documents dating back to the mid-nineteenth century, while the last section includes documents that date well into the 1920's. This reference set's ability to thoroughly frame the study of the First World War with significant primary documents both preceding and following the conflict itself is quite exceptional, and will serve as near essential reading for any scholar looking for a deeper understanding of the war.

While its title may set lofty expectations for itself, it by no means goes over the top. The scope of topics covered is remarkable. The readability of each entry, combined with the ever-useful and always-included bibliography, impresses. That the entire fifth volume, dedicated solely to primary documents that span many years both before and after the war, is both exceptional and one of this set's most impressive features. The appeal of this set for scholars of the Great War will surely be limitless. This encyclopedia should be considered essential for any academic library.—*Matthew Laudicina, Reference and Instruction Librarian, Sojourner Truth Library, State University of New York at New Paltz*

The World's Population: An Encyclopedia of Critical Issues, Crises, and Ever-Growing Countries. By Fred M. Shelley. Santa Barbara, CA: ABC-CLIO, 2015. 407 pages. Acid free $89 (ISBN: 978-1-61069-506-0). Ebook available (978-1-61069-507-7), call for pricing.

The introduction to *The World's Population* states that its purpose is "to address population-related questions in hopes

of shedding light on relationships between population issues and other major problems of contemporary and future global concern" (xv). The preface, which provides an overview of traditional demography, presents questions: "How many people live on the earth today? How has this number of people changed in the past? Will the number of people currently living on the earth continue to rise as it has in recent decades? How many people can the earth support? Why do people move from place to place?" (xi). The preface also notes that the entries reflect "the basic questions associated with demography, including measurements of births, deaths, and changes in numbers of births and deaths historically as well as in the present day" (xii); "how many people move from place to place and the reasons underlying this movement" (xii); "how natural disasters, famines, and means of economic production affect populations" (xii); "well-known individuals who have made important contributions to the study of demography" (xii); "organizations that deal with population-related questions" (xii); individual places, including countries and large metropolitan areas or megacities; "texts of statements made by leaders of organizations and excerpts taken from the work of scholars whose research is important to the history of demographic thought" (xiii); and "links to numerous demography-related websites as well as to books and articles that provide further insight" (xiii). While all of this is undoubtedly important, it proves ambitious for one volume.

The *Encyclopedia* is divided into four parts: Entries, Countries, Cities, and Documents, followed by a select bibliography and an index. After each of the entries in parts 1–3 is a "see also" section as well as lists of further readings, many of which are web addresses. The entries in part 1 range from the very general, such as "Natural Resources and Population," to the very specific, such as "The Berlin Wall." Relevant organizations are included, as are key demographic terms. Well-known individuals in the field of demography, primarily historical, also appear. Despite the broad range of intended topics, most are covered in part 1, although some of the more complex ones just superficially. The national entries in part 2 include "all of the more than 30 countries around the world with populations of more than 40 million" (xii). They are presented in descending order of population, both in the contents as well as in the body of the text. The same is true for the thirty large metropolitan areas or megacities in part 3. While the actual content of these entries is useful, an alphabetical list somewhere in the text would have been helpful. Part 4 the documents section, contains just thirteen items, and the selection criteria are unclear. The selected bibliography, with just nineteen citations, is too brief to be particularly useful.

Comparing this publication with other population encyclopedias proves challenging because this volume spans such a variety of disciplines: demography, geography, health policy, history, etc. Demeny and McNicoll's *Encyclopedia of Population* (Macmillan, 2003), for example, is narrower in scope yet the entries have more depth. Given its broad range and concise entries *The World's Population: An Encyclopedia of Critical Issues, Crises, and Ever-Growing Countries* is recommended for secondary school collections, colleges serving undergraduates, and public libraries.—*Joann E. Donatiello, Population Research Librarian, Donald E. Stokes Library, Princeton University, Princeton, New Jersey*