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

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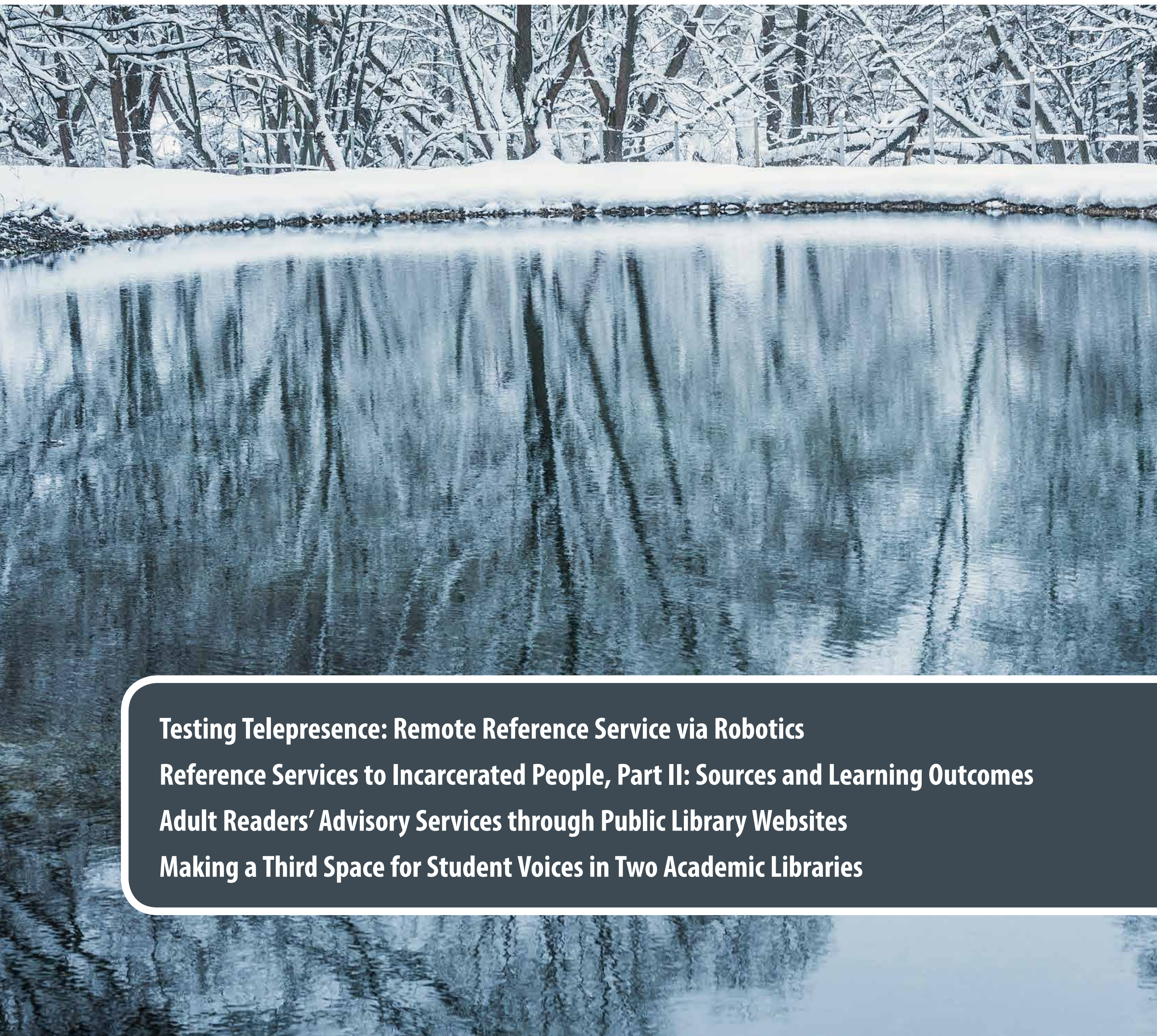

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Autumn Thank Yous

Barry Trott

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With the coming of holidays it is always a good time to reflect thankfully on the collaborative nature of the work that makes it possible to get out a journal such as *RUSQ*. First off, I would like to thank the members of the *RUSQ* editorial board. The board members are the first readers of submissions to the journal and I appreciate their thoughtful reviews and suggestions for ways to improve articles. Without their work, the journal would not offer our readers the quality in breadth and depth of feature articles that support and move the profession forward. The board members also help guide the journal's policies and procedures, offering thoughtful suggestions and ideas for improving both content and processes. For volume 54, the editorial board members were Jenny S. Bossaller, Heidi LM Jacobs, Kate Kosturski, Scott Seaman, Carol Singer, Nicolette Sosulski, Laurel Tarulli, David A. Tyckoson, Chiang A. Wang, and Neal Wyatt.

In addition to the board, I rely on a slate of reviewers who can fill in when needed to look at articles that require specialized knowledge or when board members are not available to review a submission. Over the past year, the following reviewers have generously given of their time and talents: Curt Asher, Chris Avery, Danielle Ball, Susan Burke, Kathleen Kern, Elizabeth Kline, Elizabeth Marshak, Neil Hollands, Mary Popp, Joyce Saricks, Karen Sobel, Molly Strothmann, and Tammy Voelker.

The column and review editors consistently bring thoughtful and engaging pieces to *RUSQ* readers. The columns are an essential piece of the journal offering ideas and advice for practitioners, and the reviews of professional and reference materials keep readers alert to what is new and important in the field of reference and user services. I would like to thank the column and review editors for their excellent work in recruiting authors and marshaling pieces through the publication process. The column and review editors for volume 54 were Karen Antell, Nicloe Eva, Aimee Graham, Eric Phetteplace, Kelly Myer Polacek, Marianne Ryan, Erin Shea, Laurel Tarulli, and Tammy Voelker. I would also like to extend a farewell to Kelly Myer Polacek, who will be leaving the journal after issue 55:3. Kelly has served as editor of both the Alert Collector and Information Literacy and Instruction columns during her time with *RUSQ*. In both cases the columns presented interesting and sometimes challenging ideas to our readers.

Getting a journal to publication, whether print or digital, is a big task, and there are many people whose work is essential to *RUSQ* whose names do not appear in the bylines. Tim Clifford at ALA Publishing is responsible for layout, typesetting, and keeping me straight on tricky questions of grammar. The staff of the RUSA Office, Executive Director Susan Hornung, and Marianne Braverman, Andrea Hill, and Leighann Wood, all help keep *RUSQ* funded and promoted to our readers. I would like to thank all of these folks without whom the job of editor would not be possible.

Finally, I would like to thank the members of the library profession who take the time to submit pieces to the journal. Putting your thoughts in writing is a scary business, and sending them out for others to judge is doubly so. Although we cannot print everything we receive, we do read each submission carefully, knowing that a lot of effort has already gone into getting it to us. As I have said before, the collaborative nature of the library profession and the willingness of its practitioners to share ideas is one of our strengths.

So as 2016 approaches, I wish all of our readers the best in the coming year and hope that you will continue to find *RUSQ* a useful resource to inspire new ideas, challenge old ways of thinking, and shape the future of reference and user services.

Revisiting Library as Place

Balancing Space Planning Priorities by Focusing on Core Purpose

Anne M. Houston, RUSA President 2015–16

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My library's new book shelf recently featured a striking new book edited by Manuela Roth, *Library architecture + design*,[1] which includes color photos of new library spaces from around the world. I'm sure that other librarians share my enthusiasm about the design of library buildings and find pleasure in looking at library spaces while analyzing the design choices made in constructing new or reconstructing old libraries. We have a longstanding tradition of library spaces being beautiful as well as utilitarian, as evidenced by many websites featuring "most beautiful libraries in the world" (just Google this phrase for several Internet lists). We want libraries to fill our aesthetic desires perhaps because we spend so much time in them. Libraries are places to come and linger, and so we expect them to have spaces that are nice to look at as well as functional. The grand reading room is one manifestation of this, where users work intently at wood tables in a classically designed space, as is the colorful, happy children's room which conveys to children the joy of reading. In both cases, the design encourages the activity done in the room. For librarians, a successful space combines the beautiful with the functional: we enjoy architectural excellence but also seeing the choices made by architects and other librarians for how space will be utilized to meet user needs and fulfill the library's mission to its community.

As many of the photos in Roth's book illustrate, there has been a well-documented shift in recent years toward the user-centric library in which the balance of space is moving away from collection storage and toward space enabled to meet other user needs. Collections storage has been freed through technology-enabled resource sharing and offsite storage and libraries have turned more to a focus on users both in formal and informal ways. User experience and assessment librarians work with specific techniques to understand, analyze, and improve virtual services and physical spaces. These changes add up to a radical rethinking of library space and present a provocative new challenge for architects and designers.[2] Now that library space has been freed from the dominance of collections space, infinite possibilities exist for defining the user experience within the library building.

But as we add more space for users and strive for the best possible user experience, do we run the risk of scope creep by trying to fill more and varied user needs than the library space can accommodate? In academic libraries the Learning Commons aims to create a seamless student experience by consolidating services for one-stop shopping: technology support, career services, dining, and tutoring services alongside library services such as reference and access to collections. The library's position as neutral multidisciplinary space can make it a coveted place for other campus units, especially when renovation or building projects place all possibilities on the table. Scott Bennett talked about academic libraries as places of learning,[3] but as all campus functions contribute to learning in some way, "the library as learning lab" perspective is alone not sufficient criteria for allocating space. What distinguishes the library from other learning spaces on campus? I'm less familiar with public libraries but I'm guessing that they face similar questions and difficult demands on their spaces as well, if different from those pressing on the college or university library. We may be flattered that everyone wants to be situated in the library, but how do we learn to say no to some uses and determine which to prioritize? As libraries transform themselves from book warehouses to places for users, how do we define what users come to the transforming library *to do*, and how can we avoid saying yes to each and every possible purpose?

One approach is to ask our users themselves. Increasingly, libraries conduct surveys and focus groups to discover what patrons want from their library visit or what they expect to achieve by moving through a library space. We ask what their expected outcomes are when visiting a library, and what about the library space results in a successful or unsuccessful visit. Some responses are as expected: users come to access materials, ask for help with research or reference questions, utilize technology, or do quiet creative work. As work and learning become more social, users clamor for meeting or group study rooms and spaces for events. The library space is valued for the tangible economic benefit it provides through access to shared resources such as collections and technology. But other uses are less tangible and even have an emotional or psychological component to them. Our users talk about wanting to be in the library atmosphere: they want to be surrounded by books, enjoy "the smell of books," be in a solitary or contemplative place, or be close to others doing work. The library is valued for its atmosphere of studied concentration and its ambiance of seriousness. The library is seen as fulfilling the societal good of self-education, which is both economically advantageous but also deeply tied to notions of the American dream. There's a certain pride in visiting the library and guiding one's own education or personal development. Given these many and varied user desires, it's hard to rely on user feedback alone to determine library space allocation. We may not be able to be all things to all people when the needs and desires are so numerous and varied.

When thinking about library space design, a useful comparison is between libraries and other public institutional spaces such as hospitals and airports, which have a fairly clear purpose. People go to hospitals to get treatment and airports to get from one city to another (though the latter can seem futile at times). It must be comparatively easy to map the user's journey through one of these places, as compared to the less certain space of the transforming library, where the user walking through the door could have more than one purpose, some of them not even clear to the user themself. A colleague of mine compared libraries to national parks, which are equally multifaceted—they exist for conservation, enjoyment, and education, among other things—and have myriad purposes for their users who experience them in different ways and come to them to fulfill different personal needs. I like the library/park analogy even though it is not perfect: national parks have a environmental purpose outside of any immediate user experience of the park itself, while a library without any users would be empty of purpose and not fulfilling any piece of its mission except to exist for future potential users. So if anything, the library space is about an even more complicated user-focused experience than the national park. How do we understand this complicated role and somehow come to a balance of priorities?

These questions are on my mind because my current institution is in the midst of planning a major new library building project. Led by the project architects we are engaging in an inclusive process to surface needs from students, faculty, staff and alumnae, many of whom have given us their ideas for what should go into the new library. The sheer number and inventiveness of the suggestions we've received has been impressive. Among other things, users have suggested colocations of student services, open "lab" spaces for the humanities, "cold spots" where wi-fi and cell service are blocked, and focused mini-collections of materials customized for particular classes. They have asked for better study spaces alongside a significant presence of books for browsing. I do not know how many of these suggestions we will be able to incorporate into our relatively small footprint, so the process of determining criteria for inclusion will be vital. The complexity of the library's use of space can make it seem like all things to all people, making it a locus for every need on campus, and making every idea seem equally appealing.

One way to approach this dilemma is to examine and define the fundamental core purpose of the library as a starting point for making tough choices. A *core purpose statement*, according to James C. Collins and Jerry I. Porras in their 1996 Harvard Business Review article on building a visionary company, is simply "the organization's reason for being."[4] A core purpose doesn't attempt to say what the organization does (and so is different from a mission statement), but states the most fundamental role of the organization which distinguishes it from other institutions, companies, or services. As such, the core purpose shouldn't change much over time; it is what remains consistent about the institution when technologies change. When RUSA engaged in a strategic planning process in 2014–15, consultant Paul Meyer led us through exercises to define our core purpose as an association. You can see the result of these discussions in our final strategic plan, available on the RUSA website. Defining the core purpose consumed several hours of our two day-long strategic planning retreats, as we engaged in sustained, in-depth discussion of why we exist and what role we play within the ALA structure and (more importantly) within the professional lives of our members.

The core purpose exercise was exhausting but necessary, as it now provides a central reference point for setting goals and objectives for moving forward.

A discussion of a library's core purpose can offer a similarly vital reference point for beginning a space planning process, and provide a way to focus the multiplicity of needs and desires into a coherent program of spaces and services. A core purpose statement should succinctly express why the library exists and what role it plays in its community or institution, in terms specific enough to distinguish it from the overall purpose of the community or institution itself. While the final core purpose statement will be different for every library, the process can be informed by discussing the purpose generally of libraries as they transform themselves to meet new demands, tapping into our ongoing discussion of why libraries continue to exist in the digital age. Versions of this discussion sometimes result in digressive answers, such as a list of specific benefits that libraries continue to provide for people, or in the case of space planning, examples of spaces that facilitate new ways of working. While these answers can be useful, they talk around the central question of what a library is really *for*. By developing core purpose, we can make an attempt to answer that fundamental question.

For example, I might suggest a statement like this to describe the core purpose of libraries: *The core purpose of a library is to preserve knowledge and the written word; and make these accessible to the library's users for learning, enjoyment, and creating new knowledge*. I'm fairly happy with this wording, at least as a starting point. I think it captures how libraries curate analog and digital knowledge, literature, and the book as object, and it covers both the learning purpose and the leisure purpose of libraries. If I were engaged in a planning exercise with colleagues, they would probably question parts of my statement: Is it just the "written word" that libraries curate? How do we define knowledge? Are learning and enjoyment two distinct activities? My colleagues would suggest alternative wording, but after some sustained effort we would hope to come to a working statement that we can rally behind. Many permutations of this sort of statement are possible, which will be specific to an institution or location. But regardless of which words we choose, all uses of library space should tie back to or grow out of the library or library unit's core purpose, and ultimately aim to fulfill that purpose.

For example, based on my core purpose statement, I would say that space design should enable learning by facilitating access to, and use of, recorded knowledge without barriers caused by lack of money or technology. This concept of making knowledge accessible may be fulfilled through a range of collaborative spaces offered by libraries for teaching and learning. Spaces for digital humanities/scholarship, GIS and data visualization also fulfill the core purpose of preserving knowledge and making it accessible in various ways, some of which will be new and innovative. Makerspaces utilize knowledge in the purpose of creating new knowledge. The library space as a whole can also be seen as a huge makerspace that supports the maker culture writ large by enabling creation that flows out of the vast body of knowledge preserved in both physical and digital libraries. And the library itself can be a living example of the design thinking principles that it teaches—see the great book *Make Space* from the Stanford d.school for ideas on this.[5]

On the other hand, proposed space uses may stray from the library's core purpose or have an unclear connection to it. One example would be installing a café in an academic library simply to get users through the door, without tying the need for food and drink to the needs of learners. The coffee shop should be designed as a space for respite for those working in the library, or a gathering space for people using the library, not a space where customers drop in, grab coffee and go; and so it should include study and learning spaces similar to those in the rest of the library. Some academic libraries offer or have proposed tutoring or career services in the library, but again we need to be clear about how these connect to our purpose. These may be excellent services to co-locate in the library for the convenience of students, but they should be designed to offer collaborative opportunities with information and research services so that they are integrated with the library's core purpose, not disconnected from it. This isn't to say that some nonlibrary services won't form a part of a final space plan for a building, especially in a campus environment where space is scarce and needs are many. But by knowing our core purpose and keeping it front and center, we can ensure that our final plans don't shortchange the need for a cohesive and vibrant vision of library services going forward.

Focusing on core purpose in space planning has another benefit beyond helping us make choices and balance competing interests. As we're caught up in discussions of the transforming library, we should remember to check in with our core purpose statement periodically to make sure that we're fulfilling the role that we agree to serve within our communities, and allowing this to guide our transformation. Space planning is just one piece of the transforming library, but is often the most tangible one. Going about it right seems more important than ever.

References and Notes

1. Manuela Roth, *Masterpeices: Library Architecture + Design*, updated and rev. ed. (Salenstein, Switzerland: Braun, 2015).
2. For one excellent description of how a library has redefined its space, see Charlie Bennett et al., "Reimagining the Georgia Tech Library," 2014, https://smartech.gatech.edu/handle/1853/51712.
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4. James C. Collins and Jerry I. Porras, "Building Your Company's Vision," *Harvard Business Review* (September–October 1996), https://hbr.org/1996/09/building-your-companys-vision.
5. Scott Doorley and Scott Witthoft, *Make Space: How to Set the Stage for Creative Collaboration* (Hoboken, NJ: Wiley, 2012).

Unanticipated Career Change

Your Mission, Should You Choose to Accept It . . .

Aleteia Greenwood

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Few among us can't relate to the well-worn saying, "Life is what happens to you while you're busy making other plans."[1] For many of us, this applies as much to our professional lives as to our personal ones. Career paths are not always linear; in fact, they are often serendipitous or circuitous routes that bring exciting challenges our way, help us develop new interests, and take us to places we never dreamed we'd be. In this reflective column, Aleteia Greenwood shares the story of the transcontinental journey she made, traversing the disciplinary spectrum in tandem. Her insights underscore the rewards of taking chances and being open to possibilities, and the meaningful opportunities that come from doing so.—*Editor*

I absolutely did not *plan* a career trajectory to be the head of a large sciences library. With a team of twenty-eight librarians and support staff, we serve the circulation, information, reference, research, and teaching needs of seven faculties and more than fifty departments, schools, and research centers, in applied science, physical, ocean and earth sciences, medicine and allied health, pharmaceutical science, dentistry, land and food systems, and forestry—roughly half of the University of British Columbia (UBC) Vancouver campus enrollment.

In thinking about how I arrived at this point in my career I am struck by how often outside variables impact a career, and how it is possible to be in a position without actually setting one's sights on that exact job. In my case, I had no intention of becoming a manager when I graduated from library school. Other than wanting to work in libraries, a primary reason I pursued a Master of Library and Information Sciences (MLIS) degree is because of the potential it offered to work elsewhere than my birthplace of Vancouver.

THE JOURNEY BEGINS AND FATE INTERVENES

My first job as a new MLIS graduate fifteen years ago was as an on-call librarian in a public library. I enjoyed the variety of questions, but I was looking for a permanent position, preferably one "away," and ideally as an art librarian. As a practicing artist with a strong knowledge of art history, and with encouragement from UBC art librarians whom I had worked for as a student, art librarianship was my career goal at the time. My application to become the Assistant Librarian at the E. Kirkbride Miller Art Library, Baltimore Museum of Art, was successful, and I was very excited to begin my art librarianship career, as well as to work in an entirely new geographical location. I was up for, and eager to, move three thousand miles from home and live in an eastern city with a vastly different culture and climate from that of the west coast. The most enjoyable part of the job itself was providing reference services to the curators and museum staff and to the public.

At the Baltimore Museum of Art, I was fortunate to meet lovely people who became dear friends that I am still in touch with. Through these relationships, I met a group of astrophysicists who worked at Johns Hopkins University. The opportunity to become acquainted with these scientists offered me a view into a world I didn't know existed until then. I was fascinated by their work and grateful for their patience as they described their research to me and I attempted to understand it. Because I grew up in a household in which literature and artistic endeavors were commended, science was much less on my radar.

One day I was invited to lunch with this group, who had a tradition of asking a question that everyone around the table then had to answer. That day's question was, "If you could go to the moon and back without any risk, would you?" Of course I assumed that everyone at the table, given their research interests, would answer with a resounding "Yes!" But that wasn't the case. All of a sudden I was able to bring together the people and the discipline, and suddenly science had names and faces! I was delighted to be included in this cohort and was enthralled by their passion, energy, and creativity. They were musically talented, comedic, and highly enthusiastic. The opportunity to spend time with them and learn about their work was intriguing. I had an epiphany. This glimpse into the world of scientific research made me realize that I wanted to work in a position that was captivating and that would challenge me to grow in new directions. I wanted to work in a science library.

I left the Baltimore Museum of Art Library and moved back to Vancouver. After a few months, I was fortunate to be hired at UBC's Science and Engineering Library. Although it was a short contract, it was fortuitous in that it allowed me to get my foot in the door. After nine months the permanent position was posted, and I believe that the previous months' experience helped me obtain the ongoing position.

NEW OPPORTUNITIES

As a science and engineering librarian without any science or engineering background, I experienced a lot of "firsts." A significant one was learning about the terminology and abbreviations that abound in science and engineering research. During the first few months my head swam with the acronyms of the many associations, societies, and institutions that I encountered while helping patrons. Another noteworthy first was coauthoring a chapter on mechanical engineering resources. This had a three-fold advantage:

1. Working with a co-author, an engineering librarian of considerable experience, helped build my knowledge of the world of engineering libraries.
2. Being forced to learn more about core engineering resources.
3. Understanding the real value of those resources and, where possible, making sure my library had them.

Each day I was highly challenged, which I love to be. My colleagues were extremely supportive—training, mentoring, and providing an ideal environment for me to learn. I answered reference and research questions for students and faculty in physics, math, statistics, chemistry, earth and ocean science, computer science, and chemical, civil, mechanical, electrical, mining, and materials engineering. It was an incredible chance to both see up close *and* support a vast array of scientific and engineering research. I worked closely with faculty members to make curriculum specific presentations, co-taught with faculty and students, and did collection development for my liaison areas. I was in love with my job.

After seven years of being a science and engineering librarian, learning something new every single day, teaching classes, working with the faculty and students in amazing programs such as Science 1,[2] and supporting faculty and student research, the opportunity arose to apply for head of Science and Engineering. Until that time I had not thought about an administrative position. In fact I loved my job so much I didn't want it to change. But I did feel ready for another challenge, so I applied for and attained the position.

LEADERSHIP CHALLENGES

As the head of the Science and Engineering Library, I experienced a whole new set of "firsts," such as leading strategic planning for my unit, getting to hire and mentor librarians and support staff, and building a fantastic team. In this role, I also worked closely with the associate university librarian for collections, augmenting my knowledge of resources beyond science and engineering, learning about publisher and payment options, and building relationships with vendor representatives.

While head of Science and Engineering, I pursued many leadership opportunities offered at UBC and beyond, including participation in the ARL Research Libraries Leadership Fellows program.[3] Throughout this program, I was exposed to the challenges of leading academic institutions in the twenty-first century, as well as to the leadership processes that are necessary for operationally and strategically functional libraries. All over again I was in love with my job, which I did for five years. And then came an unexpected change. The university library decided to merge the Science and Engineering Library with Woodward, the medicine, allied health, and natural sciences library. I was appointed its head.

As the head of Woodward Library, the past two years have brought me a new array of exciting and daunting firsts.

FACILITIES

Not surprisingly, working in a fifty-one-year-old building has numerous facilities challenges. My team and I spend a lot of time dealing with the workings of the building, both routine and unusual matters. Typically, broken elevators need to be fixed; burnt out lights and dead door alarm batteries need to be replaced; leaks need to be repaired. Less typically, I spent many months investigating where to respectfully consign two human skulls that had been donated to the Woodward Library many, many years ago.

Strategic directions

A current trend in libraries is to redefine how space is used. I spent considerable time investigating the creation of a Maker Space in Woodward Library, only to be thwarted by a lack of infrastructure capacity to plug in the equipment that would be needed.

I work closely with Library Development. In one instance we wrote a successful grant and received funding for display cases and a co-op student, to describe the more than three hundred surgical and medical instruments that have been donated to the library in the past. Once the instruments have been described, we will be able to create thematic displays.

Like many academic library leaders, I spend time with my team figuring out how to be effective at our work with fewer employees.

Projects

A major project was the merging of Science and Engineering Library with Woodward Library, and some months later, merging two of the three UBC hospital libraries with Woodward. These consolidations of course precipitated considerations and decisions about staff space. We are currently undergoing a staff space renovation for which decisions had to be made about furniture, flooring, and paint colors, as well as about location of staff once the renovations are complete.

This past year we celebrated Woodward Library's fiftieth year. This was a perfect opportunity to showcase the past support the library has provided to health and medicine and natural sciences, as well as to highlight current services, and ask for input on the future Woodward all-sciences library. A working group planned and executed many events, and working with Library Development we had an excellent turnout for the formal celebration. These events were almost a year in the making.

Woodward Library has two rather unique spaces, the Memorial Room and the Sherrington Room. The Memorial Room used to house historical works about science and medicine. A couple of years ago these were moved to UBC Library's Rare Books and Special Collections, allowing us to plan to open up this beautiful space for quiet study. Two very large tapestries hang in the room. Before we can make the space publically available, we needed to determine how to best protect those tapestries, which also needed cleaning and preservation. I'd never dealt with this type of problem before, so it was interesting trying to find an expert in tapestry repair and preservation, and an expert in tapestry security.

BALANCING ACT

This is something of an oversimplification, but in positions of leadership and management, the focus is often on the long-term, the big picture, the strategic. A major challenging first as head of Woodward has been to work on all the above concurrently. During the past two years I have struggled with the simultaneity of juggling varied operational responsibilities and being the leader of a library with people, subject areas, and a building new to me, while also doing the work of a colleague with the other Heads, serving on selection committees, working groups, and standing committees. My challenge has been balancing the big picture with the reality of day-to-day problem solving.

The sheer amount of work in this position has made it necessary to maintain a healthy work-life balance. I have always enjoyed exercise and going to the gym regularly. In my new position, I have needed to be even more purposeful about maintaining a healthy lifestyle as work could so easily take over. I have pursued a wellness regimen to help me remain healthy in mind, body, and spirit. I am surrounded by literature on health and medicine so it is impossible not to be exposed to the importance of one's health!

In addition to my gym routine, I do yoga regularly, cycle, and walk, since health research shows that sitting in one place for hours on end is profoundly unhealthy. Being flexible physically also positively impacts mental, emotional, and psychological agility. I completed a six-week Mindfulness-at-Work program that trained me to look at situations, experiences, and people in a completely different way. I also look to books and articles to augment how I approach my work.[4] And most profoundly, I had an excellent coach who helped me build strategies and techniques that have allowed me to balance the big picture with the detail work, such as merging many distinct groups into one, strategizing about the work that needs to be done, developing techniques to confront historical attitudes and actions, and learning to trust my gut.[5] At the same time I was, and still am, learning about new subject areas of librarianship, interlibrary loan and circulation processes, building new relationships, and working with my team to develop a path forward as a new entity in the ever-transforming world of libraries.

I have noticed that as both an artist and as a supervisor, manager, and leader, it is necessary to be flexible, open to shifting directions, and comfortable with shifted outcomes. I have experienced and seen, as we mature in our profession, how important it seems to control outcomes and know what is coming. As we gain experience and years, and become extremely adept and knowledgeable at our jobs, we run the risk of losing the ability to take risks, and the joy of learning is sometimes replaced by the fear of failure. I have hesitated while working on a painting to try something different, afraid of the outcome, afraid that I might wreck it. So too as professional librarians we put pressure on ourselves to perform at a consistently high level. We can get so busy that we miss the opportunity to stop and think about how to do things differently, how to change a process, how to be comfortable with not knowing how things will turn out.

CONCLUDING THOUGHTS

Moving to Baltimore was a fortuitous career move, with an outcome I could never have imagined. My willingness to make a transcontinental move for art librarianship opened up the world of science in a way that I may never have otherwise experienced. Upon obtaining my MLIS degree, I never envisioned that I would work in a science library, much less lead one. My desire to be challenged, remain flexible, build relationships, be open-minded, and embrace the unknown, brought me to where I am. Supportive colleagues and a forward-looking team help me build on that foundation. And interestingly, I've learned that there's an art to working as a science librarian—and as a manager.

I look forward to what comes next.

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Differing Mental Models and the Futures of Libraries, Librarians, and Readers' Advisory

Bill Crowley

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Many of us struggle with determining the best way to represent our profession in libraries. How do we maintain our relevance and the value of our degreed professionals while managing increasing expectations from patrons, tax payers, and politicians? In *RUSQ* 54:4, Duncan Smith provided a thoughtful conversation on the future of readers' advisory services in his article "Readers' Advisory: The Who, the How, and the Why." Smith decided to write the article after reading Bill Crowley's 2014 article "Time to Rethink Readers' Advisory Education." Smith and Crowley, while both highly respected professionals in the library industry, believe in two very different readers' advisory paradigms and the role professionals and paraprofessionals play in this service. In an effort to provide insight into both mental models, Crowley agreed to provide his reflection on Smith's article, expanding on his original article and introducing the *RUSQ* readership to an alternate readers' advisory model. In particular, he wants us to ask the questions "is RA success determined by facts or perceptions?" and "is our current RA model the right model?" It's an exciting opportunity for all of us to have two such notable professionals offering their expertise and opinion on the future of RA, providing deep reflection, solid arguments, and reflection on their differing RA paradigms.—*Editor*

TWO RA STORIES

IT, Precision, and the Readers' Advisory "Cookbook"

Early in my years teaching Readers' Advisory Service at Dominican University's Graduate School of Library and Information Science (GSLIS) a student walked into my office waving a copy of the second edition of Joyce G. Saricks and Nancy Brown's *Readers' Advisory Service in the Public Library*.[1] He opened the conversation by asking why I was using the volume in my course. I laughed and informed him that there was a shortage of textbook options. Unsatisfied, he informed me that the book was the reason he wasn't taking the RA class. When quizzed about his decision, the student explained he worked in a corporate information technology (IT) department. For him, *Readers' Advisory Service in the Public Library* was an imperfect version of what IT called a "cookbook" because the authors were trying to provide "recipes" or step by step directions for solving problems.

"But these readers advisory recipes are so imprecise" he stressed. "It's nothing like reference. If you get things right, it's probably more luck than anything else."

His complaint registered, the student left to return *Readers' Advisory Service in the Public Library* for a refund, leaving me pondering the true purpose of the Saricks and Brown RA "cookbook." As a former reference librarian, public/co-operative library administrator, and deputy state librarian, I had years of experience doing and managing reference and advising readers. I was also teaching two kinds of reference courses that semester. The standard RA approach of suggesting as many as six or ten volumes of "story" through the interview—and sometimes observing the reader check out only one or two books (if any)—was a stumbling block for some students. If post-Saricks and Brown readers' advisory work was so imprecise by reference's "give them the right answer and the source" benchmark, what was the real appeal of *Readers' Advisory Service in the Public Library* for the library profession?

A Plea to Help Preserve RA Professionalism

In 2014, shortly after the appearance of my *Public Libraries* article "Time to Rethink Readers' Advisory Education?"[2] I received an email from a North American public library's head of RA telling me that she was going to send a link to the article to her staff. In our discussion she informed me that her director was in the process of eliminating the requirement for an MLIS for RA personnel. In the director's opinion, funding challenges had made professional librarianship a prized and limited resource that should be employed only in the library's priority areas. The RA head's hope was that the arguments made in "Time to Rethink" might change the director's mind. She confessed that it was a long shot but the lack of support for RA delivery by professional librarians in the library literature had made my article one of the few resources for tying RA to librarian professionalism.

Having spent much of my library career as a practitioner and educator defending librarian professionalism, I found this impending defeat for assigning the professionally educated to RA services to be particularly frustrating. After years of attempting to make RA a field worthy of respect, I found it galling to learn that yet another director viewed RA as a second class service beneath the purview of educated library professionals.

RA Paradigms/Mental Models

First, thanks to Column Editor Laurel Tarulli for amiably agreeing to consider a response to Duncan Smith's "The Who, the How, and the Why" Readers' Advisory column (summer 2015) critiquing my July/August 2014 *Public Libraries'* article "Time to Rethink Readers' Advisory Education?"[3] From the start, it seemed appropriate to have the response address how differences regarding the appropriate aims of RA can result from our using diverging paradigms (mental models and lenses) to view the same RA activities. Smith adheres to the Saricks and Brown model of reading for recreation while I claim that model has limited appeal to directors and funders and assert the need RA to address, where feasible, public priorities such as literacy and learning (see below). Nevertheless, on rereading Smith's critique, it became abundantly clear that the integrity of his assessment actually buttressed the case for reforming RA through recognizing the limits of its techniques, goals, and applications. Saricks and Brown initially published their book in 1989[4]—a full quarter of a century ago. By now this late twentieth century RA "innovation" ought to have diffused its value throughout librarianship. Instead, Smith reported that RA was so undervalued in libraries that many practitioners did not even receive adequate training.[5] Consequently, the Saricks and Brown RA model can be considered a "stalled paradigm" requiring a "theoretical upgrade"[6] to grow via enhancing its ability to influence library directors and the public officials, elected and appointed, who oversee library funding.

Human beings operate through paradigms or mental models which determine how they view and understand their worlds. This reality is described by Greer, Grover, and Fowler in their *Introduction to the Library and Information Professions:*

> A paradigm is neither a new technology nor a new technique in doing a task or activity. It is a new way of perceiving what was known before. This new perception is so profound that it alters how we define a previously known truth . . . a paradigm encompasses the values we have devised in making sense of the world. Paradigms specify what we see and ignore when viewing our reality.[7]

In the next section this essay will consider the lack of endorsement of contemporary readers' advisory by library managers and public officials. Next, the Saricks and Brown RA paradigm will be discussed under the rubric of Standard Readers' Advisory. Components of an emerging alternative model of the library's RA role will then be offered under the heading Reformed Readers' Advisory. Each examination will begin with an analysis of the RA "problem" as defined by the model, followed by a consideration of the solutions the modeloffers. The reviews will conclude with an analysis of the paradigm's strengths and weaknesses. Finally, this column explores whether an interlanguage or "a negotiated evolving, mutually acceptable repertoire of common understandings about the world or aspects of the world"[8] can be negotiated between the Standard Readers' Advisory and Reformed Readers' Advisory paradigms/models.

PERCEPTIONS OF THE LIBRARY HELD BY PUBLIC OFFICIALS

In a May 2014 a pro-public library article titled "Check Out the New Library: A Vital, Multiservice Hub for All Generations"[9] appeared in *Public Management*, published for its members by the International City/County Management

Association (ICMA). The article was the culmination of over five years of ICMA cooperation with public libraries. In it, Craig Gerhard, former county executive of Prince William County, Virginia, and Kira Hasbargen, senior management associate with ICMA, describe how many local officials perceive public libraries as simply "quiet places surrounded by books." According to the authors, many such officials lack knowledge of the way are libraries "providing highly relevant services and engaging directly with residents" through such programs as

- digital media labs;
- 3D printers;
- virtual and in-person homework help;
- Internet and information safety;
- GED and post-secondary education;
- résumé and interview skill building;
- job search centers; and
- language instruction.[10]

The reader will note that adult RA did not make this listing of "highly relevant services." Worse, the view of the library as an oasis for book lovers even blocks local public officials from interacting with librarians in ways perceived to be more valuable. "Our preconceived notions of what libraries 'are' have created barriers to engaging them in strategic problem solving and community building. Now is the time to step back into your library to recognize and strategically plan how libraries can help with community issues."[11]

This ICMA-sponsored article was linked to the Urban Libraries Council webpage as of the writing of this response.[12] Although adult RA was ignored, the value of adults reading to their children and benefitting from literacy programs was emphasized.[13] Clearly, other library goals generate more respect. As stressed by Sacramento Public Library Director Rivkah Sass, quoted in the *Public Management* article, "Education is what makes the difference. If people can read, they can learn. If people can learn, they can make informed decisions. By making informed decisions, people can participate in a democracy."[14]

Smith's article shared his strong concerns over libraries not providing their personnel with RA training and of library leaders underappreciating the value of books. Such issues can be addressed if and when readers' advisors demonstrate to library managers—and to local officials—that their work helps provide solutions to the "community issues" that are the priorities of such leaders.

STANDARD READERS' ADVISORY

Statement of the Problem

Smith sets out the Standard Readers' Advisory problem via his summary of the initial work of Saricks and Brown stating, "it was more than twenty-five years ago that Joyce Saricks and her coworker Nancy Brown realized that they had a problem. . . . 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."[15]

Summary of Standard Readers' Advisory Problem Solutions

The value of the early work of Saricks and Brown in analyzing fiction RA practices, as well as developing and publicizing their service recipes, is commonly acknowledged. However, concerns develop when their solutions and goals are subjected to analysis. It turns out that the fundamental problem of contemporary RA may lie in the lack of a priority public purpose in the very definition presented in the third edition of *Readers' Advisory Service in the Public Library* "a patron-centered library service for adult leisure readers"[16] According to Smith's recounting, Saricks and Brown's efforts at RA recipe formulations, albeit added to by others, form an extended process.

> 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).[17]

Inherent in Smith's summary is the fact that the 1989 first and later editions of *Readers' Advisory Service in the Public Library* seem to offer two complementary solutions to the problem of matching readers with books. The first solution involves using the language of appeal. The second is redefining RA success in a manner different from the reference goal of a correct answer combined with the source of the information provided. It required a paradigmatic change of mind where reference standards were left behind as Saricks and Brown steered RA personnel toward the value of conditional matches, reassuring nervous practitioners that no advisor can be expected to provide a precise match of book to reader all the time.

Since 1989, the explicit goal of Standard Readers' Advisory has expanded to provide the reader, viewer, and listener with the type of story and story container (book, e-book, audiobook, video, etc.) that she or he requires at the time of the transaction. As outlined by Smith, this model sees as immaterial the master's degree from an American Library Association (ALA)-accredited program by involving "all" library personnel in the RA process. The implicit goal of Smith and the Standard Readers' Advisory model is that bringing both basic instruction and refining RA theory and practice to yet higher levels of effectiveness in meeting the reader-viewer-listener's needs will result in enhanced public and funder support for RA and the library that supplies it.

Analysis

Believing that Standard Readers' Advisory has resulted in better service to readers, viewers, and listeners is a perception, not a documented reality. To his credit, Smith has provided evidence demonstrating the limited reception by libraries of the Saricks and Brown approach, stating "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"[18]

The present state of RA comes close to epitomizing the concept of *mythic fact*, something "made up of conflations of fact and fiction, understanding and misunderstanding, information and misinformation."[19] In itself, this is not always a difficulty. As stressed in "Time to Rethink Readers' Advisory Education?" people operate on the basis of perceptions, not facts.[20] The true problem for RA lies in the reality that practitioner perceptions of its value and relevance are not often shared by library directors and funders. The library profession has long fooled itself into believing that simply providing more and better facts about great library services, *even if these services are not priorities of decision makers,* can somehow generate more positive views of the library. In the process, the profession has too-often suffered by ignoring the power of emotional connections to established priorities in the private and public lives of library managers, public officials, and the community as a whole. To complicate matters, such priorities can and do change. In the Pew Research Center publication *From Distant Admirers to Library Lovers—and Beyond: At Typology of Public Library Engagement in America* the point was stressed that "life stage and special circumstances are linked to increased library use and higher engagement with information"[21] More specifically,

> Deeper connections with public libraries are often associated with key life moments such as having a child, seeking a job, being a student, and going through a situation in which research and data can help inform a decision. Similarly, quieter times of life, such as retirement, or less momentous periods, such as when people's jobs are stable, might prompt less frequent information searches and library visits.[22]

Public officials often must deal with the cumulative effects of such "key life moments" in financially plagued and educationally challenged communities. If RA planners and practitioners can find ways to enhance connections with library, local decision makers, and community members, through addressing the problems keeping officials and residents up at night, they might well see a rise in recognition of the value of their services through enhanced ROEI or "Return on Emotional Investment."[23] Circulation counts are simply outputs, not outcomes, and tend to please those already in support of RA. As stressed in my *Public Libraries* article fundamental decisions over support and staffing are made in the emotional realm and RA practitioners need to think more about perceptions and less about facts. For a service based on "appeal," it is self-defeating to ignore the reality of decisions based on perceptions and emotions.

On the level of the individual readers' advisor, using the Saricks and Brown appeal approach and defining the RA interview as "a conversation between the advisor and the reader about books"[24] seems to be effective in developing an RA culture that accepts success in percentages when providing books of all types, videos, and music to customers. Dropping expectations for perfection clearly lessens anxiety in many new and experienced advisors.

As noted, in their drive to spread the word of the RA message, some practitioners and former practitioners such as Smith have devalued the worth of the master's degree from an American Library Association (ALA)-accredited program and privilege involving "all" library personnel in the RA process. It is a twenty-first century variation of the nineteenth-century apprenticeship model for training library staff. Such a model may be appropriate for libraries not headed by a professional librarian and not otherwise employing those with a master's degree from an ALA-accredited program. However, it remains the case that degreed librarians are the most likely to ascend to library directorships in mid to large size public libraries. As such, they can be particularly supportive of areas of RA library work. Additionally, *if you do not have professional librarians delivering the service, where are you going to get future RA managers unless you also deprofessionalize RA department heads?* For more on the implications of the apprenticeship model for librarianship the reader is directed to Hamerly and Crowley's recent consideration of professional education and its finding that advanced study in a field is still a requirement for defining a profession.[25]

REFORMED READERS' ADVISORY

Statement of the Problem

Reformed Readers' Advisory may be seen as a variety of approaches arising in response to a crisis[26] in the Saricks and Brown RA paradigm. The problem lies in the reality that RA has failed to convince library directors and public officials that leisure reading does not require a higher goal and that it should be valued for itself as a library priority. Smith's own recountings strongly support the fact that effective RA is simply not a priority in America's public libraries or else RA training would be both mandatory and regularly provided.[27]

Summary of Reformed Readers' Advisory Problem Solutions

Reformed Readers' Advisory represents an RA paradigm still in the process of coalescing. Those seeking to identify and remove the negative consequences resulting from the perceived irrelevance of RA find themselves facing both external and internal RA impediments. The apparent lack of connection of RA with the goals of local government funders with the possibility of thereby increasing their support from such sources has already been addressed in the analysis of Gerhart and Hasbargen's "Check Out the New Library: A Vital, Multiservice Hub for All Generations."[28] The internal RA issue, since Nancy Brown has largely withdrawn from the "conversation," results from the unique status held by co-appeal developer Joyce G. Saricks. Her continuing influence may be gauged by the RA column "We Owe Our Work to Theirs: Celebrating the Twenty-Fifth Anniversary of *Reader's Advisory Service in the Public* Library."[29] This column summarizes an exceptional regard and a strong, continuing influence.

One indicator of a stalled RA paradigm is the lack of theoretical upgrades on fundamental issues. In the case of Reformed Readers' Advisory, only a small number of recognized theorists have written on RA problems with their analyses largely in refereed journals.[30] Unassailable RA technique with insufficient theory is not effective tacit knowledge. It is problematic tacit ignorance that obscures the need for RA professional tacit knowledge to support the goals, often learning or educational, of the significant players in the life of the public and academic library.[31]

Analysis

Reformed Readers' Advisory advocates believe that all supporters, for an understanding of the "problem" facing contemporary RA, inevitably need to accept several realties, including

1. "setting aside of comforting misconceptions is important in any useful discussion of how to advance the cause of RA,"[32] and
2. RA "must be justified by its positive effects on the entire library program" even as it creates "a building-wide or organization-wide constituency."[33]

As noted, the comforting misconception that developing ever-better ways of connecting readers with books will somehow enhance external funder and internal library support is a mythic fact. One can agree with Smith that "for a majority of our regular and long-term users, it is the primary reason they use and value their library."[34] However, library directors and funders have their own priorities and RA has not been seen as supporting these aims. To specifically apply to RA the words of Stenström and Haycock, library credibility is lost through "the inability of librarians to adapt library programs and services to meet the demands of changing government mandates."[35] Although Smith is correct that reading is undoubtedly the primary cause of public library use, the Great Recession of 2007 has taught us that advocating pleasure reading does not seem to be sufficient to secure or defend funding.

The primary weakness of Reformed Readers' Advisory lies in the reality that it requires practitioners to demonstrate to library directors and local officials how RA can advance their agendas and is thus worthy of support. This requires expertise that may not be included in the average RA skill set but may well be present in practitioners with a master's degree from an ALA-accredited program which offers marketing and/or advocacy courses.

COMMONALITIES OF STANDARD READERS' ADVISORY AND REFORMED READERS' ADVISORY?

It is to be recalled that the author has promised to examine whether an interlanguage or "a negotiated evolving, mutually acceptable repertoire of common understandings about the world or aspects of the world"[36] exists or can be negotiated between the Standard Readers' Advisory and Reformed Readers' Advisory paradigms/models. Because this column has at least a bi-national readership I have suspended the vital requirement of responding to local priorities by identifying a research-identified reading problem that can be a test of whether the paradigms can find common ground. As Becker has observed, "agreeing on what objects are, what they do, and how they can be used makes joint activity much easier."[37]

The problem, as outlined by the National Center for Public Policy and Higher Education and the Southern Regional Education Board, is

> Every year in the United States, nearly 60 percent of first-year college students discover that, despite being fully eligible to attend college, they are not academically ready for postsecondary studies. After enrolling, these students learn that they must take remedial courses in English or mathematics, which do not earn college credits. . . . Even those students who have done everything they were told to do to prepare for college find, often after they arrive, that their new institution has deemed them unprepared.[38]

Inherent in my article "Time to Rethink Readers' Advisory Education?" is that a concentration on the learning benefits of sheer reading volume (leisure reading) will set the stage for academic, public, and school librarians to be seen as helping address a clear national problem. To the extent that Smith, as a representative of Standard Readers' Advisory, endorses the value of assisting in such priority work, there is a clear point of RA convergence. Additionally, Smith's argument for adapting successful reference learning approaches to RA is commendable and potentially effective. However, it must be understood that the nature of so much of RA will never allow it to approach the reference goal of the right answer and its source.

Since Smith concluded his article with a quote from a writer (poet) I will end this essay with a particularly relevant claim from the literary agent Noah Lukeman, "we must remember that reading is as much about education as it is entertainment."[39] "Education" is a concept that can include many of the community priorities of local officials. It may even ensure that adult RA is included the next time *Public Management*[40] lists the resources that libraries can bring to addressing prominent local problems.

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The Future of Academic Librarianship
MOOCs and the Robot Revolution

Lura Sanborn

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Many aspects of a librarian's job require so much attention to detail that we forget to take a moment to sit back and imagine the possibilities of the information world. Lura Sanborn offers you that respite here as she ponders the future of libraries . . . with robots. She describes the features of a variety of existing technologies—including a robot currently working for a Connecticut public library—and poses many questions about how digitization and artificial intelligence might affect librarian employment in the future. She combines a refreshingly light style with copious quotes from popular and academic literature. Ultimately, she urges readers to consider possibilities, what those possibilities mean for librarians as a profession, and how our information needs might be met in the future.—*Editor*

Digitizing education is one of the most widely discussed topics in education today. Talk of Massive Online Open Courses (MOOCs), flipped classrooms, and online-only degrees and nanodegrees, fills our news feeds, blogs, trade publications, and conversations. Simultaneously, digital education grows at a breathtaking rate. Class Central, an aggregator and reviewer of MOOCs offered by top tier schools, writes that in 2011, three courses were offered online by Stanford, and that by July 2014, more than 1,800 courses were being offered by a plethora of universities both in the nonprofit and for-profit sectors.[1] According to OCLC, more than 85 percent of higher education institutions offer some form of digital education.[2] In an early 2015 interview, Coursera co-founder Daphne Koller explained that Coursera currently has more than 10 million users in the almost 1,000 courses available on the Coursera platform. She expects that in three years Coursera will be host to 5,000 courses.[3]

You can count me in the crowd that sees open digital education as the next big equalizer and simultaneous restructurer of the academy. This restructuring is because of the potential for a flexible and responsive digital education that adjusts to student learning and offers support in areas where and when the student needs it. This additional practice simultaneously allows the student to soar in areas of particular ability and strength (instead of being wedded to a plodding common curriculum), and it allows for a truly customized, individualized, supportive educational experience, beyond what the podium-based, in-person lecture series can accomplish. The cost (pennies to register and only dollars for a completed MOOC according to two Wharton School professors),[4] the customizable potential, and equality of reach are impossibly appealing. How does the digitization of education impact librarian teaching and learning? What becomes of the old model, and what is the new model, of academic librarianship?

Nouriel Roubini, a professor at NYU's Stern School of Business, asked in his late-2014 article for *Project Syndicate* "will we still need so many teachers in the decades to come if the cream of the profession can produce increasingly sophisticated online courses that millions of students can take? If not, how will all of those former teachers earn a living?"[5] What if we get more specific about our pedagogues and replace "teachers" with "instruction librarians"? What will fewer on-campus courses and potentially, fewer faculty, mean for librarians? Personally, I fear for language teachers first. Using the World Lens app, you can take a picture of any sign and the app translates the sign into whichever language is desired. How long will it be before Google Glass or other wearable technology of the future automatically translates spoken word, as the words are being articulated, into any language of our choice? Next up for automation could be the driver's ed teachers as we all text away in our autonomously driving vehicles.

If academia is boiled down to rock star profs delivering online courses, as some suggest it will (MIT has been musing on this since the 1970s),[6] where does the research and instruction librarian fit in? With the physicality of an institution becoming of shrinking importance (for both the ivory tower and the library) combined with the potential for unlocking an Internet that contains almost everything (even if it just comes close to that, e.g., the UK Access to Research program) of what need then are research and instruction librarians?

When considering librarian contribution to teaching, learning, and knowledge creation, here's what I think we will be doing over the next five years:

- Broad research support for those courses conducting scientific, historical, and other academic research, with particular focus on extracting content from paywall, library-purchased sources not available on the free web. Examples include: specific course and project LibGuides, working with professors to identify relevant databases for curriculum and projects, and research librarians embedded in digital courses.
- Librarian-created library instruction MOOCs. Although I don't see this exactly yet, there are other marketed-for-librarian MOOCs, such as the Library Advocacy class over on edX, or the library course-slash-professional development hybrid over on the Library Juice platform.
- Direct research support to those profs and students affiliated with the library's parent institution including one-on-one research consultations and responding to research queries specific to professor and student projects via email and discussion boards.

I'd say our short-term outlook is more or less what many of us do right now, perhaps taking place ever more into the digital arena. Bill Gates said, "We always overestimate the change that will occur in the next two years and underestimate the change that will occur in the next ten."[7] What then is our ten-year outlook? I'm betting on robots. The Westport Connecticut Library now has two.[8] What work do these robots do? The folks at Westport have said the robots are there to interact with patrons, allowing patrons to learn and implement programming, and that someday the robots may complete assigned library functions. It would seem one of the easiest placements would be to fulfill basic circulation duties. A robot is more engaging than a self-check out machine. More importantly, robots can learn,[9] and while they might start out as perfect co-workers, as they learn they could slowly take over once-human tasks like checking materials in and out (if libraries still have physical content), providing instructions on how to operate library technology like scan and print stations, or escorting patrons to whatever area of the library is requested. In library schools and circles, I remember both hearing and reading "where is the bathroom?" as among the most frequently asked question in a library.[10] Frankly, I wouldn't mind never being a bathroom usher again.

What impact could robots have on research and instruction services? I think the key here is now that robots are capable of learning they can also ingest massive quantities of information. Could a robot ingest an institution's LibAnswers and both respond to patron email and in-person queries using the LibAnswers database? The University of Manchester has a robot that can form its own hypothesis and then construct the experiment needed to prove it.[11] IBM's Watson can ingest a field's scholarly literature and use it to create new academic hypotheses.[12] (Another bell tolls for the academy?) Surely a robot of such capacity could answer a few basic reference questions? It sounds like, as robots learn and hypothesize, they could also then infer and predict reference questions including those based on ingested LibAnswers and library databases, accompanied by growing-over-time experience.

When asked to think about what the web will look like in twenty-five years for a 2014 Pew study, Google's chief economist, Hal Varian had this to say: "The biggest impact on the world will be universal access to all human knowledge. The smartest person in the world currently could well be stuck behind a plow in India or China. Enabling that person—and the millions like him or her—will have a profound impact on the development of the human race."[13] I agree with Varian's predication but disagree on the timeline. This is not twenty-five years away; I don't think it's even a decade away. Consider that our old pal Watson, after trumping those Jeopardy champions a few years back, is back in the news again this year. Watson is now designed to ingest and analyze data (such as the 23 million articles currently in PubMed) and then report back that data based on a natural language inquiry. Several such examples were given in an October CNBC article including "what advertising medium is providing the best return for our investment?" or "what is the most efficient deployment of my sales force?" Furthermore, it can "make recommendations on flights, hotels, places, destinations and offers" and ask (impressively) "what are the signs of a stroke?"[14] Surely a robot that can make a medical diagnosis could ingest a library's databases of academic content and reply to an assortment of research questions, right?

Many industries are introducing robots where previously only humans trod (beyond well-known manufacturing placement such as the Foxbots helping to make iPhones),[15] such as Sophie, the human resources interviewing robot, who "is programmed to not only ask and respond to questions, but to also measure an interviewee's physiological responses and compare results with the top 10 percent of the existing workforce."[16] There's AssetDivider to assist divorcing clients. As far back as the 1960s, Weizenbaum's *Eliza* provided Rogerian psychology responses,[17] while today we have Emojiary that allows users to chat-journal their emotions. From their FAQ page: "Emojiary is a bot that is programmed to check in with you about how you feel."[18] Softbank's social robot, Pepper, assists sales associates in Japan as they help customers select the best Nescafe coffee maker for their needs.[19] And over in Spain, the algorithm Iamus composes classical music.[20] With such breadth and depth of service offered by current AI, I suspect I'll be inviting a robot into my library soon.

In mid-February, Japan's major telecommunications company Softbank (owner of a majority share of Sprint) announced its partnership with IBM. Watson will become the company's call center, ingesting a myriad of data allowing it to respond to consumer queries. If a major company with major profit on the line is embracing big data as an answer service, educational and library applications can't be far behind. Possibly in the form of Pepper? Pepper is a social robot owned by Softbank, and Watson is soon to become the "brain" of Pepper. Pepper is being marketed as a personal companion and is expected to become available to Japanese consumers in mid-2015. I guess it all depends on what precisely is in the Watson-brain of Pepper, but if this brain contains the free web, and library databases, and I buy one, doesn't that mean I've got a social-robot-librarian companion? I'm glad Pepper will talk to me about my day, but I am more impressed that it has the potential to help me understand gravity, provide a historical literary analysis of the novel I'm reading, and, if I take Pepper to the art museum, pull up original reviews of Calder's mobiles for my edification. Have I just happily predicted the end of librarianship?

As I dodge the slings and arrows and eagerly nod along with other librarians excited for a digital future, let me state how much I love my research librarian gig. I love selecting the library's digital content, teaching research skills and sources, constructing research guides, and responding to research queries. But, I have to ask, can I do it better than a robot? Undoubtedly, no. The October 2014 issue of *Science* reports that 47 percent of US jobs "could be taken over by machines in the next decade or two."[21] Although the article does not specifically point to libraries (it does mention pharmacists, reporters, scientists, and chauffeurs) I have a feeling much of the library field will fall into that 47 percent, as possibly will most teaching positions. Perhaps I could ask Amazon's predictive algorithm exactly what percentage of and which posts in the library field will persist beyond the robot revolution. That example of machine learning infers and suggests award-winningly well![22]

If robots join the library staff, how will existing human staff react to incorporating robots into the personnel model? I imagine there will be those who will love it, those who will feel threatened, those who will feel delighted, those who remain skeptical, and those who feel indifferent, while others will experience wonder and awe. As for me? I would love a robot companion. As the robot learns, I can picture myself turning to my android friend for advice regarding educational practices, such as how best to explain a concept, and then co-creating a corresponding research guide with it later. Imagine a work partner who is never grumpy, never gossips, and is always fully present, and never needs refueling with a cup of coffee. I imagine the library robot would out-perform me in short order. And then what? How long will libraries continue to sustain personnel when robots can do the work, all day long, as perfect employees? According to research conducted by Gallup, in 2011–12, only 13 percent of employees worldwide are engaged.[23] Won't the robots be 100 percent engaged, 24/7/365, if we ask them to be?

While I am delighted at the thought of never giving directions to the bathroom again, and would joyously delete my once-weekly night shift, my praise of a robot future is often met by others with doubt and fear. Most people want to know why I'm not scared. Or they ask, "What will we do for money if the robots have all our jobs?" I really don't know. I do think the best way to predict the future is to help to build it. And I am excited for a new way of living. Robots could simplify things, they could reduce the frantic level of our lifestyles wherein most of us don't have the moments needed to feel the sun, meditate, or appreciate the changing of the seasons. Science suggests that removing fear, hunger, fatigue, and angst leads to a good human species. In this calmer place "most people settle into their resting state, a sustainable equilibrium in which the body refuels and repairs itself and the mind feels peaceful, happy, and loving."[24] In a musing moment, the *Economist* suggested that "leaps in machine intelligence could create space for people to specialize in more emotive occupations, as yet unsuited to machines: a world of artists and therapists, love counsellors and yoga instructors."[25]

The STEM fields and for-profit entities are building and employing robots. This is occurring as the academy is being redefined by digital education. The merging of these two world- and work-changing events, seems to guarantee a restructuring of the academy and with it, library research and instruction services. In the short term, what's in it for libraries and their research and instruction programs? Robots that work undesired shifts, perform circulation functions, learn and then apply what they've learned, and can answer research questions as well as teach. Perhaps social-companion robots, a merging of Watson and Pepper, will be both one's personal library and librarian, reading, conducting research and analyzing the results of that research, all on demand, while simultaneously intuiting what it is humans will want to know next.

What's in it on a broader scale, for all humans? Simply more time off? Less work? Remember Kurzweil, the MIT-trained and former MIT faculty member currently working for Google? He has made, taught and written about many AI and technology advances, and is extremely well-known for his futurist predications based on technology. You may remember him from his FutureCast columns for *Library Journal* (remember that enthralling article from 1992 in which he predicted print books would become obsolete?).[26] He has also predicted that "technology will be the metaphorical opposable thumb that enables our next step in evolution."[27] What *is* our next evolutionary stage? Perhaps it is the de-coupling of our sense of worth and self with our employer. Jim Clifton, chair and CEO at Gallup identifies what many in the Western world feel, writing in 2015 that "a good job is an individual's primary identity, their very self-worth, their dignity—it establishes the relationship they have with their friends, community and country."[28] I am reminded here of a Kurt Vonnegut quote, given to Playboy magazine while discussing his novel *Player Piano*. Vonnegut describes the wonder of, in 1949, seeing a milling machine tirelessly perform the work that would have taken a human machinist years of practice at the craft to achieve. He describes a future of such "boxes" making decisions as "not a vicious thing to do." "But it was too bad for the human beings who got their dignity from their jobs."[29] Will robots then allow us to experience a better innate sense of value and worth that is simply attached to being? Will we all experience the delectation of being human, that when robots do the jobs, we automatically become more than our jobs?

Perhaps soon we will all be floating around the hover-deck, adhered to our screens, al la *Wall-E*. I think though, maybe, *maybe*, once the robots come, we'll have more time to simply *be* humans, unlocking our happiness and creativity potential. Fredrickson, a leader in the field of positive psychology states, "overall, 20 years of experiments . . . show that when people feel good, their thinking becomes more creative, integrative, flexible and open to information."[30] Perhaps only after flourishing creatively and joyfully, will we come to an understanding of our own future. Maybe then, in our next technology-based evolutionary phase, will we find we have an answer to the question, "What are humans for?"

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Don't Be a Reference "Tool"

How to Use Internal Marketing to Build Staff Competencies in the Age of Inclusive Libraries

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Inclusivity is a topic which is coming to the fore in many institutions, and libraries are no exception. To many of us, this may be a new area and could be somewhat daunting to begin to address. The authors provide some background, resources, and ideas to start to make your library inclusive, accessible, and welcoming to all patrons.—*Editors*

A wave of change is sweeping across research libraries in Canada and the United States as the value of inclusive learning is gaining rapid momentum. Buzz words like AODA, Human Rights Code, ADA, UDL, Section 508, VPAT, and WCAG are penetrating library conference programs and publications;[1] but what does it really mean for a library to become compliant with legislative requirements or better yet, to go beyond the minimum requirements to become fully inclusive? Furthermore, what can libraries do to advocate on behalf of accessibility, take leadership roles in developing staff competencies, and promote the value of inclusive libraries to support users of all abilities? This article will look at accessibility through the lens of advocacy and the role of internal marketing in libraries to support, prepare, and inspire reference and user services staff to ignite valuable institutional change.

BREAKING DOWN BARRIERS

Although equity of access has long been a core principle of libraries throughout history, it is important to translate such principles into practice. Accessibility, much like assessment and copyright, is quickly becoming a core competency for new information professionals across different areas of specialization as it impacts staff in every library department from procurement to public service and administration.[2]

The last few decades have marked somewhat of a renaissance in the development of technology as well as our understanding of what disability means in the twenty-first century. Jutta Treviranus, the Director of the Inclusive Research Design Centre at the Ontario College of Art and Design University, defines disability as a "mismatch between the needs of an individual and what their environment is able to offer."[3] This understanding of disability removes its ownership from the individual and places it within the context of their environment. In this framework, anyone, at any point in their lives, may experience a disability barrier, be it from a temporary or permanent disability, visible or invisible.

These barriers can occur when you are reaching for a suitcase with a child on your hip, when the designations of a washroom sign do not reflect a safe option for you, when you can no longer hear service announcements in public spaces, when dyslexia prevents you from finding your numbered classroom on time, or when you are trying to access public transit with a twisted ankle (to name only a few). In these scenarios we can see that it is the environment that challenges and often prevents safe and equal access. Why is this distinction an important paradigm shift for libraries? Because this changes the basic assumptions or contexts related to disability and accessibility. In this new framework an understanding of what accessibility means takes us away from looking at “curb cuts” to see if a wheelchair can access the library and moves us toward assessing it from a more holistic perspective; not with a single type of user in mind but by thinking about access and support based on many different “personas.”[4]

Beginning with an assessment phase, identifying and addressing barriers to access and working toward establishing a community of practice, library staff can truly engage with their community members in a more meaningful way. This includes pledging a public commitment to the principles of dignity, independence, integration, and equal opportunity,[5] which motivate us to continually identify, remove and prevent barriers and to foster an environment in which everyone has increased opportunities to participate in our community.

Marketing these principles and the organization’s commitment to removing barriers is an essential part of raising awareness and building an enthusiastic working culture that prioritizes services and offers support mechanisms that reach all members of our diverse communities. One important take away from this process is the reminder that one size does not fit all; the diversity of both our staff and our patrons should be reflected in the diversity of our solutions. And it is up to us, all library staff, to find flexible holistic solutions which support users of varying abilities—but first, we need buy-in. This is not simply an agreement to support accessibility initiatives, but a commitment and alignment of attitudes and goals within your library that impact organizational culture.

INTERNAL MARKETING TACTICS FOR LIBRARIES

This quick cheat sheet highlights some initial steps that your library can take to improve internal marketing tactics in an effort to promote accessibility knowledge and competencies:

- Identify accessibility best practices and principles of inclusivity as fundamental to all library service.
- Provide comprehensive training to all staff that includes information about relevant legislation, policy, and procedures.
- Establish incentives and certification for training received.
- Benchmark yourself to see what other similar organizations are doing; a quick environmental scan should offer more insight.
- Create specific internal marketing messages that are relevant to the areas/departments within your institution (user services, reference, procurement, etc.).
- Encourage collaboration with other institutions, and within your own institution to support information exchange practices and to share training opportunities.
- Provide ongoing training and support, with continued access to resources such as toolkits and training videos.
- Develop a point person with knowledge of and interest in accessibility and support their training and expertise in this area.
- Once qualified, designate a specialist in inclusive librarianship to take the lead role in ensuring that all staff are up to date on current trends, news, tools and projects.

MARKETING INCLUSIVITY: IT STARTS WITH YOUR OWN STAFF

What’s in a name? The buzz words are out there (ADA, UDL, AODA), but even if these acronyms are new to you, the underlying principles should resonate. Library staff may be familiar with some of the concepts that support accessibility principles and inclusive libraries through their knowledge of RUSA’s *Professional Competencies for Reference and User Services Librarians* (2003), which prioritizes notions of access, responsiveness, and design of services.[6] The base knowledge is likely already established throughout the library team and chances are your staff already provide some level of inclusive service on request (such as support with stack retrievals), so it becomes a matter of building the knowledge, expertise, and staff competencies in more conscious ways.

We can begin by ensuring that staff are aware of the basic principle of integrating accessibility into everything that they do (rather than it being situated as an add-on service or an extra step required). Once integration is securely established as the foundation of the service model, we can build from there. For internal marketing messages to be effective they need to remain focused and relevant, keeping in mind that the needs of your staff will inform how you train them. The needs of user service staff in the library will certainly differ from library technicians and librarians dealing with e-resources or collection development. It is important to take context into consideration, to know your obligations (under legislation, institutional policy, and local procedures), to be familiar with accessibility best practices, and to demonstrate an understanding of the diversity of user needs.

BUILDING COMPETENCIES

Creating staff resources and training sessions can be a daunting task, especially if you are also new to the field of accessibility. Our advice is to start by familiarizing yourself with relevant legislation. In Ontario we have several pieces of legislation that help guide our actions and policies as they relate to accessibility and public service, including: the Accessibility for Ontarians with Disabilities Act (AODA),[7] the Ontario Human Rights Code,[8] and the Canadian Copyright Act. There are similar laws and regulations in the United States, including the Americans with Disabilities Act,[9] Standards for Accessible Design, and Nondiscrimination Regulations. These will help establish compliance, but our work should endeavour to go beyond the minimum requirements to become fully inclusive.

Public services staff need to be well trained in the provision of accessible customer service, and work has already been done toward this goal, including the publication of government resources, toolkits for libraries, and related research in the field. There are also many institutions that are setting excellent examples of accessibility work that can be referenced as best practices.

Training Resources

- Web Accessibility Toolkit (Association of Research Libraries)
- Making Ontario Accessible: Customer Service Toolkit (Ministry of Economic Development, Employment and Infrastructure)
- Interactive AODA customer service training module (Council of Ontario Universities)
- Accessibility Information Toolkit for Libraries (Council of Ontario Universities)
- ADA Coordinator Training Certification Program (ACTCP) (University of Missouri)

Best Practices

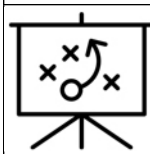
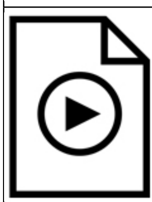
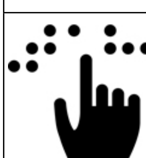
- Creating Accessible Documents (Queen's University Accessibility Hub)
- Library Accessibility Resources (Guelph University)
- Accessible Campus (OCUL)
- Web Accessibility Toolkit for Libraries (ARL)
- AODA Procurement Toolkit (Ontario Colleges)
- Computer Software Accessibility Guidelines (ALA/ASCLA)
- Improving Accessibility of Social Media (GSA)

One helpful starting point is for front line public services staff to demonstrate knowledge and awareness of accessibility apps and adaptive technologies (AT). The wealth of options in the area of assistive technologies (both open source freeware and paid software) can make staff training complicated. However, ensuring that all staff are well versed in most popular technologies such as screen readers or ZoomText can help to foster better quality interaction with library users. An active rapport with IT or AT support staff can help to ensure that this technology training is continuing and that your staff are on top of new and exciting inclusive tools for learning.

Behind the scenes it is essential that library resources and public service tools are evaluated for their usability and compatibility with these different assistive technologies. As an example we might consider assessing the benefits and accessibility features of reference services when delivered via online chat, phone, TTY, email, or in person. What chat tool is most compatible with screen readers and other adaptive technologies? Are your library's entrance, physical space, and reference desk accessible to all users? Establishing knowledge of and familiarity with ATs will help you and your staff understand user requirements. If you are unfamiliar with how to test for accessibility, it may be helpful to crowdsource this work by posting on relevant accessibility listservs such as the Alt Canform listserv (can-altform-bounces@linux-speakup.org). Alternatively you can reach out to other colleagues and specialists across local institutions, consortiums, and relevant organizations. When assessing the usability of any library service, staff should consider establishing a user advisory group comprised of diverse representatives of your user base. This group of regular library visitors has a critical role to play in establishing a peer to peer dialogue with members of their own community helping you review the value of the services provided and helping you promote your commitment to accessibility and the range of services available to a wider audience.

As we consider our resources and spaces we should be sure to think about both the physical and the digital environment. Online learning continues to be an important access point and area of growth for many libraries; however, it comes with its own unique challenges of ensuring that the virtual learning environment is fully inclusive and that this awareness about the inclusivity of services reaches its targeted audiences—users of all abilities. As universal design and access principles have not yet been fully integrated into curriculum models across North America, it becomes increasingly important for libraries to consider how online learning and the resources and services libraries provide might create a more sustainable alternative for those who benefit from access to digital versus print materials. This might include college students who can study for an exam by listening to recorded lectures or library users who feel more confident asking questions online rather than in person, making the library's digital space, in many ways, a more democratic learning environment.

Toolkits offering step by step guidelines and best practices that address real world scenarios can serve as reference documents in the workplace, providing staff with valuable resources that can be incorporated into training guides, policies, and procedures. Developing a thoughtful accessibility policy enables all staff to have a clear and consistent understanding of what their institution is able to support and establishes a point of reference when they are faced with a specific situation in which a library user might want to know exactly what the library is able to offer them. In Ontario the AODA requirements link to many library-related services including print materials, customer service, procurement,

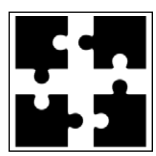
"A Quick Guide to Adaptive Technologies" This quick guide can help familiarize staff with some of the tools and technologies often used to improve digital inclusion via computer accessibility and usability.[10]	
	Voice recognition software (such as Dragon Naturally Speaking or Google Voice) uses voice to dictate text instead of typing on a keyboard.
	Visual mapping software (such as Inspiration) allows users to visually map ideas and outlines and to brainstorm and visually communicate concepts. It helps users structure writing, and to prioritize and organize information for projects, papers, and reports.
	Word prediction and text-to-speech software (such as WordQ) predicts each word as you type the letters and remembers words previously used. This software reads the written sentence back, allowing users to proofread their work.
	Screen readers (such as JAWS) read aloud what is on the computer screen and provide user with tools for navigating and accessing webpages and screen content.
	Reading, writing, and learning software (such as Kurzweil) create notes by highlighting electronic and scanned texts and allows users to extract highlighted notes into a new document. It reads text out loud (text-to-speech) and allows users to save a document of electronic text (such as a student's highlighted notes) to a separate audio file.
	Magnification and screen reading software (such as ZoomText) allow users to adjust screen magnification, highlight cursor, screen color scheme, and more. Print magnifiers (such as SmartView or CCTV) magnify print resources, such as textbooks, library books, or print articles.
	Refreshable braille displays are "electronic devices used to read text tactually that is typically displayed visually on a computer monitor." "The advantages of a braille display over synthetic speech are that it provides direct access to information; allows the user to check format, spacing, and spelling; and is quiet."[11]

multimedia, and physical space; it is therefore essential that your library staff are able to understand how their workplace has addressed some of these standards. Some examples include Accessibility for Persons with Disabilities, Statement of Commitment (Guelph University) and Accessible Library Services Guide with ASL (George Brown College).

As part of your internal marketing program, libraries should consider creating incentives for staff to develop accessibility knowledge by providing certification of training received. As part of ongoing professional development discussions about accessibility, reviews of news items and newly developed tools should find their way into regular staff meetings. Advocacy really needs to start with staff internally for it to be successful with the library users as well.

Once library staff have a strong understanding of available tools and user experience with library resources, more proactive marketing and outreach efforts should take place to inform all library visitors of the options available to them. Staff are now equipped with the training and knowledge to highlight library policies and new resources designed to make your library a more equitable environment. Acting on a local level is great because it allows library staff to reach out directly to community members. However, thinking globally can ensure that the momentum of change has not been stalled. By establishing an active dialogue with libraries and accessibility organizations across the world, your own library can have the opportunity to benchmark itself against other important organizations, staying on top of valuable trends.

DEVELOPING AND IMPLEMENTING ACCESSIBILITY INITIATIVES: ACE CASE STUDY



In 2012, the Ontario Council of University Libraries, in partnership with the University of Toronto Libraries, received a grant from the Accessibility Directorate of Ontario to pursue a pilot project to establish a shared infrastructure to host accessible texts for consortia members. The premise behind this project was quite broad: to develop a portal which would allow students and faculty with print disabilities access to library collections in a variety of formats on demand.

The Steering Committee was first tasked with identifying immediate stakeholders, developing a communications plan, and establishing milestones throughout the year-long pilot. In its first year, when the Accessible Content E-Portal (ACE) service was new and in the process of being defined, it was very important that staff at participating institutions were able to talk about the service in similar terms. As part of our internal marketing campaign we created and implemented the use of a unique project vocabulary, ensuring that students who interacted with ACE staff would receive consistent information about the project and reducing any confusion with regard to its scope.

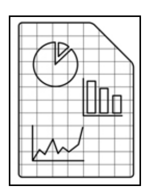
As the project developed, creating advocacy tools on behalf of consortia members required the development of a series of awareness packages for staff as well as for end users. Webinars, LibGuides (guide 1 + guide 2), conference presentations, and updates via listservs were valuable methods of communication about the project in early phases, marking its milestones as well as rolling out the big announcement about the pilot becoming a core service. In the two years

"A Quick Guide to Library Initiatives" This quick guide is intended to provide some tips on resources that can be integrated into any library.	
	Libraries should consider providing circulating materials such as: • Hand held magnifiers • TV monitor magnifiers • Large print computer keyboards • Portable lighting devices • Book holders • Large computer mouse
	Invest in two-way text based communication devices (such as UbiDuo) to help serve patrons who are deaf, deafened, or hard of hearing or patrons who are hearing that may prefer this method of communication. These devices help facilitate in person communication between patrons and staff using a type-to-text display. If your library lacks funding for such devices consider some alternatives: a clipboard stocked with paper and a pen and placed at a point of need can work just as well. Or consider having a portable device (like a smartphone or a tablet) on hand which you and the patron can use to communicate, typing your messages back and forth.
	Create accessible research tools and resources including video tutorials with captions, described video, and transcripts. Revisit your media/streamed media collections as well as your library's acquisition policy to ensure accessibility features are taken into consideration when purchasing new resources. Create a Captioned Media and E-Text Policy at your institution.[12]
	Evaluate the text-to-speech functionality of your resources, including article databases. Integrate the evaluation of all accessibility features into your procurement policy, addressing questions such as: • Is the database compatible with screen readers and other adaptive technologies? • Can the font size and colours be adjusted, with an option to select contrast? Develop a knowledge base of accessibility features offered by your third party resource providers and create clear concise instructions for use. See: The Open University. Ask vendors to provide these details with reference to support tools such as: • Section 508 Voluntary Product Accessibility Template (VPAT) • Computer Software Accessibility Guidelines (ALA/ASCLA)
	Increase access to materials and the value of your services by offering: • Retrieval of books and materials from the shelves • Extended loan periods • Assistance with photocopying • Library tours to help patrons become acquainted with and comfortable in the space • One-on-one research assistance and library instruction • Knowledge of assistive devices, computers, and adaptive technology • A process to accommodate requests for alternate format materials, as appropriate
	Consider adding ASL or relevant Sign Language translations to key resources (such as web pages about accessible services), keeping in mind that sign language is not related to English, and is typically the first, or native, language of those who use it.

that followed, additional resources such as accessible guided tutorials (see tutorial 1 and tutorial 2) and bilingual posters and bookmarks in English and French were developed and shared with participating institutions.

As the ACE membership continued to grow, the value of regular communication with consortia members became increasingly important to support seventeen Ontario Universities who successfully rolled out the ACE service at their institutions as well as twenty-two Ontario Colleges who are currently accessing ACE via a year-long trial. Building these partnerships, consistently evaluating the service, and establishing measures to gauge its success are keys to the sustainability of this initiative.

STATISTICS AND PARTNERSHIPS



The evaluation of our services, resources and initiatives can begin with questions such as: What do users really need and how do we measure those needs? What standards of service provision should we aim for? Can end users help us define accessibility by designing their own inclusive learning tools? Intuitive navigation and serendipitous discovery are important but how do we track usage in a more flexible learning environment where our library visitors have control over manipulating formats and, to some degree, content? While advocacy and awareness are a

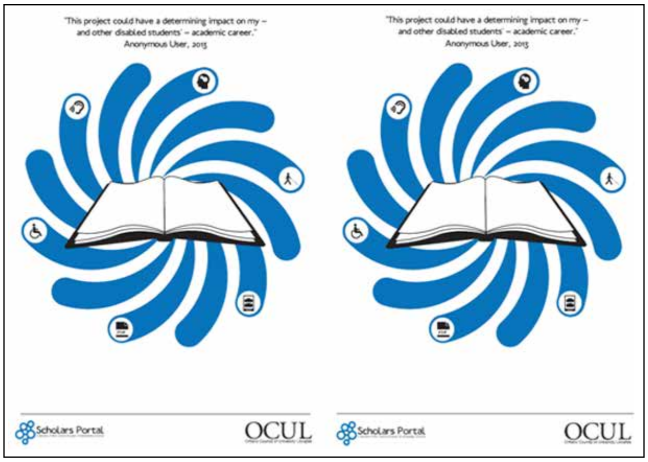


Figure 1. "ACE Service Flyer" (created July 2014)

part of the puzzle, peer to peer dialogue and involvement of the end users in the design process are as much a part of raising awareness as they are a part of a more holistic approach.

As your library works on developing an accessibility policy and initiatives, it's a good idea to reflect on what statistics are gathered to track user interactions which require technology assistance, referrals to accessibility specialists, or involve self declarations. In this context, accessibility work is very much a collective endeavour. We should include the expertise of different library departments to assess how user support can be tracked in more meaningful ways through user surveys, documentation pertaining to direct or remote interactions, and error reports. As another layer of our integrated approach to accessibility service, this shared evaluative process will encourage all staff to review the ways in which their services and resources support users of all abilities.

Advocacy plays a significant part in what our emerging role is as public or research libraries. As libraries begin to take on the role of content producers, our role of connecting content with audiences is becoming more complex. How do libraries work together to become the default "book place" and convince our users that our content is as "trustworthy" as the content publishers produce? Going beyond the library and forming good working relationships with local organizations, or reaching across the college or university to other entities on campus is a part of what libraries need to do to raise their profiles as trusted content producers or disseminators, helping us to become a part of a global movement that speaks to the world in one consistent voice to establish user trust.

AMPLIFY YOUR IMPACT: DIVERSITY, INCLUSION AND ACCESSIBILITY

Working from a foundation of flexibility we hope the efforts of our institutions and library professionals establish a model that moves away from accommodation toward inclusivity. While some discussions tend to separate the discourse on accessibility from diversity and inclusion, we believe that they should go hand in hand. Inclusive librarianship is a movement recognizing that library staff and patrons are not a static group of people with identical interests and abilities. As Olga Dosis, the AODA Coordinator at George Brown College states: "Disability is diverse; a disability can be permanent, temporary, visible or invisible. Accessibility is not merely an issue of legal compliance or of meeting policy-related targets, accessibility is about providing equal opportunity and equal access for all."[13]

Diversity and inclusion recognize that every individual has their own unique context coming from varying abilities, ethnic, and cultural backgrounds, and varying gender identity. When we think about library services we should recognize that while the notion of designated "safe spaces"[14] within our institutions is a start, we should ask ourselves why the entire library can't be conceived as safe and inclusive for everyone?

As we continue to evolve, libraries serve an ever-growing diverse group of customers who—through their own needs, self-advocacy, and expertise—are moving library staff toward more innovative solutions for how resources are presented and services are designed. To build staff competencies and create champions of accessibility in our working environment we must market these broader concepts and goals to our staff, foster expertise in our departments, and develop initiatives by working directly with our stakeholders and members of our wider community. We can further communicate the value of accessibility services by expanding our work to the community at large, promoting inclusivity beyond our own immediate working environment.

We recognize that for most libraries, adopting an integrated accessibility model will entail a significant shift in organizational culture. This will take time, commitment, and support. And so, as we end this article, we would like to reiterate where this work can begin:

"A QUICK GUIDE TO AMPLIFYING YOUR IMPACT"

I—Invest in expertise and advocacy, training staff and building competency

M—Measure what services are already inclusive and build from there

P—Promote inclusive library services to staff, stakeholders, and to the community

A—Assess your services and the effectiveness of your initiatives

C—Collaborate with others to build inclusive libraries together

T—Transcend your current landscape by integrating accessibility into all library work going forward

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2. Unless otherwise noted, all images are taken from The Noun Project, https://thenounproject.com. " Blind" by Jordan Delcros; "Include" by James Keuning; "Head In The Clouds" by Luis Prado; "Public Information" Public domain image; "Presentation" by Garrett Knoll; "Document Text" by Thomas Helbig; "Data" by Wilson Joseph; "Media" by Jamison Wieser; "Magnifying Glass" by Boudewijn Mijnlieff; "Braille" Public domain image; "Mouse" by Mahmudxon; "Chat" Public domain image; "Speaker" by Harold Kim; "Library" by Pieter J. Smits; "Sign Language" Public domain image; "Resource" by Gilbert Bages; "Report" by Grant Fisher; "Gears" by Hubert Orlik–Grzesik.
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14. See Michael R. Woodford et al., "Lesbian, Gay, Bisexual, and Transgender Ally Training Programs on Campus: Current Variations and Future Directions," *Journal of College Student Development* 55, no. 3 (2014): 317–22.

How Can Libraries Improve Wikipedia?

Eric Phetteplace

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Wikipedia and libraries got off to a strained start. Perhaps this is only my perception, but it appeared that Wikipedia was used as a defenseless punching bag in much information literacy instruction.[1] The refrain was always "don't use Wikipedia" or "don't use Google" to the neglect of far worse research sources like Yahoo! Answers. This "traditional" stance of librarianship was that the community-edited encyclopedia failed any quality analysis due to its sketchy authority; "anyone can edit"—anonymously even!—and therefore its content cannot possibly be trusted. Instructors would even develop assignments wherein students would vandalize the encyclopedia, deliberately inserting inaccurate or incoherent content, to demonstrate its unreliability. Leaving ethics aside, such assignments are constructed to ignore the finely tuned "bots" (editing programs which constantly crawl the site looking for clear signs of mischief) and diligent editors working to remove such content.

A more balanced view shows that Wikipedia, while imperfect, is a strong source of information. I used to employ the aptly named "CRAAP" test when teaching information literacy and Wikipedia's test results are informative:

> *Currency*—Wikipedia articles are often updated frequently, with current events being reflected almost immediately. This standard is a great chance to show students the "View history" tab of each article which lists all edits in reverse chronological order.
>
> *Relevance*—Wikipedia's incredible scope virtually ensures it has something pertinent no matter the research topic. This is one area where the online encyclopedia indubitably outshines some of its more historied competitors.
>
> *Authority*—The first "A" is where Wikipedia obviously fails according to CRAAP; its authors can be inexpert, and sometimes unknown or anonymous.
>
> *Accuracy*—Wikipedia articles emphasize sourcing every statement and can include hundreds of references.
>
> *Purpose*—Wikipedia is run by a nonprofit organization and devoted to the free spread of information, much like libraries. It fares quite favorably compared to many other web sources in this regard.

Making first- or second-year students actually perform the analytical work to come to the conclusion that Wikipedia is strong in some respects but weak in others is a huge victory. Better than simply blacklisting particular resources, students will know *why* it is inappropriate to use in particular contexts. The encyclopedia itself admits as much, stating that "in most academic institutions Wikipedia, like most encyclopedias and other tertiary sources, is unacceptable as a source for facts in a research paper" on a page about using Wikipedia for research.[2] I also like to point out that Wikipedia is a rare source that *warns the reader about its own inconsistencies*. There are large, loud boxes at the top of flawed articles calling attention to their issues: "The neutrality of this article is questioned because of its systemic bias," "This article needs additional citations for verification," "This article's factual accuracy is disputed."

I'm sure many librarians have come to recognize Wikipedia's value and sport a more positive opinion. While the site is not flawless, its articles are often of similar quality as ones from more established reference sources. Famously, *Nature* performed a comparison of scientific articles and found Wikipedia to be comparable to *Encyclopaedia Britannica*.[3] Following the study, a community project to correct the identified errors in Wikipedia sprung up, fixing them all in a little over a month.[4] Wikipedia's veracity aside, it also shares some values with libraries, as noted in the "Purpose" section above. It is, essentially, devoted to the free distribution of knowledge. Sound familiar? It is little wonder that libraries have found Wikipedia to be a valuable partner in publicizing our content. Articles like "Using Wikipedia to Extend Digital Collections," "Putting the Library in Wikipedia," and "Wikipedia Lover, Not a Hater: Harnessing Wikipedia to Increase the Discoverability of Library Resources" all discuss the value of working with Wikipedia to highlight library digital collections and metadata.[5]

A good example of Wikipedia driving traffic to library special collections was brought to my attention by my colleague Margaret Heller, Digital Services Librarian at Loyola University Chicago, who pointed me toward the Google Analytics Usage Reports for the Consortium of Academic and Research Libraries in Illinois (CARLI) Digital Collections. CARLI regularly records Wikipedia as one of the top external traffic sources, with Wikipedia being noted in the last few quarterly reports as a traffic source leading "to home pages or images from multiple CARLI Collections."[6]

However, this column is not a paean to Wikipedia. Rather, I'd like to revisit one of the five pillars of Wikipedia; "Wikipedia is written from a neutral point of view." The concept of neutrality has been under fire from critical librarians lately. ALA Annual featured a well-attended presentation titled *"But We're Neutral!" And Other Librarian Fictions Confronted by #critlib*. A seminal article appearing earlier this year in *Code4Lib Journal* by Bess Sadler and Chris Bourg began with a section labelled "Libraries are not Neutral":

> Despite the pride many libraries take in their neutrality, libraries have never been neutral repositories of knowledge. Research libraries in particular have always reflected the inequalities, biases, ethnocentrism, and power imbalances that exist throughout the academic enterprise through collection policies and hiring practices that reflect the biases of those in power at a given institution. In addition, theoretically neutral library activities like cataloging have often recreated societal patterns of exclusion and inequality.[7]

Turns out, Wikipedia has much the same problem; while it appears neutral on the surface, its topical coverage and treatment of subjects reflect the power relations of our society. A 2011 study found that 91 percent of editors were men. The same study shows that few editors come from the Global South and that the English Wikipedia receives far more focus than other languages. Another research paper from 2011 goes a bit further in demonstrating that "male articles are significantly longer than female articles."[8] Thus the editorial gender gap has real effects on the encyclopedic content; it's not just that having editors of all genders is good in its own right, it's that Wikipedia's claims to objectivity and neutrality are jeopardized by the disbalance.

It should now be evident that the ways that library's highlight their institutional content in Wikipedia only exacerbates this issue. If libraries and archives have content that privileges the dominant point of view, and we attempt to surface that content by linking to it within Wikipedia, we only further skew the already lopsided coverage. Our intentions are to highlight interesting, possibly even neglected, materials sitting in our digital repositories. But are we doing that at the cost of historically marginalized peoples and topics? Are we surfacing art depicting the Detroit race riots or the manuscripts of a dead white man?[9] We have a choice in what we choose to publicize and assuming that all content is of equal importance only solidifies the *status quo*.

ART+FEMINISM EDIT-A-THON

So what is a librarian to do? There are several Wikipedia projects focused on recruiting editors from underrepresented groups and addressing lackluster coverage of particular topics which libraries and librarians can support. Let's look at one such project, Art+Feminism. In its own words:

> Art+Feminism is a rhizomatic campaign to improve coverage of women and the arts on Wikipedia, and to encourage female editorship. . . . The reasons for the gender gap are up for debate: suggestions include leisure inequality, how gender socialization shapes public comportment, and the contentious nature of Wikipedia's talk pages. The practical effect of this disparity, however, is not. Content is skewed by the lack of female participation. Many articles on notable

> women in history and art are absent on Wikipedia. This represents an alarming aporia in an increasingly important repository of shared knowledge.[10]

Art+Feminism started by hosting an edit-a-thon out of the Eyebeam Art and Technology Center in New York City in 2014, with more than thirty other locations joining in worldwide. An edit-a-thon is an event where people congregate to perform Wikipedia edits, often centered around a particular theme or project. Institutions of higher education and libraries make perfect partners for such occasions. We typically have useful materials to be cited and our students form a large body of potential participants who can be easily incentivized to join in, whether with extra credit or free food. When my library heard of the upcoming second annual edit-a-thon, we immediately began planning to host it.

First, we set up a meetup page on Wikipedia. If you are unfamiliar with Wikipedia, creating a page like this is not a struggle. For one, you can simply copy the entire source markup of someone else's meetup, then edit your specific details into that skeleton. For two, you can enable the experimental Visual Editor to make Wikipedia even easier to edit without learning Yet Another Markup Language.[11] The meetup page is an important place for putting up information like timing and directions, but is also a place for us to talk about the impact we made by showing how many editors attended and what articles we improved or created.

While we were putting initial details on our meetup page, we set about securing a location on the date of the edit-a-thon. We discovered that a gallery associated with our school had hosted the edit-a-thon the prior year, but they were unable to repeat it. Our school has campuses in both San Francisco and Oakland, but since Oakland had no other edit-a-thon locations we decided to host it in that city with the idea that people local to San Francisco already had an event nearby.

One of the better ways libraries specifically can aid an edit-a-thon is by providing materials focused in on the theme. A library staff member went through our collection, pulling volumes either by or about female artists. These volumes can then be a bountiful source of references for articles. While much has been digitized and made available online, virtually every library has titles with information that cannot be found on the web. These print works fill in vital gaps and provide sound sources on which to build articles. Library databases help in much the same way; we can highlight particular subject databases which are likely to contain relevant but paywalled articles that the public might not otherwise have access to.

Related to providing library materials for editors to use is reference assistance. Even with all the right information at hand, citation chasing or effectively navigating a text (e.g., with the use of indexes, abstracts) is alien to many people. These are places where librarians are naturally trained to help. We can identify an information need and use our skills to help editors find the best content available. But we should caution ourselves to not assume that, as information professionals, we are Wikipedia experts as well. Wikipedia has its own authorial style, community norms, editing interface, and unique quirks. Knowing how to properly cite a podcast in APA style does not equate to knowing how to use the work in an article. Instead, it is strongly recommended that edit-a-thons recruit experienced editors to assist during the event. For our event, I looked at a local WikiProject and put out a call for help on the "Talk" page. A couple editors contacted me afterward and one attended our event. Second, the Wikimedia Foundation that runs Wikipedia often supports events and sends staff to them. After we corresponded with the people coordinating Art+Feminism in the Bay Area, someone from the Foundation agreed to attend and even gave a brief warm-up talk at the beginning on how to write articles that withstand scrutiny.

All the points mentioned above were the key ingredients in bringing everyone together: securing a space, selecting topical materials, and convincing experienced editors to join us. On the day of, however, there was still some work to be done to ensure the event was a success. The Art+Feminism project recommended giving all attendees color-coded name badges which denoted their comfortability with being photographed: red meant no pictures, orange meant please ask for permission, and green was a go-ahead. We took a few pictures during the day and shared them via social media, using #ArtAndFeminism. These acts ensure the event is publicized and that everyone is copacetic.

While our attendance was modest, featuring primarily library staff members, we achieved quite a lot of work: editors touched fourteen different articles, uploaded six images to Wikimedia Commons, and performed over a hundred and fifty individual edits. We intend to build on those results in the coming year, advertising more and reaching out to interested campus groups in an attempt to increase attendance. Many of our faculty expressed interest in the event, going so far as to offer extra credit to students who attended, but we can integrate Wikipedia editing even further into courses by making it a portion of graded assignments.

We did have one negative experience, when an image uploaded to Wikimedia Commons for use on a page was flagged for deletion. The editor flagging it said something along the lines of "this isn't your personal photo album" as the image was a headshot of a female artist. In the ensuing deletion discussion, I noted that the image was about to be used on an article and it was never removed from Commons. Still, the incident underscores cultural problems in Wikipedia. The confrontational style of the deletion discussion lacked good faith.[12] Further, I saw a gendered undertone in the editor's response; how many pictures of white men are derided as personal photos? While our library staff person was undeterred, it's these moments of hostility that drive away newcomers.

Events like the Art+Feminism edit-a-thon are exactly what libraries should be supporting. We are going outside the walls of the library, affecting incredibly popular content used by multitudes. We are doing so within community guidelines, as partners with volunteer editors and Wikimedia, and not on our own. Rather than resigning ourselves to the current prejudiced circumstances, we are actively working to combat them. There is doubtless much work to be done, and Wikipedia is hardly the only place on the web that needs efforts like this, but it's a start.

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11. There actually is a text format called YAML, an abbreviation for Yet Another Markup Language.
12. For more on the importance of good faith when editing Wikipedia, see Joseph Reagle, "Good Faith Collaboration: The Culture of Wikipedia," 2015, http://reagle.org/joseph/2010/gfc.

Autism Spectrum Disorder

A Guide to the Latest Resources

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Since the early 1990s there has been a steady escalation in the numbers of children diagnosed with autism spectrum disorder (ASD)—today it is considered the fastest growing developmental disability in the United States. In 2010, it was estimated that 1 in 68 children were affected by autism spectrum disorder. This is an increase of approximately 120 percent from the data collected ten years earlier.[1] Identifying it as one of six neurodevelopmental disorders, the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders* (*DSM-5*) describes autism spectrum disorder as "a series of developmental disabilities characterized by impaired social communication and interaction skills, accompanied by the existence of repetitive behaviors or activities, such as rocking movements, hand clapping or obsessively arranging personal belongings."[2]

Attributed to Dr. Stephen Shore, author and educator who lives with autism and asperger, there is a well-known expression among those in the autism community: "If you meet one person with autism, you've met one person with autism."[3] This comment speaks to the varying degrees of autism spectrum disorder, as every autistic individual is affected in a different way. Some individuals with autism have severe impairments requiring around the clock care, while some are able to lead a relatively normal life, including holding down a full-time job and raising a family. Despite decades of immense research efforts, the precise cause of autism is still unknown. And although a cure has eluded researchers, there are several interventions that have been relatively successful in treating the disability.

Accompanying the surge in autism diagnoses, and the subsequent heightened awareness of the disorder, is the deluge of resources available to researchers, practitioners, and those living with the disability. In truth, the vast number of resources available on autism spectrum disorder are overwhelming. The resources presented in this guide are merely a small sampling of what is available. Print publications, with the exception of periodicals, have been narrowed to those published within the last ten years. Moreover, the resources introduced here are appropriate for a variety of users, including parents, educators, practitioners, and researchers.

REFERENCE SOURCES

Some of the reference sources and books were selected after consulting book review sources such as *CHOICE: Reviews for Academic Libraries*. Others were located through searches of the library catalog and electronic databases such as

PsycINFO. Reference sources and books are listed in alphabetical order by author.

Myles, Brenda Smith, et.al, eds. *Autism Spectrum Disorders: A Handbook for Parents and Professionals*. Westport, CT: Praeger, 2007 (ISBN: 978-031-333632-4).

This two-volume, A-to-Z reference set provides a diverse collection of entries from dozens of professionals in the fields of education, psychology, and medicine. Also included are four invaluable appendixes listing relevant newsletters, journals, organizations, and personal perspectives. A comprehensive index enhances the usability of this set.

Stillman, William. *The Autism Answer Book: More than 300 of the Top Questions Parents Ask*. Naperville, IL: Sourcebooks, 2007 (ISBN: 978-140-220977-2).

This easy to use book is an indispensable reference source for families living with autism. Each one of the twelve chapters focuses on a particular issues, such as communication skills, physical well-being, school success, and guidance on how to discipline a child with autism. Three appendixes are included.

Volkmar, Fred R., ed. *Encyclopedia of Autism Spectrum Disorders*. New York: Springer, 2013 (ISBN: 978-144-191697-6).

Edited by Fred Volkmar, director of the Yale University Child Study Center at the Yale University Medical Center, this comprehensive, five volume reference guide to autism contains entries by hundreds of experts from the fields of education, psychology, medicine, and social work. More than 1,000 entries address topics such as child and school psychology, neuropsychology, psychiatry, and social work. The reference entries are supported by dozens of illustrations and tables.

BOOKS

Conn, Carmel. *Autism and the Social World of Childhood: a Sociocultural Perspective on Theory and Practice*. New York: Routledge, 2014 (ISBN: 978-041-583833-7).

Focusing specifically on children in the primary grades, Conn explores the social interactions, friendships, and play of children. Part one examines the theoretical issues surrounding the social interaction of children with and without autism. Part two focuses on the practical aspects of inclusiveness in educational settings. The author shares multiple real life accounts of children's experiences and provides guidance on educational methods for supporting the development of play in children with autism. Each chapter concludes with a brief summary.

Feinstein, Adam. *A History of Autism: Conversations with the Pioneers*. Chichester, West Sussex, United Kingdom: Wiley-Blackwell, 2010 (ISBN: 978–140–518653–7).

In an effort to address many of the long-standing misconceptions about autism spectrum disorders, the author examines the history of autism research beginning with the work of pioneers Leo Kanner and Hans Asperger. Feinstein's study traces the evolution of autism studies from an era in which autistic children were considered emotionless shells and parents were blamed for the disability to one in which millions of dollars are poured into autism research and advocacy groups flourish. The last chapter of Feinstein's study examines autism in developing nations and finds that services and advocacy for autism spectrum disorders are indeed becoming more widespread. The author concludes that despite the forward progression in autism research, there are still mountains to climb in seeking a cause and a cure.

Fitzpatrick, Michael. *Defeating Autism: A Damaging Delusion*. London: Routledge, 2009 (ISBN: 978-041-544981-6).

For hundreds of years quackery and unorthodox treatments have claimed to cure just about every malady and disorder known to man. Autism has proven to be a consistently profitable business in the realm of questionable therapies. As a practicing physician and father of an autistic child, Fitzpatrick has witnessed the effects of risky and expensive alternative or biomedical treatments reported to cure autism. His book sets out to investigate and discredit the biomedical movement and its "defeat autism" mentality. In the last chapter he urges desperate parents to be appropriately critical of "too good to be true" therapies and provides guidance with a series of questions they must ask of doctors, scientists and advocacy groups who claim to offer a cure.

Goldstein, Sam, Jack A. Naglieri, and Sally Ozonoff, eds. *Assessment of Autism Spectrum Disorders*. New York: The Guilford Press, 2009 (ISBN: 978-159-385983-1).

According to its editors, this book is the first one dedicated to examining dependable methods of evaluation of autism spectrum disorders. Following a historical perspective and overview are chapters devoted to the discussions of developments in autism assessment, and the instruments used in specific fields of autism research, such as social behavior, speech, language and communication, and neuropsychological functioning.

Gallo-Lopez, Loretta and Lawrence C. Rubin, eds. *Play-based Interventions for Children and Adolescents with Autism Spectrum Disorders*. New York: Routledge, 2012 (ISBN: 978-041-589075-5).

Written for practitioners, this book is a compilation of articles fusing theory and practice in the use of play-based therapies. Following an initial section that illustrates the significance of play-based therapies, the remainder of this volume addresses three types of play-based interventions: individualized, programmatic, and expressive or creative. Multiple treatments and therapies are profiled throughout the articles, including canine, art, music, and dance therapy.

Grinker, Roy Richard. *Unstrange Minds: Remapping the World of Autism*. New York: Basic Books, 2007 (ISBN: 978-046-502764-4).

Grinker, an anthropologist and the father of a child with autism, illustrates the way culture affects how we see autism spectrum disorders. Part one traces the growth of autism research, from its infancy in the 1940s, to the stigma associated with the disorder, to current research and philanthropy. Part two examines the attitudes about autism spectrum disorders in several other countries, some of which have no word for autism and continue to label it as a disease. This book was a finalist for the 2007 Victor Turner Prize.

Hanbury, Martin. *Positive Behaviour Strategies to Support Children and Young People with Autism*. London: Paul Chapman Publishing, 2007 (ISBN: 978-141-292911-0).

This work, geared toward parents and teachers working with children and young adults on the autism spectrum, offers proactive strategies to deal with challenging behaviors. For the purpose of this study, the author defines challenging behaviors as those that are destructive, disruptive, violent, and those that cause self-injury. Hanbury provides detailed guidance on understanding behavior support and creating a healthy, calming environment for those with autism. Peppered with case studies, this book also includes an appendix of training materials and a glossary.

Kalyva, Efrosini. *Autism: Educational and Therapeutic Approaches*. Los Angeles: SAGE, 2011 (ISBN: 978-085-702488-6).

Using the most recent scientific evidence, the author documents the most effective therapies available to children and adults with autism spectrum disorder. Among the interventions discussed are cognitive-behavioral approaches, sensorimotor approaches, and biochemical approaches. Stating that this is not simply a blueprint of therapies, Kalyva encourages parents, educators, and practitioners to think critically about the effectiveness of chosen treatments and adjust them to the needs of the individual. Each chapter includes a series of questions for discussion.

Offit, Paul A. *Autism's False Prophets: Bad Science, Risky Medicine, and the Search for a Cure*. New York: Columbia University Press, 2008 (ISBN: 978-023-114636-4).

This book, written by the Director of the Vaccine Education Center at Children's Hospital of Philadelphia, tackles the misconceptions surrounding the relationship between childhood vaccines and autism. The author also chronicles the succession of fraudulent therapies for autism promoted by well-meaning doctors, their supporters, and the media. This book was selected as a *CHOICE* Outstanding Title in 2008.

Volkmar, Fred. *A Practical Guide to Autism: What Every Parent, Family Member, and Teacher Needs to Know*. Hoboken, NJ: Wiley, 2009 (ISBN: 978-047-039473-1).

The goal of this comprehensive guide is to provide family members and educators with the tools needed to cope with all aspects of autism spectrum disorder. Topics addressed include how to go about finding services and appropriate educational interventions, managing medical issues, dealing with behavior problems, and understanding alternative and complimentary treatments. Each chapter concludes with a brief summary, suggestions for further reading, and a series of questions and answers relevant to that chapter's topic.

Waterhouse, Lynn. *Rethinking Autism: Variation and Complexity*. London: Elsevier, 2013 (ISBN: 978-012-415961-7).

Best suited for researchers and clinicians, this book suggests that autism is not simply one disorder or even a spectrum of disorders, but is instead a symptom (much like a fever) of multiple brain abnormalities. Waterhouse believes that the continued diagnoses of autism as a single disorder hinders the efforts of researchers who should instead be focused on the heterogeneity of autism and the developmental brain disturbances that cause the disorder.

Williams, Betty Fry, and Randy Lee Williams. *Effective Programs for Treating Autism Spectrum Disorder: Applied Behavior Analysis Models*. New York: Routledge, 2011 (ISBN: 978-041-599931-1).

With an emphasis on applied behavior analysis, the authors provide an overview of the most successful evidence-based therapies for autism spectrum disorder. Their thorough examination of applied behavior analysis includes a review of the behavioral principles of learning, followed by several procedures based upon these principles. Comprising the bulk of this volume, the third section is an assessment of the features, services, and research efforts of eight effective treatment programs.

PEER-REVIEWED JOURNALS

UlrichsWeb Global Serials Directory and the Thomson Reuters database *Journal Citation Reports* were consulted for peer-reviewed journals on autism or journals in which autism topics are plentiful. The following journals were selected for inclusion. They are all appropriate for academic and research libraries. They are listed in descending order by impact factor. The impact factor is the average number of citations an article in a given journal receives. The impact factor gives the user some indication of how influential a journal is.

Autism Research. Hoboken, New Jersey: Wiley, 2008– (ISSN: 1939-3806).

This journal publishes original, empirical articles that focus on a developmental approach to the biology and psychology of autism. *Wiley Online Library* provides full-text access to this journal. Indexed and abstracted in *SCOPUS*, *MEDLINE*, and *Social Sciences Citation Index*, this journal has an impact factor of 4.330.

Autism: The International Journal of Research and Practice. London: SAGE, Ltd, 1997–. Bi-monthly (ISSN: 1362-3613).

This journal is published in association with the National Autistic Society in the United Kingdom. It publishes original articles in the fields of psychiatry, neurology, and psychology in an effort to improve the quality of life for those with autism spectrum disorder. This title is available full-text in the *HighWire Press* database and the *SAGE Health Sciences* and *Clinical Medicine* packages. Multiple *EBSCO* databases, *Scopus*, and *Web of Science* index and abstract this journal. It has an impact factor 3.639.

Journal of Autism and Developmental Disorders. New York: Springer, 1971–. Monthly (ISSN: 0162-3257).

Focusing on all aspects of research on autism spectrum disorder and its related developmental disabilities, the mission of this journal is to promote the understanding of autism and its causes. It includes original experimental articles and case studies examining behavioral, biological and educational interventions. Full-text articles may be found in the *SpringerLINK* database. Indexes and abstracts of this journal are found in multiple *EBSCO* and *ProQuest* databases, and *Web of Science*. This journal has an impact factor of 3.665.

Research in Autism Spectrum Disorders. Philadelphia: Elsevier, 2007–. Monthly (ISSN: 1750-9467).

With a focus on applied topics, this journal publishes empirical articles on the assessment of subjects with autism and the educational and psychological interventions used in treating them. Full-text access is available in the *ScienceDirect Freedom Collection* database. *ERIC* provides abstracting and indexing for this journal. Its impact factor is 2.212.

Focus on Autism and Other Developmental Disabilities. Thousand Oaks, CA: SAGE, 1986–. Quarterly (ISSN: 1088-3576).

This journal publishes articles that are appropriate for the practitioner involved in the education and treatment of children with autism and pervasive developmental disorders. Full-text access is available in the *HighWire Press* database, and *SAGE Premier* databases. Indexes and abstracts are available in *ERIC, Gale Academic ASAP*, and multiple *EBSCO* databases. It has an impact factor of 1.265.

Journal of Applied Behavior Analysis. Wiley-Blackwell, 1968–. Quarterly (ISSN: 0021-8855).

The goal of this psychology journal, a publication of the *Society for the Experimental Analysis of Behavior,* is to publish original research articles about experimental applications of applied behavior analysis. Full-text access to this journal is available in *LexisNexis* and multiple *EBSCO* databases. Indexes and abstracts may be found in Gale's *Professional Collection* and *Psychology Collection* databases, and *PubMed*. This journal has an impact factor of 1.088.

WEBSITES

A recent Google search for autism returned more than 68 million results. Combing the Internet for reliable sources takes time and patience. The websites listed here are the official online faces of various organizations and institutes dedicated to the research, study, and advocacy of autism spectrum disorders.

Autism Research Institute, www.autism.com

Founded in the late 1960s by one of the pioneers of autism research, Dr. Bernard Rimland, the Autism Research Institute believes that autism is indeed treatable through various methods such as behavioral therapy, diet and nutrition, and medical and sensory interventions. The institute's website provides parents and professionals with the tools necessary to support individuals with autism. Noteworthy resources at this site include a series of free webinars and conference proceedings conducted by leading experts in the field of autism research. An archive of past webinars and conference proceedings is also accessible.

Autism Science Foundation, http://autismsciencefoundation.org

In an effort to find the causes of autism spectrum disorder and to develop innovative and effective therapies, the Autism Science Foundation funds the latest and most advanced scientific research. Founded in 2009, this nonprofit organization has funded over one million dollars in autism research grants. Its website provides an extensive list of resources and funding opportunities for researchers, including funding calendars, applications for fellowships, research mini-grants, and undergraduate research grants. Users can also view current and previous grantees of ASF funded research, and grant outcomes reports.

Autism Speaks, https://www.autismspeaks.org/site-wide/autism-spectrum-disorder

This nonprofit organization was founded in 2005 by the grandparents of an autistic child. Its website is a gold mine of information for families of autistic children, adults with autism, educators, and researchers. Among the resources available here is a guide to the services offered by the Autism Speaks Autism Treatment Network (ATN), and free downloadable tool kits addressing a variety of topics. This site is unique in offering access to a team of individuals called the Autism Response Team (ART). Located throughout the United States, this group of dedicated men and women provide personalized support and information (via email and telephone) to families and individuals living with autism.

CDC Autism Spectrum Disorders, www.cdc.gov/ncbddd/autism/index.html

Maintained by the Centers for Disease Control and Prevention, this site boasts a vast collection of resources appropriate for experienced professionals or those with little understanding of autism spectrum disorders. The information here includes basic facts, resources on screening and diagnosis, data and statistics. In addition, the most recently published CDC-authored articles, including those from the Autism and Developmental Disabilities Monitoring Network, are available in full-text. The website's collection of free materials include fact sheets and resource kits.

National Autism Center, www.nationalautismcenter.org

Serving as the prestigious May Institute's Center for the Promotion of Evidence-based Practice, the National Autism Center is a nonprofit organization whose mission is to provide evidence-based information on autism therapies. Among the most significant resources available on this site are the results of the National Standards Project. This aim of this project is to provide guidance on decision-making about autism interventions. First published in 2009, phase one of the project examines autism spectrum disorders and interventions in children and adolescents under the age of 22. The recently released second phase explores interventions for adults aged 22 and over.

VISUAL MEDIA

There is an abundance of outstanding visual media resources available on autism spectrum disorder. This list includes documentary films only.

The Autism Enigma. Directed by Marion Gruner and Christopher Sumpton. Produced by Christopher Sumpton, Marion Gruner and Robin Benger. PBS, 2012.

This short documentary chronicles the efforts of two families as they work with doctors to find effective therapies for their autistic children. The doctors profiled in this film theorize that diet and antibiotic use are the primary causes of autism spectrum disorders. They illustrate how particular intestinal microbes affect the brains of children with autism, and speculate that replacing abnormal microbial ecosystems with healthy microbial ecosystems may alleviate symptoms of autism.

Autism: The Musical. Directed by Tricia Regan. Produced by Tricia Regan, Sasha Alpert and Perrin Chiles. BMP Films, 2008.

This inspirational Emmy Award winning film documents the story of Elaine Hall, an acting coach who leads five autistic children and their families to participate in a 22 week program called the Miracle Project. Through this program the group writes and stages a theatrical production and in the process learns communication skills and experiences the joys of self-expression.

Best Kept Secret. Directed by Samantha Buck. Produced by Danielle Di Giacomo. BKS Films, 2013.

Filmed in 2011 at Newark, New Jersey's John F. Kennedy High School, this documentary film chronicles teacher Janet Mino's efforts to prepare her entire class of low-functioning autistic students for graduation and transition into the adult world. This film illuminates the difficulties that low income families face in finding appropriate assistance programs for loved ones with autism. This film won the prestigious Peabody Award in 2013.

Loving Lampposts: Living Autistic. Directed by Todd Drezner. Produced by Lauren Silver. Cinema Libre, 2011.

As the father of an autistic son, director Todd Drezner has created a thought provoking look at the experience of having a child diagnosed with autism, the subsequent negativity attached to the diagnosis, and the search for a miracle cure. Drezner suggests that instead of viewing autism as medical disorder, it should simply be regarded as a different way of looking at the world. This notion of "neurodiversity" proposes that instead of being stigmatized, individuals with autism should be embraced and accepted as just as other disabled people are. This film won the Best Feature Documentary at the 2011 Peace on Earth Film Festival.

Neurotypical. Directed by Adam Larsen. Produced by Ronald Sigurd Larsen. Create Space Films, 2013.

Neurotypical is the term used by those who are autistic to describe those who are not autistic. This film is unique in that it is filmed from the perspectives of several adults with autism. Through interviews with many individuals, we find that those with autism have various ways or systems of "passing" for normal in the neurotypical world. The conclusion is that most of these individuals, after years of undergoing interventions to make them normal, are happy with themselves and have no desire to be neurotypical.

References

1. "10 Things to know about New Autism Data," Centers for Disease Control and Prevention, accessed June 17, 2015, www.cdc.gov/features/dsautismdata.
2. American Psychiatric Association, *Diagnostic and Statistical Manual of Mental Disorders*, 5th ed. (Washington, DC: American Psychiatric Association, 2013), 31.
3. "Who are You—Living with Autism," US Autism and Asperger Association, accessed June 17, 2015, www.usautism.org/who_are_you_autism.html.

Testing Telepresence

Remote Reference Service via Robotics

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Interacting with patrons is the heart of reference services, but it is not always possible to meet face-to-face. This paper details the results of the testing of a telepresence robot for reference services. Telepresence systems allow for two way audio and video communication between remote parties; by combining telepresence with robotics this two way communication can happen anywhere. Adding telepresence capabilities to the existing suit of reference services on offer was meant to expand the reach of librarians throughout the building. However limitations in hardware and software mean the platform is not currently sufficient for reference services.

Telepresence allows for real-time interaction between two parties over the Internet providing live video and audio communication. Telepresence systems are used for tours, meetings, and any interaction where one party cannot be physically present with others. While the Miami University Libraries currently offer reference services in many formats, such as in-person at our libraries, over the phone, through online chat, email, and via text messaging, a collaboration with the Mechanical Engineering department gave us the chance to experiment with a telepresence robot. It seemed to be an ideal opportunity to test providing remote (roving) reference services to patrons within the library. Through our study we determined what worked, the limitations of the robot, and observed the reactions of patrons. We concluded that this robot has limited usefulness for remote reference service though telepresence seems promising.

LITERATURE REVIEW

In manufacturing, entertainment, and service industries various systems referred to as robots have been in use for decades. Autonomous and semiautonomous systems build cars, sort inventory, and assist with surgeries. Libraries around the world use automated systems to store,[1] retrieve,[2] and digitize books.[3] While some work has been done using robots in libraries to foster human interaction with patrons[4] most robots in libraries have been the aforementioned autonomous and semiautonomous systems designed for materials management.

As of 2013 close to half of Americans own a tablet or e-reader,[5] and more than half own a smartphone.[6] Such mobile devices are common place among library patrons. The Miami University Libraries circulate iPads and

Android tablets. Mobile devices are increasingly being used by librarians in roving reference to extend the information seeking capabilities of librarians as they work throughout the library.[7]

Roving reference is the practice of librarians moving about the library to interact with students.[8] Roving librarians have increasingly been utilizing mobile technologies to expand the information resources they have access to away from the desk.[9]

The system we tested combines robotics, mobile technologies, and telepresence. The robot used in this experiment is a non-autonomous system which requires a human operator. While this trial was built around testing the robotic hardware the most promising results and directions for future tests were related to the telepresence functionality as an application for roving reference.

THE TRIAL

The goal of this trial was to see if an ambulatory iPad with video chat could provide a means of roving reference, thus expanding the reach of our reference services within the library. Study space is at a premium in our building and students are often loath to leave a prime spot.

The robot used in this trial was a $2,500 Double Robotics telepresence robot which consists of a self-balancing wheeled base (similar to a Segway) supporting a height-adjustable mast that holds an (library-supplied) iPad (see figure 1).

An app runs on the iPad controlling the wheeled base and the telepresence functions. An operator controls the robot through a web interface managed by Double Robotics or an iOS app. Operators can connect to any robot which they have access to from anywhere on Earth with an Internet connection. Using the iPad's front-facing camera, the operator is able to see what the robot "sees" with the operator visible on the iPad screen via their webcam. The iPad's microphone and speakers allow for two-way voice communications.

The trial ran for seven weeks during January and February of 2014 at King Library on the Oxford Campus of Miami University on the first (open study, reference, and circulation) and second (quiet study and stacks) floors. The robot was manned from 9 a.m.–noon and 1–4 p.m. each weekday with operators in their offices on the second and third floors. King was chosen because it is the most visited library on campus. The robot was demonstrated in other libraries, however they are too small to warrant the use of remote services on site.

We advertised the service on the library's website and blog. Additionally we had the robot available at several locations throughout the library, "live" for people to interact with rather than simply waiting for questions to come in through other services.

Figure 1. Double Robotics telepresence robot

WHAT WORKED

Overall the robot functioned well, with a simple interface and adequate battery life. Battery life of the robot was sufficient for a full day of use and the robot can be parked using a built-in kickstand to conserve power. The base is easily charged overnight and Double Robotics sells a parking stand that can charge the robot during the day. Initial concerns about security proved unfounded. No attempts at theft or malicious activity were encountered. Stolen iPads are lockable via iOS settings, and findable via "find my iPhone" functionality.

As a telepresence machine (providing real-time two way video communication) this system functioned well overall. However, the goal was to see if the robot could be useful in a library setting for patron interaction and potentially beyond simple telepresence. The results of our test period were not promising.

LIMITATIONS

The limitations of the platform for the type of tasks we were hoping to accomplish were many. Issues regarding connectivity, limited software, mobility, iPad battery life, volume, and patron privacy were encountered throughout the trial period.

The most commonly encountered problem with the robot was connectivity. The software used to connect to the robot can run over any Internet connection (wi-fi or 3G/4G), depending on the hardware in the iPad. Through various parts of the library, such as in the stacks, narrow hallways, and highly trafficked areas with many devices connected to a single wi-fi access point the connection would drop unexpectedly requiring that the operator either wait for the connection to reestablish itself or manually retrieve and move the robot to another location with a stronger signal. The connection functioned more smoothly in the other libraries we tested, and the other departments on campus who have been testing robots have not had similar connection issues. Connectivity issues at King Library could be due to a high volume of use. It is one of the most highly trafficked buildings on campus and during the day can have hundreds of people using wi-fi. However connectivity problems were not severe enough to significantly impact the trial and were probably due to the library's physical structure and intense network traffic, and not to the robot itself.

The simplicity of the software and hardware meant that the robot was easy to use. However this simplicity meant limitations in functionality. The robot could not show additional screens to the patron (such as the library website or databases), did not allow for the patron to push additional information to the librarian, or to interact with or run other apps on the iPad. The limited functionality of the iPad negates the benefits of deploying mobile devices with librarians. A greater benefit for patrons would be a roving librarian simply carrying an iPad, able to look up resources at the point of contact. The robot possesses no means of physically interacting with its environment: it cannot push elevator buttons, move books, or transport anything to or from a patron.

One of the most common questions from patrons involves physically locating books on the shelves. The movement capabilities of the platform made this task almost impossible. The robot's limited speed, range of vertical motion, and direction of movement meant that it could look at only a small area of shelving. The two lowest and three highest shelves in any range were unreachable by the iPad camera (the mast can be raised and lowered between 47" and 60"). The robot is not capable of lateral movement or looking sideways and so would have to be constantly repositioned at each new section of shelving. Additionally the operator sees through the front-facing, lower-resolution camera of the iPad making for a blurry picture and hard-to-read text. The fixed mounting of the iPad does not allow the camera to be canted at an angle. What the operator sees while driving can be switched to the back-facing camera, which through a mirror lets the operator see obstacles on the floor while driving but is otherwise useless for locating materials. While the interface is straightforward, the actual driving requires a fair bit of concentration, shifting the focus of the librarian from the patron to the robot and limiting flexibility in locating resources.

The robot must be driven manually. Double Robotics provides an API (application programming interface) that can be used to write software for the system, but no ability for routes to be programmed or automated guidance are provided. This lack of automation renders the machine nonviable as a potential automatic tour guide, book retriever, or scout for open study space. Even if such autonomous functions were available they would not be able to help a patron in information seeking.

While the battery life of the wheeled base did not pose a problem, battery life for the iPad did. The iPad runs off its internal battery and the base has no ability to supplement it. The iPad runs software that allows the base to balance and be driven remotely as well as the video and audio telepresence connection. Simply having the robot standing in place with an open connection for six hours saw the iPad battery almost completely drained, even without many conversations or much movement. Testing of longer conversational interactions and significant amounts of driving drained the battery to the point of necessitating a recharge during the day. Having more than one iPad dedicated to the robot would be necessary if the system were to see extensive use.

There is no function in the app running on the robot to establish a call to the operator. Thus for a patron to ask a question, the connection must be open. This need for an open connection essentially amounts to a live feed of the actual librarian operator on the robot throughout the entire day. The librarians manning the machine were in their offices and on the information desk during the trial but found this situation a bit limiting of other activities (phone calls, office consultations) and somewhat disconcerting. During the trial the robot was available for patrons to come up to and ask questions. Additionally the libraries' website provided instructions for requesting the robot through the online chat system or by phone.

Patron privacy is also a potential issue. When the robot was stationary in a lobby-like area, groups of chatting people would come by oblivious to the fact that someone could be listening in on their private conversations. The microphone on the iPad is sensitive enough to register nearby conversations and while the connection can be muted, doing so means that someone coming up to the robot would not be heard by the operator. The operator can see the feed while it is muted, but this requires constant visual monitoring. While this is a low-level activity, it proved to be distracting throughout the day.

Carrying on conversations with patrons can also be an issue in quiet study areas. Patrons are quite serious when it comes to maintaining silence in designated quiet study areas. Whether in-person or through a robot, audible conversation is not appreciated. Setting the volume loud enough to communicate through the iPad's speaker resulted in "Shh, don't disturb me" looks from patrons in the quiet study areas, which make up a large amount of floor space in King Library.

The ultimate limitation of using a system like this for reference service is that the librarian running it will likely be located in the same building as the robot. As a means of remotely speaking with a librarian, the robot functions well. However, after the initial establishment of the conversation, interactive service with the platform is limited. Beyond simply talking to a patron, we failed to identify any task that could not be accomplished more effectively and quickly in person. Even as a means of allowing a librarian to continue manning a desk while performing a task elsewhere in the building, using the robot proved distracting (negating any benefit of staying at the desk) and ultimately more time consuming than simply "roving" around.

PATRON REACTION

Patrons generally responded favorably to the presence of the robot, if they were the ones to initiate an interaction with it. While the robot was stationed in the library, patrons would often come up to it and ask what it was and what it was for, although such walk-up interactions only garnered a single reference question during the trial.

However, to make the robot's presence more visible, we experimented with driving it around the library, careful to respect patron's privacy and personal space. Reactions were decidedly not positive.

The robot makes almost no noise while moving. Even extended to its highest, its slim profile and dark color make it hard to see. Combined with the fact that the iPad presents only the face of the operator, it makes for a confusing interface if you do not know what to expect from it. When interacting with patrons during these times, the machine was generally met with negative responses ranging from simply startling patrons to eliciting some colorful language regarding "getting that thing away from me." These reactions indicate that a system such as this robot would not be beneficial in helping a roving librarian reach patrons without further education of patrons as to the purpose of the system

During a library instruction class the robot was presented as a potential tool for the future of remote interaction. Students either had generally positive reactions or didn't notice the thin black robot standing at the front of the classroom. Students were later asked to imagine how a robot could be used in the library. Student responses for potential uses of the robot included scanning the library for open study carrels, directing students to books or other locations, as a check-out kiosk, and library page tasks like fetching books. Students also suggested that the robot would be useful for patrons who did not want to leave their desks and lose their study space, but needed research help.

Directing students to books is accomplished more quickly in person. The robot cannot retrieve books. Check-out kiosks and catalog look-up stations are available at fixed locations throughout the stacks and lobby. Driving the robot to look for study space is significantly slower than walking. The library also offers a lobby display of open computers using LabMaps software (www.labstats.com/Solutions/LabMaps). Additionally the idea of personal direction to an open desk was not judged to be an appropriate use of a librarian's time. While anecdotal student feedback generally followed what we had hoped the robot would be useful for, the limitations of the Double Robotics Telepresence Robot precluded its usefulness for these tasks.

CONCLUSIONS

Telepresence in the form of a robot does not seem to be as yet an adequate platform for reference services. While the machine performed as advertised, we were not able to stretch its physical abilities to the services provided or expected in a library. Even the most basic interactions would require more robust software that allows for sharing resources between the patron and librarian, as well as more robust hardware that could move faster, in more directions, with some ability to manipulate its environment.

It may be possible to extend the capability of the system by using other technologies to shore up areas where the system is lacking. Extended batteries could lengthen the useful life of the system. Initially we had planned to offer a remote call service through the library website that would allow patrons to request the robot come to them, however we were not able to implement such a system during the trial. Such a system would allow patrons to request the presence of the robot from anywhere in the building. Tagging of library materials using RFID technology coupled with an onboard scanner could allow the robot to direct patrons to materials without having to visual identify items. Using more robust tablets or "ultrabook" type laptops could provide more options for interaction between patron and operator (keyboards, two-way web searching, screen sharing).

While the robot hardware used in this trial didn't live up to expectations, telepresence as a means of providing reference service seems to be promising. We will be experimenting further with offering video chat as a channel for remote reference service in the future, based on our few positive interactions using the robot. We felt that the ability to have face-to-face interaction with patrons at any location was the most potentially beneficial result of the trial.

While iPads and other mobile technologies can extend the reach and capabilities of librarians at and away from the reference desk, our time with this robot would seem to indicate that the librarians in the building won't be replaced any time soon, and the remote reference services currently on offer seem to meet patrons' needs. Roving reference is meant to connect librarians with users. Utilizing new information technologies is a way to extend the capabilities of librarians. While some aspects of this trial showed promise (telepresence) the hardware was found lacking and to be an unnecessary and cumbersome layer between librarian and patron. A system that could more seamlessly integrate telepresence with extended information seeking capabilities could be of great use in reaching patrons in and beyond the library.

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Reference Services to Incarcerated People, Part II

Sources and Learning Outcomes

During the 2013/14 academic year, students taking a required general reference course in a library and information science program answered reference questions from incarcerated individuals. The assignment was designed as a service-learning project. Here we examine how well the assignment met the course and program-level learning objectives that students are expected to attain. We described the data collection and analysis, present our findings and make recommendation in ways to increase student learning outcome and ALA professional competencies from a services learning projects. Specifically we discuss the need to increase education in e-government sources since our findings indicated they are most useful for answering reference questions from incarcerated people.

During summer of 2013, a librarian from the New York Public Library (NYPL) department that services the city's correctional facilities posted a message to a New York, NY-area library listserv looking for volunteers to answer reference questions from incarcerated people. The authors, who teach a general reference course at a New York City (NYC) LIS school, contacted the supervising librarian of the New York Public Library's Correctional Services program and volunteered their students to the task.

This article describes the results of two semesters of work. In the first section we describe the theoretical justifications for taking on the project. These justifications stem from two frameworks, service learning and professional commitment. Next, we describe the procedures and method for the project and describe the data sources and collection methods as well as the limitations. This is followed by an analysis of the data and discussion of the findings. Finally, we will conclude with the project outcomes and make recommendations for further development of the project.

LIBRARY SERVICES TO PEOPLE IN PRISON

Library services to incarcerated people in New York City and New York State are provided under myriad laws, regulations, and services. Prisoners do not have online access and their access to information is generally limited. Prisons are required by federal regulation to provide incarcerated people with access to the courts that meet a threshold of "reasonable access" by either by establishing law libraries in correctional

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facilities or by assigning lawyers for inmates or inmates to sources.[1] Given this state of affairs, inmates' ability to access information is limited and restricted in both print and online availability.

New York State provides limited library services to incarcerated people, focusing on law library services intended to help inmates aid in their own defense.[2] NYPL provides services beyond those required by law under their community outreach program.[3] NYPL Correctional Services delivers literacy programming to teens and adult inmates in the NYC area, Riker's Island, and other area correctional facilities, and provides mail reference services to inmates. Since NYPL's program offers unique services, not available in other jurisdictions, they often receive reference requests from other cities and states, and make every effort to meet all reference requests. Many of the reference questions are answered by volunteers who are supervised by the NYPL librarians.

As of March 2014, New York housed more than 80,000 incarcerated people in both county and state facilities. The NY State Department of Correctional Services houses people who have been sentenced for longer than one year. In March 2014 this number was 53,968 people.[4] The remainder of incarcerated men and women are housed in county jails. The City of New York Department of Correction (DOC) has their own jurisdiction over the five boroughs and the people in prison there. Rikers Island is the main facility for New York City's DOC, with a capacity of housing approximately 15,000 individuals and a daily average of 12,000. It is a ten-jail compound located in the East River adjacent to LaGuardia Airport.[5]

New York State provides library services to its incarcerated population at both the state and county levels, but that service varies depending on location and the number of people in each facility. At the state level, general libraries are required to follow NY State Commission of Correction standards.[6] They are modeled on public libraries, staffed by librarians, and offer educational, informational, reference, and referral services to incarcerated patrons. As indicated above, prisons are required by federal regulation to provide incarcerated people with access to the courts that meet a threshold of "reasonable access" by either by establishing law libraries in correctional facilities or by assigning lawyers for inmates or inmates to sources. New York State has chosen to fulfill this requirement by establishing law libraries in State correctional facilities.[7] Of the ninety prison law libraries in the state of New York, only four are staffed by librarians, the rest are staffed by correctional officers. County jails are different from state correctional facilities in that there is no state statutory that mandates general library services, however, legal resources are mandated through NY State's Commission of Correction. The New York State Library (NYSL) provides financial services to the state and county correctional facilities and helps maintain collections and resources for patrons. General libraries receive funding from NYSL based on incarceration populations: state correctional facilities receive $9.25 annually per incarcerated person and county facilities receive a flat $175,000.[8]

The New York Public Library is one of the large public libraries to take an active role in providing library services to incarcerated individuals. In addition to the city and state mandated services, the Correctional Services Program at NYPL also delivers literacy programming to teens and adults in the justice system, circulates library services inside jail facilities, and provides mail reference services both within and beyond New York State. The most recent statistics from NYPL estimate more than nine hundred unique interactions are provided each month in the New York City area and that services reached twelve New York State facilities in December of 2012.[9] This does not include the large number of reference letters that Correctional Services receives, many of which are answered by volunteers under NYPL supervision. NYPL typically receives eight to fifteen reference requests from inmates weekly. These can range from the straightforward (e.g., list of halfway houses in the Syracuse area) to the intricate (e.g., detailed requests on starting a business, historical information, medical information, etc.). Many of the questions regarding inmate re-entry into society upon release are answered by publications prepared by NYPL. Questions on all other topics are answered by volunteers who conduct necessary research and data collection to compose the responses.

PROJECT GOALS AND RATIONALE

This project was designed to achieve outcomes that are consistent with the objectives of teaching students to provide information services and sources. These objectives are defined by the American Library Association (ALA) as part of their core competencies[10] and are reflected in the course description. Both the ALA competencies and the course objectives emphasize selection and evaluation of sources (ALA competency 5B), interaction with users (ALA competency 5C), and response to user needs (ALA competency 5F). In addition, the project was designed to meet program-wide objectives pertaining to research, communication, user-centered focus and LIS practice.[11]

We considered this project as particularly suitable for imparting reference skills and reinforcing professional ethical practices since it addresses actual information needs of real people, rather than the more typical instructor-generated reference questions. The pedagogy employed here is one of *service learning*, also referred to as *experiential learning*. John Dewey identified experiential learning as necessary for fostering learning in his book *Experience and Education*, an approach that has been widely used in library and information science education, most recently by Brzozowski, Homenda, and Roy; Currim, Cocciolo; Cooper; Overall; and Riddle.[12]

Brzozowski, Homenda, and Roy (2012) and Currim (2011) are recent examples of the use of service learning for LIS students as a way to directly introduce them to reference services and public library services. Currim describes how answering real users' reference questions helps students develop reference skills while providing a public service. Through answering reference questions on a non-for-profit website, specifically Internet Public Library2 (IPL2.org) students develop better people skills and achieve deeper levels of learning that reinforce the ALA core competencies.[13] Similarly, a group of researchers who instructed LIS students in a service learning project at a large urban public library found that service learning helps bridge the divide between theory and practice, helps students better understand the community they are serving, and allows students to grow personally and professionally.[14]

PROBLEM STATEMENT AND RESEARCH QUESTIONS

From the theoretical framework that guides our approach to service learning, we developed the following research questions aimed at identifying how well this project met the learning objectives at the course and program level.

RQ1: What types of sources are used most often when responding to inmates' reference requests?

RQ2: What student learning objectives are reinforced by this project?

METHOD

Basic Procedure

Students enrolled in an introductory reference course at Pratt Institute, School of Information and Library Science in NYC participated in the program during the Fall 2013 and Spring 2014 semesters. This is a required course, taught in a face-to-face classroom over the course of 15 weeks. A total of thirty-eight students participated in the project in two consecutive sections of the course.

On the second week of each semester, a representative from NYPL came to the class to describe the reference services provided by mail to incarcerated people, the proper protocol for the answers including NYPL practices and protocol for protecting patron confidentiality, the standard format and disclaimers accompanying each letter, length limitation set by the correctional facilities on inmates' mail, and, finally, the reference sources available from NYPL specifically for incarcerated patrons. One of these sources is *Connections*: a 268-page guide of resources to assist people in prison with reentry into society. The library distributes this guide to patrons often, and it is always in high demand (the 9000 copies print for 2014 ran out by mid-September).

Following the orientation session, we received on a weekly basis scanned letters from NYPL Correctional Services and the instructor assigned them to students. This occurred in the beginning of class and each letter was read out loud and was followed by a discussion of the best search strategies and sources for filling the information request. Each student answered three inmate letters. The instructor made efforts for each student to answer questions addressing different subject areas.

Students had four to five days to respond to the question. Answers were emailed to the instructor, who reviewed the answers, and if necessary, requested corrections or modifications. Once complete, the answers were emailed to NYPL where they were printed out and mailed to the patrons. The process of answering the questions, including time needed for modifications, was one week.

Data Sources

The results presented here are based on two data sources. The first data source is a set of 112 letters written in response to inmates' reference questions. The second data source were thirty-eight post-project reflections that were collected from students. Student reflections were analyzed to identify the learning outcomes achieved by the project and for evidence linking the outcomes to program-wide student learning objectives, course objectives, and increased professional responsibility.

Data Analysis

The researchers completed Human Subject Assurance training as required by their university and followed patron confidentiality guidelines practiced by New York Public Library. All identifying information was separated from the reference questions, and no personal information was collected.

The researchers employed mainly qualitative content analysis methods and applied them to issues and themes that emerged from the data sources. Analysis followed steps described by Zhang and Wildmuth and included data preparation (anonymizing questions and responses, collecting data sources into spreadsheet), defining the unit of analysis (inmates questions, students responses, student reflections), developing themed categories, and coding the data sources.[15]

Manual coding was carried out the by the authors who identified broad categories based on the research questions. Both authors coded a sample of the data sources (8 percent) to determine inter-rater reliability, which was achieved at a 90 percent level. Subsequently, coding of data sources was divided between the authors.

Research Limitations and Project Challenges

This study is exploratory in nature and is the first in a series of research projects to come. To best allow themes to emerge, we did not prescribe a vocabulary or offer instructions to students beyond those necessary to the project. In other words, rather than ask students to indicate which of the course objectives were met in this project, we asked more open-ended questions such as "what did you learn from this project."

Table 1. Summary of reference materials used, absolute numbers

Type of Source Used	No.	Examples of Sources
Government sources: federal, state, and local	70	New York City Housing Authority (NYCHA) Small Business Administration FAFSA
Traditional reference sources: bibliographies, directories, encyclopedias, newspaper, and article databases	58	*Oxford Companion to the Earth* Wikipedia *Britannica* *Literary Market Place* ScienceDirect
Miscellaneous websites: commercial and user generated	40	J.K. Rowling fan club About.com Publishers' websites
Connections book	25	NYPL publication for NY inmate population
Open access reference/scholarly sources	18	Pubmed National Geographic maps
Advocacy groups	14	Legal Aid Society NACCP legal defense fund

While this made coding more challenging, we preferred not to limit students' reporting in the narrow vocabulary of the syllabus. Since this project is ongoing, the theme and categories that emerged from coding students' narratives will inform our future research projects.

We also faced challenges directly relating to the project, rather than to the data analysis. There were some questions we received that were outside the scope of allowed responses. NYPL does not answer any requests for private information, such as personal addresses or phone numbers. In cases when such requests were received, if a public address was available it was sent with an explanation that private information is outside scope. In another case, a patron asked for information about a group responsible for prison uprisings in Latin America, and this information was deemed too controversial to provide [S14_R_17]. In another case, the information provider (the Church of Satan) refused to respond to a student's request because the information would be shared with someone in prison [S14_R_07]. These limits on allowable content were unique to the population served.

RESULTS

As mentioned above, this project was part of a course in general reference, titled *Information Services and Sources*. The course focuses equally on introducing students to a variety of reference materials, as well as the service processes required for providing effective answers to reference questions. These two main objectives are articulated in the course description, as follows:

> The course introduces the selection and evaluation of resources in all formats, the development of searching techniques, strategies for user-centered service, matching user needs to resources, and the provision of information services in changing technological environments.

To examine whether students used a variety of reference materials, we asked the following research question:

RQ1:What types of sources are used most often when responding to inmates' reference requests?

Table 1 shows the types of reference materials used by students. We identified six unique groups of reference types:

1. **Government sources**: This group included information sources from federal, state, and local information sources. These are all official websites with the extension .gov.
2. **Traditional reference sources**: These include bibliographic, biographic, geographic sources, directories, dictionaries, encyclopedias, and article databases. These have long been the bread-and-butter of reference instruction and still dominate the reference textbooks. While many of these are proprietary, we did include in this category freely available sources such as Wikipedia.
3. **Miscellaneous websites and user-generated content**: This category includes both commercial and user-generated content such as websites of car manufacturers, book publishers, and similar. Hobbyist websites used included sites devoted to song lyrics or baseball statistics.
4. **Connections**: This category included questions that were answered using the NYPL *Connections* book that provides incarcerated people with information to prepare them for reentry into society upon their release.
5. **Open access sources**: In this group we included sources that are freely available to the public but are more scholarly in nature than those included in the

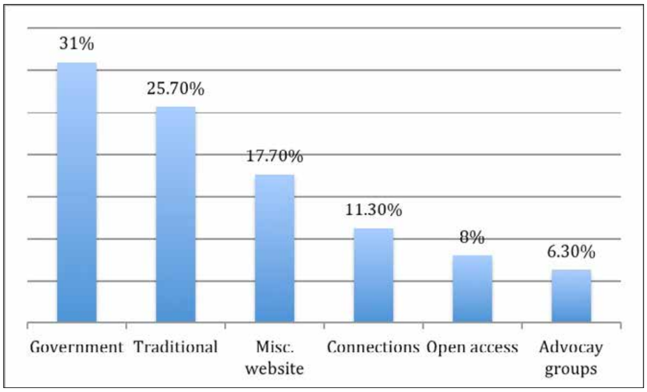

Figure 1. Types of reference materials used, percent

miscellaneous websites category. For example, students discovered that a good way to answer a very broad question was to provide a course syllabus on the topic. One inmate wanted information about "neuroscience." The student answered the question by sending a syllabus for an introductory university course and suggesting to the inmate that they write back with more specific questions.

6. **Advocacy groups**: These include non-government agencies that work directly or indirectly with inmates, such as various legal aid groups, groups focusing on educational, emotional, or social support of inmates and their families.

We found that the most frequently used sources were government sources, followed by traditional reference sources. The complete numeric breakdown, including examples of each type, is available in table 1.

Figure 1 shows the breakdown of the types of materials used as percentages. The largest groups, government information, accounted for 31 percent of the sources used, with advocacy groups providing the smallest percentage, 6.3 percent.

Since government sources emerged as a leading type, we wanted to learn more about the government sources used and to distinguish in a more granular way the types of sources that were used to respond to reference questions. We divided all government sources into groups by level of government: Federal, state, and local government, as well as international, which included foreign governments and non-governmental organizations (NGO). Table 2 shows the types of government sources used.

As instructors, it was our responsibility to assure that each student utilized a range of reference sources. To guarantee to the extent possible that each student will use different types of reference materials, we assigned each student letters that covered different areas. Upon examining the types of materials used by each student individually, we found that on average, each student used 3.5 reference types (i.e., not unique sources, but sources belonging to different group types), with a mode of 4. This analysis, displayed in figure 2, included only the reference types ultimately used for the answer, and not all the sources used during the various stages of the search process.

Learning Objectives

Finally, we wanted to know whether this form of service learning was successful in helping students achieve program-level and course-level objectives, as expressed in our second research question:

RQ2: What student learning objectives are reinforced by this project?

We derived the course-level objectives from the course syllabus and grouped them into three categories that reflect both course-level objectives and the ALA core competencies 5B, 5C and 5F for Reference and User Services (see endnote 10):

- **Selection and evaluation**: Ability to understand and evaluate information sources, services, and activities in a variety of applied contexts
- **Human interaction**: Knowledge of the process of learning from a variety of sources and in different settings and ability to manage that process
- **Professional ethics**: Ability to make professional and socially responsible decisions in managing the process through which information agencies and organizations provide access to information to individual users and different groups of users

To answer this question, we asked students to provide detailed reports of their experience within one week of completing the final letter response.

Upon coding the reports we found that the percentage of students who reported that these course-level objectives were met ranged between 50–58 percent. Figure 3 shows course objectives met.

In addition, in RQ2 we wanted to capture the extent that this project met the program-level learning objectives. We defined program level objectives as those competencies students must demonstrate as a graduation requirement, specifically:

1. **Research**—Students carry out and apply research
2. **Communication**—Students demonstrate excellent communication skills and create and convey content
3. **Technology**—Students use information technology and digital tools effectively
4. **User-Centered Focus**—Students apply concepts related to use and users of information and user needs and perspectives
5. **LIS Practice**—Students perform within the framework of professional practice

Table 2. Summary of reference materials used, absolute numbers

Type of Source Used	No.	Examples of Sources
Federal government	29	US Patents and Trademark Office Small Business Administration Bureau of Alcohol, Tobacco and Firearms Centers for Disease Control and Prevention
State government	17	NYS Dept. of Homeless Services NY Dept. of State NYS Dept. of Environmental Conservation NYS Dept. of Labor
Local government	21	NYC dept. of Sanitation NYC Housing Authority MTA
International and NGO	3	Gov. of China United Nations

Most students, 79 percent, felt that the assignment met the program-level outcome of research, and 63 percent felt they satisfied the objective of user-centered focus. Figure 4 shows the extent to which each of the program-level outcomes were met.

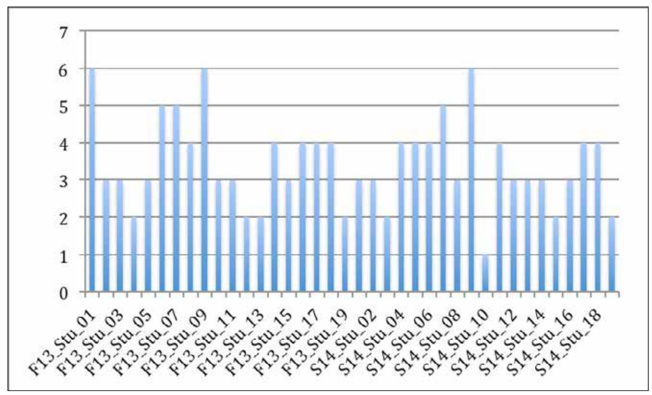

Figure 2. Number of reference types used by each student

Sources Used by Students

We wanted to learn more about the different types of reference sources used by students while answering inmates' questions. While we appreciated the social value of the assignment, as instructors we wanted to know if this assignment met the objective of a general reference course that introduces students to a range of materials. We discovered that students used a wide variety reference sources to answer the question, thus fulfilling the course-level objective:

> Knowledge of a variety of information sources: how they are structured, how information is retrieved from them, and about the contexts in which these resources function to communicate information (taken from course syllabus)

Students used mostly open access sources, but some proprietary article databases available from NYPL were used as well (ScienceDirect, Gale). They used PubMed and, directories and encyclopedias, and many newspaper archives from NYPL databases. By far the most surprising finding was that the largest resource group, almost a third (31 percent), was government information sources. These included the USPTO (US Patents and Trademark Office), FDsys Federal Digital System), and many more. One student said:

> In answering these questions, government websites proved to be the most useful and inclusive source [F13_R_05]

Another student appreciated the intricate knowledge required to gain expertise in government information:

> The request for information about trademarking a name for a product line, and for starting new lines of clothing or soap required investigation into the United States Trademark and Patent Office website, looking for both product codes and procedural information. This required exploring the internal vocabulary used within the Trademark database, which was more complex and specific than expected. [F13_R_06]

This was supported by another statement in a report:

> My initial thought was to include the official text of the law from US Code. However, given its length and dense legal language, I opted to instead include articles addressing the issue of ADA compliance for prisoners. This included a memo from the New York Department of State, and articles published online from advocacy organizations serving the disabled and prisoners. [F13_R_12]

LIS students interested in government information sources usually take a specialized reference course in this area. Such courses tend to focus heavily on statistical and

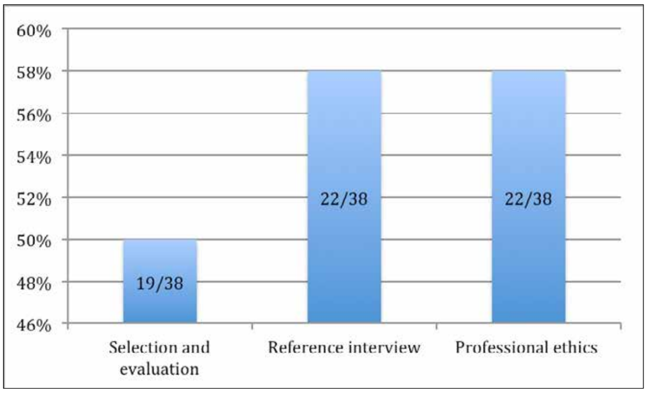

Figure 3. Course learning outcome met

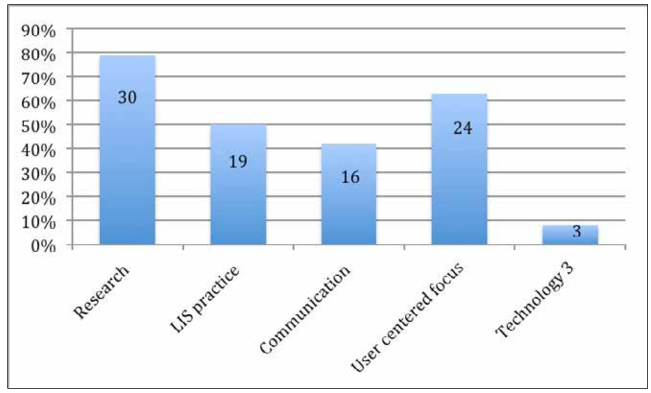

Figure 4. Program level outcomes achieved

legislative information sources and are designed to assist advanced users in academic and research libraries. Introductory reference sources touch upon government sources in a cursory way and they are considered outside the scope of general reference. However, in recent years researchers have been arguing that government sources play an important role for public librarians in providing free access to public information.[17]

Given our evidence of the role of government sources in answering reference questions, we make our first recommendation:

> *Recommendation 1:* Increase the teaching of government information sources to all students taking a required reference course.

Service Learning Perspective

We designed this project first and foremost to support the learning objectives of the students. These included outcomes pertaining to reference sources and selection, as discussed above, and outcomes pertaining to professional ethics, discussed below.

The majority of the students, 58 percent, indicated in their project reports that this project imparted lessons in professional ethics and human interactions. While this number is not as high as we would like, we hypothesize that this number can be accounted for by the fact that the report instructions were broadly phrased and did not solicit responses to specific objectives. In addition, a higher percentage of students, 63 percent, indicated that they developed a user-centered approach as a result of this project.

From this we draw our second recommendation:

> *Recommendation 2*: Provide more detailed questions for students to address in the project reports.

Nonetheless, the majority of students did benefit directly in the area of professional ethics. One student expressed her growing understanding of her role:

> In a sense, I felt like an information liaison to the informationally challenged. [F13_R_04]

Students took pride in having participated in the project:

> [it] was a unique and valuable opportunity for us to provide reference services to individuals whose access to information was limited. [F13_R_12]

> It is a very special privilege to be allowed to help people in this situation. Most of us take access to the [I]nternet for granted and providing a service to those without forces one to consider their circumstances and imagine life from their perspective. [F13_R_15]

> Because of my personal politics, I was very excited to participate in this project even before the class began. I feel that access to information is a fundamental human right, and I also believe in the humanization and assistance to people who are incarcerated, as a form of prison abolition work. So, I greatly enjoyed having a portion of class that also had a real-world impact on people's lives. [SP14_R_04]

Students also considered the guidelines from NYPL about information that is out of scope. The out-of-scope designation includes information about individuals—personal information such as address and phone number. There were several requests for personal information, but only information that is publicly available, such as professional contact information, was provided.

A student commented on this by saying:

> This letter was very interesting since it made me question whether giving him this information was okay since he may have known the person personally, but since it was public knowledge my concerns were assuaged. [F13_R_08]

Accordingly, students drew some important lessons on the reserving of judgment:

> Another thing that I learned from the assignment was how to conduct reference in a professional and socially responsible manner. Lastly, I had to make sure my responses were neutral, adequate and not influenced by my preconceived notions of inmates or other particular situations. [F13_R_11]

> I was forced to set aside my prejudices and anger toward these criminals and attempt to provide them with the best reference services I could provide in letter form. It is not my place to judge anyone. [SP14_R_14]

> The second half of the question about crystals and minerals presented me with a conundrum. I believe that the use of crystals for healing is pseudoscience, but felt that the inmate had expressed an information need and it was my job to fulfill it without judgment [F13_R_01]

Students learned to overcome challenges arising from poor handwriting, poor language, or lengthy requests. One student observed:

> My third letter had a rather lengthy but specific list of requested information. The inmate requested the names of ambassadors from seven countries to the United States, as well as postal and email addresses for their embassies in Washington, DC. He also requested the name of Permanent Representatives to the United Nations from three countries and the postal and email addresses for their Missions in New York. Finally, he requested postal and email addresses for seven major newspapers in the United States. [F13_R_12]

Another limitation is on certain supervised materials, although they are not defined anywhere. One student came across the following problem:

> I originally was worried that I would not be able to answer this question. Loompanics, Delta Press, and Paladin Press all publish material that would not be allowed to enter a prison: books on guns, self defense, and martial arts. Delta Press publishes the infamous *Anarchist Cookbook*, which contains instructions for making bombs and manufacturing drugs at home. With instructions from Sarah Ball, Supervising Librarian of the NYPL's Correctional Services program, I sent samples from the catalogs, hoping they would get through prison security because they do not actually contain any of the objectionable content. [F13_R_02]

Perhaps best indicative of the overall fulfillment of learning objectives came from the following student statement:

> This task was not only extremely valuable from a learning perspective, but also personally rewarding. This was a unique and highly effective way to respond to real-world reference requests, while at the same time providing an invaluable service to members of society with limited access to information. I was able to apply skills learned in the classroom to the practical task of providing relevant information to satisfy the request of someone in need. In the process I was able to hone my own reference and research skills, utilizing sources and search strategies from my own experience and learned in the classroom. I was also able to apply my own communication skills in drafting the written responses—seeking professionalism at each step of the way. Ultimately this task made me more confident in my reference abilities and I appreciated the rewarding opportunity to provide assistance to someone with a need. [F13_R_12]

CONCLUSIONS AND FURTHER RESEARCH

From a service-learning perspective, this project was successful in meeting the course and program learning objectives while providing a rewarding experience for students. The results of our study established that we were able to fulfill the learning objectives of students as well as to provide valuable reference services to our users.

This project demonstrates the vital role of government information in serving the needs of incarcerated individuals and in increasing student learning outcomes. In addition to serving the needs of people in prison, government information proved valuable as a knowledge platform for student engagement.

We intend to continue this service to incarcerated individuals in a joint effort with NYPL, and to expand the research in this area. We are in the process of collecting direct feedback from prison patrons by including a set of satisfaction questions for them.

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Adult Readers' Advisory Services through Public Library Websites

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Dr. Connie Van Fleet contributed to developing the research questions and research instrument that led to this article. Although Dr. Van Fleet died before the work could be completed, it is nevertheless part of her considerable intellectual legacy, and the authors gratefully acknowledge her as a respected scholar and cherished friend.

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Public libraries have implemented Readers' Advisory (RA) services and outreach efforts online in a variety of formats, ranging from one-way communications such as book club announcements and reading lists to interactions with individual patrons about their reading preferences. While the literature contains numerous case studies describing online RA activities and extensive recommendations for practice, what is lacking is a broad, generalizable picture of what percentage of libraries are offering online RA, what types of public libraries are most likely to do so, and what types of online RA efforts have been implemented. Using a random sample of 369 public libraries, this study examined library websites for evidence of RA and analyzed library characteristics that were associated with a higher likelihood of offering these services.

Throughout America's public libraries, recreational reading is booming, with fiction accounting for an average of 66 percent of the print circulation and 80 percent of the e-book usage in public libraries in 2013.[1] Naturally enough, many librarians have sought to improve services to their adult recreational readers by emphasizing readers' advisory services, which "connect readers with the stories that enrich their lives and our world."[2] "Because leisure pursuits are still the most common rationale for public library visits in this information-centric age," writes May, "it makes sense for libraries to court their most important constituency—recreational readers. One way to fulfill this mission would be to renew the emphasis on providing readers' advisory services."[3]

Readers' advisory services have enjoyed a renaissance in public libraries since the 1980s.[4] But has that renaissance translated to public library websites?

Library websites serve as "the public face of the institution" and provide extensive information and library services to patrons who never set foot into a physical branch.[5] Public library websites also serve as a resource for users who do patronize their community libraries in person, alerting them to the services, events, and resources that will be available to them when they visit. Librarians recognize the importance of delivering services through the digital channels to which users are accustomed—including, potentially, readers' advisory services.[6] This study explores the confluence of those ideas: If readers' advisory is important in public libraries, and a well-designed online presence is important for public libraries, what is the current state of practice in bringing adult readers' advisory online?

LITERATURE REVIEW

Providing readers' advisory (RA) information and services online offers many advantages to library patrons. Much like virtual reference, online RA is likely to appeal to patrons because of the privacy and convenience it affords. Some patrons who are reticent about approaching in person may be particularly drawn to this option.[7] "Noninvasive" online forms allow librarians to provide reading guidance to patrons in an "efficient, low-pressure" way.[8] Online RA can also offer librarians an opportunity to provide better service. While the in-person readers' advisory conversation sometimes feels rushed, causing librarians to recommend the books they can find or recall most quickly instead of the ones that are best matches, online RA can be more deliberate, allowing advisors to consult with their colleagues and peruse appropriate tools without stress.[9] In addition, creating an online presence for RA services inherently serves to promote them: Patrons in the stacks may be unaware that any reading guidance is available, but could learn of it if they visit a library website that highlights it.[10] Online RA, therefore, can be used as both a service itself and also a form of outreach to website visitors about the library's suite of RA services. Finally, in addition to promoting the readers' advisory service, online RA can be used to promote the contents of a library's collections, bringing attention to books that might otherwise go overlooked.[11]

Although a standard vocabulary is not universally employed, most recommendations for online readers' advisory services distinguish between various forms of "one-way" communication and "interactive" approaches to RA (and consequently to website design). Newman divides online readers' advisory techniques into two categories, static and dynamic, with static techniques including book lists and reviews and dynamic including interactive forms.[12] Trott draws a similar distinction between "passive" and "active" RA techniques, applying those categories to both in-person and online services.[13]

Static, passive, or one-way techniques include any mechanisms by which libraries can share information or recommendations about books with their website users as a group (as opposed to techniques for providing recommendations to an individual). Book lists, reviews, annotations, and read-alike ideas all fall into this category.[14] Some of these techniques can be online translations of book promotion activities previously undertaken in the physical library—for example, reading lists that had been distributed as handouts or bookmarks might be converted to online lists or blog posts, or book talks made into podcasts. Visually pleasing book displays on endcaps in the library can move online as annotated reading lists or reading maps.[15] Other suggested approaches are unique to online RA—Ellis, for example, advises librarians to create video "trailers" to pitch selected books on their websites.[16]

Interactive or dynamic approaches are those that enable readers' advisory librarians to provide online service to individual patrons. These techniques more closely mirror the readers' advisory interview, in which a librarian tailors recommendations to an individual reader's tastes and preferred appeal factors. Individual reading recommendations may be provided by email, and some libraries have experimented with providing RA services via chat.[17] Libraries can host online book discussion groups.[18] Librarians who have been successful with online readers' advisory particularly recommend creating reading suggestion forms that patrons can use to describe their reading interests and receive considered feedback from readers' advisory librarians.[19] The Seattle Public Library, for example, offers a simple online form called "Your Next Five Books" that librarians use to generate recommendations.[20] At the oft-cited Williamsburg Regional Library, librarians have developed a reading preference form that serves as the foundation for all readers' advisory encounters. Using the same form both in person and online, they found that it is typical to receive "two to three online submissions for every paper submission."[21] The Jacksonville Public Library has expanded on the idea, creating online forms that patrons can use to request not only readers' advisory, but also music advisory, supplying information about their tastes to receive a "personalized booklist" or "personalized playlist."[22] Playlist recommendations are both sent to the patrons requesting them and posted to a music advisory blog.[23]

Web 2.0 and social networking tools have also been discussed as avenues for readers' advisory.[24] Maatta recommends that RA librarians embrace a suite of Web 2.0 tools including blogs, wikis, RSS feeds, and podcasts to promote books and communicate with patrons, and that they connect to readers via social networking tools.[25] Anwyll and Chawner recommend incorporating social media into online RA, suggesting, for example, using blogs and microblogging sites like Twitter to promote books and events and using social networking sites like Facebook for interactive RA services.[26] Others, including the Williamsburg Regional Library, have used blogs to deliver online book reviews and have found this method to be a successful means of reaching patrons who do not make use of in-person RA.[27] Kastner reports reaching over 100 readers in a one-day experiment with providing readers' advisory via Facebook; Rua describes a similarly successful twelve-hour Facebook RA event that reached more than 200 participants and gained the library 300 new fans.[28] Saricks notes the potential of Facebook for interactive RA and also suggests using Pinterest to create online book displays.[29] Finally, some libraries have enabled features that allow patrons to create content within the library catalog, such as user-generated tags and comments.[30] According to Pecoskie, Spiteri, and Tarulli, this "user-generated content serves to complement the MARC bibliographic record" and "can provide insight into the ways users understand and respond to their own readings."[31] Readers' advisors who collaborate with catalogers to take full advantage of the capacities of next-generation library catalogs—adding reviews and tags, integrating tools such as *NoveList*, and expanding records with descriptive language that captures appeal factors—can make their catalogs into "remote community space for readers."[32] These social tools somewhat blur the distinction between one-way and interactive online readers' advisory, but librarians can still differentiate between services intended for groups of patrons, such as blogs, podcasts, or enriched catalog content; and individual recommendations, such as can be provided via social networking tools.

Many non-library sites and tools serve functions related to online readers' advisory. Dedicated social networking sites such as Goodreads, LibraryThing, and Shelfari connect users to one another based on common interests and create communities of readers online. Users discuss books in what Stover calls the "vocabulary of appeal" and in what Naik calls the equally important language of "repel terms," factors that might make a book unappealing.[33] While some have framed these sites as competitors to RA in libraries, other readers' advisory librarians have found them valuable as RA tools or suggested them as models from which ideas can be drawn.[34] Wright and Bass advise librarians to participate actively in these online communities to meet and assist patrons where they are already discussing books.[35] Finally, an additional feature of LibraryThing, LibraryThing for Libraries, can be used to enhance the usefulness of library websites as sources of reading recommendations. The system of OPAC enhancements enables users to add ratings, reviews, and tags, while the BookPsychic service tailors recommendations to the holdings of an individual library.[36] (N.B. Amazon has owned Shelfari since 2008 and acquired Goodreads in 2013. The company is also a minority shareholder in LibraryThing.)[37]

In addition to social sites that appeal to communities of readers, a variety of online tools have been developed specifically to generate reading guidance. For example, Whichbook generates recommendations based on a series of sliding scales for appeal factors; users can indicate where they would like their books to fall on continua like "easy to demanding" or "optimistic to bleak."[38] NPR organized its critics' 2014 book recommendations into a "Book Concierge" app that readers can use by selecting combinations of descriptive tags.[39] Penguin Books offers the Penguin Hotline, through which readers can fill out a form and receive personalized recommendations from staffers.[40] Even the streaming music site Pandora provides an example of an online service that helps users (in this case listeners, rather than readers) identify new entertainment based on the systematic analysis of appeal factors—Wyatt cites Pandora as a model for some of the features of the ideal RA database.[41] The popularity of these and similar sites speaks to the viability of online communities and conversations about books and reading, and so implicitly argues for online readers' advisory.

Ten years ago, Trott noted that it had "become common for library Web sites to include a readers' advisory presence"; however, it is still difficult to quantify that "common."[42] While the practitioner literature contains numerous case studies and extensive advice on developing online readers' advisory, little research has been conducted describing the state of online RA or the factors associated with its development. In 2001, a group of readers' advisory librarians in the Chicago area examined a sample of RA websites and developed recommendations. However, that study focused on guidelines for site design (visibility, clear purpose, logical organization, clean layout, etc.), not the content of the readers' advisory tools contained therein.[43] Anwyll and Chawner, in a small-scale review of the social media readers' advisory practices at New Zealand public libraries, found that respondents were generally well-disposed toward offering online RA, but that limited staff time and technical barriers created impediments, and that smaller libraries were generally later to adopt social media.[44] A recent evaluation of academic and public library websites measured some related features, such as descriptions of library services, information on library news and events, and online reference; however, it did not address readers' advisory per se.[45]

The most similar study to the present article that could be located was Kelly's master's degree thesis, in which he analyzed several hundred public library websites for readers' advisory content. He found that approximately 10 percent offered "original" RA on their websites in some fashion, either submitted by patrons or created by staff. The most frequently noted elements were genre book lists, some kind of interactivity (site searches being the most common type), and links to external websites. Kelly also analyzed a small sample of libraries with robust readers' advisory websites, selecting eighteen sites that either "contained most of the variables studied; namely, numerous and varied genre book lists, a degree of interactivity, and a substantial number of links" or offered "overall innovative features." He found that "no stereotypical library . . . produced high-quality readers' advisory web pages," noting that smaller libraries were well-represented among his sample. However, he cautioned that the available sample was too small for significant conclusions to be drawn.[46] One of the goals of the present study is to determine whether more meaningful trends can be observed with a larger sample now that online readers' advisory has had an additional fifteen years to mature.

RESEARCH PROBLEMS

This study examined whether public libraries are using their websites to engage in readers' advisory outreach and services to users and what factors are correlated with online readers' advisory, where it exists. Both one-way means of information transfer (e.g., announcements) and interactive approaches (such as web forms for contacting librarians) were examined. The research questions were:

1. What types of readers' advisory information and services do public libraries include on their websites?
2. What characteristics of libraries—such as size, location, funding, organizational structure, and employment of degreed librarians—are related to a higher likelihood of including readers' advisory on the websites?

3. Is the quality or complexity of the website overall related to the likelihood of readers' advisory being included on the website?

METHOD

A simple random sample of 369 public libraries was chosen using the 2010 Public Libraries in the United States Survey (PLS) by the Institute of Museum and Library Services (IMLS) as a sampling frame.[47] The sample size was determined using a sample size calculator and based on the total number of libraries in the 2010 PLS (9,308). There were 323 libraries in the sample that had websites (87.5 percent). A content analysis check sheet was used to examine the websites for the presence of many readers' advisory items. Websites were analyzed for both elements of readers' advisory service that took place entirely online (e.g., a form for personal reading guidance) and outreach elements for in-person activities (e.g., announcements of book clubs). A dataset was created that paired the information from the content analysis sheets with the PLS data for each of the libraries in the sample. This pairing made it possible to analyze the content analysis data with many variables from the PLS dataset, such as population of the service area, funding variables, and location variables. A variety of analyses were conducted including univariate analyses (frequencies, percentages, and range), bivariate analyses (cross-tabulations and chi-square), correlations (Spearman's rho), and regression analyses.

A limitation of the study was its exclusion of RA services aimed at children and teenagers—only adult readers' advisory was examined. Also, many public libraries have Facebook or other social media pages either as their only online presence or in addition to their websites. These social media library sites were not examined. Websites were only viewed with a desktop computer and not with mobile devices. Library sites designed for mobile users might have different content than more traditional websites. Finally, it was not possible to examine what RA services the libraries in this study offer in their physical branches, so the relationship between the online and in-person RA services within a given library cannot be analyzed.

DESCRIPTION OF THE VARIABLES

The dependent variables in this study were the readers' advisory items from the content analysis check sheet and are listed individually in table 1. These individual items were also combined into the following scores that were computed from how many possible items in a particular category that each website contained. These scored items were: the total Readers' Advisory Score with a theoretical range of 0–13, and an actual range of 0–9; Announcements Score with a theoretical and actual range of 0–3; Internet Score with a theoretical and actual range of 0–3; Patron Input Score with a theoretical and actual range of 0–2; and Staff Content Score with a theoretical range of 0–3 and an actual range of 0–2.

To determine whether the availability of RA services was merely a function of an overall better website, an independent variable labeled Website Score was created from the variables "subpage of city website," "website has subpages," "ease of use," "complexity," and "broken" (broken links, empty pages, etc.). This score had a theoretical range of 0 to 8, and an actual range of 2–8. Because of the nature of some of the variables that created this score, for analysis purposes this was considered an ordinal level variable.

Several items from the IMLS Public Library Survey were used as independent variables. These items were selected because they describe several key characteristics by which public libraries substantively differ—size, geographical location, funding levels and sources, employment of degreed librarians, and administrative structure. Analyses were conducted on these variable to determine whether particular characteristics of libraries were associated with online readers' advisory. The variables are listed below with their PLS codes:

- Population of the Legal Service Area (POPU_LSA)
- Full-Time Equivalent (FTE) ALA-MLS Librarians (MASTER)
- Operating revenue from local government (LOCGVT)
- Operating revenue from state government (STGVT)
- Operating revenue from federal government (FEDGVT)
- Total expenditures on the library collection (TOTEXPCO)
- Legal Basis Code (C_LEGBAS)—this is the type of governing agency of the library
- Bureau of Economic Analysis Code (OBEREG)—this is the region of the country
- Urban-Centric Locale Code (LOCALE)—this refers to the size of the community the library serves and was recoded as City, Suburb, Town, and Rural
- Administrative Structure Code (C_ADMIN)—this states whether or not the library has branches

DATA ANALYSIS

The first research question asked: What types of readers' advisory information and services do public libraries include on their websites? About two-thirds of libraries (202 out of 323, 62.5 percent) had some sort of readers' advisory items on their websites. The largest category of items was announcements (161, 49.8 percent), and most of those were book club announcements (148, 45.8 percent). The next largest category was Internet items (93, 28.8 percent). Of these, 57 libraries (17.6 percent) had a specific readers' advisory web page. Less than 20 percent of libraries had an online mechanism to request input from patrons (56, 17.3 percent) such as requests for purchases or patron reviews of materials. Even fewer posted original intellectual content by librarians or staff (43, 13.3 percent) such as annotations, reading lists, or a readers' advisory blog. Almost no libraries had specific

Table 1. Adult Readers' Advisory on Public Library Websites

Types of Items	Libraries (N = 323)	%
Any Readers' Advisory Items	202	62.5
Announcements	161	49.8
Book club announcements	148	45.8
Announcements for book/author programs	26	8.0
New book alerts	27	8.4
Internet Items	93	28.8
Specific Readers' Advisory page	57	17.6
Links to Readers' Advisory websites: Annotated	51	15.8
Links to Readers' Advisory websites: Classified	39	12.1
Request Input from Patrons	56	17.3
Requests for purchases	46	14.2
Requests for patron reviews/annotations	21	6.5
Intellectual Content by Librarians/Staff	43	13.3
Annotations/reviews/recommendations by staff	35	10.8
Readers' Advisory blog	11	3.4
Reading lists by staff	10	3.1
Ways for Patrons to Request Assistance	2	0.6
Form for personal reading guidance	2	0.6
Contact info for personal reading guidance	0	0.0

readers' advisory contact capability on their sites such as a web form for personal reading guidance (2, 0.6 percent) or contact information for personal reading guidance (zero libraries had this). Overall, while 62.5 percent of libraries had some of the items defined as readers' advisory in this study, the majority of the individual items were represented by fewer than 20 percent of libraries, with only book club announcements as an individual item appearing on more than 20 percent of websites. The two items listed as ways for patrons to request assistance were found on so few websites (only 2) that this variable was not used for any of the further data analysis in the study. See table 1.

BIVARIATE AND REGRESSION ANALYSES

Bivariate and regression analyses were used to examine the second research question: What characteristics of libraries are related to a higher likelihood of having readers' advisory on the websites? For the cross-tabulation tables, dependent variables were created for the overall "Any Readers' Advisory Items" on the websites, and for each of the categories from table 1: Announcements, Internet items, Patron input, and Staff content. These items were coded 1 if the website had any item from that category, and 0 for no items.

Table 2 examines whether the following library variables are related to the likelihood of having readers' advisory items: the employment of ALA-MLS librarians, the library having branches, and the type of governing body. The data show that libraries with ALA-MLS librarians were much more likely to have all categories of readers' advisory items on their websites than libraries without degreed librarians, and for several categories they were more than twice as likely. The biggest contrast was that almost no libraries without degreed librarians provided their own readers' advisory content such as reviews or reading lists (5, 3.4 percent) compared to libraries with librarians (38, 21.8 percent). All of these differences were statistically significant.

Libraries that had branches were more likely to provide readers' advisory content on their webpages, and in the cases of providing staff content and seeking patron input, they were twice as likely to do so. All of the differences between libraries with branches and those without were statistically significant. The last comparison in this table was whether content varied for libraries governed by different types of agencies. There were no meaningful differences for libraries on this variable, and none of the readers' advisory categories showed differences across library types that were statistically significant. See table 2.

Library location made a great deal of difference in whether libraries had readers' advisory items on their websites. For all content areas, city libraries were more than twice as likely as rural libraries to have items, with nearly all city libraries having some readers' advisory (22, 95.7 percent) compared

Table 2. Readers' Advisory Items on Websites by Library Variables

Whether Library has Employees with ALA Accredited MLS

	No MLS Librarian (n = 149)	MLS Librarian (n = 174)	χ2 sign.
Any RA items	45.0% (67)	77.6% (135)	.000*
Announcements	30.2% (45)	66.7% (116)	.000*
Internet items	20.1% (30)	36.2% (63)	.001*
Patron input	10.1% (15)	23.6% (41)	.001*
Staff content	3.4% (5)	21.8% (38)	.000*

Whether Library has Branches

	No Branches (n = 273)	Has Branches (n=50)	χ2 sign.
Any RA items	59.3% (162)	80.0% (40)	.006*
Announcements	46.2% (126)	70.0% (35)	.002*
Internet items	26.4% (72)	42.0% (21)	.025*
Patron input	15.0% (41)	30.0% (15)	.010*
Staff content	11.0% (30)	26.0% (13)	.004*

Type of Governing Agency

	Municipal Government (n = 157)	County/ Parish (n = 27)	Non-Profit (n = 56)	Library District (n = 59)	χ2 sign.
Any RA items	61.1% (96)	63.0% (17)	64.3% (36)	61.0% (36)	.977
Announcements	45.2% (71)	55.6% (15)	51.8% (29)	54.2% (32)	.536
Internet items	29.3% (46)	29.6% (8)	28.6% (16)	30.5% (18)	.997
Patron input	21.7% (34)	22.2% (6)	7.1% (4)	15.3% (9)	.086
Staff content	11.5% (18)	18.5% (5)	16.1% (9)	11.9% (7)	.663

*Statistically significant at α =.05 or better

to less than half of rural libraries (54, 40.3 percent). Once again, the largest difference was in staff-generated content, with only 6.7 percent of rural libraries compared to 39.1 percent of city libraries having this feature on their websites. The differences across library locations were statistically significant for all readers' advisory categories.

The population of the service area (recoded into 5 groups) was also significantly related to differences in the availability of readers' advisory items. More than half of the libraries in the study had fewer than 10,000 people in their service area, and in most categories these libraries were less than half as likely to offer readers' advisory on their websites than even the next largest population category of 10,000 to 24,999 people. While the differences between the smallest population areas and the next size up were large, the differences between that second-smallest category and the largest population areas were less than 15 percentage points for Announcements, Internet items, and the overall readers' advisory category. However, the presence of staff content and requests for patron input doubled between libraries in this category and libraries in the largest population areas.

When examining readers' advisory by geographic region of the country, the only real differences were in Announcements, and the effect that the announcements category had on the overall readers' advisory item. These categories showed a statistically significant difference across regions. Libraries in states on the coasts and in the upper Midwest were more likely to have readers' advisory announcements on their websites than libraries in the southern and central states. Note that the n for the Far West and Rocky Mountain regions was small, fewer than 20 libraries, so results for those regions should be viewed with caution. See table 3.

Research question 3 was "is the quality or complexity of the website overall related to the likelihood of readers' advisory being included on the website?" During the data collection, websites were classed on three subjective factors: complexity of the site, ease of use, and the incidence of broken links, empty pages, and other problems. Complex and mid-level websites were enormously more likely to have readers' advisory items of all categories than basic websites, and these differences were statistically significant. Middle ease of use websites were more likely than low or high ease of use sites to have readers' advisory items, and this was statistically significant for all categories except patron input. These results were not what was expected, so a cross-tabulation of complexity and ease of use was done to understand the variables better. This showed that basic websites had a higher ease of use and complex websites were more likely to have a middle ease of use. In other words, the relationship between middle ease of use and presence of RA items is a function of the fact that complex websites generally had both RA items and middle ease of use. The majority of sites had few or no broken links and other errors, and the presence of readers' advisory items on the websites were not statistically significant across this variable, except for staff content, which did show statistical significance. See table 4.

CORRELATION AND REGRESSION

The cross-tabulations in the previous section showed that library size variables are related to different levels of readers' advisory availability on websites, but how strong is the relationship between these variables? A Spearman's rho (a statistic measuring correlation of ordinal-level variables) was conducted using the readers' advisory category scores and several library size variables. The correlation analysis indicated that the overall score for readers' advisory items on the website

Table 3. Readers' Advisory Items on Websites by Location Variables

	Rural or City				
	Rural (*n* = 134)	Town (*n* = 89)	Suburb (*n* = 77)	City (*n* = 23)	χ2 sign.
Any RA items	40.3% (54)	65.2% (58)	88.3% (68)	95.7% (22)	.000*
Announcements	23.9% (32)	56.2% (50)	77.9% (60)	82.6% (19)	.000*
Internet items	20.9% (28)	30.3% (27)	36.4% (28)	43.5% (10)	.033*
Patron input	11.2% (15)	18.0% (16)	23.4% (18)	30.4% (7)	.041*
Staff content	6.7% (9)	11.2% (10)	19.5% (15)	39.1% (9)	.000*

	Population of Service Area					
	Up to 9,999 (*n* = 179)	10,000–24,999 (*n* = 73)	25,000–49,999 (*n* = 29)	50,000–99,999 (*n* = 21)	100,000+ (*n* = 21)	χ2 sign.
Any RA items	46.4% (83)	82.2% (60)	75.9% (22)	81.0% (17)	95.2% (20)	.000*
Announcements	31.3% (56)	71.2% (52)	62.1% (18)	81.0% (17)	85.7% (18)	.000*
Internet items	20.1% (36)	39.7% (29)	31.0% (9)	42.9% (9)	47.6% (10)	.002*
Patron input	11.2% (20)	19.2% (14)	34.5% (10)	19.0% (4)	38.1% (8)	.002*
Staff content	6.1% (11)	17.8% (13)	24.1% (7)	19.0% (4)	38.1% (8)	.000*

	Geographic Region								
	South West (*n* = 24)	Rocky Mntns (*n* = 18)	Plains (*n* = 49)	South East (*n* = 36)	Great Lakes (*n* = 75)	Mid East (*n* = 58)	Far West (*n* = 14)	New England (*n* = 49)	χ2 sign.
Any RA items	37.5% (9)	44.4% (8)	55.1% (27)	58.3% (21)	68.0% (51)	69.0% (40)	71.4% (10)	73.5% (36)	.032*
Announcements	33.3% (8)	44.4% (8)	28.6% (14)	44.4% (16)	61.3% (46)	55.2% (32)	57.1% (8)	59.2% (29)	.009*
Internet items	16.7% (4)	16.7% (3)	34.7% (17)	25.0% (9)	33.3% (25)	27.5% (16)	50.0% (7)	24.5% (12)	.298
Patron input	8.3% (2)	11.1% (2)	28.6% (14)	13.9% (5)	18.7% (14)	12.1% (7)	21.4% (3)	18.4% (9)	.344
Staff content	8.3% (2)	11.1% (2)	10.2% (5)	11.1% (4)	12.0% (9)	15.5% (9)	21.4% (3)	18.4% (9)	.846

*Statistically significant at α =.05 or better

was correlated at a moderate to near-substantial level with the library's total expenditure on the collection, the number of ALA-MLS librarians, the amount of annual funding by local government sources, and the size of the population of the library's service area. The score was correlated at a low-moderate level to state government funding. The correlation with the level of federal government funding was negligible. The presence on the websites of readers' advisory announcements was substantially correlated with the total expenditure on the collection, and near-substantial for population size, presence of ALA-MLS librarians, and level of local government funding. State funding was correlated at a low-moderate, and federal funding at a negligible level. The number of ALA-MLS librarians and the level of local government funding showed a low level of correlation with the presence on the website of readers' advisory Internet items such as a readers' advisory page and links, and also with requests for patron input such as reviews and purchase requests. Total expenditure on the collection was also correlated at a low level with the presence of Internet items. Typical interpretations of correlation coefficients range from those near zero which are negligible, through low, substantial, strong, to those that are very strong near 1.00.[48] In this table the statistically significant correlations ranged from .110, a negligible correlation, to .503, a substantial correlation. See table 5.

A Spearman's rho correlation analysis was also run with the readers' advisory category scores and the created variable Website Score. The correlation coefficients for the overall readers' advisory score, the announcements score, and the staff content score ranged from .311 to .385, indicating a moderate level of correlation. The Internet item score coefficient (.238) and the patron input score coefficient (.163) showed a low correlation of these variables with Website Score. See table 6.

The cross-tabulations and the bivariate correlations describe the interaction of two variables. Multiple regression analysis combines several independent variables and tests their ability to predict change in the dependent variable. A variety of multiple regression analysis combinations were conducted to evaluate how well the library size variables predicted the presence of readers' advisory items on the libraries' websites. The predictor variables were the following measures of aspects of library size: population of the service area, FTE ALA-MLS librarians, total expenditures on the collection, and levels of local, state, and federal funding; and the dependent variables were readers' advisory score,

Table 4. Readers' Advisory on Websites by Quality of Website Variables

	Complex (n = 57)	Midlevel (n = 165)	Basic (n = 101)	χ2 sign.
Any RA items	86.0% (49)	69.7% (115)	37.6% (38)	.000*
Announcements	73.7% (42)	53.9% (89)	29.7% (30)	.000*
Internet items	42.1% (24)	35.8% (59)	9.9% (10)	.000*
Patron input	38.6% (22)	16.4% (27)	6.9% (7)	.000*
Staff content	33.3% (19)	13.3% (22)	2.0% (2)	.000*
	Ease of Use High (n = 139)	Ease of Use Middle (n = 140)	Ease of Use Low (n = 44)	χ2 sign.
Any RA items	48.9% (68)	77.1% (108)	59.1% (26)	.000*
Announcements	42.4% (59)	58.6% (82)	45.5% (20)	.022*
Internet items	20.9% (29)	40.0% (56)	18.2% (8)	.000*
Patron input	12.2% (17)	22.9% (32)	15.9% (7)	.062
Staff content	8.6% (12)	20.7% (29)	4.5% (2)	.002*
	Few/No Broken Links (n = 269)	Some Broken Links (n = 36)	Many Broken Links (n = 18)	χ2 sign.
Any RA items	63.6% (171)	61.1% (22)	50.0% (9)	.506
Announcements	52.0% (140)	41.7% (15)	33.3% (6)	.178
Internet items	29.0% (78)	30.6% (11)	22.2% (4)	.803
Patron input	16.7% (45)	27.8% (10)	5.6% (1)	.103
Staff content	15.6% (42)	2.8% (1)	0.0% (0)	.024*

*Statistically significant at α =.05 or better

Table 5. Correlation of Library Size Variables and Readers' Advisory Items on Library Websites (N = 323)

	Annual $ Collection	**ALA-MLS**	**Local Govt $**	**Service Popul.**	**State Govt $**	**Federal Govt $**
Readers' Advisory Score						
Correlation Coefficient	.475**	.455**	.413**	.403**	.296**	.166**
Significance	.000	.000	.000	.000	.000	.003
Announcements Score						
Correlation Coefficient	.503**	.465**	.433**	.448**	.285**	.159**
Significance	.000	.000	.000	.000	.000	.004
Staff Content Score						
Correlation Coefficient	.330**	.330**	.266**	.262**	.179**	.082
Significance	.000	.000	.000	.000	.001	.140
Internet Items Score						
Correlation Coefficient	.243**	.221**	.198**	.181**	.190**	.116*
Significance	.000	.000	.000	.001	.001	.037
Patron Input Score						
Correlation Coefficient	.187**	.209**	.193**	.161**	.110*	.047
Significance	.001	.000	.000	.004	.048	.401

*Correlation is significant at the 0.05 level (2-tailed)
**Correlation is significant at the .01 level (2-tailed)

announcements score, Internet items score, staff content score, and patron input score.

First, a regression was conducted with each individual predictor variable and each dependent variable. Local government funding was the best single predictor variable for the overall readers' advisory score (predicted 9.8 percent of the variance) and for the announcements score (predicted 15.1 percent of the variance). FTE ALA-MLS librarians was the best single predictor for the staff content score (9.2 percent) and the patron input score (1.8 percent, quite negligible). The Internet score variable showed very little ability to be predicted by any of the individual independent variables, with less than 1 percent of its variance being predicted.

The multiple regression model that was considered most appropriate used the predictor variables total expenditures on the collection, FTE ALA-MLS librarians, local funding, and state funding. Federal funding was eliminated for its low correlation with the dependent variables. Population of the service area had a higher correlation, but appeared to offer little additional predictive input beyond the variables already in the model, probably due to multicollinearity. Therefore, it was eliminated from the final model.

The results of the regression are shown in table 7. The best prediction model was for Announcements Score, but even so, the model predicted less than 20 percent of the variation in whether a library's website contained readers' advisory announcements (17.2 percent prediction). Readers' Advisory Score could be predicted at 15.1 percent, and Staff Content Score at 9.7 percent. The model predicted less than 5 percent of Internet Score (4.5 percent), and Patron Input Score was so low as to not reach statistical significance.

It can be concluded that these variables that are representative of library size predicted very little of the likelihood that readers' advisory items would be found on the library's website. This suggests that there are other, unidentified factors affecting libraries' decisions to include readers' advisory items on their websites; possibilities are discussed in the conclusion.

Table 6. Correlation of Readers' Advisory Scores and Website Score Using Spearman's rho ($N = 323$)

	Website Score
Readers' Advisory Score	
Correlation Coefficient	.385**
Significance	.000
Announcements Score	
Correlation Coefficient	.337**
Significance	.000
Staff Content Score	
Correlation Coefficient	.311**
Significance	.000
Internet Items Score	
Correlation Coefficient	.238**
Significance	.000
Patron Input Score	
Correlation Coefficient	.163**
Significance	.003

**Correlation is significant at the 0.01 level (2-tailed).

DISCUSSION

Of the 369 libraries in the sample, 323 had websites (87.5 percent). These library sites were searched for thirteen types of readers' advisory items, grouped into five categories. Nearly two-thirds of libraries (62.5 percent) had at least one item, and the most common by far was book club announcements (45.8 percent of sites). All other items were found on fewer than 20 percent of websites. Within the groupings of readers' advisory items by type, half of sites had announcements (49.8 percent), over one-quarter had Internet items (28.8 percent), 17.3 percent requested input from patrons, and 13.3 percent of sites contained content created by library staff. Items in the fifth category, ways for library patrons to contact staff to request readers' advisory assistance, were found on only two websites. This number was too few to reasonably use this category in further analysis.

Cross-tabulations showed that a variety of variables related to library size were significantly related to the presence of readers' advisory items. These included the presence of ALA-MLS librarians, whether the library had branches, city compared to rural location, and population of the service area. Region of the country was significant for the overall readers' advisory score and for announcements, but not for the other categories. Type of governing agency was not a significant factor. Website complexity and ease of use were also significantly related.

Correlation analysis found that the library size factors most highly correlated with the presence of readers' advisory items were, in order, total expenditure on the collection, FTE ALA-MLS librarians, amount of local government funding, and population of the service area. State government funding was less strongly correlated, and federal funding was negligible. Website quality was moderately correlated. In the correlation analysis, the Internet score and the patron input scores were much less likely to show correlation with the independent variables than staff content, announcements, and the overall readers' advisory score. Even the best correlations in this analysis were merely mid-level and did not reach the level of a strong correlation.

Regression analysis also showed merely a weak to moderate relationship between the predictor and dependent variables with the best models predicting less than 20 percent of the variation in the readers' advisory category scores. This suggests that while some larger libraries are more likely to have these items on their websites than some smaller libraries, there are other, unexamined factors that are more influential.

Table 7. Multiple Regression Results Using Independent Variables: Total expenditure on collection, FTE ALA-MLS Librarians, Local Funding, State Funding

Dependent Variables	Adjusted R^2	F value (3, 320)	Significance
Readers' Advisory Score	.151	15.265	.000*
Announcements Score	.172	17.689	.000*
Staff Content Score	.097	9.625	.000*
Internet Score	.045	4.817	.001*
Patron Input Score	.014	2.131	.077

*Statistically significant

CONCLUSION

The literature on readers' advisory describes a wide variety of approaches to online RA, and numerous case studies outline exemplary outreach efforts on public library websites. Librarians who have reported on their online RA endeavors have generally described an enthusiastic response from their patrons as well as averring that the online environment improves the quality of service, as it allows advisors to respond more deliberately. However, this study's findings indicate that libraries that offer robust online RA services remain a minority. Contrary to the advice in the practitioner literature, public libraries appear to be much more likely to use their websites only for outreach about in-person RA activities (such as book club announcements), not for actual provision of readers' advisory online. In 2000, Kelly found that approximately 10 percent of the libraries in his sample included original RA content such as book lists.[49] The most similar item in the present study was intellectual content by librarians, found on the websites of 13.3 percent of the studied libraries. Although Kelly's variables do not align perfectly with those of the present study, which limits the potential for comparison, that finding suggests that the intervening years have seen little change in the prevalence of that aspect of online RA.

It is distinctly possible that readers' advisory is taking place online in some public libraries, but that it is invisible as a standalone service or is occurring in another venue besides the library website. Trott has argued that RA is often undermeasured because it is subsumed under general reference services.[50] General online reference is widespread, provided by 65 percent of public libraries in 2010.[51] Some libraries that do not highlight readers' advisory on their websites as a distinct service might very well be providing RA among other types of reference questions answered online. It is also possible that public libraries are providing readers' advisory services via social media. The present study only examined library websites; however, its website is not necessarily the entirety of a public library's online presence. Some libraries may very well be recommending books to their patrons on Facebook, promoting book clubs and author talks on Twitter, and engaging a large community of readers on Goodreads, without any of this activity being apparent on their main websites. Readers' advisory, and conversations about books, may also be occurring within next-generation library catalogs.[52] Further research is needed to examine the state of practice in these additional online venues.

However, the assumption that RA questions and requests will arrive through the general reference or social media channels, and so no promotion is needed on the website, is risky. Many library patrons have no idea that recreational reading guidance is available or fear that such questions would not be welcome.[53] Likewise, patrons who look on a library's website for help will not necessarily be motivated to check the library's Facebook page as well. Readers' advisory services receive an appreciative response from patrons when they learn that they are available, but they tend to be under-marketed.[54] Were greater online outreach for RA services emphasized, many patrons would likely be pleasantly surprised to learn that such help is available.

This study suggests that larger libraries are more likely to have RA items on their websites, but the predictive value is only nominal. Both some large and some small libraries have some RA items, and practically none of any size included options for direct personal assistance. If the presence of online RA items is not a function of library size, then what affects the provision of online RA? This study does not provide appropriate data to draw conclusions, and future research is necessary to identify the barriers to robust online RA.

However, it is probably reasonable to assume that the individual interests and priorities of the librarians play a significant role. In addition, librarians might be less likely to develop online RA services if they anticipate that it would be too difficult or resource-intensive to maintain them. Some librarians may want to provide, say, annotated online book lists, but lack the time to refresh them with appropriate frequency. The correlation between website complexity and presence of RA items might imply that libraries are more likely to commit to online RA if they have adequate resources, including technical staff, to support a more sophisticated online presence. (Conversely, the absence of RA items may sometimes be an artifact of minimal online services or outreach overall.) Finally, some librarians may simply view RA as uniquely unsuited to online provision. Readers' advisory "is all about how well we talk to patrons."[55] Some librarians may find it difficult to conceive of effectively translating the personal conversation about books and reading that is at the heart of a readers' advisory interview to a faceless online environment. If librarians perceive this service as inherently demanding a personal conversation that cannot be easily replicated online, they may be especially reluctant to offer it digitally.

However, the popularity of commercial sites such as Goodreads for connecting readers with books, as well as the experience of the relatively small number of libraries whose online RA experiences have been described in the practitioner literature, belies the assumption that RA cannot take place online. Using public library websites as outreach tools for readers' advisory can help keep this library service convenient and relevant in the lives of digitally immersed users. It might be a useful tool for reaching Millennials in particular. The recent Pew study on the use of public libraries by people under 30 found that these younger adults were as likely to have used a public library in the last year as older adults, and more likely to have ever used a library website (although older adults were more likely to have used a library website in the past week). However, younger adults were less likely to know about the services and programs offered by their public library.[56] An earlier Pew study from October 2012 found that younger adults and older adults were equally likely to get book recommendations from "a librarian/library website."[57] These findings suggest that an audience exists for online RA from public libraries, if libraries choose to provide it.

This study was unable to examine the relationship between online RA items and the readers' advisory services, if any, that were available in person to patrons of the libraries whose websites were examined. Future research might study whether minimal or nonexistent online RA accurately mirrors the service's overall availability. Future research is also suggested to identify the barriers to online RA, perhaps especially to the direct provision of reading recommendations.

Meanwhile, this study indicates that online RA of any type would be a new area for many public libraries. Librarians who are interested in expanding into this domain might find that the simplest first step is online promotion of existing services. Only 17.6 percent of public libraries in this study's sample had specific RA pages on their websites. Presuming such a service is available, libraries could easily add static pages to their existing sites describing this in-person service and encouraging patrons to take advantage of it. A commitment to ensuring that websites accurately reflect any upcoming events (book clubs, book talks, author programs, etc.) and announcements about the readers' advisory services would also be a relatively simple and low-investment step into promoting services digitally. Similarly, libraries that provide read-alike lists or other original content should make an effort to ensure that that content is reproduced online for the benefit of their virtual patrons. For librarians who are interested in stepping into online RA but who may be concerned about the time and resources required, it may be most useful to think in terms of promotion of in-person services and translation of existing materials to the web, rather than viewing online RA as an entirely new and separate service.

However, case studies from the apparently small number of libraries that do provide readers' advisory to individual patrons online indicate that the service is feasible and need not be overwhelming. Recreational readers want to talk about books, and many of them want to have those conversations online. Shouldn't public libraries join them?

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FEATURE

Making a Third Space for Student Voices in Two Academic Libraries

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When we think of voices in the library, we have tended to think of them as disruptive, something to control and manage for the sake of the total library environment. The stereotype of the shushing librarian pervades public perception, creating expectations about the kinds of spaces libraries want to create. Voices are not always disruptive, however. Indeed, developing an academic voice is one of the main challenges facing incoming university students, and libraries can play an important role in helping these students find their academic voices. Two initiatives at two different academic libraries are explored here: a Secrets Wall, where students are invited to write and share a secret during exam time while seeing, reading, commenting on the secrets of others; and a librarian and historian team-taught course called History on the Web, which brings together information literacy and the study of history in the digital age. This article examines both projects and considers how critical perspectives on voice and identity might guide our instructional practices, helping students to learn to write themselves into the university. Further, it describes how both the Secrets Wall and the History on the Web projects intentionally create a kind of "Third Space" designed specifically so students can enter it, negotiate with it, interrogate it, and eventually come to be part of it.

In his landmark essay, "Inventing the University," David Bartholomae argues persuasively that "every time a student sits down to write for us, he [or she] has to invent the university for the occasion . . . to learn to speak our language, to speak as we do, to try on the peculiar ways . . . that define the discourse of our community."[1] Indeed, as Bartholomae goes on to claim, the student is immediately in a false position, implicitly claiming to be someone he or she is not by "faking" the academic voice. This predicament is doubly difficult for the student because this "voice" is not simply something to mimic. It is an entire identity. The academic voice is a voice of certainty, a knowing voice. To assume the academic voice, the student must pretend to know what academics know and to speak with mastery of the rhetorical and the analytic tools of the discipline within which they pretend to work, and they need to do so with confidence. This challenge becomes more difficult on a sliding scale based on how familiar students are with academic life and work. Students from nonacademic backgrounds are much less likely to be able to "fake" this voice than are those from homes and schools where Standard English is not the vernacular.

Bartholomae's essay is an important statement in our efforts to understand how academic expectations structure academic writing. In this view of academic work, the student negotiates a writing product with certain characteristics that she thinks will meet her professor's expectations. In addition to voice, the student's writing must show organization, development (or logic), an appropriately sophisticated vocabulary, correct grammatical structures, and appropriate use of evidence. All these are wrapped up into what may be called academic "genres." Michelle Holschuh Simmons has discussed the role of academic genres in the work of what she calls "disciplinary discourse mediators."[2] She suggests that as students learn to write and research in the academy, they often deal with professors so immersed in their advanced research work that they cannot provide the scaffolding students need to understand disciplinary conventions. She encourages librarians to take on the role of "mediator" between professors and students, to help them learn the expectations their professors have for them in terms of writing and research.

Our argument builds on these observations. Like literary genres, academic genres are advanced performances that depend on an understanding of audience and what they expect from a given written composition. The true challenge for the young writer lies in this set of expectations. The genre is not prescriptive. There is no set of rules a writer can follow to guarantee an acceptable writing product. There must be something more. The student can know the rules and still produce a bland and lifeless paper. The difference is located somewhere in the area of "voice." Voice is extremely difficult to quantify or describe, much less teach. A traditional view has located voice somewhere in the area of core identity, a place from which we speak that is our authentic and essential self. In the discussion that follows, we contest this perception of voice as "essential." We want to argue that, far from coming from an essential or core self, voice is constructed, reconstructed, and negotiated with other voices in the social world around us. We can and do learn new voices all the time as we negotiate with various discourse communities, and we adjust our voices as we move through our social worlds. In what follows, we will explore the pedagogical implications of two different libraries' efforts to help students develop a voice to communicate within the academy.

JIM: VOICE AND SPACE

The relationship between voice and self has been the object of much discussion among educational theorists. Our perspective is heavily influenced by Lev Vygotsky who saw language development as primarily social, something negotiated between those who speak and the other speakers in the world around them.[3] As small children, we learn to speak by imitating others. Our words, phrases, and the ranges of meaning come from the verbal environment of those closest to us. As we grow and mature, we move toward self-containment in our speech, and voice becomes a primary aspect of our identities, but one that still always exists in the process of negotiation with the outside world.[4] Mikhail Bakhtin, another influential theorist in our understanding of language and voice, studied Russian novels, especially those of Fyodor Dostoevsky.[5] Bakhtin observed that novels tend to exist on a continuum related to voice. On one extreme, which he termed "monologic," the narrator's voice dominates the narrative. All the voices sound the same, like the voice of the narrator. On the other end of the spectrum, which he termed "dialogic," characters' voices are differentiated through phrasing, syntax, and differentiated voice. In Dostoevsky's novels, characters tend to have unique voices, and in addition to talking to others, they talk to themselves, engage themselves in dialogue about choices and actions. In dialogic novels, characters have more fully formed personalities interacting with others as if they were in the "real world." Dialogic novels tend to be messy. They eschew perfect solutions as characters' fates are worked out according to their own internal logics as reflected in their choices, behaviors, and voices.[6]

Bakhtin observed a phenomenon of the dialogic novel he called "carnivalization."[7] In response to power and the tendency for one voice to dominate the narrative, other characters would look for opportunities to upend the power structure, to transgress boundaries by violating social mores or customs. In this way, "carnival" functions in novels the way it does in spring celebrations that allow costumes and theatre to upend social hierarchy and provide the kind of humor normally not permitted. Carnival in novels allows characters to parody the power in the world they live in or use humor or playfulness as a way to inject their own voices into the narrative. In Bakhtin's analysis, voice is subject to power, but it finds ways to burst into the open through openings created by "carnival." Educational theorists have imported Bakhtin's observations about the social world and voice into the classroom, noting that some classrooms are monologic while others are dialogic.[8] In monologic classrooms, the teacher's voice dominates the discussions and is the only voice authorized to speak. Students, if they wish to speak, need to learn to speak like a teacher, in the teacher's voice. This observation echoes Bartholomae's observation that students need to "invent the university" in their own voices by mimicking the voices they hear around them in the academy. They do so by constantly negotiating their way into the community, sometimes through carnivalizing.

Paulo Freire speaks of "narrative sickness" as an aspect of this same educational problem of monologism, of the teacher's voice dominating the classroom.[9] In Freire's analysis, the teacher narrates reality to the students with rules such as these in play:

- the teacher teaches and the students are taught
- the teacher knows everything and the students know nothing
- the teacher thinks and the students are thought about
- the teacher talks and the students listen—meekly.[10]

Bakhtin, Freire, and Vygotsky all equate the freedom to speak in one's own voice with a form of liberation, the right to be one's own self and to speak in one's own voice. Oppression of voice is a major part of oppression of the self, the exercise of power to stifle other voices and selves.

In these theorists, we find a subtle but powerful convergence between the concept of voice and the concept of space. Space can be imagined to allow for authentic voices to speak, or it can be structured with rules that cut off the possibilities for such speaking, rules that prohibit speaking at all, or rules that prescribe specific authorized ways of speaking. By insisting that students develop academic voices to write certain kinds of academic papers, we create a kind of monologic space where only authorized ways of speaking are allowed. If academic spaces tend to be monologic and rule-bound, then theories of "Third Space" can help us understand how to function pedagogically in such spaces. Third Space, derived from Henri Lefebvre's work, *The Production of Space,* is based on the view that culture is achieved through a shared understanding of rules and structures.[11] We function in a culture by knowing what we can and should do in given space. However, we also have the choice to transgress boundaries and misbehave, whether to make a statement (in cases of civil disobedience, for example) or because we fail to understand the rules or structures in the first place. When such transgressions occur, everyone involved has the opportunity to generate a Third Space. Third Space is created when humans in shared space encounter cultural difference that disturbs the stability created by rules and structures. In destabilizing space, Third Space makes room for art, creativity, humor, and playfulness. Third Space shares many traits with Bakhtin's carnival. Most importantly, it humanizes space by allowing creativity, improvisation, and humor. It narrows power differentials and creates democratic and authentic moments of mutual recognition and shared human reality. In academic environments, Third Space is a powerful pedagogical space. Indeed, one primary way that teachers maintain power is through "monologism that attempts to stifle dialogue. . . . The only space where a true interaction . . . between teacher and student can occur . . . is in the middle ground, or 'third space.'"[12]

In what follows, we will describe two experiments with academic voice. These case studies involve librarians as significant shapers of a Third Space experience. Librarians might reasonably be ambivalent about such experiments. On the one hand, libraries historically have been shaped by rules and structures that can easily be connected with monologic, academic thought. Librarians have traditionally produced a space of silent contemplation with voice often considered disruptive. Most libraries today still have silent spaces where anything above a whisper can cause raised eyebrows. Yet most librarians also tend to understand the tensions in that role, and we live in a space of negotiation between the rules that impose silence and order and the space that generates excitement and ideas. Most libraries today have ongoing experiments with different kinds of spaces, including experiments that violate more traditional library norms. As advocates for student learning, we can shape the library as a space receptive to authentic student voices and their efforts to "invent the university" through playfulness, parody, and sometimes resistance. The two case studies that follow suggest ways to develop such practice.

KELLY: THE SECRETS WALL AT THE UNIVERSITY OF IOWA

Students often come to university underprepared not only academically, but "with attitudes, norms, values, and behaviors that are often at odds with academic commitment."[13] The University of Iowa administers the MAP-Works survey to all first-year students, making it possible to identify, for example, anyone who plans to spend fewer than five hours a week studying, yet still expects to get straight As. Individual outreach to students offers targeted support and possibly helps manage their expectations. Offices ranging from Academic Advising to Student Health and Wellness provide workshops, educational materials, and other outreach to guide students into recognized successful academic habits. Though this work is tied to institutional goals of retention, it also reflects understanding of the gap between common characteristics of students as they enter university and those of successful students. Students coming directly from high school might rejoice at the reduction in seat-time for their university courses, but find themselves unequipped for the self-directed pace. Strategies such as regularly reviewing class notes, dropping in on professor office hours, and organizing a study group may be completely foreign to new students.

The gap between typical and ideal behavior becomes highly visible at the end of the semester. University-level final exams and term papers can be a rude awakening for students. The attitudes, norms, values, and behaviors they have been practicing all semester can come to pointed conflict with the rules and expectations of their professors and the university. The last time I worked the reference desk during the week before finals, a student asked me for help finding his course textbook for the first time. However, he couldn't remember the course title or his professor's name, let alone the title of the book. Though this may seem like a worst-case scenario, we might imagine that for each student who comes to the reference desk, there are others in the same situation who do not ask for help. Even students who have been doing their coursework all term may struggle with test anxiety, time management, and other barriers. The artificial and highly rule-bound practice of final exams rarely lends itself to student creativity or flexibility. The physical environment during a final exam can be restrictive and intimidating: in a huge lecture hall, students write the timed exam in complete silence, and may be limited to a single bluebook or multiple-choice Scantron form. Even the scheduling of final exams can be perplexing to new students, as they generally occur at a time and in a location where the class has never met. The final exam may represent a significant percentage of a student's grade, pit her against her classmates through a grading curve, and potentially determine her ability to continue in her chosen major and field, or to receive some types of financial assistance.

Many academic libraries offer special services and programs during the end of the term, including craft breaks, board games, sessions with therapy dogs, designated napping spaces, and of course, free snacks.[14] These programs have names such as Stressbusters (University of California, Los Angeles), De-Stress Island (Biola University), Stress Free Finals Week (University of Houston), and Dance Your Stress Away (University of Maryland). These names show that the problem of student stress during finals is clearly recognized by staff, and library programs often occur in conjunction with initiatives from other units. Anxiety disorders, alcohol abuse, and other mental health disorders are strikingly common among university-age people.[15]

The Secrets Wall is one of several activities offered at the University of Iowa Main Library to support undergraduate students during final exams. Although originally launched as a means of stress relief, the Secrets Wall also offers an alternative form of casual peer education, with opportunities for reflection and conversation. However, unlike a formal peer education program, which transmits official messages refracted through the voices of student mentors, the informal sharing of information through the Secrets Wall can be controversial, irreverent, offensive, and undeniably authentic. The Secrets Wall creates what James Elmborg has called "an indeterminate and open space with the potential for adventures and surprises" for participants and observers alike.[16] As a Third Space, it offers students an outlet for authentic self-expression and dialogic information sharing between peers during the constraining, confusing, and stressful period of final exams.

The University of Iowa Main Library was constructed in 1951 and saw its last major addition in 1972. In Spring 2012 work began on a major renovation of the first floor to create the undergraduate-focused Learning Commons, a "tech-infused comfortable and flexible learning space and one-stop academic and information help center . . . with good coffee!"[17] The Secrets Wall was first implemented during the construction period. This project was inspired by the website PostSecret, which consists of scanned images of anonymous postcards sent from all around the world. Each postcard shares a brief secret, ranging from the banal to the tragic. Since the project began in 2004, at least 500,000 secrets have been posted, and the site claims to be "the largest advertisement-free Blog in the world," with over 678,600,000 visitors as of this writing.[18] Selected images have been published in six separate books. PostSecret suggests that releasing a burdensome secret into the world can be healthy, perhaps even a form of self-care or healing.[19]

PostSecret's success certainly demonstrates that anonymous secrets have broad audience appeal. Anna Poletti proposes that the materiality of the scanned postcards strengthens their authenticity.[20] There is no identifying trace of the individual confessors, while the unique handwriting and aesthetic qualities show individual efforts. Although social media sites offer numerous virtual spaces to share secrets, the threat of exposure through account information or IP addresses looms over any desire for anonymity. In this context, a handwritten note provides a counterintuitive opportunity for anonymity, even if it is scanned and posted online by a third party.

Inspired by the openness of PostSecret, the Secrets Wall simply encourages participants to "post a secret," with no other instructions. For each of the three semesters this project has run, the Secrets Wall has been available from the Friday before exams through the end of finals, a period when the building is kept open 24/7. The first year, blank Post-It notes were attached to one of the brightly painted construction walls. Since the completion of the Learning Commons, small colored squares of paper have been taped up to a moveable whiteboard. The contained writing surface maintains the intimacy, forcing passersby to come close to read. Each year, additional paper has been taped up onto the wall by participants, sometimes 8½ by 11 sheets, printed photos, or small scraps. Each year, some squares have been removed, whether by the original writer or someone else. A staff member removes any notes listing a phone number, and staff would remove any hateful speech, though that has not come up.

And what do the secrets say? Let's examine some of the approximately 250 secrets left at the end of finals in Spring 2014.[21] Much of what gets confessed appears at first terribly silly. There are admissions of embarrassing favorite movies and multiple confessions of not wearing a bra or having just farted. There are rants about hard classes and commiseration about tough TAs. Some posts wish everyone good luck during finals, though one person writes that they hope others do badly, to boost the curve. Many comments address issues of schoolwork: seventeen notes used the word "finals" and many others refer to studying. Unsurprisingly, a good portion of the notes refer to sex, love, and other relationships (thirty-six specifically about sex or STDs, twenty-five about crushes, marriage, and dating). Relatively few notes mentioned drugs, although several of those referred to drug use in academic pursuits (e.g., "I study on coke" and "drunk in the lib, don't care"). Two notes mention suicide attempts. In previous years, notes referred to problem drinking, so this year I provided brochures from University Counseling Services and Student Health and Wellness.

Unlike the PostSecret website, the Secrets Wall offers the opportunity for back-and-forth conversation. Notes are posted in easy reach with an abundance of pencils, inviting viewers to reply. Instead of a deposit of standalone secrets, what emerges is a messy, dialogic conversation. Forty-three individual notes clearly had more than one author, and sixteen notes explicitly respond to other notes. (These included anything with an arrow pointing at another note, notes with two or more wildly different handwritings, and small conversations happening within one piece of paper.) At the very least, this demonstrates that people are reading the secrets, but it also suggests an interest in engaging. The result is an asynchronous, anonymous, temporary community. One of these conversational notes reads, “My friend is cheating.” Another comment, linked with an arrow, encourages the writer to “tell professor.” Another note had, presumably, three unique authors. The first comment reads, “I hate freshman. Their ignorance is not bliss.” Someone has drawn an arrow to this, asking, “were you not one once?” A third addition states, “well done sir.” The call to empathy in this interaction demonstrates an understanding that university is a time of growth and learning. Some students themselves recognize that their peers may lack the knowledge or skills they need when they first get to university. Although we don’t know what specifically the original writer hates about first-year students, the distaste for their ignorance suggests the person is an older, wiser student.

As George Kuh et al. have written, “The role of peers in creating vibrant learning environments cannot be overestimated.”[22] The informal information sharing of the Secrets Wall hardly has the heft of collaborative classroom activities or peer mentorship programs, but the messages can be powerful. One student writes about the hard realities of academic success: “Finally figured out my major. But I need @ least 3.5 for graduate school, going into my 3rd yr w/ only a 2.5 . . . ugh! Fuck me :/.” The problems this student describes—choosing a major relatively late, then realizing that they may not be able to get their grades up to get into a graduate program—are far from unique. A variety of attitudes, values, norms, and behaviors might lead to this unhappy position, and this student has shared their regret. There is no way of knowing how many other students read this post, let alone internalized its message, but this testimony demonstrates this student’s reflection and learning in their own authentic voice.

Though the Secrets Wall is aimed at our undergraduate population, anyone passing by might contribute, and certainly many people do stop and read. Very few comments about the project have made their way to me, although I did receive some concerns during one semester when the board was placed at the entrance to the library’s collections, directly visible by anyone entering the library. When placed to the side, still visible but with the secrets not legible until you choose to come closer, no negative feedback has been reported. This past year, as a colleague and I were putting up the blank papers, we had several interactions with passersby. One person asked what it was for, and after I’d explained, he wrote something as we were still working. Another wrote without saying anything to us at all. Finally, two other students commented to one another that, “the comments on there are always really funny.” By the time I left the library that afternoon, at least a dozen of the blank papers had been written upon.

What, ultimately, is the value of the Secrets Wall? Unlike other participatory initiatives (for example, the University of Iowa’s #captureiowa project, which encourages first-year students to tag photos of their campus experiences), there is no underlying goal of assessment. There are no identified learning objectives. Yet, gauging by how quickly the board fills up, the Secrets Wall clearly meets a need. Students find it compelling enough to share in, to read, and to comment. Among the mildly lewd jokes and rants, there are gems of raw student experiences. Elmborg has written that “fewer explicit structures imply openness to improvisation and invite community, a willingness to be appropriated by library users for their own ends.”[23] The Secrets Wall exemplifies that openness and invitation to community as a low-stakes, low-barrier opportunity to engage with others. By providing a place to share experiences, students may find themselves connecting with the diversity of campus in ways they may not encounter face-to-face. The Secrets Wall also demonstrates some of the Iowa Libraries’ institutional values, the layers of “how we do things here and what things really mean” that make up campus culture.[24] For undergraduates who think of libraries as silent, shushing places, and who have not explored the depth of controversial materials in our collections, the Secrets Wall introduces the idea of intellectual freedom. Students see that their voices have a place within the library, and that the library respects and promotes free speech and expression. By weaving this self-expression and sharing into the fabric of finals, the Secrets Wall provides an additional way for students to understand their experiences, whether overwhelming, infuriating, or absurd.

HEIDI AND ROB: WIKIPEDIA AND HISTORY ON THE WEB

> *Do all history classes start with the professors saying “we really don’t know much about the subject of this course. But let’s all figure it out as we go along.”?*
>
> *—A second-hand report of non-major’s comment after the first day of “History on the Web,” January 2014.*

> *For God’s sake, you’re in university; don’t cite the encyclopedia.*
>
> *—Jimmy Wales on Wikipedia*[25]

The title of Chandler and Gregory’s 2010 article “Sleeping with the Enemy: Wikipedia and the University Classroom,” summarizes much of the attitude toward Wikipedia on many university campuses.[26] More often than not, Wikipedia is treated as a “necessary evil” or an aspect of the contemporary information world that faculty and librarians don’t need to like but must accept lest we be construed by our students as uncool, out-of-touch Luddites. When we—a historian and a librarian—talk about our work with Wikipedia in the classroom with colleagues, there’s often an underlying sense of unease: part “you should know better” and part “you’re sleeping with the enemy.” There is often a lingering unarticulated hope that we’re using Wikipedia to teach students that “our” way is better—that while we may have dalliances with Wikipedia, our true allegiances are with "proper" scholarly resources.

Ignoring Wikipedia in the classroom or emphasizing only its faults limits the kind of conversations we can have about this ubiquitous resource. Wikipedia, as Jacobs argues, is a rich space for problem-posing information literacy work as it "allows us to consider how knowledge is created, produced, and disseminated, and to interrogate our current understanding of scholarship, scholarly authority, and the academy."[27] In team-teaching History on the Web to third- and fourth-year students at the University of Windsor in the spring of 2014, we wanted to provide students with an opportunity to think critically and creatively about historical knowledge in the digital age. Having class in the Information Literacy room in the library, rather than a traditional history classroom, suggested to students that this was not going to be your typical history class.

Rather than focusing students' attentions on consuming or reading history, we instead concentrated on how history is created, produced, and disseminated in the digital age and how they could participate in this realm. Further, we wanted our students to engage in the vital and evolving questions about public and academic history in the digital age. What are the implications of the digital age on the writing, teaching, creating, and consuming of historical information? Who writes it? Who contributes to it? Whose points of view are represented? Whose points of view aren't represented? Who makes information accessible or inaccessible? Who makes decisions about accessibility or inaccessibility? The only real way for students to fully explore these questions, we believed, was to put them in the role of maker of historical information.

The semester-long Wikipedia assignment we developed for this class became a rich space for students to engage in problem-posing questions about historical information and to engage with large, pressing issues related to academia's roles within in the twenty-first-century information universe. Neither of us had any preconceived ideas about what would happen with these assignments but what happened far exceeded our hopes and expectations.

In the first week of the semester, groups of students were asked to select Wikipedia entries on historical topics. Over the course of the semester, students would improve the essays by writing at least one thousand words of new content, adding footnotes and sources, reorganizing content and otherwise improving the quality of the entries. We encouraged them to find ways to generate traffic to their site by creating links both to and within related entries and by creating controversies to get conversations happening within the talk and edit pages. Humor and playfulness were often used in these controversies—as it is in the carnival—as a way of revealing hidden truths within power structures. Creating controversies was a way for students to disrupt Wikipedia and to test its boundaries, challenge its practices, reveal its assumptions, and unmask its power structures.

Throughout the semester, we provided numerous opportunities for groups to discuss and share how their entries were coming along and what issues they were confronting. In this way, the class learned from each other and we used these discussions as a way to ask them to interrogate and explore Wikipedia further. We wanted them to immerse themselves deeply into the Wiki-trenches and engage with both Wikipedia and Wikipedians, pushing and prodding both to test limits. As part of their final assignments, we asked students to summarize what they learned and reflect on the process and experience in a three-to-five-page reflection letter. Our students' conversations, comments, and reflection letters revealed that Wikipedia raises many questions, poses many problems, and offers numerous ways to consider how historical information exists in the digital age both in terms of academic history and public history.[28]

As the semester progressed, Wikipedia became a sort of Third Space in the ways that Elmborg describes: "a place of transformation where we can transcend polarity and give rise to new selves. Represented space is rigid, controlled, policed, and defined. Third Space is (at least potentially) open, symbolic, playful, and generative. It can also be contested space if power differentials force confrontations between conceptual systems."[29] As Elmborg further argues, Third Space

> provides a concept, whereby people with less obvious social, political, or military power can still exert influence on space by revisiting the represented structures of dominant cultures. They do so by simply occupying space and appropriating it for their own purposes. They carry with them social and cultural borderlands that create the need for negotiating and the refashioning of meaning.[30]

For our students, interacting with the Wikipedia borderlands in sustained ways raised all sorts of questions for them regarding power, authority, openness, structure, and negotiation of all these entities: many began to look at academia and at themselves as historians through transformed lenses, constructing new versions of self and voice in the process.

The element of play within this Third Space was vitally important for our students as they interacted with their topics, each other, other Wikipedians, and Wikipedia itself. For many students, Wikipedia became an increasingly communal space. We encouraged students to test Wikipedia's boundaries to explore Wikipedia's limits, limitations and possibilities. At times, the students' work with Wikipedia took on a playfulness that resembled Bakhtin's discussions of the carnival as they challenged and disrupted norms of academia and scholarship. As Bakhtin writes, "One might say the carnival celebrated temporary liberation from the prevailing truth and from the established order, it marked the suspension of all hierarchical rank, privileges, norms, and prohibitions."[31] The carnival challenged

> all that was ready-made and completed, to all pretense at immutability, sought a dynamic expression,

> it demanded ever changing, playful, undefined forms. . . . We find here a characteristic logic, the peculiar logic of the "inside out," of the "turnabout," of a continual shifting from top to bottom, front to rear, of numerous parodies and travesties, humiliations, profanations, comic crownings and uncrownings.[32]

Through Wikipedia, several groups played with authority and toyed with academia's bedrock by publishing, albeit temporarily, blatantly false information, some in trickster-ish ways and others in defiant ways. While some might see the playfulness of our students as "anti-academic" or "contrary to librarian ethics," we believed it was imperative that students explore this terrain and make discoveries for themselves rather than follow accepted academic norms unquestioningly. As danah boyd has argued about teens, "They need to know how to grapple with the plethora of information that is easily accessible and rarely vetted. And given the uneven digital literacy skills of youth, we cannot abandon them to learn these lessons on their own."[33] Playfulness, in other words, was the means through which we believed our undergraduate students could learn those lessons and get beneath the façade of Wikipedia to see, understand, and evaluate its foundational assumptions and practices in relation to those of academia more fully.

Having been well trained in the importance of providing accurate, reliable, and documented information throughout their history degrees, a few groups relished the opportunity to turn the academic world on its head, if only temporarily. The group working on the Machu Picchu entry, for example, went on to test the boundaries of Wikipedia and academia unabashedly. First, they made claims like this:

> Scientologists believe that their founder L. Ron Hubbard was the re-incarnation of the Incan king Pachacuti, who was believed to be a direct descendant of an alien from the highest class of elites. Pachacuti's (2005, 195) travelled to earth from a distant planet after being banished by Xenu. These thetans were re-incarnated into Hubbard upon Hiram Bingham's meddling at Machu Picchu in 1911. It is no coincidence that Hubbard was born in March of that year which was the precise time that Bingham had re-discovered the lost city.[34]

Not surprisingly, responses to this addition were fairly quick. As might be expected, the first editor removed the above paragraph. Interestingly, the first edit was made not for factual inaccuracies nor for suspected vandalism but rather for its lack of citation. Intrigued by this edit, the two students, Rob and Adamo, wanted to see if a false citation could restore the paragraph. They added this fictitious but convincing looking citation: Garrison, Hubert (2013). "Scientology and Hubbard's Origins." *Scientology Americana* 2 (1): 4–6. After the fake citation was added, the paragraph was allowed to remain. The message the students took from this is that as long as information is cited—albeit with a convincing looking but fake citation— it was acceptable on Wikipedia. Eleven hours later, the above paragraph was removed but not because of the fake citation or factual inaccuracy: none of the responding Wikipedians appear to have fact checked this group's claims or the citation. Instead, the editors focused on the placement and relevance of the information. As one editor wrote, "I've removed the paragraph about L Ron Hubbard as that bit of info may fit in his biography or the religion article, but is rather irrelevant here."[35] The closest they got to having an editor call them on their outrageous claims was the editor who said he "remove[d] some silliness about aliens . . . probably more should go."[36] The added paragraph was finally removed almost twelve hours later by the editor who found the additions related to Hubbard irrelevant or out of place. No one ever pointed out the citation was fictitious. This group knew that, like Bakhtin's carnival, their transgressions of scholarly protocol were temporary: order would eventually be restored by more diligent editors.

This carnivalesque episode revealed to our students that—in some cases—the mere appearance of scholarly authority and accuracy was sufficient to placate some editors: accurate information could be deleted if it did not have a citation and inaccurate information could be restored if it had a citation of any kind. As professors of the course, we were not safe from our students' carnivalesque tricks. In their reflection letter they wrote: "of all the changes made on the Machu Picchu page, the most insightful and informative is that the correct pronunciation and spelling is in fact Machu Pikachu."[37] This sentence made us laugh but also gave us pause: was it a joke? We looked it up to make sure it was a joke and in so doing we were reminded that everyone needs to ask critical questions about information. In this way, the carnivalization of Wikipedia can offer an incredibly valuable opportunity for information literacy instruction for both teachers and students.

Our students' other history professors and their librarian have all talked with them at length and in different contexts about needing to be critical information users. For many students in this class, however, those words of caution only came to life with this group's playful experiment. Not surprisingly, they had to experience it and teach themselves this lesson for our words of caution to truly resonate with them. The Machu Picchu group's "silliness" revealed some very interesting things to the class about Wikipedia and Wikipedians. The lack of fact checking, or not citing fact checking as a reason for deletion of content, disturbed many in the class as did the fact that a false citation could stand as "evidence" for a blatantly false claim. This group's experiment suggested that, with this particular entry at least, outrageously incorrect information could be seen as more or less acceptable if it was documented (even with a false citation), placed in a relevant section, and not be "silly." In inverting the scholarly world, if only temporarily, this incident revealed important things to our students about Wikipedia, in particular what is valued and not valued in the Wikiverse. By extension, it also reveals and makes visible what we value in scholarly writing and academia: reliability, expertise, authority, accuracy, and documentation.

Similarly, some of the other playfulness we saw during this project was attempting to be overtly subversive by challenging a daunting Wikipedia reality: the predominant white, male, American bias of Wikipedia. Although we read and talked about articles pertaining to gender and race biases within Wikipedia, it wasn't until one group started interrogating the state of the articles about Canadian women's contributions to the World Wars that they saw how insidious the male bias can be within Wikipedia.[38] In selecting their entry, the Canadian women's group noted the pitiful state of the entry on Canadian women's contributions to the war efforts: it needed substantial work in terms of content, citations, and organization. This group hoped that by improving the essay they could bring more traffic to their page and thus more attention to the forgotten history of Canadian women in Wikipedia and, it was further hoped, in the culture at large. When they didn't see much increase in traffic, they playfully deleted the entire first paragraph of the entry on Military History of Canada During WWI and pointedly replaced it with this: "Canadian women played a quintessential role in the First World War. Without their contributions, the war would not have been won for the allied powers. The world owes Canadian women a debt." They added a link to their page hoping it would generate controversy and bring more traffic to their improved essay. Within three hours, their paragraph was dismissed as vandalism, summarily deleted, and the original paragraph restored. No controversy was sparked and the page received no additional traffic.

Our students, however disappointed, learned important lessons. This group experienced first-hand what they had heard in class and understood theoretically: within history, especially public history, some voices and stories are privileged over others. Although disheartened that their brief engagement with the carnivalesque did not bring much attention to Canadian women's contributions to the war effort, this group felt like they were using their voices and their background in history to make a small but significant difference in the historical record on Wikipedia. As they wrote, "this project gave us the opportunity to contribute to a neglected history page expanding and adding to history on the web."[39] It was a small step but an important step. Again, learning these lessons first-hand, for themselves, helped to concretize the abstract issues we often talk about in classes about bias, voice, and privilege.

Like the carnival, Wikipedia explodes our usual notions of power and authority. In the academic world (not to mention many other aspects of society), university-educated people possess a particular kind of privilege and ethos that often goes unchallenged. In Wikipedia, however, one's credibility is not at all dependent upon years spent in higher education or degrees granted. It is based instead on the number of edits logged and experience garnered in the Wikipedia universe. It was jarring for our upper-level, high-achieving students to have their edits overridden, written over, deleted, or challenged on historical topics that they felt more than well qualified to write upon. Their course work, grade point averages, skills in reading, writing, and researching mattered not one whit when confronted with Wikipedians with extensive edits to their credit. Our students came to realize that their academic skills and scholarly credentials were worth virtually nothing in the Wikiverse. Instead of being seen as experts in their field of study, our students were treated as newcomers with little to offer and much to learn.

Wikipedia acknowledges there are often tensions between new and experienced editors and they even have a page dedicated to relationships between these groups called "Please do not bite the newcomers."[40] In its own bit of carnivalesque playfulness, the editors of this page also provide a link to a page called "Please bite the newbie," where, in the first paragraph, we are warned "this page is intended as humor" and then given advice like "Wikipedia always has lots of newcomers that drive you up the wall. We must be extremely hostile to them for them to understand the true meaning of Wikipedia."[41] Interestingly the phrase "extremely hostile to them" links to another page warning against the practice of "Wikibullying."[42] The carnival uses humor to expose aspects of society that often go unnoticed or unnoted: the use of humor on these pages exposes some definite realities of the Wikipedia underworld. If our students had not been required to spend a semester working on one site, they may not have been able to fully engage with a range Wikipedians over time. By engaging with Wikipedians along with Wikipedia, our students saw the kinds of conversations that go into shaping and determining what gets published and whose voice gets heard and what power structures underlie those conversations.

Undoubtedly, the role of editors is to maintain quality control and oversee factual accuracy of the entries so as to ensure the authority and trustworthiness Wikipedia wants to claim. Although our students knew this editorial intervention would happen, many of them struggled with their interactions with other Wikipedians. One night, the group working on the entry about the Eastern Front in World War One noticed that an editor kept undoing one group member's edits. The students decided to take this editor on and adopted an "under siege" mentality to create a protective perimeter around the group member's edits. This group of students took the undoing of edits as an affront and in class they routinely used combat metaphors to describe the battle in which they were engaged. It was clear that they felt protective of the little amount of credibility and authority Wikipedia granted them, especially when they are used to having a certain amount of credibility and authority as upper-level history students. As they wrote, "Perhaps it is the fact that we consider ourselves 'trained historians' and we carry ourselves with an ounce of smugness on the Internet, or that the history discipline attracts a certain kind of individual; in any case, having one's work ruthlessly edited by 'ANNOYMOUS' or completely removed arbitrarily by a long-standing editor is painful."[43] However, by the end of the semester, this group understood that this long-standing editor's revisions weren't meant as personal attacks on them or challenges to their intelligence. Rather, they realized, he "made our article considerably better. [He] deleted our content and edited our writing, but he did so with good intent, always justifying his edits and private messaging us with editing guidelines and formatting tips and tricks."[44] While our students did encounter well-intentioned editors like the one described above, some of our students had run-ins with well-established Wikipedians.

Most problematic were the editors who took on a sort of gatekeeper role and routinely pointed out our students' violations of various bits of Wikipedia protocol, procedures, and etiquette. One group encountered a troll-like editor who was impatient, cantankerous, and often rude to these clearly fledgling Wikipedians. In contrast with this type of Wikipedian, the Eastern Front editor came to model what a good editor might look like. In this way, our students began to see the potential for Wikipedia to be a community or a forum for nurturing, encouraging, and perhaps even mentoring young contributors and scholars in positive ways. They wrote, "After completing this project, we saw Wikipedia as not only a place to quickly obtain reference information, but as a tool for scholarship. Wikipedia creates space for an interactive dialogue on a multitude of subjects."[45] Wikipedia pushed our class to see that strong scholarly conversations are not monologic but dialogic.

By asking our students to disrupt Wikipedia, to engage in it as a Third Space, and to invoke the carnivalesque, they began to disrupt dominant ideas about Wikipedia, the production of knowledge, and academia. These students not only have a better sense of how Wikipedia works as an entity but also how academia works in terms of voice, power, and authority. Through their activities in the Third Space that is Wikipedia—carnivalesque and otherwise—our students saw that while Wikipedia calls itself "the free encyclopedia that anyone can edit" there are definite limitations to the terms "free" and "anyone."[46] Just like academia, Wikipedia has its procedures, its values, its sources of power and authority, and its hierarchies, its biases and its limitations.

Writing for Wikipedia, a resource that has been all but banned in most of their courses and education, was an inversion of standard academic protocol for many students. Above all, students were able to participate in a shareable and collaborative writing of history which is an endeavor undergraduate students (not to mention members of the public) have been long barred from doing in the closed, elite, highly credential-based world of scholarly writing and publishing. Students came to see Wikipedia as a possible forum for knowledge creation and dissemination and an endeavor students could actively participate in and contribute to, not merely consume. In this way, our students transcended multiple borders and claimed a particular kind of power in so doing. Some students saw their efforts to improve articles as helping younger versions of themselves. As one group wrote, "just as we take pride in our papers and assignments, we take considerable pride in our Wikipedia entries. The thought of our work possibly being utilized by some high school students for their research paper on the First World War was very exciting, but also daunting . . . we took great pleasure on acting as custodians of Wikipedia."[47] Others saw their efforts as a way to redress wrongs or omissions in Wikipedia and perhaps even public history.

The group working on the Second World War Japanese internment camps in Canada entry wrote, "The entirety of Japanese Canadian history and social tensions between the Japanese and Canadians was summed up in just 300 words. Still, there is hope, so long as students like us are around, there is a chance for improvement. Wikipedia may not be the greatest source available but we can strive to make it as good as we possibly can."[48] While few students phrased it as such, most of them wrote in their reflection letters or mentioned in class that their voices found a mode of expression not often granted to them as undergraduates. One of the students working on the Japanese internment camps entry wrote, "it is cool to think that in [the] future, people looking to learn more about this important piece of Canadian history will be reading work that we have done. It may be a while before I have anything officially published in an academic journal, but anyone who goes to the Japanese Canadian Internment page will end up seeing my work, which is cool to me."[49] For most of our students, this assignment was the first time they had been able to use the skills they have learned in their classes in a public forum or in ways they perceived could make a difference in the world.

While we had originally thought our students would enjoy this project, we could not have envisioned how empowering and transformative it would be for some of our students to do work of this nature. When we first designed this assignment, we hoped students would come to see Wikipedia not as something inert but something living, active, breathing, created, evolving and, most importantly, changeable. More specifically, we wanted students to see Wikipedia as something they could use their voices and expertise to change and make better. Students rose to this challenge admirably and all but a very few took on a level of responsibility, ownership, and pride that we have rarely seen in other academic assignments. Our students taught us many things we could not have discovered on our own. Perhaps the most powerful part of this assignment for us was to see that most of our students realized they were not just writing for their professors: they were working toward something larger than a final grade, something that could potentially make a difference in the ways people saw or understood history. Seeing our students empowered in this way confirmed our commitment to this kind of information literacy/ history assignment.

As one might predict, our students pointed out many flaws of Wikipedia. However, what was interesting and inspiring to us was how many positive aspects students saw about Wikipedia. Indeed, it was riddled with bad writing, incorrect citations, neglected topics, problematic statements, troubling biases, and draconian editors. But Wikipedia offered a forum where our students could add their voices to the dialogic narrative of history and participate in making Wikipedia better for other students and members of the public. As we reviewed our students' reflection letters at the end of the semester, we were particularly interested in the ways in which students talked about their voices—changing the academic voices that they had carefully crafted and painstakingly honed over the years of their degrees into something more accessible and public. Students articulated an evolving understanding that the voices they needed to use in Wikipedia were somehow different from their academic voices. Our students had to begin trying on "new" voices and many were excited to see that the writing of history could take place in a range of forums and modes outside and inside of the classroom. As one group remarked: "Wikipedia teaches history students and academics to write more clearly for a public audience, a skill that has a positive impact on academic culture, and one that can be transferred into many different work environments."[50] Here, this group explores the idea that the scholarly voice of history, the one that has been foregrounded throughout their schooling, is but one of a myriad of different voices they could use to convey their understanding of history and to participate in the world.

This assignment and students' responses to it confirmed hunches that we both had that many students need or want opportunities to use their voices and scholarly knowledge in a range of ways. Some used their voices to disrupt Wikipedia, some to make it better, some to try to make a positive difference in the world. All of the students' responses to this project underscored for both of us the need to develop more assignments and activities where students can see that the story of history is not monologic but dialogic and that their voices are important and necessary parts of that dialogue.

JIM: COMMENTS AND CONCLUSIONS

In conclusion, we want to emphasize the ways that these innovations in library practice are explicitly connected to the educational theories of voice as they were articulated in the introduction. In the process, we want to illustrate the ways that carefully applied critical theory can guide pedagogical practice in future Third Space work in the library. Without such critical context, the Secrets Wall and History on the Web might seem idiosyncratic or even random in their efforts to engage students in some vague form of fun or creative classroom activity. Our goal has been to demonstrate that underlying these initiatives are sophisticated pedagogical theories that can help us understand these instructional practices in important ways. In these concluding remarks, we want to explore those goals and reconnect them explicitly to the critical theories they illustrate.

As Bartholomae tells us, we are all of us "inventing the university" as we go about the intense verbal negotiations we use to demonstrate that we belong in the academy.[51] We all do this at every level, from incoming freshmen to full professors. Academic discourse is not natural, far from it. Students need to be initiated into the world of academic conversation, and they need to continue to be taught until they ultimately become fluent in this environment. Both the Secrets Wall and History on the Web decenter the librarian, the professor, and the library as sources of authority, thereby creating a space for social discourse as a learning space (as opposed to a teaching space). In this decentered model, the traditional experts give up their positions as gatekeepers and standards-enforcers, assuming instead positions as guides in unmapped spaces. In History on the Web, the professor and librarian begin the course by confessing they do not know what will be learned. On the Secrets Wall, no one can arbitrate what an appropriate or inappropriate secret might be. However, the end result is not "anything goes," but rather, everything is "up for negotiation," with "voice" the tool for negotiating. When students post things the community finds inappropriate (either in Wikipedia or on the Wall), the community itself negotiates the standards openly and directly. Students have the opportunity to "put something out there" and to check back later to see how the community "referees" its presence. Impersonality is key to the Secrets Wall and to History on the Web. Students have a safe space to try out various voices to test what works in the communities they hope to join. They receive immediate feedback from the community about their voices, but this feedback comes through disembodied channels and not as personal critique. Perhaps most importantly, each of these two projects takes place in what Lefebvre calls "dominated space."[52] The classroom and library are two extremely rule-bound places. Appropriate practices are explicitly prescribed and reinforced. When these dominated spaces are thrown open to improvisation, students are invited to carnivalize, to invent their own rules, to try out identities and strategies, to "invent the university" in ways that make sense to them at their point in time and development.

Academic work is serious business with high stakes consequences, but we need always to remember that having fun is part of what motivates students and helps them cope with pressure. It is also crucial to learning. As students learn to negotiate entry into academia, humor helps them deal with many basic challenges. The first challenge is the nagging fear that they may not belong or that they may not have what it takes to succeed in the university. This fear exists at all levels of entry into elite organizations and has been labeled the "imposter phenomenon."[53] As undergraduates, and especially as freshmen, students are at the very bottom of the power structure in academia. They regularly use humor to alleviate and explore their feelings about this positioning. Bakhtin identifies "carnivalization" as an intentional way that those without power can begin to negotiate their relationships with those more powerful. Students use humor to make fun of themselves, and to make fun of their surroundings with the goal of lessening the pressure to perform and ultimately to succeed.

Humor has a powerful social function. It punctures pretensions and closes distances. Humor allows students to make fun of their own mistakes and to (at least temporarily) bring the power under their own control. As Mary Louise Pratt has persuasively argued in "Arts of the Contact Zone," students develop a series of strategies that help them negotiate with the contact zone of the university. These include "critique, collaboration, bilingualism, mediation, parody, denunciation, imaginary dialogue, [and] vernacular expression."[54] In this list we can see how students might play with language to find their own voices in the academy, often through the use of humor. Humor performs a vital function in parodying the power structure and vernacularizing the excessively formal. We see that both the Secrets Wall and History on the Web make space for all these critical functions by providing a safe place for the Third Space functions of appropriation, improvisation, and humor, all of which have the effect of taking ownership of a previously regulated space, if only temporarily.

Finally, we want to emphasize that space matters, perhaps even more now than in the past. As human spaces become more mobile and more diverse, there seems to have been an uptick in the use of space as a metaphor for all kinds of human activity. While such a claim is difficult to quantify or prove, we now regularly talk about entering a space as a metaphor for entering into new relationships, taking on a new responsibility, or changing other circumstances of our lives. Phrases like "in that space" are regularly deployed to talk about an entire kind of reality, to signal that different spaces have different rules and affordances. Holland et al. use the phrase "figured world" to capture the totality of what lies behind thinking of space in this way. "Figured worlds," they claim,

> could also be called figurative, narrativized, or dramatized worlds . . . . The production and reproduction of figured worlds involves both abstraction of significant regularities from everyday life into expectations about how particular types of events unfold and interpretation of the everyday according to these distillations of past experiences. A figured world is formed and re-formed in relation to the everyday activities and events that ordain happenings within it. It is certainly not divorced from these happenings, but neither is it identical to the particulars of any one event. It is an abstraction, an extraction carried out under guidance.[55]

Figured worlds exist with their own logics, their own rules, rules outsiders do not understand. To create a coherent narrative, a narrative of the self, one needs to understand the various rules that govern behavior and speech. As a way of thinking abstractly about space, the concept of figured worlds helps us see why "space" is such a generative concept. We are increasingly aware of the proliferation of different worlds around us that we don't understand. To think of reality as one simple space we all share is, to put it bluntly, provincial.

In the case of the university, the academic figured world is "formed and re-formed in relation to the everyday activities and events that . . . happen within it."[56] The same is true of the library. The narratives that are available to us are played out in these figured worlds, as are the selves. Holland et al. note that "the meaning that we make of ourselves is, in Bakhtin's terms, 'authoring the self,' and the site at which this authoring occurs is a space defined by the undifferentiated 'vocal' perspectives on the social world."[57] In an academic environment, any number of voices taken together constitute a discursive space, and students learn to "author the self" by creating a voice that can speak among other voices in this space. The space provides us the potential for narrative. The self, in authoring itself, must comprehend the potential narrative, individualizing it. Voice is the key to that individualization. As we look at the Secrets Wall and the History on the Web project, we can easily see the ways this creating of an "other" and unexpected space simultaneously creates the potential for new narratives. Students have the opportunity to try out drafts of their authoring voices in direct negotiation with other voices, the "undifferentiated 'vocal' perspectives on the social world." In other words, both the Secrets Wall and the History on the Web projects intentionally create a special instance of "academic space" designed specifically so students can enter dialogue with it, negotiate with it, interrogate it, and eventually come to be part of it.

Pedagogical initiatives like these provide students with important opportunities to engage academia in authentic ways on their own terms. Authenticity has long been a central challenge for academic culture. We strive to create contexts that students genuinely care about, so they can see a reason to do the work of inventing themselves as academics. Students who engage with Wikipedia in editing wars to gain attention for their causes have shifted their focus from pleasing the teacher to changing the way the world understands historical events. Students who post secrets on the Secrets Wall are (on a much more basic but no less important level) similarly learning to write themselves into academic culture. In both cases, students are putting their real academic selves up for peer review, a review that is instantaneous, genuine, and sometimes brutally honest. Without a contextual framework for understanding these pedagogical projects, they may seem merely cute or random or "one off." Our intention here has been to demonstrate that these initiatives are coherent and important in ways we can understand through critical concepts of voice and space. Such theory is available for much more experimentation and improvisation in multiple academic contexts if we recognize the importance of dialogicality, playfulness, and the generative openness of Third Space.

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BRASS 2015 Program Committee

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Presented at the American Library Association 2015 Conference, San Francisco, June, 2015.

The Business Research and Services Section (BRASS) 2015 program was directed to business research professionals who may be stymied by researcher requests related to newer or niche industries. In a stimulating ninety-minute session, two top research professionals informed, confronted and engaged their American Library Association (ALA) audience with their well-paced array of smart search strategies and sources designed to meet industry challenges. The presentation was effective in identifying research workaround strategies and tying real industry problems with practical, on-the-job solutions.

The material provided here and the bibliography of sources may serve as additional resources for emerging industry queries of library users. The BRASS program presentation is available via this ALA conference website (http://alaac15.ala.org/node/28603).

The Business Reference and Services Section (BRASS) 2015 Program, "Not Elsewhere Classified—Researching New and Niche Industries," was designed for librarians seeking to support entrepreneurs, business students, clients, and researchers who are interested in industries that are just beginning to develop or are exploring an untapped market that falls within the cracks of the larger, more established industries. As experienced business research professionals working with both start-up and venture capital clients, presenters Laura Young and April Kessler of Bizologie in Austin, Texas, are at the cutting edge of research on emerging industries and novel business ideas. In an engaging presentation, Young and Kessler shared their experiences and challenges associated with researching new and niche industries, and provided their expertise in solving these problems with smart search strategies and sources. A bibliography of recommended readings accompanies the program summary.

Why is the study of nascent industries challenging to librarians? The BRASS Program Committee 2015 met this topic head-on in its monthly meetings before program launch. Some of us took an opportunity to delve into research and were not surprised to read, "The emergence of new industries is an important phenomenon that remains relatively neglected by researchers," as stated by Forbes and Kirsch.[1] Our focus became how best to research an entirely new industry, an emerging industry, or a niche industry. We used these terms with a particular equality between them because traditional industry classifications, including the North American Industry Classification System, whose purpose is "to organize information through the systematic and standardized grouping of data by economic activity,"[2] remain unable to capture the characteristics of the emerging or non-traditional industry; and, so, we refer to the terms interchangeably here.

Investigating a nontraditional industry may be as challenging to the researcher as it is to the librarian who shepherds that research, since "emerging industries by definition entail the *transformation* of traditional industries by responding to new market demands and exploiting new key enabling technologies."[3] With librarians all having their own views on how best to approach emerging industries, and the committee wanting to provide some outside opinions, we invited Bizologie to present at the BRASS 2015 program.

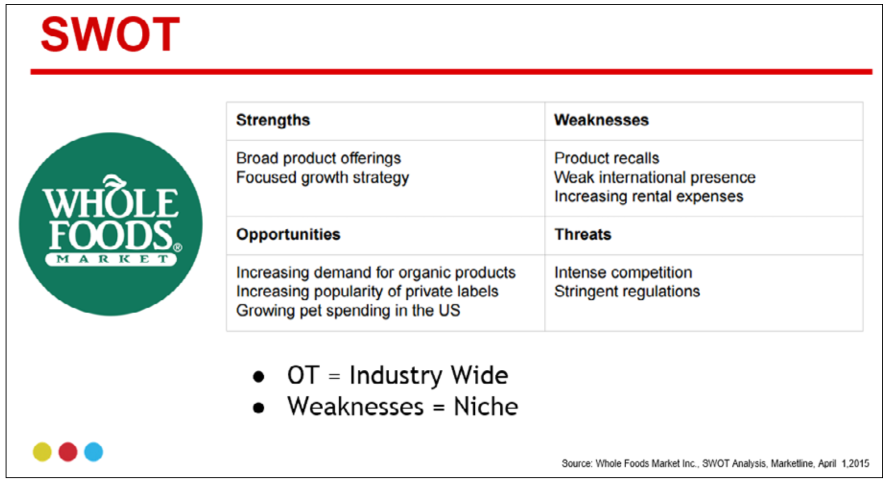

Figure 1. Using a Public Company's SWOT to Indicate Broader Industry Characteristics (Source: Laura Young and April Kessler, "SWOT," in Not Elsewhere Classified: Researching New and Niche Industries, June 29, 2015, accessed August 31, 2015, http://alaac15.ala.org/node/28603).

SPEAKERS' PROFILES

Laura Young, Founding Partner and CEO at Bizologie, and April Kessler, Partner and Chief Research Analyst at Bizologie, presented in tandem. Before starting the company, Young spent seven years leading the research department at Austin Ventures, four years at The University of Texas at Austin's Perry-Castañeda Library, and seven years as a Walt Disney World guest services supervisor. Kessler's experience includes working as a research analyst for a venture capital firm, eight years as the Business Librarian at The University of Texas Libraries, and nearly ten years of experience in marketing and public relations. April earned a Master in Information Studies from The University of Texas and a Master in Business Administration from Wichita State University, and teaches a Competitive Intelligence course at The University of Texas at Austin School of Information.[4]

THE PROGRAM

At the BRASS 2015 program, Young and Kessler shared their expertise in business research and competitive intelligence, giving the audience the inside scoop on how Bizologie handles research. As a firm that often works either with venture capital firms considering start-up investments or the start-ups themselves, Bizologie faces the challenges of new and niche industry research on a daily basis. In their work, Young and Kessler dig up information and insights on emergent technologies and evolving business ideas that fall outside of traditional industry frameworks. To build an understanding of a new and niche industry for start-ups and their investors, they pull together a variety of information, including total addressable market, competitors, customers, funding, and social, legal, and political issues. Drawing from these experiences and capturing the audience's attention with an engaging, conversational style of presentation, Young and Kessler provided a general outline for tackling the toughest research questions encountered when researching new and niche industries and shared specific tips and tricks they have picked up over time.

Throughout the presentation, the pair emphasized creative and practical approaches to solving research challenges inherent to new and niche industries. For example, a first step is to explore related industries via a proxy company. By selecting a public company as proxy, they avoid the often fruitless search for information that may or may not exist. Because publicly held companies are required to report financials, a public proxy company provides a starting point that is guaranteed to lead to further information that can be creatively applied to a new or niche industry. At Bizologie, Young and Kessler look for companies that have the same (or similar) competitors, industry, customers, or monetization structure. Information uncovered allows them to build out a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis for their client, and the Opportunities and Threats portions point to industry-wide competitive factors that the proxy company faces. They also noted that the Weaknesses of the specified proxy company can be useful in identifying a niche opportunity (see figure 1). Young and Kessler mentioned that it may be appropriate to select multiple proxy companies to represent different aspects of a business.

Young and Kessler reminded the audience to "think adjacent," and to search for companies and industries that operate near the target market rather than looking for an exact match. This approach aids in overcoming the research challenge of trying to fit a new or niche industry into the existing framework and, instead, leverages the information available within that framework to make educated guesses about the emerging industry. An example they gave was to identify an annual report of Fitbit to mine for information on diet, fitness and gyms, and pedometers. The "think adjacent" approach also helps to expel any assumptions that a new or niche company does not have a competitor. Every company is competing against others, directly or indirectly, they stated. For example, a start-up in search of funding competes against other companies also looking for firms that might invest. Young and Kessler suggested exploring who is funding which emerging companies, searching for who is providing legal representation for deals, scanning executive biographies, and combining all of this information to identify which venture capital firms to best target to get an edge on the competition. Another example of this type of creative thinking includes searching for customer information in adjacent industries. For instance, a jet owner is a likely consumer of other luxury goods, such as art, travel and jewelry, so an investigation of all of these markets can contribute to a thorough understanding of new or niche industries that target high-spending customers.

Given the variety of information of use in non-traditional industry research, Young and Kessler cited and recommended a wide range of sources throughout their presentation. They noted that social media contains beneficial sources, including Twitter, Facebook and LinkedIn, as well as related tools such as Hootsuite and Twitonomy. Companies on social media, plus individuals involved with these companies, can provide clues that shape an understanding of a non-traditional industry. Trade associations, including the National Grocers Association and the National Collegiate Athletic Association, and forums, such as Stack Overflow, are also rich sources of industry information, supplying market research, surveys and industry chatter. These groups vary on the degree to which they share trade resources with those outside of their membership. Young and Kessler pointed to a range of options: Some associations require a paid membership for full website access; others make reports available to individuals willing to register with an email address; and, still others fall into the "freemium" category, which includes resources with a mixture of free and paid information, such as bizjournals, the online media division of American City Business Journals; eMarketer, the online digital research platform; and, Statista, the vast, online statistics portal. Completely free resources that Young and Kessler mine for information include CrunchBase, an online start-up directory that covers companies, funding and people; FormDs.com, a site that uses Securities and Exchange Commission filings to track investments into start-ups; Indeed.com, a job site with position postings that can be analyzed for company trajectory and growth indicators; the PwC/NVCA MoneyTree, which reports on venture capital investment activity; and ThomasNet, an online source for supplier and product sourcing information. They highlighted numerous paid resources as well, including Factiva, a business news and information resource from Dow Jones and Company; market research providers Frost and Sullivan, Gartner, and Market Research.com Academic; financial information databases, mentioning S&P Capital IQ from McGraw Hill Financial and Thomson ONE from Thomson Reuters; and, analysts' reports from investment banks.

As Marydee Ojala says, "Expertise lies not only in constructing elaborate strategies that take advantage of all the bells and whistles on offer but also in knowing when to simplify the statements to meet actual search needs."[5] Likewise, Young and Kessler revealed that they do not rely on the above-mentioned sources alone. They are able to uncover a wealth of information freely using Google. By employing advanced Google searching techniques, they find valuable industry information buried deep in the standard search results. Ideas the two batted back and forth include using Google News and Google Alerts to automate their search process and bring industry news of interest to their immediate attention. To focus on research from US government sites, the pair recommend including "site:gov" in the search query; to limit by specific formats, use "filetype:ppt," filetype: pdf," or filetype:xls." These advanced Google techniques work best if this question is asked first: "How do people deliver this type of information?" For example, market share is often delivered visually, so a Google Images search is preferred over a standard Google search for this type of information.

Librarians in attendance reacted positively to Young and Kessler's innovative suggestions for researching new and niche industries, and the two were asked many questions near the end of the presentation that continued the engaging discussion. For example, they were asked about their use of NAICS or Standard Industrial Classification (SIC) codes in their research activities. At Bizologie, they find NAICS or SIC codes useful when working with their venture capital clients focused on more established industries but, most often, rely on keywords or a combined codes-and-keywords approach for emerging industries, similar to some database techniques.[6] They mentioned going through multiple iterations of a search to ensure they are not missing anything.

Other questions indicated librarians' interest in learning more about Bizologie itself. Librarians were curious about the software they use and how they deliver information to their clients. Young and Kessler explained that they use Google Docs during the collaborative research process and Microsoft Word to create final client reports, which are modeled after and styled to resemble investment bank reports. For supplementary files, the two use Microsoft Excel and PowerPoint. Another question asked the pair to identify Bizologie's competitors in the industry of business research. Young and Kessler responded that, as a small but growing independent research firm, Bizologie competes with fellow members of the Association of Independent Information Professionals (AIIP) and small research companies in their local area, as well as big research firms and the in-house research departments of larger companies. The final question and answer highlighted that Bizologie itself is a company operating in a niche industry, underscoring that Young and Kessler are truly embedded experts in the topic of new and niche industry research.

SUMMARY

The BRASS 2015 program was directed to business research professionals who may be stymied by researcher requests related to newer or niche industries. In a stimulating 90-minute session, two top research professionals informed, confronted and engaged their ALA audience with their well-paced array of smart search strategies and sources designed to meet industry challenges. The presentation was effective in identifying research workaround strategies and tying real industry problems with practical, on-the-job solutions.

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3. Ibid., 46.
4. "Meet the Team," Bizologie, www.bizologie.com.
5. Marydee Ojala, "People-Finding on the Web," *Online Searcher* 39, no. 4 (July/August 2015): 67, www.infotoday.com/OnlineSearcher/Issue/5440-July-August-2015.shtml.
6. "For some industries, particularly those undergoing rapid change or ones too small to rate their own code, descriptive words are the better approach. Suppose you were looking for emerald mines. The closest NAICS code, 212399, concerns gemstones; emeralds are not mentioned. EBSCO Business Source Premier, however, supplies 'Emeralds' and 'emerald mining' as a thesaurus term." Marydee Ojala, "Mining Industry Data: A Checklist Approach," *Online Searcher* 37, no. 1 (January/February 2013): 68–69, www.infotoday.com/OnlineSearcher/Issue/3612-January-February-2013.shtml.

Outstanding Business Reference Resources 2015

BRASS Business Reference Sources Committee

BRASS Business Reference Sources Committee *contributing members: Jordan Nielsen, selections editor; Ed Hahn, chair; Naomi Lederer, nominations coordinator; Erin Wachowicz; Anthony Raymond; Glenn McGuigan; Valerie Freeman; and Suzanne Sweeney. For information, contact Jordan Nielsen, Entrepreneurship, Marketing, and Business Data Librarian, San Diego State University, San Diego, CA 92108 (619) 594-0339; jnielsen@mail.sdsu.edu.*

Each year, the Business Reference Sources Committee of BRASS selects the outstanding business reference sources published since May of the previous year. This year, the committee reviewed twenty entries; of these, two were designated as "Outstanding," seven were selected as "Notable," one was designated as a "Significant New Edition." To qualify for these designations, each title must meet the conventional definition of reference: a work compiled specifically to supply information on a certain subject or group of subjects in a form that will facilitate its ease of use. With print reference materials being used less heavily in most cases, these works stood out based on their content, quality, and utility. The works are examined for the following: authority and reputation of the publisher, author, or editor; accuracy; appropriate bibliography; organization; comprehensiveness; value of the content; currency; unique addition; ease of use for the intended purpose; quality and accuracy of index; and quality and usefulness of graphics and illustrations. Each year, more electronic reference titles are published. Additional criteria for electronic reference titles are accuracy of links, search features, stability of content, and graphic design. Works selected must be suitable for medium to large-size academic and public libraries.

OUTSTANDING

Handbook of Digital Currency: Bitcoin, Innovation, Financial Instruments, and Big Data. Edited by David Lee Kuo Cheun. London: Academic Press, 2015. 612 pages. $150 hardcover (ISBN: 9780128021170), $150 e-book (ISBN: 9780128023518).

The *Handbook of Digital Currency: Bitcoin, Innovation, Financial Instruments, and Big Data*, edited by David Lee Kuo Cheun, is a comprehensive reference book that provides an overview of digital currency using a multifaceted, global approach. The one-volume handbook features twenty-eight chapters written by contributing authors from nine countries.

In the preface, Cheun states that the intention of the handbook is to focus not only on Bitcoin, but its associated innovations as well. Cheun discusses the Global Financial Crash of 2008 and subsequent decline of confidence in a centralized monetary system, and determines that these events set the stage for the introduction of Bitcoin. He goes on to present several reasons that digital currency remains a topic of interest and provides a context for the rest of the handbook.

The book is arranged in two parts: "Digital Currency and Bitcoin" and "Finance Markets and Bitcoin." Each part is divided into sections comprised of chapters, with each chapter further divided into subsections. The chapter subsections are listed in the table of contents, making it easy to home in on a specific theme or topic. In part one, the chapters provide an introduction to digital and alternative currencies, starting with an overview of Bitcoin. The following chapters feature a history of cryptocurrency around the world, explorations of the technology behind Bitcoin, and in-depth discussions of the benefits and risks of cryptocurrency, impact on interest rates, and possible future applications of digital currencies. Part two focuses on the practical aspects related to digital currency, including regulation and taxation, the development of centralized monetary systems, and e-payment and security, with many featuring tables and graphs. All chapters include references, with many providing recommended or additional reading lists. Bonus: the e-book includes hyperlinks to references and additional readings. An index is also available.

The greatest strength of this book is the range of insights provided from the contributing authors and editor. David Lee Kuo Cheun is a Professor of Quantitative Finance (Practice) at Lee Kong Chian School of Business, Singapore Management University and Director of the Sim Kee Boon Institute for Financial Economics. Examples of contributor backgrounds include: David Yermack, Albert Fingerhut Professor of Finance and Business Transformation at the NYU Stern School of Business and teacher of courses on digital currency; legal experts in securities, regulatory enforcement, and international transactions from notable firms like WilmerHale and Baker and Hostetler; and economists from the United States, Switzerland, and Singapore.

This is a valuable reference for individuals that are looking for more than an explanation of what Bitcoin is and how it works. The book offers basic explanations of digital currency concepts and in-depth discussions, making it suitable for a variety of audiences. It is recommended for undergraduate and graduate students, faculty, and finance professionals.—*Erin Wachowicz, Yale University*

Dictionary of Corporate Social Responsibility: CSR, Sustainability, Ethics and Governance. Samuel O. Idowu, editor-in-chief; Nicholas Capaldi, Matthias S. Fifka, Liangrong Zu, René Schmidpeter, co-editors. Cham: Springer International Publishing, 2015. 603 p. $229 hardcover (ISBN: 9783319105352), $179 e-book: (ISBN: 9783319105369)

This dictionary would be an outstanding addition to any academic or public library collection as it provides definitions for more than six hundred terms critical to understanding the concept of corporate social responsibility. The group of 128 contributors from 25 countries makes it an international effort: predominantly European, Australian and American academics. The Springer series of which it is part, "CSR, Sustainability, Ethics and Governance," offers a comprehensive overview of the latest theoretical and empirical research and provides sound concepts for sustainable business strategies. Colleges and universities with undergraduate and graduate business programs should seriously consider acquiring this series on standing order.

In his foreword, the distinguished Archie B. Carroll, author of dozens of books (in various editions) and scores of articles on corporate social responsibility, and the recipient of numerous research awards and states, "individuals, organizations, and libraries are encouraged to use this dictionary as a touchstone to the field. Practicing managers and academics will find this volume to be required reading." Another distinguished academic, Stephen J. Perkins, author of seven books and scores of articles on management states in his forward that the publication of this "magnificent" dictionary "will make a significant impact among business and management learners and those who educate them."

Definitions are in the 250–500 word range and all include a short (1–4 page) bibliography. A broad range of terms is provided, from "Acid Rain" to "Money Laundering "to "Reporting" ("companies communicating their corporate principles, social and/or environmental initiatives as well as the social and environmental effects of their economic activities") to "Solar Energy" and "X-Efficiency" ("a strand of thought that challenges the maximizing approach to economic behavior"). The index is adequate but, of course, the e-book version will allow full text searching depending on the platform: for example, EBL provides a hyperlinked table of contents and full-text search capability.

The dictionary provides a foundation to which teachers may refer their students for research in the areas of CSR, business ethics, corporate citizenship, stakeholder management, and sustainability.—*Anthony Raymond, Santa Clara University, Santa Clara, California*

NOTABLE

The Oxford Handbook of Gender in Organizations. Edited by Savita Kumra, Ruth Simpson, and Ronald J. Burke. Oxford, UK: Oxford University Press, 2014. 548 p. $150 hardcover (ISBN: 9780199658213).

The editors of this reference resource begin by identifying that there has been significant growth in the number of women entering and remaining in the workforce. However, despite these advances, women still face numerous obstacles, particularly with advancement in many professions.

While not a new subject, the study of gender in organizations continues to evolve. Arranged in twenty-four chapters, this resource covers many timely topics including sexual harassment, leadership, career advancement, entrepreneurship, and men working in professions that are traditionally recognized as female occupations. For example, in the area of leadership, the authors of one of the chapters ask if leadership is a matter of gender and note that there are more management opportunities for women, but they are mostly restricted to lower and middle management positions. The authors also note that there are conflicting studies on whether gender plays an advantage in being a successful leader.

All of the chapters in this resource cover topics in great depth, are well researched, and include an extensive list of references mostly from academic journals. There are more than forty contributors, of which many are professors in subject areas such as management, leadership, psychology, and organizational studies. The resources includes an introduction that provides an overview of each chapter, an easy to use table of contents, along with a detailed index.

As research in the area of gender in organizations continues to evolve, the *Oxford Handbook of Gender in Organizations* can serve as a helpful reference resource in academic libraries, for students and faculty in the fields of management, leadership, human resources, and gender studies.—*Ed Hahn, Weber State University, Ogden, Utah*

The Encyclopedia of the Industrial Revolution in World History. Edited by Kenneth E. Hendrickson III. Lanham, MD: Rowman & Littlefield, 2014. 1130 p. $240 hardcover (3 volume set, ISBN: 978081088887), $299, e-book (ISBN: 978081088883)

Industrialization had a singularly important effect on today's world, reaching into every aspect of daily life, from home technology to manufacturing, transportation to communication, and everything in between. The implications for modern business are staggering. As a result, *The Encyclopedia of the Industrial Revolution in World History*, while a historical encyclopedia, is worth examination in the world of business as a notable business reference source. Kenneth E. Hendrickson III, a professor of history at Sam Houston State University, is the general editor of this three-volume encyclopedia set.

The purpose of this reference set is to pull together the disparate pieces representing the Industrial Revolution. Because it occurred so unevenly, across vast spreads of geography, spanning class lines and social groups, an alphabetical encyclopedia is the best way to bring the ideas, events, inventions, and people together. The result is an A-to-Z set, three volumes long, of scholarly entries. These entries vary in length, from roughly a column in the case of "Vichy Water" or some of the lesser known inventors, to a couple pages, as is the case for the "United States" entry. Additionally, each entry lists the author as well as at least one option for further reading. There are some differences in how the contributor(s) for each entry achieve their goal. For the most part, entries look like other the familiar encyclopedia entries—introduction of the topic, then details of what it is and why it is important.

The importance of the Industrial Revolution cannot be understated; it permeates everything in the modern world. The extreme breadth of content defines why it is tackled in encyclopedia form, but it also points to potential limitations. Because of the format, connections can be difficult to make. To address this, some sections do provide *see also* terms to begin to build a more complete picture. This work is best for research in business history.—*Valerie Freeman, Johnson and Wales University, Charlotte, North Carolina*

Disaster Recovery, Crisis Response, and Business Continuity: A Management Desk Reference. By Jamie Watters. New York: Apress, 2013. 316 p. $44.99 softcover (ISBN: 9781430264064), $31.99, e-book (9781430264071).

Divided into four parts, this notable book has practical advice for businesses who want to be proactive about ways to recover from disasters that can be natural or manmade. The first part provides an "Introduction to Business Continuity and Disaster Recovery"; the second "Plan for Business Continuity and Disaster Recovery"; the third "Test and Maintain Your Continuity and Recovery Plans"; and lastly "Execute the Plan." The twelve appendixes are the sections of most interest to business librarians to share with businesses. These appendixes provide succinct example forms to fill in with an individual company's information; for example: responsibilities, useful resources and contacts (the e-book has hyperlinks to sites), business continuity, key contacts and action plan, as well as impact analysis questions, critical activities, recovery time objectives and more. The page numbers in the index of the e-book provide easy hyperlinks to topics within the text.

Both experienced and new managers will find this book helpful. It is the kind of book that should be read by information technologists, those responsible for continuity in the running of a business, and staff with responsibilities after a disaster, among others. *Disaster Recovery* is a reference book in the sense that it is something to have handy before, during, and just after a disaster; first for planning and second (if needed) to react sequentially in an appropriate and speedy manner. While considered reference, it is a title for an individual business to have available for ongoing consultation. Because IT aspects are such a great concern these days, libraries that do not currently have emergency plans will find *Disaster Recovery* useful in conjunction with Alire's *Library Disaster Planning and Recovery Handbook* (Neal-Schuman 2000).—*Naomi Lederer, Colorado State University, Fort Collins, Colorado*

Guide to Reference in Business and Economics. Edited by Steven W. Sowards and Elisabeth Leonard. Chicago: American Library Association, 2014. 298 p. $65 softcover (ISBN: 978-0-8389-1234-8).

Since the original 1902 pamphlet titled *Guide to the Study and Use of Reference Books, Guide to Reference* has developed into a major reference work published by ALA and a stalwart of library school education where it was often referred to by the editor's name—Mudge, Winchell, Sheehy, etc. In 2008 it transitioned to an online subscription service, and in February 2016 it will become freely accessible. ALA has now published in print (and e-book) the part of *Guide to Reference* that deals with Business and Economics, and edited by the primary editor/contributor to the Economics and Business section of the online guide.

Sections of this guide include: "General Works," "Economic Conditions and World Trade," "International Information," "Functional Areas of Business," "Company

Information," "Basic Industry Information," "Specialized Industry Information," and "Occupations and Careers." There are subsections, such as "Guides and Handbooks," "Periodicals," "Statistics," and "Internet Resources," that may very for each section. Entries are numbered and the index refers to the entry number rather than the page number. If a source fits into more than one section, its entry is repeated verbatim with a new entry number. Although sometimes confusing, the introduction notes that this allows "easy browsing and comparison to other sources without the trouble of following cross references." Entries are compared to other similar sources. Important sources that have ceased are noted. Entries include both print and online sources and provide URLs when available.

Guide to Reference in Business and Economics continues to be useful to both LIS and other students and practitioners. As the most recent book on business and economic resources, *Guide to Reference in Business and Economic* is a notable addition to the long line of "Guide to Reference" publications.—*Suzanne Sweeney, Central Park Campus Library, Collin College, McKinney, Texas*

Handbook of Emerging Multinational Corporations. Edited by Mehmet Demirbag and Attila Yaprak. Cheltanham, UK, and Northampton, MA: Edward Elgar, 2015. $190 hardcover (ISBN: 9781782544999).

This reference book provides an overview of emerging markets (EMs) and the expansion of EM internationalizing firms (EMMNEs) throughout the world. An important development in the world economy, EMMNEs are of interest for all students and researchers of international business. This work, as an advanced collection of research articles, studies the rise of these multinational firms from Brazil, China, India, Israel, Mexico, Russia, South Africa, and Turkey.

The work is divided into three sections consisting of chapters focused upon theories, empirical studies, and case studies of EMMNEs. The most valuable feature of this work is the inclusion of the case studies. The case studies are useful in that they offer real-world examples of theory in action. The power of the case study is its distinctive ability to address a more comprehensive variety of evidence, including documents, artifacts, interviews, and observations. One criticism could be that more case studies could be included to show the relevance of these companies. The inclusion of only four case studies does not seem to do justice to the scope of the book. Nevertheless, these studies, while brief, offer valuable explanations regarding the "how," the "what," and the "why" to each of the EMMNE cases. An index and bibliography are also included.

For the advanced business student or the academic researcher, this is a useful reference for business collections supporting undergraduate and graduate courses in international business. This work would be a valuable addition to many academic, business reference collections.—*Glenn S. McGuigan, Penn State University Libraries, Middletown, Pennsylvania*

The Oxford Handbook of Management Theorists. 1st ed. Edited by Morgen Witzel and Malcolm Warner. Oxford: Oxford University Press, 2013. 592 p. $170 hardcover (ISBN: 978-0-19-958576-2)

Oxford Handbooks offer authoritative and up-to-date surveys of original research and *The Oxford Handbook of Management Theorists* continues this tradition. It covers significant nineteenth- to twenty-first-century management theorists from Frederick Taylor to W. Edward Deming and later Michael Porter. Organized in three parts. Part 1, "Pioneers," includes Frederick Taylor, Frank and Lillian Gilbreth, and Chester Barnard among others. Part 2, "Post War Theorists," has chapters on The Tavistock Group, W. Edwards Deming, Peter Drucker, and Herbert Simon. Part 3, "Business School Theorists," covers Alfred Chandler, James March, Richard Cyert, Henry Mintzberg, Michael Porter, and C. K. Prahalad. Each chapter examines and evaluates these and other seminal figures, both well-known and lesser known, and provides a current and detailed analysis of their ideas and influence in the context of their time. Contributions come from leading management and management history scholars and include references and bibliography for each chapter. While some references are only a few pages, Herbert Alexander Simon's chapter has a fifteen-page bibliography.

Illuminating the foundational theories of the field of management, *The Handbook of Management Theorists* makes a significant contribution to the understanding of these ideas—the how and why management theories have emerged, and the ways in which they are currently developing and likely to evolve in the future. Based on the importance and significance of the information contained in *The Handbook of Management Theorists*, it deserves recognition as a notable business reference resource.—*Suzanne Sweeney, Central Park Campus Library, Collin College, McKinney, Texas*

The Investment Assets Handbook: A Definitive Practical Guide to Asset Classes. By Yoram Lustig. Petersfield, Hampshire, UK: Harriman House, 2014. 472 p. $45 softcover (ISBN: 978-0857194015), $35 e-book (ISBN: 9780857194091).

Investment information can often be complex, confusing, and hard to find. *The Investment Assets Handbook: A Definitive Practical Guide to Asset Classes* is a helpful guide that gives the reader the opportunity to understand different asset classes in a way that is not intimidating or complicated, and it deserves recognition as a notable business reference resource. This handbook contains eighteen chapters that are organized into four distinct parts. In the first part, different asset classes are described, including a description of the role each asset class plays in a portfolio. The second part of this handbook focuses on traditional assets such as global equities and cash, and the third part describes mainstream alternative assets such as commodities and real estate. Finally, the fourth part focuses on new alternative investments, including currency, art, and timber. The second, third, and fourth parts of the handbook include an introduction to each asset class, and they also include detailed descriptions of individual assets within each asset class.

While *The Investment Assets Handbook* serves as an introductory guide aimed at those with who are inexperienced with investment information, most users will find the information contained in its pages detailed and helpful. In addition to making complex financial information accessible, this handbook is quite timely. Libraries are increasingly expanding their financial information resources and services in an effort to promote the financial literacy of their user groups. As such, this handbook will serve as an excellent resource for users and librarians in both public and academic libraries.—*Jordan Nielsen, San Diego State University, San Diego, California*

SIGNIFICANT NEW EDITION

Gower Handbook of Project Management, 5th ed. Edited by Rodney Turner. Burlington, VT: Gower, 2014. 581 p. $180 hardcover (ISBN: 9781472422965), $180 e-book (ISBN: 9781472422972)

The new edition of the *Gower Handbook of Project Management* deserves recognition as a significant new edition. When asked to edit a 5th edition of the *Gower Handbook of Project Management*, Rodney Turner agreed. With an entire new slate of authors (with two exceptions), an effort to bring in more viewpoints and better represent the growing field of project management, he dramatically changed this edition from the previous version. One of the bigger changes that he made, and more controversial, was to drop the section on managing people on projects, but that is addressed in another publication. The other primary structural change made involves the sequence of chapters; the fifth edition starts with chapters on projects and expands out from there.

The book itself is split into five sections—"Projects," "Performance," "Process," "Portfolio," and "Perspective"—with a few incidentals on either end, such as lists of included tables and figures, in addition to the editor's introductory chapter. The chapters themselves, each authored by a different person, tend to have the same direct and simple approach, favoring bullet points and subheadings. This approach makes it easy for the researcher to find the section they need for a given problem, but easy to read for the big picture as well. Each individual chapter includes resources for further reading.

This edition is shorter than the previous one, an effect of the editor dropping the personnel side of the equation as well as a conscious effort on his part to streamline the product. While this can be easily explained by the release of an entire book on that topic, doing so ultimately requires that the user then pick up another book to gain that set of knowledge. Project management is growing in such a way that cramming as much information as possible into one volume is increasingly challenging.—*Valerie Freeman, Johnson and Wales University, Charlotte, North Carolina*

Best of the Best Business Websites

BRASS Education Committee

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The Best of the Best Business Websites Award was established in 2009 to recognize three websites relevant to information professionals providing business reference services. The websites are nominated and selected by the Business Reference and Services Section (BRASS) Education Committee members on the basis of their content quality, ease of use and technical execution. The winners are announced at the RUSA Book and Media Awards reception at the ALA Midwinter Meeting. You may view previous winners at www.ala.org/rusa/awards/bestofthebestbus. To access other BRASS-recommended resources, go to http://brass.libguides.com.

2015 BEST FREE BUSINESS WEBSITES WINNERS

Topic: Intellectual Property

Patent Lens: www.bios.net/daisy/patentlens/patentlens.html (note: moving to "The Lens": https://www.lens.org/lens)

Patent Lens bills itself as "a worldwide, open-access, free full-text patent informatics resource." It was created by Cambia, a nonprofit institute that promotes change and innovation through creating new technologies, tools and paradigms. At the time of the writing of this review, *Patent Lens* was undergoing a name change to *The Lens,* and will soon be found only at https://www.lens.org/lens. The changes seem to be all positive as the new site increases the worldwide covered jurisdictions, allows for exploration of global patent families, provides multi-lingual searching, allows more extensive faceting filters, and allows for DNA and protein sequence patent searching. The information discussed below was searched on the original site.

The webpage itself is a simple design with a homepage and five additional top tabs with dropdown menus. The first tab "Home," the Patent Lens homepage, provides a general web search at the top, and some limited information including highlights available on the site, selected articles about both the website and topics of interest to patent researchers, and details about searching for patents.

The second tab takes the user into the heart of the site. Titled "Patent Search and Tools," it offers four dropdown choices: "Patent Search," "Patent Search Help," "Blast and Sequence Search" and "Patent Lens FAQs." This section mirrors much of what is available on the homepage, but is a logical starting point and a more powerful search tool than the one available on the homepage, as the ability to narrow a search is immediately available. Clicking on the "Patent

Search and Tools" tab, or the "Patent Search" dropdown tab both lead to the large search engine, which immediately performs a search for everything available in the database. From there it is easy to refine the search by keywords, and over a dozen different facets from "Dates" to "Document Families" to "Biologicals" are available for narrowing a search. These facets are easy to use and helpful—as an example the "Jurisdictions" refinement allows the searcher to include or exclude dozens of countries, from Japan with more than 22 million patents, to Uzbekistan with ten. The top one hundred companies are listed under "Applicants," IPCR Classifications are used to narrow a search in "Classifications," and "Query Tools" allows a search to be narrowed to only items with full text currently available. The "Patent Search Help" offers numerous tips and tricks for more efficient searching of the database.

The third dropdown selection, "Blast and Sequence Search," was problematic and did not link properly to the new site. However, what was previously under this tab can now be found at the "PatSeq Finder" on the new site. This allows a researcher to use an input sequence to match or analyze similar sequences from the database; more than 213 million sequence listings have been extracted from various documents. The final dropdown tab, "Patent Lens FAQs," offers a variety of information from why the site exists, to what it contains, to some ethical questions about patents and their use.

The third top tab, "Patent Landscapes," has three dropdown choices. The first, "Explore Patent Landscapes," offers many white papers on patent subjects in agriculture, the environment, health and medicine. The second, "Sequence Project (BLAST)," offers a clean link to the "PatSeq Finder" mentioned above. The third, "Patent Landscaped FAQs," provides information on the patent landscapes, how they are chosen and what they provide.

The "Intellectual Property" tab provides a "Patent Tutorial and FAQs" tab, which is an excellent starting point for anyone just beginning patent research. The "IP Policies and Practices" tab presents discussions on many issues in patent and intellectual property policies, laws, and practices. And the "Patent Laws Around the World" tab breaks down the information into seven main geographical areas (i.e., "Asia" and "America—North and Central") which link to a listing of countries in that area, many of which have articles and other information about intellectual property in those countries. However, not all countries listed include information.

The "Media Center" tab offers a variety of articles about Cambia, BiOS and Patent Lens, as well as press releases and video/audio content from the site, most of which is dated and will hopefully be updated when the new site is fully released.

This free website is appropriate for everyone interested in learning more about searching patents.—*Susan A. Schreiner, Access Services Librarian, Axe Library, Pittsburg State University (BRASS Education Committee Member, 2011–15)*

Intellectual Property Basics: www.cfe.umich.edu/intellectual-property

Intellectual property issues can challenge even the most seasoned entrepreneurs, and the legal implications for brash decisions can be extreme. Entrepreneurs who have created a product or service are often looking for resources to explain policies and procedures for intellectual property. Some resources focus too heavily on legal or academic business jargon, and may intimidate patrons. Intellectual Property Basics is a freely available series of short videos, designed by Law Professor Bryce Pilz at the University of Michigan, that highlight key concepts all entrepreneurs and start-ups should know about intellectual property. The videos cover over 60 topics, including patents, copyrights, trademarks and trade secrets, and are designed for those with little or no experience with intellectual property. The videos are available on the University of Michigan's website, as well as on YouTube.

The National Science Foundation, Michigan I-Corps, Zell Entrepreneurship and Law Clinic, and the Center of Entrepreneurship at the University of Michigan supported the development of this content and site. The videos are hosted on the MconneX platform. The development of the Intellectual Properties Basics video series and website was supported by the I-Corps Node Grant, which is designed to support innovation education, infrastructure and research.

The videos are narrated by Bryce Pilz, a Clinical Assistant Professor of Law in the Entrepreneurship Clinic at the University of Michigan. Pilz teaches in the Master of Entrepreneurship program. He previously worked at Kirkland and Ellis, specializing in intellectual property. He also served as the Associated General Counsel at the University of Michigan, working with the Office of Technology Transfer on startups and licensing agreements. Pilz brings a sense of humor to this often intimidating subject, and uses real life examples to help cement concepts. Most of the videos are filmed on the University of Michigan's campus. For example, Pilz films the segment on "Works for Hire: Copyright Ownership" in the campus soccer stadium, while discussing a soccer-related example. The constant change of scenery and use of real-life examples keeps the videos exiting.

The short videos, each averaging three to five minutes, are arranged in five areas: an introduction, patents, copyrights, trademarks and trade secrets. While the videos are organized in a series of subtopics, each video is designed to be comprehensive enough to be watched independently by an entrepreneur with a specific need. A hyperlinked outline will allow users to select the video that best fits their needs.

The introduction discusses the different types of intellectual property issues that may arise for startups and reviews the different categories of intellectual property. The second section provides an overview of the patent system, including the anatomy of a patent, what can be patented, how to obtain a patent, patent owner rights, design patents, patent infringement, and litigation. The third section covers copyright, including what copyright protects, ownership, and avoiding infringement. The fourth section discusses trademarks, including obtaining trademark protection, clearing a company and product name and using trademarks that belong to others. The last section covers trade secrets, highlighting how to protect trade secrets and avoiding infringing on trade secrets of competitors and other third parties.

Pilz also offers a free "crash course" based on the videos. This is a four week course which includes live weekly Google hangout discussions with Pilz and guest experts. This allows participants to get immediate answers to questions, as well as engage in dialog with peers. The course is offered multiple times each year, and advertised on the Intellectual Property Basics Website. The four weeks each center on a theme: patenting an idea, beyond the patent, what infringes on someone else's rights, and forming a company.

Because the videos are designed for an audience unfamiliar with the scope and legal issues related to intellectual property, they are appropriate for a wide range of audiences, including entrepreneurs, business students, and small business owners. The videos can be watched independently or incorporated into academic courses and workshops. The members of the BRASS Education Committee and I highly recommend incorporating this resource into reference transactions and instruction sessions that involve intellectual property rights.—*Kelly LaVoice, Business Research Librarian, Cornell University*

The United States Patent and Trademark Office (USPTO): www.uspto.gov

Patent and trademark searches can contribute to many research activities: uncovering existing intellectual property, investigating a new field or market, tracking competition, learning how a product or technology works, and historical business analysis. The United States Patent and Trademark Office (USPTO) website allows one to search for pending and issued patents and trademarks and gain access to learning and educational materials. This resource is consistently recommended by academics, librarians, and legal professionals.

The USPTO website is produced by the United States Patent and Trademark Office—the federal agency charged with registering trademarks and issuing patents in accordance with objectives outlined in the United States Constitution. Its website states, this office acts "as a mechanism that protects new ideas and investments in innovation and creativity" and "is at the cutting edge of the nation's technological progress and achievement." Making patent and trademark information available to the public is one of its primary missions, along with advising government officials and agencies on intellectual property issues, protecting worldwide and trade-related aspects of intellectual property, and training and education.

Content on the site is well organized by section: Patents, Trademarks, and Learning and Resources. The patents section provides information about patent basics as well as insight on the patent application process and how to maintain a patent once granted. The trademark section provides similar content to the patent section. Both include links to assist in filing, paying for, and tracking patent and trademark applications. Learning and Resources houses a mix of tools important for various audiences (exs. information about the Inventors Assistance Center for entrepreneurs or child-focused "Build an Invention" activities for educators), help and FAQs (e.g., "Do I need a patent, trademark, or copyright?"), and explanations of office-specific services and publications. The main page includes links to news, updates, and initiatives related to the USPTO. One can browse each individual content section, use a quick links feature, or keyword search across the entire site.

A few items housed in the Learning and Resources section are worth highlighting. First, patent and trademark data are available in bulk form and can be downloaded for research and analysis. Information about this data can be found under the "Electronic Data Products" link. Next, the "Classification" link provides an overview and several resources for the United States Patent Classification (USPC) and newer Cooperative Patent Classification (CPC) systems. Using these classifications can assist in patent retrieval. CPC classification schema can also be searched using the site search text box on the website's main page. Lastly, the "Researchers and Librarians" link outlines the nationwide network of public, state, and academic libraries designated as Patent and Trademark Resource Centers (PTRC). These centers house expertly trained staff and examiner-based search tools—PubEAST (Public Examiner's Automated Search Tool) and PubWEST (Public web-based Examiner's Search Tool)—for patent and trademark assistance.

Librarians will find the tools that allow for free searching of pending and issued United States patents and trademarks very useful. PatFT (Patent Full-text and Image Database), found under the "Quick Links," provides access to patent information from 1790 to the present (content is added weekly). Patents from 1790 through 1975 are searchable only by issue date, patent number, and current USPC. Patents from 1976 through the present are searchable via full-text. Basic and advanced searches are possible. Fifty-five fields (exs. keyword, title, abstract, inventor name and city, government interest, references) along with Boolean capabilities can assist in building an effective search. Results are listed by patent number and title, and files house well-marked full-text and images. Help is available, along with a USPTO-recommended seven step initial search strategy (www.uspto.gov/learning-and-resources/support-centers/patent-and-trademark-resource-centers-ptrc/resources/seven). AppFT (Applications Full-Text and Image Database), also found under "Quick Links," includes the images and full-text of all United States patent applications published since March 2001. TESS (Trademark Electronic Search System), also found under the "Quick Links," provides access to text and images for more than three million pending, registered, and abandoned trademarks. Updates to TESS are frequent and displayed on the initial search screen. Many basic and advanced search options are available in TESS; new users should view the USPTO's "Conducting a Trademark Search" page (www.uspto.gov/learning-and-resources/support-centers/patent-and-trademark-resource-centers-ptrc/resources).

The United States Patent and Trademark Office website is a value resource for a variety of audiences including entrepreneurs, academics, engineers, and legal practitioners. It is highly recommended for all levels/all libraries.—*Christina Sheley, Head, Business/SPEA Information Commons, Indiana University, Bloomington, Indiana*

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.

Classroom Assessment Techniques for Librarians. By Melissa Bowles-Terry and Cassandra Kvenild. Chicago: ACRL, 2015. 140 p. Paper $36 (ISBN: 978-0-8389-8775-9).

Melissa Bowles-Terry and Cassandra Kvenild present *Classroom Assessment Techniques for Librarians* as a toolbox for instruction librarians seeking to create an assessment program in their academic library. Beginning by providing a basic introduction to educational assessment theory, Bowles-Terry and Kvenild build a foundation of understanding with their fellow instruction librarians regarding what assessment means and why it should be used in any library instruction program. Recognizing the difficulties instruction librarians face in implementing successful and useful assessment in the academic library world of one-shot sessions and one-day workshops, the authors fill each chapter with myriad creative and interactive sample assessment techniques designed specifically for each type of library education scenario, such as face-to-face one-shot sessions and online for-credit classes.

Each chapter follows a similar structure, beginning with a descriptive title identifying the purpose of the assessment techniques to be discussed (such as "Chapter 1: Assessing Prior Knowledge and Understanding" and "Chapter 4: Assessing Skill in Application"). Following the title is a section explaining why and when these skills or knowledge should be assessed. Next, each chapter provides specific examples of techniques, complete with hypothetical scenarios and visual aids, and categorized by the type of education experience or resource, such as "Example in the First-Year Experience" (4) and "Example for Choosing a Database" (25). Each chapter ends with an explanation of how to score the assessment technique or tool being discussed, such as "How to Score a Background Knowledge Check" (6) and "How to Score a Categorizing Grid" (25). The chapters' consistency facilitates an ease of use rarely seen in an academic text, as users will be able to quickly and reliably find the assessment tool they need without wading through an inordinate amount of theory.

Combining academic theory with practical insights, Bowles-Terry and Kvenild provide a balanced and perceptive assessment resource in *Classroom Assessment Techniques for Librarians.*—*Calantha Tillotson, Reference Assistant, Bizzell Library, University of Oklahoma, Norman, Oklahoma*

The Handbook for Storytellers. By Judy Freeman and Caroline Feller Bauer. Chicago: ALA, 2015. 394 p. Paper $65 (ISBN: 978-0-8389-1100-6).

This is an updated and expanded edition of a popular, professional classic with a new co-author. A great storyteller, former school librarian, and now library school adjunct professor, Judy Freeman is a worthy successor to the groundbreaking Caroline Feller Bauer, who died in 2013. Described as a companion volume to *The Handbook for Storytime Programs* (forthcoming from ALA in 2015), this is a true handbook covering the entire process, from story selection to program promotion to taking care of one's voice. The authors also provide advice on using technology in story programs. Like earlier editions, this book includes a wealth of material in its annotated bibliographies, which are organized by genre (folktales, trickster tales, myths, fables, etc.) and provide illustrative sample stories and ideas for props and activities that engage children of all ages during story programs.

Print materials have been updated from earlier editions, with copyright dates of recommended titles running through 2013. An effort was made to include older titles that are still available either from libraries or through sources like Project Gutenberg. Numerous up-to-date online resources are included with every list of books, and the authors also provide links to related organizations, equipment suppliers, and so forth. Subject, author, and title indexes add to the value of this professional reference resource.

There is no denying Ms. Freeman's encyclopedic knowledge of her subject. Bound to be useful to any beginning or practicing storyteller, this book is a recommended for the professional collection of any school, public, or academic library. This reviewer found only one error found in the text: On page 19, the National Storytelling Festival in Jonesborough, Tennessee, is said to be held by the National Storytelling Network. Currently, this festival is produced by the International Storytelling Center. The website for the festival in the text is correct.—*Valerie Kimble, Librarian/Selector, Pioneer Library System, Norman, Oklahoma*

Navigating the Future with Scenario Planning: A Guidebook for Librarians. By Joan Giesecke, Jon Cawthorne, and Deb Pearson. Chicago: ACRL, 2015. 128 p. Paper $36 (ISBN: 978-0-8389-8751-3).

No librarian likes to think about any potential problems that may arise in their library in the future. But how does one effectively prepare for potential future emergencies? Scenario planning, with a technique originated by Herman Kahn and the RAND Corporation after World War II, can be adapted by librarians to do contingency planning. Unlike strategic planning, scenario planning uses statistical tools and techniques to predict a variety of future outcomes of a specific event. *Navigating the Future with Scenario Planning: A Guidebook for Librarians* is a useful and valuable handbook that leads librarians through the process of scenario planning so that they can predict and respond effectively to potential future situations.

The authors begin with an introduction to the theory and practice of scenario planning, followed by chapters dealing with scenario planning strategies and development, with an emphasis on scenario planning in higher education. Readers will find extensively detailed chapters on how to develop and write effective plans and how to use scenario planning to successfully implement change management. Most importantly, the authors have included a case study that deals with scenario planning development and outcomes at the University of Nebraska, Lincoln. Charts, tables, examples, and extensive end-of-chapter references complement a very comprehensive and useful handbook. The book would be more useful if it included additional case studies, as this would provide readers with additional examples to enhance and assist them in creating their own scenario plans.

Nevertheless, *Navigating the Future with Scenario Planning* provides librarians with a useful guidebook for effectively creating, developing, and implementing scenario planning to help them predict and manage change as it occurs in their libraries. Highly recommended.—*Larry Cooperman, University of Central Florida Libraries, Orlando, Florida*

New Routes to Library Success: 100+ Ideas from Outside the Stacks. Elisabeth Doucett. Chicago: ALA, 2014. 240 p. $55 (ISBN: 978-0-8389-1313-0).

New Routes to Library Success, by Elisabeth Doucett, brings new management and marketing ideas from the business sector into the library. Traditionally, when experiencing and managing change, librarians have looked to other librarians, not to the business world, for new ideas. This book, based on a series of interviews with business and nonprofit leaders, was written to help librarians change the way they think and the places they go for new ideas as they address their communities' changing needs. Doucett introduces innovative ways to bring change to libraries by drawing from the experience and insight of business leaders.

Doucett begins by explaining the reasoning and process used in her questioning. In each chapter, she explains why she chose the topic and the organization to interview and describes the lessons that were learned from that specific interview. Each chapter ends with a summary of the ideas that Doucett learned from that interview, a list of the questions asked, and a list of recommended resources on the topic. The first chapter, "The Process," describes how librarians can create their own assessment tools by focusing on what insights might be gleaned from specific businesses and how they can create an atmosphere of change in their own organizations. The succeeding chapters address topics ranging from creativity to entrepreneurship to content creation. One chapter focuses on creating a great workplace and learning about your community; another is about customer service (based on her interview with executives from L. L. Bean).

Doucett has a unique way of looking for innovative ideas and applying them to the library world. She asks questions of business leaders, analyzes their responses, and explains how this information can be applied practically to the library setting. Helpfully, an index is included to provide easy access to specific themes.

This is the latest in Doucett's arsenal of books that help librarians use management and marketing ideas to stir up the library world. More than just a program-based marketing plan, this book offers real business ideas that can be useful to a library. Recommended for librarians who want to develop new ways to bring transformative change to their libraries.—*Janet A. Tillotson, Library Director, Towanda Public Library, Towanda, Kansas*

Not Just Where to Click: Teaching Students How to Think about Information. Edited by Troy A. Swanson and Heather Jagman. Chicago: ACRL, 2015. 429 p. Paper $75 (ISBN: 978-0-8389-8716-2).

Fifteen years ago, information literacy standards brought information literacy into higher education conversations and advanced the library field. ACRL's current revision of *Framework for Information Literacy for Higher Education* provides further direction for contextualizing and integrating information literacy into the curriculum and offers a deeper understanding of the knowledge practices and dispositions that an information-literate student should develop. With this in mind, *Not Just Where to Click* provides recommendations to help librarians develop appropriate resources, practices, and assessment instruments for information literacy.

How information contributes to knowledge is of critical concern for librarians, with our established affinities for both information and knowledge creation. The editors explore how librarians and faculty work together to teach students about the nature of expertise, authority, and credibility. What is very beneficial in this easy-to-read sourcebook is the overall structure of its two sections, which cover classical conceptions of knowledge from a variety of perspectives and the nature of expertise and its resulting authority. This presents a useful organizational framework for managing the approaches, challenges, and solutions uniquely inherent in the complexities of today's information age.

In the first section, contributing authors explore epistemological concepts held by librarians and faculty, as well as epistemologies and beliefs held by students. The chapter on critical information literacy is particularly useful and thought-provoking, as the authors believe that traditional information literacy presents an overly simplistic model of the research process. Because the library profession is moving toward a deeper understanding of information literacy, it is especially important for librarians working within the curriculum to be challenged to reflect on their own practices. In this chapter, they are encouraged to relinquish expertise and efficiency, to build upon students' prior knowledge, and to teach about information in terms of purposes and types rather than formats. In addition, the authors share practical tips on how to create a highly responsive curriculum class environment where students are able to practice critical reflection and demonstrate critical thinking.

The second section provides practical approaches for motivating students to explore their beliefs, biases, and ways of interpreting the world. Throughout this section, the contributors provide many innovative ideas on authority structures, which can be beneficial for students as they learn how to navigate the information environment with deeper discernment. One particularly inspirational chapter is the one on "scholarly storytelling," the practice of having students use stories as roadmaps to authentic and creative library research. Rather than shallowly engaging in research while struggling to integrate appropriate sources, students participating in this transformative approach are able to engage, explore, and evaluate resources in a more creative, intellectual manner.

The contributors to the nineteen chapters offer a balance of theoretical and applied approaches to teaching information literacy, provide valuable guidance and strategies for effective implementation, and supply innovative ideas that can be directly useful in application.—*Pamela Louderback, Assistant Professor/Library Director, Northeastern State University, Broken Arrow, Oklahoma*

Preserving Our Heritage: Perspectives from Antiquity to the Digital Age. Edited by Michèle Valerie Cloonan. Chicago: ALA Neal-Schuman, 2015. 736 p. Paper $98 (ISBN: 978-155570-937-2).

Far-reaching yet approachable, Michèle V. Cloonan's anthology of readings in cultural heritage preservation is the reference work I wish I'd had at my fingertips as a student. In keeping with its stated audience, the volume is suitable for undergraduate and graduate students in cultural heritage fields, practitioners of every stripe, and interdisciplinary scholars and professionals looking for a guide to the literature of preservation.

Together with a seven-member advisory board whose members, like her, are veteran practitioners and educators, Cloonan has selected more than ninety key texts ranging from the Old Testament to the latest in time-based media. The readings include many of the "classics" that are a continuous presence in citations and syllabi, as well as others that deserve to be more widely known. The selections are well-organized into eleven categories that allow the reader to narrow her focus on a particular area of interest (such as Sustainability, Ethics and Values, or Collections: Development and Management) or to detect productive juxtapositions across texts. A brief essay providing valuable context introduces each chapter and illuminates relationships among the texts to follow. Taken together, these categories offer an excellent overview of prevailing themes in the literature of preservation and suggest avenues for further study.

Cloonan's concerted effort to bring together related readings from across the cultural heritage disciplines—libraries, archives, museums, and historic preservation—is one of the book's strengths, highlighting the diversity and commonality of the issues faced in these fields. And although a separate, small section devoted to "Multicultural Perspectives" could easily feel tokenizing, Cloonan avoids this pitfall by incorporating relevant material throughout, particularly texts relating to indigenous cultural heritage.

The readings themselves are greatly enhanced by a fifteen-page Preservation Timeline with a brief bibliography of suggestions for further reading. The timeline covers changes in the science and technology of recordmaking, influential writings, the establishment of important institutions and bodies, key court cases, and more. The volume also features a list of contributors that provides information about each author, a valuable list of sources credited in the chapter introductions, an author and title index, and a thorough subject index.

In her epilogue, Cloonan suggests several nodes around which further research and publications might concentrate. Indeed, one drawback of such a sweeping anthology is that it will inevitably become outdated nearly as soon as it is published; the most recent texts included are now already two to three years old. Even so, Cloonan proves herself forward-thinking, as the foci she identifies are indeed the subject of some of the most important and exciting current work: the proliferation of digital media, the needs and rights of information creators and users, citizen science and citizen journalism, the environment. *Preserving Our Heritage* offers the foundation we need if we are to develop creative and informed solutions and to produce the next generation of "classic" preservation literature.—*Anna-Sophia Zingarelli-Sweet, MLIS*

Teaching Information Literacy Threshold Concepts: Lesson Plans for Librarians. Edited by Patricia Bravender, Hazel McClure, and Gayle Schaub. Chicago: ACRL, 2015. 264 p. Paper. $48 (ISBN: 978-0-8389-8771-1)

Finalized in early 2015, the Framework for Information Literacy for Higher Education was created by ACRL to provide a roadmap for librarians working to reimagine their approach to information literacy. The Framework seeks to move what librarians teach from the "how" of information literacy skills to the "why" of information creation and use. This is where "threshold concepts" enter in as the six core concepts identified in the Framework as the key to students' information literacy: Scholarship as Conversation; Research as Inquiry; Authority is Constructed and Contextual; Information Creation as a Process; Searching as Strategic Exploration; and Information has Value.

Teaching ideas rather than specific skills is a challenge, and *Teaching Information Literacy Threshold Concepts* models how this can be done with detailed lesson plans for each of the core concepts. Most lesson plans follow a template that includes learning goals; anticipatory sets (ways to engage the students' attention and help them focus on the topic being taught); lesson objectives; input/modeling (how to present and demonstrate the concept); checks for understanding; guided practice; and independent practice. The lessons themselves typically run from thirty to sixty minutes in length and were contributed by academic librarians from across the United States.

Some of the thirty-four lessons will be familiar to librarians who have been using the Information Literacy Competency Standards for Higher Education that the ACRL created in 2000. These include recognizing plagiarism, identifying scholarly versus non-scholarly sources, and developing a research question. Others will be more novel, such as "Crafting a Credible Message," which helps students understand how information is interconnected. All of the lessons, however, are conceptual rather than skills-based, designed to teach students the "why" of research. This means the lessons easily can be customized by subject-specialist librarians to the specifics of a particular discipline. The hour-long lessons presented here will be helpful to librarians working on campuses with robust information literacy programs in place, and the shorter lessons can be incorporated by those limited to the ubiquitous one-shot classes.

In the appendixes, the editors provide lesson handouts (also available online) as well as a list of lessons that present more than one threshold concept in the course of the class. Also included are the full text of the ACRL's Framework and a recommended reading list of articles and books that explore threshold concepts in more depth.

The Framework and its six threshold concepts have been embraced by some librarians and dismissed by others. By providing this collection of detailed lesson plans, *Teaching Information Literacy Threshold Concepts* helps clarify how the Framework can be put to use to teach information literacy in the classroom.—*Ann Agee, School of Information Librarian, San Jose State University, San Jose, California*

Wordplay for Kids: A Sourcebook of Poems, Rhymes, and Read-Alouds. By Tim Wadham. Chicago: ALA Editions, 2015. 225 p. Paper $50 (ISBN: 0-8389-1266-9).

Tim Wadham brings his considerable expertise in children's literature to the table in *Wordplay for Kids*. Previously a youth services coordinator of the Maricopa County Library District in Phoenix, Arizona, Wadham is the director of the Puyallup Public Library in Puyallup, Washington and author of a picture book, *The Queen of France*. Wadham developed the public library programs presented in this book as a result of his work with school librarians Katie Blake and Cynthia Daniels.

Through *Wordplay: A Sourcebook of Poems, Rhymes, and Read-Alouds*, Wadham addresses the need for quality programs for the elementary or "tween"-age child. The programs continue the learning of concepts begun in preschool story time. They have the familiar feel of PLA's early literacy program Every Child Ready to Read. The book presents two models for shared reading: Shared Warmth, a parent and child reading program; and Wordplay for Kids. Wadham discusses the development of these programs through his work as a youth librarian in both public and school libraries. *Wordplay* presents the models for these two programs that develop a love of language in school age children. The first chapter details the process of creating and implementing the Shared Warmth program. Two additional chapters follow: Wordplay for five- to seven-year-olds and Wordplay for eight- to twelve-year-olds. By following the program template discussed in these two chapters, librarians are "helping develop a 'literary ear': artful language patterns, correct and interesting language usage and a large and rich vocabulary" (xi) The program consists of six weekly hour-long programs of choral reading, reading aloud, reciting poetry, and focused activity. Wadham encourages the use of age-appropriate classic folklore and fairy stories, fables, and Greek myths, as well as picture books, easy readers, and fiction chapter books as the read-alouds. Included in each chapter are recommended poems and nursery rhymes, either in their entirety or as first lines with a list of where the entire poem or rhyme can be found. Also included are extensive bibliographies of books for each category listed above. Some of the classic books he recommends are out of print but available through interlibrary loan. Sample program planning calendars and sample programs are shared for each age group. The book ends with a chapter devoted to a bibliography of works Wadham likes to share with children.

Is this a book for your library? By report, this was a successful program both in school and public libraries, but it will require great marketing and a strong commitment by the public librarian to maintain an audience. Wadham states that it could be adapted to be used as a curriculum for homeschoolers, which would make it an option for bringing homeschool families to the library. Libraries should explore this program if they are committed to providing programs that instill the love of language in older children. Although aimed at public libraries, this program could be used by anyone who loves to encourage and develop children's love of reading. Public librarians, school librarians, teachers, and parents could have success in following this model.—*Jenny Foster Stenis, Coordinator, Readers Services, Pioneer Library System, Norman, Oklahoma*

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

American Political Culture: An Encyclopedia. Edited by Michael Shally-Jensen. Santa Barbara, CA: ABC-CLIO, 2015. 3 vols. Acid free $310 (ISBN: 978-1-61069-377-6) E-book available (9781-616069-378-3), call for pricing.

Anyone seeking reliable information on American political life since the 1970s will be pleased with Michael Shally-Jensen's work, *American Political Culture*. This three-volume set covers topics from abortion to Israel Zangwill, the nineteenth-century author who coined the phrase "melting pot" and who appears in the entry for "Cultural Pluralism." The signed entries by noted scholars run to several pages and include bibliographic information. The format is easy to access and many entries include illustrations. The topics cover well-known areas, as well as some unexpected ones. The entry for "Public Health and Politics" includes a photo of former New York City mayor, Michael Bloomberg, holding a large Kentucky Fried Chicken cup as he speaks to the media on the health issues associated with sugary soft drinks. As with other articles, the "Public Health and Politics" submission includes historical information on the topic, covering issues from "What Is (Not) Public Health?" to "The Tuskegee Experiment and Its Legacies" and on to "The Bloomberg Vision and Its Opponents." The recent publication date makes possible the inclusion of very recent issues, such as Ebola and the response of the Surgeon General to the arrival of infected patients to American shores. Entries also include a "See also" section, guiding the reader to other topics relevant to that which is currently being read.

The Shally-Jensen encyclopedia is a fine companion to Andrew W. Robertson's *Encyclopedia of U.S. Political History* (CQ Press, 2009). Robertson's seven-volume set extends from "Colonial Beginnings Through Revolution, 1550 to 1783," ending with "The Clash of Conservatism and Liberalism, 1976 to the Present." This final volume covers similar material to Shally-Jensen's work, but covers fewer topics, no doubt due to limited space. As with *American Political Culture*, historical information is provided and the signed entries also include a bibliography and "Related Entries."

Other recent titles on this subject include Bruce Kuklick's *A Political History of the USA* (Palgrave McMillan, 2009); Russell Muirhead's *The Promise of Party in a Polarized Age* (Harvard University, 2014); *American Democracy: From Tocqueville to Town Halls to Twitter* by Andrew J. Perrin (Polity, 2014) and the slim volume, *American Political History: A Very Short Introduction* (Oxford, 2015) by Donald Critchlow. These titles, however, are more suited to the stacks than the Reference shelves.

American Political Culture is recommended and would be at home in a variety of settings, ranging from the high school media center to public and academic libraries and is useful for anyone seeking accurate, unbiased information on the current political climate in the United States.—*Carla Wilson Buss, Curriculum Materials and Education Librarian, University of Georgia Libraries, Athens, Georgia*

Animal Rights and Welfare: A Documentary and Reference Guide. By Lawrence W. Baker. Documentary and Reference Guides. Santa Barbara, CA: Greenwood, 2015. 350 pages. Acid free $100 (ISBN: 978-1-61069-942-6). E-book available (978-1-61069-943-3), call for pricing.

Animal Rights and Welfare: A Documentary and Reference Guide is a collection of fifty-one primary source documents relating to the topics of animal rights and animal welfare. The preface states that these are separate and distinct philosophies: animal rights advocates such as People for the Ethical Treatment of Animals and the Animal Liberation Front hold that humans and animals have the same rights (thereby precluding their use even as pets or assistive animals), whereas animal welfare adherents like the American Society for the Prevention of Cruelty to Animals and the American Humane Society endorse the use of animals for agriculture, work, biomedical research, etc., but in a manner that minimizes pain and suffering. The documents assembled here represent a wide spectrum of opinion covering both categories. Document types include "book excerpts, government acts and laws, presidential proclamations and comments, news articles, editorials, congressional hearings testimony, court documents, and press releases" (xiii). Entries are arranged chronologically, beginning with Aristotle's musings on plant, animal, and human differences (322 BCE) and concluding with a 2014 statement on the implications of climate change for animal well-being. Entries range from approximately three to ten pages in length. The table of contents is divided into five sections, each reflecting the salient themes from the era covered in that section. There is considerably more material from the twentieth and twenty-first centuries than earlier periods—likely reflecting the increasingly controversial nature of the subject. The "Reader's Guide to Related Documents" facilitates subject access by grouping entries under twelve subject headings ranging from "Agriculture Industry" to "Zoos and Aquariums." A bibliography and a detailed index conclude the book.

Each entry follows a consistent format: a concise description of the document consisting of a representative quote from the document's main body, a brief explanation of the content, date and place of original publication, and a short summary of its significance; the document itself; an analysis by the compiler which provides helpful context; and a brief "Further Reading" list. This content and organization is effective in helping the reader quickly grasp the key issues and arguments and how those have been expressed over time by classical philosophers, government officials, advocacy groups on all sides, individual activists, and others.

This work fills a gap in existing information sources by bringing together a representative and wide-ranging group of primary sources on a consistently "hot topic." Marc Bekoff's Encyclopedia of Animal Rights and Animal Welfare (Greenwood, 2010), a two-volume set from the same publisher, presents a standard encyclopedic treatment of the topics with informative essays with source lists following each, along with an extensive bibliography at the end, but no full text primary documents. Clifford J. Sherry's Animal Rights: A Reference Handbook (ABC-CLIO, 2009) contains useful background material in textual form. Chapter 6, titled "Data and Documents," provides eleven excerpts from statutes and hearings relating to US federal legislation, but that is the extent of its primary source coverage. Finally, Daniel S. Mills' *The Encyclopedia of Applied Animal Behaviour and Welfare* (CAB International, 2010) treats the welfare aspect through a predominantly zoological lens. While it features an extensive compilation of brief articles, it is not designed to facilitate browsing for animal welfare material and does not include the text of primary documents.

The work under review is a valuable, eclectic collection of relevant primary material on an issue involving strong and diverse public opinion in an accessible format. It is recommended for academic, public, and school libraries serving middle school students and up.—*Michael L. Nelson, Collection Development Librarian, University of Wyoming Libraries, Laramie, Wyoming*

Artifacts From Medieval Europe. By James B. Tschen-Emmons. Daily Life Thorugh Artifacts. Santa Barbara, CA: Greenwood, 2015. 321 pages. Acid free $100 (ISBN: 978-61060-621-0). E-book available (978-1-6109-622-7).

Artifacts are defined in this book as "any object made or used by humans" (xix). These characteristics distinguish artifacts from written primary sources, although both are studied to learn about the past. The author combines forty-five visual images of artifacts, related textual sources, and brief explanations and analyses to introduce information about medieval life in Europe.

This book is divided into nine topical sections with essays six pages in length that focus on selected artifacts. The sections are agriculture and animal husbandry; armor, weapons and tools; art and architecture; communication and business; domestic items; entertainment; religion; science and technology; and transportation. Readers will find essays on real artifacts such as a butter keg, horse collar, cradle, tunic, religious icon, pilgrim's badge, flying buttress, chessboard, astrolabe, and cog. In each essay there is an illustration of an artifact, an introduction and description of the item, and a discussion of its significance and relationship to broader issues on the topic. Also many of the essays have a related textual primary source in English, and all have a selected bibliography that sometimes includes websites for further reading.

The essay on the horse collar shows a portion of an illuminated manuscript page from the Luttrell Psalter (1325–35) in England. The illustration depicts a man plowing a field with a horse fitted with a collar. The author explains how the image can be interpreted to learn about the use of horses in agriculture, particularly for plowing, and how people developed the harness for greater efficiency and comfort for the horse. This discussion leads to the broader importance of horses for transportation, and the relationship of people to animals such as cattle, chickens and pets. Also, the essay has an excerpt from a fifteenth century book on hunting. In another example, a fifteenth century woodcut shows a cog, a small boat with a single sail. The cog is compared with other vessels used at the time, and the author describes life on ships and changes in boat design. Included is a photo of two ship anchors but no print primary source.

The essay topics do not always give an indication of the direction taken by the author. In the essay on the Prague Jewish Cemetery the author shows a photograph of a cemetery with graves dating back to 1439. He writes little about medieval Jewish burial practices, focusing instead on burial among various religions and also includes information on the place of Jews in medieval Europe. There is a text document from St. Bernard requesting that the people of England improve their treatment of Jews. In the essay on bone ice skates that appears in the entertainment section, the author examines the use of animal bones as skates in winter and offers an excerpt from textual source that refers to this use of bones. This leads to a discussion on weather changes in medieval times, a topic the reader might not expect.

This book is a very basic, introductory reference source for learning about medieval life through artifacts. The writing is engaging and clear, and students can browse the artifacts and subject index. A brief chronology of events and a section on how to evaluate artifacts accompanies the work. This book is recommended for secondary school students and general readers.—*David Lincove, History, Political Science, Public Affairs, Philosophy Librarian, Ohio State University Libraries, Columbus, Ohio*

Asian American Society: An Encyclopedia. Edited by Mary Yu Danico. Los Angeles: Sage Reference, 2015. 4 vols. Alkaline $595 (ISBN: 978-1-4522-8190-2).

Asian American Society: An Encyclopedia is a comprehensive four-volume reference work that consists of 315 in-depth entries discussing many aspects of Asian American culture. Editor Mary Yu Danico, a past-president of the Association for Asian American Studies and currently a professor at California State Polytechnic University, states in the introduction, "We recognize that it is impossible to discuss every facet of Asian American society, but we have put forth our best efforts to examine the historical, social, cultural, economic, and political aspects of our society through the lens of multiple disciplines and voices" (xxv).

Danico's introduction insightfully summarizes Asian American immigration history and the growing field of Asian American Studies. A chronology in volume 1 provides a solid overview of significant events in Asian American history.

The alphabetically arranged entries are written and signed by international scholars, and each entry concludes with cross-references and citations for further reading on the topic. There is a helpful reader's guide in volume 1 that organizes articles into fourteen topical categories, such as "Asian American Literature," "Family, Generations, and Youth Culture," "Identities," and "Social Problems."

There are many lengthy and in-depth entries covering the social and historical cultures of twenty-one ethnic groups, some of which include Cambodian, Chinese, Japanese, Korean, Pacific Islander, and Thai Americans. This encyclopedia also contains informative essays about the LGBTQ Asian American identity, community, and issues. A significant number of entries are quite unique and focus on current and pop culture topics like "Beauty Pageants," "Bollywood," "Harold and Kumar Films," "Helicopter Parents," and "YouTube Performers."

One of the most impressive features of this encyclopedia is the collection of primary documents which are the content of volumes 3 and 4. There are 213 primary documents spanning 1849–2013. Readers can examine the full-text of many landmark cases, letters, and legal acts. Some of the more memorable documents are the text of an 1880 pamphlet titled "Chinatown Declared a Nuisance" and the 1977 document "The Forgotten Minority: Asian Americans in New York City." Another useful feature included in the appendix of volume 4 is the "US Census Bureau: 2010 Census Briefs—The Asian Population," which is full of many rich statistics and analysis.

Asian American Society: An Encyclopedia would sufficiently supplement Xiaojian Zhao and Edward J. W. Park's three-volume *Asian Americans: An Encyclopedia of Social, Cultural, Economic, and Political History* (Greenwood, 2014). Zhao and Park's encyclopedia contains many more biographical sketches and only the excerpts of a handful of primary documents. There is not a lot of overlap of content aside for entries about the various Asian American groups which are written by different contributors. Danico wrote essays for both encyclopedias about the "1.5 Generation Asian American."

Since Asian American Studies is a widely growing discipline, *Asian American Society: An Encyclopedia* would be a valuable addition to any academic library.—*Megan Coder, Associate Librarian, State University of New York at New Paltz*

The Civil Rights Movement in America: From Black Nationalism to the Women's Political Council. Edited by Peter B. Levy. Movements of the American Mosaic. Santa Barbara, CA: Greenwood, 2015. 427 pages. Acid free $89 (ISBN: 978-1-61069-761-3). E-book available (978-1-61069-762-0), call for pricing.

In light of several reference works on the Civil Rights Movement having been published in the past decade, selectors may not be inclined to purchase a new offering on the topic. Nonetheless, recent publications should be carefully considered for content that has been previously overlooked or has gained resonance in recent years. The work under review is a well written, basic window into the African American Civil Rights Movement appropriate for high school and beginning college level research. As part of the *Movements of the American Mosaic* series, it complements volumes on the Latino and Indian rights movements. Besides the 120 encyclopedic entries, there is a section of primary documents, including the text of the *Civil Rights Act* (1964) and letters and addresses from the period, as well as a well-crafted index, some illustrations, and a bibliography after each entry.

Another reference book, *Historical Dictionary of the Civil Rights Movement* (Rowman & Littlefield, 2014), edited by Christopher M. Richardson and Ralph E. Luker, was published last year and may be more useful for a broader range of college level research. While having nearly the same number of pages, Richardson and Luker provide roughly five hundred entries, over four times the number in the work under review. Librarians would need to decide whether they prefer a smaller number of entries explored in some depth or a much larger number of topics with more concise write ups. Another factor to consider is that Levy took a mostly biographical approach with some ancillary entries on places, events, and organizations. The other work is more even regarding type of subject matter covered. Based on the small number of entries, Levy's book has notable omissions. For instance, Marian Anderson is excluded and despite the ubiquitous threat from the Ku Klux Klan during key parts of the Civil Rights Era, there is no entry for the organization. Other features that would have furthered the work are a chronology and a more extensive introduction. With such a brief introduction, the reader would have to have some familiarity with the topic before using this volume. While Levy's work is relatively solid, the selector will need to decide whether this book is the right fit for their collection based upon existing needs as well as other books available in the marketplace.—*Brent D. Singleton, Coordinator for Reference Services, California State University, San Bernardino*

Contemporary Immigration in America: A State-by-State Encyclopedia. Edited by Kathleen R. Arnold. Santa Barbara, Calif: Greenwood, 2015. 2 vols. Acid free $189 (ISBN: 978-0-313-39917-6). E-book available (978-0-313-39918-3), call for pricing.

Contemporary Immigration in America distinguishes itself through its organization by state and its focus on the postwar period. The introduction explains the significance of both of these choices. The case for organizing by state is most compelling, particularly as states have taken on more authority in the arena of immigration policy beginning in the 1990's. Further, it is not difficult to imagine diverse scenarios that would benefit from immigration information for a particular state or states. Limiting the historical period allowed the editor to compile a concise two volume set with short chapters averaging roughly twenty pages. Some authors were more successful than others in keeping within the historical parameters.

Each chapter is separated into four sections: chronology, historical overview, topical essays, and bibliography. The chronologies and historical overviews are particularly useful and cover the entire state history. Topical essays vary in treatment from author to author, making it difficult to create connections from state to state. Bibliographies were also uneven, ranging from concise and helpful to unwieldy and less than authoritative. The index is particularly useful for researchers interested in where different immigrant groups have settled.

The index in James Ciment and John Radzilowski's *American Immigration: An Encyclopedia of Political, Social and Cultural Change* (Sharpe Reference, 2013) also makes researching immigration by state possible by using the index. It takes a bit more effort but the results pay off. While this isn't a replacement for *Contemporary Immigration in America*, if an institution has a limited budget *American Immigration* has a more comprehensive approach to the topic and the entries are of consistently high quality. It's interesting that Michael C. LeMay's *Transforming America: Perspectives on U.S. Immigration* (ABC-CLIO, 2013), which examines immigration through a historical lens does provide limited geographical treatment of immigration in America. However, geography falls off in volume 3, which covers the period of 1945–present. These two ABC-CLIO publications complement each other, perhaps by design.

Contemporary Immigration in America makes easy work of quickly coming up to speed on immigration at the state level. It is appropriate for public, high school and undergraduate libraries as a complement to a more comprehensive reference work regarding US immigration.—*Anne C. Deutsch, Reference and instruction Librarian, State University of New York at New Paltz*

The Crusades to the Holy Land: The Essential Reference Guide. Edited by Alan V. Murray. Santa Barbara, CA: ABC-CLIO, 2015. 330 pages. Acid free $89 (ISBN: 978-1-61069-779-8). E-book available (978-1-61069-780-4), call for pricing.

Murray has pulled together an accessible and informative reference guide to the crusades from the Council of Clermont in 1095 until the final surrender of Christian-held territories in Palestine and Syria at the end of the thirteenth century.

Essays range from one column to six pages in this textbook-sized, single volume. They cover topics including the various crusades, sources from the various ethnic and national groups involved in the crusades, important people, tribes, places, and discussions of subjects such as "Castles" and "Preaching and Sermons." Essays include suggestions for further reading.

The work includes both Christian and Muslim subjects, and it maintains an objective voice throughout, but the focus gravitates toward the European history of the crusades. Because of its fairness and accessibility, it would work well in a collection limited to one reference volume specifically about the crusades, and would be preferable in this role to a work such as Carole Hillebrand's *Crusades: Islamic Perspectives* (Edinburgh University Press, 1999). However, Hillebrand's work would complement this work as a conscious step away from default western perspectives.

Such a role as a sole reference work in the area is especially enhanced by three longer, introductory essays titled “Overview,” “Causes,” and “Consequences.” Anyone needing a historical refresher, an introduction to the crusades, or to their lingering effects would benefit from these interesting and readable essays. A thorough chronology toward the end of the volume is also useful for orientation.

The index is quite thorough, listing all people, places, structures, and tribes mentioned in the essays in addition to main entry topics, which enhances accessibility, as does the readable content. The work contains an unobtrusive number of interesting grayscale images of appropriate artwork and maps. The hardbound cover is interesting and attractive, but not pretentious.

The Crusades to the Holy Land: The Essential Reference Guide lives up to its subtitle. The work could indeed be an essential starting point for a researcher who is not already an expert on the crusades. It points the researcher farther down the road as well. This work belongs in collections supporting undergraduate and secondary educational programs, or graduate programs that might tangentially require a refresher about this period of western history that still haunts us today.—*Steven R. Edscorn, Executive Director of Libraries, Northeastern State University, Tahlequah, Oklahoma*

A Day in a Working Life: 300 Trades and Professions through History. By Gary Westfahl. Santa Barbara, CA: ABC-CLIO, 2015. 3 vols. Acid free. $310 (ISBN: 978-1-61069-402-5). E-book available (978-1-61069-403-2), call for pricing.

The evolution of the human experience over the past ten millennia is truly remarkable. Humans began their existence huddled over a fire, living in dark, dank caves. Today, we have the ability to construct towering skyscrapers in sprawling metropolises where countless millions of people call home. *A Day in a Working Life* aims to provide information on how our trades and professions evolved over time and led us to where we are today.

Author Gary Westfahl has done an admirable job of collecting and synthesizing the key information associated with each profession, making each entry pithy, yet rich in essential information. While he readily admits in the Preface that, “its coverage is necessarily selective, since no work of this size could possibly examine every single occupation in every single culture” (xv), Westfahl covers many key professions. Highlights include Hunters and Gathers, Blacksmiths, Musicians and Dancers, and Web Site Designers.

Each of the more thn three hundred entries in this set range from one to three pages in length. Every entry concludes with a fairly lengthy “Further Reading” section containing numerous citations for additional sources on the profession. Also included at the end of each entry is a “Document” section, where the citation and text of a relevant primary source document is provided for the corresponding occupation. As a result, each entry has an excellent flow to each entry; users are first given the essential overview information on the profession, then led to a list of additional resources to explore for further information, and then they are provided with a copy of a primary source material to further enhance their understanding of the profession.

If there is one critique to levy against this set, it would be the somewhat clunky method of tracking the evolution of a single profession over time. This set does contain a traditional, alphabetical index of professions at the end of its third volume, which is the only way users can track a profession over time. They can look up a profession in the index, and then refer to the corresponding sections in each of the three volumes to gather the information. This set is predominately organized by period; users first navigate to their desired period, and then alphabetically browse the professions contained within said period. If there were a more graceful way to browse first by profession, and then track how that profession changed and/or evolved throughout time, that would make this encyclopedia set even better.

While some of the indexing/organization of this set are less than ideal, overall, this is a high-quality encyclopedia rich with useful information. This encyclopedia set would be a welcome addition to any academic library.—*Matthew Laudicina, Reference and Instruction Librarian, Sojourner Truth Library, State University of New York at New Paltz*

Earth’s Landscape: An Encyclopedia of the World’s Geographic Features. By Joyce A. Quinn and Susan L. Woodward. Santa Barbara, CA: ABC-CLIO, 2015. 2 vols. acid free $205 (ISBN: 978-1-61069-445-2). E-book available (978-1-61069-446-9), call for pricing.

Authors Joyce Quinn and Susan Woodward combine their decades of research, teaching, and knowledge in *Earth’s Landscape: An Encyclopedia of the World’s Geographic Features*. The entries in this two volume set focus on 460 of the natural geographic features of the earth. The introduction provides a wealth of useful background information, including a table of the geologic time scale, a table of major climate types and descriptions of the earth’s major surface features. The authors state, “this work fills a common gap in physical geography education, the absence of details about specific examples of topics typically covered in the classroom. It also assembles in one place information that usually requires a search through many disparate sources to find” (xxvii).

The organization of the individual entries demonstrates the interdisciplinary approach that the authors mention in the preface, and allows users to quickly identify discrete bits of information from associated disciplines. Entries are organized under bolded subheadings, with the majority of information contained within the “Description” section. Additional details about each natural feature are included under such subheadings as “Geographic Coordinates,” “Geologic History,” “Biota,” “Protected Areas,” and “Environmental

Issues." The entries are well written and typically lack jargon; however, in cases where more complicated terminology is used, there is a glossary for consultation. The entries are complimented with various tables, black and white photographs, and sidebars containing additional facts. For researchers seeking further information, the authors provide a wealth of additional resources in multiple places throughout the volumes. In addition to the further reading section at the end of each entry, the authors also highlight relevant resources at the conclusion of the "Introduction;" as well as in bibliographies associated with each opposing viewpoint in appendix 2; and additionally, there are three full pages of recommended resources listed in the second volume.

A search in OCLC's WorldCat database reveals that many of the physical geography encyclopedias published in the last decade are geared toward a juvenile audience or have a narrower scope. In comparison with McColl's *Encyclopedia of World Geography* (Facts on File, 2005), which has a broader scope, entries in *Earth's Landscape: An Encyclopedia of the World's Geographic Features* omit topics related to human geography and focus on the earth's physical features specifically; additionally, the entries contain information about some of the environmental concerns currently plaguing the earth (for example, the entry for the "Pacific Ocean" includes information about the Great Pacific Garbage Patch). Also, Quinn and Woodward's set includes highly valuable teaching and learning resources in three appendixes. The first appendix provides quick statistics and top ten lists of the earth's geographic features. The second appendix addresses six contemporary issues related to natural features, and provides two opposing perspectives about each issue. One of the questions listed is, "Can damage to natural landscapes in time of war be minimized? Who is responsible for rehabilitation or recompense, the victor or the vanquished, at the close of the war?" (789). Each of the six issues is framed in a way to encourage critical thinking and would be useful for faculty in the classroom.

This unique set fills a gap in the literature and would be an excellent resource to support curriculum in geography and the environmental sciences, and is highly recommended for academic library collections.—*Lisa Presley, Reference and Instruction Librarian, Bowling Green State University, Bowling Green, Ohio*

The Encyclopedia of Central Banking. Edited by Louis-Philippe Rochon and Sergio Rossi. Northhampton, MA: Edward Elgar, 2015. 510 pages. $245 (ISBN: 978-1-78254-743-3). E-book available (978-1-78254-744-0).

Rochon is an Associate Professor of Economics, at Laurentian University, in Ontario, Canada, where he is Director of the International Economic Policy Institute. His areas of research include monetary theory and policy, financialization, and post-Keynesian economics. Rossi, is a Full Professor of Economics at the University of Fribourg, Switzerland, where he holds the Chair of Macroeconomics and Monetary Economics, and Senior Research Associate at the International Economic Policy Institute at Laurentian University in Canada. The two editors have co-authored several articles together and now have edited this reference work.

In this encyclopedia Rochon and Rossi state the aim to be "providing a critical understanding of central banking, based on a plural perspective on several issues at both theoretical and policy-oriented levels" (xxviii). The title work intends to "explain the complexity of monetary-policy interventions, their conceptual as well as institutional frameworks, and their own limits and drawbacks" (xxviii).

The encyclopedia starts with a table of contents that lists each entry, the author of the entry and the page number. After the table of contents comes this list of contributors with their affiliation. There is no index and the last page of the volume is the last entry.

The entries are all about two pages long and contain "See Also" referrals as well as references for further reading. Most of the entries cover concepts in banking. One can read about central bank credibility, financial instability, money creation, price-level targeting and more. There are entries that discuss historical and contemporary people such as Keynes, Marx, Mark Carney (Governor of the Bank of England) and Mario Draghi (President of the Central European Bank). Information is given on individual banks such as Norges Bank (central bank of Norway) and the Reserve Bank of India. The entries are clearly written so that someone who has no knowledge of the topic can understand.

Unfortunately, there is no visual depiction of how the central banking system works. There is no text to try and connect the information presented in the encyclopedia, and there is nothing to help the reader understand how all the concepts fit together. It would be useful for a user who is just starting research on central banks to get a feel for the subject area. The editors could have tried to include value-added material, such as an essay that explains the history of the central banking system and its challenges in light of recent economic problems of countries such as Greece and Spain. As it is, this is a straight forward reference book of banking-related terms and concepts. Recommended for general readers, public libraries and undergraduates.—*Stacey Marien, Acquisitions Librarian, American University, Washington, DC*

Environmental and Natural Resource Economics: An Encyclopedia. Edited by Timothy C. Haab and John C. Whitehead. Santa Barbara, CA: Greenwood, 2015. 372 pages. Acid free $89 (ISBN: 978-1-4408-0119-8). E-book available (978-1-4408-0120-4), call for pricing.

Environmental and Natural Resource Economics is a single volume, general reference encyclopedia that presents information on more than 140 topics relevant to understanding environmental and natural resource economics. Key concepts, historical events and movements, and biographies are included. Each entry is signed, provides see also references and brief lists of resources for further reading.

The volume begins with an alphabetical listing of entries and a useful "Guide to Related Topics" that chunks related entries together under the categories of "General Topics," "Environmental Economics," "Resource Economics," and "Applied Welfare Economics." An introductory essay sets the context for information presented in the entries, and a comprehensive index is provided at the end. The editors accurately claim that their work is written in an objective and accessible manner suitable for advanced high school students, undergraduates, nonspecialist researchers, policy makers, and general readers.

Although Jason Shogren's *Encyclopedia of Energy, Natural Resources, and Environmental Economics* (Elsevier, 2013) covers similar issues in a three volume set comprised of 128 articles, it is substantially more expensive and geared for analysts in business, government, and academics rather than general readers. Related but older, volume 2 of the three volume *Encyclopedia of Sustainability* (Robin M. Collin & Robert W. Collin, Greenwood, 2010) addresses business and economics from a sustainability perspective at a very general, high school/undergraduate level. Haab and Whitehead's encyclopedia would be a current, complimentary item for a collection that already contains Collin and Collin's work.

The *Environmental and Natural Resource Economics* encyclopedia is succinct, yet covers a wide range of current topics as well as influential people, organizations, and events relevant to the economics of environmental and natural resources. Entries address the topic from an economic perspective. "Environmentalism," for example, is described within the context of the relationship between the environmental movement and economics. Similarly, the "Coastal Resources" entry addresses issues and challenges of sustainable management and ecosystem services related to coastal zones rather than simply enumerating a variety of resources.

Appreciating the complex relationships between economics, the environment, and natural resource use and management is especially important as these resources become scarcer. As the editors remark in their preface to the volume, economies depend "on environmental and natural resources, [and] natural resource problems cannot be solved separate from the economy" (xiii). This volume provides concepts, context, and background for understanding this multifaceted relationship between economics and natural resources. Haab and Whitehead's encyclopedia is highly recommended for high school, public, and academic collections.—*Aimée deChambeau, Head of Electronic Services, The University of Akron, Akron, Ohio*

Ethnic American Literature: An Encyclopedia for Students. Edited by Emmanuel S. Nelson. Santa Barbara, CA: Greenwood, 2015. 570 pages. acid free $100 (ISBN: 978-1-61069-880-1). E-book available (978-1-61069-881-8), call for pricing.

The world of multi-cultural, ethnic literature is a robust, evolving and rapidly growing field. By its very protean nature it is difficult to capture and analyze but the skilled editor, Emmanuel S. Nelson, has tried to provide a single volume access point for high school and community college students and their teachers.

The eight-page introduction by Paul Lauter helps orient readers to the history, trends and challenges in field of ethnic studies scholarship. More than 150 signed articles by 100 scholars vary in length from 750 to 5,000 words and focus on four major groups: Native Americans, Asian Americans, African Americans and Latina/o. The majority of the helpful short entries provide concise information on specific authors and important texts. The longer, more comprehensive entries provide overviews on the background history, traditions and trends of everything from Korean American Literature to Puerto Rican American Poetry.

All entries are listed in a single alphabetical arrangement. Shorter articles on individual authors consist of the author's name in bold letters followed biographical birth and death dates and ethnicity. The body of the entry analyzes specific texts and works that will be useful to students seeking information for reports. There are cross references and a short, two-to-three-item list of accessible secondary sources for further reading. There is a table of contents which lists all works alphabetically. There is a longer selected bibliography that would be helpful for additional research. There is an index that is somewhat helpful but not comprehensive so it is difficult to use.

I looked in the index but could not find an entry on African American author, Virginia Hamilton who wrote and published forty-one books in multiple genres that spanned picture books and folktales, mysteries and science fiction, realistic novels and biography. She was one of the most distinguished authors of twentieth century youth literature and the first to receive a MacArthur Fellowship. She received nearly every award in the field during her thirty-five-year career, including several Coretta Scott King Awards; an Edgar Allan Poe Award; Hans Christian Andersen Medal, for the body of her work; John Newbery Medal and three Honor Books ; and the Laura Ingalls Wilder Award, for the body of her work. By diligently reading every broad entry on African American literature, I found mention of her in a phrase on page 58. I also could not find Walter Dean Myers in the index. I found it frustrating and I feel students will also be discouraged by the lack of accessibility.

I realize that this is not the five-volume *Greenwood Encyclopedia of Multiethnic American Literature* (Greenwood, 2005) which was also edited by Nelson. It is so very comprehensive and useful with more than 1,100 signed entries that it became my "go-to" reference work on the topic. The new work does update and enlarge some of the topics but it does not replace the older work.

High school and community college libraries that do not own the older work will find this single volume work useful. For the price, it is a good buy but it could have been so much better.—*Dona J. Helmer, Librarian, Anchorage School District, Anchorage, Alaska*

Jim Crow: A Historical Encyclopedia of the American Mosaic. Edited by Nikki L. M. Brown and Barry M. Stentiford. Santa Barbara, CA: Greenwood, 2015. 473 pages. Acid free $100 (ISBN: 978-1-61069-663-0). E-book available (978-1-61069-664-7), call for pricing.

Jim Crow: A Historical Encyclopedia of the American Mosaic is essentially an abridged edition of the editors' earlier two-volume *The Jim Crow Encyclopedia* published by Greenwood Press in 2008. The 275 entries in the latter edition have been pared down to 104 "geared toward the needs of high school students" and selected to "focus on the most important people, events, and institutions involved in the creation, maintenance, and eventual dismembering of Jim Crow" (xv).

The subtitle *"American Mosaic"* suggests more than the abridgement delivers. Coverage of "the American mosaic" is more fully treated in the original *Jim Crow Encyclopedia* which, for example, includes articles such as "Asian Americas," "Japanese Internment," "Bureau of Indian Affairs," "Native Americans," "Hispanics/Latinos," and "Jews in the South," all absent from *Jim Crow: A Historical Encyclopedia of the American Mosaic.* Such attention as the abridgment pays to "the American mosaic" is mostly subsumed under broader categories such as "Eugenics," reprinted from the earlier edition, and in overview articles addressing Jim Crow in states in which segregation was the norm and which included a significant population of other minorities as for example Native Americans in North Carolina and Mexicans in Texas.

Random spot checking indicates that the abridged edition by and large reprints the original articles as published in 2008. Save for minor differences here noted these checked articles are identical: "Confederate Flag," "Health Care," "Nadir of the Negro" (One additional, not current, citation for "Further Reading" is in the abridged edition), "Red Summer," and "Wells-Barnett, Ida B." (Wells-Barnett's inclusive dates are in the 2008 article's title and a black and white portrait reproduction is in the abridged version).

Jim Crow: A Historical Encyclopedia of the American Mosaic includes more black and white illustrations than does its predecessor and has a short section not found in the latter of five primary source documents reprinted in whole or in part. Oddly, not numbered among this section of primary source documents is the excerpt from *Berea College v. Kentucky, 1908, pp. 1–3, 10–11* which is included in the "Berea College v. Kentucky" article in the *Jim Crow Encyclopedia* but not in the abridged edition's otherwise identical entry. Minor rewriting in the "Introduction" and an updating of websites in the concluding "Selected Bibliography" further distinguish *Jim Crow: A Historical Encyclopedia of the American Mosaic* from the *Jim Crow Encyclopedia*.

Although *The Greenwood Encyclopedia of African American Civil Rights: from Emancipation to the Twenty-First Century* 2 vols. (Greenwood, 2003), itself a revised and expanded version of the earlier *Encyclopedia of African-American Civil Rights* (Greenwood, 1992), shares many of the same people, events, and organizations among its 900 entries and 120 primary source documents its focus is on the actions taken to achieve civil rights for African Americans. In contrast, both editions of the Jim Crow encyclopedias have as their central purpose a historical introduction to the pernicious system of discriminatory laws created to segregate and disenfranchise African Americans. Especially useful in this regard are historical summary articles such as, for example, these essays (identical in both editions): "Black Codes," "Disenfranchisement," "Lynching," "Prisons," and "Sundown Towns." These summaries complement *The Greenwood Encyclopedia of African American Civil Rights* by giving students the historical context for the centuries-long civil rights struggle.

Libraries that already own *The Jim Crow Encyclopedia* need not acquire *Jim Crow: A Historical Encyclopedia of the American Mosaic.* Libraries that own neither encyclopedia should consider whether or not the abridged edition is sufficient to meet their needs while weighing the greater cost of the original 2-volume work that remains in print.—*Sally Moffitt, Bibliographer and Reference Librarian for Anthropology, History, Philosophy, Political Science; Africana Studies, Asian Studies, Judaic Studies, Latin American Studies, Women, Gender, and Sexuality Studies; Cohen Library Enrichment Collection Langsam Library, University of Cincinnati, Ohio*

The Ongoing Columbian Exchange: Stories of Biological and Economic Transfer in World History. By Christopher Cumo. Santa Barbara, CA: ABC-CLIO, 2015. 393 pages. acid free $89 (ISBN: 978-1-61069-795-8). E-book available (978-1-61069-796-5), call for pricing.

Over forty years ago, Alfred Crosby published *The Columbian Exchange: Biological and Cultural consequences of 1492* (ABC-Clio, 1973), dissecting the many biologic and economic changes resulting from Christopher Columbus's voyages to America. Dr. Cumo has built on this and created this quick reference work, which adds to and updates information on plants, animals and diseases which moved from the Old World to the New or vice versa. The scope of the volume also incorporates more modern "Columbian exchange" occurrences, such as the Irish Potato Famine and the Slave Trade and expands to discuss worldwide examples. The alphabetical arrangement and index provide easy access to information in 106 well written articles. Articles follow a standard format, divided into several sections. One section discusses the origins of the disease, insect or food, either Old or New World, and summarizes the documented appearance of the item in literature or letters. For each disease, an explanatory paragraph on its symptoms, dissemination, vaccines and outcomes furnishes a brief background and overview. Another section covers the Columbian Exchange(s), with such data as what group was first to carry it to the other World; this also includes alternative, often competing, theories of the movement, when multiple scenarios have been proposed over the years. In addition, some "old legends" and misinformation are touched on and corrected.

Some examples of diseases, insects, animals and plants covered include malaria, measles, typhoid, cows, pigs, cranberries, peanuts, almonds, soybeans and tomatoes. All articles contain references, mostly to classic studies, and some important websites. An additional appendix reprints twelve major historical documents in this field—for example, Cortez on smallpox, Walter Reed on yellow fever and mosquitoes, and George Washington Carver on peanuts. A small number of sidebars, highlighting important people or a specific type of plant or pathogen appear throughout the work, as well as some black and white photographs and drawings.

Aimed at high school researchers, this title would be most useful in a public or high school library, although the high price may be a barrier. Recommended.—*Marion S. Muskiewicz, science librarian emerita, University of Massachusetts Lowell*

Religion and American Cultures: Tradition, Diversity, and Popular Expression. 2nd ed. Edited by Gary Laderman and Luis Leon. Santa Barbara, CA: ABC-CLIO, 2015. 4 vols. Acid free $399 (ISBN: 978-1-91069-109-3). E-book Available (978-1-61069-110-9), call for pricing.

The second edition of this work has been expanded to four volumes and has increased its coverage greatly. Although the editors state clearly that the work is not meant to be comprehensive, it does provide an excellent, and general, overview of religion within American culture. Each volume, in many ways, can stand alone, but together they provide a wonderful introduction to the state of religion in the United States and its influence on American culture.

Volume 1 focuses on ethnicity, institutions, and communities. The broad topics include African American religions, Asian American religious communities, Buddhism in America, Catholicism in America, Hinduism in America, Islam in America, Judaism in America, Latina/Latino religious communities, Native American religions and politics, New Age, new religious traditions, Orthodox Christianity, and Protestantism in America. Under each major topic are from four to six related articles. For example, under the section on Asian American religious communities are separate entries for Chinese, Japanese, Korean, Pacific Islander, and South Asian religious communities in America. Under New Age are shorter articles on channeling, goddess spirituality, New Age bestsellers, Raëlian Movement, Whiteshamanism, and Wicca. Thus, the full range of organized religion is covered with the exception of groups such as Unitarian-Universalists, atheists, and humanists. Many of the topics from this work, especially on specific religions, are covered in a variety of other resources such as the Encyclopedia of Religion in America (CQ Press, 2010) which provide greater historical depth. The strengths of the articles in the current set are their currency and their specificity, especially as related to popular expression of religion in the United States.

Volume 2 covers broad, general topics that are not covered in other encyclopedias of religion in the United States. These topics include the body, death, generations, material culture, popular culture, popular theodicies, public theologies and political culture, ritual and performance, sacred space, sacred time, science, sexuality, and violence. These general articles and the more specific entries associated with them are among the more interesting readings within the work. The entries are as varied as Asian body practices (such as T'ai Chi), piercing, autopsies, generation X, religion in the news, evil in the twentieth century, feminisms, tourism, shopping malls, the fourth of July—called "the most hallowed of days" in the "calendar of American civil religion," (708)—evolution, masturbation, and lynching. While providing interesting reading, there are also idiosyncrasies, such as the exclusion of yoga and Reiki from Asian body practices.

Volume 3 is the most difficult to characterize since it represents a hodgepodge of information that, while interesting, seem supplementary. It includes sections on tradition, diversity, and popular expression each of which includes articles of substantial length. Tradition includes articles such as "Religion after 9/11: An Ambiguous Legacy" and "The Sex Abuse Scandal in the Roman Catholic Church." Under Diversity are articles such as "Latina and Latino Muslim Religious Cultures," "Interfaith Marriage from Colonial Times to the Present," and "The New Atheism." In the section on Popular Expressions can be found articles on "Paranormal America," "Religion in Prison," and "Travel and Religion."

The final volume provides more than eighty primary documents from throughout American history. The first document is "Privileges and Prerogatives Granted by Their Catholic Majesties to Christopher Columbus (1492)" and the most recent is President Obama's first inaugural address. In between are a wide variety of documents from the Maryland Toleration Act to an excerpt from McGuffey's Reader, from the notice of Georgia's secession from the union to Ronald Reagan's Evil Empire speech. This volume also provides a compiled bibliography of works cited in all the entries and a comprehensive index.

Comprised of the work of over 170 contributors, this set displays a remarkable consistency of tone and style and provides a marvelous and very interesting discourse on the place and role of religion in American life and culture. It covers historically relevant overviews while also delving into specific subject areas. Thus, it will be an excellent addition to most libraries but especially for academic collections that support courses in American history, religion, and popular culture.—*Gregory A. Crawford, Interim Director, School of Humanities, Penn State Harrisburg, Middletown, Pennsylvania*

The Sage Encyclopedia of Educational Technology. Edited by J. Michael Spector. Los Angeles: Sage Reference, 2015. 2 vols. Alkaline $375 (ISBN: 978-1-4522-5822-5).

The *Sage Encyclopedia of Educational Technology* is an intelligent attempt to update and contextualize knowledge about the multifarious world of educational technology. Editor J. Michael Spector has broadly defined educational technology as "the application of knowledge to support the development of productive, thoughtful, and responsible persons" (xxvii). Three hundred scholars have contributed substantive articles that explain the diverse dynamics that contribute to our ideas about technology and learning. Learning theories, educational methods, research, and questions for future inquiry have been integrated into more than three hundred entries, covering a myriad of topics related to learners of all levels, including informal learners and learners in the workplace.

Articles vary in length from 1,500 to 3,500 words. All include "see also" references and suggestions for further reading. Articles are arranged alphabetically; but there is a detailed subject index and a helpful reader's guide that classifies the articles according to twenty-eight major themes, including "Adaptive Learning Systems," "Digital Literacy," "Evaluation, Assessment, and Testing," "Game-Based Learning," "History of Educational Technology," "Infrastructure Development,""Mobile Technologies," "Psychological and Social Issues," "Simulation and Modeling Technologies," and "Teaching and Learning with Technology." This two-volume set also includes a resource guide that identifies important refereed journals and professional magazines vital to academic study of educational technology.

This encyclopedia should be of interest to students, faculty and professionals within the fields of education and training. "Change Agency" is an example of an article that stretches beyond the scope of educational technology. James B. Ellsworth traces the history of change agency, and delivers a concise literature review that summarizes various frameworks and important research since 1962. This article includes "see also" references for: Disruptive Innovations; Early Adopters; Innovators and Risk Takers in Education; Predicting Change and Adoption of Technology Innovations; Systemic Change and Educational Technology.

There are many articles that focus specifically on technology enhanced learning, such as Zervas's and Sampson's "Metatagging of Learning Objects and Apps." This article defines "metatagging," introduces classification systems and the standardization organizations, and explains metatagging methods.

Although most entries concentrate on the twenty-first century, "History of Educational Technology" and "Appendix A: Chronology" outline educational technology developments since ancient times beginning with the Abacus.

This is the only current and the most interdisciplinary encyclopedia devoted to educational technology. Rita Richey's *Encyclopedia of Terminology for Educational Communications and Technology* (Springer, 2013) focused primarily on the terminology of the field, and while Lawrence A. *Tomei's Encyclopedia of Information Technology Curriculum Integration* (Information Science Reference, 2008) covered methodologies, applications, and best practices; it is already seven years old.

The Sage Encyclopedia of Educational Technology should retain its usefulness for the next decade because of its scholarly quality and the breadth and depth of coverage on the application of knowledge and methods to support learning. It should be in all college collections, and be added to library discovery systems.—*Valerie Mittenberg, Collection Development Librarian, Sojourner Truth Library, State University of New York*

Spirit Possession Around the World: Possession, Communion, and Demon Expulsion Across Cultures. Edited by Joseph P. Laycock. Santa Barbara, CA: ABC-CLIO, 2015. 414 pages. Acid free $89 (ISBN: 978-1-61069-589-3). E-book available (978-1-31069-590-9), call for pricing.

This book has proven a welcome addition to the reference collection at my private, Catholic, liberal arts institution. In an effort to draw a comparison between other works on the topic of spirit possession, I found myself surprised to discover that there are currently few comparable resources in our collection, the collections of libraries in our consortium, or available on Amazon. While I have encountered works addressing the spiritual, medical, psychological, religious, geographical, and cultural aspects of the phenomenon of demoniac possession at an individual level, it is rare to find all of these together.

The book consists of A-to-Z signed entries on various aspects of demoniac possession, all written by appropriately qualified scholars. Also included are suggestions for further reading, cross-referencing, and profiles on the editor and contributors. Particularly useful features include a guide to related topics that groups the entries by geography, religion and traditions, political movements, popular culture, psychological/medical and sociological interpretations and a chronology that spans from 1600 BCE to 2013 CE.

The contributors to this volume demonstrate a knowledgeable and even-handed treatment of subject matter that I feared could easily be mired in ideology. It proved refreshing that the scholarly tone has been maintained throughout the entries while still penetrating areas such as popular culture that could easily become sensational. For example, the entry addressing the film *The Exorcist* could have been easily derailed by hearsay regarding a rumored "curse" on the film that has thrived online and around campfires for decades. While abstaining from ignoring the incidents from which the urban legend has sprung, yet not becoming mired in the debate, the contributor skillfully addressed all aspects of the topic and related phenomenon while espousing no particular causative factor. Academic users of this volume will find that this treatment extends throughout the work and provides helpful information, both of popular and scholarly nature, without devolving into the recounting of urban legends and subjective hearsay about the supernatural. This encyclopedia will prove particularly useful for undergraduate students or any individual with an interest in religious studies. I expect that this will be a well-used item in Ursuline College's collection.—*Anita J. Slack, Reference and Instruction Librarian, Ursuline College, Pepper Pike, Ohio*

Weird Sports and Wacky Games around the World: From Buzkashi to Zorbing. By Victoria Williams. Santa Barbara, CA: Greenwood, 2015. 369 pages. Acid free $89 (ISBN: 978-1-61069-639-5). E-book available (978-1-61069-640-1), call for pricing.

Write a book about a topic so "weird and wacky" that no one has addressed it before and *voila*, you have *the* reference title in your field. Williams, an Englishwoman, found her niche by describing activities "that may be less familiar to American readers." This includes sports as popular outside the US as cricket and events as obscure to everyone outside the U.K. as the Cotswold Olimpicks.

None of the "games" are played on tables; all require some degree of physical skill or exertion. Many are "folk" sports, which is to say old and identified with a particular ethnic culture, but others are newly invented, such as lawnmower racing. Some are pub games, some are ball games, some involve animals—including sports in which animals are killed.

Even 103 entries will come up short for such a global subject; there is no entry for pickleball! Still, the entries are presented well. They are organized alphabetically and there are two guides by which a reader can search for sports by geographic region or by theme (e.g., Competitive Transport sports). In its entry, the sport is described and relevant history is provided, along with "see also" internal cross-references and suggestions for further reading. Several black and white photographs are included, as are a bibliography and an index.

As indicated, it seems Williams pretty much has this topic to herself. There is a similar *Encyclopedia of Extreme Sports* by Kelly Boyer Sagert (Greenwood, 2009), which goes into more detail for that category. You might think Daniel Bell's *Encyclopedia of International Games* (McFarland, 2003) would be comparable, but Bell's use of the word "games" refers to the big, highly organized events such as the Olympics. The champions of many of Williams's games are known only to their friends and families.

Given its topic, this is not a must-buy for every reference collection, but it is lively and impressive and should be useful to large libraries or any that specialize in athletic activities or ethnic cultures.—*Evan Davis, Librarian, Allen County Public Library, Fort Wayne, Indiana*