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Columns

Features

Departments

What's in a Name?
Toward a New Definition of Reference

Anne Houston, RUSA President 2015–16

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Do you refer to yourself as a reference librarian? If so, what does the word reference mean to you? RUSA's members are less often called reference librarians than they were in the past, and they do work that is different from what reference work was once thought to be. Our job titles and duties have changed, and while many of us still do some traditional reference work, the way we go about it is different from it was ten or fifteen years ago. Given this, should we still be called the Reference and User Services Association and use the word "reference" to describe our scope and focus as a group? If not reference, what terminology should we use?

In 2014 we posed this question to our members as part of the survey done by the RUSA Review Task Force. We asked, "Do you think the name Reference and User Services Association clearly describes the scope of the association, or is it time for a name change?" Of the 396 members who responded to the question, 45 percent indicated a preference for retaining the RUSA name. About 30 percent of respondents indicated no opinion on the question. The remaining 25 percent voted for considering a name change. The survey gave the option to leave comments, which ranged from a preference for dropping "reference" from our name in favor of simply "user services" to dropping "user services" entirely as lacking specificity. Suggestions included replacing "reference" with "research" or "resources," though many respondents cautioned against dropping the word "reference" entirely, noting its historical importance in libraries. A few responses mentioned a preference for going back to our former name, the Reference and Adult Services Division (RASD), which was used until fall 1996 when we renamed ourselves as an association in keeping with other ALA divisions, and dropped "adult" from our name to clarify that we serve patrons of all ages (for more about the RASD to RUSA name change, see www.ala.org/rusa/about). Other responses expressed concern that any name change would be expensive to implement and would at least initially cause confusion. In summary, the survey showed no consensus on keeping or changing our name and no groundswell of feeling toward one terminology over another.

The issue was taken up again at RUSA's strategic planning retreat in January 2015. While this discussion was no more definitive than the survey, some participants suggested that RUSA focus on changing the way reference work is defined within libraries and by library patrons rather than looking for new words to describe the work that reference librarians currently do. The word "reference" has strong associations with concrete library places and functions: the reference

desk, the reference collection, and the reference question are all tangible and place-based. As these functions change or disappear should we drop the word "reference," or can we refresh it through a conversation about the changing nature of our work?

RUSA's Reference Services Section (RSS) last revised our formal definition of reference in 2008 (www.ala.org/rusa/resources/guidelines/definitionsreference). The 2008 definition includes two parts, the first focused on the reference transaction:

> *Reference transactions* are information consultations in which library staff recommend, interpret, evaluate, and use information resources to help others to meet particular information needs. Reference transactions do not include formal instruction or exchanges that provide assistance with locations, schedules, equipment, supplies, or policy statements.

This definition reflects the need that libraries have to quantify or count reference transactions for reporting purposes and also distinguish them from other types of transactions—hence the inclusion of what is not a reference transaction as well as what is. The focus is on a direct one-on-one transaction in which the librarian connects the user to information through recommending, interpreting, evaluating, or actually using a source. The 2008 statement also includes a definition of reference work to distinguish between the transactional and the overall scope of work of reference librarians:

> *Reference work* includes reference transactions and other activities that involve the creation, management, and assessment of information or research resources, tools, and services.
> - *Creation and management of information resources* includes the development and maintenance of research collections, research guides, catalogs, databases, websites, search engines, etc., that patrons can use independently, in-house or remotely, to satisfy their information needs.
> - *Assessment activities* include the measurement and evaluation of reference work, resources, and services.

This definition includes behind the scenes tasks, acknowledging that librarians also connect users to information by building the tools that they need to find information. It reflects the changing world in which people now predominantly find information on their own without asking for help or needing our intervention, in which our role has evolved to being the creators or mangers of information tools used by patrons. The definition also reflects the growing importance of assessment to our field. We are increasingly called on to justify our value through statistics, surveys, and other kinds of data, and we are ourselves interested in whether our services are effective and how to improve them. Data are easier than ever to collect through online surveys and statistics-keeping tools and most libraries now engage in regular assessment.

The 2008 definition reflected how reference had evolved to that point. A new definition for 2016 should consider how the past decade has changed what our patrons want, need, and ask for, and how we provide it. The past eight years have seen social media become more prominent as a source of information. More people have mobile devices to access information, and there are more options for seeking out and using information for educational or entertainment purposes. Our users are inundated with information but need help with using technology to use information effectively. They are seeking lifelong learning experiences that match their needs. To help our users in this environment, reference librarians use skills that go beyond those included in traditional reference training: these include consulting and advising, teaching, interpreting, advocating, programming, and the ability to analyze the user experience and engage in design thinking. These skills, which have always been useful, are becoming essential to the reference librarian's toolkit:

- *Consulting/advising*: The reference librarian has always been an advisor of sorts, pointing people to the right information to meet their needs. This role has expanded to include advice and consulting services to assist users throughout complex tasks that require managing, formatting, storing, using, or displaying information. We might demonstrate software tools for citation management or recommend the best app for sharing slides. We might help a user locate a place to publish their work, or help them understand the copyright implications of reusing information. We might do all of these things for the same patron throughout the course of completing a project. Where does the reference desk fit into this more complex model of consulting and advising? The decline in reference questions has already shown us that patrons have fewer factual questions and are less in need of the kind of walk-up help that the desk provides. For more in-depth consultations, private spaces that create a safe, quiet environment are preferred.
- *Teaching*: We're becoming a self-service society and people want to learn the tools that enable them to do for themselves. This means that the role of the reference librarian is, more than ever, to teach. Users are particularly in need of life skills related to technology and information management and we are in a unique position to help them learn. The library serves as a neutral, nonjudgmental space for personal enrichment, where learning can take whatever direction the patron needs or wants. This ability to explore at will makes the library different from the classroom and makes the librarian a unique kind of teacher. Teaching can take many forms in the library: it can be planned class sessions, drop-in workshops, one-on-one spontaneous interactions, or

self-learning facilitated by librarian assistance. Librarians need a deep understanding of how people learn, what motivates learning, and how each learner is unique.

- *Interpreting:* Our work requires heightened interpersonal skills and an ability to communicate across an increasingly diverse population. Reference librarians need the analytical skills to recognize how our systems are specific to a unique Western-based library culture and how that culture may be difficult for a user to understand, and to explain culturally bounded systems with patience and understanding. We are translators who explain the library to its external audience. Having been trained in the reference interview, we are already skilled in how to ask the right questions to understand a user's information need. The teaching moment when we communicate back to the user requires skills in translation and interpretation as well as listening skills to ensure that the conversation leads the user to a point where they are comfortable with the advice provided.
- *Advocating:* In this era of social media, front-line staff increasingly serve as advocates for their libraries. Librarians need the skills to speak positively and forcefully within their communities, and to know what not to say, recognizing that the library's image can be negatively as well as positively affected by one's words and actions. Advocating can take many forms. Librarians may choose to use social media tools to build the library's image and support for its programs. They may use daily interactions to build a positive image and rapport with users or speak persuasively at events where they represent the library. Advocacy on behalf of patrons involves working with vendors to improve systems design. Librarians must also be good listeners who hear what users say and know how to respond diplomatically. Either way, front-line librarians are constantly advocating for their libraries and their patrons in one way or another.
- *Programming:* We don't always think of library programming as being a necessary part of reference work, but programming is one of our most effective ways to connect users with information. Programs include workshops, book talks, lectures, displays, and exhibits, all of which are teaching tools and ways to advocate for lifelong learning. Increasingly, reference librarianship requires the skills to create effective programming such as event planning, contract negotiation, space planning, graphic design, and facilities management. Excellent organizational skills are essential, as is the ability to connect with one's community and understand what programs are most valuable to users and most likely to be worth the investment of time and resources.
- *User experience:* A revised definition of reference should also take into account new ways of looking at assessment that consider the user experience (UX) as foremost in importance. Some librarians are user experience specialists, but a knowledge of UX is essential to all reference librarians. As the front-line staff we are in a unique position to observe where the UX fails and where it can be improved. We also need the ability to talk to UX specialists and application developers about how to design systems that serve user needs—or to become UX designers ourselves.
- *Design thinking:* Design thinking is an iterative approach to problem solving that emphasizes the needs of people and favors rapid prototyping. Design thinking can be used to address almost any problem that requires innovation and encourages local solutions that fit unique user needs. Design thinking encourages creativity and the willingness to explore and is well suited to the rapidly changing environment in today's libraries. Rather than fixed shelving for collections, why not design a collections space that can adapt to changing user interests? Rather than repeating programs from year to year, why not reboot with more flexible options that dynamically evolve on the basis of user feedback? These are just quick examples of what design thinking can achieve.

The skills listed above are complex and challenging and argue for better training and professional development so that reference librarians can fully develop the skills package needed to succeed. By acknowledging the complexity of the work that reference librarians do, we can make a better case for training and resources. RUSA can help by providing more professional development around relevant skills and by developing a new conception of reference that encompasses the challenging nature of our work. RUSA may not need a name change, but it needs to lead a conversation about the evolving role of reference librarians as professionals in an increasingly complex library environment.

If you have opinions on this topic, I would love to hear from you. Feel free to reach out to me at annehouston2@gmail.com.

Ethical Issues in Reference

An In-Depth View from the Librarians' Perspective

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It is always good to reflect occasionally on professional ethics and the implications of those ethics in library practice. In this paper, based on a presentation given by the author at the 2014 IFLA satellite meeting "Ethical Dilemmas in the Information Society: How Codes of Ethics Help to Find Ethical Solutions," August 14–15, 2014, Lili Luo examines some ethical issues addressed in contemporary reference work and reports on the results of a survey of reference librarians.—*Editor*

Librarianship is a service profession, and reference is the area where interactions with users most frequently occur. It is important that reference librarians endeavor to bring to users unbiased and equitable services with the promise of confidentiality and the protection of intellectual freedom. As Ecklund explains, reference librarians are expected to "maintain the highest possible standards of diligence and ethical conduct under time restraints that often require compromise."[1] According to Ecklund, while both personal attitudes and institutional obligations remain an integral aspect of library ethics today, library standards, customs, and even missions have evolved significantly. In the digital age, Ecklund believes that "service and access have grown closer together, or that access, and knowledge of how to access, is the main service demanded of librarians."[2] This shift from emphasis on service to providing unfettered access, along with other changes brought by technology evolution and social transformation, requires that reference professionals' collective understanding of ethical issues be reevaluated and reinterpreted.

To obtain an up-to-date view on ethical issues in reference, a survey study was conducted to examine the ethical situations frequently encountered by reference professionals, how they are resolved, what the challenges are, and what kinds of support are needed. Findings of the study will provide an empirically grounded view on reference ethics, offer a basis on which training and education can be developed to help librarians deliver reference service ethically and successfully, and generate new ideas for continuous discussion and research on the topic of ethics.

BACKGROUND

Professional ethics are the principles of conduct that guide and govern behavior. Preer believes that the evolution of ethical standards for librarians parallels the development of librarianship as a profession. In her book, *Library Ethics*,[3]

five historical precedents and current examples of ethical issues facing the profession are discussed. As a key piece of work in the literature of library ethics, this book examines broadly the domains where librarians face ethical choices, seeking to help library professionals identify and respond to ethical dilemmas.

Professional associations often have codes of ethics that state the values and aspirations and set explicit standards for a profession. Barsh and Lisewski point out that professional associations' codes of ethics address the issues of expertise and trust, and the obligation of individuals within the profession to fulfill the public's expectation of ethics and competencies.[4] The American Library Association (ALA) established its code of ethics in 1939. Barbara Ford, past-president of ALA, summarized the key values and priorities of librarians as outlined in the ALA Code to be "supporting intellectual freedom, protecting users' right to privacy, respecting intellectual property rights, treating colleagues with respect, and safeguarding the rights and welfare of employees, distinguishing between personal convictions and professional duties, striving for excellence by enhancing one's own knowledge and skills and those of coworkers."[5]

Like ALA, library associations in other countries also have their own codes of ethics. Shachaf conducted a comparative content analysis of the codes of ethics proposed by professional associations in twenty-eight countries and found that professionalism, integrity, confidentiality/privacy, and free and equal access to information were the most frequently noted principles.[6] She explained that there were three key types of codes: aspirational, regulatory, and educational.[7] Barsh and Lisewski believe that the ALA Code is primarily aspirational as it does not regulate or provide concrete guidance on implementing systems of procedures for dealing with ethical dilemmas.[8]

According to Shachaf, although the statements contained in the ALA Code do not "advance to the application stage, consider stakeholder's interests, or attempt to use a moral-philosophical rationale to derive ethical solutions such as rules or prescriptions,"[9] they represent the core values of the profession. Empirical studies have been conducted to understand individual librarians' awareness of, familiarity with, and internalization of the Code at work. In her book *Professional Ethics in Librarianship: A Real Life Casebook*, which sought to "evoke the recognition of ethical dilemmas and help the individual focus on personal values and professional standards of behavior in the solution of these dilemmas," Zipkowitz used real life case studies to illustrate how the ALA Code can guide the management of ethical situations.[10] Hoffman surveyed members of the Texas Library Association and found that close to 40 percent of the respondents had experienced at least one ethical dilemma at work, and one third consciously apply the Code to situations in their daily work once a month or more often.[11] In their survey of library managers, Barsh and Lisewski discovered that they face many ethical issues in their workplaces, but 57 percent of them were merely somewhat familiar or unfamiliar with the Code.[12]

In the area of reference, there has not been much empirical research examining how reference librarians recognize and solve ethical dilemmas. An exhaustive literature search only resulted in two book chapters that discussed ethical issues in reference. In his well-known book *Ethics and Librarianship*, Hauptman devoted a chapter to ethics in reference, and he defined ethical reference service to have the following characteristics: (1) serve all patrons equally and objectively; (2) do not allow personal commitments to intrude; (3) do not sacrifice everything for the sake of information provision; (4) avoid conflicts of interest; (5) protect privacy and confidentiality; (6) protect one's employer's investments; (7) cultivate a service ethic; (8) market one's availability and willingness to help; (9) provide added value; and (10) re-create oneself as an indispensable provider of whatever is required.[13] He believed that traditional issues such as objective information provision, conflict of interest, confidentiality, dishonesty, and protection of minors would continue to concern librarians in the twenty-first century, and that unfiltered access to the Internet would present new ethical challenges. Furthermore, he argued that it could be unethical to waste an employer's money by having professional reference librarians spend time answering trivial questions such as how to use the printer. He also warned about information malpractice and its legal liabilities, and suggested that librarians be mindful about it and protect themselves from legal actions.[14] Ecklund identified six areas where ethical issues often arise in reference work—service ethics (professional competencies), equitable access to information, confidentiality, conflicts of interest, copyright and intellectual property rights, and intellectual freedom and human rights, and she suggested solutions to possible ethical dilemmas in each area.[15] Similarly, Rubin considered the following issues to be the major ethical issues facing reference librarians and other information professionals—tension between protecting the right of access and projecting individuals or society from harm, issues related to equality of access to information, privacy and confidentiality, disparate levels of service, and copyright issues.[16] Hauptman, Ecklund, and Rubin provided a bird's eye view on ethics in reference. Building on that, this study examines ethical issues at the operational level and from the perspective of individual reference librarians, seeking to fill the void in the literature and to enrich the understanding of reference ethics with empirical evidence.

PROCEDURES

Data for this research was gathered using an online survey. The study population consisted of reference librarians in the United States. Individual members of this population are not identifiable via any sampling frame, so the possibility of probability sampling design was ruled out. Thus a nonprobability sampling technique, judgmental sampling, was used to select a sample from the population. Judgmental sampling is a type of nonprobability sampling in which the study units

Table 1. Venues Where Librarians Encounter Ethical Dilemmas

Venue of Reference Work	% of Respondents that Encountered Ethical Dilemmas
At the reference desk	80.7
Via telephone reference service	31.6
Via email reference service	30.7
During information literacy instruction	30.2
Via chat reference service	27.8
During reference collection development	21.2
Via social media	9.9
Interactions with colleagues at the library	4.2
Via text reference service	3.3
Individual interactions with library users outside of the reference area	3.3
Non-reference collection development	2.4
At the circulation desk	1.9
Use of technical facilities such as computers and printers	1.9
Other service areas such as coffee shop, exhibits, or during roving reference service	1.9

are selected on the basis of the researcher's judgment about which ones will be most useful or representative.[17] An educated judgment was made that reference librarians are likely to be subscribers to the three most popular professional email discussion lists related to reference and information services: LIBREF-L, ILI-L, and DIG-REF. Therefore an invitation, including a link to the online survey, was sent to the three lists to invite participation from reference librarians. The survey was open for three weeks. One week before the survey closed, an email reminder was sent to encourage more participation. The main variables examined in the survey included ethical situations encountered by reference librarians, solutions to the ethical situations, training on ethics, and organizational support for providing reference service ethically.

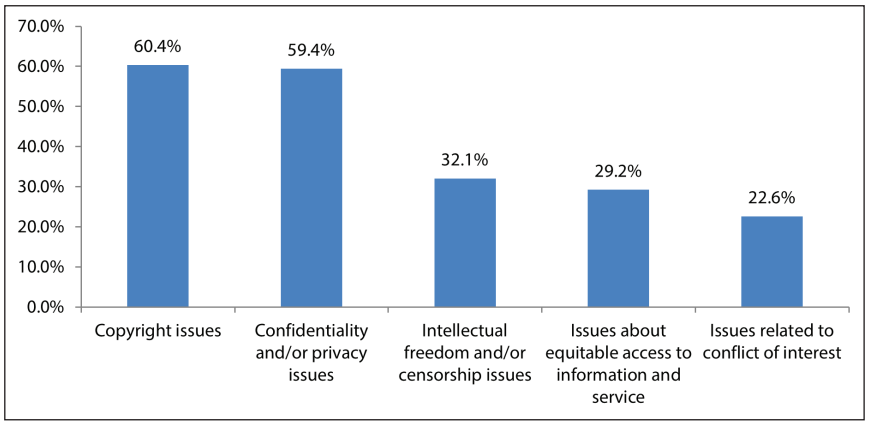

Figure 1. Types of Ethical Dilemmas

RESULTS

A total of 212 valid responses were received. Among the respondents, 80 percent work in an academic library, 16.9 percent in a public library, and 3.1 percent in a special library. The prevalence of responses from academic librarians might be attributed to the fact that the three reference-related email lists are more heavily populated by academic librarians. Future research may consider expanding to lists such as PUBLIB to have a wider coverage of public librarians.

In terms of work experience, the majority (30.8 percent) of the respondents worked as a reference professional for 0–5 years, and the rest were rather evenly distributed: 22.6 percent had 6–10 years of experience, another 22.6 percent had 11–20 years of experience, and 23.9 percent had more than 20 years of experience.

Ethical situations appear in a variety of venues, as shown in table 1. The reference desk was reported to be the most typical venue—more than 80 percent of the respondents indicated that they have encountered ethical dilemmas at the reference desk.

Regarding the types of ethical issues that reference librarians encounter, as shown in figure 1, the two most common categories were copyright issues and confidentiality and privacy issues.

For each type of ethical situation, respondents were asked to provide examples to illustrate the dilemmas they have encountered. For issues concerning copyright, problems mostly arose when user requests or behavior violated

Table 2. Ethical Situations Related to Copyright

Type	Direct Quotes from Survey Respondents
User requests/behavior violating copyright law	"Numerous students make photocopies of their required text books that we keep on reserve. There is a rule of passive acceptance in my library if students want to copy it, but I was instructed never to place my hands on the book on the copy machine as I cannot be an active participant in copyright infringement. However, many of the students speak English as a second language, so trying to describe how to use the copy machine in the past has not helped and I've had no choice but to place the book on the copy machine to show them, and then press the copy button." "Faculty often would like to know where/how to post articles on our course management system. Our dilemma is trying to be clear about why it's best to post a permalink from a database, even though their off-campus students will have to log in." "Patrons have asked for help making copies of library CDs and DVDs." "Students who want to print more pages of an e-book than they are technically allowed. However, if the student logs out, and re-logs in, his/her page limit on printing renews itself, so, theoretically, he/she could print the entire book by re-logging in several times. Telling the student about this workaround is basically facilitating a copyright violation."
Library/librarians' own violation of copyright or licensing agreement	"The library director instructs us to scan/print huge amounts of materials borrowed from other libraries to use consistently in classes. The library director engages in reproducing VHS tapes into DVD for check out." "Providing materials or documents when our vendor licenses do not permit me to do so. Differences between my own and administrations' perspectives on copyright interpretation re: fair use and my own, which tends to be more liberal. How do I frame the issue for patrons?" "My bosses insist that we post signs falsely asserting that copying more than 10% of anything is always an infringement. This ignores Fair Use rights and that much of what we have is not under copyright. I received 'counseling' because I wanted the signs to be legally accurate." "a supervisor provides a login for ebook acquisitions module to a competing vendor so they can build a similar product"
Librarians' inadequate knowledge about licensing/ copyright	"I work at multiple libraries. If I have tried to get an article through Interlibrary Loan for a student at Library A but the request went unfilled or the lending library sent it but it was never received, can I use my legal login to the resources at Library B to get the article for the student? Does the fact that both libraries participate in a cooperative collections program that allows Library A students to physically walk in to Library B and get the article change or affect the fact that I am doing it for them electronically?" "I work for a nonprofit news organization that publishes behind a metered-model paywall. Copyright-related ethical dilemmas include determining when sharing information from behind the paywall is appropriate: with educators? reporters? parents? academic researchers?"
Use of information sources that violate copyright	"A user wants to check out a book, but it is not available. I have seen the book illegally posted on a website. Should I share that information?"

copyright law. Table 2 provides a detailed view of the copyright-related ethical situations, with direct quotes form the survey respondents.

Confidentiality and privacy issues mostly appear when users request private or personal information about others. Table 3 displays the variety of ethical situations related to confidentiality and privacy.

As shown in table 4, a variety of issues emerge when intellectual freedom and censorship are concerned. Two main sources of censorship are institutional ideology and library staff's personal beliefs, biases, and prejudices.

Two issues regarding equitable access to information and service are prevalent—special user populations' access to library resources and services and the public's access to resources and services at public university libraries. Special populations refer to library users with special needs, such as those with disabilities, who are minors, or who are economically disadvantaged. Ethical dilemmas surrounding these two issues are illustrated in respondents' direct quotes in table 5, along with other issues related to equitable access.

Ethical issues related to conflict of interest can be categorized into those between library personnel, those between

Table 3. Ethical Situations Related to Confidentiality and Privacy

Type	Direct Quotes from Survey Respondents
Users requesting private or personal information about others	"Parents seeking information about their children's accounts; persons seeking information about their spouse's accounts; Library card PIN sought by persons other than card owner." "Regularly asked by faculty, students, staff - Who has the book? Who has checked out this item?" "An FBI agent came to the desk and asked if a certain student who was being recruited by the FBI owed any money on overdue books, or he may have asked what books the student had out on loan."
Users revealing private or personal information excessively	"Students attempting to access their personal accounts and having problems—they want to give me personal info like SS# or login information which is inappropriate."
Library administrator and staff's violation of user privacy and confidentiality	"Library staff members, although having been told privacy and ethical standards continue to comment on specific patron's research habits/materials requested. Other library staff reads items printed for patrons at the printer." "I've had the VP who oversee a previous library I worked at (and who wasn't a librarian) not be concerned about protecting patron's privacy."
Confidentiality of users that may be involved in unethical, illegal, or harmful behavior	"As librarians, we are supposed to answer students' questions, even when we know that students may be asking for information to aid in their academic dishonesty. My ethical dilemma comes in the conflict between the ALA stance on serving patrons and my responsibility as part of an academic community to stop and to report academic dishonesty—which our college policy requires us to do." "I got a series of calls from a patron while I was on the desk. The patron was tracking down information from a notebook she bought. It contained instructions on what and where to file forms to never pay income tax again. It was a scam but patron confidentiality prevented me from following up. Fortunately, the AZ Attorney General also found out and shut the operation down." "We had a patron tell us on the phone that he was going to kill himself. Ultimately the director ok'd us calling the police. The other challenge is when police ask show us photos and ask if this person has been in the building. When we refuse (which we always do) I worry that we have enabled criminals and assisted (minors) runaways."
Reference transactions of private and sensitive nature	"Patrons needing help with sensitive legal forms." "Patron was asking about subject matter that related to a personal medical issue and they were visibly embarrassed that they had to ask in earshot of other patrons."
Confidentiality and privacy issues related to special legislature	"The reference clients were individuals who each otherwise were bound under the Sunshine Act." "Providing any type of information in violation of FERPA restrictions sometimes seems illogical but is done to avoid litigation potential."
Privacy challenges due to library or university policy	"Participating in campus referral program for students deemed to be at risk for failure" "Our policy for computer use is that either a library card is required or a photo ID. The library's policy is to write the names of the ID computer users in a log book. In theory this is to know who is responsible for any damage that may be done to the machine during the usage period. I am uncomfortable with the log book because it keeps a record of who was in our building and on what days. Also, because it is used frequently it is not often closed, or put under the reference desk so it is actually pretty public."
Confidentiality and privacy issues at workplace	"Personnel problems—people think nothing is being done about a problem employee because the supervisor cannot say what is being done." "The person writing my review put his final copy in my inbox without an envelope. How was there any confidentiality in that? He was not told anything."

library users, and those between library staff and library users, as shown in table 6.

When asked about how familiar they are with ALA's Code of Ethics, more than 60 percent of the respondents were either moderately or very familiar with it, as shown in figure 2.

Table 4. Ethical Situations Related to Intellectual Freedom and Censorship

Type	Direct Quotes from Survey Respondents
Censorship by library's home institution	"As a middle school librarian I was not allowed to purchase books about teen pregnancy." "I work for a Christian University with a conservative administration. There is pressure to not add anything to the collection that might potentially upset the President or Board of Trustees if someone were to complain to them."
Censorship by library staff	"Was not allowed to teach using a very illustrative website because our instruction librarian thought it was too controversial." "A supervisor deletes comments from patrons in the catalog or on social media that are perceived as negative."
Personal biases or prejudices affecting selection of books and other information resources	"Confronting personal prejudices. Do I avoid a book because I know the science behind it is bad and it provides misleading information, or do I purchase it because there is patron demand for it?" "One of the librarians I work with has extreme biases that s/he refuses to acknowledge. These are apparent by sources provided to patrons during a reference interview/meeting."
Collection development on controversial topics	"Do I keep a book that puts forth controversial views, such as a book that states vaccines may cause autism? On the one hand, it's been scientifically disproven; on the other, it's part of the history of autism research and there are many people who do believe that vaccines cause autism. Which side do I support, and am I supporting it because of my own personal views on the topic rather than an objective evaluation?"
Pornography being viewed in the library	"Asking students to not look at pornographic material for the sake of other patrons, despite the academic nature of the project." "I work in at an academic library. Occasionally, I've had community members (never students) use the library's commuters to view pornographic materials."
User complaints about library collections	"Dealing with patrons who have issues with the library providing information on controversial topics such as abortion, legalization of marijuana, Islam . . . "
Users requesting information that's harmful or illegal	"A person who is known to self-mutilate often asks for anatomy charts because she doesn't want to cut into anything important." "Requesting explicit data that violates CIPA[Children's Internet Protection Act]."
Handling information of sensitive nature	"Should an image of the Koran be included in a display of banned books? There was concern about the position of the image on a poster (at the bottom) and fear that the image might provoke a violent reaction due to perceived insult to a sacred book."

Respondents were then asked about whether their institution has its own ethics policy, and 38.1 percent answered "Yes," 26.8 percent "No," and 35.1 percent "Not sure."

Regarding how they handle an ethical dilemma, the majority of the respondents chose to consult supervisors or colleagues to seek guidance, as shown in figure 3. In addition to the four listed approaches, respondents shared that they also rely on their conscience (or personal code of ethics), gut feeling, experience, social norms, and common sense to make a judgment in an ethical situation. Other sources they consult included other professional organizations' (e.g., Medical Library Association) code of ethics, professional email discussion lists, and the faculty they work with.

Looking at ethics training, 34.9 percent of the respondents took courses covering ethics in their MLIS program, 15.6 percent participated in training sessions on ethics offered by their institution, and 7.1 percent took continuing education courses about ethics. In addition to these formal training venues, respondents also mentioned the following ways ethical issues were explored:

- librarians at a statewide chat reference service regularly engaging in formative assessments of how to handle tricky reference questions, including ethical dilemmas
- state ethics training for all state employees
- professional experience (e.g., serving on the intellectual freedom advisory boards for library associations; teaching a class in fair use and US copyright laws)
- self-learning (e.g., reading articles and books about ethics)

Respondents reported a variety of challenges they face when trying to resolve an ethical situation, covering the following examples:

- explaining carefully to library users that their requests could not be fulfilled because of legal reasons (e.g.,

Table 5. Ethical Situations Related to Equitable Access to Information and Service

Type	Direct Quotes from Survey Respondents
Special user populations' access to library resources and services	"Our policy for computer use is that either a library card or a guest pass must be used to log into to host software. For those that need guest passes they must provide photo ID. This limits our internet usage to older teens and adults as minors do not have state issued ID cards. Also, if someone doesn't have a photo ID they cannot obtain a guest pass. If anyone can walk in the building and read a newspaper or magazine unregulated why do we limit access to our internet I wonder? I think guest passes should be given freely to any person who needs one." "Political powers in my small community place an emphasis on getting high tech resources in the public library while ignoring the needs of our most vulnerable citizens. They would rather spend money on expensive ebooks than provide basic information for our poorest citizens." "It is more of an ethical problem of the profession that not all library material is actually accessible to all students. Most recently I have experienced this with blind students who cannot use the databases as they are so poorly compatible with text to audio readers." "We have dilemmas on how much service we can offer to visually disabled student."
The public's access to resources and services at public university libraries	"Homeless patrons seek to use the library lab computers, but cannot do so since they are not current students (despite the computers being available)." "The public can no longer access computers in my library (at a university) as a result of budget cuts and policies. We are a public university, and it would seem appropriate (if somewhat expensive) to allow the public to just use computers."
Some users' excessive use of library service preventing others from using the service	"A text messaging patron was treating our service as his best friend. He was sending dozens of messages per day, often as soon as we could send a reply. His use of the service in a conversational way prohibited other people from using the service to get answers." "Inmates and law firm librarians seeking information that is time consuming to locate and copy, library does not have enough staff to offer these services."
Challenging user requests regarding information access	"Patrons wanting help reading and writing: i.e. filling out applications (maybe this is NOT 'equitable access' . . . but this is not a service we provide, so it wouldn't be fair to help one and not all)." "If a person has a large fine, but needs access to the internet, do you give them a day pass or not." "Is it right to use workarounds and 'cheats' to find information for free on behalf of reporters in my organization, when the general public may not have access to said information AND work the reporter produces using that information may not be available for free either?"
Licensing restrictions limiting information access	"Because I have access to library collections at sister colleges (in our district), I will often know of a source that may not be directly available to the student I'm helping. I prefer to avoid making the student place an article request at the sister college (to await delivery) and will bend toward accessing and printing the article for the student's use immediately." "Some patrons are from other countries and the policy—because of licensing costs, is to deny them electronic resources."
Inadequate library resources limiting information access	"Having just 1 copy of a controversial book with lots of patrons wanting to read it." "Our technology is old and not up to standards sometimes, so those students who are able to purchase their own computers, software, etc. have a definite advantage."

licensing or copyright violation) without hurting their feelings, and helping them understand that it is not personal
- conflicts between personal beliefs and institutional or professional policies
- finding a balance between upholding ethical rules and policies and satisfying user needs, and between doing "what's right" and "what's practical"
- respecting and balancing the viewpoints and interests of all parties involved in an ethical situation, and attempting to meet everyone's needs
- handling ethical grey areas—assessing a situation judicially, understanding the context, and making a reasonable judgment

Table 6. Ethical Situations Related to Conflict of Interest

Type	Direct Quotes from Survey Respondents
Conflict of interest among library personnel	"Retired librarian who works as a volunteer in collection development and unwittingly steers 'rare' books from her paid employee to our library." "A supervisor wanted me to do research for her child who was attending a different school." "Several recent search committees selected the candidate they felt was the best choice; that person was not hired and instead, the candidate that administration preferred was chosen"
Conflict of interest among library users	"We have a computer lab in the adult area that has internet access, a children's lab that doesn't have internet access and a business area which is limited to business research and test proctoring only. Parents with children who need to use the internet must do so in the Adult lab and their children sometimes become restless to say the least. While I sympathize very much with the parent and children who are accessing information via the internet, it is our policy that the adult area is a quiet place and sometimes we must ask the parent to make sure their children are not upsetting other patrons who expect quiet. This is one of my least favorite things to do. If only parents could access the internet alongside their children in an appropriate place."
Conflict of interest between library staff and library users	"Patrons constantly ask me to interpret either legal information or medical research, which I refuse to do because that is not my area of expertise." "I live in a rural, Southern place so there are times when the religion of a student, which may not be the same religion as mine or other students, is made very clear. The same is true with my colleagues, making for uncomfortable situations." "Once I had a new father call in. He wanted information about circumcision. He had recently had a son. His wanted his son to be circumcised while his wife did not. I tried to just stick with the facts that I could find about why it is done, why it was done in the past, and other cultural information I could find. But, as our discussion continued, it was clear that the father was still conflicted. After about 10-15 minutes, I ended up explaining my own situation to him . . . I had recently given birth to a son. I had him circumcised, and regretted it. I think my personal story helped him. It also helped that I was anonymous to him - a third person opinion. But, I know that we are not to give out our personal opinions...we are always just supposed to provide the facts."

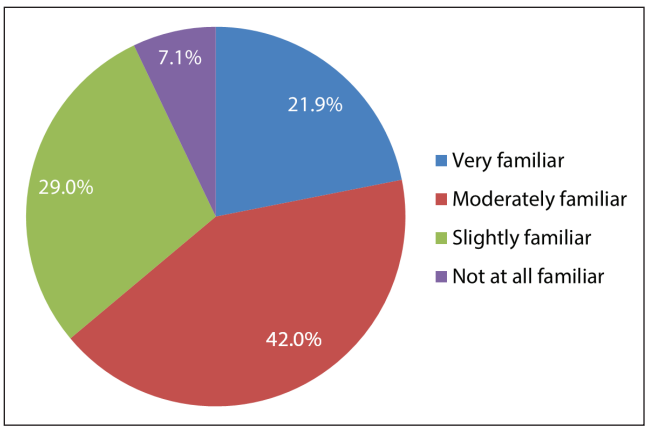

Figure 2. Librarians' Familiarity with ALA's Code of Ethics

- dealing with difficult library users
- recognizing ethical situations when they occur
- librarians handling the same ethical situations consistently
- remaining neutral and not getting personal in ethical situations
- lack of administrative support in resolving ethical situations
- teaching library users about ethical behavior (e.g., fair use)
- conflicting policies

Finally, respondents voiced the support they wished to receive to more effectively and efficiently handle ethical issues, including (1) more training; (2) support from colleagues (e.g., a collegial environment where colleagues consult each other when making decisions about ethical situations); (3) support from library leadership (e.g., administrators stand behind staff and are open to discussions and questions); (4) clear and consistent ethics policies, and clear communication between library staff about the policies; (5) easy access to those ethics policies.

DISCUSSION AND CONCLUSION

As indicated by the study findings, reference librarians face a variety of ethical issues at work. This echoes the results of Barsh and Lisewski's study about library managers, who also have to deal with many ethical issues in their workplaces.[18] Barsh and Lisewski introduced the concept "ethics literacy,"[19] suggesting that library managers need to both

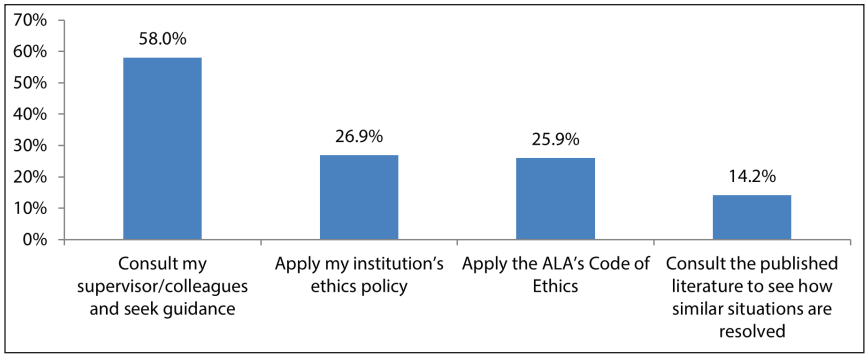

Figure 3. How Librarians Handle Ethical Dilemmas

recognize the underlying key concepts of ethics and to acquire the skill set and analytical tools that can be applied to handle ethical situations. They believe that ethics literacy is important for managers so that they can be alert to potential ethical problems and proficient in the mechanics of ethical decision-making. Given the wide array of ethical situations reference librarians encounter, it is also crucial for them to become "ethics literate" and be equipped with the necessary knowledge and skills to efficiently and effectively solve ethical problems at work. Particularly, librarians mostly consult their supervisors and colleagues to seek guidance when facing ethical dilemmas, making it more imperative for the entire reference staff to master ethics literacy skills so they can successfully assist each other in the resolution of ethical situations.

To accomplish the goals of ethics literacy, two elements are indispensable—clear and consistent ethics policies and ethics training. Librarians have explicitly expressed their need for support in these two areas. Although almost 64 percent of the survey respondents indicated that they were moderately or very familiar with ALA's Code of Ethics, only a mere one-fourth reported applying the Code in handling ethical situations. It's understandable because as Barsh and Lisewski note, the Code only provides guidance on the shared values of the profession and is not a roadmap for how to recognize or respond to ethical problems at work.[20] Additionally, not all ethical issues encountered by reference librarians fit precisely under the ALA Code, and there are many other factors such as organizational culture and institutional values that need to be considered. Thus having ethics policies at the organizational level is both necessary and practical. In this study, more than one-fourth of the respondents' organizations did not have ethics policies, and more than one-third of them were not sure about it, which suggests that in addition to establishing ethics policies, it is equally critical to make them known to the staff.

Furthermore, different organizations may have different interpretations of the ALA Code, thus resulting in policies that might clash with librarians' personal interpretations of the Code. For example, the fourth tenet of the ALA Code of Ethics states, "We respect intellectual property rights and advocate balance between the interests of information users and rights holders." This is a general statement, and libraries may have their own definitions of "balance." As shown in this study, when addressing the issue of students copying textbooks in its entirety, there are libraries that "post signs falsely asserting that copying more than 10 percent of anything is always an infringement," there are libraries that have "a rule of passive acceptance," and there are libraries that "provide a collection of textbooks and allow students to photocopy their contents." Librarians' own interpretations of the Code can be quite different from that of their libraries, and conflicts between personal beliefs and institutional or professional policies are listed as one of the challenges librarians experience when handling ethical situations. Addressing such conflicts needs to be an integral part of the continuous discourse of ethics in reference.

In this study, the lack of formal ethics training is evident among the survey respondents—only a little more than one third of the respondents had taken ethics-related courses in their MLIS program, 15.6 percent had participated in ethics training offered by their institution, and 7.1 percent had taken continuing education courses about ethics. These findings reiterate both the necessity and importance of ethics education and training for reference librarians. These findings can provide a solid basis for the proper design and delivery of ethics training that meet the needs of reference librarians. Particularly, the two areas where ethical problems mostly occur, copyright and confidentiality and privacy, may be listed as training priorities. It is worth noting that respondents in this survey study revealed that some ethical problems resulted from librarians' own misunderstandings in these areas. This further demonstrates the importance of providing ethics training to reference librarians. Challenges identified by respondents should also be properly noted and carefully addressed in ethics training. For example, librarians find it challenging to explain to users that their requests could not be fulfilled because of legal reasons without hurting their feelings. This suggests that librarians understand the course of action that needs to be taken but have difficulty executing it because we are a service profession and we seek to provide users the optimal library experience. How to artfully handle requests involving copyright or licensing violation should be addressed in ethics training for reference librarians.

In conclusion, this paper provides an empirically grounded, in-depth view of ethical issues in reference. Through the examination of the types of ethical situations reference librarians encounter, how they handle them, the challenges they experience, and the support they need, this study will help advance the understanding of ethical practice in reference, generate ideas for continuing discussion and research on this topic, and guide the development of professional

ethics in library and information science. Libraries can draw on the findings to develop ethical guidelines and policies, provide effective training to help reference librarians successfully handle ethical situations, and ultimately lead to enhanced library experience for library users.

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Framing the Framework

The Rigorous Responsibilities of Library and Information Science

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The ACRL *Framework for Information Literacy for Higher Education* offers library and information science (LIS) professionals a conceptual approach for leading information literacy efforts in a digital environment. But while a good start, Nathan Filbert suggests that it is not enough to validate librarianship's transdisciplinary potential. In this column, Filbert addresses the programmatic and directional efforts necessary for LIS to realize expansive expertise in information resource management, reference, and user services in the evolving, complex, information ecosystem. Drawing on the profession's past and present, he suggests a vision and a philosophy for mediating the infosphere of the future.—*Editor*

Librarianship is inherently a transdisciplinary vocation.[1] Functioning as a nexus of information resources and literacy instruction for diverse communities, disciplines, businesses, and patrons, librarians must possess the know-how of utilizing manifold technologies, vocabularies and discourses, media, and styles to help participants discover, discern, and deploy the best resources for a given need.

Librarianship tends to focus on principles and practices in the fulfilment of its vocation. Problem- and project-based inquiry and resolution processes feature prominently in library-related work and, coupled with objectives of providing access to global information resources, result in an institution and profession expert in adaptation, assimilation, and reconstruction. These admirable objectives have clearly served the profession well, surviving since the beginning of recorded knowledge.

Technological developments across the past century, particularly in relation to communication and information processes, are comprehensively reshaping human reality. All aspects of lived experience—environment, relationships, activities, and knowledge—are metamorphosing and evolving symbiotically as digital/analog fusion is being composed. Paradigms shift accordingly. No field of human inquiry is not grappling with these changes and their rapidity. Our disciplines and discourses, politics, and economies all recognize the necessity of emerging from discrete areas of expertise toward multidisciplinary, interdisciplinary, and, ultimately, transdisciplinary understandings as implied by our networks and connectivities. "'Cyberculture,' 'posthumanism,' 'singularity,' and other similarly fashionable ideas can all be understood as attempts to make sense of our new hyperhistorical predicament . . . but the hole is way deeper, the problem much more profound. *We need to do some serious philosophical digging.*"[2]

Addressing this "problem" (or opportunity?) within librarianship, the Association of College and Research Libraries (ACRL) carefully reformed and revised the "Information Literacy Competency Standards for Higher Education" filed in January 2000 into a "richer, more complex set of core ideas," a "Framework for Information Literacy for Higher Education."[3] Observing the *everyware* and *onlife* realities of digital affordances and the proliferation of miscellaneous resources these enable,[4] combined with rate of change and variety of software interpretations required, the committee recognized that staged skills and instructions were no longer adequate to the task of effective information acquisition and employment in learning and knowledge creation environments. The following suggestions for change were recommended:

- simplifying so the model will be understood by a range of audiences with appropriate language for these audiences
- addressing affective, emotional learning outcomes; extending the cognitive focus of the current standards
- incorporating components from the metaliteracy conception of information literacy
- reconceptualizing the issues of format
- addressing the role of student as creator and as content curator
- aligning the resulting item with the AASL Standards for the twenty-first century Learner[5]

These resulted in a "cluster of interconnected core concepts, with flexible options for implementation within each unique institutional and disciplinary context":[6]

- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration[7]

In theory, this signals a profound modification in librarianship and literacy instruction, shifting from procedural skills and principled practices toward processual engagements and social, contextual, and creative interactions and evaluation. In libraries, however, (i.e., "in practice") this renewed confession of intentions and values exemplifies their age-old commitments as organizations and institutions, represented here by an accommodation of Ranganathan's Five Laws of Library Science (1931):

1. Information resources are for use.
2. Every user his [or her] resource.
3. Every resource its user.
4. Save the time of the user.
5. The library is a growing organism.[8]

Notably, these "rich, complex core ideas" also work to align library and information science as a discipline with the increasingly inter- and multidisciplinary trends in other professional and academic domains. A glance at the "foundational" and "supplementary" readings provided with the ACRL Framework demonstrate the integration of learning theories, psychology, education, sociology, and information processing theories.[9] Multidisciplinary in the manner of new media studies, information architecture and design, sustainability and ecology, multicultural education and cultural studies programs,[10] but not yet truly transdisciplinary.[11] Information professionals are charged with ensuring the preservation, organization, accessibility, usability, and credibility of global information resources; transdisciplinarity must be a requirement.

In keeping with libraries' proclivity for problem-solving and practicable service, a rush toward implementation has ensued—manifesting in Twitter feeds, conferences and webinars, learning tools and objects, and publications.[12] While laudable and necessary, the leap to practice runs the risk of merely translating extant information literacy standards into a different set of terms. The Framework intends to provide a reconceptualization and reformulation of just what it means to be *information literate* in our elaborate, technology-infused, and increasingly uni-mediated environment. And this is why "we need to do some serious philosophical digging . . . to gain a better grasp of our age, and hence a better chance to shape it in the best way and deal successfully with its open problems."[13]

Traditional philosophy is also an inherently transdisciplinary vocation. Being a "friend to wisdom" entails taking account of the compendium of human knowing—its content, methods, processes, and discourses—"to understand how things in the broadest possible sense of the term hang together in the broadest possible sense of the term."[14] Working toward this perimeter, philosophy searches patterns, similarities and assumptions, practices, and problems to move into the not-yet-sayable, the "open problems" and potent questions "to reconsider and redesign our conceptual vocabularies and our ways of giving meaning to, and making sense of, the world."[15]

If we "envision information literacy as the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning,"[16] we are claiming and requiring of ourselves a robust and comprehensive understanding of the fundamental nature of knowledge, reality, and experience of human life in the *infosphere*.[17] What are we in this anthropotechnical world?[18] *Who* and *how* are we in relation to it?[19] And what are we able to *do*?

In-formation carries time-honored considerations and content regarding the process of becoming. *Literacy* refers to our skillful and competent participation in it. Given our complex, interconnected, hybridized, and ever-proliferating human-digital-environmental living-context, librarianship—or, the vocation charged with organizing, ensuring

access, and fostering discovery and usability toward the collaborative creation of new knowledge—faces an imperative to dig deeply, consider widely, inquire attentively, and apply carefully our methods and processes of managing information objects.

The comprehensive remediation of information resources into the digital precipitates a universal effect on librarianship. Issues of access, organization, storage, retrieval, and reference are continuously transformed by the fluid and mutable interfaces and platforms constituting this medium. The problems faced in these areas

> are neither predictable nor simple but unique and complex. Arising from environments characterized by turbulence and uncertainty, complex problems are typically value-laden, open-ended, multi-dimensional, ambiguous, and unstable. Labelled "wicked" and "messy," they resist being tamed, bounded, or managed by classical problem-solving approaches . . . the art of being a modern professional is fast becoming the art of managing complexity . . . opening up "indeterminate zones of practice" and a "swamp of important problems and nonrigorous inquiry." Furthermore, they are not solved once and forever. They must be continuously managed.[20]

Complex problems/opportunities such as these must be managed collaboratively and creatively, and involve core components of cognitive, structural and processual leadership.[21] Inherently transdisciplinary, competency with complexity requires "breaking out of past mindsets and opening up to the content of new agendas . . . a task described as *framing*—the construction of a mental model that provides a sense-making device for team members, captures their beliefs and abilities, and motivates them to work productively."[22] ACRL's "Framework for Information Literacy for Higher Education" is a tremendous conceptual structuring tool for our discipline, demonstrating clearly that "the library is a growing organism" embedded in and corresponding with our world. But for a visioning frame to be successful it necessitates *clarification* and *resolution* for successful *integration*.[23]

Structural and processual leadership in this regard urges concerted effort toward collaborative and coordinated comprehension and commitment, crossing traditional boundaries of discourse, scholarship, and profession to fashion dynamic and collective understandings and practices that can be context-specific with multiple stakeholder perspectives.[24] A changing information ecosystem calls for profound systemic reconstruction guided by transdisciplinary research, multiple champions, and communicative liaisons "managing network stability, knowledge mobility and innovation appropriability."[25] Further critical inquiry into various methods, discourses, content, and activities must be supported to successfully generate proficient pathways of participation and engagement enabling our communities to thrive.

Developing common language and engendering shared assumptions reflecting the variety and specificity of a "world of concepts, theory, learned knowledge, procedures and paradigms, analytic approaches and methods"[26] that construct the *infosphere* we propose to steward entreats us to earnest and fundamental revisions in addressing the gaps in our theories and practice. In league with information professionals across disciplines and occupations, we must practice what we preach and discover existing knowledge, query the open problems, and construct significant questions and resolutions toward our future.

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Trends and Directions in RA Education

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The last two issues of the Readers' Advisory (RA) column have featured thoughtful, though somewhat different, views of the future of services to readers in public libraries. Duncan Smith and Bill Crowley share an understanding of the value and importance of RA services, if disagreeing on the steps to ensure the continued success of those services. Here, Stephanie Anderson looks at a topic that lays the foundation for the future of RA practice: RA education.—*Editor*

Since its beginnings, there has been confusion over what readers' advisory (RA) encompasses, how it should be practiced, and how it should be taught. Adult RA is an important part of modern public library service, but it is not a consistent part of modern library education or training. In public libraries, adult RA is the subject of an increasing amount of professional attention. However, academic researchers, who have never had much interest in RA to begin with, have not shared this growing interest. As a result, a 2013 *Library Journal* survey found that although all libraries they surveyed offered RA, 42 percent respondents took no RA coursework in their ML(I)S programs, and 23 percent reported no RA education opportunities at their library.[1] This disconnect has far-reaching implications for the ability of public libraries to adequately serve adult patrons.

RA is important for the role it plays in reading in the lives of adult patrons, and reading is important in patrons' lives for many reasons. Dali asserts that "our grounds for RA and reading advocacy should include coping, relaxation, personal growth, spiritual maturation, adaptation, and adjustment, all of which contribute to the reader's well-being, mental stability, and improved physical health."[2] Despite these numerous benefits, education for this crucial skill remains patchy, even though, as Stover writes, "Readers' advisory, one of the most popular and fastest growing services in libraries, requires time and training to do well."[3] The sad truth is, as Crowley notes, "effective RA is simply not a priority in America's public libraries or else RA training would be both mandatory and regularly provided."[4] In addition to inconsistent levels of training, academics continue to push for new approaches to RA, but these theories are largely unknown by practitioners, who continue to focus on an appeal-based and material-centered approach. Moving forward, an improved connection between practitioners in public libraries and academics in LIS programs, as well as a profession-wide reevaluation of the importance of RA to adult public library patrons, could finally lead RA education in a direction that will create meaningful change in the field

and for adult library patrons across the country, but these changes must happen soon if they are to happen at all.

RECENT TRENDS IN RA EDUCATION

Several exciting trends in RA practice have developed in the past decade, each reflecting larger changes in how libraries serve their communities, and each requiring new instruction in RA, even for long-time practitioners. One of the biggest trends in RA education has been catalyzed by experimentation with RA online, which has necessitated not only teaching new skills to readers' advisors, but also often enlisting new staff to be trained in RA to provide the service. Many recent conference presentations—a common form of education for RA practitioners—have focused on moving RA online, especially on social media.[5] Despite focused professional attention, this trend is still in early stages; Burke and Strothmann recently found that although librarians who have experimented with online RA receive positive feedback from patrons and improve the quality of their RA service, "libraries that offer robust online RA services remain a minority," with only 17.6 percent of public libraries in their study's sample having a RA page on their website.[6] A prominent recent example is the My Librarian program, launched by the Multnomah County Library after extended research, a successful initiative to bridge the gap between online patrons and readers' advisors. House writes that "My Librarian takes a big step toward humanizing the online library experience."[7] MCL is a system with a strong commitment to RA education, and has a full roster of internal practitioner-led education that supports the My Librarian program, according to Reader Services Librarian Alison Kastner.[8] While an in-house RA 101 class is required for all Information Services staff at MCL, they also offer a full "menu" of other RA classes to their staff. As in MCL, initiatives to bring RA online are usually developed by practitioners, and all education for them is created by the library system. In addition, education around RA online cannot just address the practice of RA but also has to address the technological skills needed to move RA online, which often presents an equal barrier. Wyatt's enthusiasm for reading maps demonstrates another approach to finding new ways to represent RA online, and faces similar educational barriers.[9] This trend is likely to continue, driven by the practitioners who seek to add it to their library's services; however, in the absence of formal training, it may continue to be a grassroots effort determined by the educational resources of the library hoping to expand service online.

Another larger library trend driving changes in RA education is lending e-books in the library. Changes in the ways patrons read have led many readers' advisors to add e-book troubleshooting to their skill set, as well as provided a new opportunity to librarians specializing in tech help to practice RA. Many readers' advisors begin doing RA with the digital collection while walking a patron through the process of downloading an e-book, and others have found an increase in questions from patrons about which devices and formats they recommend. As Dunneback explains, "With the need of an intermediary technology on which to read the story, e-books present a fascinating area of advisory for librarians. We need to be able to be advisors of technology in addition to content."[10] She suggests that "readers' advisory trainers should begin including discussions of the technology in continuing education sessions even if their library does not currently offer e-books as part of the collection." Technology, especially around lending library ebooks, continues to change at a rapid pace and often needs to be taught to librarians via other practitioners, making this an important trend for RA education and one that currently requires continuous attention. As Wyatt writes, "If we can experiment with the forms in which we offer RA service, we can take RA work even further."[11] This can include both new forms of RA as well as new forms of materials in which patrons are interested, with both experiments requiring additional RA education, even for long-time practitioners.

Trends in practice such as these generally originate in public libraries and migrate to other practitioners, often via RA educators presenting at conferences and writing articles. In fact, many RA practitioners are also educators—some as adjunct professors, but many more at professional conferences, library training sessions, and online webinars. One of the most exciting trends in RA education is the ongoing sharing of ideas in professional circles, a trend which can be seen in the continued growth of practitioner-led RA education, especially online. Dali notes with approval that "The rich repository of intellectual discourse and practical experience in appeal-based RA created by [practitioners] will benefit generations of practitioners for years to come."[12] As Orr notes, this trend is important because in addition to "the gaps in LIS education, what about keeping up with the field once you've graduated?"[13] However, it is discouraging that Dali later notes that "Public librarians are not sufficiently encouraged to engage in empirical research and to commit to publishing," because this means that these trends in practice are unlikely to be formalized or critically examined.[14] It also means that most RA education is limited in its reach to those with the time and resources to access conferences, articles, and webinars. Though the trend has been for decades that practitioners in public libraries create and provide RA education, this trend has not translated to additional research or interest from LIS scholars. In addition, the few academics who are interested in RA appear to have a different set of concerns for adult RA, and are separately following a different set of trends—particularly trends in theory.

For example, perhaps the most marked trend in thinking about RA theory among LIS scholars is a push to move beyond the current standard of Saricks' appeal factors as the primary tool for RA.[15] This represents a substantial break from RA as it is currently taught. Beard and Thi-Beard find appeal factors to be limited in utility, based on recent research, writing that "there is a strange faith that, if we find better ways to describe the object, we can more easily connect the object to patron. Such efforts are important; being able to describe a novel in terms of its genre, setting, characters, and plots is an important first step in RA. But research in literacy challenges

the idea that readers select a book based on its features."[16] Crowley agrees, writing, "The use of new technologies aside, the quarter-century effort to transform RA tacit knowledge into theoretical guidance for practitioners in the tradition pioneered by Saricks and Brown has more or less reached its practical limits."[17] Dali further echoes the sentiment, declaring that "there is a need for a drastically new definition of appeal and a radically different approach to appeal in the practice and teaching of RA," and even that making a distinction between genre conventions and genre appeals "appears fairly artificial and therefore should be abandoned."[18] Begum's work on the importance of escapist reading further supports the idea that adherence to genre and appeal might limit RA education.[19] She writes, "Training for readers' advisors to better aid escapist readers means rethinking traditional formats of advisory. One example may be to forego strict focus on genre lists or straightforward author/title knowledge." As appeal factors are a cornerstone of many RA classes and texts, and have been for almost thirty years, these assertions represent a substantial break from RA as it is currently taught.

Curiously, despite being quite different from what almost all readers' advisors have learned in the last twenty-five years, this trend in theory has barely reached most of those who are teaching it. So although there is a growing consensus that new work needs to be done in this area, it is only among a few researchers in the academic space. Practitioners, and some LIS instructors, still rely heavily on appeal factors to teach RA. A review of available syllabi for RA courses taught in MLIS programs shows that almost all courses are structured around review of different genres and appeal factors.[20] Indeed, by contrast to the growing academic discontent with appeal factors, much of the sharing seen in the trend of practitioner-initiated sharing of RA knowledge revolves around improving accuracy of appeal terms and the understanding that readers' advisors have of them. Crowley observes this gap and writes that "one indicator of a stalled RA paradigm is the lack of theoretical upgrades on fundamental issues."[21] Though the theory is being researched and debated in a limited context, it has had almost no affect on RA education. This is a confusing set of trends; it's no surprise that Trott notes, "The continued success of readers' advisory services depends on the continued cooperation between practitioners in the field and researchers and theorists in the academy. At times these groups have progressed on parallel courses that do not intersect, resulting in loss of opportunities for useful and fruitful collaboration."[22] In fact, these groups appear to be progressing on courses that are heading in opposite directions, which has negative implications for the future of RA education.

THE FUTURE DIRECTION OF RA EDUCATION

Ultimately, the goal of RA education is to empower librarians to provide excellent RA service in their libraries. By that standard, RA education has much work to do. May et al., in their 2000 study of the Nassau Library System, found that there was no formal RA protocol in the libraries they visited, writing that "a nonmethodical, informal, and serendipitous response was the norm to a patron's request for a 'good read.'"[23] Shearer found the same results in his study of North Carolina public libraries, and Orr, who uses a similar assignment with her RA students, writes that "the recent results show that libraries still need a lot of help in this area."[24] These findings suggest that the current method and trends—minimal academic involvement in RA, combined with education that is largely dependent on the influence of enthusiastic practitioners—has limited efficacy in improving the practice of RA. If the contemporary approach to RA education has led to inconsistent RA service to adults, then an improvement in the level of service will depend on a future in which our profession's approach to RA education changes. For RA education to evolve to that level in the future, RA must be recognized as a core skill of public librarianship with clearly defined roles and best practices, additional research must be undertaken to better understand which RA tactics are most effective, as well as the motivations and choices of adult readers, and the ever-present gap between academia and practitioners must be closed.

Though the future of RA education is about as easy to predict as the future of libraries, it is clear that something must change for RA service to improve in the future, and that change must begin in how RA is taught and regarded. Though Dilevko and Magowan's views on RA differ from mainstream opinion, most would agree with their observation that

> the kind of readers' advisory service that each librarian chooses to offer—or feels compelled to offer—speaks to the vision of librarianship that is dominant at a specific public library or is present in a librarian's mind, or a commingling of the two. And so, while each readers' advisory transaction is a discrete event given form and substance by the proximate factors impinging upon it, at a theoretical level it can be constructed as a staging ground for a debate between competing models of public librarianship.[25]

In addition to competing models of public librarianship, RA is also caught between competing theories about the importance of pleasure reading and popular materials for adults. While RA has moved beyond the years of the "fiction problem," there is continued disagreement about the role of the public library in providing leisure reading for adults.[26] As Crowley proposes, "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."[27] Regan's 1973 statement still rings true: "The public image of most reader's advisers, as of the library itself, is burdened by ideals of the intellectual and spiritual worth of better reading, rather than the simple enjoyment which can be derived."[28] Whatever the future direction of RA education, it will be difficult for any forward movement to take place without

a greater agreement within the profession about whether pleasure reading is indeed a core service of libraries, and thus whether the skills that librarians develop to provide that service are worthy of formal pedagogy and research.

The first step in the continued development of RA and RA education is to develop a permanent belief, especially among public library administrators and boards of trustees, that RA is a core part of public library services. Without consistent professional demand for librarians trained in RA, there is little motivation for librarians without a natural inclination toward RA to provide these skills, nor for libraries to invest in RA education. Although the 2013 *Library Journal* survey found that 100 percent of surveyed librarians provided RA in their libraries, this has not translated to the type of support other core library services receive— for example, only 9 percent of libraries surveyed had full-time readers' advisors on staff. When compared to the institutional support adult reference service generally fosters, this is striking, especially considering Beard and Thi-Beard point that "RA is an organic extension of the array of reference services already offered in the library. Maybe equally important for the library as a social institution, RA establishes a connection between patron and library."[29] Crowley agrees that a clear role for RA is important, and cautions that as librarians create this role, RA needs to be built into library services, rather than set apart from them. He writes, "Readers advisory must: (a) be justified by its positive effects on the entire library program; and (b) build a building-wide or organization-wide constituency."[30] Trott also writes about the importance of integrating RA into core services, as well as how education is central to this change, explaining, "Changing the false dichotomy that separates information-based questions from reading-centered questions in library public service can be addressed at all levels in the profession, from library school curricula to the day-to-day library practice."[31] One challenge to this change is that at the moment, whether taught by professors or practitioners, there is no agreement about what the role of a readers' advisor is, what the professional status of those offering RA services should be, nor a standard curriculum or institution from which the many forms of RA education can draw. Smith writes that "First, the profession needs to identify and define the nature of the readers' advisory role. Library staff members need a map of readers' advisory practice."[32] A related concern is whether RA should be defined as a professional task, which Crowley identifies as a serious concern and Dilevko and Magowan see as related to developments like the NoveList database and *Genreflecting*, writing that these services allow "library administrators to think that such service can be delivered just as efficiently by lower-salaried paraprofessionals as by higher-salaried librarians."[33] In response to this viewpoint, and that of Crowley, Smith writes that "readers' advisory service will only be professionalized when it is consistently and effectively delivered. We should not be so concerned with who delivers the service but the quality of the service that is being delivered."[34] Settling the question of the role of the readers' advisor, and what a readers' advisor is required to know, may bring clarity to defining the necessary education level and professional qualifications needed for that position.

However, even clarifying the role of the readers' advisor and best practices for RA will not be enough to elevate RA education; there will still be crucial gaps in the research that is needed to provide useful information about adult readers and their behavior. The paucity of this research is a result of decades of professional disinterest, as Dawson and Van Fleet note, "Given the value of reading and the public's demand, it is disturbing that the library and information science profession has not more widely and enthusiastically embraced the readers' advisory function."[35] Theories and research that support RA must be reexamined and updated to broaden what is taught to librarians. In some cases, the research is there, but it is not yet regularly included in education of RA. For example, reading studies have validated the gut instinct of many librarians that leisure reading and escapist reading are important for the mental health and personal development of adult readers, a crucial piece of research for RA advocates.[36] Begum found that "the transformative nature of leisure reading is such that it can be considered by many a means of maintaining humanity and a sense of self in sometimes uncertain and dangerous settings."[37] The implications of continued work around the importance and use of reading in adult lives could mean more changes for current RA and how it is taught, as well as who learns it. However, because reading and RA have not been priorities for LIS studies, there is a gap between LIS and other disciplines doing this work, with an even larger gap between practitioners in public libraries and research into adult readers. Beard and Thi-Beard note that "more work has yet to be done to integrate contemporary research on literacy with contemporary readers' services," but this contemporary research is often not taking place in LIS departments.[38] Ross, McKetchnie and Rothbauer observe that

> in the past fifteen years or so, a great deal of research has been published about reading, reader response, audiences, genres, the value of popular culture, book clubs, communities of readers who meet face-to-face or virtually to talk about books, and the role of libraries in promoting literacy and reading. The literature is scattered and fragmentary, however, published variously in scholarly journals and monographs in education, cultural studies, media studies, and library and information science.[39]

Much of the research readers' advisors would like to undertake or use to improve their services has already been started in other fields; in the future, RA educators could collaborate with researchers in those fields to teach RA effectively, bypassing LIS researchers. As Orr observes, "Research in reading for pleasure has developed into a robust field without us."[40] Alternately, Crowley offers several intriguing opportunities for LIS to better embrace RA studies, including

partnerships and funding with state library associations and placing pressure on the ALA to require such coursework to fulfill accreditation requirements, all of which would help close this gap.[41] As Crowley writes, "The RA community has reached the point where it has become necessary to draw on the research of other fields to determine (1) its relevance to RA and (2) how best it can be turned into the 'new RA knowledge' necessary to develop innovative and energizing mental tools for use by the RA advisor in her or his future interactions with readers, viewers, and listeners."[42] Dali also makes note of this necessity. She suggests that "what [reading advocates and pioneers like Chelton, Saricks, Smith, and others] built has guided RA for over 30 years, and we are still basking in their glory and using their ideas without contributing much of our own except the inevitable: going online. It is about time we took RA to the next level and add to the foundation that they had built by turning RA into an embedded community service and a reader-centered subject of scholarly inquiry and graduate LIS education."[43] This call to action animates what one future for RA education could be, with additional research and support for RA.

By far, the greatest challenge facing the development of RA education at this point is the gap between RA theory and practice; between the academy and practitioners. RA is by no means the only subject in LIS with this problem, but it's a particular issue for RA given the relatively small number of people working in the field. There is no organization or journal devoted exclusively to RA, and Moyer points out that "with no specific journal addressing this need, librarians who want to keep up-to date with fiction studies and research on readers' advisory services must use electronic databases such as Library and Information Science Abstracts and Library Literature and Information Science. Unfortunately, this is not an easy task."[44] Not only is this research difficult for many practitioners to access, relevant research is still incomplete in many places. For example, according to Dali, "Sorely missing is LIS research into the contemporary reading practices of adults, including seniors, immigrant and ethnic communities, marginalized readers (e.g., prisoners), and readers with print disabilities."[45] Orr believes that part of the issue is that RA research is still happening too infrequently, writing that "while there are an increasing number of papers being published in the RA field today, we need more, especially those including solid research."[46] This low access and missing scholarship places several barriers between the present and the future of RA education, compounded by Wright's observation: "Why don't librarians read more professional literature? Out of many reasons not to, a few may suffice: it's boring, we're busy, and life is short."[47] Wiegand posits that beyond the effect on RA service, this lack of literature and access to it is also a problem for public libraries seeking to demonstrate their value to stakeholders because at this point, "unfortunately, librarians have little knowledge of why people read what they do. As a result, they lack a deeper understanding of how libraries already serve readers, and they miss evidence that they could use to convince state legislatures and other sources of financial support that spending money on stories is important."[48] The challenge of engaging LIS researchers more deeply in research related to RA is not just a problem for RA education—it is also a problem for the service and the readers it supports.

This gap is unlikely to close without sustained effort. Van Fleet warns that "students who are engaged and excited by the theories and concepts to which they are introduced in readers' advisory or adult services classes and who decide to pursue doctorates may find that they are hard-pressed to find a doctoral program in a school of library and information science that meshes well with their intended area of study and research."[49] Orr suggests that changes to who provides RA education in MLIS programs could alter this in the future, writing that "obviously, many readers' advisors would love it if more library school educators would take up the torch. But another solution might be for practicing RA librarians to continue to share their knowledge as adjuncts, but to also consider obtaining a Ph.D with the goal of becoming full time professors."[50] Currently, however, most publications on RA are in professional journals, on practical advances in RA, and that is where most practitioners have influence. According to Moyer, "The largest area of publication [about readers' advisory] is in general readers' advisory services. These are about serving the reading public, readers' advisory tools, readers' advisory Websites, and readers' advisory services in the public library. Most of these publications are written by and for staff and librarians who regularly work with readers and few are about research projects."[51] Whether the gap between the interests and writing of practitioners and the research of academics can be bridged—and truly, whether either group wants it to—has tremendous implications for the future direction of RA and RA education.

Despite continued confusion over the work of RA and lack of research, there are nevertheless attempts to develop RA education in new directions, and these provide a tantalizing look at what RA education could provide with proper acknowledgement and support. For example, based on her research, Dali has proposed a new method and approach, called the Single Questions aimed at Inducing Narrative method (SQUIN).[52] Using SQUIN, a readers' advisor would ask one question that would elicit a longer response from the patron, up to fifteen minutes, rather than the back-and-forth of a traditional RA interview. In 2013, she wrote, "The SQUIN method can also serve as a training and educational tool for readers' advisors, who should become accustomed to and skilled at listening to stories and narratives." The SQUIN method, which has not yet been embraced by practitioners because most are unaware of it, introduces a new way to practice and teach RA in public libraries, as well a potential answer to the growing understanding that appeal factors are no longer a sufficient basis for RA education. It offers an intriguing possibility as to what is possible for the future of RA education, if only the challenges described above can be surmounted. The future direction of RA education can be

more than additional roundtables and occasional articles—it can be librarians at the forefront of changing how adult readers connect with literature, and it can be more readers' advisors across the country matching even more adult readers with the right book at the right time. It can be every adult library patron having access to a high-quality service that they desire, use, and deserve.

CONCLUSION

Haunting any possible future for RA education is Moyer and Weech's observation that there is "an apparent 40-year cycle in the visibility of perceived importance of adult readers' advisory services in libraries."[53] By that measure, if the current wave of perceived importance can be tracked back to the 1980s, here in 2016, we are fewer than ten years from the next dark age in adult RA and RA education.[54] This potential for decline is compounded by Orr's observation that "the graying of the profession [is] affecting both practitioners and professors," meaning that if younger librarians and academics are not taught about RA, it will be even easier for the last few decades of work to be lost.[55] Large-scale changes need to happen, starting with improvements in education at all levels, to break this cycle and instead build on what has been accomplished. Without serious attention to this issue, the work done in RA education since the 1980s risks being lost and, perhaps, rediscovered decades from now.

The potential of RA to positively affect readers and library users across the United States is incredible, but only if RA education can meet the challenge, in both practitioner and academic communities. What's more, changes to RA education in the future need to work for multiple constituencies. As Smith notes, "We can't be focused just on people who are learning and entering the profession. It also has to be accessible to people in the field."[56] The urgency for a new future for RA education that pushes RA further than the current trends goes beyond the needs of readers' advisors—it is driven by the needs of adult library patrons. As Hollands and Moyer note, "Though the form in which people receive advice varies tremendously, access to some kind of intelligent suggestion about what one might read next is at an all-time high. The long-term success of readers' advisory, however, remains in the balance."[57] Adult public library patrons clearly desire RA services and access to the books readers' advisors recommend, and RA education in all its forms needs to step up to allow public librarians to meet this need to the best of our abilities.

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We Share Great Stuff

Marketing Content at the Edmonton Public Library

Tina Thomas

***Tina Thomas** is the Director of Marketing, Communications and Fund Development at the Edmonton Public Library (EPL). She joined EPL in spring 2009 after fourteen years in the private sector. She has experience in a broad base of marketing disciplines including product and solution marketing, strategy, market analysis and business development. She holds an executive MBA from Queen's University, a Bachelor of Commerce from the University of Alberta and a Certified Public Accountant designation. Tina was the main champion and leader behind EPL's award-winning rebranding project. In 2013 she was named International Association of Business Communicators (IABC) Edmonton Communicator of the year. In 2011 she was honored as a* Library Journal *Mover and Shaker, as well as one of the Top 40 under 40 by Edmonton's* Avenue Magazine.

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Even though libraries don't "sell" things for money, we still want customers "buying" into us by using our materials and services. In this column, Tina Thomas shows how merchandising and following the lead of for-profit businesses has increased circulation at the Edmonton Public Library.—*Editors*

As the director of marketing at the Edmonton Public Library (EPL), I have the good fortune to work for an organization that fully embraces the value of marketing and the critical role it can play in helping ensure the success of almost any program, service, or initiative the library undertakes.

Conversations about the demise of libraries are common; so are misconceptions about what libraries do. OCLC's 2010 report on the perceptions of libraries shows people associate libraries with books—even more so than they did in previous years.[1] Our content is a key part of our brand and persona and, as a result, we often think we don't need to tell people about it. In my six-year tenure at EPL I have certainly seen that the focus of most library marketing and communications efforts is on our fun and educational programs, customer service innovation, our warm and welcoming community space—and everything else we do outside of our content.

But as OCLC shows, one of—if not the main—things people love about us is that we have great stuff. How do we embrace that, showcase it, and leverage it in support of the other amazing and sometimes more glamorous work we do?

HOW WE GOT HERE—ABUNDANCE, POPULARITY, DISCOVERY AND HABIT

EPL's approach to promoting our "great stuff" has taken shape over the past several years, and has been influenced along the way by several thought leaders inside and outside the library world.

While the approach to marketing our content was in formulation well before we had the chance to view his talk, one of the key influencers—or at least points of validation that we were going in the right direction—was David Lankes, professor and Dean's Scholar for New Librarianship at the Syracuse University iSchool. In his talk "The Bad, The Good and The Great," Lankes provides some insightful views about when, where, and how libraries provide value.[2] His talk proposes that the challenge people have is not scarcity of information; that the problem is not finding five hundred different descriptions of a book or reviews of a restaurant to

try out or product to purchase. The problem is people can find five hundred when they only need two. Consumers of information today need help narrowing down and making the "right" choice. They need help sifting through the mass quantities of information available to find what best fits their interests and needs. Our recommendation, our expert opinion, our ability to narrow the choice has power.

Similarly, author, entrepreneur, and marketing guru Seth Godin has two great blog posts that speak directly to the value of libraries and the expertise of the staff who work there.

The first outlines the problem with hit radio. When we only listen to top 40 radio, we are letting the "crowd" decide what we hear. The nature of search engine optimization is to mine the Internet and find the most popular, paid for, and search-optimized content, and push it to us. As a result we keep seeing "the hits" over and over.[3] As Lankes said, and we all know, information is proliferating—there are so many highly focused, niche, targeted, personalized, and great choices out there. However, by narrowing the choice to JUST what's "popular" we are giving up responsibility for our choices and what we consume to the mass opinion. Often what we consume has little to do with whether it is right for us and is more because it is popular and all we see. As Godin accurately shares, "It takes a conscious effort to seek out the thing that's a little less obvious, the choice that's a little more risky. Popular is not the same as important, or often, not the same as good." As libraries and library staff we have the chance to help people find what is a little less obvious, something more specific and likely something better and more targeted to consumers, and their specific interests, needs, or taste.

Godin has another relevant post outlining the difference between search and discovery. **Search** is knowing exactly what you want and trying to find it. "**Discovery**, on the other hand, is what happens when the universe (or an organization, or a friend) helps you encounter something you didn't even know you were looking for."[4]

If search is the end game, Google wins. Considering again Lankes' proposition on the value of libraries, what's missing is taking the vast amounts of information available and narrowing the choice—helping people discover ideas, new thoughts, hidden gems, options, and opportunities they didn't know were available to them. Godin poses the question "Are you working to help your customers and colleagues find what they already know what they want? Or teaching and encouraging them to find something they didn't know they needed?" As libraries, this is the opportunity in front of us.

Finally, evidence-based research from the retail sector provided the last piece to influence our approach to marketing content. I had the chance to attend international retail conference Global Shop in Chicago in 2013. One of the excellent sessions I attended was led by Herb Sorenson—also known as the Shopper Scientist (www.herbsorensen.com)—outlining how people shop. Sorenson shared that contrary to popular belief, while surprising and delighting people sounds great as a goal in the retail sector, most shoppers are driven by the desire to minimize frustration and make purchasing easy.

Figure 1. Retail End Cap Displays

Why do you think retailers make displays like the two shown in figure 1?

According to Sorenson and his retail behavior research, habit is the servant of convenience—if you make it convenient for someone to buy something, they will, and they will buy more of it. Displays tell people what to consume. Often they don't care what it is they are choosing—they'll buy it because it's on display, which means someone with some knowledge or opinion has recommended it. As Lankes notes, someone has narrowed the choice. For most retail stores 20–50 percent of sales come from end cap displays. Retailers make displays and narrow choice because it is a good business decision—it increases sales and not just for what's on display; everything sells better when there are displays.

STAFF PICKS—HIGHLIGHTING THE FRESH, QUIRKY, AND FUN

So what did all these somewhat disparate but interconnected thoughts help influence at EPL? In 2013 we implemented a completely new approach to customer service and advisory services—Discovery Services.

Discovery Services brings together all the elements of customer engagement and experience including information services, readers' advisory, reference, digital literacy instruction, and customer service under one umbrella. Why? Because we recognized customers don't group their questions into discreet categories like readers' advisory or tech help,

so why should we? Every single customer engagement is an opportunity to showcase our services, make a recommendation, sign someone up for a program, or advocate for EPL.

One of the outcomes of our Discovery Services model specifically related to marketing our content was a focus on Staff Picks—on using our expert opinions to help narrow the choices and showcase great content and staff expertise to our customers. Unlike previous attempts at creating materials to showcase our recommendations, we leveraged our brand to help create and implement a common approach and consistent look and feel.

To highlight our staff expertise Staff Picks are shared under the banner "we read, we listen, we watch, we game and we share." We are smart, interesting, diverse, and opinionated. We know great content, and we can help our customers find it.

Building on Sorenson's ideas around the importance of displays, we developed common marketing pieces replicated in print, in branch, and online. In branch we have large display signage, bookmarks, and personalized stickers as a way to quickly and easily identify Staff Picks. We showcase our Staff Picks as part of a common displayer in a high traffic portion of our branch. This allows customers to browse staff recommendations and even follow individuals who consistently provide recommendations they like.

This model allows our staff to showcase their own personal interests and tastes. For example, Angelica is a new mom so her personal information consumption tends towards anything related to babies. She leveraged the marketing tools available to her putting a sticker on her Staff Pick choice. She took it a step further placing a Staff Picks bookmark with a personalized message at a chapter she found particularly relevant.

Figure 2. Staff Picks Display

Additionally, if she sees a person browsing or signing out one of her picks, she introduces herself and starts a conversation about the item the customer is looking at. As Angelica notes "It's an easy way to become a 'real person' to our customers."

Staff Picks was introduced at Angelica's branch as a fun thing for staff to do while on the floor, not just another task to complete. Staff have challenged each other to keep the display filled. They play games like "whose book will go first?" or they put out a book and then keep track of when it is checked out.

A key part of our approach is reducing fear and encouraging staff they can do it. While some staff certainly have more skill and professional expertise to support making educated, timely, and relevant recommendations, we all can participate. At the branch where Angelica works, all staff, including students, are encouraged to make recommendations and help keep the Staff Picks display full. Carolyn, in our purchasing division, is a huge reader of adult fiction and has some great suggestions. I am not a librarian but listen to audiobooks on my commute to work each day and feel very comfortable sharing my latest find. Vanessa was an administrative professional on my team but she had a special interest in zombies, HBO, and science fiction. She made some of our most interesting, well-thought, and timely recommendations. We can all participate at different levels.

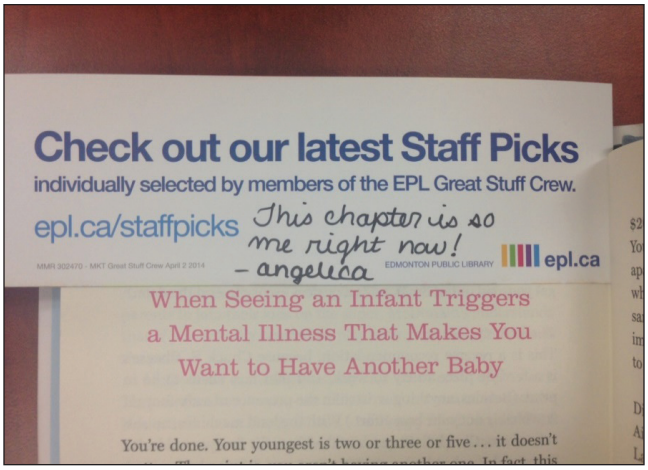

Figure 3. Personalized Staff Pick Book Mark

We put together best practices to help guide staff on how best to make recommendations, but the top philosophy is to have and be fun. Our content is interesting and diverse. Charm, wit, and personality displayed through our recommendations best reflects who we are—smart, engaged, and passionate people. It also entices customers to take our recommendations and keep coming back for more.

MERCHANDISING—CONSISTENT TOOLS TO HELP NARROW THE CHOICE

For the past couple years EPL has been expanding our understanding and use of merchandising tools and practices.

We know merchandising and displays work based on the work of Sorenson and other retail experts have done. But some displays work better than others. We are all "shoppers." We know what we expect when we are customers outside the library. We know what is inviting and enticing. Clip art, construction paper, tattered, torn, and faded, is not.

If we want our staff to create displays that best reflect our brand—showcasing the image, personality, and identity we want to present to our customers—we need to make it easy for them to display our content in ways that create interest and resonate with our customers. To help staff and increase

Figure 4. Display Theme Design Samples

our visual merchandising we established a small team two years ago with the mandate to create common merchandising tools, guidelines, and practices across EPL.

With nineteen locations of all different shapes and sizes across our city, a critical component of our approach to merchandising was creating common display themes, aligned to our brand, that branches could use in their displays. We surveyed branch staff to get ideas and feedback on the most popular, relevant, and needed themes, and then we developed a design system that would ensure they looked and felt like they all belonged together.

Figure 4 shows a sampling of the approximately twenty themes we designed. We built versions of the artwork to allow them to be used in different orientations. We wanted to create flexibility so concepts could be used in multiple ways. For example, themes like "all you need is love" or "spooktacular" allow the display materials to be used around holiday events but also allow provide the opportunity to be used at other times of the year.

Part of the reason staff had a hard time making displays is they didn't have the right tools to create them, so our next step was to implement standardized furniture and equipment across our system. We purchased a double-sided, freestanding displayer for each of our locations shown in figure 2 and again in figure 5. An oversized sign showcases our merchandising themes and allows the look of the display to change as the topic does. Similarly, to support the creation of table top displays, we implemented simple plexiglass sign holders in standard sizes as shown in figure 6.

We also recognized the importance of creating display opportunities throughout each branch. To meet this need we added shelf-end displays to our new system-wide signage and wayfinding standards, providing dedicated display space close to the content home. We also modelled an in-aisle displayer, shown in figure 7 after we saw a similar approach at King County Library System. The oversized poster holder allows us to draw people in using the same themes developed for the freestanding and tabletop displayers but in a different orientation.

The final piece in our tool kit is shelf blocks. Retail book stores have the benefit of multiple copies of an item which allows them to face material outwards—better showcasing the content by allowing customers to see the cover. Libraries don't always have the same ability because we often don't have the same volume of copies of any single item. Tools can help us.

Figure 5. Freestanding Displayer

Figure 6. Tabletop Display

Figure 8 shows our implementation and use of custom-designed shelf blocks that sit behind a book and allow it to face out. Tools similar to this already exist—and we tried them. Unfortunately the plexiglass material broke easily. In fact almost 15 percent of what we ordered as a trial was broken in the box when it arrived. In addition, the angled front face and bottom lip did not best showcase the content on display. Rather than purchase on an off-the-shelf product, we designed a custom piece with a more durable and flexible material. The depth of the shelf block ensures only one or two items need to be in front to achieve the look of front-facing content display.

Figure 7. In-Aisle Displayer

There is also a space to insert marketing materials as shown in figure 9. While the space could be used to promote upcoming EPL programs and services, we kept the messages higher level and aligned to our brand value statement so the system is easier to manage and maintain. With this approach materials can be displayed front-facing in aisle, encouraging customers to look at them and pick them up. Then when the item is taken the presentation still looks good.

WHERE WE'RE HEADED—MARKETING OUR CONTENT IS AN ONGOING PRIORITY

EPL is committed to helping our customers find great stuff by leveraging our staff expertise and personality, as well as through the use of tools that make it easy for our customers to discover something new. Staff Picks and merchandising tools are just two of the pieces we've implemented to increase our ability to share our great content.

In 2013 we developed a signage and wayfinding strategy for all nineteen of our locations to help ensure customers could navigate any of our locations quickly and easily. We are 80 percent of the way through implementing this strategy. Over the past two years we've also dedicated significant marketing efforts to promoting our digital content, leveraging various channels such as in branch, social media, website, earned media, and advertising. The results have been stellar and we'll continue to use the abundance of popular, diverse and interesting content to bring customers to the library.

Figure 8. In-Aisle Display Block with Materials in Front

Figure 9. In-Aisle Display Block without Materials in Front

Overall, the direction is clear. We have great stuff and we are committed to sharing it with our customers. We're putting the systems, practices and tools in place to make it happen.

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Hip Hop in the United States

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Hip hop is a ubiquitous part of American society in 2015—from Kanye West announcing his future presidential bid to discussions of feminism surrounding Nikki Minaj's anatomy, to Kendrick Lamar's concert with the National Symphony Orchestra, to Questlove leading the Tonight Show Band, hip hop has exerted its influence on American culture in every way and form.

Hip hop's origin in the early 1970s in the South Bronx of New York City is most often attributed to DJ Kool Herc and his desire to entertain at a party. In the 1980s, hip hop continued to gain popularity and speak about social issues faced by young African Americans. This started to change in the 1990s with the mainstream success of gangsta rap, where drugs, violence, and misogyny became more prominent, although artists who focused on social issues continued to create. The 2000s saw rap and hip hop cross genre boundaries, and innovative and alternative hip hop grew in popularity.

Today, hip hop culture is fully integrated into American culture. Our music, fashion, film, art, politics, and society as a whole are all influenced by the genre. Hip Hop Studies is a respected academic field of study, with more colleges and universities adding courses, concentrations, and minors in the field. The following resources would be suitable for both academic and public libraries, serving adult and young adult populations, for both scholarly and personal research.

This is not intended to be a comprehensive bibliography of hip hop, as there are many excellent resources, including global reference points and international artists. Focusing solely on the United States, this collection provides the framework to begin an institutions collection.

HISTORY AND CULTURE

Chang, Jeff. *Can't Stop Won't Stop*. New York: St. Martin's, 2005 (ISBN: 978-0-312-42579-1).

This book is a crucial addition to any hip hop collection. While journalist Chang gives a history of hip hop, including the music, dance, and art, this book really shines is in its first-person accounts from hip hop royalty, including DJ Kool Herc (who wrote the introduction) and Afrika Bambaata, among many others.

Charnas, Dan. *The Big Payback: The History of the Business of Hip-Hop.* New York: New American Library, 2010 (ISBN: 978-0-451-23478-0).

Charnas, a reporter who formally worked for producer and cofounder of Def Jam Records Rick Rubin, gives an insider's look at the hip-hop industry and includes excerpts from more than thre hundred interviews. The book focuses on the business of the industry, the major players over thirty years, and how hip-hop has affected mainstream/popular music and culture.

Coleman, Brian, and Adam Mansbach. *Check the Technique: Volume 2*. Everett, MA: Wax Facts, 2014 (ISBN: 978-0-9903076-0-0).

The second of this must-have series, this volume analyzes twenty-five albums from the 1980s and 1990s. Included are more than eighty interviews with some of the most influential artists during this time. It delves into the history and context of each track by speaking directly with the creators.

Fricke, Jim. *Yes Yes Y'all: The Experience Music Project Oral History of the Hip-Hop's First Decade*. Cambridge, MA: Da Capo, 2002 (ISBN: 978-0-306-81224-8).

Based on hip-hop exhibit at Experience Music Project in Seattle, this book traces the early history of hip hop in New York City in the early 1970s through the mid-1980s. It tells this story through photos, the DJs' and artists' and promoters' own words, and more. It also discusses hip hop's role on other artistic styles—graffiti and break dancing in particular.

Neal, Mark Anthony, and Murray Forman. *That's the Joint! The Hip-Hop Studies Reader!* New York: Routledge, 2011 (ISBN: 978-0-415-87325-3).

This text, written by two university professors, is often used in Hip Hop Studies and other university courses. It includes not only a history of hip hop, but also discusses gender and misogyny, racial diversity, cultural and global impact, and hip hop's role in American politics.

Nelson, George. *Hip Hop America*. New York: Penguin, 2005 (ISBN: 978-0-14-303515-2).

Originally published in 1998, this revised edition with a new author introduction gives a first-hand account of the rise of hip hop, from the late 1970s Sugar Hill Gang through the late 1990s Puff Daddy. He discusses the cultural impact of hip hop, which goes well beyond music.

Peterson, James Braxton. *The Hip-Hop Underground and African American Culture: Beneath the Surface*. New York: Palgrave Macmillan, 2014 (ISBN: 978-1-137-30524-4).

Peterson uses the concept of "the underground" to explore connections between African American literature, hip hop culture, the Underground Railroad, solitary confinement, and more.

Rose, Tricia. *Black Noise: Rap Music and Black Culture in Contemporary America*. Hanover, NH: University Press of New England, 1994 (ISBN: 978-0-8195-6275-3).

Tricia Rose has written several books on hip hop and music that deserve a space in your collection (*Microphone Friends: Youth Music and Youth Culture* and *The Hip Hop Wars*). *Black Noise* is one of her earliest and well-known books, in which she explores how rap and the hip hop movement are misunderstood and the effect have had on American culture. This is a must for any hip hop collection.

Schloss, Joseph. *Making Beats: The Art of Sample-Based Hip-Hop*. Middletown, CT: Wesleyan University Press, 2004 (ISBN: 978-0-8195-6695-9).

An academic look at hip hop production, including interviews with producers and artists explaining how they work and why they make the musical choices they do. Schloss places production techniques within a cultural and historical context allows the reader a peak into the hip hop community.

Serrano, Shea, Arturo Torres, and Ice-T. *The Rap Year Book: The Most Important Rap Song from Every Year Since 1979, Discussed, Debated, and Deconstructed*. New York: Abrams Image, 2015 (ISBN: 978-1-4197-1818-2).

This newly released book tells the history of hip-hop through influential songs each year from 1979 to the present. Included are graphics, photos, essays by artists, and more. This book would be a valuable addition to any collection.

BIOGRAPHIES AND AUTOBIOGRAPHIES

Eminem. *The Way I Am*. New York: Plume 2009 (ISBN: 978-0-452-29612-1).

This autobiography takes the reader through Eminem's harrowing personal and professional journey to fame and beyond. It includes photographs, drawings, and handwritten lyrics.

Jay-Z. *Decoded*. New York: Speigel & Grau, 2011 (ISBN: 978-0-8129-8115-5).

Jay-Z is one of the most successful and prolific hip-hop artists of all time. He tells his story unapologetically and openly and includes his analysis of his music.

KRS ONE. *The Gospel of Hip Hop: The First Instrument*. Brooklyn: Powerhouse, 2009 (ISBN: 978-1-57687-497-4).

KRS ONE is another hip-hop pioneer, also referred to as "The Teacha." This book is part self-help manual, part philosophical treatise, part history of hip-hop.

Piskor, Ed. *Hip Hop Family Tree 1: 1970s–1981*. Seattle: Fantagraphics, 2013 (ISBN: 978-1-60699-690-4).

Piskor, Ed. *Hip Hop Family Tree 2: 1981–1983*. Seattle: Fantagraphics, 2014 (ISBN: 978-1-60699-756-7).

Acclaimed graphic novels that began as a web comic on Boing Boing (boingboing.net), these graphic novels tell the story of the early years of hip hop starting with pioneers DJ Kool Herc, Afrika Bambaata, and MC Sha Rock and continuing with Run-DMC, The Beastie Boys, KRS One, and many more. Volume 3 was released in August 2015.

RZA. *The Wu-Tang Manual*. New York: Berkley, 2005 (ISBN: 978-1-59448-018-8).

An essential volume for students of hip-hop, as the Wu-Tang Clan is one of the most influential and innovative hip-hop groups. Divided into four books and steeped in numerology, Eastern spirituality, and mysticism, the *Wu-Tang Manual* includes information on each of the nine core members of the Wu-Tang Clan, with photographs and philosophy throughout.

Shakur, Tupac. *The Rose That Grew from Concrete*. New York: Pocket Books, 1999 (ISBN: 978-0-671-02845-9).

While this is geared toward YA, this posthumously published book of poetry by the iconic Tupac Shakur is a valuable addition to any adult or academic collection. This collection was written between 1989 and 1991, before Shakur became famous, and it includes reproductions of the handwritten originals with ideographs, drawings, and photographs.

Thompson, Ahmir "Questlove," and Ben Greenman. *Mo' Meta Blues: The World According to Questlove*. New York: Grand Central, 2015 (ISBN: 978-1-4555-0137-3).

This is the memoir of Ahmir "Questlove" Thompson, the Tonight Show bandleader, the Roots drummer and founder, producer, DJ, and writer. Entertaining and intelligent, he tells his story as the son of a 50s doo-wop singer, growing up in Philadelphia in the 1970s, evolving as a musician and forming the Roots, and his experiences with the artists he's worked and played with.

PERIODICALS AND SERIALS

Global Journal of Hip Hop Culture (www.wblinc.org/global-journal-of-hip-hop-culture)

This is a biannually published peer-reviewed journal that showcases art and hip hop culture. The organization that publishes the journal, World Beats and Life, is a nonprofit organization in Washington, DC, which also offers educational opportunities, panel discussions, lectures, film screenings, and more.

The Journal of Hip Hop Studies (http://jhhsonline.org)

This is an open-access, peer-reviewed, scholarly journal focused how hip hop relates to race, ethnicity, gender, justice, religion and God, culture and more. It started in 2012, but available issues date from spring 2014.

ONLINE RESOURCES

The Boombox (http://theboombox.com)

Current information on hip-hop culture (music and fashion), including reviews of songs and sneakers, a photo gallery, and page of lists to help the initiate or hardcore fan understand relationships between a variety of people, songs, and more.

Hiphop Archive and Research Institute (http://hiphoparchive.org)

The archive, started in 2002 at Harvard University, brings together a wide variety of materials (recordings, videos, photos, research, publications, interviews, etc.), categorized by themes and research initiatives. It includes a searchable bibliography of hip hop, information on their projects, and a blog written by the staff.

Recognize! Hip Hop and Contemporary Portraiture (www.npg.si.edu/exhibit/recognize/index.html)

The Smithsonian's National Portrait Gallery held an exhibit in 2008 on Hip Hop and Contemporary Portraiture

XXL (www.xxlmag.com)

This webzine covers hip-hop news, music, and lifestyle, and features up-and-coming artists. An excellent resource on staying current in the genre.

TELEVISION AND FILM

Wild Style (1983)

Produced by Charlie Ahearn and recognized as the first hip hop film, *Wild Style* includes appearances by Fab Five Freddy, Grandmaster Flash, Lady Pink, and the Rock Steady Crew. "Lee" George Quinones, a graffiti artist, stars as "Zoro" and shows the early days of hip hop in New York City.

Breakin' (1984)

This movie tells the story of a young jazz dancer's encounter with two break dancers and their success as street dancers. This was ICE-T's film debut.

Krush Groove (1985)

Based on the early days of Def Jam Records, this film tells the story of record producer Russell Walker (based on Russell Simmons) at Krush Groove record label. Features appearances by Run-DMC, Kurtis Blow, Sheila E., LL Cool J, the Beastie Boys, New Edition, and the Fat Boys.

Hustle and Flow (2005)

Starring Terence Howard as a Memphis pimp and hustler, this film follows him as he tries to achieve his dream to be hip hop artist. This film won and Academy Award for Best Original Song for Three 6 Mafia's "It's Hard Out There for a Pimp."

Something from Nothing: The Art of Rap (2012)

This documentary , directed and produced by Ice-T and co-directed by Andy Baybutt, explores the history of hip hop and artistry of creating verses through interviews with some of the most influential American hip hop artists. It includes interviews with Afrika Bambaataa, Big Daddy Kane, Dr. Dre, Eminem, Chuck Dee, Kanye West, MC Lyte, Snoop Dog, Raekwon, Nas, and many more.

Straight Outta Compton (2015)

Box office hit *Straight Outta Compton* tells the story of N.W.A., a hip hop group from Compton, California comprising Ice Cube, Dr. Dre, Eazy-E, MC Ren, and DJ Yella.

Empire

Hit television show on FOX, this is the story of the complicated life of Lucious Lyon, a hip hop artist and CEO of Empire Entertainment and his ex-wife Cookie.

There are several reality TV shows related to hip-hop that are currently or recently showing. These include:

- *Love and Hip Hop* and *Love and Hip Hop Atlanta* on VH1
- *Sisterhood of Hip Hop* on Oxygen
- *Growing Up Hip Hop* on WE tv

The Enduring Landscape of Online Subject Research Guides

Rebecca Jackson and Kristine K. Stacy-Bates

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This article reports the results of two related studies: data collection on characteristics of online subject guides at academic ARL libraries, and a survey of heads of reference at the same group of libraries concerning policies and practices for writing, maintaining, and promoting subject guides. Results are compared to a similar investigation published in 2004. Observation of guides focused on numbers and types of web links included, timeliness and accuracy, and discoverability of guides from each library's homepage. Survey questions included impact of guide quality on librarians' evaluations, use of guide templates, and reasons for using or not using a guide management system such as LibGuides.

In 2004, Lorraine Pellack and Rebecca Jackson published an article in *Reference and User Services Quarterly* titled "Internet Subject Guides in Academic Libraries."[1] That article was based on an examination of subject guides on the websites of US academic libraries in the Association of Research Libraries (ARL) and a survey of heads of reference in those same libraries. The librarians who responded to that survey expressed great interest in the project, and in the years since, the 2004 article has been cited many times. As a result of the success of the 2004 article and changes to the technology supporting online subject guides, Rebecca Jackson, one of the authors of the earlier study, decided with Kristine Stacy-Bates in 2010 to repeat the earlier research study, with a few alterations. This study gathered much of the same data as the previous study to examine the changes that have occurred in the intervening years. Data from the earlier article was gathered in 2002, while guide examination for this study was done from 2011–13 and heads of reference of ARL academic libraries surveyed again in 2013.

Technology and creative ideas for using it have greatly affected the ways libraries present themselves to their users. Prior to the digital age, librarians created print subject guides and pathfinders to highlight useful information resources in various fields, and these guides were brought online as libraries developed web sites and began to rely on web resources. The introduction of the LibGuides platform in 2007 and the use of other content management systems presented many libraries with a more convenient way to manage online guides. Since 2002, most guide creators have been able to develop guides faster and to change their guides more quickly. The present authors found that the number of links

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per guide had increased in the decade between the two studies. However, there are still many guides in need of updating, with some broken links to resources found in the majority of guides examined in this study.

Subject guides remain an important element in the array of services librarians provide for their users. According to Tim Wales, "[the subject guide's] *raison d'être*, far from being called into question, has actually been reinforced in the internet age as library users struggle to navigate through the masses of online information now available to them."[2]

LITERATURE REVIEW

Even before the introduction of LibGuides, librarians wrote about web-based subject guides and the use of homegrown content management systems for streamlining their production. While the authors do not intend to review all of the pre-2002 literature on library guides, one article deserves special mention. In 2001, Louis A. Pitschmann wrote a paper for the Digital Library Federation based on an "informal survey" to uncover the major challenges in creating useful lists of "free third-party web-based resources," or subject guides.[3] This was one of the first documents to deal seriously with standards for the collection of Internet resources. The survey found the major challenge was the selection of quality resources and defining what criteria characterize "quality." Pitschmann maintained that collection development policies should be created for electronic resources, as they are for print resources in many libraries. His evaluation criteria were much the same as librarians use today in teaching students to evaluate web content: accuracy, authority, completeness, depth of coverage, currency, and level of intended audience.[4] Pitschmann concluded, "Web resource creation does not consistently include equally rigorous evaluation and revision as does information in print format; in fact, the most extensive evaluation of composition and organization may occur after completion and then only by end-users."[5]

The literature on subject guides since 2002 tends to focus on a few themes: guide content and arrangement, the use of guides, and promotion of their use. A few researchers have written specifically about LibGuides and other systems for development of subject guides. The first theme is partially addressed in the Subject Guides section of *Library Success: A Best Practices Wiki*. One of the tips cautioned "a subject guide is not a laundry list of every reference book or Internet link related to a topic. Instead, a truly useful subject guide is a list of carefully selected resources."[6] Ouellette, studying user perceptions of guides, observed that "especially students that are new to the research process, are easily overwhelmed by too many choices. . . . Therefore, subject guides should contain a limited number of high-quality resources rather than comprehensive lists of everything available to students."[7]

Arrangement of resources is also important. Researchers seemed to agree on the separation of resources into categories and the arrangement of resources within those categories. In 2002, Jackson and Pellack looked for an alphabetical arrangement of resources.[8] Today, relevance ranking is the most common arrangement of results in search engines, research databases, and other online resources, with options for changing the sort order if desired. Of the writers commenting on the arrangement of resources within categories, all of them recommended a relevance-based arrangement, Stitz et al. observing that "Users will often try links that appear earlier in a category first."[9]

The need for annotations was another content issue addressed by a number of writers. Truslow, as well as Chen and Chen, found that the percentage of annotations varied widely within and among subject guides, though in both studies the majority of resources did include annotations.[10] Slemons wrote that students "want to know what information [the resources] provide, how and when they might use them, and their strengths and weaknesses."[11] Whether or not annotations are necessary for all resources listed in a guide, they are certainly helpful for those resources selected as "best bets." Jennifer J. Little wrote an article discussing cognitive load theory related to subject guides. She made several recommendations regarding the content and arrangement of guides, including "Provide clear descriptions of each research guide's purpose and for each resource listed in the guide."[12]

Accuracy, both in the guide text and in the currency of links, came up many times in the literature.[13] Pitschmann considered accuracy to include the "the extent to which [the guide] presents prevailing opinions, ideas, concepts, scientific findings, theories, and practices relating to the subject."[14] Of course, keeping links updated as resource URLs change is also of utmost importance. With the use of LibGuides and other database platforms, link checking is often automated. However, for LibGuides, humans must initiate the process of link checking, which should be done on a regular basis. Unfortunately, many such systems look only for "Page not found," 404 or 504 errors; until just recently, they have not recognized redirects, which often lead to a completely different website than intended. As Corrado and Frederick stressed, even with the use of automated link checking, "nothing is better than having a person . . . check the pages manually."[15] Judd and Montgomery pointed to subject guides as marketing tools for the library, and as such "they should be free of typos and the content should be up-to-date with hyperlinks current and active."[16]

Related to content as well as to user experience is the use of templates for guides. A few writers commented on their use, all recommending them. Tchangalova and Feigley, and Dalton and Pan wrote that using templates helps students navigate from one guide to another within an institution.[17] In a survey distributed via two discussion groups, Wakeham et al found that "The guides of 92% of respondents were based on a template though this was sometimes described as 'basic', 'rough' or 'flexible.'"[18]

The second major theme of recent studies, use of subject guides, has generated a larger body of research than was

available in 2002. Part of this is probably the result of better methods for measuring website usage. Part is probably due to the greater emphasis on libraries' accountability for the added value of librarians' services. In a survey of guide users by Courtois, Higgins, and Kapur, 40 percent of the responses rated the guides as not helpful or only a little helpful.[19] Reeb and Gibbons reviewed previous research on subject guide usage. Their explanation for students not using subject guides was that "Undergraduate students' mental model is one focused on courses and coursework, rather than disciplines."[20] Thus librarians need to move away from discipline-based research guides toward course-based guides.

Dana Ouellette offered several explanations for why students do not use subject guides: they are not aware of their availability, they prefer to do their searches with familiar tools on the web, and "they do not feel they need to [use them]."[21] He also offered three conditions under which students will use guides. "Students will use subject guides if they are stuck. . . . [or] if they have to find information in a new discipline. . . . [or] when their instructor specifically suggests that they do."[22] Addressing Ouellette's first explanation for why students do not use guides, Stitz et al. pointed out that subject guides should be featured strategically on a library's website so that they can be found.[23] However, even if guides are linked directly from the library's website, they have to be named in such a way that users know what they are. In a study by Chen and Chen, 75 percent of the guides examined were linked from the library's home page.[25] Even with the entry point on the library's home page, Stitz et al. found that users did not recognize the link.[26] Dalton and Pan found that "'LibGuides' as a term was not meaningful to users."[27] Tchangalova and Feigley commented on the wide variety of names of—and purposes for—library guides: "How to describe what a subject guide is in a succinct understandable way is difficult (hence the plethora of terms)."[28] It seems that the perfect name, recognizable by all, has yet to be determined.

Some authors have written about interesting elements of the use of subject guides. Forbes and Brown, Ouellette, and Staley, all found that the pages which linked to databases were more heavily used than other pages in the guides.[29] Other sections that Ouellette found to be popular were pages with citation help and pages with links to encyclopedias and dictionaries. The only guide parts that Ouellette described as unhelpful to students were the "'find books' sections, which many students found unnecessary because a catalogue search box already exists right on the libraries' homepages."[30]

One way of ensuring that students knew about the guides librarians had created, according to researchers, was through promotion. Foster et al. devoted an entire article to promotion of LibGuides. After trying many promotional activities, they concluded that the most successful marketing came from course-related instruction.[31] Forbes and Brown also found that instruction increased the use of their subject guides.[32] Staley added that instruction also increased the "use of the subject guide homepage."[33] Grays, Del Bosque, and Costello suggested that the use of social media might increase the use of subject guides.[34] However, no studies have been done linking promotion by social media and increased subject guide usage. In fact, it seems that at present there is no magic bullet for effective promotion of guides except by demonstrating them in classes.

In addition to the literature so far reviewed, there have also been articles specifically about LibGuides, the most frequently used platform for guide creation by the libraries in the present study. Several writers promoted the use of LibGuides for various reasons, including

- ease of use by librarians, who do not have to learn HTML or other programming to create the guides;
- production of more specific guides for courses and other needs;
- ability to share content among librarians, both within and outside a specific institution;
- flexible organization of resources;
- ability to incorporate RSS feeds, videos, and other social media features;
- built-in link checker; and
- statistical analysis feature.[35]

Ghaphery and White pointed out a common pattern of who in the library now handles guide creation with LibGuides: "It appears that many library systems departments are not actively involved in either the initiation or ongoing support of web-based research guides."[36] For many librarians, the ability to create and offer such resources instantly, without the need for intervention of local technology systems staff, is very attractive.

Forbes and Brown presented a project from the University of Denver's Penrose Library using LibGuides usage data combined with data from Google Analytics. Statistics generated from LibGuides are very general, indicating which guides, pages, and links get used most often. Using Google Analytics they were able to determine: how users found their guides (from search engines, their own library website); who those users were; numbers of repeat users; length of time users stayed on the guides; and more.[37]

Given what the literature describes about subject guides in the above review, and the changes that have occurred in the creation and maintenance of these guides, the authors were curious to discover what the actual differences were between those guides analyzed in the 2002 Jackson and Pellack study, and the equivalent guides in this study.

METHOD

In the 2004 published study, Jackson and Pellack examined the guides in chemistry, astronomy, journalism, and philosophy. Note that for the 2004 article, the data was collected in 2002; therefore the present authors will use 2002 as the date of comparison with this study's data. In the interests of time,

and since the chemistry guides tended toward great length, the present authors visited the chemistry, journalism, and philosophy subject guides of ARL academic libraries in the United States, numbering 101 institutions at the time of the study. The Iowa State University Library subject guide for philosophy was eliminated from the review because one of the authors had developed it and felt that might be considered a conflict of interest. Guide observations were primarily during 2011 and 2012, with a few observations made in 2013. The subject areas chosen represented disciplines in the sciences, social sciences, and humanities. In all, the authors reviewed 98 guides in chemistry, 92 guides in philosophy, and 70 guides in journalism that were available from these 101 institutions.

For each institution, the authors used a template similar to the 2002 study template to record data, including name of school; discipline (chemistry, philosophy, or journalism); the date the guide was checked; the date it was last updated (if displayed); whether the guides were linked directly from the library's home webpage and that link's name; the steps required to land on the guides, if they were not linked directly from the main library website; the content management system (if identifiable) used to create the guides; the number of resources included in the guide and the percentage of dead links; whether the resources were in categories, were alphabetized, and/or were annotated; and the inclusion of e-journals, e-books, indexes, or tags in the guide.

Beyond that, the authors developed spreadsheets for each discipline listing each linked resource, the URL for the resource, and exactly which libraries linked to that particular source. All links integral to an individual guide were checked and logged in these spreadsheets; links that were clearly included as header, footer, or sidebar entries for all guides for the library were not counted or checked. Some guides included identical content boxes or subsections in more than one section of the guide; in those cases, links were not counted twice.

As in the earlier study, a survey was sent via email to all the ARL libraries in the studied group, addressed to the head of reference (if one could be identified) at each library, with a request to forward the survey to the most appropriate person. Both the past and present researchers felt the survey would add interesting contextual background that could not be gleaned from the guides themselves. Of 99 surveys distributed in August 2013, 32 (32 percent) were returned—lower than the 57 percent return rate for the 2002 study, but still a satisfactory and usable number of responses.

RESULTS

Arrangement and Content of Guides

The first data point collected in the observation of guides was the number of institutions that directly linked to their subject guides from the home page of the library. If a link was on a drop-down menu with a different title, such as "Research Assistance," that was not counted as a direct link. Using the number of philosophy guides (92) as the base of this analysis, the authors found that 62 (67 percent) libraries linked directly to a list of their guides from their home pages. For libraries linking directly to their guides, the majority (63 percent) called them either Research Guides or Subject Guides. Other names included Research by Subject, Library Guides, and Research Guides by Subject and Course; three libraries used the product name LibGuides.

Of the 33 percent of libraries with guides not linked directly from the home page, some gave links from drop-down menus on the first page—links with names such as Research Help, Search and Find, and Finding Help. At other libraries, pathways were hard to discover. In some cases, it was necessary to choose the right library from a group of campus libraries to find the subject guides that fit the topical focus of that library. One site's only path from the homepage to the subject guides was via the link for "Personal Librarians." If these authors had difficulties locating guides, then patrons who may already be facing daunting choices for finding information might never stumble upon this type of resource.

As was discussed in the literature review, LibGuides is a popular system for several reasons including that it is easy for librarians to learn, and it circumvents the necessity to wait for technical services or systems staff to implement corrections identified by subject librarians. The present study showed that 71 percent of the 101 libraries reviewed were using LibGuides. Locally developed named systems or other known systems counted for a very low percentage. For 28 percent of the libraries, guides were provided through an unnamed local system or a system that did not display any branding.

In 2002, guide organization was considered in the Jackson and Pellack study as being an important aspect of the usability of guides. In 2011–13, most guides (87 percent) were divided into categories, similar to the 83 percent of guides arranged in categories in the 2002 study. Although journalism had the highest median number of links, journalism guides were least likely to have links sorted into categories, with 41 percent of journalism guides providing a single uncategorized list of resources. In each subject, when categories were used, they followed different patterns at different libraries. In many cases, the categories were named for research actions, like Find Articles, Find Books, or Find Background Information. Other guides featured subfields of a discipline instead, and some included both. For instance, a user might find a philosophy guide divided into the categories of general reference sources, finding journal articles, finding books, and then further categories of ethics, metaphysics and epistemology, non-Western philosophy, recent acquisitions, and blogs and feeds—a real hodge-podge. Many of the guides had categories for citation styles, remote access to library resources, primary sources, and other aspects of the research process.

An important aspect of guides in the past was the alphabetical arrangement of resources within categories. In this

Table 1. When was the guide last updated?

	Guides with Unknown "Last Update"	Median Time Since Last Update	Maximum Time Since Last Update	Minimum Time Since Last Update
LibGuides sites (*n* = 184)	8 guides (4.3%)	67 days	1,088 days	0 days
Unbranded sites (*n* = 74)	46 guides (62%)	97 days	1,677 days	2 days
All guides (*n* = 260)	54 guides (21%)	71 days	1,677 days	0 days

Elapsed time between "last updated" date (if given), and date when guide was checked

Table 2. Results of Internet Guides Review

	Chemistry	Journalism	Philosophy
Total number of libraries with guides in the subject area	98	70	92
Total number of distinct URLs found	4,834	4,053	2,430
Median number of links by guide	88	105	53
Mean number of links by guide	141	151	77
Guides with at least one dead link	88 (90%)	60 (86%)	66 (72%)
Guides with more than 10% dead links	20 (20%)	18 (26%)	15 (16%)
Most links in a single guide	1,117	1,469	349
Fewest links in a single guide	19	12	7
Number of resources linked by only one library	3,845	3,058	1,898
Number of links to resources that were local to that library	1,937	835	777

study, most of the guides (79 percent) did not consistently alphabetize resources, while in the 2002 study, only 39 percent of guides were not in a consistent alphabetical order. In a time when arrangement of search results by relevance is the norm, that may be what searchers expect in a list of resources—seeing the most important at the top of the list. If that is the case, however, the arrangement should be explained somewhere on the guide. If "best bets" or a similar designation was used as a heading, it was fairly evident that links in that section were the most relevant. There were other guides with arrangements that seemed to be neither in relevance order (based on the authors' judgment of the relative importance of resources for that discipline) nor in alphabetical order. Again, a simple explanation for the arrangement of resources within a category should be provided.

As with guide organization, annotation of guide resources is still commonly mentioned in the literature as a necessity.[38] However, only 54 percent of guides provided annotations for all or most of the links. The other guides either had no annotations (8.5 percent of the total) or less than half of their links were annotated. Since many librarians plan guides to serve as starting points for patrons' research in a subject area, this lack of explanation of resources seems to limit their usefulness.

One feature that was no longer a concern in the present study as opposed to the 2002 study was the presence or absence of printed URLs accompanying links. In LibGuides, when a guide is printed, the URL is usually provided, even though it is not visible online. In addition, based on the authors' experience, the tendency for printing guides regardless of platform has declined; more work is done online than was the case ten years ago. Further, if a user is working from a print guide, it is often easier to find the resource by name with a general search engine than to risk the possibility of errors in typing long URLs.

The authors also looked for revision dates in the guides. One of the first things librarians tell students about evaluating websites is to look at the date—if the site is really old it is probably suspect. Of all the guides from the three categories, 21 percent listed no dates for the latest revision. Surprisingly, even 4.3 percent of sites using LibGuides, which automatically displays the date of the most recent change to a guide, had suppressed the revision date (see table 1). Between the last revision date (for guides displaying a date) and the date the authors observed a guide, the median time elapsed was 71 days. As table 1 shows, LibGuides users seem to update their guides, on average, more often than non-LibGuides users. The maximum number of days elapsed since the last update—1,677 days—is more than 4.5 years. One LibGuide went nearly three years (1,088 days) without an update. Since currency is such an important indicator for evaluating guides, libraries should make this available to users, and those dates should reflect the currency librarians teach their students to expect.

Uniqueness of Resources

As shown in table 2, chemistry guides had the highest number of distinct URLs as a group, partially because more of the libraries in the study had guides on this subject. Journalism came in a relatively close second, and philosophy was a poor

third. However, journalism had a higher median and mean number of links per guide than chemistry or philosophy. Possibly the higher median for journalism could be attributed to the fact that journalism guides often listed local and national newspapers and other media outlets that were not relevant for the other two subjects. The highest number of links in a guide for any of the subject areas was often the result of a guide listing all disciplinary journals in that library's collections. When this happened, the count of links for that guide rose significantly.

Table 2 also shows the count of links in each subject that were cited by only one library. These numbers are fairly high and lend credence to the argument that each library tailors its own guides to its curricular and research needs. In each subject area, a large majority of URLs had only been selected by the creator of one guide—80 percent for chemistry, 75 percent for journalism, and 78 percent for philosophy. There were a few guides that created value beyond their own institutions by offering a unique (and generally well-maintained) set of links. These were guides that other libraries linked to as well, since they served as portals to very specific sets of information in a field (see Huber's Chemistry and Biochemistry guide for the UC Santa Barbara Library that includes a comprehensive list of professional chemistry societies in the United States and worldwide).[39]

For similar reasons, the authors were also interested in the number of local links used in subject guides. "Local" links were defined as those linking to resources or departments within that library or its host institution, or to resources within the same community or state. A large percentage of links in each subject area were local (40 percent in chemistry, 21 percent in journalism, and 32 percent in philosophy), supporting claims that guides are customized to meet the needs of the local community. There was a large overlap between local links and URLs linked by only one library. However, some resources that counted as local for one library, such as ThermoDex, the University of Texas Libraries' locally created index to resources in thermodynamics and physical properties of materials, also were linked by other libraries' guides—24 of them in the case of ThermoDex.[40]

Table 3 shows comparisons of data from the 2002 study and the present study. The 2011–13 numbers for the median and mean number of links per guide for each subject area have increased from the 2002 numbers. This could be a result of the ease of updating guide information, especially using database driven systems or LibGuides.

Table 4 shows the total numbers of links, and the links unique to each library, for each subject area in 2002 and in 2011–13. Again, there are increases in the numbers of links in 2011–13 compared to 2002.

The percentages of dead links have not varied significantly since the 2002 study. In fact, the percentages of dead links in the chemistry and journalism guides have increased somewhat—from 4.0 percent to 6.3 percent for chemistry, and from 6.0 percent to 7.5 percent for journalism. However, in philosophy, there is a huge decrease in the numbers of dead links in the current study compared to 2002—from 15.0 percent down to 4.9 percent. It is interesting that in 2002 there were many more dead links in the philosophy guides, but in the current study the percentage of dead links comes closer to the other two disciplines. Overall, the percentage of dead links in the guides is discouraging. Granted, there were some guides with no dead links at all, indicating meticulous care with the upkeep of those guides. Still, there were several other guides with more than 10 percent dead links (see table 2), and one guide had 58 percent dead links. Perhaps the LibGuides link-checker has lulled its guide creators into an erroneous assumption that the bad links being caught by the system are the only bad links.

Table 3. Number of links used per guide: 2002 and 2011–13

	2002	2011–13
Chemistry, median	43	88
Chemistry, mean	79	141
Journalism, median	56	105
Journalism, mean	97	151
Philosophy, median	37	77
Philosophy, mean	65	77

The authors also tracked some of the types of resources in the subject guides. All of the guides listed at least one index for the subject; many listed multiple indexes. Forty-three percent of the guides linked to at least one individual ejournal. For 26 percent of guides, individual journals were not listed, but aggregators or publishers of journals (such as JSTOR, ACM Digital Library, Springer, or ScienceDirect) were, making a total of 69 percent of guides that linked to ejournals in some way. This is a slight increase from 62 percent of guides in 2002. Links to individual ebooks were included in 85 percent of the observed guides, and another 4 percent of guides did not link to specific books but did link to ebook packages. This is a large increase from the 56 percent of guides linking to ebooks or ebook packages in 2002, and indicates that libraries are subscribing to more ebooks than in the past and that librarians are using guides to help promote them.

What were the most popular links in each subject area? Table 5 shows that indexes are the most common choices for librarians to include for each subject. For chemistry, *SciFinder* is the big winner. *Communication and Mass Media Complete* tops the list in journalism. Philosophy's top link is to *Philosopher's Index*. Other popular resources run the gamut: handbooks, company and industry sources, local library catalogs, and encyclopedias.

SURVEY RESULTS

The ten-question 2013 survey sent to heads of reference yielded 32 replies. (See appendix for survey questions.) Participants were also invited to include comments with the

Table 4. Numbers of guides and links: 2002 and 2011-13

		2002	2011–13
Number of libraries with guides in the subject area	Chemistry	95	98
	Journalism	78	70
	Philosophy	98	92
Total Distinct URLs linked in subject	Chemistry	3,577	4,834
	Journalism	2,381	4,053
	Philosophy	1,107	2,430
URLs unique to one library by subject	Chemistry	2,489	3,845
	Journalism	1,734	3,058
	Philosophy	724	1,898

Table 5. Most frequently occurring links

Subject Area	Internet Resource	No. of Libraries Linking
Chemistry (*n* = 98)	SciFinder	78 (80%)
	Web of Science	74 (76%)
	CRC Handbook of Chemistry and Physics	67 (68%)
	Reaxys	64 (65%)
	NIST Chemistry WebBook	59 (60%)
Journalism (*n* = 70)	Communication and Mass Media Complete	56 (80%)
	LexisNexis Academic	53 (75%)
	Ethnic Newswatch	37 (53%)
	Vanderbilt Television News Archive	33 (47%)
	Factiva	33 (47%)
Philosophy (*n* = 92)	Philosopher's Index	88 (96%)
	Stanford Encyclopedia of Philosophy	80 (87%)
	JSTOR	65 (71%)
	Local online catalog	61 (66%)
	Routledge Encyclopedia of Philosophy	47 (51%)

survey answers, and many questions drew comments from more than half of the respondents. All 32 responses came from libraries where librarians develop research guides in subject areas relevant to their responsibilities. One respondent noted, "They develop guides both in their own areas, and in collaboration with others to support interdisciplinary research and to bring the print and digital resources of the libraries into focus." Several other comments referred to course guides or guides on multidisciplinary topics. One library was using subject guides at the time of the survey, but moving to replace them with course-specific guides.

Twenty-three (72 percent) of the respondents noted that their libraries are using LibGuides as the platform for their subject guides. This percentage is almost the same as the examination of the guides revealed (71 percent). A few libraries (9 percent) are using LibGuides for some guides and another specialized content platform for others. Some (13 percent) decided to use other platforms such as Library à la Carte or Course Tools, and the two remaining libraries were not using a commercial product for their subject guides.

The most common reason given by survey respondents for using a specialized content platform for subject guides was ease of use, mentioned by 20 (87 percent) of the LibGuides users. At one library, "the platform is so well liked and successful that our plans are to move most of our standard web content to the LibGuides platform and distribute web maintenance to content owners system-wide." Other reasons given for using LibGuides included having consistency among guides (six responses), the ease of reusing content (five responses), giving more control to the subject librarians responsible for the guides (five responses), and the ease of updating them (five responses). Affordable cost, good customer support, and availability of use statistics were mentioned as reasons to select LibGuides by a few respondents. Reasons for not choosing LibGuides were given by a single respondent each: incompatibility with a local course

reserves system, limits to customization, and uncertainty of the long-term success of the vendor.

Users of non-LibGuide systems also gave their favorite features of those systems, e.g., "We use Course Tools because it's so scalable and it puts the resources into the students' course management environment" and "we will be able to do more with the information as we build our guides in our Drupal CMS . . . share them with Discovery Services . . . incorporate the information collected within those guides throughout our site, providing contextual information as our users do their research." One CampusGuides user also gave "ease of use" as a benefit.

When asked if their library used a template for the format or content of subject guides, eight respondents (25 percent) said yes, nine (28 percent) said no, and the rest (15, or 47 percent) indicated that their libraries used templates, but very basic templates that did not give much if any guidance as to the content to include. A fairly typical response was "individual librarians have the flexibility to deviate from the templates depending on the topic of the guide." Some respondents considered use of LibGuides itself the same as using a template. The authors did not count "using LibGuides" as indicating use of a template unless the respondents noted the use of some additional guidelines for format or content. Some libraries without templates were in the process of developing guidelines to provide consistency. Eight respondents commented that guides for different subjects or purposes should have differences in presentation. The guide analysis for this study shows that all of the guides examined at least identified the host institution. Many times, guides at the same institution had recognizable similarities such as layout, local links to the catalog, and database lists. Some obviously had strict templates that were used for every guide produced by that library. Though the literature tends to favor consistency among guides of an institution, in practice, based on both observation and survey responses, most consider branding, or identifying the institution, and basic guidelines adequate for their purposes.

Most (88 percent) of the respondents noted that their libraries keep usage statistics for their subject guides. The comments for this question showed that the extent to which these statistics are used varies—they may be checked only by the librarian responsible for the page, they may be downloaded on a schedule, or they may be compiled into formal usage reports. Six commenters indicated that their libraries use Google Analytics for this purpose, frequently combined with the statistics feature of LibGuides. Two respondents (6 percent) indicated that their libraries did not keep statistics, and two noted that their libraries record these statistics occasionally but not systematically. Thus, though more libraries are noting usage statistics than in the 2002 survey (67 percent), the range of importance of these statistics seems to remain the same.

Dead links were found on most (82 percent) of the analyzed guides; because these are frustrating for the user and embarrassing for the creator, link checking is a key issue in guide maintenance. The present survey asked about the processes libraries use to check links. Thirty of the respondents (94 percent) indicated that their libraries use a link checking program of some sort. However, only six respondents (19 percent) indicated that links were checked regularly—and one of those was at one of the two libraries where all link checking was done manually. Twelve respondents (38 percent) noted that links on their subject guides are not checked on a regular schedule, and the other 14 (44 percent) did not mention the frequency of link checks in their answers. One commenter noted, "Librarians are encouraged to review their guides at least once or twice a year and to test each link directly." This human link checking is important to catch links that no longer point to the intended content, but still point to a placeholder page that link checking programs do not indicate as broken. Even with its limitations, automated link checking can decrease the number of dead links; however, the observation portion of this study, finding the median percentage of dead links per guide to be 6.1 percent, indicated that many guide authors are not taking full advantage of even this tool.

In the extreme case, out-of-date guides can be removed. One survey question asked, "Do you remove guides which become outdated if there is no one to update them?" Twenty-two respondents (66 percent) said that this is always done, while five (16 percent) replied that this is sometimes done when all guides are reviewed. Two respondents (6 percent) admitted that outdated guides are not removed, while at the other extreme, three (9 percent) said that their libraries never have instances of guides without authors, since all guides are reassigned immediately. One comment noted "typically they are un-published rather than completely removed," a feature allowing for later updating and reuse of a guide, while still removing the guide from public view.

Since developing subject guides is part of many librarians' position responsibilities and can take a great deal of time, an important question was whether librarians' evaluations were influenced by the quality of their guides. Half of the respondents (16 or 50 percent) indicated that this was not the case at their libraries—very close to the percentage responding "no" to this question in the 2002 survey (51 percent). For the other half, only five (16 percent) answered with an unqualified yes. "Copies of the guides are routinely included in everyone's review files" was a comment from one of these. Four commenters (13 percent) noted that the presence or lack of guides affected evaluations, but that quality of guides was not considered. Seven respondents (22 percent) indicated that there were some circumstances when the quality of guides affected a librarian's evaluation, though guide quality was not regularly a component of evaluations; for instance, librarians with new guides, extensively revised guides, or high use statistics for their guides would be more likely to point out their guides for evaluation. What Jackson and Pellack observed in 2002 is still found today: "All this work [that librarians do to create guides] is only minimally considered in librarian evaluations."[41]

One new question added to this survey dealt with the perceived level of promotion that subject guides receive from libraries and librarians. Twenty-one respondents (66 percent) felt that guides at their libraries receive adequate promotion, while seven (22 percent) thought guides are not promoted enough. Four respondents noted that the level of promotion varied, and that while some librarians showed off their guides well, others within the same library system did not. Means of promotion included using guides in instruction, working with liaisons in academic departments, featured positioning on library homepages, and outreach through social media.

The final question was "Do you think creating and maintaining these guides is worth the time and effort they require?" None of the respondents answered this question with "No." Indeed, 21 (66 percent) gave positive answers, sometimes showing great enthusiasm for the value of these guides in their libraries. Comments to this effect included "when I see the large usage numbers some of the guides are seeing, it feels gratifying and shows they are filling a need," "we create guides at faculty request and know that [they] are valued," and "we have received grateful feedback from many students and faculty. The guides are a big help to them both to focus their research and to discover tools they didn't know the Library had."

However, eleven respondents (34 percent) answered this same question with, in essence, "maybe" or "it depends," discussing how some guides were used much more than others or expressing concerns about user engagement with guides. Responses here included, "At times yes, and for certain guides, but I have a feeling that many are not used, and not worth the effort" and "Making users aware of research guides is a challenge." One thoughtful comment included this advice:

> a large number of guides are too long, too dense, and not particularly user-friendly. Librarians spend a lot of time carefully compiling exhaustive amounts of information, but they could use help packaging it for consumption. Using a CMS lowers the technical barriers to web publishing, but we sometimes forget that there are important non-technical aspects of creating great guides. Librarians need to become more familiar with principles of user-centered design and best practices in writing for the web. With staff training, editorial guidelines, and usability testing, we hope we can improve user experience with our research guides so students will get more out of them.

CONCLUSION

The intent of the present study was to update the research done by Jackson and Pellack on library research guides in 2002, and to analyze changes that have occurred since then. In several areas, practices have remained the same. For instance, access to guides from the library's main website has changed very little. A majority of libraries do include direct links to their subject guides. However, based on usage statistics and some librarians' comments, the names used for these links do not resonate well with users, both then and now.

Some differences between the studies show trends emerging from the growing use and sophistication of technology. Notable is the separation of guide creation and revision from the functions of Information Technology (IT) and Technical Services (TS) staff. Even where guides are not created with a platform such as LibGuides, many are built using content management systems in which librarians can input new resources to a system using a template and guides can be created "on the fly." Even with the ease of updating, outdated links are still found on many guides. The arrangement of resources in alphabetical order (61 percent alphabetical in 2002, 21 percent in the present study) is less common and seems of less importance today, given that so many databases and search engines display their results in relevance order. Eighty-five percent of guides in 2011–13 contained links to e-books, up significantly from 2002.

Some of the survey answers were similar to responses from the 2002 survey. In each survey, all the respondents indicated librarians are expected to create and maintain guides for their subject areas. Whether or not librarians' evaluations are influenced by the quality of their guides has not changed at all over the past ten years: about half of the respondents said that guides did not have an impact on librarians' performance reviews. A majority of respondents in both surveys judged that having librarians create and maintain subject guides was worth the time and effort involved.

There were, however, some important changes since the 2002 survey. Some of them are the result of the high use of LibGuides. In 2002, 54 percent of the libraries used automated link checking; in this study that number has risen to 94 percent, partly because LibGuides offers automated link-checking. However, the percentages of dead links have not varied much since the 2002 study. Unfortunately, until librarians can be sure that such mechanisms do indeed register every link that is wrong, human intervention is necessary. An increase was seen in the number of libraries that check statistics on usage of guides—from 67 percent in 2002 to 88 percent in 2013; it is not clear how these statistics are being used.

The present analysis of guides and survey of reference leaders in ARL academic libraries in the United States has shown many changes in the creation and use of guides in the previous 10 years. Even more important, it has shown that librarians continue to believe that one of their essential responsibilities is to lead researchers to the best resources for their needs. Fundamental problems still remain; quality, both in the selection of resources and in the editing of the guides, remains an issue. However, it seems clear that library subject guides will not soon disappear from library websites, and that there will continue to be much written in the library literature about them.

The authors of this study feel that the research about library guides needs to address several themes that so far have little mention in library literature. There is very little research on the assessment of subject guides or on the role of guide creation and maintenance in the work of the librarians who create them. A future survey could explore this area in more depth. More information about the ways in which students use subject guides is definitely needed. What pages or categories within subject guides could be eliminated? What category names would encourage student use? How many categories or resources are too many? What would be the best way to call attention to what "Subject Guides" or "Research Guides" or even "Course Guides" are? Research about the success of social media to promote guides, preservation of different versions of guides, and copyright of guides is needed. The literature on library subject guides is rich, but each new study opens doors for more, useful research on the subject.

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APPENDIX. RESEARCH LIBRARY SUBJECT GUIDES SURVEY QUESTIONS

1. Do librarians in your institution develop e-resources/subject guides pages in subject areas relevant to their responsibilities?
2. How do you ensure the validity of the links on your e-resources/subject guides pages? Do you use automated link checkers?
3. Do you have a template for the format/content of your subject guides?
4. Are librarians' evaluations influenced by the quality of their guides?
5. Do you keep statistics on the use of these pages?
6. Do you remove guides which become outdated if there is no one to update them?
7. Do you think creating and maintaining these pages is worth the time and effort they require?
8. Do you use LibGuides or another specialized content platform to host and edit your guides?
9. What are one or two reasons for the decision to use or not use such a system?
10. Do you feel your librarians adequately promote the use of the guides to your community?

Taking a Fresh Look

Reviewing and Classifying Reference Statistics for Data-Driven Decision Making

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This article describes the results of an extensive review of reference transactions from multiple service points at the University of Utah's J. Willard Marriott Library. The review enabled us to better understand the types of questions asked at our service points and resulted in a new set of codes for categorizing reference transactions that focus on recording the kinds of expertise needed to answer each question. We describe the differences between our model and other scales for collecting reference questions. Our method for reviewing reference transactions and developing new codes may be useful to other libraries interested in updating how they collect reference statistics.

In this paper we develop a strategy to evaluate public service points in an academic library based on the expertise sought by library patrons.[1] Although there is already an enormous body of literature about reference desk statistics, *SPEC Kit 268: Reference Service Statistics and Assessment* identified deep dissatisfaction with the current practice of reference statistics as a tool for evaluation and assessment.[2] Part of this dissatisfaction derives from the failure of conventional statistics to assess changing service models. Recent trends have resulted in major changes: Many libraries have eliminated subject-specific reference desks and adopted "one-stop-shopping" service desks in spaces rebranded as "Information Commons" or "Knowledge Commons." Some libraries have taken librarians off point-of-need service points altogether in favor of offering office hours and research consultations. At the same time, library public services have expanded into virtual space with synchronous "chat" and asynchronous email service points. These physical and virtual public service desks are staffed by some combination of professional librarians, IT personnel, paraprofessionals and part-time staff available to respond to ever-changing patron needs. Given these changes in reference desks, the growth of virtual reference services, and changes in patron needs, reference work is changing as well. Patrons now require reference support in a variety of formats such as face to face, chat, and SMS, in multiple places both on and off campus, and on topics ranging from research to technology troubleshooting. Collecting and employing useful reference statistics for data-driven decision making is more important than ever.

In fall 2013, a team of librarians at the University of Utah's J. Willard Marriott Library embarked upon a project to gather, code, and analyze statistics

from the library's in-person, chat, and email reference services. Although it is common for libraries to evaluate their various reference services, we wanted to try something a little different—to evaluate reference desk, email, and chat reference transactions as three cohesive elements of a single library reference service. To evaluate the library's reference service holistically, we decided to collect the questions we received at all reference service points, code them using grounded theory, and then compare them. We based our initial idea on several studies in which researchers performed grounded theory coding of reference transactions.[3] This project was intended to give us a better understanding of why patrons accessed the library's reference service, and how reference desk, chat, and email reference service points worked in concert, in order to enable us to make data-driven decisions when allocating staff and resources to meet patron needs.

LITERATURE REVIEW

Why Not Use Existing Scales?

There is already an enormous body of literature about reference statistics, including a number of efforts to develop objective scales for reference service assessment. So why develop a new scale? First, many existing scales fall into a trap of pre-assigning value to different question types. These scales privilege a certain type of in-depth, subject-oriented reference question as being the most valuable since they require the expertise of highly trained professionals. However, even "simple" question types can give patrons valuable help and can turn into complex information searches. Secondly, as libraries diversify to offer services such as open-access publishing, maker spaces, technology support, digital scholarship, and other innovative services, service desks may be asked to provide support in ways that are not easily represented in traditional reference desk statistics scales. We considered three commonly-used scales discussed below.

READ Scale

The Reference Effort Assessment Data (READ) scale classifies questions in terms of difficulty. It focuses on "recording vital supplemental qualitative statistics gathered when reference librarians assist users with their inquiries or research-related activities by placing an emphasis on recording the skills, knowledge, techniques, and tools utilized by the librarian during a reference transaction."[4] The READ scale assigns each question a number between one and six based on difficulty as defined by the library staff person. Questions assigned a rating of one "require the least amount of effort and no specialized knowledge, skills or expertise" and generally no consultation of resources.[5] Questions assigned a score of six require in-depth consultation of resources and a great deal of time. The difficulty with this scale is that, although it does take into account the tools and skills necessary to answer questions, it is not necessarily clear what the difference is, for example, between a three and a four. For our purposes, we wanted to simplify our system to reduce the number of decisions our staff needed to make about how to categorize a question. In addition, assigning questions by difficulty is complicated at desks where staff with multiple kinds of expertise answer the same questions, since a question that requires no effort for one might be difficult for another.

Warner Scale

Debra Warner also created a reference collection system. Warner examined how the Eastern Carolina University Health Sciences Library combined its circulation and reference desks and then updated its reference transaction tracking system in order to better identify which questions could be answered by a library technician and which needed to be passed on to a librarian.[6] The Warner scale codes questions into four levels. At the first level are the questions typically referred to as directional, or questions that do not require resources to answer. The second level requires demonstration of a task or skill, while the third level encompasses questions that require a specific use of resources and search strategy. The fourth level is reserved for questions where "the librarian will often have to research recommendations or prepare reports for consultation work."[7] However, this scale has clear problems for our library's reference service model. For instance, by presupposing that all directional questions are easy, this scale obscures times when such questions might become complex. Also, a complex question may be "easy" because the librarian has the knowledge or skills to answer the question, not because the question is inherently easy. Thus, using this system might present falsely most questions at the desk as easy, even when they are not. Second, rating questions by level of difficulty obscures the type of expertise needed for each kind of question.

Katz Scale

Katz offers yet another scale for analyzing types of questions, dividing them into Direction, Ready Reference, Specific-Search, and Research questions.[8] Katz notes that "most [research questions] involve trial-and-error searching or browsing, primarily because (a) the average researcher may have a vague notion of the question but usually cannot be specific; (b) the answer to the yet-to-be-completely formulated question depends on what the researcher is able to find."[9] In contrast, specific-search questions involve locating existing resources. In practice, however, this model did not fit our service point model because we are answering many other kinds of questions, such as technology questions, that are not addressed in this scheme.

Each of these scales attempts to describe query types in terms of difficulty. However, the information they record about the perceived difficulty of each question, whether

based on resource use or the other factors, fails to account for different levels of expertise that would lead to different ratings of the same question by different staff. We also felt that relying on such a difficulty scale would lead us to dismiss the importance of "easy" query types because they do not necessarily require the expertise of a professional librarian. For example, Ryan argued that because most questions are easy, it would be more cost effective to staff the desk with generalists rather than those with a high level of expertise.[10] However, a follow-up study found that reference transactions had significantly declined at a desk with no librarian.[11] Bishop and Bartlett conducted a reference transaction analysis designed to inform staffing decisions at multiple points in the UK Libraries and found that 83.7 percent of the questions were location-based and could be answered by staff rather than librarians.[12] They also explained, however, that these simple questions have a tendency to become more complex and that "training helps staff clarify a user's question and reduces the likelihood of providing inappropriate information in response to the user's original, often ambiguous query."[13] These two case studies demonstrated the benefits of having highly trained staff available, and also encouraged our decision to focus our statistics collection on category types and time spent rather than difficulty ratings.

Marriott Library Service Points

The Marriott Library offers three general-purpose reference service points: a physical location, a chat system, and an email system. The physical Knowledge Commons is a shared service point comprised of the Knowledge Commons Desk as well as the adjacent Student Computing Services (SCS) desk. This service point is staffed up to 111 hours per week by more than seventy staff members, including librarians, staff, and student workers (table 1). Patrons are invited to ask at the Knowledge Commons for everything from releasing print jobs and circulating cables or headphones to in-depth research and technology questions. All in-person transactions, which include telephone transactions, are recorded in the commercial reference statistics system DeskStats. Because the Knowledge Commons was originally conceived as a single service point and many staff members work at both the Knowledge Commons desk and the SCS desk, our DeskStats configuration doesn't distinguish between the two service desks located in the Knowledge Commons space. Many transactions can be completed at either desk, with the one notable exception being the circulation of materials, which is only available at the SCS Desk. Staff members record each statistic in a category based upon question type and duration of the transaction.

Online information service is provided via the commercial system Kayako. Librarians manage and respond to most email reference questions, which are automatically recorded in Kayako. Online reference statistics are not separately entered into DeskStats to avoid having staff enter additional statistics, especially since machine-generated statistics are more reliable than self-reported statistics.[14] Chat reference is provided by librarians during normal business hours and is supplemented by SCS employees in early morning and evening hours, with a combined total of more than thirty library employees providing chat reference support on a weekly basis. Chat reference transactions are also automatically recorded in Kayako and are not separately entered into DeskStats.

Table 1. Fall 2014 Knowledge Commons Staffing

Staffing Type	Weekly Hours Available
Student Workers	111
Staff	13
Librarians	51

METHOD

To evaluate how the Marriott Library's reference service was being used by patrons, we collected and analyzed data from each service point. We collected self-reported, in-person reference statistics from the Knowledge Commons service point as well as automatically-generated statistics from Kayako, the software used for chat and email reference.

The Data Sets

To create profiles to compare the function of the three service points, we required a sufficiently large sample of questions to ensure that even fairly rare question types were well-represented. Because each of the three service points has very different levels of activity, we were not able to use data sets with exactly the same time parameters and instead selected samples for online services that approximate the volume of one week at the Knowledge Commons Desk. The Knowledge Commons data set contained 1,766 reference queries recorded at the Knowledge Commons one week of the Fall 2013 semester and one week of the Spring 2014 semester. During the two mid-semester sample weeks, November 19–25, 2013, and March 2–8, 2014, all service desk staff were asked to record descriptive comments along with their statistics. Each statistic was entered into the DeskStats system according to both query type and time spent. Staff also had the option to select the category "Other" if they were not sure how to categorize a query. We used this nonstatistical sample to gather a convenience sample, relying on the assumption that the items collected during those weeks were similar in type and quantity to questions received throughout the rest of the year.

Knowledge Commons reference statistics are self-reported, with the accepted limitation that self-report statistics can be inaccurate and are generally undercounted.[15] Still, the Knowledge Commons data set offers broad-based evaluation of question types and difficulty by staff with many

Table 2. Code Book Categories

Library Information and Policy
Circulation/Borrowing/Reserves
Research and Reference
Locate Materials
SFX/EZProxy/Off-Campus Access
Technology
Print/Scan/Copy/Duplication
Feedback
Other

levels of expertise and training regarding the types of queries they handled and how much time they thought they spent answering these queries. The data set also offers a useful estimate of the proportion of each query type. Thus, even recognizing that the data are not a strictly accurate count of all queries received, using the Knowledge Commons data set still enables us to make predictions about what expertise patrons seek at the Knowledge Commons.

The chat and email reference data sets represent questions received via an "Ask the Library" link on the library website. The chat reference data set contains 673 questions received between October 1, 2013 and March 31, 2014. Although Kayako records entire chat transactions, we opted to code the questions based upon the initial query entered by the patron into the chat reference system. Similarly, the email data set contains 1,187 questions received between January 11, 2013, and May 12, 2014, and we coded email reference data based on the initial email question rather than the complete transaction correspondence.

Coding Process

Our first step was to look closely at what kinds of questions we received. We extracted a sample from the data set and, using grounded theory, worked individually to assign codes to describe what type of help patrons were seeking. Then, we compared the themes we found and drafted an initial code book. We then divided our data sets so that two of us looked at and coded each reference transaction and we used those findings to refine the code book. To get a stronger reliability, we then identified the items where our codes disagreed and discussed the codes until we came to a consensus, using this to refine our code definitions.

The Final Code Book

Based on this process, we developed a code book (table 2) to analyze service desk transactions. The code book consisted of nine broad categories that reflected the most common types of questions answered across our reference service. We used this final code book to completely code our three data sets and to generate a table that illustrates the number of questions per category received at each of the three service points (table 3). This data was then formatted into a pie-chart that illustrates the proportion of question types asked via our three reference service points (figure 1).

FINDINGS

Knowledge Commons Pattern Obscured by Low-Complexity Transactions

We anticipated that our three methods of providing reference service, in-person, chat, and email, would have different transaction patterns. Because the Knowledge Commons is a shared service point designed to serve as a sort of one-stop-shopping experience for many patrons, Knowledge Commons staff must answer a wide variety of questions, including many questions that are not reference questions. The Knowledge Commons staff answers high volumes of Print/Scan/Copy/Duplication, Circulation/Borrowing/Reserves, and Library Information and Policy questions. Some of these question types are high-volume because they require intermediation—for example, patrons cannot check out a cable or

Table 3. Questions per Category Received at Service Points

Category	Knowledge Commons	Email Reference	Chat Reference
Circulation/Borrowing/Reserves	479	112	66
Library Information and Policy	318	291	176
Print/Scan/Copy/Duplication	432	7	12
Feedback	8	86	11
Locate Materials	132	250	152
Technology	213	53	40
Other	29	15	38
EZProxy/SFX/Off-Campus Access	6	75	54
Research and Reference	149	298	124
Totals:	1,766	1,187	673

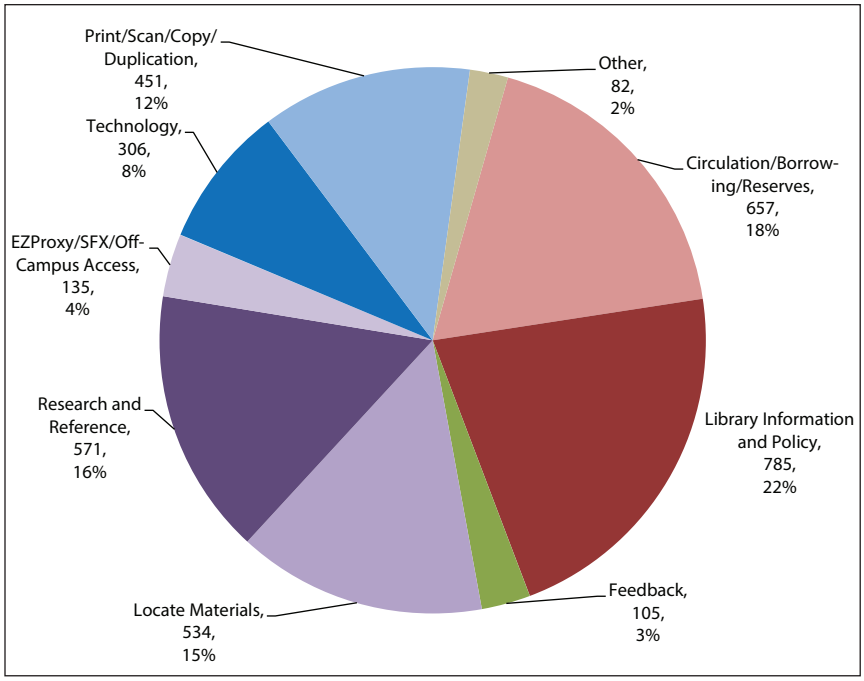

Figure 1. Combined Chat, Email, and Knowledge Commons Reference Statistics by Code

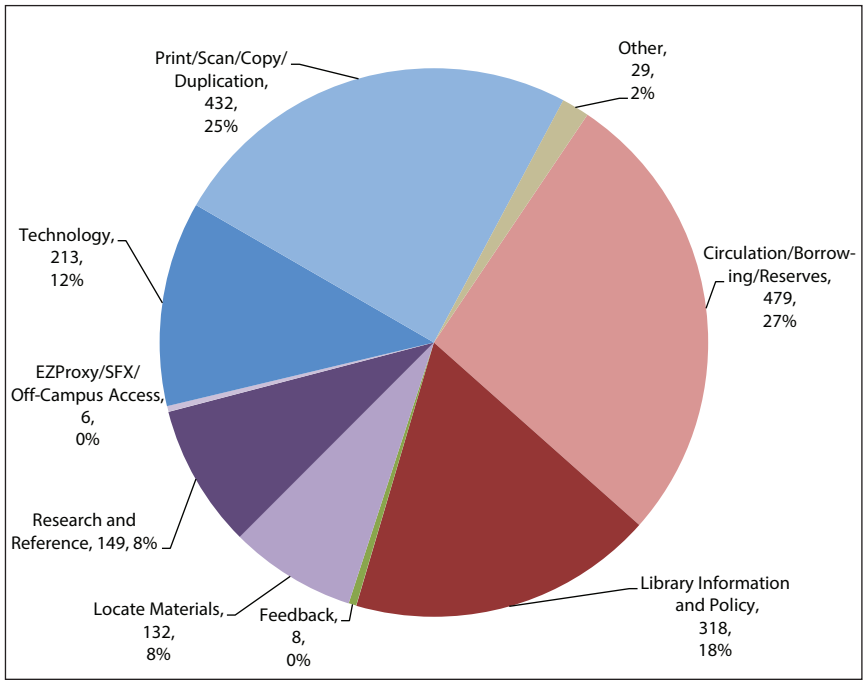

Figure 2. Knowledge Commons Reference Statistics

a set of headphones without assistance from a staff member. When examining our data set, we discovered that the high volume of low-complexity questions in the Knowledge Commons obscured the fact that a significant number of complex Research and Reference questions were still being asked at the Knowledge Commons desk (figure 2). Indeed, when Print/Scan/Copy/Duplication questions (which contain many print release requests) and Circulation/Borrowing/Reserves questions (which contain many check-in/check-out requests) were removed from the picture, the breakdown of questions at the Knowledge Commons desk closely resembled the breakdown of queries that we received via email and chat reference (figure 3).

Knowledge Commons Queries Based On Time Spent

While all questions are important to the person who asks, the Knowledge Commons data, which include both question categories and approximate duration, remind us that not all questions are equal. Figure 4 represents the amount of time typically required to answer each category of question. In the Knowledge Commons, Circulation/Borrowing/Reserves questions take less than one minute 86 percent of the time. Assuming, as is established in the literature,[16] that question duration serves as a reasonable proxy for question complexity, our data indicates that circulation-related questions are the least complex type answered in the Knowledge Commons, followed by Library Information and Policy questions and Print/Scan/Copy/Duplication questions. These three question groups make up 71 percent of the questions answered at the Knowledge Commons, which indicates that a considerable volume of question types fielded by Knowledge Commons staff are usually not complex and could be reasonably answered by student workers and staff rather than librarians.

However, some groups of questions tended to be more complex than we anticipated. We expected Locate Materials questions, which are known-item searches, to be a relatively low-skill question, but we discovered that Locate Materials questions take longer than one minute to answer more than 68 percent of the time, suggesting that known-item searches are frequently more complex than we anticipated. Our data also showed us that 26 percent of Research and Reference questions require more than 15 minutes to answer and that Research and Reference questions are answered in less than one minute only 8 percent of the time. This data confirms our understanding that Research and Reference

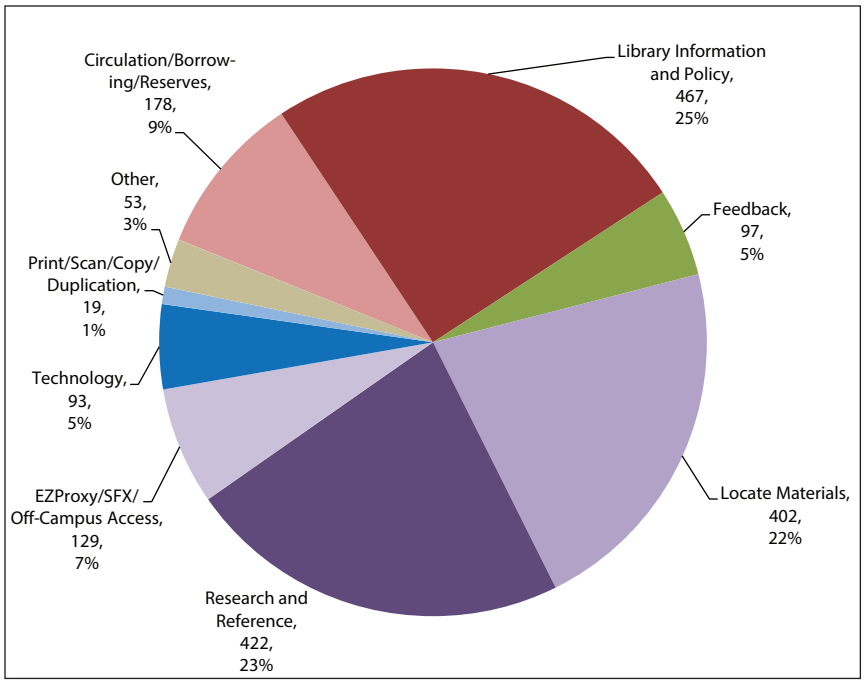

Figure 3. Chat and Email Reference Statistics

questions, which make up 9 percent of the questions answered in the Knowledge Commons, are likely to be complex and require a higher level of skill and training to answer. This suggests that, while the Knowledge Commons answers many more low-complexity questions than Research and Reference ones, patrons still approach this location with Research and Reference questions that are much more likely to be complex and to require a higher level of skill and expertise. This finding demonstrates the need to have highly skilled staff readily available in the Knowledge Commons to answer these types of questions.

Off-Campus Access versus Remote Access

Our current reference statistics system, DeskStats, includes a category entitled "Remote Access/Database/eJournal help," which contains any question relating to patrons accessing services from outside the library. During the grounded theory process, we recognized that our reference statistics conflated two separate types of patron inquiries—those requesting help using software remotely (termed Remote Access) and patrons requesting help accessing articles, journals, and databases through our Off-Campus Access system. While the distinction between these questions is opaque to patrons, library staff needs to recognize the difference because Remote Access queries are essentially a Technology question that is typically answered by an IT staff member, while Off-Campus Access-related questions are EZProxy and SFX-related questions which are routed through Collection Development and our Electronic Resources Manager. Because these two categories are conflated, we have not been tracking how much intervention our EZProxy system requires.

Role of Online Reference in Technology Troubleshooting

While the distinction between Remote Access and EZProxy/SFX/Off-Campus Access is an important one for Knowledge Commons staff to comprehend, we also learned that the majority of the EZProxy/SFX/Off-Campus Access questions are received via chat or email rather than at the in-person service desk. Off-Campus Access questions compose 6 percent of the library's email reference questions and 8 percent of the chat reference questions, suggesting that patrons are running into difficulty with our databases while off-campus and are reaching out for help at the point of need. These results inform us that online reference has a valuable role to play in troubleshooting problems with off-campus access to the library's digital materials. Our in-person reference questions indicated that Off-Campus Access questions were possibly one of the most complex types of questions, requiring more than fifteen minutes 33 percent of the time. Assuming that Off-Campus Access questions retain the same level of complexity when answered via chat or email, this would suggest that there is a real need for higher levels of expertise via chat and email in order to help patrons successfully navigate our EZProxy and SFX systems while off-campus.

Questions Don't Always Fit Neatly in One Category

This process also taught us much about how we should collect and analyze data. As we refined our codes, we realized that, as with all qualitative data analysis, the ways in which we coded the items were subjective. Although we found, for the most part, that we assigned our codes consistently, there were multiple interactions that we coded differently. We opted to sit down as a group and attempt to reconcile these disparities. While we discovered that most of the differences in coding were simple user errors (e.g., accidentally marking Printing for a Technology question), we also found that there was a small number of records that we could not assign to a single coded category (table 4).

We evaluated these records against our coding scheme in an attempt to determine whether or not there were significant gaps, but upon closer examination we determined that these items were evidence of the multifaceted, multi-step questions that are common at our shared service point. For example, a patron might ask for help finding research on

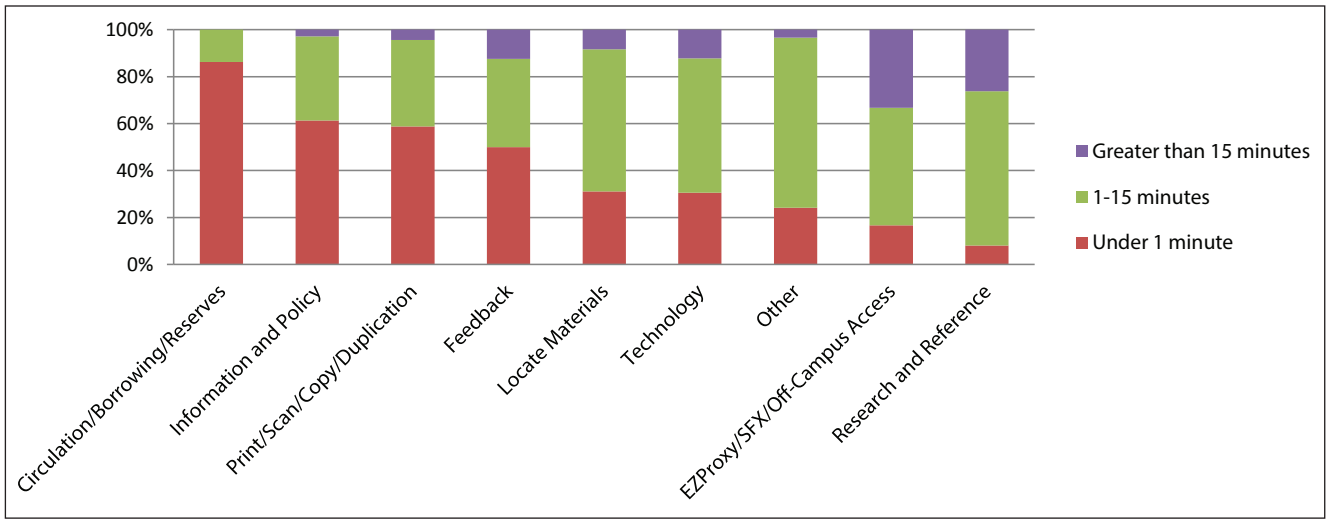

Figure 4. Knowledge Commons Desk Question Complexity by Category

a topic, finding the appropriate place to pick up requested materials, and printing online materials in a single reference desk transaction. In DeskStats, the service desk staff are asked to select the category that best fits that patron's question, leaving secondary elements of the patron's question uncaptured. As we identified records that reflected the complexity of patron questions at a shared service point, we began to question whether a system that requires staff to select a single category was obscuring some of our picture of what is happening at the service point.

THE VALUE OF MIXED-METHOD ANALYSIS

The mixed-method approach we took to this study, which combined qualitative and quantitative analysis, proved to be a very effective way of evaluating our service points. For example, using a quantitative approach to examine the number of questions we received yielded specific kinds of insights, such as the realization that a large segment of our questions were about printing. This suggested to us that we needed to examine our printing procedures for friction points and usage barriers. On the other hand, this quantitative approach treated all questions as equal, which was not always helpful since some question types are more complicated and require more expertise to answer. In this case, coding our data thematically taught us more about how our service points actually functioned. For instance, analyzing the comments we received helped us understand that we were answering multiple queries per transaction and that the kinds of questions we answered were not adequately reflected in our own coding scheme. In addition, considering themes enabled us to see some types of questions that have a tendency to become complex, a trend we would have missed had we looked only at quantitative data. By incorporating both qualitative and quantitative analyses into our research, we were able to gain a holistic view of the way our service points are being accessed and a better understanding of how we can improve both service and efficiency.

Table 4. Number of Questions with Multiple Codes

Service Point	Number of Questions	Questions with Multiple Codes
Knowledge Commons	1,766	11
Email Reference	1,187	14
Chat Reference	674	8

RECOMMENDATIONS AND FUTURE RESEARCH

This study served to provide us with a number of important insights into our current library reference service, however, it also unveiled additional questions that could be explored in future research. We would like to look more closely at questions to which we assigned multiple codes as these questions demonstrate areas that require multiple types of expertise. At a combined service desk, this may suggest a need for increased cross-training for staff to develop expertise in multiple domains or for the colocation of staff from multiple service areas with expertise in each domain. By examining these kinds of questions in more detail, we would hope to learn which areas of expertise overlap most frequently.

We also hope to take a closer look at chat and email reference questions. Since our staff do not record time spent for these interactions, it is difficult to know whether we spend significantly longer on questions asked via chat and email than we do on questions asked in person. We assumed for this paper that the time spent was comparable,

but examining the data could support or disprove that assumption. Likewise, the number of questions we received via online services asking about locating online materials or troubleshooting access problems suggests the need for online reference providers to offer specific kinds of expertise. We also hope to explore our online reference questions in more detail in order to ensure that we identify the types of training our online staff require in order to develop the expertise to effectively answer these questions.

We would also like to test our codebook against data from other library service points not included in this study such as our Special Collections desk, the data from which was not collected in DeskStats. We look forward to having a wide variety of service points in our library experiment with our coding scheme and help to refine it. In this process, we hope to develop detailed profiles about the types of questions that each service area receives in order to learn more about the types of expertise needed to staff that area effectively.

Finally, our findings show a continued need for research into how to best categorize, record, and use reference statistics. Although many information professionals have evaluated and created methods for recording statistics, it is clear to us that we need to continue this evaluation as traditional reference desks continue to combine with other services and as we continue to see patrons asking complex technology-oriented questions at these service points. Libraries need to take a fresh look at how their service points are being used to find the best methods for capturing the different categories of questions they receive and to use their findings to make data driven decisions about important issues such as staff allocation. We hope that others will use and improve upon the coding scheme we developed.

CONCLUSIONS

We learned a great deal about the kinds of reference service we provide, the types of questions we answer, and the way we collect reference statistics. Both our virtual and physical reference points function as a combined service that requires mixed expertise; however, we answer the bulk of our printing questions in person, while our virtual reference plays a major role in supporting our patrons' access to online materials. Many of the inquiries we receive at the Knowledge Commons desk are requests for help with printing, which suggests that, although we think of our printing, scanning, and copying services as unmediated, they in fact require significant mediation. Because of the high volume of printing questions we receive at the Knowledge Commons desk, which require little time and expertise to answer, we have recommended that the Knowledge Commons leadership explore alternate printing solutions. One such solution could be designating the SCS desk, which is primarily staffed by student workers, as a print release station.

We also found that our virtual reference plays an important role in answering questions about how to access online materials. While only 0.3 percent of the questions answered at the Knowledge Commons desk are related to EZProxy/SFX/Off-Campus Access, such questions occur far more frequently at online service points. Based upon this information, our best practices for online services recommend that staff follow up after patron interactions by reporting broken links, problems authenticating into secured materials, and difficulty viewing online resources.

We also determined that we wanted to modify our criteria for collecting data to reflect our new coding scheme. We found that employees using our configuration of DeskStats had varying ideas of what kinds of questions belonged in each category, and many felt the number of categories in the system made it difficult to use. Some of the categories combined reference transactions that are reportable to the Association of Research Libraries (ARL) with transactions that did not fit the ARL definition of reference transactions, making the process of reporting more difficult. We also wondered if our current coding scheme obscured some types of reference transactions. Based upon these findings, we have been working with the library's Application Development department to build an in-house statistics gathering system that will allow us to record reference statistics according to the categories in our codebook. This system would incorporate several new features based upon our findings. For example, in the new system, Remote Access questions are folded into the Technology category, while Off-Campus Access/EZProxy/SFX questions are designated as a separate category. This will enable us to track questions based upon the training type required to answer each type of question. We also requested that the system allow us to track both individual transactions (i.e., number of patrons helped) and the actual number of questions asked. Should a patron ask questions that fall into multiple categories, we could record the different elements of a single question and ensure that we were capturing how complex some patrons' questions truly are. We plan to continue evaluating the development of the new system as well as the new coding scheme to ensure that they capture the varied and complex nature of questions received at the Knowledge Commons desk.

Our experience suggests that regularly and systematically reviewing reference statistics and how they are collected can be a valuable assessment strategy for any library. It would be particularly useful to do a reference question review if service desk staff report needing more training, which may indicate a disconnect between library assumptions and the types of questions that are actually being asked. Another good time to review reference questions would be prior to any major service reorganization. As our patrons' questions change, the kind of reference support we provide them will likewise need to change. By periodically reviewing reference statistics and coding those statistics using grounded theory, we can keep abreast of the types of questions we are answering in our libraries and ensure that we are collecting accurate and informative data. By ensuring that the data we collect reflects the ever-changing types of questions patrons

ask, we can use that information to make data-driven decisions about important issues that will enable us to better meet patron needs.

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Best Historical Materials 2015

RUSA CODES History Section Historical Materials Committee

RUSA History Section Historical Materials Committee
contributing members: Sue A. McFadden, Kathleen M. Monti, Alexa L. Pearce, and Matthew J. Wayman, editor and chair.

Each year, the RUSA/CODES History Section Historical Materials Committee selects an assortment of resources that reflect the best resources for historical research. The 2015 list follows. All resources received a final review on November 17, 2015.—*Editor*

NPSHistory, Harry A. Butowski and Randall D. Payne
http://npshistory.com

The National Park Service Electronic Library at: http://npshistory.com is a portal to National Park History and curates historical documents, videos, and other e-resources that inform visitors of a comprehensive view of the NPS (National Parks Service). The NPSHistory site was created by Dr. Harry A. Butowsky and Randall D. Payne. Dr. Butowsky retired from the National Park Service in June of 2012 where he managed the official NPS e-Library. The portal, while not the the official .gov site, provides what the site creators describe as an "American history textbook" (http://npshistory.com/about_us.htm).

An example of historical context is shown when comparing NPSHistory.com to the official National Parks Service site at: www.nps.gov/index.htm. A look at park brochures demonstrates this context as the .gov site provides current 2015-16 brochures for the park at Mesa Verde, while the http://npshistory.com/ provides historical brochures from 1912 through 1979 for Mesa Verde. Surprisingly, both documents come from the .gov web content; but a search of the .gov site does not identify the 1912 brochure in a keyword search. The value of the NPSHistory site is that it provides images and documents in a hierarchical, directory-file structure under the link "Digital Library" that is sub-divided by kind of documentation and includes: books, periodicals, brochures, and reports/studies. The brochures are further organized alphabetically by park title.

The associated Facebook community for NPSHistory.com began in 2014 and provides current and relevant park information to park volunteers, employees, and those with a passion for the National Parks.—*Sue A. McFadden, Indiana University East, Richmond, Indiana*

Digital Irish Famine Archive. Jason King.
http://faminearchive.nuigalway.ie

Arguably the worst famine to occur in 19th century Europe, the Irish Famine was also known as the Irish Potato Famine of 1845-1849. In the early 1840s, the potato was the staple diet of nearly half of Ireland's impoverished subsistence farmers. The Famine was set into motion by a

combination of unusual weather and a late potato blight that caused years of crop failure. Many people starved while others escaped this hardship by emigrating to the United States and Canada. Those who fled to Canada in 1847–48 often landed in Montreal, contracted typhus, and were cared for by the French-Canadian Grey Nuns of Montreal or Sisters of Charity. The Sisters of Providence and Father Patrick Dowd also worked in the city's typhus fever sheds, tending to the emigrants who were often widows and orphans. Many of these participants left accounts of their experiences in French. Now, thanks to the efforts of Dr. Jason King with the University of Limerick, the Moore Institute at the National University of Ireland in Galway, the Ireland's Great Hunger Institute at Quinnipiac University, the Irish National Famine Museum, the Montreal Irish Monument Park Foundation, the Ireland Park Foundation, the iNue Partnership, and the Irish Research Council, these accounts have been digitized, transcribed, and translated from French through the Digital Irish Famine Archive. The Archive is simple and easy to navigate. Its holdings have been divided into four sections, each containing the aforementioned accounts. Each section contains downloadable PDF's and summaries accompanied by images related to the tragedy. One section even contains a video of a 2013 documentary about the return of the descendants of emigrant orphan, Daniel Tighe, from Quebec to Strokestown, Canada. Overall, the Archive will be an excellent resource for high school and college students in need of primary and secondary sources about the efforts made to help the Famine's emigrants to Canada.—*Kathleen M. Monti, Harrisburg Area Community College, Harrisburg, Pennsylvania*

Free People of Color in Louisiana, LSU Libraries
http://lib.lsu.edu/sites/all/files/sc/fpoc

Free People of Color in Louisiana is an NEH funded project that brings together disparate archival collections of personal and family papers, documenting the lives of people of African descent who were either born free or who escaped from slavery and lived freely in the United States, prior to 1865. The source libraries and archives for this project include Louisiana State University (LSU) Libraries Special Collections, The Historical New Orleans Collection, the Louisiana Research Collection in Tulane University Special Collections, the Historical Center at the Louisiana State Museum, and the Louisiana Division of the New Orleans Public Library.

Significantly, the collaborative nature of this project has allowed its creators to reunite collections from the same families that were previously scattered across repositories. The site is designed to facilitate easy access to the original catalog records and finding aids for the collections from their source libraries and archives, while presenting the digitized documents together on one searchable platform. The full collection is annotated with a contextual historical essay, covering the various contexts in which free people of color lived in the Americas, dating back to 1492. Additionally, the essay offers specific discussion of circumstances in Louisiana during its colonial, territorial, antebellum, Civil War, and post-Civil War periods. The documents are all freely available on the LSU Libraries Special Collections website. They are viewable as high quality, full color scans which may be adjusted by size, printed, and downloaded. In addition to the personal and family papers, the project offers digitized public records of immense value to researchers of free people of color. These include multiple volumes of indenture and emancipation records, often featuring testimony about why an enslaved person could be considered to be deserving of freedom.

Free People of Color in Louisiana will enable researchers to access and disseminate understudied dimensions of the history of race and slavery in the United States. The project represents an ambitious collaboration among its contributing institutions and will be of remarkable value to legal, cultural, social, and political historians and scholars of the United States and of the Atlantic World more broadly.—*Alexa L. Pearce, University of Michigan, Ann Arbor, Michigan*

Wooster Digital History Project, College of Wooster
http://woosterhistory.org

Presented by the College of Wooster in Wooster, Ohio, the Wooster Digital History Project combines resources from the college's own Special Collections, the Wayne County Historical Society, and the Wayne County Public Library to provide a variety of online resources on the town's history. Included are app-based walking tours, exhibits on topics such as settlement, agriculture, social movements, and civic development, and a town map with locations linked to pages on the site. The four tours can be viewed via either web or mobile sites. They generally contain text with directions and information about notable sites within the town, but some images are provided as well. Each exhibit links to a page with text description of that item, links to sections of that exhibit to the right, and often images relating to the exhibit. Some include audio or videos as well, with local historians providing further information. The "Links/Sources" page provides not only links to other relevant web sites on local history, but also a bibliography of print sources on Wooster history. This easily navigable, appealing site provides an excellent example of well-presented local history.—*Matthew J. Wayman, Penn State Schuylkill, Schuylkill Haven, Pennsylvania*

Reflections on the RUSA President's Program 2015

It's Complicated: Navigating the Dynamic Landscapes of Digital Literacy, Collapsing Contexts, and Big Data

Cathay Keough

Cathay Keough *(cathay.keough@lib.de.us) is Statewide Coordinator, Reference Services, Delaware Division of Libraries, and Executive Director, Delaware Library Association*

There comes a time when a researcher speaks to librarians and the aftermath of the articulation echoes for days, maybe even weeks. danah boyd's rapid-paced, information-packed RUSA President's Program presentation at the ALA Annual Conference 2015 in San Francisco resonated around three topics:

- How technology can complicate our understanding of the world and the people around us by presenting information outside of its original context
- How technology can expand the ways in which we understand the world and the people around us by bringing us into contact with ideas, cultures, and contexts that we would otherwise be unaware
- How increased data collection, and issues of classification, storage, and access are creating challenges to personal privacy

Dr. boyd began by sharing her unique educational background. Because she was trained by anthropologists, but also studied computer science, her focus area has been what she calls "the intersection of technology and society." She recounted her love for data, big data, and metadata and offered, "Librarians are the patron saints of information" and "metadata is a love note to the future." As patron saints of information, she warned, librarians must understand the many ways data and information can be used to impinge on our freedom and privacy.

STRATEGIES FOR ACHIEVING PRIVACY

Dr. boyd offered insight about how young people manage privacy in an online, social world. Her research into teens and their efforts to maintain their privacy began in 2006. Her work in this area culminated with the recent publication of "It's Complicated: The Social Lives of Networked Teens" (2014, electronically available at www.danah.org/itscomplicated). Through her research, boyd has immersed herself in what she calls networked publics—public areas that are restructured by networked technologies. "Social media is a relief valve," boyd stated, and a place where people can engage to create a new community. Boyd explains that young people "complain about adults being 'in their business' while adults assume that if something is public, they have the right to look." boyd continued with, "Privacy isn't simply the practice of controlling the flow of information. It's about controlling a social situation."

Equally important is the context in which these networked spaces allow the information to be presented, maintained, and reviewed. The online environment creates a fluid way

for information to be posted and accessed, and information posted in one space and context, may ultimately be perceived in another space, stripped of its original context. This can be problematic if, for instance, we post information on our Facebook page with the expectation that our audience will understand our tone, the overall context of the comment. But such posts can easily show up in feeds, stripped of context that would help illuminate meaning and intention. boyd refers to this phenomena as "collapsing of context." She explains that when contexts collapse offline we have mental models that help us understand how and why people act differently in different situations. For instance, we may use a different manner of speech and dress at work than we use with our friends on a Saturday night. The choices we make are appropriate and understood as contextually appropriate by our peers and colleagues. But online, people struggle with finding ways to manage boundaries and control the meaning of contextual choices (i.e., sharing of jokes, tone of voice, etc.) that may be perceived and judged outside of their original context and by those who were not the intended audience.

MAKING MEANING OF MESSY DATA

Dr. boyd shared an interesting example of how young people discovered that by adding a brand name, like "Nike," into their comment, their post would escalate in algorithmic value and show up more frequently in their friend's feeds. They learned to manipulate an information system designed to manipulate them and share information in a way that they achieved their desired results. Dr. boyd used this story as a way to point out not only the savvy of teens, but the increasing sophistication of targeted online marketing based on huge amounts of data that have been collected and correlated about us. She shared a well-known (if possibly apocryphal) story about how Target correlated the purchase of fragrance-free wipes and vitamins to accurately assess that a 16 year old customer was pregnant, and they began sending her ads related to pregnancy and newborns.

Similarly, Google, Facebook, and other online services are likely to tune into what we search for, correlate that with other factors such as age, gender, geography, and other demographic data points, and serve up ads and feed items that reflect our own beliefs and worldviews. In this way, the algorithms that determine what we see have the capacity to limit our perception and understanding of the world. "We've long known that the mechanisms of information organization have politics," boyd remarked. "Just because a machine is categorizing information doesn't mean that it is without politics."

NETWORKED DATA AND LIBRARIANSHIP IN A DATA ERA

Data is "all about networks," boyd told us. And there are many questions challenging us to think about networked information, the very foundation of the question being, "Who controls it?"

Dr. boyd gave a clear example of email, asking, "Who owns the email that you send? The recipient? Those who own the server?" She then moved into the collection of genetic information, asking what does it mean to have donated genetic data? A Supreme Court decision has ruled that collecting genetic material is legal (*Maryland v. King*: www.supremecourt.gov/opinions/12pdf/12-207_d18e.pdf). However, it is important to ask, who is collecting it and what are they doing with it?

Finally, Dr. boyd shifted to a discussion to the very core values of librarianship, which include the following:

- Access
- Intellectual freedom
- Preservation
- Education and lifelong learning
- Democracy
- Social responsibility
- Service
- Professionalism
- The public good
- Diversity
- Confidentiality/privacy

"The public good means a commitment to openness, a commitment to making certain that you fight for people's ability to access information," boyd told us. "In order to be an informed society, we cannot let politics get in the way of public access to information." She acknowledged how difficult this shifting landscape is for literacy and access, and for the world of information. And then she called us to action.

Dr. boyd appealed to our passion and rallied us to continue to fight for access to facts, to ask harder questions, to be active in the political arena. We need new critical ways (and need to employ critical thinking) to make sense of information, and help our communities learn, discover, and understand. She warned that propaganda is becoming more sophisticated, and that librarians are needed to help make sense and meaning of information around us.

Her message ended on a high note; not one that sent an alarm but that called for us to remember who we are and what we can do within the realms of our profession, because the challenges of privacy and surveillance continue to get harder. "What is stopping you from fighting for freedom of access, for freedom of information?" she asked each of us in the room. "I beg you to get engaged in this."

Dr. danah boyd is a Principal Researcher at Microsoft Research and the founder/president of the Data and Society Research Institute. Read about more of her ideas at www.zephoria.org/thoughts/. The RUSA President's Program Planning Committee and the RUSA Just Ask Task Force invite you to view the video recording of Dr. boyd's presentation at ALA Annual 2015, which is available to ALA members at www.ala.org/rusa/rusa-presidents-program-2015.

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.

Archives Alive: Expanding Engagement with Public Library Archives and Special Collections. By Diantha Dow Schull. Chicago: ALA Editions, 2015. 324 p. Paper $79.00 (ISBN 978-0-8389-1335-2).

In *Archives Alive*, Diantha Dow Schull expertly demonstrates the strength, vitality, and importance of rare books, special collections, and archives departments located in public libraries rather than academic or research libraries. Schull's purpose is two-fold. First, she demonstrates the breadth and depth of special collections in public libraries; second, she demonstrates how twenty-first-century special collections departments work, frequently with technology, to increase engagement with the publics they serve. The scope is limited to special collections departments in American public libraries, but within these parameters, coverage is exhaustive and strikes an appropriate balance between activities at large, well-funded institutions and smaller departments with more modest resources.

The book is divided into ten thematically arranged chapters. Some chapters consider specific types of special collections and archives, such as art and oral history collections, whereas others consider innovative types of programming, including educational initiatives, exhibitions, and interactive archives. Each chapter follows the same format: an introduction that explores the chapter's topic in general, followed by 10–15 case studies exploring relevant exemplary programs at public libraries around the country. Each case study, although brief, provides an overview of the special collection or archive and its relationship to the parent public library and a thorough description of the program or initiative under consideration, with a focus on planning and implementation. Case studies conclude with a discussion of the challenges associated with the project and future plans. Almost all case studies note that ubiquitous budget and staffing cuts present a challenge; more helpful are the discussions of specific, less obvious challenges associated with particular programs, such as the logistics associated with mounting a public program that includes a dance component or the need to reallocate existing financial resources to pay for server space in support of digital projects.

The result of these carefully curated case studies is an impressive overview of the vital communities built between public library special collections departments and the constituents they serve. Further, the projects, partnerships, and initiatives described provide inspiration for the special collections librarian or archivist at any type of library; my copy now has many flags marking ideas for innovative programming that I would like to implement at my own (academic) library.—*Melanie Griffin, Special Collections Librarian, University of South Florida, Tampa, Florida*

Assessing Service Quality: Satisfying the Expectations of Library Customers. 3rd edition. By Peter Hernon, Ellen Altman, and Robert E. Dugan. Chicago: ALA, 2015. 232 p. Paper $75.00 (ISBN 978-0-8389-1308-6).

We all know that libraries are under pressure to reinvent services and programs to meet the changing demographics and demands of our current and future users as well as to maintain relevancy in the digital age. Shrinking budgets and competition for funding weigh heavily on the minds of all library administrators. Providing outstanding service is at the heart of the library, and, as stated in the introduction to this third edition of a classic favorite on service, "customers are more than a source for data collection; they are the reason for the existence of libraries" (xii). The authors have updated this book to reflect new ways to measure library service, which does not always include rating the library by the size of the collection, but rather by ensuring that service is tied directly to a strong mission and vision. The book is divided into chapters that address components of a strong service program, including writing a strong mission statement, measuring and evaluating services, developing benchmarks, administering surveys, and implementing action steps to improve customer service. The final chapter is titled "Embracing Change—Continuous Improvement," and it emphasizes the importance of staff flexibility and training. One of the most useful chapters, focused on listening, provides an overview of various methods to capture customer perceptions through interviews, focus groups, social networks, blogs, suggestion boxes, usability testing, and surveys. Interspersed throughout the book are charts, graphs, questionnaires, procedures, and evaluation metrics that can easily be adapted to meet the needs of individual libraries. These useful tools are beneficial for not only evaluating service, but as a jumping off point for staff engagement and training. Also included is a section of sample case studies for staff training and development. The authors—all library professionals with a strong history of publishing on the topic of library service—have provided an outstanding list of reference notes in each chapter, as well as a detailed index. This book is an excellent working tool that will help libraries enhance their commitment to quality service and demonstrate their value to their communities. The final sections of the book reflect upon today's competitive environment and the library as a learning enterprise. The authors conclude with a challenge: this is a "time for action, not excuses" (204).—*Jane Carlin, Library Director, Collins Memorial Library, University of Puget Sound, Tacoma, Washington*

Club Programs for Teens: 101 Activities for the Entire Year. By Amy J. Alessio and Heather Booth. Chicago: ALA Editions, 2015. 192 p. Paper $49.00 (ISBN: 978-0-8389-1334-5).

Club Programs for Teens is a fun, informative book that provides a variety of options for librarians who are interested in creating "club" programs for their teens—programs that occur regularly and appeal to teens with common interests. The authors base the idea of clubs around the fact that some teen librarians are experiencing increasing program numbers and a lack of resources to manage those growing numbers. One valid reason for focusing on club programs is that many teens today are busy with overbooked schedules, so offering library programs that occur regularly at the same time each week or month will help them remember to attend. But the authors miss the mark when they imply that the "problem" of large program numbers can be fixed by offering more focused club programs. This is not a solution for libraries whose teens who will come to anything.

The introduction gives tips on how to build clubs and develop them over time, as well as how to proceed when they stop working. The authors rightly criticize the attitude often expressed by teen librarians: "I tried a teen group for a while, but no one came, so I canceled it"; they point out that teen programming requires "constant feedback and adjustment" (xvii). The book itself is organized around thirteen types of clubs, including those focusing on reading, crafting, fitness, entertainment, food, fashion, science, and more. Within the individual chapters are ideas for various activities, along with shopping lists of materials, instructions getting started, and ideas for expanding the club's activities online. Some favorite program suggestions include self-defense basics, a decades-of-dance moves party, "Color a Smile" (coloring pictures to be sent to people who need a pick-me-up), a mashup of board games (using old parts of classic games to create a new game), and a squishy circuits programs. The book offers several activities to choose from, in both the "very affordable" category and the "will cost a little bit" category. Overall, many of these programs will appeal to teens with a variety of interests. I recommend this book for librarians who are interested in spicing up their teen programs.—*Lindsey Tomsu, Teen Coordinator, La Vista Public Library, La Vista, Nebraska*

Digital Humanities in the Library: Challenges and Opportunities for Subject Specialists. Edited by Arianne Hartsell-Gundy, Laura Braunstein, and Liorah Golomb. Chicago: ACRL, 2015. 312 p. Paper $68.00 (ISBN: 978-0-8389-8767-4).

Abundant literature explores the nexus between academic libraries and digital humanities research and teaching, including major reports by CLIR, Ithaka S+R and OCLC, yet many aspects of the library's role have not yet been investigated critically. Editors Arianne Hartsell-Gundy, Laura Braunstein, and Liorah Golomb have addressed this gap with this practical volume, written for the subject librarian, that covers a large spectrum of library activity in digital scholarship. *Digital Humanities in the Library* includes case studies, recommended readings and tools, sample course assignments, and strategies for focusing library contributions and keeping them aligned with the local mission and goals.

One of the strengths of this book is the diversity of the types of academic library represented. It is often the case that publications on digital humanities in the library focus on major public and private research universities with enviable staffing levels. Although the reason for the flourishing of digital humanities in these environments is perhaps self-evident, the participation of smaller institutions and liberal arts colleges is by no means precluded. Chapters by Caro Pinto and Christina Bell effectively demonstrate the particular strengths that small liberal arts colleges bring to digital humanities practices.

Several chapter authors stress the subject librarian's advantage as a sort of threshold person, an intermediary who connects technologists, metadata librarians, scholars, and students. One common theme is the value of starting small and building on what already exists within the library. Borovsky, McAuley, Vedantham, and Porter provide fascinating observations about the influence of library spaces on learning, intellectual curiosity, communication, and understanding (chapters 5 and 10). And Golomb offers a warm account of her own experimental R&D work in text mining with the transcripts of the television series *Supernatural* (chapter 13).

In trying to capture some of the sparkle of celebrated research centers and award-winning digital archives, this volume occasionally loses track of the very real difficulties of working in an emerging area. Perhaps out of a desire to avoid a discouraging tone, several chapter authors deemphasize the "challenges" of the book's title. These challenges can exist both inside and outside of the library. The enthusiasm of trying anything new comes with a risk, and the subject librarian who gets involved in digital humanities projects might ascribe the roadblocks she encounters to her own personal failings. But these barriers are often anything but personal. For this reason, the emphasis that Christina Bell places on "clear direction from library leadership about expectations and priorities" was particularly welcome (114). Likewise, Langan and VanDonkelaar provide apt observations regarding a lack of shared understanding within the library about the connection between information literacy and instruction in digital methods (33). Their findings point to a need for patience, as well as for transparency when reporting outcomes. In their discussion of a collaboratively taught course on the Ancient Near East, Borovsky and McAuley attempt to alleviate anxieties that digital humanities collaborations might displace the traditional subject librarian's work. And with regard to external challenges, this reader particularly enjoyed the honest remarks by Rosenblum, Devlin, Albin, and Garrison about the occasional awkwardness of faculty-librarian collaborations (157), frustrations stemming from high expectations (159), and rampant impostor syndrome among librarians that is, in the end, not especially justified, as librarians often have more experience than teaching faculty with digital methods (165).

This book includes many insightful chapters from experienced professionals on all kinds of library-driven digital humanities involvement. It is naturally recommended for subject specialists, but also library administrators, technologists, metadata experts, and digital archivists—anyone in the library who has a stake in the success of a digital humanities program, including those librarians who have "digital humanities" in their job titles.—*Francesca Giannetti, Digital Humanities Librarian, Rutgers University Libraries, New Brunswick, New Jersey*

Library Security: Better Communication, Safer Facilities. By Steve Albrecht. Chicago: ALA, 2015. 184 p. Paper $55.00 (ISBN: 978-0-8389-1330-7).

Dr. Steve Albrecht is a renowned security consultant with experience working with and consulting for libraries that are implementing or improving security plans and procedures. He is also a retired San Diego Police reserve sergeant. *Library Security: Better Communication, Safer Facilities* is a practical book dealing with security and customer service in an era in which workplace violence, mental illness, child neglect, and homelessness are realities for all libraries, regardless of their size or location. Filled with engaging anecdotes and forthright advice, this volume is both readable and useful. Although Albrecht emphasizes issues that are especially common in public libraries, this book provides information beneficial to those working in any kind of library, archive, or information setting that is open to the public.

Library Security: Better Communication, Safer Facilities consists of ten chapters, each dealing with a different aspect of workplace security. Albrecht begins with an introduction to the library workplace of 2015 as well as an overview of his guidelines for determining when patron behavior warrants staff intervention. According to Albrecht, library staff can increase the safety and comfort of their facilities by being alert to patron behavior, using customer service skills to defuse challenging situations before they start, and implementing and enforcing a code of conduct. After discussing various types of challenging behaviors commonly seen in libraries, Albrecht provides a helpful guide to threat assessment. He describes two basic types of threatening patrons, the noisy but typically manageable "howler," and the quieter but more menacing "hunter," and explains the best ways to manage the former and proactively identify and deter the latter.

In the second half of the book, Albrecht discusses how to prevent and respond to violent situations, including tips for verbal de-escalation, guidelines for determining when to call police, and the "Run, Hide, Fight" protocol for responding to an active shooter. The author then presents a protocol for conducting a site security survey, along with tips for building mutually beneficial relationships with police, mental health resources, and other relevant organizations. After a final chapter discussing staff development and training in security best practices, Albrecht provides a site survey checklist, exercises for staff training, and other useful resources.

Albrecht uses a light tone to deliver important and serious information in an engaging and readable manner. This book naturally will be beneficial for administrators developing site

security plans, but it is also likely to be of use to department heads and team members in public services, circulation, and reference departments.—*Sarah Clark, Associate Library Director, Rogers State University, Claremore, Oklahoma*

Mentoring A to Z. Julie Todaro. Chicago: ALA, 2015. 153 p. Paper $58.00. (ISBN 978-0-8389-1329-1).

Staff training and development programs are aimed at all library employees. These processes communicate job expectations, orient the worker to the organization and its resources, and provide information about the library's mission and goals. Mentorship programs, on the other hand, are more often developed for employees at the professional or faculty level, and, ideally, they deal with issues such as long-term professional career development, promotion and succession planning, and retention (or tenure in tenure-track faculty situations).

In this book, Julie Todaro examines mentorship programs in libraries and library organizations. Much of the book is in the form of bulleted lists, which makes it a quick read but which also leads to a degree of repetitiveness. She includes several case study exercises, enabling the reader to practice applying the information. Several lists are particularly useful, including those covering types of mentoring relationships (12–13), typical goals for mentoring programs (38–41), and failure modes (77–88).

As Todaro points out, "the success of any [mentor-mentee] pairing lies in the identification of relationship goals" (22). Chapter 3, "The Value and Benefits of Mentoring," addresses this topic in depth, considering not just the overall goals of mentoring programs in relationship to the organization, but also specific benefits for the mentor, the mentee, and nonparticipants within the organization. This is perhaps the most substantial chapter of the book, and it serves as a helpful reference for those trying to promote the development of a mentorship program to library administration. Chapter 7, on measurement and evaluation, is somewhat weaker, although it provides the sound advice that planning for any new initiative should include "[deciding] what data results matter" (88) and incorporating an evaluation plan.

The substantial appendices suffer in some places from an overly general approach. For example, the handbook content guide (97–99) could apply to building documentation for nearly any program; still, this may be a good set of guidelines to use. One peculiarity of the back matter is that several sections begin with what appears to be text from the publisher's style guide. But this section is quite thorough on the documentation needed at every phase of a mentorship program, from planning through evaluation.

This is a useful and practical book, though perhaps a bit padded here and there with material of a very basic nature. Overall, however, it offers excellent guidance on developing, setting up, and evaluating the success of a mentorship program. The forms and checklists in the appendices are invaluable and make the book well worth adding to the professional collection supporting a mentorship program.—*Janet Brennan Croft, Head of Access and Delivery Services, Rutgers, The State University of New Jersey, New Brunswick, New Jersey*

The Purpose-Based Library: Finding Your Path to Survival, Success, and Growth. By John J. Huber and Steven V. Potter. Chicago: Neal-Schuman, 2015. 200 p. Paper $62.00 (ISBN 978-0-8389-1244-7).

Building on the management principles presented in his book, *Lean Library Management: Eleven Strategies for Reducing Costs and Improving Services* (Neal-Schuman 2011), John Huber extends the "lean" philosophy to help libraries define the core purposes that add value to their community in order to survive, succeed, and grow. Huber includes anecdotes and facts from libraries with which he has consulted to illustrate the effect that increased competition, reduced assessments, budget cuts, and outsourcing have on libraries and that ways that some libraries have resisted these effects. In addition to examples cited by Huber, each chapter also features insights from Steven V. Potter, library director at Mid-Continent Public Library in Missouri, which put the discussion in the context of library administration experience.

Huber and Potter present a bold and comprehensive philosophy to fend off budget and perception threats: the library must be perceived not only as adding value to its community, but also as a hub for facilitating the community's pursuit of core needs. Borrowing from Maslow's hierarchy of needs, Huber proposes a pyramid of community needs, with the library as the catalyst to bring together community agencies, businesses, government, religious organizations, foundations, charities, and volunteers to cooperatively address community needs. Huber's pyramid steps include food and shelter safety net, safety and security, functional literacy and access, digital literacy and access, functional skills development, creative expression, and advancement of knowledge. A chapter is devoted to each of these topics, and each includes a discussion of how libraries are engaging their communities to effect change, as well as charts and metrics to measure the dollar value of services.

Huber and Potter present food for thought that will be useful to library managers and administrators engaged in financial management and strategic planning. Current library services readily fall into the pyramid of needs: computer centers contribute to digital literacy and access; digital media labs and maker spaces enhance creative expression; story times, GED and ESL classes advance functional literacy and access. Although few libraries are in the position to coordinate community engagement for all the needs on the pyramid, administrators can use this book to build on existing community partnerships in one area and add to these over time. The charts and metrics will give librarians a useful starting point for examining the data cited in the footnotes, developing their own community metrics, expressing the dollar value of local library

services, and making the case for the library as a core asset to its community. Although no bibliography is appended, the book includes a useful index, and the citations listed at the end of each chapter comprise a valuable resource for research data.—*Linda Ward-Callaghan, Manager of Youth Services, Joliet Public Library, Joliet, Illinois*

Real-World Teen Services. By Jennifer Velasquez. Chicago: ALA Editions, 2015. 116 p. Paper $50.00 (ISBN 978-0-8389-1342-0).

Author Jennifer Velasquez is a twenty-year veteran of teen services, a frequent speaker and consultant in the discipline, and a lecturer at San Jose State University's School of Information. Her extensive experience working directly with teens and speaking on their behalf is clear throughout *Real-World Teen Services*. The book highlights barriers that teen advocates often encounter and offers clear direction on how to diplomatically yet emphatically insist on the rights of teens as library users.

In the foreword, San Jose State University's Anthony Bernier highlights the need for texts like this by acknowledging that teen services are frequently added as an afterthought to other departments, usually youth or adult services. This common occurrence is one reason the book is a necessity for libraries serving teens: It's a how-to manual for underprepared staff obliged to interact with teens, as well as a guidebook for libraries struggling with staff attitudes toward teen behavior. Most importantly, though, it presents an opportunity for current teen librarians to reflect on their own practices with a critical eye.

The main messages: Be consistent, genuine, and kind. Involve teens wherever possible in program and space planning. Combat "colonization by adults and imperialization by children" (17) of teen-designated areas and activities. Avoid emphasizing personal preferences in programming and readers' advisory.

Velasquez supports the strategies she presents with actual scripts for confronting difficulties that often arise internally and externally: advocating for teen space and programs with administrators, enforcing behavior guidelines, addressing privacy matters with parents and other authorities, and keeping teen space restricted to teens only.

Each chapter includes a "Soap Box Moment" in which Velasquez presents an opportunity for self-reflection on an oft-encountered issue. The "Moment" titled "Now Say That to His Mother" is particularly powerful when considering how staff members ought to approach a young visitor displaying frustrating behavior.

This handbook is great for any library looking to engage teen users, inform inexperienced staff more thoughtfully, or improve already excellent services. The book would also make a great addition to the curriculum of a course for future teen librarians, but its practical approach and thoughtful message make it a text that could easily supplement a class for *anyone* planning to work in public libraries.—*Deidre Winterhalter, Program Coordinator for Kids and Teens, Niles Public Library District, Warrenville, Illinois*

Running a Small Library: A How-To-Do-It Manual for Librarians, 2nd ed. Edited by John Moorman. Chicago: ALA, 2015. 288 p. Paper $80.00 (ISBN 978-0-8389-1273-7).

Running a Small Library provides a plethora of ideas for librarians working in various types of libraries. Small libraries are found all over the country, and Moorman considers them to be "the backbone of our information society and an essential component of a democratic society" (vii). Therefore it is important to provide helpful resources to help library directors serve their communities. This book focuses on challenges and responsibilities unique to directors of small libraries who, due to limited budgets and staffing, often must wear many hats and cross-train on nearly all of the tasks that are performed in the library. This book also includes sections written by experienced librarians who provide ideas for running the small library.

The book is organized into five parts covering the major areas of a library director's responsibilities: administration, planning, services, collection development, and technology. The first part begins by defining and briefly describing different types of small libraries, including college, community college, special, public, and school libraries. The next section explains the different aspects of administration, such as planning, budgeting, policies, and staffing. Further information is given on how to deal with government regulations, governing boards, and friends' groups. The third section discusses the public services that a small library may provide, such as adult services, youth services, and digital services. In the collection development section, the entire life cycle of the library's collection is explained, from selecting, ordering, and cataloging materials, to circulation, and ending with weeding the collection. The final section addresses the use of computers and automation in libraries, covering topics such as personal computers, in-house networks, and integrated library systems.

With small chapters packed full of useful information, this book delivers a great summary of what is involved in the running of a small library. Both new and seasoned library directors will be able to find helpful ideas in this book, as "it is imperative that knowledge be continually upgraded, that all possible areas of cooperation be explored, and that funding be located to provide essential library services" (vii). However, this book would be particularly helpful to the new library director who needs to understand the many different tasks expected of them. Furthermore, it will also be useful for any librarian who wishes to learn how to run a small library, find a wealth of library administration information all in one place, and understand the different aspects of serving their community with the best their library has to offer.—*Janet A. Tillotson, Library Director, Towanda Public Library, Towanda, Kansas*

Sources
Reference Books

Tammy J. Eschedor Voelker, Editor

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

Abolition and Antislavery: A Historical Encyclopedia of the American Mosaic. Edited by Peter Hinks and John McKivigan. Santa Barbara, CA: Greenwood, 2015. 447 p. Acid-free $100 (ISBN 978-1-61069-827-6). Ebook available (978-1-61069-828-3) call for pricing.

This encyclopedia covers the rise and proliferation of abolitionist movements in the United States and the subsequent consequences of the emancipation of the former slaves. While outside international influences on American slavery existed—particularly Great Britain—the focus here is on both the Northern and Southern United States. Of course, banishing slavery did not lead to immediate social equality, and in fact many abolitionists did not ever desire this type of equality. This work also traces the subsequent controversial issues that emerged following abolition, such as new forms of labor exploitation, the right to own land and to vote, and the use of violence and intimidation to keep African Americans in inferior social and economic positions.

The books is organized alphabetically with entries ranging from one to ten pages. Most are around a page and a half, and they are succinctly and precisely written. Each entry is followed by "see also" references and a list of further readings. A selected bibliography of the most important works on abolition and emancipation appears at the end of the volume. Starting off the work are a brief introduction providing context and a detailed ten-page chronology. This chronology is quite comprehensive, beginning in 1441 with the first kidnapping of Africans by Portuguese sailors and ending in 1881 with the publication of Frederick Douglass' third autobiography. The volume ends with forty pages of excerpts from seminal primary resources, from slave narratives, to the Emancipation Proclamation, to the Thirteenth Amendment. Though interesting, the full-text of nearly all of these included primary resources can be easily found on the web.

Is this encyclopedia anything new or unique? There are a number of reference resources and encyclopedias devoted to slavery in the United States. There are fewer focusing specifically on abolition and emancipation. In fact, the main reference works on abolition over the past ten years are the *Encyclopedia of Emancipation and Abolition in the Transatlantic World*, edited by Junius Rodriguez (Routledge 2007), and an earlier edition of this same *Abolition and Antislavery*. Interestingly, there is no mention in this edition of the earlier, two-volume set of *Abolition and Antislavery*, by the same authors, and also published by Greenwood. Half the length of the previous volume, and with half the number of entries, this new edition has to be seen as a condensed version. The intention, although not stated anywhere, seems to be to have a "quick and dirty" version of the earlier resource. In any case, it is fair to say that Routledge's *Encyclopedia of Emancipation* is a more comprehensive resource. With close to 1,400 pages over three volumes, this larger work trumps *Abolition and Antislavery* in nearly every way. The only advantage *Abolition and Antislavery* has over the larger *Encyclopedia of Emancipation* is that this newer, briefer work may be more appropriate for high school and public libraries. Its overall coverage is broad if not deep,

ranging from escaped slaves and violent insurrections to landmark legislation, to influential national movements and organizations. It is certainly only a starting point for research in this area, but not a bad one at that.—*Mike Tosko, Subject Librarian, The University of Akron, Akron, Ohio*

Asian American Religious Cultures. Edited by Jonathan H. X. Lee, Fumitaka Matsuoka, Edmond Yee, and Ronald Y. Nakasone. American Religious Cultures. Santa Barbara, CA: ABC-CLIO, 2015. 2 vols. Acid-free $189 (ISBN 978-1-59884-330-9). Ebook available (978-1-59884-331-6) call for pricing.

Asian American Religious Cultures (*AARC*) is an encyclopedic collection of essays and entries aimed at high school students, college undergraduates, and nonspecialist readers. This collection, written by a variety of experts, touches upon specific elements of Asian American religious cultures.

While the nineteen essays vary in length, their focal point is distinct: critical topics related to Asian American religious culture. The editors' selection of critical topics is notable; for example, two topics: religion, race, and orientalism and interpretation stand out as issues that require a thoughtful and comprehensive response, which *AARC* provides.

The more than 200 entries in *AARC* supplement the essays by providing information related to specific elements of Asian American religious cultures. For example, a brief entry on dragons discusses the role that dragons have played both historically and currently in Asian American religion. Another excellent example is the entry on Mormons. With Anglo-American roots, one does not often consider Mormonism to be a topic for discussion among Asian Americans. However, the contributor of this article, Garry Trompf, differs. Tromph provides a brief but excellent introduction to the impact of the Mormon Church in Asian countries and segues into an overview of Mormonism today among Asian Americans. Even though both of these entries are brief, the contributors provide bibliographic information providing resources for further reading. This is an invaluable asset. These two entries serve as examples which the remainder emulate.

There are several topics that a potential student may pursue in relation to Asian American religious culture that were not included in *AARC*. To accommodate these scenarios, the *AARC* includes brief references to refer the reader to related topics. For example, *AARC* does not have an essay or an entry on Baptists, however, it does have "Baptist" listed in the entries and it simply says "see Morikawa, Jitsuo." Jitsuo Morikawa, a Baptist minister of Japanese ancestry, played a critical role in the American Baptist Churches, and this entry provides a brief snapshot of Baptist work in Asian American culture. These references abound in the *AARC* and they add tremendous value to this work. *AARC* also includes an index which serves as an invaluable tool for patrons desiring to do research on Asian American religious cultures.

An earlier work by the same publisher, ABC-CLIO, and edited by two of the editors of *AARC*, is titled *Encyclopedia of Asian American Folklore and Folklife* (*EAAFF*). While these works do sound similar, they do have distinctions. The objective of *EAAFF* is to answer the question "What is Asian American Folklore and Folklife?" The answer to that question will involve religion and religious institutions, but it also entails customs, traditions, languages, and other cultural aspects of Asian Americans. The *EEARF* provides a broader, but still valuable, perspective, whereas *AARC* provides more depth information on one particular aspect: religion.

While *AARC* is a notable and unique source, one must remember that the intended audience for this work is high school students, college undergraduates, and nonspecialist readers. It would be a good starting point for undergraduate students, but it would not provide the resources needed for detailed research or analysis. Because of that, *AARC* would be a welcome addition to any library lacking content in this area and looking for a good place where patrons can start their inquiries on these topics.—*Garrett Trott, Librarian, Corban University, Salem, Oregon*

Encyclopedia of Constitutional Amendments, Proposed Amendments, and Amending Issues, 1979–2015. 4th ed. By John R. Vile. Santa Barbara, CA: ABC-CLIO, 2015. 2 vols. $189 (ISBN 978-1-61069-931-0). Ebook available (978-1-61069-932-7) call for pricing.

Amending (pun totally intended) such works of reference on a semi-regular basis is key to staying current. In this fourth edition author John R. Vile has again made the necessary revisions to reflect the enduring engagement and discourse pertaining to the practice of amending the US Constitution. It should be noted that if you are looking for a straight-forward, chronological overview of the amendments in their historical contexts, this would probably not be the go-to source. Instead, Grey House Publishing Inc.'s *Constitutional Amendments: An Encyclopedia of the People, Procedures, Politics, Primary Documents, Campaigns for the 27 Amendments to the Constitution of the United States* (2012) or Gale's *Constitutional Amendments: From Freedom of Speech to Flag Burning* (2008) would be the preferred choice. Vile's contribution takes a more nuanced approach to the study of this specialized field by including entries on related (unresolved) issues, influential people and organizations, Supreme Court decisions, and as noted in the title, proposed amendments that failed to pass Congress and ratification. In light of this diverse content, one can see how releasing new editions of the work every so often is indeed warranted.

As for its organization, entries are alphabetic, and listed only as such in the front matter. Because of the varied content, I would have also liked to have seen a thematic clustering of entries somewhere up front, as is often present in such works, but no such luck with this one. There is, however, a "List of Cases" with corresponding page numbers in the back, just before the index. Entries are generally quite concise and to-the-point, with suitable cross-references and

strong "Further Reading" suggestions. To give you an idea of what I mean by "concise," the entry on the "Federal Marriage Protection Amendment" takes up more than two and a half pages (approximately five columns).

The four appendices are nice additions, but only one, I think, is really exceptional. Appendixes A, B, and C consist of the text of the Constitution itself, the dates amendments were proposed and ratified, and a list of the number of proposed amendments by decade—good to have, but all just a Google search away. Appendix D, "Most Popular Amending Proposals by Year and Key Events, and Publications Related to Constitutional Amendments," however, is a very helpful piece of supplemental material. Lastly, the bibliography is truly a work of art. Vile has had a long and distinguished career as scholar of the US constitutional amendments, and this compilation of important works would be the first place I would look if starting to help a student on any related research endeavor. I would recommend this reference to students from high school through college undergraduate, although the above-mentioned bibliography would be a score for students/researchers at any level.—*Todd J. Wiebe, Head of Research and Instruction, Van Wylen Library, Hope College, Holland, Michigan*

Foods That Changed History: How Foods Shaped Civilization from the Ancient World to the Present. By Christopher Cumo. Santa Barbara, CA: ABC-CLIO, 2015. 451 p. Acid-free $100 (ISBN 978-1-1108-3536-0). Ebook available (978-1-4408-3537-7) call for pricing.

Foods that Changed History: How Foods Shaped Civilization from the Ancient World to the Present, is an expansive work with almost 100 entries that cover a wide range of foods that have had a major historical impact. The entries summarize the origin of the foods and then cover the periods in time that they were culturally significant to different societies for a variety of reasons.

It is important to note from the start that this work is intended as an introduction for students to the food studies field. Arranged in an encyclopedic format with alphabetic entries, it is easy to navigate and the entries receive equal treatment throughout. Students from a variety of disciplines would consider this a valuable tool when beginning their research because Cumo has done an excellent job of balancing the dry factual information with the more interesting analysis of how the different foods helped shape different cultures and at times served as the catalyst for major change or discovery. An example of this would be Cumo's entry on cinnamon that details its role in the spice trade that led to greater exploration on other continents by Europeans. He treats the topic objectively and describes both the positive effects these developments had on European society and the terrible injustices many of the native groups in the new world suffered at the hands of the European explorers.

While this work is interesting and does an admirable job of covering a large number of foods, it is certainly not the only book to cover this topic published in recent years. *Fifty Foods that Changed the Course of History*, by Bill Price, was published in 2014 (Firefly Books), and covers several of the same foods as this book. The major difference between the two works is that Price uses a chronological format to frame his work, he has a lighter tone throughout, and he covers fewer foods. Each has its strengths, and selection should be based on your patron groups, potential audience, and budgetary constraints.

Overall, this work is an easy to use reference resource that provides an interesting historical overview of a wide range of foods that have directly impacted the development of modern day civilization. Considering the cost and the number of books recently published on this topic, I would recommend this work only for community college or university libraries supporting relevant majors.—*Marissa Ellermann, Head of Circulation Services Librarian, Morris Library, Southern Illinois University Carbondale, Carbondale, Illinois*

Ghosts, Spirits, and Psychics: The Paranormal from Alchemy to Zombies. Edited by Matt Cardin. Santa Barbara, CA: ABC-CLIO, 2015. 409 p. Acid-free $89 (ISBN 978-1-61069-683-8). Ebook available (978-1-61069-684-5) call for pricing.

Producing a reference book about the paranormal presents a unique challenge. Various aspects of the phenomenon—under the rubric of "the supernatural"—have been and remain common to virtually all religions. Furthermore, as this work's "Introduction" notes, "the idea of the paranormal is ubiquitous and inescapable in American culture" and "is entrenched" (xix) throughout most of the rest of the world. Yet the actual existence of the paranormal is in very serious doubt, and authorities in most mainstream disciplines reject it as pseudoscience. As the "Introduction" suggests, however, a new paradigm that sidesteps this "skeptic/believer dichotomy" (xxiii) seems to be emerging.

To tackle this slippery topic, editor and college English instructor Matt Cardin has assembled 121 alphabetically arranged entries by 57 contributors, most of whom work in academia. Subjects range from individuals (Edgar Cayce, Carl Jung, and so on) to important institutions such as the Committee for Skeptical Inquiry and the Rhine Research Center and from paranormal "powers" such as telepathy to treatments of the paranormal in the arts and the media. Most entries run from two to four pages, are objective in approach, and are clearly written without being simplistic. Each concludes with "See also" references and a short bibliography, and some include short timelines and excerpts from key documents as well. Additional features include a "Guide to Related Topics," a twenty-one-page chronology, a general bibliography, and an index.

Only two generally comparable works have been published in the last decade. Patricia D. Netzley's *The Greenhaven Encyclopedia of Paranormal Phenomena* (Greenhaven Press/Gale, 2006) contains nearly 300 entries, some of them

quite short, and is written in a popular style appropriate for young adults as well as adults. Netzley presents the views of both skeptics and believers, but her book is now somewhat dated. Brian Regal's *Pseudoscience: A Critical Encyclopedia* (Greenwood 2009) has 116 entries of varying lengths but devotes relatively little coverage to the paranormal, as it includes such subjects as Atlantis, cryptozoology, and gay repair therapy.

Given its currency and its thoughtful, even-handed approach to the field, *Ghosts, Spirits, and Psychics* is highly recommended for undergraduate and larger public library reference collections.—*Grove Koger, Retired Reference Librarian, Independent Scholar, Boise, Idaho*

Iconic Mexico: An Encyclopedia from Acapulco to Zocalo. Edited by Eric Zolov. Santa Barbara, CA: ABC-CLIO, 2015. 2vols. Acid-free $189 (ISBN 978-1-61069-043-0). Ebook available (978-1-61069-044-7) call for pricing.

Historian Eric Zolov writes about rock music, the "global sixties" and other pop culture topics in Mexico and Latin America. As editor of *Iconic Mexico* he and seventy-three other scholars present 100 "of the most iconic elements of Mexican history, culture and politics" (xi). The topics range from the globally familiar (Tequila, Bullfighting, Chile Pepper, Gringo) to the exotic and *muy mexicano* (*Lucha Libre*, Malinche, Superbarrio, Jesus Malverde). The choice of subjects is designed as a kaleidoscopic window into Mexico and Mexican-ness for many different readers. Each article provides historical context and analysis as to the deeper socio-cultural meanings of the "icon" over time. Illustrative sidebars include photographs and/or documents that detail aspects of the main topic or expand to include a related anecdote or story that did not seem to warrant a full entry. Suggestions for further reading accompany each article. A lengthy introduction gives an overview of Mexican history and a timeline ranges from the cultivation of maize in 8000 BCE to the disappearance of forty-three teaching college students in the state of Guerrero in 2014. A well-constructed index provides additional access points into the one hundred main entries, however, the index would be much improved if it included the names of the seventy-three contributors with page references to their articles in the body of the book. The authors are listed, but without links to their specific contributions.

Michael S. Werner's *Encyclopedia of Mexico: History, Society and Culture* (Fitzroy Dearborn 1997) is a comprehensive and academically rigorous reference work, but its coverage ends before the tumultuous political changes signaled by the "iconic" defeat of the PRI (Institutional Revolutionary Party) in 2000 and its return to power in 2012. Though different in focus and more limited in scope, the new *Iconic Mexico* is a much needed update. Two other titles make unique contributions to the Mexico reference shelf. David Dent's *Encyclopedia of Modern Mexico* covers most of the twentieth century and focuses more on the political context of Mexico in the world. *Mexico: An Encyclopedia of Contemporary Culture and History* by Don Coerver, Suzanne Pasztor and Robert Buffington (ABC-CLIO 2004) covers much of the same territory as *Iconic Mexico* but it lacks the popular culture emphasis of the newer work.

No single reference work can adequately cover the complex world of the "many Mexicos" made famous by historian Lesley Byrd Simpson (1891–84). The new *Iconic Mexico* is an excellent and unique addition to the available reference works in English and I would recommend it for public, school, and college libraries.—*Molly Molloy, Border and Latin American Specialist, New Mexico State University, Las Cruces, New Mexico*

Ideas and Movements That Shaped America: From the Bill of Rights to "Occupy Wall Street." Edited by Michael S. Green and Scott L. Stabler. Santa Barbara, CA: ABC-CLIO, 2015. 3 vols. acid-free $294 (ISBN 978-1-61069-251-9). Ebook available (978-1-61069-252-6) call for pricing.

This three volume encyclopedia offers more than 200 key concepts in American history from "Abolition" to "Zionism" similar to the earlier *Encyclopedia of American Social Movements* edited by Immanuel Ness (Sharpe 2004). While Ness uses sixteen larger groupings, Green and Stabler present more than 200 discrete ideas in alphabetical order in 1,000-3,000–word commentaries coupled with related excerpts of primary documents including laws, speeches, essays, and interviews that highlight significant voices and moments in American history. A timeline in the first volume situates the ideas in their historical context.

The focus on ideas rather than the history allows for the exploration and connections between early concepts to current outcomes. For example, the entry on "Consumerism" juxtaposes a vintage Chevy advertisement with an excerpt from "Wealth Against Commonwealth" by Henry Damarest Lloyd, showing the tension between the idealism and reality of capitalism. The commentary further elucidates these tensions with an analysis of early trade with Great Britain, the Protestant Work Ethic, industrialization, the Roaring Twenties, and more modern permutations of ethical consumerism and post-consumerism.

While the items are presented as discrete, some of the breakouts aren't intuitive or consistent. For example, there is no entry dealing with abortion. Instead, this issue appears in three sections across two volumes: "Birth Control," "Pro-Choice Movement," and "Right to Life" requiring cross-referencing and creating significant repetition. Finally, the primary documents hint at a political bias, especially the inclusion of *Roe v. Wade* as the Right to Life document instead of a more obvious statement by a leader within this group.

Each entry also includes a further reading section with additional resources on the topical focus. However, these are also somewhat inconsistent. Some entries such as "Abolition" cite a significant, focused reading list of more than a dozen books and journal sources, yet the reading list of Jim Crow offers only three books in spite of significant scholarship in

this area. Again, the authors and editors seem to struggle with the "Right to Life" reading list which appears substantial, but looks more at democracy and constitutional law than the actual movement.

The editors clearly state their objective to be "thorough" over "comprehensive" (xx). Although there are some inconsistencies, in many of the entries the editorial goal is achieved with strong, balanced commentary, important connections to primary resources, and additional titles in the area. Therefore, the work as a whole provides a good foundation for high school and lower level undergraduates in gaining a brief overview of key concepts in American history.—*Donna Church, Reference Librarian, Webster University Libraries, St. Louis, Missouri*

Instruments of War: Weapons and Technologies That Have Changed History. By Spencer C. Tucker. Santa Barbara, CA: ABC-CLIO, 2015. 428 p. Acid free. $89.00. (ISBN 978-1-4408-3654-1). E-Book available (978-1-4408-3655-8), call for pricing.

Experienced reference librarians will immediately recognize the byline of Spencer Tucker, one of our nation's preeminent military historians. Having written or edited more than fifty books covering numerous aspects of this subject, his name on the cover may well be considered an imprimatur of authority and solid scholarship.

This latest tome from his prolific pen is essentially a catalog of weapons in all their deadly and destructive variety. Entries are encyclopedic in nature, giving the researcher a concise yet informative snapshot of the who, what, where, when, and why of everything from the aircraft of World War I to the Yamato-class battleships of the Japanese Navy. Interestingly, Tucker has opted for a chronological arrangement, which has the advantage of showing how weapons have evolved over time. Therefore handheld items such as the club, spear, sword, etc., make up the initial articles, giving way to those regarding mechanical means (crossbow, catapult), through chemical (poison gas), electronic (sonar, radar) and so on, up to the ultimate destructive force of nuclear fission/fusion (atomic and hydrogen bombs, respectively). Tucker discusses the impetus for creating this listing in his Introduction, noting that "Weapons can have a profound impact on society" (xxi), as when the invention of gunpowder spelled the end of the knight and his age of chivalry.

Ever the thoughtful sort, Tucker has provided the reader with a dual table of contents. The first lists the 270 entries chronologically, as they appear in the text, while the next provides the same articles listed alphabetically. The volume is well illustrated with black and white photographs and contains twenty-five sidebar articles that provide additional details, such as how individual weapons altered the strategy and tactics of warfare.

While one might be inclined to think that such a volume as this would make for dreary reading, what with its emphasis on new and better ways of killing off one's fellow man, it should be noted that several of the entries concern life-saving technologies adapted for civilian use (penicillin, helmet) or have otherwise made our lives more productive and convenient (telephone, global positioning system).

Overall, this work represents an interesting and informative compendium supported by impeccable scholarship by an acknowledged master of the topic. Therefore this volume is strongly recommended for purchase by all public and academic libraries.—*Michael F. Bemis, Independent Reference Book Reviewer*

Jesus in History, Legend, Scripture, and Tradition: A World Encyclopedia. Edited by Leslie Houlden and Antone Minard. Santa Barbara, CA; ABC-CLIO, 2015. 2 vols. Acid free $189 (ISBN 978-1-61069-803-0). Ebook available (978-1-61069-804-7) call for pricing.

This encyclopedia is a revision of *Jesus in History, Thought, and Culture: An Encyclopedia,* edited by Leslie Houlden and published in 2003. The 2003 introduction, included and written by Houlden (then emeritus, Kings College, London), notes an intended focus on "as many aspects as possible of the phenomenon of Jesus" (xxv). The 2015 introduction, written by Minard (Simon Fraser University and the University of British Columbia) notes intent to respond to "curiosity that comes from the intersection of religion with other avenues of enquiry: science; other religions; or interests in anthropology, comparative religion, folklore, history, literature, and the social sciences." He also points to a shift in focus towards "interests of a more general American and international audience" (xxxv–xxxvi). The editors observe that "fascination" with Jesus "continues to keep him relevant even as the overall religiosity of the West declines" (xxxvi). There clearly is ongoing interest in Jesus, and there are similar reference resources. Among others, Evan's four-volume edited work *The Historical Jesus* (Routledge 2004) seeks to show "how study of the historical Jesus took shape, how it has evolved, and where we are today" (2). More recently, another very large four-volume work, *Handbook for the Study of the Historical Jesus*, edited by Holmen and Porter (Brill 2011), states its aim to serve "not only as a historical encapsulation of the topics" of the past, but as a "worthy expression of the range of viable thought currently available in historical studies" (xvii).

The current volumes have a total of 170 topical entries. The alphabetically arranged content runs from Adoptianism, Alexandrian Theology, and Anabaptists in volume 1 to Wittgenstein, Work, and World War I in volume 2. Topics more specific to Jesus in volume 1 include his death, family, miracles, parables, and teaching; an essay on his resurrection is in volume 2. About sixty entries were dropped from the previous edition, and thirty new were added. Many of those dropped discussed scholars such as Auden, Barth, Bonhoeffer, Harnack, Macquarrie, Meier, Pannenberg, Tillich, and Wright. Others dropped covered Irish, German, French, English, and Chinese Christianity. Buddhism and Hinduism are not included this time, though Islam and Judaism

remain. New entries include "Charismatic Christianity, Deism, Ecumenical Councils, Material Culture, Religion in Television, Saints, Slavery, and Utilitarianism" (vii–xi). Another new feature is a set of "primary documents"; these include "Sayings of Jesus from the Oxyrhynchus Papyri Collection (Fifth-Sixth Centuries CE)," "Pliny the Younger Requests Instructions from Emperor Trajan on How to Deal with Followers of Christ," and an "Excerpt from Cardinal John Henry Newman's *Apologia Pro Vita Sua* (1864)" (v).

An alphabetical table of contents is at the beginning of each volume, as is a "Topical list of entries." The topical listing has sixteen useful categories for grouping entries. A key category is "Jesus: Life and Times" which contains thirty-nine entries (xv). Others categories include "Christianity: Major Forms and Styles," "Culture," and "Ethical Topics," as well as a broader themes such as "Power," "Sexuality," and "Wealth." There is a large category "Schools of Thoughts, Thinkers, Movements, and Events" with subsections based on time periods. Another helpful section found at the opening of each volume is entitled "How to use this book."

The encyclopedia's entries, which vary in length from two pages to more than fifteen, are academic but also easy to read. This approachable writing is a strong point. The five-page entry for "Resurrection" cites New Testament writings in a general account of the resurrection, then it comments on the event as a continuation and vindication of Jesus's career, the resurrection in the New Testament world, and interpreting the resurrection. As with all, this entry includes a list for further reading, along with cross references. In comparison, the entry for "The Resurrection of Jesus" in Brill (2011) is twenty-three pages, has footnotes that cite and discuss points from New Testament and non-Biblical sources, but has no cross references.

In addition to the editors, a list of eighty-eight other contributors is included at the back of volume 2, although, unlike the first edition, the titles of contributions for each are not found with the author names in this list. Volume 2 has a nine-page glossary and a fifteen-page index. A fifteen-page general bibliography is also provided, though only two items were more recently published than 2003.

This resource could be valuable for public libraries and for undergraduate collections. Also, those who have the 2003 edition (cloth or ebook) might want the ebook for the new content and for the expanded flexible access possible. Even libraries supporting advanced work may find this a valuable tool for contributions made to dialogues on topics related to the study of Jesus.—*Paul Fehrmann, Subject Librarian for Philosophy, Religion, and the Social Sciences, Kent State University, Kent, Ohio*

The Sage Encyclopedia of Intercultural Competence. Ed. by Janet M. Bennett. Los Angeles: Sage Reference, 2015. 2 vols. Acid free $340 (ISBN 978-1-4522-4428-0).

Encyclopedia of Intercultural Competence draws together multiple concepts and theories related to interaction between groups of people with different cultural identities. As such, a wide range of disciplines and perspectives are represented in the entries, spanning education, healthcare, and the social sciences. What distinguishes these volumes from similar works, such as Jane Jackson's *Handbook of Language and Intercultural Communication* (Routledge 2012) is the broadening of scope beyond verbal communication to include values, ethics, customs, and culture.

Generally, the implicit contrast set is between English-speaking North Americans and other countries and cultures. Most entries are accessible and written in straightforward language with a distinct voice of each writer. As a aid to findability, entries are listed both alphabetically and thematically in a reader's guide. The 261 entries are classified according to twenty themes such as "Diversity and Inclusion," "Intercultural Communication," "Research Paradigms and Research Methods," and "Values." These themes are extremely useful as a means of navigating the volumes at a glance, especially when several disciplines are grouped together under one such concept. All entries have reference lists of supplementary readings, and one of the three appendices provides a substantive bibliography of up-to-date intercultural texts.

An advantage of these volumes is that the originators of particular theories were selected to write their own sections, which gives them a particular insight into their subjects. While format is generally consistent across the volumes, individual entries on similar topics (such as "Communicating Across Cultures with People from China," "Communicating Across Cultures with People from Japan," and "Communicating Across Cultures with People from India") may not contain the same subheadings or areas of focus. This makes straightforward comparisons more difficult, though not impossible. Another absence is the lack of biographical material, but individual entries do make reference to important theorists and practitioners in the field. This focus on pragmatics and competence means that biographical material would have to be gleaned from other reference sources.

A potential drawback of the volume is the lack of assessment instruments and tools which might accompany specific entries when useful for practitioners. In all, this makes the volumes valuable as an overview for generalists or beginners, but less suitable for advanced practitioners who will need in-depth materials about a particular culture, its pragmatics, and its norms. If working extensively with a specific population then more detailed information would certainly be needed. Academic libraries which support programs in communications, conflict resolution, international business, psychology, education, and social work will find this a useful set for their collections.—*Erin Pappas- European Languages and Social Sciences Librarian, Georgetown University, Washington, DC*

The SAGE Encyclopedia of Stem Cell Research. 2nd ed. Edited by Eric E.Bouhassira and Krishna S. Vyas. Los Angeles: SAGE Reference, 2015. 3 vols. Alkaline paper $525 (ISBN 978-1-4833-4768-4)

The study of stem cell research is continually expanding. Bouhassira, an expert in the field of stem cell research and the editor of *The SAGE Encyclopedia of Stem Cell Research*, 2nd ed., states: "given the increasing size and liveliness of the stem cell biology community and given the huge impact this novel scientific knowledge and technologies will have on society, providing a fully comprehensive view was not possible" (xxxi). With these limitations in mind, Bouhassira's text focuses on topics that would be of interest to the general public. The encyclopedia examines in great detail topics concerning embryonic (pluripotent), induced pluripotent (iPS), and adult stem cells. More than 500 articles cover a variety of topics concerning stem cell research, ranging from clinical trials and institutions that support stem cell research (such as "Whitehead Institute for Biomedical Research," "Japan Human Cell Society," and "Clinical Trials, U.S.: Eye Conditions") to the ethics and applications of stem cell research (such as "Do No Harm: The Coalition of Americans for Research Ethics," "Radiation Injury Treatment," and "Sweat Gland: Existing or Potential Regenerative Medicine Strategies").

Articles vary in length, from several paragraphs to a few pages and "see also" references, further readings, images, tables, and figures are provided when available. The text is easy to navigate and use. Articles are listed alphabetically and by topic. Additional features such as a glossary, index, and extensive resource guide all aid in the readers' understanding of stem cell research. Special features include a chronology (a timeline of the history of stem cell research) in addition to three appendices which cover legislation pertaining to stem cell research.

Bouhassira's encyclopedia does meet its objective of covering a wide range of topics on stem cell research that would be of interest to the general public; however, the detail of the articles, complexity of the writing, and various graphic images (for example, Rat Dissection in "Rat Models to Study Stem Cells") make it inappropriate for the general consumer. This encyclopedia would be of greater value to researchers, clinicians, medical students, and upper level graduate students. Encyclopedias such as Svendsen and Ebert's *The SAGE Encyclopedia of Stem Cell Research, 1stEdition* (2008) is written at a level more appropriate for the general consumer, though it is not as comprehensive as Bouhassira's text. Another comparable work is Alexander L. Greene's *Encyclopedia of Stem Cell Research* (Nova Science 2008). Greene's text is technical and covers a range of topics related to stem cell research but focuses on the application of stem cell therapy and is not as comprehensive as Bouhassira's encyclopedia. *The SAGE Encyclopedia of Stem Cell Research*, 2nd ed. text is an excellent resource and is strongly recommended for medical libraries and universities that support research or curriculum in cellular biology and stem cell research.—*Maria C. Melssen, Medical Librarian, Port Clinton, Ohio*

Water Rights and the Environment in the United States: A Documentary and Reference Guide. By John R. Burch Jr. Documentary Reference Guides. Santa Barbara, CA: Greenwood, 2015. 442 p. Acid-free $100 (ISBN 978-1-4408-3802-6). Ebook available (978-1-4408-3803-3) call for pricing.

In *Water Rights and the Environment in the United States: A Documentary and Reference Guide* Burch presents a collection of documents highlighting major points in the development of water politics and policy in the United States related to environmental issues. The interrelation of the rulings, legislation, treaties, and agreements, including how they built upon, corrected, or contradicted each other, informs the discussions.

Each document is introduced with a quote, the title, the date and location, and a comment regarding the significance. Some documents are full text, some excerpted. All are followed by analysis and further reading. Following a reader's guide providing broad topical categorization of the documents, and an introduction, the book is arranged into six parts: "Doctrines and Rights," "Waters of the West," "Border Regions," "Water Management and Flood Control," "Environmental Issues," and "New Threats to Water Supply and Safety." These are followed by a chronology, resources, and an index.

Rather than comprehensiveness, Burch devotes his effort to careful selection, concise presentation, analysis, and accessibility. The detailed table of contents, the reader's guide, and the chronology enhance accessibility and contextualization. The index, a noteworthy asset, is thorough and provides access at a variety of levels of topics. It is essential for locating information based on common names, such as the Boldt Decision, or using the second named party in a dispute, such as Left-Hand Ditch Company. The analyses suggest motivations and note significant contemporaneous conditions. Also discussed are outcomes due to the construction of the document or the implementation, continuing flaws, and other ideas or information that flesh out the documents and the associated issues.

There is certainly benefit to works that are more comprehensive and descriptive, leaving the reader to pursue the documents. John W. Johnson's *United States Water Law: An Introduction* (CRC Press 2009) and A. Dan Tarlock's *Law of Water Rights and Resources* (Thomson Reuters 2015) are examples. Tarlock cites an abundance of documents, and is updated frequently, but is written for lawyers and lacks a broader environmental interest. Johnson, similarly, does not emphasize environmental aspects, but is useful for concise definitions of concepts and citations to follow. Philippe Sande's *Documents in International Environmental Law* (Cambridge University Press 2004) could serve a similar purpose to Burch, on an international scale, but would benefit from updating.

Water Resource Management: A Casebook in Law and Public Policy, 7th ed., by A. Dan Tarlock, James N. Corbridge, David H. Getches, Reed D. Benson, and Sarah Bates (West Academic 2014), is more than twice as long and much more dense, thorough, and comprehensive than Burch's work, although about twice as expensive as well. The non-intuitive indexing made it somewhat difficult to locate the three-quarter page on fracking, for example, although it provided valuable information and plentiful citations. Tarlock's work does not, and is not intended to, provide the texts or significant segments of the documents. The lack of a specifically environmental focus may account for the apparent lack of reference to the Boldt decision (*United States v. Washington State*, 1974), for example.

Burch has produced a work with an engaging narrative style, which is easily used and engenders understanding of how the current state arose and consideration of future directions. Reading how the court described the snowballing errors culminating in the Exxon Valdez disaster, for example, enlivens the conceptual information with concrete, real-life impact. However, for graduate level or above, and for legal education programs, the types of information, specificity, and breadth of *Water Resource Management* would be a preferable choice for most.—*Lisa Euster, Reference Librarian, Seattle*

The World of Ancient Rome: A Daily Life Encyclopedia. By James W. Ermatinger. Daily Life Encyclopedias. Santa Barbara, CA: Greenwood, 2015. 2 vols. Acid free $189 (ISBN 978-1-4408-2907-9). Ebook available (978-1-4408-2908-6) available, call for pricing.

Greenwood's latest entry in their Daily Life Encyclopedia series is James Ermatinger's *The World of Ancient Rome*. Ermatinger, a late Roman specialist and Dean of Liberal Arts and Sciences at the University of Illinois Springfield, is the sole author of this two-volume resource, which covers ten main areas of daily life, including art, fashion, family and gender, recreation and social customs, and food and drink, as well as the usual politics and warfare. Sections are divided into alphabetical entries, and there are cross-references and an index to help locate topics. Entries have individual bibliographies and there is a comprehensive list of resources at the end of volume 2. A nice addition are translations into English of primary sources giving a contemporary view of Roman life. There are occasional black and white illustrations to enliven the text.

While many of the previous volumes in the Daily Life series have been edited, with contributions from numerous authors and experts, later volumes, such as this one, have been authored by one expert in the particular field being discussed. While Ermatinger does an excellent job of illustrating Roman life in the Republican period (509–31 BCE) with occasional forays into the Monarchy and Early Empire periods, the writing is a bit dry and would have been improved by more variety in expression and viewpoint. There are also a number of excellent resources on this topic, such as Florence Dupont's classic *Daily Life in Ancient Rome* (Blackwell 1994) and David Matz' lively *Daily Life of the Ancient Romans* (Hackett 2008) all at a much lower cost, so this may not be the best choice for libraries on a budget. However, it is a very good overview of life in the Roman Republic and would be useful for secondary and undergraduate students researching the topic or for general interest.—*Amanda K. Sprochi, Health Sciences Cataloger, J. Otto Lottes Health Sciences Library, University of Missouri, Columbia, Missouri*

The World of the Civil War: A Daily Life Encyclopedia. Ed. by Lisa Tendrich Frank. Daily Life Encyclopedias. Santa Barbara, CA: Greenwood, 2015. 2 vols. Acid-free $198 (ISBN 978-1-4408-2978-9). Ebook available (978-1-4408-2979-6) call for pricing.

This work is part of Greenwood's Daily Life Encyclopedias series which addresses the branch of historical scholarship that emphasizes the roles and experiences of ordinary people rather than focusing exclusively on political/military leaders and similar prominent historical figures. Its 230-plus entries are divided into ten categories: "Arts"; "Clothing, Fashion, and Appearance"; "Economy and Work"; "Family Life and Gender Roles"; "Food and Drink"; "Housing and Community"; "Politics and Warfare"; "Recreation and Social Customs"; "Religion and Belief"; and "Science and Technology." Copies of fifteen primary documents follow the main section. Each section begins with a brief introduction that sets the context, followed by alphabetical entries for each sub-topic. Entries average 2–3 pages. Black and white illustrations are interspersed throughout the text. A table of contents conveniently lists all entries alphabetically under each broad category. Other features include a chronology, "see also" references to related articles, further reading lists for each entry, a selected bibliography, and detailed subject index.

Aimed at high school and college students as well as the general public, this encyclopedia contains an eclectic array of information on the many ways in which the Civil War impinged on the lives of average people from all walks of life. It "provide[s] the context and background for the military narratives that most commonly get retold as the history of the Civil War" (xv). As such, it likely fills a gap in the reference literature. While it presents a great deal of interesting material, there is no clear statement of criteria for inclusion beyond the brief introductory sections preceding each subject category and the work as a whole. This can lead to somewhat arbitrary choices of content. For example, the entry for railroads (under the "Science and Technology" category) appropriately treats the general role of railroads in both the Union and the Confederacy overall. It also includes a focus on Virginia, whose railroad systems played a major part in the war effort. However, the only other state given prominent mention is Louisiana—along with two relatively obscure railroad companies operating in that state. The reasons for this choice are unclear. Nonetheless, this work contains much useful material. The layout of the table of

contents lends itself to browsing, providing an alternative to the subject index for readers who may be unsure of what specifically they are looking for. The further reading lists are helpful in pointing to more in-depth, relevant sources.

Perhaps the most directly comparable reference source is Mary Ellen Snodgrass's two-volume *The Civil War Era and Reconstruction: An Encyclopedia of Social, Political, Cultural, and Economic History* (M.E. Sharpe 2011) which, while placing less emphasis on the "common people" theme, similarly focuses on aspects that go beyond the typical political and military themes. For the most extensive recent encyclopedic treatment of use to the more advanced scholar, see Spencer C. Tucker's six-volume *American Civil War: The Definitive Encyclopedia and Document Collection* (ABC-CLIO 2013), which, in addition to the numerous articles on all aspects of the war, devotes an entire volume to a compilation of primary source documents. This contrasts with the fifteen sources included in the Frank work. For readers desiring a more detailed chronological treatment than that provided in the eight-page section of *The World of the Civil War* are referred to Bud Hannings's *Every Day of the Civil War: A Chronological Encyclopedia* (McFarland 2010), which devotes one or more paragraphs to each date.

This work is recommended for libraries serving high school and undergraduate college students as well as public libraries. It is an optional purchase for research libraries.—*Michael L. Nelson, Collection Development Librarian, University of Wyoming Libraries, Laramie, Wyoming*