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Don't Panic! Managing Library Anxiety with a Library Survival Guide

Poor Information Literacy Skills and Practices as Barriers to Academic Performance

Interlibrary Loan Code for the United States

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Building Your Professional Toolkit

Anne M. Houston, RUSA President 2015–16

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As RUSA president I'm often asked for career advice. How can I get my first professional job? How can I succeed in it and build my career? How do I make the next move to a higher level position? The job market for librarians isn't as extensive and robust as we'd like it to be, but at the same time, good jobs are out there—jobs that have the potential for growth and offer possibilities for meaningful work. As someone who has been the hiring manager for many librarian positions throughout my career, including many entry-level positions, I can tell you that there is competition for the best jobs and that our needs as employers are becoming more complex. How can you position yourself to compete in this job market? How can you build a successful, rewarding career?

The first and most important piece of advice that I'd give to new professionals is to recognize that very few librarian positions are truly entry-level any more. Most require some experience, often in an emerging subfield of librarianship. If you take a look at the ALA Joblist you'll notice that professional positions, even those that do not involve supervision or management, generally ask for experience in a specific area. MLS candidates should be aware of this and plan accordingly. If your program offers internships or the opportunity to work in the institution's libraries, take full advantage of these opportunities and seek out significant work experiences to begin building your résumé while you are still an MLS student. If you're working in a library in a paraprofessional position, ask for opportunities to engage in professional work. My library has had several staff members working on their MLS degrees who have been able to assist in teaching or work on innovative projects that are outside the scope of their job descriptions. It's a win-win situation, helping the library to move forward on key initiatives while allowing the employees to gain valuable experience. An added benefit for the MLS student who pursues significant work experience is getting to know librarians who can serve as references. If you're not sure what sort of experience to pursue, look at the ALA job listings, identify positions of interest to you, examine the required qualifications and position yourself to be a strong candidate by working toward the qualifications listed. Remember that libraries are desperately seeking professionals who show evidence of innovation and creativity. You may want to put together a portfolio that documents your ability to be creative through photos, blog posts, or other concrete evidence.

New professionals also should recognize the importance of nurturing their own leadership potential. The best route to future success in the profession is to build your leadership

toolkit regardless of what level of job you are seeking. Leaders are in demand at all levels, whether or not the specific role calls for management or supervision. The potential for leadership is the one quality I have considered most important even for those coming directly out of library school. I look for tangible evidence of this on résumés and want to see leadership strengths called out in a candidate's cover letter. I look for qualities such as the ability to organize groups and teams, to motivate other people, and to set and achieve goals. I need leaders on my team because, given the demanding nature of library work today, I don't have time to lead all projects myself. I have to be able to delegate an important initiative to a librarian who I trust to be an effective leader. For example, I was recently able to assign an important meeting with our college development office—on a day when I was out of town at the ALA Midwinter Meeting—to a relatively new librarian on my team, who I trust to speak effectively and accurately about the library's priorities.

Libraries also seek professionals who are thoughtful about the future of libraries. What is your vision for the future? You don't need a crystal ball to formulate an answer to this question. You can start by connecting with the research done by smart people and organizations in the library field. For example, you might want to read the annual Horizon Reports put out by the New Media Consortium, which forecast technology trends in education and libraries. Academic librarians may want to follow the good work done by the EDUCAUSE Learning Initiative, such as their 7 Things You Should Know About . . . series. All librarians should read or browse *American Libraries* and *Library Journal*. Follow the Twitter feeds of forward-thinking groups that interest you. I follow the Pew Research Center, for example, to hear immediately about their new research on library use. Job candidates are often asked how they keep current on developments in the profession. Be prepared to answer this question and then to show that you have thought about the key issues in libraries today and what they mean for the future. Remember that you don't need to have the right answer all the time. None of us do! The important thing is that you have some ideas about where libraries might be going.

Another factor that is vital for new librarians, both in job hunting and in their future success, is an understanding of the organizational culture of the profession, which is transforming but retains certain values that are consistent over time. Librarianship can accurately be called a profession, if we define *profession* as Webster's does: "a type of job that requires special education, training, or skill."[1] Professions are characterized by the need for a particular body of knowledge that is unique to that profession, and with it the theoretical grounding that underlies that body of knowledge. The body of knowledge underlying library work is the understanding of how information is created, structured, organized, and disseminated, and the educational principles needed to translate those systems of organization to information seekers. But librarianship could also be called a *vocation*, defined by Webster's as "a strong desire to spend your life doing a certain kind of work (such as religious work)."[2] This sense of vocation is something that I've found most librarians to have. Librarians are driven by a passion for learning, a belief in intellectual freedom, a commitment to service, and a dedication to the public good. For example, this sense of purpose drives our desire for the new Librarian of Congress to be a professional librarian (an issue not yet resolved as I write this). We want our top leaders to feel as strongly as we do about the importance of libraries to society and the need to strengthen libraries' unique role in their communities and in society as a whole. The point I am making is that for librarians, their work is not "just a job," and I would ask anyone who is considering pursuing the profession whether they feel a sense of commitment.

Commitment is a key motivating factor for librarians as they move forward in what is becoming an increasingly challenging profession. Librarian jobs have become more specialized, involving emerging areas such as user experience, digital scholarship, instructional technology, and data management. It is not uncommon now for a typical job to involve general reference librarianship or liaison work combined with a specific area of expertise such as one of the above. Sometimes a job will morph into something new as an area of need emerges in a library. In this environment the ability to engage in self-directed learning is important, especially given that libraries often lack the travel and training budgets to fund extensive continuing education for their staff. Luckily, many low-cost or even free professional development options are available for librarians who seek them out. Finding time for learning in our daily work can be difficult or even impossible, but it is necessary if we are to remain relevant as a profession.

Learning is just one of the priorities that we need to balance in our jobs. As I described in my previous column in this space, the roles of reference librarians involve an increasing number of diverse competencies including the ability to counsel, to teach, and to advocate. To be successful we need to find time and head space for all of these things. It is worth taking time each day to ask, "What is most important for me to focus on today? What are both my short term and long-term priorities?" Balancing the immediate need to serve the patron in front of us with the need to train ourselves to serve the needs of future patrons is one of our most challenging tasks. All of this sounds complicated, and it is. I believe that our profession is becoming increasingly difficult and at the same time more rewarding. As ALA's current *Libraries Transform* campaign reminds us, we are facing a period of remarkable transformation in which libraries constantly encounter opportunities to serve people in new ways. This makes it a great time to become a librarian for those who are willing to be challenged and work toward creative solutions to important problems.

Finally, some advice about the job search process. Find a mentor who is willing to be honest with you about your résumé and qualifications. RUSA offers a speed mentoring program at the Midwinter Meeting that you may want to

check out, and some institutions offer formal mentoring programs. Often mentoring happens organically because you find someone you feel comfortable approaching for advice. Your mentor doesn't need to be a senior leader; he or she can be friend who has been successful in the profession and whose opinion you respect. Ask that person to read over your application materials and help you prep for interviews.

As you look at job postings, keep in mind that it doesn't hurt to cast a wide net in terms of applying for positions of interest to you—but take the time in your cover letter to address your specific qualifications for the particular position you're applying for. Once you've earned an interview, commit yourself to the search process by engaging fully with the position. This means spending time with the position description and the library's website to tailor your responses and your questions to the situation at hand. If you are asked to give a presentation on a particular topic, make sure you address the topic—don't use a generic presentation or something you've prepared for another purpose. A search committee is looking to find out why you want this particular job, and so you should prepare to show that you can address the specific qualities that are being sought. Write down all the questions you can think of that the search committee might ask you, and think of how you will answer them. You can predict that you will likely be asked a question about each qualification listed in the job description. Many interview questions are essentially the same questions asked in different ways, so having answers prepared for common questions will help you be ready for other questions that come up. For example, thinking through how you would describe, in detail, several of your most important accomplishments will help you be ready for any of these often-asked questions: *Tell us about a time when you found a creative solution to a problem. Give us an example of your ability to be innovative. Tell us about a project that you are particularly proud of.* Take some notes for yourself that you can refer to throughout the interview.

The following may sound obvious, but I've interviewed so many candidates, and seen so many avoidable mistakes, that I feel obliged to write about them in hopes that I might reach at least one MLS graduate and prevent them from going down the wrong path. Recognize how small the profession can be, that everyone knows everyone else, and think twice about doing anything that might be interpreted as bad behavior—don't use profanity, complain about your current institution, or criticize the institution interviewing you. Sadly, I have witnessed each of the above on more than one occasion. Don't ask questions that can easily be answered on the library's website—that just says that you don't know how to research. If you lose interest in the position in the middle of the interview, don't make that obvious to the interviewer. You may change your mind or want to apply again at the same institution. If you're taken out for a meal, remember that while the environment is more casual than the rest of the interview, you are still on stage. These "don'ts" are really just common sense and are entirely avoidable.

A career counselor once gave me some useful words of wisdom about interviews. When your application is being considered against 100-plus others that have been submitted, employers are so overwhelmed that their goal is to narrow down the field as quickly and efficiently as possible. So make your suitability for the position obvious at the beginning of your cover letter and at the top of your résumé. But also keep in mind that once an institution brings you in for an onsite interview, they have committed time and money to you and are looking for reasons to accept you—rather than to reject you. To calm your nerves for an on-site interview, just remember that the good will is on your side at that point. The institution wants to choose someone they have brought in, not go back to the drawing board. Use that good will to your advantage.

What advice do you have about library careers and the job search process? What questions do you have? I'd be happy to hear from you and to share comments and questions at the next RUSA speed mentoring program. Feel free to contact me at annehouston2@gmail.com.

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1. *Merriam-Webster Online*, s.v. "profession," accessed March 29, 2016, www.merriam-webster.com/dictionary/profession.
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Librarian Attitudes toward Classroom Humor

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While there have been hundreds of articles and books written on humor in a classroom setting,[1] only one book and a handful of articles have been written about humor in library instruction or information literacy. These resources are largely either best practices articles, or reviews of the general education literature re-contextualized for librarians. Little research has been done specifically on humor and bibliographic instruction and no published study has focused exclusively on it. Yet humor is a standard engagement strategy that is routinely deployed in the classroom. Perhaps because humor is seen as relative and intangible, or perhaps even because it might be considered unprofessional, this aspect of librarian teaching receives little scholarly attention. Librarian instructors face special challenges in that they often work in "one shot" or limited contact situations where there is little chance to build rapport. Often librarians are also working blind regarding the culture and tone of the classes they visit. It is therefore all the more important that librarians have a strong, reflective teaching ethos and style. In a first step toward resolving the deficit of formal resources this study looks at how instruction librarians feel about humor in the classroom and what they feel are the benefits and drawbacks. As active practitioners, instruction librarians are well situated to comment on this elusive tool for teaching information literacy.

READING THE FUNNY PAGES

Literally, the book on the subject is *Humor and Information Literacy: Practical Techniques for Library Instruction*.[2] The authors aver, "An instruction librarian who hopes to be successful in the classroom must overcome, or at least mitigate, the problems presented by mobile communications, negative stereotypes, and, when applicable, age differences. While surely there are a variety of solutions to these problems, humor is convenient because it is capable of addressing all of these problems simultaneously" (xx). Essentially they contend "most of the problems facing information literacy are social in nature, so a social solution seems to be in order" (xx), and that even with potential drawbacks humor is ultimately a justifiable means to an end because "students can't retain what they refuse to pay attention to" (13).

The majority of articles on this topic fall under the category of best practices. In "Using Humor in Library Instruction,"[3] Walker makes a case for humor as a means of reducing library anxiety. Walker recommends being "prepared with humor to handle unexpected events" (121). Also, "Using

humor early on in the presentation establishes rapport between the librarian and the students" (122). He concludes, "Not only does [humor] help to create an effective and positive environment, but it is a source of enjoyment for both the librarian instructor and the students" (125).

Focusing on a very specific area of library instruction, Petry advocates for "Adding Zest to OPAC Instruction: Humor and the Unexpected."[4] She observes "To some college students, libraries are intimidating, dusty, boring places and librarians are the most humorless, uninteresting people on earth" (76). She describes humor in an instruction setting as multitasking because it wakes up the listeners, establishes a friendly rapport, and helps keep the librarian interested. She sees the OPAC as an excellent tool for humor because "almost any collection will yield some absurd and unusual items" (76). Petry concludes that one of the most important opportunities in bibliographic instruction is forming a positive, professional connection between student and librarian and that humor ensures this and "amplifies other desirable aspects of the learning process" (82).

Illustrating one extreme of utilizing humor in library instruction, Arnsan discusses what might be better described as notable practices in "Libraries, Laughter and Learning: The Rubber Chicken School of Bibliographic Instruction."[5] He notes the usual benefits of humor in the classroom, including increased alertness, creative thinking, improved comradery and reduced stress (54). "Librarians have worked so hard to convince the academic world that teaching information literacy is an integral part of a general education that we may be taking ourselves too seriously in our quest for respectability" (54). Some examples of his own techniques include introducing the *U.S. Budget in Brief* wrapped in a pair of men's underwear and using a fish prop made out of microfiche (55). He cautions that if you "go too far you'll only be a popular clown and students will be waiting for the punchline instead of the point of the lecture" (57).

In a truly interesting article Trefts and Blakeslee describe their quest to teach themselves to be funnier in "Did You Hear the One about the Boolean Operators? Incorporating Comedy into Library Instruction."[6] The idea came from realizing that bibliographic instruction is a lot like traffic school, and that comedy traffic schools have been successful in improving the experience of having to learn information that is perceived to be boring in circumstances that are probably less than voluntary. They listened to three different audio courses on comedy, studied Judy Carter's *Stand Up Comedy: The Book*, and ultimately went to a stand-up comedy workshop, where they were informed that they would never be professionally funny but they could still learn to be funnier. Lessons they carried over from their study of comedy included continued practice, not trying to be hip, utilizing humor that you are comfortable with, thinking about the audience, and keeping a comedy journal (373). They conclude, "While content remains the most important part of teaching, if our content can be enhanced through using humor to relay the message, we feel that everyone will benefit, especially the students" (376).

McAdam's "Humor in the Classroom: Implications for the Bibliographic Instruction Librarian" is notable because it is the only article discovered in this literature review that came to a negative conclusion about humor in bibliographic instruction.[7] Her article is entirely a literature review, and the observations she draws from her reading include that research has shown that "teachers are perceived by students as being more straightforward and honest when they use no humor of any sort" (329). Furthermore, she found that when students have a negative reaction to an instructor's humor the reaction is especially negative when the instructor is a woman: "The implications for a predominantly female profession cannot be ignored" (330). She concludes that the research about the benefits of humor in instruction is contradictory and inconclusive and that serious students and instructors are likely to be "turned off entirely by what they perceive as a sideshow act without substance" (332).

Only two studies of librarian attitudes toward humor in the classroom could be discovered. Humor is one of several elements Marshall evaluates in her paper "What Would Buffy Do? The Use of Popular Culture Examples in Undergraduate Library Instruction."[8] Her survey respondents reported using humorous media such as Calvin & Hobbes, The Far Side, *The Simpsons*, and *Seinfeld* as examples in their library instruction. All of her respondents found these humorous examples to be successful, with 87 percent finding it highly successful. They noted such benefits as getting students' attention and making the research process less intimidating and more fun (9). Nancy Seale Osborne conducted a study of forty-three instruction librarians in the State University of New York system regarding their perceptions of classroom humor and their reasons for employing humor in her report "Librarian Humor in Classroom and Reference." Unfortunately, the actual report could not be discovered, and only the abstract appears to be available. From that, we do know her study found that SUNY instruction librarians were "respectful of the possibilities and power of the use of appropriate humor," feeling that humor made them more approachable, put people at ease, and facilitated relaxation.[9]

METHOD

A brief survey was constructed using the online service Qualtrics. A qualitative approach was used because this project was investigating the subjective experiences and reactions of instruction librarians. Basic demographic information was requested, as well as responses regarding perceptions of benefits and drawback of humor in library instruction and opinions on appropriate and inappropriate humor in the classroom. Because this research was viewed as a preliminary step, essentially determining whether there is even an issue to research, a convenience sample was deemed sufficient. An email call for participation was sent to the Idaho Library Association electronic discussion list (http://lists.ala.org/wws/info/libidaho), the ALA Information

Table 1. What type of library do you work in?

#	Answer	Response	%
1	K-12	13	24
2	Public	8	15
3	Academic	29	53
4	Other	5	9
	Total	55	100

Table 2. How long have you been teaching library skills?

#	Answer	Response	%
1	Less than one year	7	13
2	One to five years	20	36
3	Six to ten years	15	27
4	More than ten years	13	24
	Total	55	100

Literacy Instruction electronic discussion list (http://lists.ala.org/wws/arc/ili-l), and the subreddit /r/Librarians (www.reddit.com/r/librarians/comments/2vkdnq/survey_of_instruction_librarian_attitudes_towards/). The qualitative answers were then manually parsed into emergent categories by the researcher. This approach would not be practical or desirable for a larger sample, but it was useful here for creating a useful sketch of the responses. Finally, illustrative comments were then pulled for use in this paper.

FINDINGS

Responses were received from librarians working in all types of libraries (table 1) demonstrating the broad interest of this topic. The relatively low response rate from public libraries may reflect that those venus are are less likely to have classroom instruction on information literacy. Likewise, librarians at every stage of their career responded, indicating that this topic remains relevant even with experience (see table 2).

Almost universally, the respondents indicated that they use humor in library instruction and that they believe it is appropriate to do so (see table 3 and table 4). Only one respondent indicated that it was inappropriate to use humor.

There were fifty-one responses to the prompt about the benefits of utilizing humor during library instruction (see table 5). Because the respondents were allowed to give a freeform response, many of their answers were counted in multiple categories. Respondents noted that humor creates a more relaxed learning environment and alleviates library anxiety. Some also noted that using humor makes students more engaged and alert. "Humor can be a way of making the material relevant to students and less monotonous. For example, with college students, asking them for synonyms for 'inebriated' to demonstrate the usefulness of a database

Table 3. Do you utilize humor in your library instruction sessions?

#	Answer	Response	%
1	Yes	53	96
2	No	2	4
	Total	55	100

Table 4. Do you believe it is appropriate to utilize humor in library instruction sessions?

#	Answer	Response	%
1	Yes	54	98
2	No	1	2
	Total	55	100

Table 5. What do you perceive to be the benefits of using humor during library instruction?

Benefit	Response	%
Learners more likely to listen	32	63
Make connection with librarian	24	47
Relaxed learning environment	21	41
More fun for the librarian	4	8
Material more memorable	3	6

thesaurus." Nearly half the respondents indicated that humor allows the learners to make a human connection with the librarian, which facilitates immediate learning and perhaps makes the librarian seem more approachable in the future. "I like to make jokes or show funny pictures because of the sometimes negative stereotypes of Librarians/Media Specialists. In my case, I took over for a very old crotchety librarian who unfortunately fit that stereotype to a T, even with the teachers. I try to make it very casual and relaxed and fun in here now. We have lots of students come in here now over the past three years, and our checkout stats have practically doubled." Four people indicated that using humor makes information literacy instruction more fun for the librarian. One offered the additional observation, "I also feel more comfortable—I'm a pretty easy-going person and I make jokes a lot in my usual conversation with people, and I find I do a better job instructing if I can feel like myself."

There were fifty-one responses to the prompt about the drawbacks of utilizing humor during library instruction (see table 6). Because the respondents were allowed to give a freeform response many of their answers were counted in multiple categories. Across library types, the biggest drawback was the risk that humor will be off-putting or offensive to the learner. "The type of humor must be watched. Too deadpan, sarcastic, or topically inappropriate can be hurtful." A secondary concern is that, if the attempt at humor fails, the librarian may be perceived as out of touch. "Uh, sometimes

Table 6. What do you perceive to be the drawbacks of using humor during library instruction?

Drawback	Response	%
Off-putting/Offensive	20	39
Perceived to be out of touch	16	31
Credibility undermined	11	22
Not professional behavior	11	22
No drawbacks	7	14
May cause confusion	3	6
Cause inappropriate behavior	3	6

what I think is funny is not to students, my humor may not be delivered well, or it seems 'lame' to students. I'm not a standup comedian." There is an interesting element to the next two responses, as they were split by library type. Those in K–12 and public library environments were concerned that their credibility with the learners might be undermined. "If the students feel like it is hokey or juvenile they may lose respect for the instructor or not consider their information relevant." Those working in an academic environment had a parallel concern that using humor would not be perceived as professional behavior by their colleagues. In many ways this seems to be the same concern but with a different audience. If these categories were combined this would actually be the number one concern. Seven respondents indicated that there were no drawbacks. An additional four respondents qualified their responses in other categories by indicating that the risk of using humor was worth the benefits. A small number of respondents indicated that using humor might create confusion in the learners. Another special concern of K–12 librarians was that using humor may cause learners to act out in undesirable ways. "Humour, in promoting openness and a relaxed atmosphere, can also promote chaos—that is, a lessening of respect towards the presenter (i.e., talking out of turn, belligerence) or an undermining of the subject matter." Unfortunately, this survey echoed what previous researchers have found, that there is also a gender component to the need to protect one's perception of authority and expertise. "I'm a young woman teaching a technology that is, in general, pretty dominated by men. I worry that if I am not a consummate professional my expertise will be doubted."

There were forty-six responses to the prompt about appropriate types of humor during library instruction (see table 7. Because the respondents were allowed to give a freeform response, many of their answers were counted in multiple categories. There were a wide variety of responses, and even the most popular response was only given by a quarter of the respondents. This is a reflection of the great effect personality has on teaching style. The most common response was that the humor should be relevant. Not surprisingly funny topics and funny results were a common strategy employed by the respondents. Perhaps surprisingly, puns were just as popular. Twice as many respondents identified

Table 7. What types of humor do you believe are appropriate during library instruction?

Humor Type	Response	%
Relevant	11	24
Puns	9	20
Self-deprecating	9	20
Funny sources/topics	9	20
Silly	7	15
Anecdotes	6	13
G-rated/Politically Correct	5	11
Pop Culture	5	11
Memes	4	9
Sarcasm	4	9
Witticisms	3	7
Jokes	3	7
Topical	2	4
Absurdist	1	2
Accents	1	2
Impersonations	1	2
Physical	1	2

self-deprecating humor as G-rated or politically correct humor, suggesting librarians employing humor may be favoring impact over inoffensiveness. Those who work with children in K–12 or public library settings favored silly humor. "Humor is particularly useful and fun when doing read a louds and story time. If funny books are being read them it is important for the librarian to really 'get into' the story and be silly with the book and the students." Pop culture references were only favored by a minority. "Things that are generally known in pop culture, references to films or media. Doing a database search for 'african or european swallow airspeed' often still gets a laugh and humanizes the search so students see it does not have to be stuffy." Memes, sarcasm, and witticisms were seen as tools for reaching those especially jaded college students. One rogue respondent reported using accents, impersonations, and physical comedy, all identified in the literature as high-risk humor in a classroom setting. "When I teach a class, it's like a low-key Robin Williams instructing."

There were forty-seven responses to the prompt about inappropriate types of humor during library instruction (see table 8). Because the respondents were allowed to give a freeform response many of their answers were counted in multiple categories. The most inappropriate humor appears to be targeted humor. That is, humor that attacks, insults or belittles either a person or a group of people. Particularly with the groups of people there were practically as many specific groups cited as respondents (e.g., racist humor, sexist humor, ethnic humor, homophobic humor, etc.). "We're not cutting edge comedians here- keeping it light is totally acceptable."

Table 8. What types of humor do you believe are inappropriate during library instruction?

Humor Type	Response	%
Belittling of an individual	17	36
Belittling of a group	16	34
Offensive	12	26
Racy/Bawdy	7	15
Distracting/Too Much	7	15
Too sarcastic/dark	7	15
Slapstick	2	4
Gross out	2	4
Most humor	2	4
Lame puns	1	2
Nothing	1	2

Rather than have a dozen or more one-response categories these responses were grouped together because they are getting at the same underlying point and, at least within this pool of respondents, it is unlikely that anyone would argue that racist humor is inappropriate but sexist humor is appropriate. A quarter of respondents just indicated that any offensive humor is inappropriate. Several highlighted racy/bawdy humor, even specifically mentioning playing off the sexy librarian stereotype. An excessive amount of humor and failing to stop when your humor is not working was also well represented. "I think too much humor, though I am not capable of delivering too much, is also inappropriate. It shouldn't be a standup comedy hour." Other undesirable excesses include being too sarcastic and being too physical with one's humor. Two respondents felt that most humor was inappropriate and one felt there was no such thing as inappropriate humor. Two respondents felt the need to specify gross-out humor in the context of bibliographic instruction, which just raises further questions perhaps best not researched. Ultimately, "Students should still feel like the classroom is a safe space and like the librarian is approachable" and "if you wouldn't tell the joke to your mother, probably don't do it."

Other comments included the following:

> I only just started allowing myself to be myself in my library instruction over the past couple of years. I enjoy it so much more, and it seems that my students do too. Not everything works, and that's okay. I have had students come up to me wanting to talk about memes or famous internet cats, or they're happy that they knew about something "internet" before their kids did. I really love this connection. I teach a wide age range—from high school to folks in their 50s–60s, and they all seem to appreciate the effort I put in, even if not everything gets the laughs that I expect.
>
> I recently used humor in an LI session that is still being talked about when I went dressed to a character-themed college English class dressed as a literary character. Caught their attention and they STILL remember me!

When given the chance to expound many of the respondents commented on how using humor in the classroom was a transformative experience for the librarian.

CONCLUSIONS

This study was predicated on the anecdotal assumption that using humor in library instruction was a contentious practice, but this small study found almost universal support for the practice. Of course, personal definitions of humor vary. For some it involves wrapping reference books in undergarments. On the other end of the spectrum one respondent considered comparing a library to a grocery store to be humorous. Librarians in all stages of their careers and at all types of libraries use humor in their instruction. Reasons for using humor include making learners more likely to listen, creating a connection with the librarian, and fostering a relaxed learning environment. To do this these librarians relied on puns, self-deprecation, and funny research topics. They were concerned about their humor being offensive or out of touch and having their credibility undermined, but apparently feel the risks are worth the benefits. These librarians felt that humor targeted at an individual or group is the most inappropriate type of humor in the classroom. Ultimately, these librarians reported that the use of humor improved their teaching and the experience for everyone involved. Instruction librarians, who are often teaching solo and in a vacuum of feedback, can take heart in knowing there are other humorous librarians out there and that humor itself appears to be a beneficial pedagogical strategy. Further studies are needed to discover the attitudes of teaching faculty toward librarian humor, and most importantly student attitudes and the instructional efficacy of librarian humor.

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Besting the Workplace Bully

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If you've ever encountered a workplace bully, you are not alone. Statistics show that bullying has been steadily on the rise and has taken on a variety of different faces.[1] Once upon a time, the term "bully" typically conjured up the image of a playground aggressor—someone who used physical force or intimidation to victimize others. In that simpler time, retorts such as "pick on someone your own size" or "sticks and stones may break my bones but words will never hurt me" were common. However, workplace bullying shows little correlation to the physical size of the perpetrator and, among other things, it can involve words that are destructive. The havoc it wreaks can be as bad as—or worse than—what used to happen on the playground. Bullying presents a serious management challenge.

If you have had a work life, chances are you've experienced workplace bullying somewhere. Webster defines a bully as "a blustering, browbeating person; one habitually cruel to others." Fleshing out a workplace version of the definition, "Bullying is conduct that cannot be objectively justified by a reasonable code of conduct, and whose likely or actual cumulative effect is to threaten, undermine, constrain, humiliate or harm another person or their property, reputation, self-esteem, self-confidence or ability to perform."[2] A definition of victimization is "prolonged exposure to interpersonal acts of a negative nature . . . which make up a highly stressful situation characterized by lack of control."[3] Although bullies may convince themselves their actions are justified, bullying is ultimately so corrosive to the work environment that I would add this qualifier to the mix: often, the person who sets about making the lives of others miserable does so simply because he or she can. When nothing is done to stop the abuse, it is effectively enabled. I'd wager that most libraries have at least one such perpetrator, though some environments are far worse than others.

Experts have noted that today's bullying "is more complex, more lethal, and considerably different in many ways from bullying in the past" and that it falls into distinct types of behavior: physical, emotional (including verbal abuse and sexual harassment), and cyber.[4] Any or all of these can undermine constructive workplace dynamics.

PHYSICAL ABUSE

In most of our organizations, even dysfunctional ones, bullying tends not to be reduced to acts of brute force. But that doesn't mean there isn't an aspect of physical threat. A bully's unpleasant presence may be enough to make others feel

uncomfortable or vulnerable. The bully may violate another's privacy, for example by going into her office space uninvited or cornering him in the stacks or in a conference room. Physical effects can be the aftermath, rather than the initial impact, of the negative behavior. For those being targeted, bullying of any kind can cause illness, anxiety, or other stress disorders that lead to lost work days or reduced productivity. The climate created by the inherent unkindness and lack of civility in verbal bullying also can have palpable negative impacts. If you dread going to work because you have to interact with "that" coworker, feel uncomfortable or threatened when "that" someone is around, or avoid certain meetings or engagement opportunities to steer clear of "that" individual, you're probably in the orbit of a bully and may be experiencing the physical effects.

EMOTIONAL ANTAGONISM

Many who study the behavior of bullies note that emotional antagonism is the broadest category of bullying and that it can include all of the others, since any form of bullying may cause mental distress.[5] This is especially true when it comes to sexual harassment, a major area of concern in its own right that includes not only inappropriate physical contact, but also ridiculing another's appearance, subjecting others to explicitly graphic language, or demonstrating intolerance for another's sexual orientation. But some experts define emotional bullying more specifically as either non-verbal or psychological abuse. Non-verbal emotional mistreatment may be characterized by but not limited to eye rolling, staring, or laughing at someone else. Even a person's body language can convey that he or she has little use for another. Psychological emotional bullying "comes in the form of indirect abuse such as exclusion, isolation, rejection, turning your back on someone who is trying to talk with you, shunning, ostracizing, and ignoring. It can be subtle or overt."[6] Projecting is another technique frequently used by bullies, as is making up their own rules. These disrespectful practices are especially damaging as they can undermine an individual's sense of professional or even personal worth. As much, they can significantly affect victims' own communication patterns, marginalizing or silencing them.[7]

CYBER BULLYING

Cyber bullying has been defined as harassment through "email, instant messaging (IM), in a chat room, on a Web site, or through digital messages or images sent to a cell phone."[8] Most of us have been in situations in which we've dreaded receiving electronic communication from others for one reason or another—not necessarily because they're bullies. But communiques from a bully can be particularly unpleasant. In my experience, the worst workplace bully I've known was a lateral colleague prone to sending email replete with underlined, bolded, italicized, and highlighted text—so much as to say the recipients weren't smart enough to understand what the important takeaways might be without the formatting emphasis. Another consistently employed device was to change the subject line in the second round of any given correspondence, thereby making it impossible to search easily for the entire thread. My boss would complain about the disorganized mess that resulted, indicating frustration and irritation but never acknowledging that a particular individual was almost always the source of the problem.

Another way bullies can manipulate written communication is to re-engineer routine email flow, intentionally excluding the full diversity of viewpoints expressed earlier in a conversation. Bullies love to control information. They may stop weighing in on a thread in order to start a new one. Or they may eliminate some of the addressees originally included in the message, which can get overlooked as the discussion unfolds. As often, bullies may refuse to commit things to writing at all, preferring instead to "work the shadows" by talking one-on-one with a number of individuals. This prevents anyone from pinning down the bully on just what he or she may have said to others—frequently something different to each person.

An especially problematic aspect of cyber bullying is that it is not limited to the workplace. Given that technology has made connectivity ubiquitous, this form of abuse has the potential to plague its victims 24/7/365. It never goes away.

WHAT MAKES A BULLY?

Think back to high school, and you can probably recall a bully or two. If your school's bullies were like mine, they usually weren't the good students, the cheerleaders, or the athletes. More often than not, bullies were those who got poor grades, sometimes came from troubled homes, and generally had difficulty fitting in. In an effort to compensate for their insecurities and the shortcomings in their respective situations, they attempted to assert force and inflict pain of one kind or another on peers. They would seek out allies in those who were weak and unsure of themselves. I would suggest that classic workplace bullies are not much different. Though frequently clever, they tend to be outliers—similarly insecure and unhappy, often without close family or many friends. To undermine those they feel threatened by, they prey upon the weak, whom they enlist to be their allies, in exchange for looking out for them. In so doing, bullies help elevate the incompetent to positions of authority, weakening the larger organization. Together, they create a hostile work environment, driven by their jealousy and desire for power and control.

Sad to say, the title of this column is perhaps misleading. Actually besting a bully is a tall order—much easier said than done. A recent survey indicates that "workplace bullying is rampant due to a breakdown in four levels of accountability: personal (the victim), peer (witnesses to the behavior),

supervisory (team leaders), and formal discipline (HR)."[9] It really takes a village, with many of those who have been victimized banding together to bring a well-formed complaint forward, enlisting the support of supervisors in the chain of command, and being able to rely on a strong HR presence in the library, as well as in the institution as a whole. Clearly, if that kind of strong and healthy infrastructure existed in a given workplace, it wouldn't be fertile ground for bullying to start with. Only half of the survey respondents indicated that their organizations had a policy for dealing with these "internal terrorists."[10] For whatever reason, HR staff often feel powerless when it comes to confronting workplace bullies. A colleague at a library I once worked at shared that when she tried to enlist her own personnel officer's help handling a workplace bully, she was told, "Leave it alone. You can't win." With such a lack of support, bullying will never be reduced.

It should be noted that many institutions offer an alternative when the regular management and HR processes may have failed. Ombudspersons are appointed and empowered, usually at a level above library administration, to meet in confidence with concerned employees, advise them of their rights, and engage on a variety of levels, including a simple conversation with the appropriate manager. This can be a lifesaver for an employee who feels truly isolated. As managers, learning that a complaint has arisen inside one's organization can be a shock and may, in itself, feel threatening. But there is a better way to look at it. Assuming the manager involved is not also the bully, these extra-library processes circumvent the choke points a bully may have engineered between a manager and critical information that manager needs to know about the health of the workplace.

The potential complainant, of course, needs to weigh the pros and cons of such a step, but where the isolation is real, these outlets are there for a reason. In most public institutions and many private ones—and by law in the Federal government—whistleblowers have legal protection once a complaint is initiated. It would be naïve to think that a complaint will have no impact on workplace perceptions, at least in the short run. Bullies play on those fears. It is important to find an uninvolved third party, such as a counselor or a friend, to serve as a sounding board in deciding what to do. The main thing is to reduce the isolation, then engage in the process with perspective and integrity.

Advice columns and self-help guides remind us that, given how much time we spend at work, life is too short not to enjoy it. But that's difficult to do when a bully is around. If you have never encountered a workplace bully, you are a rare—and lucky—individual. I hope your good fortune continues. Either way, please consider what you can do to help others in your library to best workplace bullies and stop their unjustifiable behavior. Bullying is the pathology of those who take pleasure in orchestrating "gotcha" moments and thrive on hurting others. It's everyone's responsibility to stand up to them. We may not succeed every time, but at the very least we send an important message. In the silent world of unchallenged bullying, those messages will whisper to bullies and victims alike that the winds of change are coming.

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Do You Remember that Moment You, You Know, Became a *Reader?*

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As editor of this column, I enjoy the rich experiences, anecdotes, and research that professionals share within these columns. They provide a source of affirmation, statistical evidence, data and "feel good" stories that add value to our knowledge about readers' services. For many of us, it's refreshing to read thoughts from like-minded professionals, as we find ourselves nodding in agreement or opposition against what other professionals are sharing with us. What we don't always write about are the moments we share with colleagues over a cup of coffee or tea. Those stolen moments when you just want to share a heart-warming conversation you had with a reader, or the small moments littered throughout a day, week, month, or year that make *you* fall in love with reading all over again. In particular, those moments readers tell you when they became readers and how powerful those stories are when told.—*Editor*

Did you know I didn't go to school or begin to read as other children do? I was sick as a child and wasn't able to go to school, but spent my childhood in bed at a hospital. I didn't know how to read and was years behind. But, when I finally went to school around age 7, a teacher changed my life. Most children thought she was strict and mean, but she opened up a world for me—the world of books and reading. She had an old tobacco tin and would pull out letters that I'd sort and identify. Those letters soon became words. From those words, I began to read sentences. Sentences developed into stories and at that moment, I was lost to a world of books that changed my life. That teacher made me a reader and I will never forget her.

It's so easy to forget why or when we fell in love with reading. It's so easy to forget how comforting our relationship with books, characters, and the written word is in our daily lives, because it is so familiar. We take it for granted. We expect others share that unspoken "it" and that others just *get it* when we pause and reflect on when we became a reader. But, in the past week or month, how often have you found yourself pausing and re-experiencing that moment you fell in love with reading? That moment, book, person, or character that altered how you thought about reading forever? Until recently, I must admit it had been years. Sadly, like many of us, it's not as if I haven't been an avid reader or active professional. Rather, I was bogged down in theory, professional obligations, statistics and just a sense of purpose for "getting the job done."

For half a decade I have been teaching graduate studies at a local university in a school of information management. I've been supporting new professionals find their path to

becoming professional librarians, and passing along anecdotes and any knowledge I can share to prepare those students for practicing in the profession. One of those courses is Reading and Reading Practices. This is a course focussed on asking questions such as: "what is reading?" "what makes a reader, and how do we define a reader?" "why and what do we choose to read?" and "how do we support and encourage reading"? These questions start a dialogue that lasts the entire semester. Prior to that, I was a librarian at a public library and an active member of the readers' advisory team. Yet (silence) . . . yet I didn't reflect on those books or pivotal moments that shaped my reading experiences from reading passively, to having my life changed, altered forever, by reading experiences that defined me as a reader. As the title of this article suggests, "you know, that moment you became a *reader*."

This past September I started a new position as a school librarian. It is the first time in years that the school has had a librarian. Maybe it's the new position, the school environment, or my own love of books, but this past year has been filled with remarkable and emotional stories from faculty and students involving their reading experiences. The story at the beginning of this article is an example of one of these pivotal moments. Interestingly, she hadn't shared this with other members of our faculty, but me, the new librarian. I'd like to think our conversation was the result of two kindred spirits, drawn together because of our love for books. But, I also think it might have been something more. It was at the end of the day, the sun was coming in the windows and we were just chatting. In some ways, the mood was set for a more intimate conversation because the day was over, and we were just two individuals sharing a conversation. We were discussing common interests and the conversation naturally and gradually led to reading, favorite books, and "that moment" we fell in love with reading. This isn't the only story that stands out among the book conversations I've had this year. Just yesterday, speaking with the principal of the elementary school, he brought up the importance of having a librarian. In particular, his belief that a librarian's presence in the school will foster an increasing number of students to experience that pivotal moment that changes their reading experiences. For him, he somewhat sheepishly expressed that his own love of reading didn't start until ninth grade, when he read *To Kill a Mockingbird*. It was with that book that he experienced the realization that reading was a pleasure and an emotional experience rather than just a means to an end.

For a readers' advisor, these are the type of meaningful conversations we dream of having—conversations where we have time to talk, to relate to our readers, and have special reading experiences shared with us. Out of these conversations, we are privileged to have a glimpse into the moment an individual becomes a reader, and to discover small breadcrumbs we can trace into reading patterns, favorite authors, and appeals. While I can take a step back and reflect on this experience as a readers' advisor, I can also appreciate it as a reader and lover of books. In fact, in some ways, it might have created an even greater appreciation for what readers' advisors—you and I—do, because I was part of the conversation, and not placed in a position where I felt I had to recommend or suggest a book. What a way to rekindle, or perhaps, reawaken, why we do what we do. There's a passion and a story behind every reader. Duncan Smith often talks about this in his writings and presentations. If we pause and take a moment to reflect on our reading choices, each of us can tell a story about our reading journey, preferences and key moments, interests or people who have shaped our relationship with reading. Intellectually, we know this. But it isn't often we experience this frequently, and are able to indulge in the emotional experience of these stories. For me, I am experiencing a profound and exciting rebirth in my belief in readers' advisory and an increased purpose behind why I choose to promote, encourage, and support reading and literacy every single day.

THE PLEASURE OF READING

Many of you may be familiar with the book *The Pleasure of Reading: 43 Writers on the Discovery of Reading and the Books that Inspired Them*. Edna O'Brien, a contributor to this collection, talks about the reader's experience with a book; the transformation into a pleasure reader and when that first relationship is experienced. Using her words, O'Brien states "reading, for me, then as now, is not a pleasure, but something far more visceral, a brush with terror. . . . Words were talismanic, transfiguring, making everything clearer, and at the same time more complex. Words were the sluice gates to the mind and to the emotions" [1]

I have often been told that from birth until around the third grade, a child learns to read and begins an introductory relationship with books. It is after grade 3 that a child begins to read to learn. Is this, in a very simplified and innocent sense, what the average eight- or nine-year-old experiences during that transition from "learning to read," to "reading to learn"? Is this the turning point or foundation that sets that stage for a student who reads to become a reader?

In working at a public library and as a member of the readers' advisory team, there is often a sense that we, as librarians "own" readers' services. Even as a school librarian, I am guilty of thinking at times that I am sole owner of readers' services and that it is my responsibility to create and foster that "aha" moment; that experience when a child, teen, or adult has that visceral, emotional reaction to a book or character that changes their life. In "Fostering Ownership of the Reading Experience," Harms and Lettow explore the idea that lifelong readers develop from an ability to take part in their own reading experience. Indeed, the article views teachers as allies in developing a strong (positive) emotional connection with reading. They write, "If children learn to read by making sense through exploring, experiencing, and discovering (Smith, 1982), they need to be given ownership of this process, too."[2] Harms and Lettow go on to state,

> The teacher's role in assisting children to own their reading experience is to collaborate with them, as Smith describes it, to create an environment in which (1) meaningful reading experiences with whole unites of language are provided to foster personal/social development and (2) many opportunities are available to use the ideas gained from reading in one's immediate setting.[3]

In our profession, we often work with teachers and schools. We focus on supporting curriculum, on reading programs, and other projects, partnerships, and opportunities that come our way. But when we discuss the reading experience, and focus on readers' services, we don't often include or reflect on the role of the teacher. It isn't that we don't want to include them, or don't realize their value, but as librarians, and specifically public librarians, they aren't in our immediate reach. As a school librarian, it is becoming increasingly obvious that schools should and need to create the building blocks and set the stage for a child to become a life-long reader. If a child's reading experience is not positive or fostered by teachers, it is more than likely that these will be the individuals that librarians find themselves facing as reluctant readers and adult burgeoning readers. Indeed, through all of the conversations I've had with students and faculty these past months, the "moment" when that pivotal reading experience occurs has happened no later than age 15. Fascinating. While this is a small sampling of cases, and some might disagree, the age group where this seems to be happening is something to note. For youth librarians and readers' services for those age groups, many of you might be nodding your head in agreement, having witnessed first-hand young peoples' reading transformations during these years.

As readers' advisors we often are confronted with the child who views reading as work; as a means to an end. As mentioned previously, this was true of our school's elementary principal. He echoes Harms' and Lettow's ideas that a child's school reading experiences heavily impact ideas about reading for pleasure. Children who have enjoyed reading or have the potential to enjoy reading "may find to their disappointment that reading in school means learning the alphabet in isolated letter/sound relationships, drilling on these elements, and swiftly completing worksheets that require underlining and matching."[4]

Yet, for many children, the love of stories and language prevails, no matter their experience. Some readers may experience their "moment" later in life, but stories have always held power and fascination. As such, our focus on appeals and the reader as an individual and not a one-size-fits-all model continues to provide opportunities for children and adults of all ages to build relationships with books. While we might not be the one who provides the pivotal moment in a readers' life, we can certainly strive to continue to grow and support the relationship readers have with reading.

As evidenced by the stories shared with me as I sit at my desk or walk through the school halls, the pivotal moments continue to happen. And when we are fortunate enough, these stories of "the moment" are shared with us. Isn't that why we continue to do what we do? While reading *The Pleasure of Reading*, there was a quote that I found intriguing and compelling in its honesty. Ronald Harwood, in speaking of his excitement and childhood wonder over his favorite books and characters states: "I have not, except for *Treasure Island*, reread them since childhood or adolescence and I've made it a condition not to reread them now in case I am embarrassed by memory. I want to prevent the pompous adult, sensitive to what others may think, from inhibiting the impressionable child."[5]

Those reading experiences, so pivotal and, as O'Brien expresses, sometimes visceral, are to be cherished. We don't want them over-shadowed, spoiled, or taken away. We want to share them, in all of their wonder and innocence. Isn't that what we ultimately hope to achieve as readers' advisors? While we are all guilty of slogging away and sometimes thinking "it's the best I can suggest," don't we all want to make that difference to a reader? To find the book that speaks to them, so that they remember and cherish that experience?

Do you remember that moment you, you know, became a reader?

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Embedding Information Literacy in an MFA Novel Workshop

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The rise of graduate creative writing programs in the United States during the twentieth century has been well documented.[1] Less well documented is their connection with academic libraries, particularly in terms of their students' acquisition of research skills. When I was asked by a faculty member to provide in-depth support for the MFA novel writing workshop at Virginia Commonwealth University (VCU), there were a few articles treating this topic, a few references in creative writing pedagogy books, and a couple suggestive course titles listed in MFA program curricula.[2] In 2012–13, I served as the embedded librarian in this year-long workshop. In that role, I worked with the faculty member to develop assignments that helped students to incorporate research into their fiction-writing practice, met with students for two lengthy research workshops, and subsequently met with students individually as their research deepened.

At VCU I engage in various research, instruction, and outreach activities, focusing on the humanities. Outside of work, my avocation is writing fiction, which I have done for many years, occasionally enrolling in workshops and publishing with some regularity. I took early note of VCU's MFA program, but had only modest professional interaction with it, aside from occasional consultations or email questions until Spring 2011, when I enrolled in a short story workshop led by Tom De Haven, an experienced writer, critic, and longtime faculty member in VCU's Department of English. Toward the semester's end, I compiled a list of research resources for the students in the workshop, along with links to electronic resources at VCU libraries.[3]

WRITERS' DISTINCTIVE BLEND OF RESEARCH NEEDS

When Tom De Haven and I met in Summer 2012 to start planning in earnest for the research component of the MFA novel writing workshop, I had sketched out some ideas based on my own practices as a writer, incorporating information literacy principles gained from library work. He wanted to ensure that students were prepared to find materials necessary to write their novels, and past experience had taught him that students often lacked the blend of skills necessary to do that. What did a street cleaner's cart look like in 1903 Chicago? Which forms of contraception might have been available in fourth-century Gaul? How much did a sandwich cost in Juneau in 1973? Who is still alive who knew Jimmy Hoffa? What does it feel like to suffer from the plague? This

is a selection of the kinds of questions an author might have to answer in the course of writing a novel. To answer these questions requires a varied skill set.

While MFA students often arrive with basic information literacy skills, and sometimes more advanced skills learned in upper-level English language and literature courses, they do not typically have the combination of historical, investigative, image, and general research skills required to write novels, and which many novelists develop piecemeal over time.[4] Our intent was to recreate that piecemeal process in an organized fashion for the students, at a point of need where they would be receptive to research training.

STRUCTURE AND COURSE MATERIALS

One of our first steps in preparing for this workshop was to determine the structure of the research component. Deciding early on the structure of the workshop's research component was critical. Given that the goal of the workshop is for students to complete a novel draft, anything hindering this goal would be unacceptable. Writers complete drafts of their novels in various fashions, but a common analogy is that of long-distance running, requiring steady progress over a long period of time.[5] An additional complication is that novels frequently undergo substantial changes during the writing process, with the result that an author may be forced to rewrite or write entirely afresh substantial portions while midway through a draft, radically compressing their overall writing time.

We felt that the instruction had to be more than cursory exposure to research skills over the course of a brief session, so ultimately we chose to divide the instruction into two four-hour blocks, each taught on Saturdays during Fall Semester, a few weeks apart. The workshop's weekly meetings devoted to critiquing drafts ran just over two and a half hours each, so the research instruction amounted to a significant increase in their classroom time. In addition, I attended the first meeting of the workshop when introductions were made and participants discussed their novel plans and topics, so that I could tailor my demonstrations of resources to their needs. Ordinarily the workshop met in a seminar room, but on weekends we met in a computer lab in the classroom building that houses VCU's Department of English, where I could combine electronic resource demonstrations, hands-on print reference material discussions, and extensive in-class searching.

Choosing materials to support this instruction proved a challenge. While manuals exist for various related specialties, from investigative journalism to interviewing, no single book covers all of the research methodologies that a creative writer might need.[6] Likewise, the topic is not covered in meaningful depth in creative writing manuals. Ultimately I brought to class and recommended students consider purchasing Don MacLeod's *How to Find Out Anything: From Extreme Google Searches to Scouring Government Documents, a Guide to Uncovering Anything About Everyone and Everything*, which had just been published earlier in 2012.[7] Books on research methodology published since then have largely focused on specific data types, disciplines, or tasks, and no newer book exists that is comparably broad in approach and readily digestible in style. The closest similar title is the fourth edition of *The Oxford Guide to Library Research*, published in 2015, which is richer but denser, and which I would recommend to individual writers as appropriate, but which I would be more likely to assign an MA class than an MFA workshop.[8]

MANY ROADS

As part of the initial planning process, De Haven and I discussed central concepts for the students to learn. I divided the instruction up into units covering fundamental areas including library research, primary sources, finding images, advanced web searching, researcher practices, government documents, investigating people, and publishing resources. Mapping the course content and structure to the ACRL Information Literacy Competency Standards for Higher Education was helpful in providing focus for all these disparate kinds of research, which can seem unrelated to the inexperienced researcher.[9] This mapping helped us to embed the kind of tools they needed, but in a way that helped the students acquire information literacy skills relevant to their work as writers.

Finding a through-line for the units was occasionally challenging. This was not made easier by how different the resources might be from one hour (Artstor) to the next (RSS readers) to the next (American Memory). Some units ended with a teaser like "Have you ever wanted to be able track updates to blogs automatically? Next hour we'll talk about how to do that, and how to automate your research." In other cases I started a unit with the same subject matter from the previous hour, but showing how to research it using different resources. The students responded to these shifts with good humor, and we took breaks between different topics.

Examples I used during instruction were either directly applicable to workshop members' novel topics, or were similar enough to be obviously useful. Explicitly acknowledging the diversity of these tools while demonstrating their utility for the task at hand helped students to remain engaged. The frequency with which members of the class expressed interest in resources that were new to them, like *The Firefly Visual Dictionary*, or which they had not considered for research, like Twitter, helped reinforce the value of the class, as did De Haven's visible enthusiasm.[10]

ASSESSING THE UNASSESSABLE

Whether the effort of embedding in the workshop was "worth it" proved difficult to assess quantitatively. Unlike the

other courses I support, where rubrics for assignments' successful completion are standard, assessing a student writer's first novel on its research use is challenging, even more so in a first draft. Whether students learned how to research is impossible to gauge from the work alone, as there is no universal standard for how much research should be incorporated into a novel, given variations in methods of writing and the style of the finished work.

When it comes to authorial knowledge, some hold that writers should know the entire iceberg, but only put the very peak on the page, whereas others hew to a "less is more" school of thought. I feel that it is difficult to use manuscript drafts to assess the extent to which workshop students have learned to carry out research. Such literary techniques as unreliable narrators, characters in whose mouths authors place false information, and information implanted obliquely in dialogue all help to confound straightforward attempts at assessment. Short of oral or written articulations by the students of their research practice, which both De Haven and I felt would have detracted from the goal of completing a novel draft, I concluded that detailed assessment was not feasible for this particular situation.

Assessment aside, workshop members were exposed to and practiced the kinds of skills used by novelists in their research. Over the course of the two weekends, each learned some things about research that were to their benefit, whether use of Google search operators or how to access digitized newspapers. This was reflected in their comments and level of activity during my interactions with them while circulating around the lab, during the hands-on portions of the workshops. Several students contacted me throughout the year with either in-depth reference questions or to schedule individual consultations. In all of these cases, the students' inquiries were complex, reflecting understanding and use of resources to which they had been exposed during the sessions.

CONCLUSION

Since the workshop ended, I have continued to provide support for VCU's creative writing program, offering increased numbers of research consultations and sharing information about developments at the library, from useful resources to events and other programming, as well as identifying useful overlaps with related fields.[11] In Spring 2015 I co-led with De Haven an undergraduate fiction workshop that built on the work described in this article, developing further pedagogy to support writing researched fiction. In that course we taught side by side for the entirety of the semester. Course units were based around different kinds of research, coupled with writing assignments of various lengths to practice the research methods taught. A couple days each unit were particularly information literacy-heavy, featuring both instruction and class discussion of potential story ideas, allowing for group discussion of their research needs, which we ultimately followed up while in workshop with critiques of research along with the stories, and how well the one integrated the other.

Scholarship has developed in this area since 2013, with articles appearing on such topics as running National Novel Writing Month workshops and library services for creative writers.[12] The literature of creative writing pedagogy did not address writers' information literacy needs prior to the research seminars I ran, and that has not changed.[13] Future studies would profit from more systematic analysis of student writers' information literacy needs and abilities, as well as articulating methodologies for assessment. As it stands now, information literacy instruction is clearly useful for this population, but it may shift very widely in nature, depending on what individual instructors see as important for their students. If there is any consistency in library services for creative writers, it is that the lack of creative writers' systematic articulation of their own information literacy needs means that library offerings will depend on the ability of librarians and creative writing programs to recognize useful opportunities for interaction.

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5. Sometimes this is a recurring metaphor, as in John Gardner, *On Becoming a Novelist* (New York: Harper & Row, 1983). In one notable instance, the metaphor is the primary mover, as in Haruki Murakami and Philip Gabriel, *What I Talk about When I Talk about Running: A Memoir* (New York: Knopf, 2008).
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Attracting Users in a Special Library

A Personalized Approach to a Standard Library Initiative

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Open houses are a great way to introduce your services to your patrons, especially those who may not otherwise be regular visitors. Librarians at the Engineering Library on the Pennsylvania State University, University Park campus developed a tailored open house event to connect with the College of Engineering community and introduce patrons to the resources and services available in the library. The Engineering Library benefited greatly from these events, and students now feel more comfortable approaching librarians with questions. The open houses have also provided a way for the librarians to learn more about the needs of their faculty and students.—*Editors*

With several libraries on the Pennsylvania State University's University Park campus, the Engineering Library can be easily missed. The library is one of four smaller branch libraries and occupies a top corner of a large College of Engineering building which makes it difficult for faculty, staff, and students to locate. In addition, historically, the College of Engineering community has considered themselves self-sufficient and use the library infrequently. Engineering researchers have "adapted quickly to the online environment and expect information to be on hand instantaneously."[1] As a result, some users may be unaware of the resources and services available in the library. A solution to these problems was to develop a personalized approach to a standard open house event which catered to the distinctive needs of Engineering Library users. Specifically, the plan was to target an individual department in the College of Engineering and showcase the specific library resources that would be most relevant to that unit.

There were three primary goals for the open house:

1. To get students and faculty to the Engineering Library;
2. To introduce the students and faculty to their librarians;
3. To show students and faculty that librarians are available to help and support them.

BACKGROUND

Libraries seek innovative ways to connect with their users. For academic libraries that serve traditional student populations, eighteen- to twenty-two-year olds, one of the barriers to making connections is library anxiety. The anxiety is the fear of librarians, research processes, and physical library space.[2] The goal is to "make it more likely they will come

back for assistance throughout their academic careers."[3] Libraries have tried various ways to alleviate users' anxiety and make the library a valued resource. The focus of this article is on library open house events. These events strive to "provide students with a positive introduction to the library that will elicit interest and encourage feelings of comfort and connection with the library."[4] The Penn State Libraries have achieved this by having open house attendees interact one-on-one with librarians or library staff.[5] For most academic libraries, new students are the target audience for open house events. By targeting new students, library anxiety is alleviated early in the student's academic career. This means many open house events are held during orientations or the first several weeks of classes.[6]

The librarians at the University of Waterloo found that "students may forget most of the information they are exposed to [at open house events], but that they will likely take away a general impression or feeling about the library."[7] This makes it important to ensure open house events are fun for users. This can be done by including games with prizes and having giveaways for attendees.[8] The inclusion of these activities and giveaways provides incentive for students to attend the event. Indiana University Purdue University Indianapolis (IUPUI) University Library ensures that everyone has an enjoyable time by having the attitude that "everyone is welcome, everyone wins, and we all have fun."[9] The process demonstrates that the library is not all about dry research and students do not need to be afraid of it.

It may be difficult for some libraries to provide giveaways or prizes for open house events, but these items can include donations from database vendors or library promotional items such as pens, pencils, highlighters, notepads, key chains, or bookmarks.[10] IUPUI found that "students are happy to receive just about anything as a prize."[11] The giveaways can be used to provide additional information about the library and its resources by offering a tangible reminder of the information learned during the open house event. All of these efforts have proven to provide students with an introduction to library resources and services and to help alleviate library anxiety.

To ensure a significant number of users attend, the event must be well marketed. Marketing can be done using methods already available to the library. These can include advertisements on library websites, blogs, social media sites, university newsletters, and flyers.[12] It may also be wise for librarians to visit faculty members to inform them of the importance of the event and ask them to pass along the information to their students. Attendance at open house events increases when a faculty member encourages or requires their students to visit the event.[13] The faculty promotion of the open house has the added benefit of demonstrating the library's value to students who emulate the academic habits of their professors. This may require librarians to make an effort to connect with faculty before open house events but the rewards may be significant for the library and students. These methods can lead to successful open house events but extra effort is needed to ensure science, technology, engineering, and mathematics (STEM) users are introduced to the library.

A significant amount of the published literature on open house events focuses on orientation events for new students but there is little information available on outreach efforts specific to STEM disciplines. Much of the research related to events for STEM users concentrates on providing sessions that inform users of library technological services that would be of interest to them.[14] The literature suggests that very few, if any, have considered holding events to orient STEM users to the physical library and its resources and services.

Connecting with STEM users during an open house poses some additional challenges due to the culture of information exchange within STEM disciplines. "Scientists [also] favor a culture of collaboration and support among their scientific communities and information is shared through discipline-specific networks . . . that often exist independent of the library."[15] This requires the library to use a 'hook' to interest STEM users in the library. Librarians need to ensure that open house events feature activities that attract STEM students. These activities should include practical or independent learning activities to appeal to students' preferred learning styles.[16] It is also important to be aware of the needs of STEM students and to plan events in locations and at times that are convenient for these users. Librarians at the University of California, Santa Cruz found that "requiring the [STEM] users to come even the short distance between the science buildings and the library was enough to deter many of them."[17] This requires librarians to work closely with STEM departments and faculty to ensure open house events are relevant and well attended by these users. All of these efforts allow students to create positive and personal connections to the library. This connection will serve them throughout their academic career and ensure that library resources are utilized to their fullest potential.

GETTING STUDENTS AND FACULTY IN AND THE MESSAGE OUT!

Keeping in mind that STEM events require extra effort to ensure attendance, the open houses at the Penn State Engineering library are designed and coordinated by the engineering librarians with assistance from the library staff. As a result these more personal touches are a valuable draw for students and faculty. The events are three hours long and held throughout the semester to accommodate the varying schedules of the engineering students and faculty. Each open house is held inside the Engineering Library in a space located in the front of the library, to ensure that students and faculty can clearly see the activities in progress.

Early open houses focused on specific departments in the College of Engineering, but have expanded to include central topics in the field of engineering such as diversity and sustainability. There have been eleven open houses so far;

Table 1. Open House Subjects and Attendance

Open House Subject	Number of Attendees
Aerospace Engineering	30
Architectural Engineering	45
Capstone and Design Projects	28
Civil and Environmental Engineering	30
Civil and Environmental Engineering (2)	40
Computer Science and Engineering	41
Diversity in Engineering	55
Electrical Engineering	40
Industrial and Manufacturing Engineering	30
Mechanical and Nuclear Engineering	30
Sustainability in Engineering	40

their topics and attendance figures are outlined in table 1.

There are many outlets used to ensure that students and faculty are aware of an upcoming event. To attract a variety of student attendees, relevant campus student groups related to the featured topic are contacted. For example, the Out in Science, Technology, Engineering and Mathematics (oSTEM) and Society of Women Engineers (SWE) student groups were contacted regarding the Diversity in Engineering open house. The groups were invited to attend the event and interact with attendees or contribute literature about their group that could be included in the event display. University organizations such as the Forum on Black Affairs (FOBA) and the Africana Research Center were contacted as well and asked to contribute similar information. At the Diversity in Engineering open house, the library was happy to have students from oSTEM in attendance and items from FOBA on display. The Diversity in Engineering Open House was an extremely popular event, and the most successful open house to date with fifty-five attendees.

The librarians also work in collaboration with the administrative assistants in the College of Engineering to place an announcement in the appropriate undergraduate, graduate, and department newsletters. To ensure maximum exposure of the event a digital message board announcement and print flyer are also created and distributed throughout the college and university libraries. The librarians make sure the print flyers are hung on bulletin boards in College of Engineering buildings. The Engineering Library's mascot is always featured in the flyer and digital signage to capture students' attention (figures 1 and 2). The events are also highlighted on the Engineering Library's webpage and posted on social media outlets such as Facebook and Twitter. In addition many attendees will tell their peers, increasing attendance at the next open house.

Engineers also appear to be intrigued by historical events related to disasters. To that end, having open houses around the date of major events in engineering history have proven

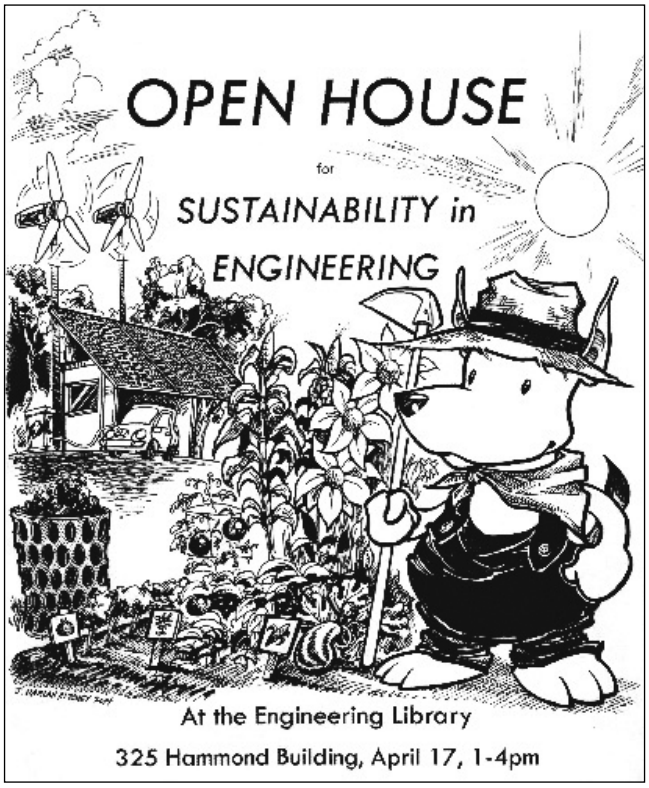

Figure 1. Flyer

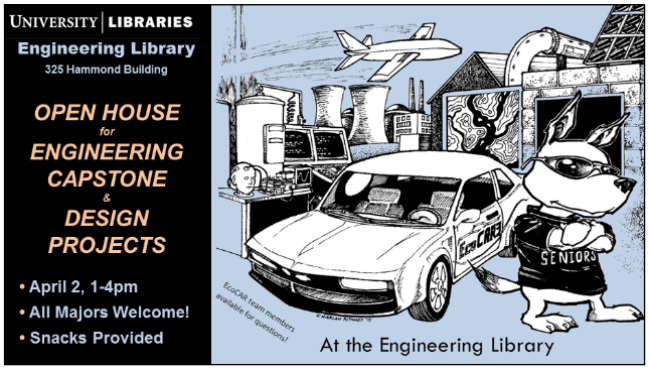

Figure 2. Digital Message Board Announcement

successful. For example, the Mechanical and Nuclear Engineering open house was held in March in recognition of the thirty-fifth anniversary of the Three Mile Island nuclear reactor accident.

The librarians and staff create the materials, like flyers and display items, for each event. Each item is developed with a simple design to ensure that the time commitment from the staff and librarians for these events is kept to a minimum. In addition, the use of a similar structure for open house materials decreases the time commitment for the librarians and staff as they become more familiar with open house preparations. By utilizing the resources and talents within the libraries, the Engineering Library has been able to maintain a $40 budget per open house.

HOLDING THEM ONCE THEY ARRIVE

During the open house students and faculty can meet their subject librarian and discuss any questions they may have about their research and studies. There are a variety of items on display to grab the attendees' interest and get them thinking about important topics in engineering. The events feature a "Recently Published" book display (figure 3), a database, and a research guide related to the highlighted topic. Specialized items are also placed on display like portraits of famous engineers, interactive engineering kits, historical timelines, and photos of significant events in engineering history related to the highlighted topic. When a student or faculty member arrives he or she is encouraged to browse the items on exhibit and check out any books that are found to be interesting. The database and research guide are placed on display on a large interactive computer screen in the front of the space. Students are given a brief 1–2 minute description of the information displayed on the screen and asked if they have any questions about the content. The computer is also easily accessible if attendees would like to ask additional research questions.

A prize drawing is also held where two winners receive a tote bag filled with goodies usually collected at library conferences such as pens, notebooks, etc. In addition, the tote bag contains a t-shirt with the flyer image for the specific event on it. The prizes are placed on display and attendees are asked to fill out a drawing slip with their name and department affiliation. There is also cake, which is purchased from a local grocery store with a well-known saying taken from the highlighted department or subject area written on it (figure 4). Additional pictures from the open houses can be found on the Engineering Library's Flickr page: https://www.flickr.com/photos/psuengineeringlib/sets/.

Figure 3. Recently Published Book Display

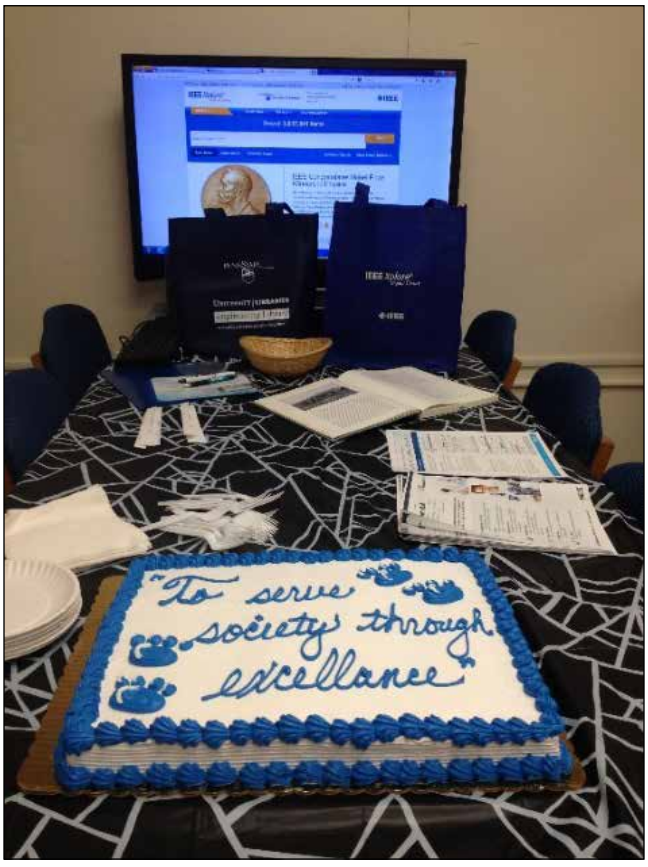

Figure 4. Featured Database, Cake, and Prizes

RESULTS AND ASSESSMENT

Assessment for the open houses is gathered both from information collected from the drawing slips attendees complete and from one-on-one feedback with participants during the event. Attendees come from a variety of majors, with quite a few coming from the highlighted department. On average each event has about thirty to forty attendees. The attendees are primarily students; however, there have been a few occasions when college staff and faculty members will attend. Some faculty have also started to assign the open houses as extra credit for their classes. Faculty attendance has proven useful because it offers an opportunity to reintroduce them to the library's physical space and services.

The casual environment of the open houses has helped students feel more at ease when speaking with a librarian. Many feel comfortable talking about their classes that may or may not be related to the highlighted department, which has led to an increase in reference questions during the open houses. Common questions are related to learning more about methods to find articles. Some students are also looking for resources to help with classes they are taking outside of their major. These questions have allowed electronic resources, beyond those on display, to be shown and demonstrated. Students also like to talk about their upcoming graduations, job opportunities, and to simply appreciate the nice break from studying with cake and friendly

conversation. There have been several repeat student attendees at each open house, which has helped establish stronger relationships between the librarians and students.

The students are also interested in the print books on display during the open house events, which was a surprise. Students have mentioned that these books were exactly what they needed to help them with a project and they were not aware of the kind of books that the library had available. Furthermore, information received through conversations at the events has assisted with collection building for the library's professional development resources. The professional development collection contains books that assist students with building their leadership, public speaking, technical writing, and interviewing skills. Several students mentioned that they were preparing to find a job after graduation, working on a thesis, or completing final projects. Because of this, the library has increased the number of resources and tools in the professional development collection to assist in these efforts. In addition, with the success of the Diversity in Engineering Open House, the library has included more materials in the general collection that relate to diversity issues.

CONCLUSION

The open house initiative has provided great exposure for the Engineering Library and sparked collaborative opportunities between the library and other departments on campus. For example, at the October 2015 Civil and Environmental Engineering open house, the Pennsylvania State University Sustainability Institute provided a roadshow for students on methods to properly sort their recycling and what can be recycled. The open houses are also providing ways for student organizations to connect with students. At the Capstone and Design Projects open house, members of the Pennsylvania State University Advanced Vehicle Team attended the event to encourage other students to get involved with their program. The events have offered a way for students and faculty to learn more about the helpful resources the Engineering Library has to offer. Due to the informal atmosphere of the open house events, the greatest achievement is how they are changing the students' perception of the library and its librarians, and the increased comfort level students have in approaching them.

The open houses have allowed the librarians to get a better sense of the needs of the faculty and students in the College of Engineering. The librarians are encouraged by the success of these events and recognize the importance of having multiple events each semester to continue to support and educate new faculty and students who arrive at Penn State each year. In addition, the events have provided the opportunity for all College of Engineering students, faculty, and staff to re-acquaint themselves with the library's benefits, resources, and services. As these events are topic-based, the featured resources change each year and are based on recent publications in the field, which helps students, faculty, and staff stay current in their disciplines. The events have also allowed the librarians to reach students that they may not have been able to see in a traditional library instruction setting. According to the College of Engineering website, as of February 1, 2016, for Fall 2015 there were 9,267 undergraduate and graduate students enrolled in the College of Engineering at Penn State's University Park Campus and the number has continued to increase steadily in the last three years.[18]

The library is looking into new and creative ways to reach more students. These new initiatives include, the "Dog-tor-Who contest," inspired by the fiftieth anniversary of the British television show, *Doctor Who*. Students are asked to complete a form successfully identifying the signature clothing of their favorite *Doctor Who* characters worn by the Engineering Library mascot in a whiteboard drawing. The contest is a fun event to help students take a break from their studies. Other initiatives include inviting professional organizations to speak to the students and faculty about job interview preparations and how to get published. The library and open house events are also serving as a site for student organization outreach as well. These events are a positive way to develop stronger relationships with patrons. Penn State's Engineering Library on the University Park Campus is committed to continuing their efforts in this type of outreach.

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Don't Panic!

Managing Library Anxiety with a Library Survival Guide

Many academic library users, particularly incoming college freshmen, are unsure about what the library offers, how it is useful, where they can receive assistance. A library guide or handbook, if designed to appear interesting and relevant to students, can address these issues. This article examines the creation, distribution, and assessment of a library survival guide given to incoming college freshmen. The goal of the guide was to decrease library anxiety and familiarize new students with library resources and services. Results and revisions of future editions of the guide are also discussed.

The demands, rigors, and expectations of college research can often leave incoming freshmen feeling overwhelmed because they are not aware of the services available at the library. Libraries are undergoing a metamorphosis that is bewildering at times to librarians and library users alike. As libraries gradually transform from information warehouses into a third space for collaboration and learning, perhaps it is understandable that library users are unaware of the vast array of resources and services encompassed by the word "library." In many libraries, quiet rooms have been replaced by collaborative workspace, laptops and projectors check out alongside books, and databases have invisibly expanded information access to the smartphone in each student's pocket. Yet awareness of so many new services remains limited. Accurately and effectively communicating the value of library resources and services takes time and careful packaging. How can librarians get today's digitally distracted students to take notice?

With these issues in mind, a group of librarians devised a Library Survival Guide to mitigate these problems among the new student users of Torreyson Library. Torreyson Library is the main library of the University of Central Arkansas (UCA), which serves 9,800 undergraduate and 1,800 graduate students, including concurrently enrolled, international, non-traditional, and distance education students, as well as doctoral candidates. Torreyson Library operations are managed by eleven faculty members and thirty staff members, plus the assistance of thirty-five student workers. When classes are in session, the library remains open twenty-four hours a day for five days each week, with additional daytime hours on weekends. Research assistance is available by phone, email, or in person at the reference desk from 7:00 a.m. to midnight whenever the

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library is open. Providing and promoting library services to such a diverse service population is challenging. Various library programs and initiatives have sought to meet these challenges, including the Library Survival Guide project.

Marketing library resources and services is the first step in promoting information literacy and alleviating library anxiety. The goal of the Library Survival Guide project is to market the library to new students and equip them with the introductory information literacy skills required to take advantage of library resources and services. Based on the observations of UCA reference librarians, it is evident that students often do not have enough knowledge to know where to look, or even what questions to ask, leading to anxiety and uncertainty.

Mitigating library anxiety at the beginning of their academic careers will give students a better understanding of library services and a familiarity with librarians, so they are comfortable expressing their research needs. A concise library guide or handbook can serve as a single source to new students, communicating general information about how to use the library and what services the library offers. A guide can also provide a place to address library policies and acceptable behavior in the library. In order to make the guide appear interesting and relevant to students, the committee carefully considered elements of design and organization, tone, and terminology. Strategies for distribution and assessment proved integral to the process. As demonstrated by the results, the library survival guide project was effective in communicating library services and introducing basic information literacy skills.

LITERATURE REVIEW

Library Anxiety/Library Complacency

Many students today still struggle with the anxiety identified by Constance A. Mellon in her 1986 study of "Library Anxiety," feeling overwhelmed by the volume of information, confused by library systems, and uncertain where to begin their search. When asked about their experiences doing research in the library, instead of discussing difficulties with the search process, the students in Mellon's study "discussed feelings of fear that kept them from beginning to search or that got in the way of their staying in the library long enough to master search processes."[1] Sharon Bostick described five dimensions of library anxiety: barriers with staff, affective barriers, comfort with the library, knowledge of the library and mechanical barriers.[2] Library anxiety may stem from simple but unfamiliar procedural tasks, such as checking out a book, but also from more complex research activities.[3]

In addition to library anxiety, librarians today also face the challenge of library complacency, seeking to prove "the continuing relevance of the library as an information source . . . including consultations with librarians."[4] Simple observation of information seekers anywhere suggests that many students today turn to Google to answer questions, while the idea of the library seems arcane, or does not even enter their minds as a source of information. A basic grasp of information literacy can help students look beyond Google to the resources and research help available at the library. Hence the conundrum that librarians can teach users information literacy, yet users must have some rudimentary information literacy to recognize the value of the library.

Library Handbooks

Raising awareness of library resources and services can be interpreted as the first introductory step to information literacy. Information literacy involves knowing how to search for accurate information and assess the reliability of information sources, and recognizing that librarians can facilitate this effort. Prior to the surge in online resources, many academic libraries created printed handbooks as an orientation to collections and services. A handbook compiles all of the "general information about a library," including contact information and hours of operation, into one succinct resource.[5] In addition to marketing the library, library guides represent one method of teaching students how to utilize library resources and services effectively.[6] Today, many academic libraries use tools, such as LibGuides, to produce online research guides for specific subjects or courses. Print and online guides "extend the library's educational role when they are placed in context and given an appropriate label so that students see them as tools for specific needs."[7] By promoting awareness of research assistance, a library guide can help to initiate information literacy and reduce students' library anxiety or complacency.

As digital resources initially became more common in library collections, librarians identified the need for written instructions to help students discover and use these resources. In the early 1990s, Metter and Willis developed a library handbook that was intended to partially replace library instruction classes at the Auraria Library at the University of Colorado.[8] Metter and Willis never stated that their handbook reduced the number of library instruction classes provided or requested. However, they did indicate that the handbook saved time by providing general information so that the instructional librarians could spend more time demonstrating how to search specialized databases and the catalog.[9] In a sense, Metter and Willis's handbook may have served as a social marketing tool by raising awareness of library services available and recommending students use library resources and services as a strategy for academic success.[10] As Bhatt notes, "marketing selects target markets and does not seek to be all things to all people."[11] Thus a general library guide is not suited to replace face-to-face library instruction; it is targeted for a specific population of users that are unfamiliar with library resources and services, or unaware of how these resources and services may benefit them.

Obviously a print handbook cannot meet all need for information literacy instruction, considering the diversity of information needs on a college campus. Metter and Willis

note that an academic library may serve a variety of students, including international, undergraduate, and doctoral students.[12] Individualized instruction is needed to serve the information needs of diverse populations.[13] However, a general introduction and orientation to a library's collections and services would be useful to anyone who is unfamiliar with the particular library, regardless of their level of information-seeking sophistication.

Based on a review of current literature, few academic libraries today are publishing library handbooks or guidebooks in print format. According to Kelly, some libraries noted budgetary restrictions and the need to frequently update information about library services as reasons for favoring electronic promotional media over print media.[14] Library websites often house promotional content, containing descriptions of resources and services, but users often must navigate through a number of pages and links to find the desired information. For new users, the library website may simply contribute to the "library noise" that Jane Keefer described as an overwhelming flood of call numbers, signs, maps, computer systems, and indexes bewildering to new students.[15] A library handbook can reach students who would otherwise never come to the reference desk or attend instruction sessions.[16] A print handbook has an easily discernible beginning and end, whereas a website can prove interminable in its web of links to additional pages. Moreover, a handbook can help students who never find the library's website in the information ocean of the Internet.

Instruction through Library Handbooks

Unfortunately, librarians are limited in their ability to help students who never articulate a need for research assistance. Metter and Willis note that many students "receive no course-integrated library instruction."[17] Many college students lack sufficient information literacy skills, and faculty may not recognize this limitation.[18] Regardless, faculty may not have sufficient time to incorporate a bibliographic instruction session into their course.[19] Moreover, as Adams notes, students do not always ask for assistance when they need it.[20] Murtagh and Williams' study of students' information seeking behavior found that students who did not ask a librarian for help with library resources would seek assistance through use of a library guide.[21] Library anxiety or other social challenges may hinder some students from asking for help face-to-face. Malvasa, Rudowsky and Valencia posit that students with high anxiety and low confidence may be intimidated by group instruction, and do better with anonymous resources, such as an online tutorial, where they can avoid judgement from their peers.[22] A library handbook also can direct students to alternative sources of assistance, such as the library website and reference services via email or phone. A handbook can "serve as textual reinforcement" for information provided at a service desk or in a library instruction session.[23] A handbook is "available when students are ready to look at it, when its information is most relevant to some pursuit," such as when a student begins work on a specific research assignment.[24] Students do not remember all of the information relayed in a reference desk interview or an instruction session. Professors in every field use textbooks because students cannot master a field of study simply by listening to lectures. Why should teaching information literacy be different?

In addition to raising awareness and utilization of library research assistance, a library handbook may also enhance the impact of face-to-face instruction. Adams argues that good reference librarians should endeavor to teach users "basic skills that may be utilized for the next problem."[25] Active learning experiences reinforce what is learned in classroom instruction.[26] Learning by doing and self-teaching activities result in improved comprehension and retention. Signs and maps empower users to find their own way, to seek a specific piece of information and use it to achieve a goal.[27] Similarly, guides and handbooks allow the student to have control, to select only the information that is needed and to proceed independently.[28] Like the college experience, libraries should equip students to operate effectively in a professional arena. A handbook is one of the tools libraries provide to support self-teaching and information seeking behavior. While a library handbook cannot replace the value and functionality of a library website or a bibliographic instruction class, it can provide critical, entry-level information and refer to appropriate sources for more detailed information.

Print vs. Digital Marketing

Librarians struggle with the idea of marketing library collections and services, but marketing does not predicate a commercial agenda. If students are not aware of library resources and services, or "the potential value" of these resources, then the collections have no purpose.[29] Promotion and advertising make students aware of services. Onwegbuzie et al. concluded that easily accessible and informational brochures "can help reduce the initial anxiety and disorientation of users by providing guidance in the largely self-service environment and by saving them from the frustration of having to search blindly or ask trivial questions."[30] A library handbook is only one of many potential tools for promoting libraries. Kennedy and Kelly separately found that libraries used a variety of physical media for marketing e-resources, including posters, flyers, calendars, bookmarks, etc.[31] Empey and Black utilized a variety of marketing formats to target different campus audiences with carefully packaged information about library services.[32] Each medium varies in how much information it can communicate with regard to library collections and services. Some media are fixed, like a poster or banner, whereas other materials like brochures can be taken home for close, detailed reading. Kennedy documented thirty-eight unique marketing techniques, which she categorized as either human interaction, e-communication, physical items, or training.[33] Kennedy identified "use guides" as online format and categorized them as a training method,

while the flyers/brochures were in print format and therefore categorized as a physical item.[34] Just as different information formats are preferred by students with different learning styles, diverse marketing approaches will appeal to a broad range of potential library users. Despite librarians' lingering reservations, library marketing appears inextricable from research assistance.

A number of studies indicate that a significant population prefers reading in print rather than digital format, especially when the reading is for academic purposes. In the study of e-book usage conducted by Briddon et al., 38 percent of students surveyed indicated they did not use e-books, and first-year college students proved least likely to use e-books.[35] In survey comments, students reporting non-use of e-books indicated that they found print books easier to read and annotate, and they found it easier to concentrate when reading a print book.[36] The study conducted by Revelle et al., regarding opinions of e-books at Miami University, identified four distinct categories: Book Lovers, Technophiles, Pragmatists, and Printers.[37] Both preferring print format, Book Lovers represented 34 percent and Printers represented 26 percent of the 735 undergraduate, graduate student and faculty respondents.[38] Cull argues that online reading typically involves more skimming and is performed in quick bursts, while individuals reading print resources tend to read more slowly and deeply, taking time to reflect on the content.[39] Foasberg found that students usually choose to do course-related reading in print format.[40] Participants in Foasberg's study also reported difficulty concentrating on electronic texts, frustration with their inability to interact with electronic texts like a print source, and concern about the cost of e-reader devices.[41] Gerke and Maness found a correlation between students' impressions of the physical library and valuation of the library's digital collections, and recommend "integration, rather than disintegration, of print and electronic resources, services, and facilities in college and research libraries."[42] It is important for librarians to develop an awareness and understanding of how students access and discover the library through physical and virtual channels, and how experience in one environment impacts perceptions of other service environments.[43] Librarians' awareness of diverse user needs for collections and services in both physical and virtual formats can inform continuing efforts to reduce student anxiety about libraries and the research process.

CREATION PROCESS

To address issues of library and research anxiety as well as complacency, a committee of librarians proposed to develop a marketing tool to introduce basic information literacy for new students. A library guide could initiate library orientation by introducing new first year students to library collections and services.

In the initial stages of this project, there was much discussion regarding whether the library survival guide should be presented in a print or online format. A large amount of the information selected for inclusion in the guide already existed on the library webpage and LibGuides; thus the committee considered the necessity of creating a print guide versus creating more online content. Observation of students in the library has revealed that students demonstrate a significant preference for reading information in print format. This predilection for printed information is supported by the large amount of printing done in the library (1.25 million prints between September 2013 to May 2014). Assuredly students prefer the facility of searching for information online, but when students need to read an article that is longer than a few paragraphs, observation indicates that a significant proportion of students will print the document. Some students may print articles for the purpose of in-depth reading, and some may read online yet print the article for later reference, but the fact remains that these students spend time and money in order to have print copies.

UCA students' apparent preference for print is also supported by numerous reference interviews in which students have expressed unwillingness to use e-books. While some students are willing to use e-books to keyword search for a small piece of information, such as to use part of a chapter as a supporting source in a research paper, the majority of students are unwilling to use e-books for extended reading. If the books must be read in entirety as part of required coursework, UCA students invariably select print over electronic format. This tendency toward print format is supported by the studies of Briddon et al., Revelle et al., and Foasberg.[44]

The survival guide committee also considered that a print version lends itself more easily to browsing, which can be difficult online, and may reach students that online content misses, such as students with lower technology skills, and students that learn better with printed material. Print resources can provide information without the need for any device, batteries or power; print does not require time to load the next page; print is tactile and can be highlighted and underlined; and print is not susceptible to being forgotten amongst the legion of websites. Kennedy's 2010 study of library marketing found that seven out of fifteen university libraries used print flyers and brochures to market library services, suggesting that the Torreyson Library is not alone in attributing some unique value to print marketing tools.[45]

In planning a print library guide, the committee understood that cost and distribution must be considered in the design and content decisions. Printing costs and budgetary limitations dictated details such as size, page count, binding, and total copies. Size and page limitations necessitated succinct explanation of only the most critical and common questions. Due to a small starting budget, supplying a guide to every first year student was not possible, which led the committee to explore creative methods of distribution. While selecting print as the primary format, the committee also

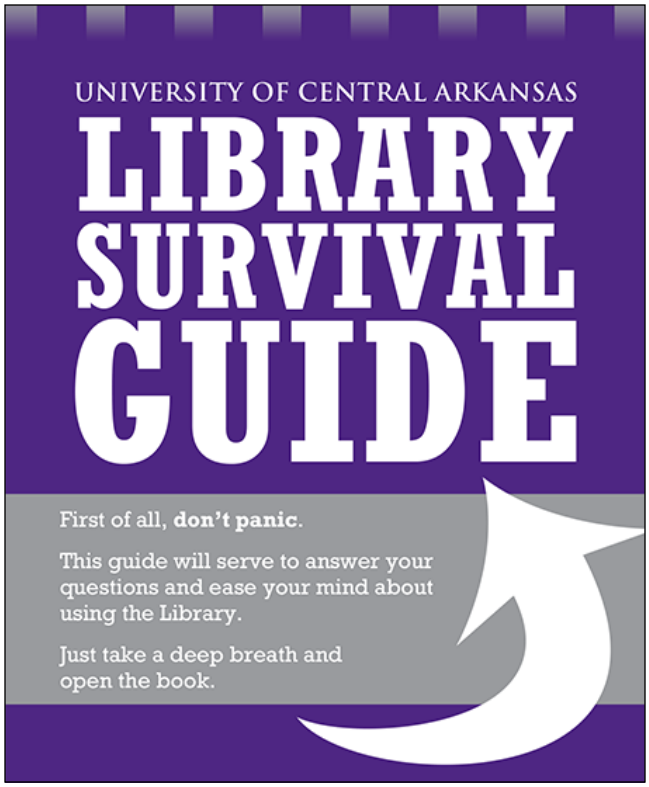

Figure 1. Front cover of Survival Guide

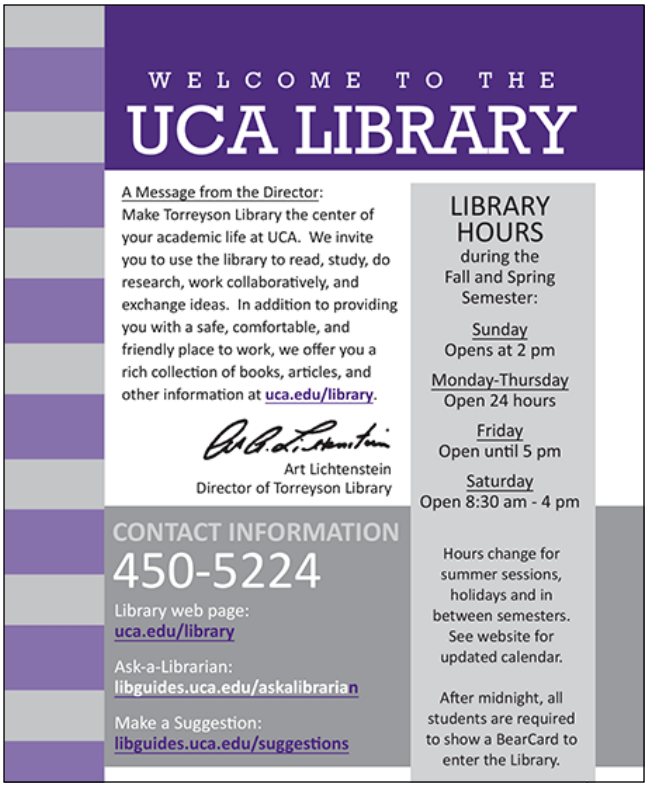

Figure 2. Introductory page

opted to place a digital copy of the print survival guide on the library website to extend access to distance education students and others who did not receive a print copy. This decision also enables students who prefer to read in digital format to access the same introductory information in the format of their choice.

Once the medium was selected, the committee focused on the content, tone, and design of the library survival guide. One of the goals of this project was to create an eye-catching resource that students would want to pick up, flip through, and keep handy for easy access. It was essential to consider the existing library branding, including consistent fonts, colors, and logos, previously implemented in signage, handouts, web content, and other informational library material. It is important for students to immediately recognize the survival guide as an official UCA Library publication and know that it was customized for the UCA library experience. With this consideration in mind, the committee included at the beginning of the process the library staff member responsible for all graphic design work in the library.

The committee understood that most user guides aimed at younger generations are not meant to be read cover to cover. Most people only consult guides when they have a specific informational need. Thus the committee worked to make the library guide an easy reference tool more substantial than a flyer, something that would not be thrown away without a thought, but that users could read in its entirety or keep handy until needed. Utilizing an informal tone, the familiar purple and gray UCA colors, and a minimalist design helped to keep the feel of the guide light and user friendly. Also, several references in the guide pay homage to The Hitchhikers Guide to the Galaxy, by Douglas Adams (see figure 1). The librarians expected that some readers would appreciate the literary humor.

Developing the content of the library guide required some tough decisions about what to include and what to omit. The committee wanted to cover a lot of basic information about library services and collections while maintaining a concise text. Content development began in a brainstorming session by considering the needs of first year students and creating a list of the most common questions asked at the reference desk. Questions were expanded into explanations of larger subjects. The guide opened with basic contact information, library hours, and a welcome message from the library director (see figure 2). Next, a message challenged students to take pride in their library by keeping noise levels down, cleaning up trash, and being respectful.

The committee decided to organize the guide into two sections: first, a short section answering the most common research-based questions, and second, an alphabetical list of library terms and services. This organization eliminated the need for a table of contents or index, allowing for greater brevity. The committee organized the most common questions into five categories: how to do research, find books,

Figure 3. Sample page from the How To section

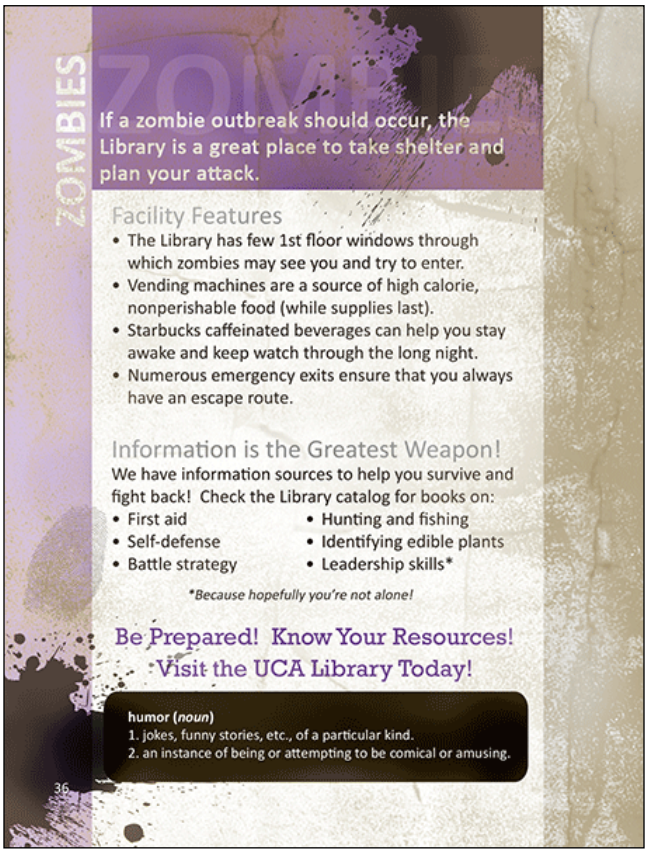

Figure 4. Final page of A to Z section

find articles, access library resources off-campus, and cite a resource (see figure 3). The alphabetical list of resources and services allowed for deeper explanation of library terminology, such as interlibrary loan, databases, etc.

Next, all additional information was organized into an A-to-Z list for easy reference, including such common topics of inquiry as printing, call numbers, check-out policies, maps, study space, etc. Each of these entries was formatted with a vertical tab and label located on the outer edge of the page for easy topic location by simply "flipping" to that desired topic. While the guide does not have an entry for each letter, the contents begin with "A" for archives, and the committee agreed an entry for "Z" should conclude the guide. In keeping with the light-hearted tone and survival theme, one committee member suggested including how the library can help students survive a zombie attack. This entry provided a space to mention non-research related library features that are nonetheless valuable to students: namely the availability of vending machines and Starbucks within the building (see figure 4). While the committee thought the zombie entry was a fun way to engage with students, the library director expressed concerns about its appropriateness. Ultimately the committee compromised by including a dictionary definition of humor at the bottom of the page, to clarify the satirical nature of the entry. The back cover of the guide simply displays library contact information for readers' quick reference.

As the library guide committee represented only a portion of the library faculty, the committee sought input from the rest of the library faculty. In the interest of time, we gave the other library faculty a week to review the guide and provide feedback. The faculty responded positively, only suggesting some minor changes to content and correction of typos. After reviewing final proofs, the committee submitted the guide for printing.

ASSESSMENT PROCESS

Once the guides were designed and printed, the committee sought to determine if the guide is effective in creating a better prepared and well-informed library user. Evaluating the success of this tool allowed for data collection on the impact of outreach efforts and could inform future marketing projects. The University of Central Arkansas is a data driven institution, and securing the funds for future printing would require the ability to demonstrate the guide's impact on easing students' library anxiety and increasing their knowledge of library resources and services.

The committee's hypothesis was that students who received the print Library Survival Guide will more quickly

obtain accurate information about library resources and services than those who did not receive a print guide. The committee selected a pre-test and post-test data collection method to test this hypothesis. Test question topics were selected to measure student awareness of basic library services like printing, study space, extended hours, and research help. Questions were formulated to emphasize library features that students need and value (see appendix). Raising awareness of these features would demonstrate the relevance of library services and alleviate initial feelings of intimidation and anxiety among new students. The pre-test and post-test were scheduled two weeks apart in order to limit the time in which students could gather information about the library from other sources. In order to make the process more appealing to student participants, it was decided to conduct the test online. Students often respond positively when permitted to use mobile devices for classroom activities, so the committee projected that this would increase student participation. Also, online implementation would make data collection and analysis much easier.

The guide's target audience is new Torreyson Library users, and the easiest way to reach a majority of new users is to target incoming first year students. In order to reach the greatest number of incoming first year students, the committee focused on the first required writing class, WRTG 1310: Introduction to College Writing. While it is impossible to collect a pure sample, and a few upperclassmen might be present in the test population, the vast majority of enrollees in this course are first year students. Thus the committee began planning the logistics of how to implement the provision of guides and testing for effectiveness.

Writing faculty endorsement of the library guide was key for a successful implementation. The committee contacted the First Year Writing Director, requesting to make a presentation about the guides during the First Year Writing Orientation, which requires attendance for all Introduction to College Writing professors. During the presentation, each professor received a copy of the guide, and the committee members demonstrated some of its basic features and uses. The initial response was very positive, with several faculty commenting on its professional appearance, and others laughing about the zombie page. The guide's faculty appeal was a critical element, because the implementation process would require a minor amount of disruption to their normal classroom schedule. Committee members answered faculty questions and communicated intent to follow up with select professors for the trial and to schedule class visits.

All student participation in the testing process was completely voluntary. In order to use human test subjects, the committee secured Institutional Review Board (IRB) approval from the University of Central Arkansas. The assessment method and data collection process were innocuous enough to secure exempt status. Prior to administering both tests, committee members announced to students that their participation was completely voluntary. Additionally, the committee provided letters of consent to all participants, requesting that the students read and keep them for their personal records.

The committee selected twenty classes, categorizing half as the control group and the other half as variable. Students in all twenty classes completed the pre-test. Afterwards, the variable groups received the library survival guide, while the control groups did not. After approximately two weeks, both groups completed the post-test and the data/results were compared. Once the control groups participated in the post-test, they received a copy of the guide. At this time, the online version of the library survival guide was made available on the library's website. Striving to collect a random sample of test subjects, the committee selected a variety of professors and classes occurring at different times. While this strategy made the logistics of deploying the test more difficult, a randomly selected, unbiased sample offered the best opportunity to collect clear results and measure the effectiveness of the library guide.

Explanation and completion of the test and distribution of the guides required approximately ten minutes per class. Once the professor called the class to order, the test administrators introduced themselves and handed out the informed consent letters. The web address of the online test was written on the board, and students were directed to use their mobile devices to navigate to that address.

Each class had about twenty students, most of whom were predicted to have some type of mobile device, allowing for easy deployment of the test. Anticipating the possibility that some students might not have a mobile device, might not have brought their device to class, or might have a low battery, test administrators brought several iPads from the library. Library iPads had the test pre-loaded for the students to borrow as needed. Occasionally students would have trouble accessing the test, but this was generally due to entering the test web address incorrectly, or wireless/data connectivity issues. None of the students voiced negative reactions about having to take the test, and a few even followed up by asking questions of their own about the library.

RESULTS

The test sample included 183 participants in the control group pre-test, 155 participants in the control group post-test, 159 participants in the variable group pre-test, and 147 participants in the variable group post-test. Fluctuation in number of participants can be explained by varying class attendance, drop/add rates, and the voluntary participation policy. This pool of participants represented approximately 10% of enrolled UCA freshmen for fall 2014.

Results of the test were mixed (see table 1). Questions regarding uses for UCA ID cards (question 1), printing services (question 3), and study rooms (question 5) elicited the greatest increase in library awareness from the variable

group compared to the control group. While correct responses increased between pre- and post-test (see figure 5), questions 3 and 5 continued to have a large number of incorrect responses. This was especially true for question 3, with only 33.3% of students in the variable group responding correctly. For question 2, regarding research assistance, the results were neutral with little difference between the number of correct responses for the control and variable groups. Between the pre-test and post-test, the number of correct responses to question 4, regarding finding full text resources, decreased, with that decrease greatest in the variable group.

The results show the library survival guide may have proven more successful at communicating simple information about library services, while more in-depth content about searching databases may require more explanation than the guide could provide. Students may not consider these activities relevant within the first month of college, which also may help to explain why they did not fully understand these concepts. Nevertheless, some students did answer the research-related question correctly, meaning that some students are knowledgeable enough to understand and benefit from more complex information about research strategies. Furthermore, the test results demonstrate that while the guide assisted in advancing student awareness of the library at a greater rate, control group participants showed improvement on the post-test in all questions except for question 4, which addresses finding full text resources. This shows that students gather information about the library from other sources such as peers, faculty, personal experiences, etc.

It is possible that test results were impacted by certain weaknesses in test question construction. On the topic of research assistance, question 2 offered multiple correct statements as options and required students to identify the most correct option; thus participants mostly selected correct statements, although not all selected the best option recognizing all correct statements. Question 3 regarding printing presented a significant amount of information about the library and contained more words than other questions; it required more careful reading and thoughtful analysis to identify the best answer. These questions presented some difficulty due to question construction rather than complexity of concept.

Question 4 was the most problematic question, because it did not test the knowledge of simple facts, but required a deeper understanding of concepts related to information organization and retrieval. Question 4 asked where students can find full text articles, with the options of the library databases, the periodical collection, or the library catalog. The intent of question 4 was to test students' awareness that articles cannot be found in the library catalog, but usually must be retrieved through databases. Yet the wording of this question may have generated confusion, because print journal titles can be found in the library catalog, and articles can be found in these journals. Poor results for this test question provide supporting evidence of students' inability

Table 1. Percentage of Correct Answers

Question	Control Group		Variable Group	
	Pre-Test	Post-Test	Pre-Test	Post-Test
1	83.10%	86.50%	81.10%	94.60%
2	49.70%	61.30%	54.70%	66.00%
3	24.60%	27.10%	18.20%	33.30%
4	15.80%	14.20%	25.80%	21.10%
5	35.50%	57.40%	42.80%	66.70%

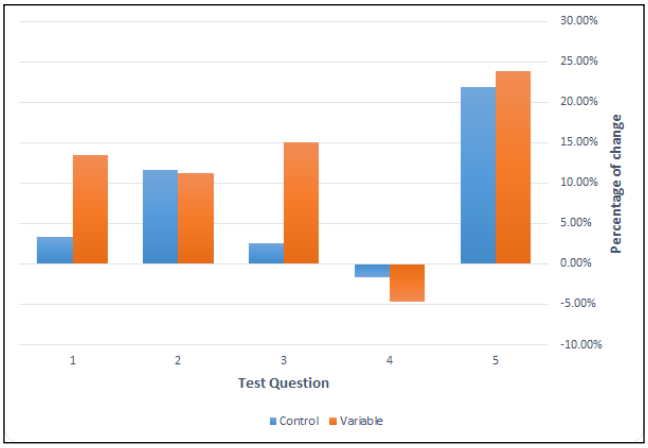

Figure 5. Percentage of Change from Pre-Test to Post-Test Responses

to differentiate between the library catalog and an article database, and between the bibliographic details of online information sources. New college students often have difficulty recognizing the difference between an article, a book chapter, and an internet source when all are accessible online. While it is evident that all assessment tools have limitations, this tool was still successful in recording the impact of the survival guide on student awareness of library services.

CONCLUSION

All libraries struggle to reach patrons who do not ask for help, do not know they need help, and are unaware of the services available to them. While librarians devise and provide innumerable instruction classes and helpful websites, a print guide can reach those too anxious to approach with questions, or those who drift just outside the awareness of the library's extensive services. Instead of waiting for students to come to us with questions, we sought to reach out to students in the comfort zone of their native academic environment. The Library Survival Guide's goal was to market the library to new students and equip them with the introductory information literacy skills required to alleviate library anxiety and to take advantage of library resources and services. In order to reach students, the committee opted to

create a concise print library guide and disseminate copies via the class setting.

The project's effectiveness was demonstrated in several ways. The assessment results showed an increase in student awareness of library services after distribution of the survival guides, particularly evidenced through test questions 1, 3, and 5. Beyond the quantitative results of the study, the overwhelmingly positive reactions from students and faculty demonstrated the value of the guide as a promotional tool. Both faculty and students informally expressed appreciation for the clear and concise information about library services and research strategies presented in the guide. Several faculty members for both entry level and upper level classes incorporated the survival guide into course assignments. After receiving the survival guide, one student participant shared that, while she did not know everything about the library, she now knew where to look for information. This response perfectly answers the librarians' original intent to use the survival guide as both a marketing tool and an introduction to information literacy. Knowing where to access information and where to get research assistance helps to mitigate library anxiety and research anxiety among students.

The entire process of creating the survival guide and visiting classes for assessment provided an avenue for the librarians to introduce themselves to new students as friendly, approachable, and helpful sources of assistance. Faculty and students had very positive reactions to the friendly, humorous tone of the guide. The tone and humor of the guide demonstrated that librarians can connect with students, can empathize with the challenges of the research process, and can ease students' anxiety about the library.

Other academic libraries may explore many avenues for extending the research we have started with this project. Characteristics such as page size, total page count, binding style, and ratio of text to images can impact the appeal and usability of a library guide, and varying student preferences for these features is an avenue for further investigation. Librarians could also survey students to track changes in anxiety levels before and after receiving a library guide. Comparing the comprehension level of students receiving a print guide and those receiving an instruction session covering the same content may reveal the strengths and weaknesses of each method. Researchers exploring the impact of a library guide could collect qualitative data by soliciting feedback through open-ended questions. Testing the preferences of different student populations for a print versus a digital version of a library guide may shed light on how differences in medium may influence the reach of educational tools.

The committee plans to present the Library Survival Guide 2.0 in the fall 2015 semester to clarify and slightly expand information on research strategies. The revised guide includes an explanation of Boolean operators and wildcard characters. As changes to library policies and services must be integrated into all marketing, the survival guide must remain fluid, undergoing review and revision on at least an annual basis. The committee hopes to print sufficient survival guides to accommodate all incoming freshmen students for future fall semesters. While most first year students may require face-to-face bibliographic instruction to fully grasp library research strategies, all students can benefit from having a concise reminder to reinforce library instruction concepts. The Library Survival Guide serves to communicate accurate and relevant information about library services to benefit all students, and has the power to reach students who may not receive information literacy instruction elsewhere.

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APPENDIX. TEST QUESTIONS

1. What do you need your UCA BearCard for in the Library?
   a. To get into the library after midnight
   b. To use the library printers
   c. To check-out library items
   d. All of the above
   e. None of the above
2. How can you get help with researching a topic?
   a. Call the UCA Library Reference Desk
   b. Email questions through the Ask a Librarian page
   c. Use the research guides on the UCA Library website
   d. All of the above
   e. Only A and C
3. Which of the following statements is false?
   a. Students get 100 pages of printing pre-loaded on the BearCard each semester.
   b. Black and white prints cost 10¢ per page at the library.
   c. You cannot print from your personal laptop in the library.
   d. BearBucks can be used to pay for printing.
   e. Color prints cost 50¢ per page at the library.
4. Where can you find full-text, scholarly articles for your research assignments?
   a. UCA Library databases
   b. UCA Library periodical collection
   c. UCA Library catalog
   d. All of the above
   e. Only A and B
5. Which statement about the Library study rooms is false?
   a. You can write on study room walls with dry erase markers.
   b. Study rooms must be reserved ahead of time.
   c. The Library has small study rooms for individual use.
   d. Some study rooms are equipped with projectors.
   e. Study rooms are available for student use on both 1st and 2nd floors.

Poor Information Literacy Skills and Practices as Barriers to Academic Performance

A Mixed Methods Study of the University of Dar es Salaam

Information and Communication Technology (ICT) is increasingly used in Tanzanian education. Knowing how to operate ICT alone is incomplete without knowing how to use it as a tool for organization, communication, research, and problem-solving. In recognition of this challenge, information literacy (IL) has been identified as a key attribute to students as they progress through their learning paths. Based on a mixed methods strategy, using questionnaires and focus group discussions, this study measured the level of IL skills among University of Dar es Salaam's (UDSM) postgraduate students, to gain insights into the students' perceptions and experiences with information problems. A total of 102 students from four institutions answered the online questionnaire and 22 students participated in six focus group discussions. The questionnaire scores of the students were poor in the majority of IL categories, suggesting ineffectiveness of the current IL training in imparting IL knowledge and skills. The study ends by discussing recommendations to improve current IL practices at the university.

Information and communication technology (ICT) can increase the quality of education in both developed and developing countries if it is used efficiently.[1] ICT is being increasingly used in Tanzanian education, and the latest situational analysis of ICT in Tanzanian education showed that all universities have computer labs and many have high bandwidth Internet connection through fiber optic cable.[2] Although the majority of Tanzanian university students and staff have access to ICT and the Internet, analysts have noted that the integration and exploitation of ICT in teaching and learning practices was still limited.[3] The same analysis also showed that current ICT training at the Tanzanian universities covered basic uses of ICT, such as basic word processing and spreadsheets, basic statistics, and simple searches in journal databases and generic search engines. ICT training rarely, if ever, covers advanced topics that truly unleash the power of the Internet and computers in learning and

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research, such as Web 2.0/3.0 content creation and networking environments, critical information literacy, advanced search tools and techniques, and information management. In other words, knowing how to operate ICT alone is incomplete without knowing how to use it as a tool for organization, communication, research, and problem-solving.[4]

The University of Dar es Salaam

The University of Dar es Salaam was established in 1961, and it is the oldest and largest public University in Tanzania. UDSM started to give information literacy courses to students in 2001 when the Internet enabled free access to subscribed resources.[5] Library orientation programs are given to students at the beginning of the academic year to introduce students to the layout of the library, its collections and services.[6] At the time of writing, the library has two computer labs and a total of 41 computers with fiber Internet connection. There are also 20 computers with access to Online Publication Access Catalogue (OPAC) placed in convenient places in the library. The library subscribes to more than 30 e-journal databases with more than 10,000 online journal titles.[7]

The IL training was included at UDSM as a stand-alone course in which the students could participate voluntarily.[8] This is still valid today, as students and staff are encouraged, but not obligated, to participate in the IL training programs. A study by Lwehabura found that approximately half of the respondents were not aware of the possibility to attend IL training.[9] Among the students who attended the training, a majority (53 percent) expressed that the training was not effective, mainly due to the insufficient time and resources afforded to appropriate the skills. Today, however, there are more computers available at the library, and more students have access to a personal computer.

The most common method to teach IL at UDSM is through lectures. The nature of these lectures, however, is teacher-centered and tends not to activate students' higher-order thinking skills.[10] Moreover, there is no incentive for the students to attend IL training since they do not receive any credit or grade for the effort. Consequently, there is no way to guarantee that all students will participate and benefit from the training provided.[11]

Research Problem

The advancement in technology in the past decades has changed the way education is delivered at UDSM. Lectures are no longer the students' primarily source of information, as computers and Internet access has changed this scene. Technology is increasingly being integrated into the curriculum to support the teaching and learning environment. To understand the educational impact of ICT in Tanzanian education, as well as to explore pedagogies to improve them, there is a need to measure and assess students' Information Literacy (IL) skills.[12] A study that measures the impact of ICT in Tanzanian education is timely and important, as the country shares many similarities with other African countries. This research study provides information about IL issues in a developing country context. In addition, the findings of this study can help academic staff from other universities who struggle with similar information literacy challenges to better understand how their students might approach information problems, which in turn can facilitate the improvement of future information literacy programs.

This research study has three aims. First, this study describes the level of IL skills among UDSM's postgraduate students using questionnaires from the Nanyang Technological University (NTU), Singapore.[13] Second, this study explains the results of the questionnaire survey through focus group discussions with the students. Third, this study provides recommendations on how to improve IL practices at UDSM based on the empirical data. For that purpose three research questions were defined:

1. What is the level of information literacy skills among postgraduate students at the University of Dar es Salaam?
2. What are the students' perceptions and experiences with information problems that can explain the score of the most and least successful IL skills?
3. How can the University of Dar es Salaam work pedagogically to improve the students' IL skills?

Limitations

This study describes IL skills of postgraduate students at the University of Dar es Salaam, Tanzania. Postgraduate students were chosen because at that level of study the students are required to be information literate and to have knowledge of how to conduct research.[14] The students who took part in the survey and focus group discussions were all postgraduate students from four institutions situated at the University's main campus, including College of Social Science (COSS), UDSM Business School (UDSMBS), UDSM School of Education (UDSMSE), and College of Natural and Applied Sciences (CNAS).

LITERATURE REVIEW

Information Literacy

Information Literacy is an umbrella term that encompasses concepts such as digital, visual, and media literacies, academic literacy, information handling, information skills, data selection, and data management.[15] Digital, visual, and media literacies are related to an individual's ability to read, write, and otherwise deal with digital sources effectively using ICT.[16]

Academic literacy refers to IL within the academic context where people are expected to understand how to use resources such as online databases, OPAC, journal articles, as well as experts and authoritative bodies to obtain knowledge and achieve their academic tasks.[17]

Information handling, information skills, data selection, and data management are IL competencies closely related to each other. The processes concern the ways a person interacts and communicates with information. It combines the intellectual processes of information use with the physical processes of information seeking.[18]

IL skills have become increasingly important in the present-day environment of rapid technological change and growing amount of information resources due to computerization. Individuals are faced with diverse and often unfiltered information choices, which raise the questions about authenticity, validity, and reliability.[19] As a result, IL is seen as a key quality for most people today, as they are faced with large numbers of disparate information resources, which they need to manage in an effective and efficient way.[20]

All around the world higher education institutions have introduced IL programs to strengthen students' information use, but in many African countries IL interventions are yet to be considered or implemented. The many barriers that face many parts of Africa, such as scarce financial, material, and human resources, force the majority of African students to pass through the university system without ever mastering the art of information retrieval and use.[21] Baro conducted a survey of universities in Africa and found that only a few institutions have successfully integrated IL courses into the curriculum.[22] The situation is different from the early development of European and Northern American programs on information literacy practices in schools and universities, which never suffered from a similar lack of resources. Librarians and teachers around the world continue to address the challenge of integrating information skills instruction into the total curriculum[23] but there is a constant need for a better understanding of the contextual elements of IL education. Despite significant progress in the past decades, more effort is needed to ensure that students are information literate. In China, for instance, the government has supported the teaching of information literacy skills in the past decade, although few students enrolled in higher education are able to participate.[24] The rapid proliferation of modern ICT equipment makes it ever more important for developing countries to ensure that their citizens have access to information skills instruction.

The Big6 Information Problem-Solving Model

The Big6 process model for information problem-solving was developed by Eisenberg and Berkowitz in 1987. Since then, the Big6 approach has become one of the most renowned and adopted approaches to teaching information literacy in K–12 education all around the world.[25] The Big6 process model was used as IL assessment framework in this study because it integrates the traditional information skills with the use of technology.

The Big6 framework is divided into six major stages with two sub-stages under each (see table 1).[26]

Table 1. Big6 Information Problem-Solving Process (Eisenberg, 2014)

Stage	Sub-stages
1. Task Definition	1.1. Define the information problem
	1.2. Identify the information needed in order to complete the task (to solve the information problem)
2. Information Seeking Strategies	2.1. Determine the range of possible sources (brainstorm)
	2.2. Evaluate the different possible sources to determine priorities (select the best sources)
3. Location and Access	3.1. Locate sources (intellectually and physically)
	3.2. Find information within sources
4. Use of Information	4.1. Engage (e.g. read, hear, view, touch) the information in a source
	4.2. Extract relevant information from a source
5. Synthesis	5.1. Organize information from multiple sources
	5.2. Present information
6. Evaluation	6.1. Judge the product (effectiveness)
	6.2. Judge the information problem-solving process (efficiency)

The 6+3 Model for IL Standards

According to Mokhtar et al., information seeking today is not simply about finding "answers" but also about finding "opinions" of other people.[27] To acknowledge this shift in information seeking, *Collaborative Information Seeking* (CIS) was added to the Big6 process model. In addition, *Ethics and Social Responsibility* and *Attitudes and Perception* were also added as part of the mindset. These two mindsets are necessary to ensure that students understand how to use information in an ethical and responsible way, and that the students display IL related attitudes such as having respect for diverse opinions. The aspects of *CIS* and *Ethics and Social Responsibility* were covered in the questionnaire survey, while the aspect *Perception* (excluding *Attitudes*) was covered in the focus group discussions. The mindset *Attitudes* has deliberately been excluded, as it is beyond the scope of this study. In this study, the IL competencies and mindsets are called categories or IL skills, and the two terms are used interchangeably.

MIXED METHODS RESEARCH STRATEGY

This research study is of the exploratory kind, and the research inquiries required methods both from quantitative and qualitative research. Instead of following one research

paradigm, the choice of implementing mixed methods strategy was based on what was perceived as the most suitable strategy to answer the research questions.[28] A particular strength of the use of different methods is that it allows the findings from one method to be triangulated with the findings of another method.[29] The triangulation of the results in this study was done, first, by employing the quantitative method (questionnaires) to get an overview of the IL skills level of the postgraduate students. Then, the qualitative method (focus groups) was implemented, as the quantitative data informed the later qualitative study of the areas where the students performed most and least successfully. The focus groups' discussions compensated for the small sample size of the survey, and provided a richer explanation of the survey findings.

This study is unique in the sense that it provides both a measurement of the students' IL knowledge level, as well as a picture of their perceptions and experiences with information problems. The voice of the students offers another perspective of the IL phenomenon, and their insights account for a more comprehensive picture of the IL practices at the university.

Questionnaires

The questionnaire used in this study were built on the framework of Eisenberg and Berkowitz's Big6 approach and supplemented with *Information Ethics* (awareness of censorship) and *Collaborative Information Seeking* as suggested by the 6+3 model.[30] The original questionnaire was developed by a team comprising Information Studies and Education Faculty members of NTU.[31] The questionnaire was divided into two sections. The first section contained nine demographic questions about the students such as age, gender, education background, Internet and computer access, frequencies of library visits, and the use of library resources. The original survey included questions about public and national libraries, which was excluded in this study to maintain the focus on UDSM University library.

The second section of the questionnaire consisted of thirty multiple-choice questions divided into eight categories to test the students' IL skills. The eight categories were comprised of: *Task Definition, Information Seeking Strategies, Location and Access, Information Use, Information Synthesis, Information Evaluation, Information Ethics*, and *Collaborative Information Seeking*. The majority of the questions had only one correct answer. Seven of the questions, however, had more than one correct answer. The answers to the questions were given a different score according to perceived difficulty level. The majority of questions had two points as full mark. The maximum score that the students could get from the knowledge test was fifty points.

The questions with multiple correct answers were treated as follows: if a student chose the *best* answer he/she would receive the full mark for that question. If the student, however, chose the 2nd or (3rd) best answer, he/she will receive a *lower* mark. For example, question 35 asked the students who they would consult to evaluate the information they obtained critically and competently. Critical evaluation of information includes the ability to examine and compares information from various sources to determine its validity, reliability, accuracy, authority, timeliness, and point of view and bias.[32] Two points were given for the students who chose "expert feedback" and one point was given for the students who chose "assessment rubric."

In this study, convenience sampling and snowball sampling were chosen. The questionnaires were distributed between December 2014 and February 2015. A professor from UDSM helped administer the questionnaires by distributing it to other professors and librarians, who in turn handed out the survey to their students. The researcher also approached the students on UDSM's main campus to ask for their participation in the survey, and if they could nominate other postgraduate students who would like to participate in the study. As this study employed non-probability sampling techniques, descriptive statistics was found the most appropriate to analyze and present data in a meaningful way.

Surveymonkey, a web-based survey solution, was used to collect and retrieve the data. Since online questionnaires were used, the results could be biased toward more affluent students with access to Internet and personal computers since ICT costs can be prohibitively high in Tanzania. Regarding *non-response bias through refusal*, there were a few factors that could discourage the students from answering the survey: (1) the perceived amount of effort needed to respond to the questionnaire; (2) the omission of reward for participation; and (3) the perceived difficulty of the questions. Therefore, the participating students could differ from the non-participating students in terms of personal interest, ambition, and diligence.

Using a prepreexisting questionnaire helps fulfill the requirements of validity and reliability of the questionnaire design.[33] However, some of the questions were contextualized for the students of Tanzania. For example, questions related to the Asian culture were changed to the African culture. One question about call numbers on books was removed, as this study focused mainly on online search of information. Lastly, to prevent the feeling of frustration among the respondents, the answer "don't know" was added as an alternative.

Focus Groups

The focus group discussions in this study were semistructured. At the end of each focus group discussion, a summary of the topics discussed was mentioned to reduce chances of misunderstanding. Focus group discussions were chosen as a method because IL can be perceived as a complex topic, therefore, the participants could get support and ideas from each other, which can stimulate the dynamic of the discussions further.

Six focus group discussions were conducted in February 2015 with students from College of Natural and Applied Sciences (CNAS), College of Social Science (COSS) and UDSM School of Education (UDSMSE). All of the discussions were

held in a quiet outside study area and lasted around fifty minutes each. The discussions were recorded and field notes were taken. Each discussion started with the moderator asking the participants about their background, such as department of study, frequency and purpose of library visits, IL training, and Internet access. Then, the discussions continued with in-depth questions about the students' perceptions and experiences with information problem-solving.

The in-depth questions were designed so the students had to explain how they solved different information problems. This design choice was made because IL skills are not isolated incidents, but they rather are "connected activities that encompass a way of thinking about and using information."[34] Also, to understand why the students performed more or less successfully in certain IL categories, it was important to consider the students' context in the broad information landscape.[35] Hence, the focus group questions contained many follow-up questions to gain a deeper understanding of the IL context in which the students operate.

The first part of the in-depth discussion contained general questions that looked at the students' information need and how the students solved typical information problems both in their academic studies and in their everyday life. According to SCONUL experience and information need are two factors affecting an individual's IL skills level.[36] The second part of the in-depth discussion contained questions directly related to the findings of the questionnaires. The questionnaires results showed that the students performed the least successful in the IL areas (mean score below 50/100): *Information Evaluation, Location and Access, Information Use, Information Synthesis* and *Information Ethics*. The number of focus group discussions was determined by data saturation; in other words, data collection ceased when new data do not provide more information related to the research questions.[37]

Convenience sampling was applied due to the limited time schedule of the researcher to find suitable participants. Creswell's data analysis spiral was used to analyze the discussions. The process of data analysis is best presented as a spiral, containing data management, reading and memoing, describing, classifying and interpreting, representing and visualizing data.[38] The coding of the data was done in the computer program Dedoose.

The moderator acted neutral during all of the discussions, and encouraged each participant to deepen his/her responses. Follow-up questions were asked so the participants can explain their perceptions and thoughts. Minimal feedback was given. To fulfill the reliability requirement, the topics of discussions were developed iteratively, and it was made sure that no leading or obscure questions were included.

Research Ethics

The participation in this study was confidential, voluntary and based on informed consent, which was taken in writing from all participants. The questionnaire and discussion data were kept confidential. The researcher operated in a transparent manner by detailing the aim of the study and requirements for participation.

RESULTS

Demographic profile of survey respondents

Students from four institutions responded to the survey; 21 percent of the respondents were students at UDSMSE, 23 percent of the respondents were students at CNAS, 24 percent of the respondents were students at UDSMBS, and 34 percent of the respondents were students at COSS. In total, 156 students responded to the survey but only 102 of the responses were completed. The average time for the respondents to complete the survey was thirty-seven minutes. Among the 102 respondents, the majority were born between 1974 and 1986 (62 percent), and 68 percent were male while 32 percent were female. One female respondent did not reveal her birth year.

For 90 percent of the respondents, it was their first or second year on postgraduate level at UDSM. Only 10 percent of the respondents had studied three years or longer at UDSM. This was confirmed during the focus group discussions as the majority of students explained that they did their undergraduate study at another university.

Computer Skills and Internet Access

Almost all of the respondents own a personal computer (95 percent), and the majority of the respondents had Internet access at their place of residence (76 percent). The focus group discussions revealed that the students accessed the Internet mainly through their Smartphone. For the majority of students, entering university meant ownership of a first personal computer, as one of the students explained: "Most of us Tanzanians get access to laptops when we start at university level. You may know that it is some sort of prestige to enter a university. They [extended family] send you off with a laptop and stuff like that" (Participant G, Focus group 2). Before university, the students said that computers and Internet were not available in school. When asked how the respondents learned computer skills, the focus group discussions showed that some students took an introductory course in basic computer skills. The students who did not attend similar courses learned through practice and their peers.

Library Resource Usage Training and Library Visits

The majority of the respondents (90 percent) had received library resource usage training or training related to IL. Most of the respondents received their training at UDSM (59 percent). Some of the students without IL training explained, during the focus group discussions, that they were unaware of the existence of IL training. Other students, however, knew about the IL training but were not able to participate since they had another lecture that they needed to attend. All of the students

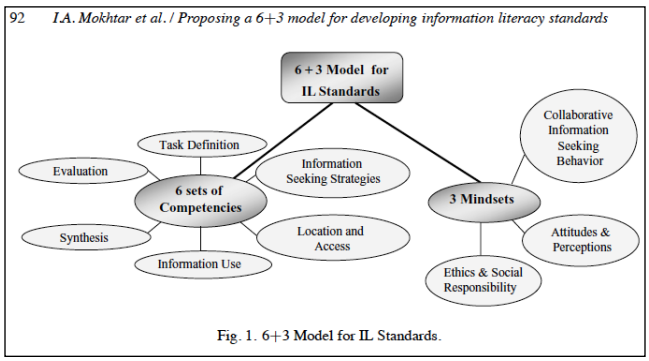

Figure 1. The Big6+3 Model as proposed by Mokhtar et al., 2009

who did not participate in the IL training thought that the training would be beneficial and said that they would attend the training if given the opportunity. Another interesting finding from the discussions was that some of the students decided not to participate in the IL training on postgraduate level because they thought it to be unnecessary, as they had already taken the training at the undergraduate level.

The survey results show that the frequency of the students' library resources usage in the past 12 months was slightly lower than the frequency of library visits. The discussions revealed that this was because the students visited the library only to study, without consulting the library's resources. Many students thought the books in the library were outdated, so they would only visit the library to access wireless Internet and read the newspaper. "When we go to the library we can only access old books, but with Internet we get the current information or whatever you need. Sometimes, there is no need of going there. If you need any information, you can access through Internet" (Participant I, Focus group 2).

Information Literacy Test Results

All of the aspects of Eisenberg and Berkowitz's Big6 along with Mokhtar et al.'s new dimension of *Ethics and Social Responsibility* and *Collaborative Information Seeking* were tested using multiple-choice questions.[39] The scores were normalized to 100 percent for each category and as a whole instrument. All of the scores were rounded to two decimals. Figure 1 shows the spread of the standardized percentage scores among the study population. The majority of respondents (68 percent) scored between 34 and 57 out of 100. The scores are low at an overall study population level as compared to the study of Foo et al., with the mean score of 45.59/100. As can be seen in table 2, *Task Definition* was the best performing area (62.87/100), while *Information Ethics* was the poorest performing area, with the alarming low mean percentage score of 18.63/100, as compared with 73.60/100 in Foo et al.'s study of tertiary students in Singapore.

Table 3 lists the standardized mean score for each testing area of IL skills. The respondents scored over 70/100 for questions about *search type*, *plagiarism*, and *evaluating information content*. However, the respondents seemed to lack

Table 2. Standardized Percentage Score for Each IL Skill Category

Category	N	Mean	Min	Max	Std Dev
Task Definition	102	62.87	0.00	100.00	34.13
Information Seeking Strategies	102	54.04	0.00	100.00	24.59
Collaborative Information Seeking	102	50.00	0.00	100.00	50.25
Information Evaluation	102	47.06	0.00	100.00	25.84
Location Access	102	44.45	8.57	82.86	15.70
Information Use	102	37.56	0.00	94.74	19.36
Information Synthesis	102	36.60	0.00	100.00	36.49
Information Ethics	102	18.63	0.00	100.00	39.13

understanding on how to *differentiate fact, view, and opinion*, *censorship*, and *citation style*. On these three questions, the respondents scored lower than 20/100, which shows that there seems to be a serious issue related to these IL skills.

Male students were found to score higher than female students (46.57 vs. 43.55). Surprisingly, students who had *not* received IL related training scored higher than students who had received training previously. The lowest standardized mean score was attributed to students who received IL training at UDSM (see figure 2).

As can be seen in table 4, students with *no* IL related training scored higher in almost all IL categories except for *Information Synthesis* and *Information Ethics*. The biggest difference between the scores can be found in *CIS* where the students with no training outperformed their peer with training (48.91 vs. 60.00). This finding, however, should be viewed with caution, as only ten students did not participate in any IL related training. Students of year 1 and 2 at UDSM scored higher than students who studied 3 years or longer at UDSM (45.77 vs. 43.90) (see figure 3). This finding, too, should be viewed with caution as only ten respondents studied three years or longer at UDSM.

The results showed that the respondents with Internet access at the place of residence performed better than the respondents with no Internet access at the place of residence (46.36 vs. 43.08). Having Internet at the place of residence facilitate the practice of information problem-solving. Figure 4 shows the distribution of standardized mean percentage score across the four institutions. UDSMSE scored the highest 49.48/100. The lowest mean percentage score of 41.09/100 was assigned to CNAS.

The final question of the survey asked the respondents whether they would consult several potential human information sources when completing the information tasks covered by the Big6 model. It was found that for *defining the research topic and scope; organizing, compiling, finalizing and presenting answer to research topic;* and *evaluating the completed product and*

Table 3. Standardized Mean Score for Each Testing Area of IL Skills
Note: The green highlighted rows show the three areas where students performed the most successfully, and the red highlighted rows show the areas where the students performed the least successfully

IL Skill	No. of Questions	Question	Mean (Max 100)
Task Definition	2	Brainstorming/Defining tasks	62.75
		Research topics and questions	62.99
Information Seeking Strategies	4	Seeking expert opinion	61.76
		Primary vs. secondary information sources	58.82
		Appropriate sources of information	65.69
		Reference resources	41.18
Location & Access	11	Knowledge of library e-resources	67.65
		Roles of reference librarians	54.9
		OPAC	24.26
		Using index of a book	31.37
		Narrowing search results	25.49
		Boolean operators	59.8
		Broadening searches	45.1
		Phrase search	55.88
		Stop words	49.02
		Type of search	92.16
		Truncation	34.31
Information Use	5	Evaluating information content	70.59
		Cross comparison of content	54.25
		Critical assessment of information	29.41
		Fact, view or opinion?	7.84
		Authoritative information source	30.07
Information Synthesis	2	Citation style	19.61
		Citation style	45.1
Information Evaluation	3	Information evaluation tools and resources	38.24
		Plagiarism	79.41
		Copyright	23.53
Information Ethics	1	Censorship	18.63
Collaborative Information Seeking	1	Collaborative Information Seeking	50

process of information seeking; more respondents would consult professors, followed by peers (classmates). Evidently, collaborating with peers to solve different information problems made up a considerable part of the respondents' academic life. Professors were also the first to be consulted for the task *formulate search strategy, statements and retrieve information*, followed by librarians. For the task *identify sources of relevant information*, librarians were the first to be consulted, followed by professors. Lastly, more respondents tended to consult their peers (classmates), followed by professors, for the task *analyze quality of retrieved information and select relevant information for use*. This is a matter of concern since the respondents' mean scores were below 60/100 in the fields of *Information Seeking Strategies* and *Information Use*. Another concern was that more than 10 percent of the respondents did not consult anyone when performing the tasks *formulate search strategy, statements and retrieve information* and *evaluate the completed product and process of information seeking*, even though their mean scores in many of these fields were below 60/100.

MOST SUCCESSFUL IL SKILLS

Task Definition

Task Definition was the respondents' best performing IL category (62.87). *Task Definition* concerns the ability to recognize and define an information problem (including research topics and questions) and to identify types and amount of information

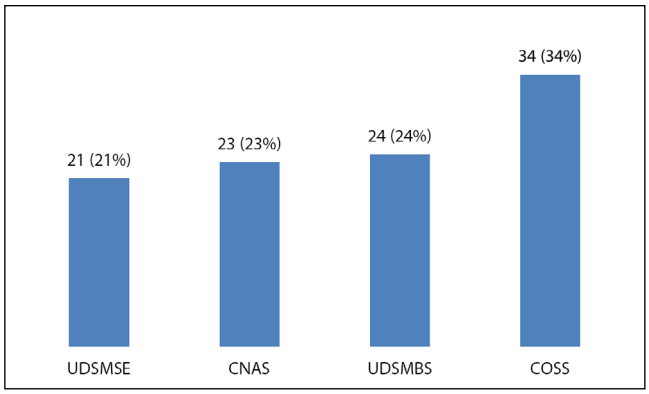

Figure 2. Number and Percentage of Respondents across Institutions

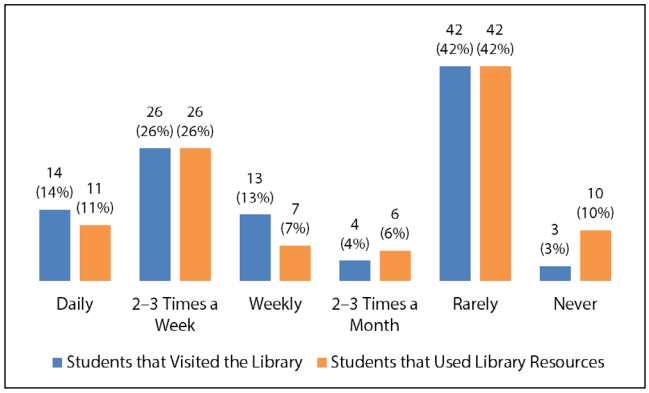

Figure 3. Frequencies of Visiting University Library and Frequencies of Using the Library's Resources

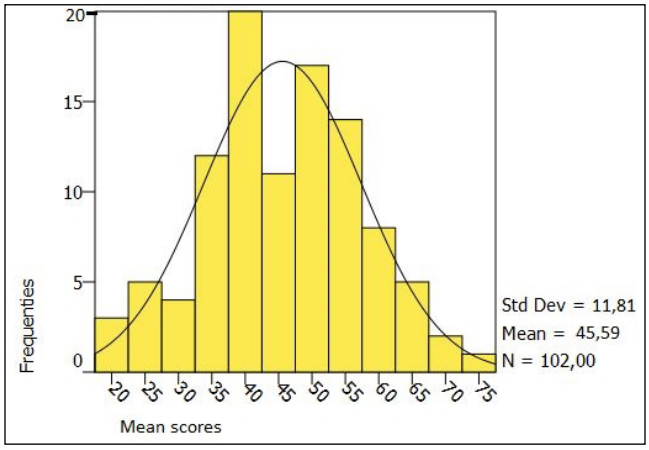

Figure 4. Histogram of Standardized Percentage Score for IL Skills

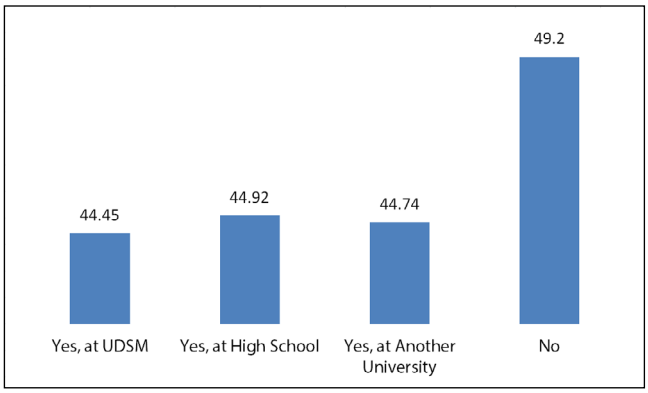

Figure 5. Standardized Mean Percentage Scores across Students' IL Training Background

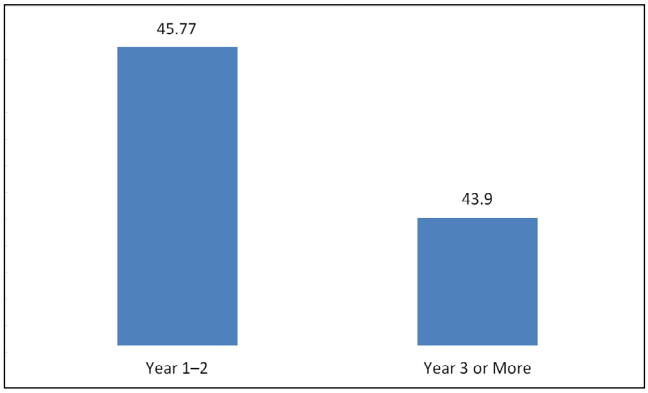

Figure 6. Standardized Mean Percentage Scores Across Year of Study

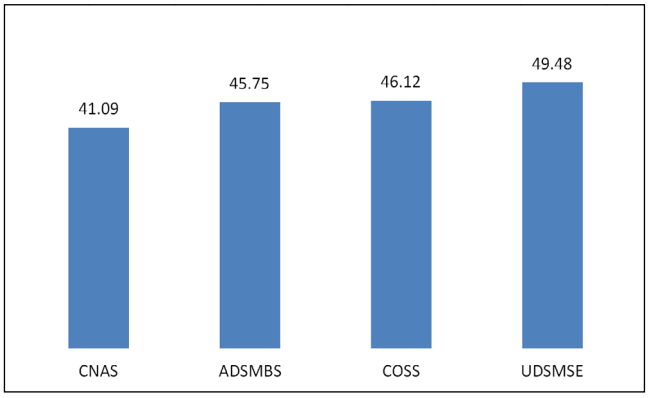

Figure 7. Standardized Mean Percentage Scores across Institutions

needed.[40] The students explained that they practiced information search everyday and that almost all of their academic material is retrieved from the Internet, using predominantly Google as search engine. Focus group discussions revealed that all of the students have conducted research with primary or secondary data at least once during their undergraduate studies. This may explain the respondents' higher mean score in *defining tasks* and defining *research topics and questions*. Even though most of the students conducted research before, they still thought more research training was needed.

An encouraging finding from the discussions was the students' critical awareness of using Wikipedia as a source of information: *"Of course there are some sites that you don't trust as much, for example Wikipedia. You can read from Wikipedia,*

Table 4. Comparison of Standardized Mean Percentage Scores for each IL Skill between Students with Library Usage Training and Students without Library Usage Training
Note: The green highlighted rows indicate which student group scored better.

IL training	Task Definition	Information Seeking Strategies	Location & Access	Information Use	Information Synthesis	Information Evaluation	Information Ethics	Collaborative Information Seeking
Yes (n = 92)	62.09	53.87	44.07	37.13	37.32	46.01	48.91	19.57
No (n = 10)	70.00	55.63	48.00	41.58	30.00	56.67	60.00	10.00
Sig.	0.768	0.826	0.356	0.675	0.559	0.891	0.072	0.100

but then you should go to another source and see if it correlates or not" (Participant J, Focus group 3). Understanding how to use general online information such as Wikipedia is an important part of *Task Definition*.[41]

Information Seeking Strategies

Information Seeking Strategies was the respondents' second best performing category (54.04). *Information Seeking Strategies* concerns the ability to consider all the information sources and to evaluate the sources to determine priorities.[42] The survey data showed that the majority of respondents had a good understanding of choosing whom to consult on academic matters. During the discussions, almost all of the students explained that they consulted their supervisor or professor, followed by peers, when conducting research.

Since the students had conducted research on primary or secondary data, it was expected that the students performed well in the survey when asked to *identify primary and secondary information sources,* and to evaluate the most *appropriate sources of information*. However, during the focus group discussions only two students mentioned peer-reviewed material from scholarly journals as trustworthy for academic use. Most of the students learned source evaluation skills from teachers at the University but expressed that more training is desired, preferably in proximity to thesis writing. A surprising number of students mentioned PDF documents as trustworthy. As one student explained: *"First you enter your words and then PDF. Then you click Search. The information that appears there is trusted."* (Participant R, Focus group 5). Also surprising was the number of students who claimed they did not evaluate digital information.

Collaborative Information Seeking

Collaborative Information Seeking was the respondents' third best performing category (50). Although the quantitative results showed that the respondents primarily consulted professors when completing most of the information tasks, the discussions showed that this was not always possible. Many students admitted to consult their peer more than their supervisor: "The teacher told us that we could come and consult at any time you want, but most of the time they are not available." (Participant J, Focus group 3). Another student added, "We feel bad about it, because of course we need the help. But I think we are used to the situation now. We solve it using friends." (Participant I, Focus group 3).

LEAST SUCCESSFUL IL SKILLS

Information Evaluation

Information Evaluation was one of the less successful IL categories (47.06). Information Evaluation concerns the process of evaluating one's information problem-solving process. The survey results indicated that the respondents had a profound understanding of plagiarism, as it was one the best performing IL areas of the respondents. This does not, however, prevent the students from practicing plagiarism. One of the female students explained why she thought students plagiarized: "The teachers don't even read our reports. They just look if it is attractive and if it is big" (Participant J, Focus group 3).

Merely 36 percent of the respondents chose expert feedback (the best answer) and 4 percent of the respondents chose assessment rubrics (the second best answer) to help them evaluate information critically. This is consistent with the results on survey question forty where the majority of respondents selected 'peers' to assist them in *analyzing quality of retrieved information and select relevant information for use*. Regarding the copyright question, the focus group discussions showed that most students equated copyright with ownership of information, which can be given away if the owner decided to do so. This explains the mean score of 23.53.

Location and Access

The standardized mean score for *Location and Access* was 44.45. *Location and Access* concerns the ability to locate and efficiently use information resources.[43] The best performing IL skills areas within *Location and Access* with a mean score above 50 were *type of search, knowledge of library's e-resources, Boolean operators, phrase search*, and *roles of reference librarians*. Since the students practiced information search daily, it was not surprising that they received a better score on the questions related to Internet search. The better score afforded to *knowledge of library's e-resources* and *roles of reference librarians* can be explained by the fact that a vast majority (90 percent) of the respondents had taken library resource usage training.

Many students explained that they used phrase search, quotes, or reading the result one-by-one to exclude irrelevant results when performing online search. Some of the students, however, expressed that they did not have a strategy to narrow down the search results, and none of the students understood the logic behind Boolean operators (even though many of them used quotes). Yet the respondents performed well on one of the survey questions related to using Boolean operators. This was because the question was similar to how the students normally narrow down search results, namely to include relevant phrases and quotes. On the other hand, the respondents performed less well on the question of how to *broaden searches* using Boolean operators. This indicates that the students lacked proper understanding of how Boolean operators function.

None of the students suggested the use of truncation to narrow down the search results, which explained the low mean score on the question about *truncation*. Merely one student mentioned that he used the University library's OPAC to look up materials. The low use of OPAC is most likely the reason behind the low mean score on that particular question.

During the focus group discussions, some students mentioned problems with comprehending the English language as a barrier to accessing information and assessing its credibility. This would explain why the respondents performed poorly on some of the survey questions. For example in question 21, the respondents had to select the best search statement to *narrow search results*. Many respondents omitted the word 'Cantonese, which was the key word in the search statement, as they most likely did not understand the word and therefore decided not to include it.

The low mean score appointed to the question of how to *use index of a book* suggests that the respondents have little experience of searching for different topics in books. The discussions revealed that the students primarily used computer and Internet to access academic materials. Thus, the students might be more familiar with searching using computer shortcut keys such as "Ctrl+F." It is important to mention, however, that a majority of respondents (78 percent) chose 'table of contents, which was the second best answer.

Information Use

The standardized mean score for *Information Use* was 37.56. It contained one of the respondents' best and poorest IL skills areas. *Information Use* concerns the ability to evaluate the relevance of information and then extract the relevant information. Many students explained, during the discussions, that reliable information must come from recognized authors or institutions, and if the information was dubious then they would cross-check the information. The students' ability to evaluate information explains the better mean score on the questions related to *evaluating information content* and *cross comparison of content*. Their information evaluation criteria also clarify the low mean score on the question related to *authoritative information sources*, where the respondents had to identify the most impartial source. Thirty-four percent of the respondents chose the second best answer, which was Ministry of Natural Resources and Tourism website, an authoritative institution of which they recognized. Merely 19 percent of the respondents chose United Nations (the best answer), as the respondents knew little about the intergovernmental organization.

During the focus group discussions, the students were asked to discuss the differences between facts and opinions. Most students agreed that facts must have empirical evidence: *"A fact is something that has empirical evidence by one who is doing research. If there is no research, it is not a fact"* (Participant R, Focus group 5). Opinions on the other hand were expressed explicitly: "When you talk about an opinion, it is when somebody says 'my opinion' and 'your opinion'" (Participant Q, Focus group 5). To understand how the students resonated when differentiating between facts and opinion was important as it explained the low mean score on the IL skill areas *critical assessment of information* and *fact, view, and opinion*. The description in these particular questions were reported in an empirical fashion, which explained why the majority of respondents opted for the wrong answer without reflecting on the objectivity of the information, or on whether or not the information has supporting evidence.

Information Synthesis

Information Synthesis was the second poorest IL category (36.60). *Information Synthesis* concerns the ability to organize and communicate the results, including the ability to cite properly and credit electronic resources. *Information Synthesis* consisted of two questions related to *citation style*. During the discussions, many students claimed that they seldom practiced referencing (even though they would like to learn more about it), so they forgot how to properly cite and write a bibliography. Also, the students' deficiencies in English language skills, as discussed earlier, might have played a role as to why the students performed poorly. In one of the two survey questions, the respondents were asked to name the title of the periodical. 47 percent of the respondents chose the title of the *article* instead of the title of the *periodical*. The respondents mistook the English word periodical for article. This would explain the low mean score on that particular question.

Information Ethics

Information Ethics in this study concerns awareness of censorship. It was the respondents' poorest IL category (18.63). During the discussions, merely one student understood the meaning of censorship; the rest of the students did not know what the word meant. However, there were two students who understood the concept of censorship but had not heard of the terminology before. This would explain why 49 percent of the respondents chose 'don't know, and 34 percent of the respondents chose the wrong answer on the particular question.

DISCUSSION AND CONCLUSIONS

"What is the level of information literacy skills among postgraduate students at the University of Dar es Salaam?"

Although the finding should be viewed with caution, survey data showed that students with *no* IL related training scored higher than students with training on almost all categories of IL, implying ineffectiveness of the training at the University in imparting IL knowledge. Previous study on four Tanzanian universities revealed that a majority of students found library resource usage training ineffective.[44] The reasons for the ineffectiveness were, among other things, inadequate time spent on training sessions, lack of awareness among the students about library resource usage training, and the separation between the training and course offerings.

The students scored higher on the IL skills *Task Definition* and *Information Seeking Strategies*. Similarly, Foo et al. found these two IL skills (and *Location and Access*) to be the highest scoring categories of Singaporean undergraduate students.[45] According to the authors, the higher scores in these categories could be attributed to the systematic way in which these skills can be taught, for example, through IL related training provided by the library or acquired over time through practice. *CIS* was another IL skill of which the students received a higher score. Proficiency in *CIS* skills can yield better results than individual efforts due to shared activities.[46] *CIS* has become increasingly important with the proliferation of the web and more recently the implementation of web 2.0. Although it was encouraging to find that many students were understood the concept of *CIS*, evidence showed that more support from the institutions is needed.

The scores attained for *Information Evaluation, Location and Access, Information Use*, and *Information Synthesis* were found to be unsatisfactory. As Foo et al.[47] mentioned, these categories (except *Location and Access*) require "higher-order thinking skills to differentiate the quality and relevance of the retrieved information, and to subsequently synthesize, extract, and connect bits of information for use to complete [the] tasks." Librarians and teaching staff need to put more efforts in transmitting these higher-order thinking skills to the students, e.g., through student-centered learning.

Confirming the results of Lwoga, the students in this study scored lower on the IL skill *Location and Access*.[48] However, unlike Lwoga's study, this current study revealed that most students only used three types of search to narrow down the search results, namely phrase searching, one keyword search technique, and quotes. Most students were not familiar with truncation, Boolean operators, and the use of OPAC in the library. This suggests that IL training needs to focus more on search techniques to increase the students' ability to locate information efficiently.

The lowest scores were attributed to the ability to differentiate *fact, view or opinion, understanding censorship,* and *citation style*. The teaching staff needs to concentrate on increasing the students' knowledge in these areas. Without the teachers' support to monitor and educate the students, most IL programs will end unsuccessful or severely limited. The involvement of teaching staff are crucial as teachers are subject specific experts and provide the context in which the IL skills are exerted.[49]

"What are the students' perceptions and experiences with information problems that can explain the score of the most and least successful IL skills?"

The results revealed many issues related to the students' information problem-solving experiences that need to be addressed. The students reported a lack of coordination between the library staff and the teaching staff at the departments to communicate the importance and availability of IL training to the students. Consequently, many students missed the opportunity to acquire or hone their skills. This confirms the results of previous study by Lwehabura[50] where the author concluded that the only way to make the students attend and acquire IL skills was to make the training compulsory and credit-bearing for all. This way, the students and teaching staff will also take IL training more seriously, as findings concerning plagiarism and lack of support from teachers were disconcerting factors.

The students' lack of ICT experience seemed to affect their IL skills negatively, as highlighted in previous literature.[51] The present study results showed that the students have access to computers, but they were not always able to use the medium to meet their academic needs. A study by Hargittai found that people who have been Internet users for longer are expected to have better online skills, such as finding information on the web easier as they have previous experiences to draw on.[52]

A majority of the students preferred using the search engine Google to the library databases to retrieve literature. The same finding was observed in Lwoga's study of undergraduate students at another Tanzanian university.[53] As a result, the author proposed that IL training put more emphasis on the use of scholarly databases/indexes. It was disconcerting to find that many students evaluated information (and its source) using questionable strategies or did not evaluate the information at all. For some students, this issue is exacerbated by deficient English language skills. Although English is the language of learning in Tanzania, it is not the first language of the students and evidence showed that this caused problems with comprehension. Hepworth and Wema's designed and implemented an IL training course at UDSM and observed that students who did not use English as first language are likely to find IL practices more challenging, for example, understanding academic literature and refining search terms requires a good vocabulary.[54] An encouraging finding, however, was that a majority of the students had a good understanding of how to use general online information sources, such as Wikipedia.

Recommendations

"How can the University of Dar es Salaam work pedagogically to improve the students' IL skills?"

The findings from this study contribute to our knowledge about the level of IL skills among UDSM's postgraduate students, and the way in which the students approached different information problems. Many divides can be attributed to the low IL test scores of the students. First, IL training is not prioritized in the curriculum and, therefore, also not among the students. Educational stakeholders, such as librarians and teaching staff, should take a proactive role in the promotion of IL initiatives both in the curriculum and in the library. Moreover, many previous studies, likewise this study, advocate an integration of IL skills in the curriculum to ensure the continuous practice of the skills in a meaningful context.

A second implication to be considered from this study is the students' lack of ICT skills. In the future, IL and ICT training should be integrated so the students can take maximum advantage of all that ICT has to offer, as sheer access to technology does not itself create information literate individuals. At a later stage, less emphasis should be placed on computer skills, and more on the thinking skills and the broader aspects of IL.[55]

Educational stakeholders should also regard the English language skills of the students, as all IL skills are underpinned by proficiency in the English language.[56] Training should also be given to enhancing the students' higher-order thinking skills, by for example introducing student-centered and problem-based learning. Preferably, the training should be done in combination with research training. Ideally, as noted by the students, the trainings should be given at undergraduate level and continuously throughout their university education. Similar IL training should also be given to students at Masters and PhD level.

A third implication to be considered from this study is that the students made low use of the library's e-resources and scholarly databases due to perceived inconvenience and inaccessibility. Educational stakeholders should, therefore, ensure that the subscriptions to the scholarly databases are available to the students outside of the library. More effort should also be invested in training the students on how to evaluate information critically, as well as increase their understanding around censorship and the ethical use of information in general.

A fourth implication to be considered from this study is that the students performed well in *CIS*, and this ability should be leveraged in the development of IL training, for example, through collaborative inquiry-based learning. Collaborative learning prepares students for the future workplace, as individuals seldom undertake various work tasks alone. Educational stakeholders could use different collaborative avenues to promote IL training. For example, the library could use a learning course management system to provide and extend the possibility for students to practice IL. The training of the skills could be conducted in groups or individually, and could include mentoring opportunities, online tutorials, and general IL guidelines.

Limitations

One limitation of this study is the small sample size. Use of a convenience sample prohibits generalization of the results, as the sample is not representative of the postgraduate student population. The reliability in this study can be considered a strength since the survey questions were designed to fit the context of the study, and to be as straightforward as possible. The focus group questions were developed in an iterative matter, taking the survey results into consideration. A weakness regarding reliability in qualitative methods is that it is impossible to reconstruct the context in which the research study was conducted. Therefore, it is likely that other researchers would obtain slightly different results.

Future Research

A few questions were raised as a result of this research work. Could IL delivery be enhanced at UDSM through collaborative inquiry-based learning, as suggested in this study? How can universities in Tanzania use ICT to promote IL practices taking into account the level of ICT skills of the students? How can the universities (and also secondary school) better engage the teaching staff in the development of IL practices, to help ensure that future graduates are information literate? There are many questions unanswered and numerous research opportunities to investigate the most suitable approach to improving IL training in Tanzanian education. These questions are important because in an increasingly technology-driven world, it is imperative to equip students and citizens with IL skills and knowledge so they are able to function as independent lifelong learners.

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Interlibrary Loan Code for the United States

STARS Codes, Guidelines, and Technical Standards Committee

Prepared by the Interlibrary Loan Committee, Reference and User Services Association (RUSA), 1994, revised 2001. Revised by the Codes, Guidelines, and Technical Standards Committee, Sharing and Transforming Access to Resources Section (STARS) 2008 and 2015. Approved by RUSA Board January 11, 2016.

The Reference and User Services Association, acting for the American Library Association in its adoption of this code, recognizes that the sharing of material between libraries is a core library service and believes it to be in the public interest to encourage such an exchange.

In the interest of providing quality service, libraries have an obligation to obtain material to meet the informational needs of users when local resources do not meet those needs. Interlibrary loan (ILL), a mechanism for obtaining material, is essential to the vitality of all libraries.

The effectiveness of the national interlibrary loan system depends upon participation of libraries of all types and sizes.

This code establishes principles that facilitate the requesting of material by a library and the provision of loans or copies in response to those requests.

1.0 DEFINITIONS

1.1 Interlibrary loan is the process by which a library requests material from, or supplies material to, another library.

1.2 In this code, "material" includes books, audiovisual materials, and other returnable items as well as copies of journal articles, book chapters, excerpts, and other non-returnable items.

2.0 PURPOSE

2.1 The purpose of interlibrary loan as defined by this code is to obtain, upon request of a library user, material not available in the user's local library. Interlibrary loan is primarily intended to provide a requesting individual with a physical loan of a defined duration or a non-returnable copy or scan from another library.

3.0 SCOPE

3.1 This code regulates the exchange of material between libraries in the United States.

3.2 United States libraries are encouraged to engage in interlibrary loan with libraries in other countries. International transactions are governed by the International Federation of Library Associations and Institutions.

4.0 RESPONSIBILITIES OF THE REQUESTING LIBRARY

4.1 Establish, promptly update, and make available an interlibrary borrowing policy.
4.2 Ensure the confidentiality of the library user.
4.3 Describe completely and accurately the requested material following accepted bibliographic practice.
4.4 Note any special requirements regarding the format needed, specified shipping address, or use to be made of the material on the request sent to potential supplying libraries.
4.5 Identify libraries that own the requested material. Check and adhere to the policies of potential supplying libraries.
4.6 When no libraries can be identified as owning the needed material, requests may be sent to libraries believed likely to own the material.
4.7 Transmit interlibrary loan requests electronically unless otherwise specified by the supplying library.
4.8 Comply with U.S. copyright law (Title 17, U.S. Code) and be aware of related guidelines for copy requests.
4.9 Assume responsibility for borrowed material from the time it leaves the supplying library until it has been returned to and received by the supplying library. This includes all material shipped directly to and/or returned by the user. If damage or loss occurs, provide compensation or replacement, in accordance with the preference of the supplying library.
4.10 Pay promptly any service, replacement, or damage fees charged by the supplying library.
4.11 Assume full responsibility for user-initiated transactions.
4.12 Honor the due date and enforce any usage restrictions specified by the supplying library. Unless otherwise indicated, the due date is defined as the date by which the material is due to be checked in at the requesting library for return to the supplying library.
4.13 Request a renewal before the item is due whenever possible. If the supplying library does not respond, the requesting library may assume that a renewal has been granted, extending the due date by the same length of time as the original loan.
4.14 Respond immediately if the supplying library recalls an item. All borrowed material is subject to recall at any time.
4.15 Package material to prevent damage or loss in shipping and comply with any special instructions stated by the supplying library.
4.16 Failure to comply with the provisions of this code may result in suspension of service by a supplying library.

The Interlibrary Loan Code for the United States is also available on the RUSA website (www.ala.org/rusa/resources/guidelines/interlibrary).

5.0 RESPONSIBILITIES OF THE SUPPLYING LIBRARY

5.1 Establish, promptly update, and make available an interlibrary lending policy, contact information, and a service schedule.
5.2 Ensure the confidentiality of the library user.
5.3 If it is necessary to charge service fees, make available a fee schedule as part of an interlibrary lending policy. Bill any service, replacement, or damage fees promptly.
5.4 Consider filling all requests for material regardless of format or the collection in which it is housed.
5.5 Process requests in a timely manner, recognizing the needs of the requesting library and/or the requirements of the resource sharing system being used. If unable to fill a request, respond promptly and state the reason the request cannot be filled.
5.6 Send sufficient information to identify the particular request when filling or communicating about requests.
5.7 Indicate the due date, any restrictions on the use of the material, and any special return packaging or shipping requirements. The due date is defined as the date the material is due to be checked in at the requesting library for return to the supplying library.
5.8 Ship material by the fastest method reasonably available to the location specified by the requesting library. Package loaned material to prevent damage or loss.
5.9 Respond promptly to requests for renewals. If the supplying library does not respond, the requesting library may assume that a renewal has been granted, extending the due date by the same length of time as the original loan.
5.10 The supplying library may recall loaned material at any time.
5.11 Deliver copies electronically whenever possible. Provide complete and legible copies, and adhere to any special scanning instructions of the requesting library.
5.12 The supplying library may suspend service to a requesting library if it fails to comply with the provisions of this code.

Supplemental Documentation

For more detailed information, please see the accompanying Explanatory Supplement posted on the RUSA website (www.ala.org/rusa/resources/guidelines/interlibraryloancode).

Related File

ILL Request Form (Fillable PDF) available on the RUSA website (www.ala.org/rusa/sites/ala.org.rusa/files/content/sections/stars/resources/ALA_ILL_Request_Form.pdf).

Notable Books 2016

RUSQ Notable Books Council

RUSA Notable Books Council *contributing members are Liz Kirchhoff, chair, Barrington Area Library; Kristen Allen-Vogel, Dayton Metro Library; Rochelle Ballard, Princeton University; Victoria Caplinger, NoveList; Craig Clark; Carol Gladstein, Multnomah County Library; Vicki Gregory, University of South Florida School of Information; Marlene Harris, Reading Reality LLC; Stacey Hayman, Rocky River Public Library; Sarah Jaffa, Kitsap Regional Library; Elizabeth Joseph, Ferguson Library; Mary Zunt, Cleveland Public Library.*

The Notable Books Council, first established in 1944, has announced the 2016 selections of the Notable Books List, an annual best-of list comprising twenty six titles written for adult readers and published in the United States, including fiction, nonfiction, and poetry. The list was announced today during the American Library Association's Midwinter Meeting in Boston.

FICTION

In the Country: Stories by Mia Alvar. Knopf (ISBN: 978-0-385-35281-9). Exploring the Filipino experience spanning decades and continents, these fully rendered tales express wonder and sadness leavened with humor.

The Sellout: A Novel by Paul Beatty. Farrar (ISBN: 978-0-374-26050-7). Poking the underbellies of many sacred cows, this biting social satire examines race, culture, and politics in modern America.

Did You Ever Have a Family: A Novel by Bill Clegg. Simon & Schuster (ISBN: 978-1-4767-9817-2). The aftermath of a tragedy and its rippling effects in a small Connecticut town.

Delicious Foods: A Novel by James Hannaham. Little, Brown (ISBN: 978-0-316-28494-3). Themes of race, addiction, wage slavery, and corporate greed coalesce in this startling, darkly comic coming of age odyssey.

Black River: A Novel by S. M. Hulse. Houghton Mifflin Harcourt (ISBN: 978-0-544-30987-6). This modern literary Western explores a man's redemptive journey and the possibility (and cost) of forgiveness.

Fortune Smiles: Stories by Adam Johnson. Random House (ISBN: 978-0-8129-9747-7). Humanity: quirky, disturbing, endearing, striving, resigned, and fascinating.

The Prophets of Eternal Fjord: A Novel by Kim Leine. Liveright Publishing (ISBN: 978-0-87140-671-2). An epic and evocative tale of colonialism in Greenland; translated from the Danish.

The Tsar of Love and Techno: Stories by Anthony Marra. Random House (ISBN: 978-0-7704-3643-8). Beauty and humanity are found in the darkest and grimmest of places in these interconnected pieces.

The Sympathizer: A Novel by Viet Thanh Nguyen. Grove Press (ISBN: 978-0-8021-2345-9). A half-French, half-Vietnamese man serves as a double agent after the war, and struggles with the contradictions of his identity and loyalties.

This Is the Life: A Novel by Alex Shearer. Washington Square Press (ISBN: 978-1-4767-6440-5). Spare prose mixes with heart-wrenching humor in this gem of a story about two brothers coping with terminal illness.

The Book of Aron: A Novel by Jim Shepard. Knopf (ISBN: 978-1-101-87431-8). The perspective of a boy whose only goal is to live another day gives a sharp edge to the mind-numbing tragedies of the Warsaw Ghetto.

A Little Life: A Novel by Hanya Yanagihara. Random House (ISBN: 978-0-385-53925-8). A visceral, provocative story of four New York City lives marred by ambition, abuse, and addiction.

NONFICTION

The Interstellar Age: Inside the Forty-Year Voyager Mission by Jim Bell. Penguin (ISBN: 978-0-525-95432-3). An enthusiastic account of our reach for intergalactic space—and the people who made it possible.

Give Us the Ballot: The Modern Struggle for Voting Rights in America by Ali Berman. Farrar (ISBN: 978-0-374-15827-9). A sobering and impassioned popular history of the fight for universal suffrage in the United States.

The End of Plenty: The Race to Feed a Crowded World by Joel K. Bourne Jr. Norton (ISBN: 978-0-393-07953-1). An agricultural revolution supported our booming population in the twentieth century, but we'll need another one to sustain us in the years to come.

Between the World and Me by Ta-Nehisi Coates. Random House (ISBN: 978-0-8129-9354-7). Framed as a letter to the author's teenage son, this chronicle of race in America works as memoir, meditation, and call to action.

The Gay Revolution: The Story of the Struggle by Lillian Faderman. Simon & Schuster (ISBN: 978-1-4516-9411-6). An authoritative, affecting account of the effort to establish and solidify legal rights and cultural acceptance in the United States.

Romantic Outlaws: The Extraordinary Lives of Mary Wollstonecraft and Her Daughter, Mary Shelley by Charlotte Gordon. Random House (ISBN: 978-1-4000-6842-5). From *A Vindication of the Rights of Woman* to *Frankenstein*, this dual biography provides fresh insight about these groundbreaking authors.

Dead Wake: The Last Crossing of the Lusitania by Erik Larson. Random House (ISBN: 978-0-307-40886-0). A race to the finish, even though we know it won't end well.

The Wright Brothers by David McCullough. Simon & Schuster (ISBN: 978-1-4767-2874-2). A strong work ethic and keen observation fueled the quest to conquer manned flight.

The Soul of an Octopus: A Surprising Exploration into the Wonder of Consciousness by Sy Montgomery. Simon & Schuster (ISBN: 978-1-4516-9771-1). A charming, revelatory journey into the world of cephalopods.

M Train by Patti Smith. Knopf (ISBN: 978-1-101-87510-0). Part memoir, part travelogue, and ultimately an elegy to her beloved husband, written by an iconic American artist.

Nagasaki: Life After Nuclear War by Susan Southard. Penguin Random House (ISBN: 978-0-670-02562-6). Bearing witness to hibakusha, those left behind.

Stalin's Daughter: The Extraordinary and Tumultuous Life of Svetlana Alliluyeva by Rosemary Sullivan. HarperCollins (ISBN: 978-0-06-220610-7). A portrait of a woman unable to escape the terrible shadow of her father.

POETRY

Bastards of the Reagan Era by Reginald Dwayne Betts. Four Way Books (ISBN: 978-1-935536-65-9). Drugs, violence, and incarceration during a period of fear and chaos told in a brutal and haunting poetic voice.

Conflict Resolution for Holy Beings: Poems by Joy Harjo. Norton (ISBN: 978-0-393-24850-0). Folklore, history, personal journeys, and modern times are entwined in this absorbing work by a Native American poet.

The Reading List 2016

RUSA Reading List Council

RUSA Reading List Council *members are Ann Chambers Theis, co-chair, Henrico County Library; Valerie Morgan Taylor, co-chair, Chester County Library; Phillip Ballo, National University; Jessica D. Barrientos, Westminster Public Library; Sharon R. Castleberry, De Soto Public Library; Amy Gornikiewicz, Eagle Public Library; Rebecca M. Greer, Poinciana Library; Neil Hollands, Williamsburg Regional Library; Lauren Kage, NoveList; Tammy Ryan, Phoenix Public Library; Janet Schneider, Oceanside Library.*

The Reference and User Services Association (RUSA) has announced its selections for the 2016 Reading List as well as the short lists and read-alikes. Established in 2007 by the CODES section of RUSA, The Reading List seeks to highlight outstanding genre fiction that merit special attention by general adult readers and the librarians who work with them.

ADRENALINE

Slaughter, Karin. *Pretty Girls*. William Morrow (ISBN: 978-0-06-242905-6).

Three sisters are driven apart in the aftermath of one's disappearance. When a violent crime occurs new fears arise and relationships shift again. Long-term effects of family grief are exploited by the compulsions of a psychopath. Brutal and disturbing, this is ultimately a story of love and empowerment.

Read-alikes

- Hayder, Mo. Jack Caffery series. Atlantic Monthly.
- Rich, A. J. *The Hand That Feeds You*. Scribner.
- Flynn, Gillian. *Dark Places*. Crown/Shaye Arehart.

Short List

- Black, Saul. *The Killing Lessons*. St. Martin's (ISBN: 978-1-250-05734-1).
- Johnston, Tim. *Descent: A Novel*. Algonquin Books of Chapel Hill (ISBN: 978-1-61620-304-7).
- Matthews, Jason. *Palace of Treason: a Novel*. Scribner (ISBN: 978-1-4767-9374-0).
- Winslow, Don. *The Cartel*. Knopf (ISBN: 978-1-101-87499-8).

FANTASY

Novik, Naomi. *Uprooted*. Del Rey (ISBN: 978-0-8041-7903-4).

In this enchanted old-world fable, villagers threatened by a blighted magical wood allow the resident wizard to take one daughter into servitude for ten years. When he chooses klutzy Agnieszka, she faces an unexpected future and confronts the dangers of a wider political world and the roots of magical corruption.

Read-alikes

- Forsyth, Kate. *Wild Girl*. St. Martins/Thomas Dunne.
- Johansen, Erika. Tearling Trilogy. Harper.
- Wecker, Helene. *The Golem and the Jinni*. Harper.

Short List

- Butcher, Jim. *The Aeronaut's Windlass: The Cinder Spires*. Roc (ISBN: 978-0-451-46680-8).
- Cho, Zen. *Sorcerer to the Crown*. Ace (ISBN: 978-0-425-28337-0).
- Jemisin, N. K. *The Fifth Season: The Broken Earth: Book One*. Orbit (ISBN: 978-0-316-22929-6).
- Schwab, V. E. *A Darker Shade of Magic*. Tor (ISBN: 978-0-7653-7645-9).

HISTORICAL FICTION

Evans, Lissa. *Crooked Heart: A Novel*. Harper (ISBN: 978-0-06-236483-8).

Raised by his eccentric ex-suffragette godmother to be a free-thinker, young Noel is thrown into chaos when the London Blitz forces him into the home of a scam artist loyal only to her layabout son. Thrust together, the two oddballs are forced to find a way through the wartime landscape.

Read-alikes

- Waters, Sarah. *Night Watch*. Riverhead.
- Willis, Connie. *All Clear (#1) and Blackout (#2)*. Spectra.
- *Paper Moon*. Paramount, 1973.

Short List

- Barrows, Annie. *The Truth According to Us: a Novel*. Dial (ISBN: 978-0-385-34294-0).
- Bennett, LaShonda Katrice. *Jam on the Vine: a Novel*. Grove (ISBN: 978-0-8021-2334-3).
- Hannah, Kristin. *The Nightingale*. St. Martin's (ISBN: 978-0-312-57722-3).
- Lansdale, Joe R. *Parasdise Sky*. Mulholland (ISBN: 978-0-316-32937-8).
- Stewart, Amy. *Girl Waits with Gun*. Houghton Mifflin Harcourt (ISBN: 978-0-544-40991-0).

HORROR

Tripp, Ben. *The Fifth House of the Heart: A Novel*. Gallery (ISBN: 978-1-4767-8263-8).

Flamboyant antiques dealer Asmodeus "Sax" Saxon-Tang made his fortune by accidentally killing a vampire who had a horde of treasure. To protect the only person he loves, his niece, he's forced to return to old Europe to assemble an eccentric team of vampire hunters in this gory, witty caper.

Read-alikes

- Carriger, Gail. *Parasol Protectorate*. Orbit.
- Prouty, Royce. *Stoker's Manuscript*. Putnam.
- *Buffy the Vampire Slayer*. (TV, Mutant Enemy Productions, 1997–2003).

Short List

- Gaylord, Joshua. *When We Were Animals: a Novel*. St. Martin's Griffin Mulholland (ISBN: 978-0-316-29793-6).
- Lebbon, Tim. *The Silence*. Titan (ISBN: 978-1-78116-881-3).
- Malfi, Ronald. *Little Girls*. Kensington (ISBN: 978-1-61773-606-3).
- Tremblay, Paul. *A Head Full of Ghosts*. William Morrow (ISBN: 978-0-06-236323-7).

MYSTERY

Berney, Lou. *The Long and Faraway Gone*. William Morrow (ISBN: 978-0-06-229243-8).

Cold cases cast a twenty-five year shadow of grief and guilt on the lives of two survivors of traumatic teenage crimes. New leads and new cases bring them back to Oklahoma City as past and present intersect in this poignant and compelling story of lives forever changed by random violence.

Read-alikes

- Atkinson, Kate. *Case Histories*. Little, Brown.
- French, Tana. *In the Woods*. Viking.
- Lehane, Dennis. *Mystic River*. Morrow.

Short List

- Bolton, Sharon. *Little Black Lies*. Minotaur (ISBN: 978-1-250-02859-4).
- Chazin, Suzanne. *Land of Careful Shadows*. Kensington (ISBN: 978-1-61773-633-9).
- Keller, Julia. *Last Ragged Breath*. Minotaur (ISBN: 978-1-250-04474-7).
- McKinty, Adrian. *Gun Street Girl: a Detective Sean Duffy Novel*. Seventh Street (ISBN: 978-1-63388-000-9).

ROMANCE

Dah, Victoria. *Taking the Heat*. HQN (ISBN: 978-0-373-77970-3).

Sassy relationship advice columnist Veronica overcomes her commitment anxiety and gains confidence with the help of mountain-climbing librarian Gabe. Steamy romance evolves into a strong relationship as they scale a mountain of family conflicts and share secrets against a majestic Jackson Hole backdrop.

Read-alikes

- O'Keefe, Molly. *Can't Buy Me Love*. Bantam.
- Phillips, Susan Elizabeth. *Natural Born Charmer*. Morrow.
- Rai, Alisha. *Veiled Desire*. Samhain.

Short List

- Dare, Tessa. *When a Scot Ties the Knot: Castles Ever After*. Avon (ISBN: 978-0-06-234902-6).

- Deveraux, Jude. *Ever After: a Nantucket Brides Novel*. Ballantine (ISBN: 978-0-345-54185-7).
- Hodges, Cheris. *Rumor Has It*. Dafina (ISBN: 978-1-61773-379-6).
- Kearsley, Susanna. *A Desperate Fortune*. Sourcebooks Landmark (ISBN: 978-1-4926-0202-6).

SCIENCE FICTION

Brown, Pierce. *Golden Son*. Del Rey (ISBN: 978-0-345-53981-6).

Insurgent Darrow inveigled his way into high Gold society in 2014's Red Rising. In this dramatic, high octane follow-up, conflicting loyalties and his own ambitions lure Darrow into an untenable web of deceptions. Bolstered by new alliances, Darrow battles to overthrow corrupt lunar leadership and bring freedom to Mars.

Read-alikes

- Card, Orson Scott. *Ender's Game*. Tor.
- Collins, Suzanne. *The Hunger Games*. Scholastic.
- Herbert, Frank. *Dune*. Hodder & Stoughton.

Short List

- Bacigalupi, Paolo. *The Water Knife*. Knopf (ISBN: 978-0-345-53981-6).
- Reynolds, Alastair. *Slow Bullets*. Tachyon (ISBN: 978-0-345-53981-6).
- Stephenson, Neal. *Seveneves*. William Morrow (ISBN: 978-0-06-219037-6).
- Wong, David. *Futuristic Violence and Fancy Suits*. Thomas Dunne (ISBN: 978-0-06-219037-6).

WOMEN'S FICTION

Park, Patricia. *Re Jane*. Pamela Dorman (ISBN: 978-0-525-42740-7).

Anxious to escape the strict upbringing of her uncle's Flushing grocery, Korean-American Jane accepts an au pair position in the pretentious household of two Brooklyn academics and their adopted Chinese daughter. Park has created a bright comic story of falling in love, finding strength, and living on one's own terms.

Read-alikes

- Freudenberger, Nell. *The Newlyweds*. Knopf.
- McLaughlin, Emma and Nicola Kraus. *The Nanny Diaries*. St. Martin's.
- Tóibín, Colm. *Brooklyn*. Scribner.

Short List

- Alcott, Kate. *A Touch of Stardust*. Doubleday (ISBN: 978-0-385-53904-3).
- Cocks, Heather and Jessica Morgan. *The Royal We*. Grand Central (ISBN: 978-0-385-53904-3).
- Evison, Jonathan. *This Is Your Life, Harriet Chance!: A Novel*. Algonquin Books of Chapel Hill (ISBN: 978-0-385-53904-3)
- Fox, Lauren. *Days of Awe: a Novel*. Knopf (ISBN: 978-0-385-53904-3).

The 2016 Listen List

Outstanding Audiobook Narration Council

Outstanding Audiobook Narration Council *is Renee Young, chair, NoveList; Mary Burkey, Library Consultant; Diana Tixier Herald, Garfield County Libraries; Pam Spencer Holley, Library Consultant; Lucy M. Lockley, St. Charles City-County Library District; Dodie Ownes, Douglas County Libraries.*

The Listen List highlights extraordinary narrators and listening experiences that merit special attention by a general adult audience and the librarians who advise them. Adhering to established criteria, committee members select twelve recordings that are benchmarks of excellence and are available for purchase by libraries. Titles are named to the list because the narration creates a new experience, offering listeners something they could not create by their own visual reading; and because the narrator achieves an outstanding performance in terms of voice, accents, pitch, tone, inflection, rhythm and pace. This juried list, designed for both avid listeners and those new to the pleasures of stories read aloud, includes fiction and nonfiction and features voices that enthrall, delight, and inspire, making one reluctant to stop listening.

Gattis, Ryan. *All Involved*. Narrated by Anthony Rey Perez, Marisol Ramirez, Jim Cooper, Adam Lazarre-White, and James Chen. HarperAudio (ISBN: 978-1-4815-3448-2).

This cinéma vérité soundscape depicts gang-related murder and retaliation amidst the chaos and confusion of the 1992 Los Angeles riots. Seventeen individuals, including a Korean shopkeeper, Latino street hustlers, gritty cops, and sympathetic nurses, are artfully voiced by five actors evoking an emotional range from poetic reflection to brutal violence.

Listen-Alikes

- Coates, Ta-Nehisi. *Between the World and Me*. Narrated by Ta-Nehisi Coates. Books on Tape/Random House Audio.
- Hallberg, Garth Risk. *City on Fire: A Novel*. Narrated by Rebecca Lowman, Tristan Morris, and Bronson Pinchot. Books on Tape/Random House Audio.
- Venkatesh, Sudhir. *Gang Leader for a Day: A Rogue Sociologist Takes to the Streets*. Narrated by Reg Rogers, Sudhir Venkatesh, and Stephen J. Dubner. HarperAudio.

Steinhauer, Olen. *All the Old Knives*. Narrated by Ari Fliakos and Juliana Francis Kelly. Macmillan Audio (ISBN: 978-1-4272-5809-0).

In a single evening, two CIA agents and former lovers expose old memories and reveal differing perspectives of a terrorist attack. The interplay between Fliakos' gravelly, world-weary tone and Kelly's briskly controlled voice intensifies tautly-stretched emotions and engenders a misplaced trust that is shattered by a final plot twist.

Listen-Alikes

- Koch, Herman. *The Dinner.* Narrated by Clive Mantle. Blackstone Audio.
- Flynn, Gillian. *Gone Girl.* Narrated by Julia Whelan and Kirby Heyborne. Books on Tape/Random House Audio.
- Le Carré, John. *A Perfect Spy.* Narrated by Michael Jayston. Penguin Audio.

Alexander, Tasha. *And Only to Deceive*. Narrated by Kate Reading. Recorded Books/Tantor Media (ISBN: 978-1-4945-0909-5).

After marrying to escape her socially pretentious mother, Lady Emily falls in love with the deceased husband she barely knew while investigating his questionable acquisition of Greek antiquities. Immersing listeners in 19th century English society, Reading's pitch-perfect accents and vibrant performance capture Emily's transformation from privileged aristocrat to newly-independent woman.

Listen-Alikes

- Huber, Anna Lee. *The Anatomist's Wife.* Narrated by Heather Wilds. Tantor Media.
- King, Laurie R. *The Beekeeper's Apprentice, or On the Segregation of the Queen.* Narrated by Jenny Sterlin. Recorded Books.
- Winspear, Jacqueline. *Maisie Dobbs*. Narrated by Rita Barrington. Blackstone Audio.

Larson, Erik. Dead Wake: *The Last Crossing of the Lusitania*. Narrated by Scott Brick. Books on Tape/Random House Audio (ISBN: 978-0-553-55164-8).

Brick's crisply evocative performance vividly conveys the wartime atmosphere and precise details of the sinking of the *Lusitania* by German *U-Boat 20.* His dramatic narration of passenger and crew experiences, as well as military and political machinations, propels listeners ever nearer to the inevitable and tragic conclusion.

Listen-Alikes

- Lansing, Alfred. *Endurance: Shackleton's Incredible Voyage.* Narrated by Simon Prebble. Blackstone Audio.
- Tuchman, Barbara W. *The Guns of August.* Narrated by John Lee. Recorded Books/Tantor Media.
- Lord, Walter. *A Night to Remember: The Classic Account of the Final Hours of the Titanic.* Narrated by Martin Jarvis. Blackstone Audio.

Stoker, Bram. *Dracula*. Narrated by David Horovitch, Jamie Parker, Joseph Kloska, Alison Pettitt, and cast. Naxos AudioBooks. (ISBN: 9781843798736).

Stoker's classic horror tale, which introduces the iconic vampire Dracula, is brilliantly performed by an exceptional assemblage of British actors. Unfolding with quiet intensity, the well-matched voices result in fully-realized characters which combine to create mounting psychological and sexual tension in this revelatory listening experience.

Listen-Alikes

- Shelley, Mary. *Frankenstein.* Narrated by Daniel Philpott, Chris Larkin, Roger May, and Jonathan Oliver. Naxos AudioBooks.
- Kostova, Elizabeth. *The Historian.* Narrated by Justine Eyre and Paul Michael. Books on Tape/Random House Audio.
- Stevenson, Robert Louis. *The Strange Case of Dr. Jekyll and Mr. Hyde.* Narrated by Martin Jarvis. Blackstone Audio.

MacDonald, Helen. *H is for Hawk*. Narrated by Helen MacDonald. Blackstone Audio. (ISBN: 978-1-4815-3094-1).

Gracefully literate and whimsically humorous, MacDonald's elegiac tone details her journey through depression while nuanced reflections on T. H. White's *The Goshawk* provide a counterpoint to her raw grief. In an experience as natural as sharing a confidence, she opens her heart and entrusts the listener with both words and voice.

Listen-Alikes

- Gilbert, Elizabeth. *Eat, Pray, Love: One Woman's Search for Everything across Italy, India, and Indonesia.* Narrated by Elizabeth Gilbert. Books on Tape/Penguin Audio.
- Montgomery, Sy. *The Soul of an Octopus: A Surprising Exploration into the Wonder of Consciousness.* Narrated by Sy Montgomery. Recorded Books/HighBridge Audio.
- Strayed, Cheryl. *Wild: From Lost to Found on the Pacific Crest Trail.* Narrated by Bernadette Dunne. Books on Tape/Random House Audio.

Johansen, Erika. *The Invasion of the Tearling.* Narrated by Davina Porter. HarperAudio. (ISBN: 978-1-5046-1200-5).

In this sequel to *The Queen of the Tearling,* Kelsea harnesses her strengthening magic and confronts the Red Queen while experiencing visions of an abused woman living in a vastly different civilization. Porter's regal tone, varied cadence, and commanding delivery intensify the emotional connection of sharply delineated yet intertwined stories.

Listen-Alikes

- Martin, George R. R. *A Game of Thrones.* Narrated by Roy Dotrice. Books on Tape/Random House Audio.
- Jemisin, N. K. *The Hundred Thousand Kingdoms.* Narrated by Casaundra Freeman. Brilliance Audio.
- Brennan, Marie. *A Natural History of Dragons.* Narrated by Kate Reading. Macmillan Audio.

Vaillant, John. *The Jaguar's Children*. Narrated by Ozzie Rodriguez and David H. Lawrence XVII. Books on Tape/Random House Audio. (ISBN: 978-0-553-55140-2).

Locked inside a tanker truck, abandoned in the desert, nineteen Latino immigrants are left to die. With authentic Spanish accents and riveting pacing, Laurence and Rodriquez capture visceral feelings of claustrophobia and desperation. Flashbacks reveal exploitive agribusiness practices while frantic rescue appeals are made to an unanswered cell phone.

Listen-Alikes

- Tobar, Héctor. *Deep Down Dark: The Untold Stories of 33 Men Buried in a Chilean Mine, and the Miracle That Set Them Free*. Narrated by Henry Leyva. Recorded Books/Macmillan Audio.
- Urrea, Luis Alberto. *The Devil's Highway: A True Story*. Narrated by Luis Alberto Urrea. Hachette Audio.
- Bacigalupi, Paolo. *The Windup Girl*. Narrated by Jonathan Davis. Brilliance Audio.

Sykes, Lucy, and Jo Piazza. *The Knockoff: A Novel*. Narrated by Katherine Kellgren. Books on Tape/Random House Audio. (ISBN: 978-0-553-55101-3).

Haute couture and social media collide in an absurdly entertaining face-off between Imogen, a 40-something magazine editor, and tech-savvy Eve, her power-hungry former assistant. Kellgren nails technophobe Imogen's elegant tone as well as Eve's sharply contrasting Millennial vernacular, adeptly capturing New York City's fast-paced publishing world.

Listen-Alikes

- Weisberger, Lauren. *The Devil Wears Prada*. Narrated by Bernadette Dunne. Books on Tape/Random House Audio.
- Hornby, Nick. *Funny Girl*. Narrated by Emma Fielding. Books on Tape/Penguin Audio.
- Fenton, Liz, and Lisa Steinke. *The Status of All Things*. Narrated by Amy McFadden. Dreamscape Media.

Carter, M. J. *The Strangler Vine*. Narrated by Alex Wyndham. Recorded Books/HighBridge Audio. (ISBN: 978-1-62231-634-2).

Carter creates a ripping good listen, weaving together a rich tapestry of adventure and historical authenticity in this captivating tale of a search for a social rebel. Wyndham's narration conjures the oppressive atmosphere and constricting formality of 1837 British Colonial rule through expert class inflections, Indian accents, and masterful pacing.

Listen-Alikes

- Peters, Elizabeth. *The Curse of the Pharaohs*. Narrated by Barbara Rosenblat. Recorded Books.
- Horowitz, Anthony. *The House of Silk: A Sherlock Holmes Novel*. Narrated by Derek Jacobi. Blackstone Audio/Hachette Audio.
- Keating, H.R.F. *The Perfect Murder*. Narrated by Frederick Davidson. Blackstone Audio.

Francis-Sharma, Lauren. *'Til the Well Runs Dry*. Narrated by Ron Butler and Bahni Turpin. Recorded Books/Tantor Media. (ISBN: 978-1-4945-0476-2).

Marcia and Farouk, married but rarely together, share a love that spans decades despite being buffeted by a strict social hierarchy and a need for independence. Ideally-paired narrators Turpin and Butler create an immersive listening experience capturing the characters' unique dialects, from lilting Trinidadian rhythms to subtle East Indian tones.

Listen-Alikes

- Adichie, Chimamanda Ngozi. *Americanah*. Narrated by Adjoa Andoh. Recorded Books.
- Yanique, Tiphanie. *Land of Love and Drowning*. Narrated by Cherise Boothe, Korey Jackson, Rachel Leslie, and Myra Lucretia Taylor. Recorded Books.
- John, Marie-Elena. *Unburnable*. Narrated by Robin Miles. Recorded Books.

Finkel, Michael. *True Story: Murder, Memoir, Mea Culpa*. Narrated by Rich Orlow. HarperAudio. (ISBN: 978-1-5046-1504-4).

Disgraced journalist Finkel is thrown a lifeline when he learns accused murderer Christopher Longo, one of the FBI's most wanted, has been using his identity. Orlow's absorbing presentation is unobtrusive yet chilling and generates an emotional response as he gives voice to both author and accused in this riveting memoir.

Listen-Alikes

- Larson, Erik. *Devil in the White City: Murder, Magic, and Madness at the Fair That Changed America*. Narrated by Scott Brick. Books on Tape/Random House Audio.
- Jobb, Dean. *Empire of Deception: The Incredible Story of a Master Swindler Who Seduced a City and Captivated the Nation*. Narrated by Peter Berkrot. Recorded Books/HighBridge Audio.
- Wolters, Cleary. *Out of Orange*. Narrated by Barbara Rosenblat. Blackstone Audio/HarperAudio.

Outstanding Reference Sources 2016

The Outstanding Reference Sources Selection Committee

The Outstanding Reference Sources Selection Committee *consists of Annie Fuller, chair, St. Louis County Library; Adam Jackman, Pierce County Library; Kathi Woodward, Springfield-Greene County Library; Jessica McCoullogh, Connecticut College; Shelley Arlen, University of Florida, George A. Smathers Libraries; Kara Krekeler, University City Public Library; Paul L. Weaver, Bluffton University; and Laura Birkenhauer, Miami University.*

The Outstanding Reference Sources Committee was established in 1958 to recommend the most outstanding reference publications published the previous year for small and medium-sized public and academic libraries. The selected titles are valuable reference resources and are highly recommended for inclusion in any library's reference collections.

The 2016 winners are the following:

Black Stereotypes in Popular Series Fiction, 1851–1955: Jim Crow Era Authors and Their Characters, by Bernard A. Drew. McFarland.

Civil War Biographies from the Western Waters: 956 Confederate and Union Naval and Military Personnel, Contractors, Politicians, Officials, Steamboat Pilots and Others, by Myron J. Smith Jr. McFarland.

The Encyclopedia of Victorian Literature, Dino Franco Felluga, editor. Wiley Blackwell.

Modern Genocide: The Definitive Resource and Document Collection, Paul R. Bartrop and Steven Leonard Jacobs, editors. ABC-CLIO.

The Oxford Illustrated Shakespeare Dictionary, by David and Ben Crystal. Oxford University Press.

The Peterson Reference Guide to Owls of North America and the Caribbean, by Scott Weidensaul. Houghton Mifflin Harcourt.

The SAGE Encyclopedia of Alcohol: Social, Cultural, and Historical Perspectives, Scott C. Martin, editor. SAGE.

Weird Sports and Wacky Games around the World: From Buzkashi to Zorbing, by Victoria Williams. ABC-CLIO.

Women's Rights in the United States: A Comprehensive Encyclopedia of Issues, Events, and People, Tiffany K. Wayne, editor. ABC-CLIO.

Worldmark Global Business and Economy Issues, Miranda Herbert Ferrara, editor. Gale.

Sources
Professional Materials

Karen Antell, Editor

Becoming an Embedded Librarian: Making Connections in the Classroom 317
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Local History Reference Collections for Public Libraries 319
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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.

Becoming an Embedded Librarian: Making Connections in the Classroom. By Michelle Reale. Chicago: ALA, 2016. 128 p. Paper $54.00 (ISBN: 978-0-8389-1367-3).

Reale opens her thin volume with a look at how librarianship has changed, expressing frustration about continued stereotypes of librarians on the sidelines waiting to serve. She defines "embedded librarianship," narrowing the focus of her study specifically to librarians physically embedded within a classroom, working equally and collaboratively with the subject area professor. Subsequent chapters discuss the value of attending classes as the place where learning actually happens, collaborating with professors and students, and shifting the focus from a passive support role to an active participant in scholarship within the "laboratory" of the classroom. Later chapters provide guidelines for librarians who wish to implement the embedded model, making suggestions for how to establish one's role and brand, create a teaching style, identify tools, and set goals.

Throughout the text, Reale continuously addresses the need for more robust collaboration between faculty and librarians to meet the needs of students who, in spite of their technology skills, are overwhelmed with information and uncertain about how to find and use it. She also emphasizes the Burkean view of scholarship as conversation and the need for all researchers, especially students, to see research and inquiry as a process rather than merely a product. These areas of focus closely mirror the new ACRL standards for information literacy and draw upon research on metacognition and the construction of information.

Reale's personal focus is both a liability and an asset in this text. Because of its singular focus, the book doesn't offer the detailed structure and theoretical aspects that other works offer. Also, some of the techniques and insights are too personal to translate directly to a larger population. The author admits to being "more embedded" than her immediate colleagues. However, rather than presenting another how-to book, Reale offers a view of her own process of "becoming," with a personal focus that provides a voice of experience in a warm, engaging look at how one person can make significant and beneficial changes.—*Donna Church, Reference Librarian, Emmerson Library, St. Louis, Missouri*

Counting Down to Kindergarten: A Complete Guide to Creating a School Readiness Program for Your Community. By R. Lynn Baker. Chicago: ALA, 2015. 144 p. Paper $48.00 (ISBN: 978-0-8389-1333-8).

It is no simple task to create an in-depth resource for librarians who want to ensure that their community's children are ready for school. But Baker, an advocate for early childhood education with a background in youth services programming, gives her readers the tools they need for the job. She presents the framework of the successful school readiness program she developed for Paul Sawyier Public Library in Frankfort, Kentucky, called Countdown to Kindergarten. With the information provided in this guide,

the framework of the program can be adapted to fit any public library.

Helpfully, Baker begins her guide to creating a school readiness program with an introduction to early childhood development and early literacy. This allows readers with little background in early childhood education (or those who need a refresher) to understand *why* school readiness programs are valuable. Once the reader understands the "why," Baker moves on to the "how" of starting a school readiness program.

Beyond a comprehensive overview of a school readiness program, Baker provides a schedule of lesson plans that incorporate *Every Child Ready to Read*, second edition, with other proven school readiness skills. The book also includes reproducible family activity calendars with tips to help caregivers build children's school readiness at home throughout the year. Baker provides practical advice on initiating or improving partnerships with schools, policymakers, and community members to ensure that school readiness programs are developed to suit the unique community in which they are implemented.

This book also provides examples of successful school readiness programs across the country. These examples illustrate the adaptability and flexibility of Baker's framework, showing that success can be achieved in libraries of any size, in any location. After reading this guide, the reader is prepared to start a school readiness program, from planning to implementation.

A valuable addition to reference collections, particularly in communities with a strong need for school readiness resources.—*Lauren Bridges, Children's Librarian, Mandel Public Library of West Palm Beach, Greenacres, Florida*

Handbook for Storytime Programs. By Judy Freeman and Caroline Feller Bauer. Chicago: ALA, 2015. 616 p. Paper $65.00 (ISBN 0-8389-1265-2).

The Handbook of Storytime Programs, a classic resource by Caroline Fellar Bauer originally published in 1977 and 1993, has been masterfully updated to include vetted websites and YouTube videos to augment program planning. The earlier editions fluidly interwove many different types of literature, music, drama, and magic, making Bauer's programs flow seamlessly from one aspect of storytime to another. The authors do not disappoint with this update. True to Bauer's style of storytime programs, this book is not only filled with additional fingerplays, stories, poems, and activities, but has kept Bauer's magic as well.

The book begins by exploring how librarians can use pictures, everyday objects, and puppets to extend the storytime experience. All of the standard elements are there: flannel boards, draw and tell stories, paper craft stories, and props. The author discusses how to use music, magic, and creative drama to engage children in the love of books and reading. The music chapter includes the notes and chords, so librarian with musical skill can play the songs on a musical instrument. Each chapter is full of stories, ideas, and activities, as well as booklists suited to each type of storytelling and suggested websites to explore about each topic. Chapters include YouTube references for watching magic tricks or hearing the music for a song. Throughout the book, a "web" icon is used to indicate a complete script or score that the reader can access at ALA's Web Extras (http://alaeditions.org/webextras).

The second half of the book is divided into two parts, one covering programs for preschool through age seven and another for programs for ages eight to fourteen. The chapters for each age group includes an exhaustive list of program outlines on topics such as places, people, objects, and values (such as honesty and responsibility). Each storytime program comes with a variety of book titles, a verse or song, and an activity pertaining to the theme. The book is a veritable encyclopedia of storytime resources. The booklists consist of carefully chosen classic books as well as new storytime favorites. The booklists and lists of websites are annotated, and the volume ends with a subject, author, and title index.

For storytellers and school and public librarians, this book is essential, serving as one leg of the foundation of storytelling and storytime planning, along with its companion volume *The Handbook for Storytellers* also recently updated by Freeman and Bauer (and reviewed in *RUSQ* 55, no. 3, Spring 2016) and *Every Child Ready to Read, Second Edition Kit,* to build an outstanding children's storytime program at your library.—*Jenny Foster Stenis, Readers' Services Manager, Pioneer Library System, Norman, Oklahoma*

Leading Libraries: How to Create a Service Culture. By Wyoma vanDuinkerken and Wendy Arant Kaspar. Chicago: ALA, 2015. 224 p. Paper $65.00 (ISBN: 978-0-8389-1312-3).

Librarianship is a service industry, so aren't librarians, by definition, already service leaders? The answer, according to authors Wyoma vanDuinkerken and Wendy Arant Kaspar, is "no." Libraries and librarians may be part of a service industry, but to create a servant leader and a true service culture requires more than just lip service.

Leading Libraries: How to Create a Service Culture begin with two chapters overviewing the major views on leadership theories and service leadership, creating a foundation for the remainder of the book. This section feels like a whirlwind, as the authors cram decades of management and leadership theory into just twenty pages. For those with prior knowledge of leadership theories, this isn't difficult, but readers unfamiliar with the context may feel overwhelmed.

The remainder of the book focuses on five concepts—conscientiousness; rapport building; encouragement and accountability; innovation; and sustainability. Each concept is discussed in its own chapter, which addresses relevant research from the fields of organizational development, library science, and even psychology and political science. These chapters lead readers to examine their own values, opinions, and actions in light of their desire to be a servant leader and

their own personal characteristics. Each concept is treated with equal importance, and—as with most leadership theories—can be applied not just to one's job but to one's entire life. At the end of these chapters, the authors provide guided reflection tools for the reader, urging them to evaluate their own professional (and sometimes personal) lives. The questions are thought-provoking and prompt reader to do some higher-order thinking about how these concepts can be observed and emulated.

The authors provide two very practical chapters at the end—chapter 9, "Formalizing Service Leadership in Libraries," and chapter 10, "Service Leadership in Libraries." Chapter 9 provides exactly what its title promises: a way to formally introduce service leadership into the library setting. This is where the proverbial rubber meets the road, and the readers learn how and where service leadership can be implemented. Its main topics relate to personnel: recruitment, selection, evaluation, development, and rewards and compensation. Although much of the book is inwardly focused, encouraging readers to change themselves to become service leaders, this chapter discusses how to create service leadership throughout the library through careful curation of library employees. Chapter 10 provides more detailed information about how employees perceive their culture from the inside and how patrons perceive a service culture from the outside. It focuses on the daily tasks of a library that aims to communicate its service culture to its patrons.

One overarching theme of this book is the idea that leaders must practice what they preach. The reader will lose count how many times the authors insist that a service leader cannot simply say they want things to be a certain way—they must exemplify everything they hope their library and its employees to be. A leader must "walk the talk," so to speak, because if leaders can't change, neither will their libraries. This advice is repeated so often that it almost prompts eye-rolling, but the reminder is nonetheless important.

For those who already have some background in leadership theory, this book is an excellent choice for learning how some of those theories can be applied in a library setting. It certainly shouldn't be the first or only book one reads on leadership, and some background and foundational reading would be necessary. However, *Leading Libraries* encourages the necessary metacognition and self-reflection that is helpful for understanding how to evaluate one's own brand of leadership, as well as providing practical advice on how to truly embrace the service culture libraries are meant to exemplify.—*Jennifer Tatum, Reference & Instruction Librarian, Oklahoma State University Institute of Technology, Okmulgee, Oklahoma*

Local History Reference Collections for Public Libraries. By Kathy Marquis and Leslie Waggener. Chicago: ALA, 2015. 160 p. Paper $55.00 (ISBN 978-0-8389-1331-4).

This book provides information and insight to help public libraries develop, maintain, and market local history reference collections (LHRCs). Public libraries frequently are given unpublished materials, and librarians may be reluctant to offend anyone by not accepting their gift. The authors explain how to develop an LHRC collection policy focused on published rather than unpublished material; such a policy provides a way to kindly reject materials that do not maintain the standards that are needed for developing a high-quality LHRC. The authors note that LHRC materials need not be archival or relegated to in-library use only, but can be made readily available to patrons. Librarians "can provide an invaluable resource to [their] patrons without taking on the additional expense, training, special housing, and staffing that an archival collection entails. It allows [them] to place the emphasis on ease of use, programming, and streamlined operation that makes sense in many public library environments" (xiv). This book can help librarians create collections of published materials that highlight local history and provide information about the area, community, and culture.

The book is grouped into nine chapters, the first of which covers current trends, practices, and concerns. Chapter 2 explains the difference between archival collections and LHRCs. The next three chapters discuss collection development, library mission statements, audience, and collaboration with other organizations. Chapters 6 and 7 explain what facilities are required to house an LHRC and how to preserve materials. The final three chapters discuss reference, access, marketing, outreach, and the virtual LHRC. Many chapters begin with a personal story related to the topic, followed by a concise yet thorough explanation of the topic, and conclude with a notes section that specifies resources for further reading. Additionally, this book explains how to coordinate, collaborate, and cooperate with other regional, university, and state libraries that maintain their own local history collections. This book includes a detailed bibliography, an index, and appendixes that include a survey, ALA guidelines, templates for useful documents, a genealogy training worksheet, and items found in the public domain or creative commons.

This book is a great resource for public librarians, explaining how to develop, maintain, market, and access a LHRC. Well written and thoroughly researched, the authors have given us a simple and easy-to-use book. This reviewer, a history buff, thoroughly enjoyed reading this book and would recommend it for librarians who wants to learn how to develop an LHRC and understand how to serve their communities with the best their libraries have to offer.—*Janet A. Tillotson, Library Director, Towanda Public Library, Towanda, Kansas*

Modern Pathfinders: Creating Better Research Guides. By Jason Puckett. Chicago: ACRL, 2015. 143 p. Paper $42.00 (ISBN 978-0838988176)

Many libraries offer some type of online research guides to their patrons, and large academic libraries in particular rely on online guides to make their holdings accessible to undergraduate students. In theory, online research guides

have the potential to be superior instruction and outreach tools. In practice, however, many online guides do not receive much use, leading some librarians to question whether staff time and skills might be better used elsewhere. In this slim and readable work, Puckett argues that low use is most likely tied to lack of usability, and he advises librarians to simplify their guides if they want them to be helpful to students. Throughout this book, Puckett follows his own advice about simplicity, presenting his readers with succinct, well-organized chapters that define core instructional design and web usability concepts in plain language and explain how these concepts should be incorporated into research guides. Readers are never left to wonder about the relevance of any concept addressed in this book, nor does any part of the book feel esoteric or extraneous. Librarians with instructional and web design backgrounds will already be familiar with much of what is covered in this book. However, Puckett's ideas serve as a good reinforcement of knowledge and practices used in face-to-face teaching and remind librarians that the techniques they use in the classroom can be applied to help them create better research guides.

Although this book's strength lies in its simplicity, it leaves out important information about web accessibility and Americans With Disabilities Act (ADA) compliance issues. Platforms such as LibGuides are built to be ADA-compliant, but librarians still must understand the basic rules of creating accessible web content so that they do not unwittingly create barriers for patrons with hearing and vision disabilities. Those interested in learning more about ADA accessibility issues will therefore need to look elsewhere.

Readers considering purchasing this book may wonder why Puckett did not simply write a book about LibGuides, because LibGuides is the most popular and widely used platform for online research guides. But as Puckett explains, not all libraries subscribe to LibGuides, so the book is not platform-specific. Puckett's approach in explaining how instructional and web design standards can be applied in general, and not just to a specific platform, is another strength of this book. (Articles and conference presentations about how to create more user-friendly guides in the LibGuides platform are abundant, whereas information about how to create useful and usable research guides in general are lacking.) Academic librarians with an instructional role will find this book most useful, although it will appeal to some public librarians as well. A good (though considerably lengthier) companion to Puckett's book is *Using LibGuides to Enhance Library Services* (2013).—*Allison Embry, Research and Learning Librarian, University of Central Oklahoma, Edmond, Oklahoma*

Reviewing the Academic Library: A Guide to Self-Study and External Review. Edited by Eleanor Mitchell and Peggy Seiden. Chicago: ACRL, 2015. 352 p. Paper $66.00 (ISBN: 978-0-8389-8783-4).

In *Reviewing the Academic Library*, Eleanor Mitchell and Peggy Seiden showcase a valuable array of tools and helpful tips from a noteworthy collective of authors who have extensive experience and strong backgrounds in their areas of expertise. The book focuses on the process of academic library evaluation for both accreditation and self-study reviews. It is structured in such a way that each chapter contributes to the book's theme while allowing each author to express their own thoughts and suggestions. Most chapters contain bulleted points of takeaways or things to consider. In addition to providing examples, *Reviewing the Academic Library* emphasizes the idea that reviewing the academic library is a beneficial endeavor, even when it is not required for accreditation purposes.

The book's 16 chapters are divided into three major sections: "Why review?" "Approaches to the process," and "Gathering supporting data-assessment methods." The first chapter explains regional accreditation and covers common themes associated with the library-related standards that typically are part of the reaccreditation process. Chapter 2 helpfully provides a list of regional accreditation agencies and highlights specific requirements for libraries. Subsequent chapters in this section give details about the library's role during the accreditation process. The second section focuses on the self-study and external review of libraries, highlighting the reasons for conducting these kinds of evaluations and establishing standards and frameworks. Chapter 7 is a useful appendix of resources such as templates and examples, including a detailed itinerary for site visits from external reviewers.

The final section focuses on a common activity for many academic libraries: data collection and assessment. Various models and national survey instruments are highlighted, such as MISO and LibQUAL+. This section devotes attention to specific areas within the library. For example, in chapter 13, David Smallen highlights the use of MISO as a tool for improving IT services. In chapter 14, Lisa Hinchliffe addresses assessment of student learning and information literacy outcomes. In the last chapter, James Neal discusses the future of assessment for academic libraries.

This book should be viewed as essential for any academic library involved in an accreditation process, self-study, or external review. Each chapter contains practical suggestions and could be used as a quick resource guide on its own. Highly recommended.—*Hector Escobar, Director of Education and Information Delivery, University of Dayton, Dayton, Ohio*

A Year of Programs for Millennials. By Amy Alessio, Katie Lamantia, and Emily Vinci. Chicago: ALA, 2015. 216 p. Paper $49.00 (ISBN 978-0-8389-1332-1).

For librarians who wish to start or revamp their library programming for millennials, this book is full of excellent ideas. The book starts out with a discussion of who the millennials are as well as information about what patrons of various ages—from late teens to the 40s—want in a library program. The authors also share the story of how their own library programs geared towards millennials led to this book.

The book is divided by month, each with four or five programs. Each month begins with a short paragraph introducing the topics that will be covered in the programs. Each program is presented in a consistent format, including preparation time (shopping, marketing, etc.), an estimation of the length of the program activities, the optimal number of attendees, the suggested age range, a shopping list, setup activities (contacting speakers and marketing), making it happen on the day of the program, variations of the program for different ages groups or for virtual participation, and finally "power promotion," which gives tips and tricks to promote your program in different ways. The last chapter provides ideas about popular programs that can grow into a club or a regular program offered on a more permanent basis.

The programs in this book include ideas about many different topics and activities, such as travel, health, movie night, karaoke, self-publishing, and food. This book is not only an excellent addition to public and academic libraries, but it could also be useful for community centers and other groups that provide activities for adults. This is an essential purchase for those with an interest in providing innovative programming for their patrons, especially those who fall into this specific age group.—*Melanie Wachsmann, Reference/Teen Librarian, Lone Star College-CyFair Branch Library, Cypress, Texas*

Sources
Reference Books

Tammy J. Eschedor Voelker, Editor

The 100 Greatest Bands of All Times: A Guide to the Legends Who Rocked the World 322
The 100 Most Important Sporting Events in American History . . 323
American Indian Culture: From Counting Coup to Wampum . . 323
America's First Ladies: A Historical Encyclopedia and Primary Document Collection of the Remarkable Women of the White House. 324
Crips and Bloods: A Guide to an American Subculture 324
Governments Around the World: From Democracies to Theocracies 325
Real-World Decision Making: an Encyclopedia of Behavioral Economics 325
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The SAGE Encyclopedia of Food Issues 327
The Tim Burton Encyclopedia 327
The Voodoo Encyclopedia: Magic, Ritual, and Religion 328

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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

The 100 Greatest Bands of All Times: A Guide to the Legends Who Rocked the World. Edited by David V. Moskowitz. Santa Barbara, CA: Greenwood, 2015. 2 vols. acid free $189 (ISBN 978-1-4408-0339-0). Ebook available (978-1-4408-0340-6), call for pricing.

Pop music is pervasive. We listen ubiquitously, while driving, socializing, and performing countless tasks. The music is a source to which we turn when feeling sad and alone or happy and celebratory. Pop music is an important topic of inquiry because of the roles it plays in people's lives and also because it provides continuous mass cultural exploration of identity, society, and contemporary experience.

David V. Moskowitz, a professor of Music History, amassed 39 contributors from a variety of fields to compile *The 100 Greatest Bands of All Times: A Guide to the Legends Who Rocked the World*. The title of this ambitious guide is problematic. The introduction does not specify the scope of the bands, although the subtitle implies that it is about rock bands. Nevertheless, the types of bands covered span a wide spectrum of pop music categories, including Reggae, Rap, Punk, and Disco. The criteria used to select the greatest bands is unclear, and there will be strong dispute over the 100 bands chosen. Moskowitz wrote that the bands were chosen based on, "more than one member, record sales, influence, impact, and innovation" (viii). The "more than one member" (viii) criterion may explain why iconic artist David Bowie is excluded, but it seems incomprehensible considering his significant influence throughout decades of pop music making. With few exceptions, the bands are American or British, and male.

Moskowitz wrote ten short opening essays, to provide insight into the world in which pop music is made. The essays that describe the roles played by technologies, record labels, MTV, and YouTube are informative and provide historical perspective; but the essays that treat cultural issues, such as "Rap Crosses Over: Hip-Hop Takes Over the White America," are underdeveloped. In "Girls that Rock," Moskowitz attempts a history of women in rock, but the brevity of this essay does not allow for thoughtful discussion, and several seminal women singers go unmentioned, such as Aretha Franklin, Ronnie Spector, and Patti Smith. Greenwood published an earlier encyclopedia devoted to women pop musicians, *Women Icons of Popular Music: The Rebels, Rockers, and Renegades* (Greenwood, 2009). However, for spirited feminist writing on the women in rock, readers should seek out issues of *Rockrgrl* (1995–2005), (ISSN 1086-5985).

Band entries are alphabetically arranged by band name, a simple arrangement that avoids the controversy that would arise if the bands were arranged in ranked order. Entries are thoroughly researched and in-depth. Biographical and historical information is interwoven with discussion about the bands' musical style, achievements in recording and performance, and lasting influence. Each entry features a black and white photograph, a selective discography, and a brief reference list. The set is indexed by names of musicians and bands, song titles, recording studios, and selective topics,

such as "Punk music." Sadly, there are no index entries for Big Star, Alex Chilton, Elvis Costello, or Sinead O'Connor.

The depth of coverage provided for each band makes this set suitable for all libraries that maintain a popular music collection. Readers seeking more adrenaline fueled writing about their rock idols could find the academic prose uninspiring; however, they are likely to learn something new and important about their favorite bands' unique place in the history of pop music.—*Valerie Mittenberg, Collection Development Librarian, Sojourner Truth Library, State University of New York, New Paltz, New York*

The 100 Most Important Sporting Events in American History. By Lew Freedman. Santa Barbara, CA: Greenwood, 2015. 385 pages, acid free $89 (ISBN 978-1-4408-3574-2). Ebook available (978-1-44408-3575-9), call for pricing.

The cover sells this book. There's Jackie Robinson in his Brooklyn Dodgers uniform, bat in hand, changing America. It's as simple, and monumental, as that.

Freedman, an oft-honored sports journalist, spells out in his extensive introduction that he wasn't writing about the greatest moments or the greatest athletes in American sports history, although some of those are featured. He chose the 100 sports milestone "events" that he believes had the most impact on society and even history.

Some of them—especially when Robinson was signed to break the color barrier in big-time American sports—took place far from the crowds and the playing fields. Others, such as "The Miracle on Ice," were witnessed by millions on television. Some of the events had huge social significance, such as the passage of Title IX or the creation of basketball. Others showed sports highlighting social change, as when tennis great Martina Navratilova came out as a gay person or when super-cyclist Lance Armstrong finally admitted using performance-enhancing drugs. And some, such as what Freedman calls the "Soap Opera on Skates" (363), starring figure skater Tonya Harding and her friends, briefly brought our big, diverse nation together so everyone could shake their heads in unison.

Readers will like some choices and argue with others, but that's part of the fun of any lists book, and this one is more solid than most. The entries include an illustration, notes and further readings, and there is an 18-page index. All in all, it's a fine option for any public library seeking a thoughtful but readily readable reference book about sports or American history.

Finding comparable reference works proved challenging. One that's in the ballpark, so to speak, is Ernestine Miller's *Making Her Mark: Firsts and Milestones in Women's Sports* (Contemporary Books, 2002), but it is organized very differently. Each chapter is devoted to a particular sport and presents a chronological list of briefly summarized events. More ambitious, and frankly confusing, is Irene M. Franck and David M. Brownstone's *Famous First Facts about Sports* (H. W. Wilson, 2001). It also is organized by particular sports and offers several thousand "firsts" in each sport in a format that rewards the use of five long indexes more than simply browsing. Interestingly, the only illustration in this volume is another cover photo of Jackie Robinson.—*Evan Davis, Librarian, Allen County Public Library, Fort Wayne, Indiana*

American Indian Culture: From Counting Coup to Wampum. Edited by Bruce E. Johansen. Cultures of the American Mosaic. Santa Barbara, CA: Greenwood, 2015. 2 vols. Acid free $189 (ISBN 978-1-4408-2873-7). Ebook available (978-1-4408-2874-4), call for pricing.

In his preface to *American Indian Culture*, Editor Bruce E. Johansen outlines a highly selective approach to documenting historical and contemporary expressions of Native American cultures. Aimed at upper level-high school students and college undergraduates, this work is framed not as an encyclopedic resource but as "an introduction to a large and rich field of study" focused on "the interface of tradition and change" across cultural expressions such as art, literature, music, and dance (xiii).

Part One, which makes up less than a fifth of the text, consists of short chapters about the societies, economies, and political interactions of selected regional culture groups from pre-European contact to the present. This section also includes a general overview of forces impacting many native cultures after European invasion: disease, cultural genocide, treaties with the U.S. government, and the trade of guns and horses.

Part Two, the majority of the work, is devoted to individual essays about specific topics or persons, and has been organized around the following themes: arts; family, education, and community; food; language and literature; media, popular culture, sports, and gaming; music and dance; spirituality; and transportation and housing. Entries vary widely in scope. Broad topics such as "Pow Wows," "Sexual Orientation," and "Cultural Tourism," are written through a comparative lens, drawing similarities and distinctions between individual tribes and historical versus contemporary practices. Some topics are far more narrowly focused including "Graphic Novels," "Katsinas," and an entry on Johnny Cash's 1964 album *Bitter Tears*. Nearly forty entries are biographical, largely twentieth-century figures in literature, media, and sports.

The entries are densely fact-driven and well-written, with substantive lists of resources for further reading. Interspersed among the regular entries are "Spotlights" which focus on specific organizations, events, and works of culture (examples include the film *Smoke Signals*, and "The Indigenous Language Institute").

While the entries are well-researched, the question remains as to whose research needs they might serve. The book could assist students looking for a paper topic, or just beginning to formulate ideas for research in an introductory course. For upper-level anthropology or history students, or anyone seeking information about an individual tribe or

culture group, the book may be frustrating to use. While some tribes have cross-listed references in the index, many do not. The biographical entries are too few to be consulted with specific figures in mind.

Arguably, there are other books that provide this more encyclopedic view, which is outside of Johansen's stated intent. Malinowski and Sheets's *Gale Encyclopedia of Native American Tribes* (Gale, 1998) is still the go-to resource for tribe-specific chapters on history, language, and culture—though by comparison, Johansen's volume provides new coverage of contemporary literature, arts, and media. As Johansen mentions in his preface, his selective approach to cultural production necessitated the omission of content found in more comprehensive resources such as Kelly's *Encyclopedia of Native American Music in North America* (ABC-CLIO, 2013) or Reno's *Contemporary Native American Artists* (Alliance, 1995). More comprehensive biographical coverage can be found in Malinowski and Abrams's *Notable Native Americans* (Gale, 1995), Bataille and Lisa's *Native American Women: a Biographical Dictionary* (Routledge, 2001) and Johansen's own *Native Americans Today: a Biographical Dictionary* (Greenwood, 2010).

Noteworthy for its examination of contemporary cultures against a solid historical backdrop, this work is still scoped for limited use, primarily in high school and introductory college research.—*Madeline Veitch, Research, Metadata, and Zine Librarian, State University of New York at New Paltz*

America's First Ladies: A Historical Encyclopedia and Primary Document Collection of the Remarkable Women of the White House. By Nancy Hendricks. Santa Barbara, CA: ABC-CLIO, 2015. 408 pages. acid free $100 (ISBN 978-1-61069-882-5). Ebook available (978-1-61069-883-2), call for pricing.

America's First Ladies: A Historical Encyclopedia and Primary Document Collection of the Remarkable Women of the White House, by Nancy Hendricks is a complete history of the women who have often played a behind the scenes role during their time in the White House. This encyclopedia provides a thorough examination to the history of First Ladies and how they have changed since Martha Washington. In the introduction, Hendricks gives context to the position of the First Lady and includes detailed information such as when the title of First Lady was first used. Many First Ladies have been criticized, both for their lack of engagement as well as for being too engaged; this volume fills in the background of who these important women were and what they have meant to our country.

This encyclopedia distinguishes itself for two reasons. *America's First Ladies* includes primary source material in each entry. This important collection of letters written by the First Ladies, or people who knew them best, gives more insight into the lives of the women that have lived the closest to our Presidents. These writings, that are directly from the First Ladies, make this volume stand apart from other recent publications like *First Ladies: Presidential Historians on the Lives of 45 Iconic American Women* (PublicAffairs, 2015). The editors were also able to get an early release of the data from the latest Siena Research Institute poll of the First Ladies Rankings. This data shows interesting changes from the previous rankings that were released in 2008.

America's First Ladies would make an excellent addition to most libraries that already have an extensive selection of Presidential material and are looking to expand the coverage of their collection. This complete history of First Ladies is a fascinating look at the women who have often been strong advocates for charitable causes and created entire support structures in the White House.—*Amy Wainwright, Outreach and Student Engagement Librarian, Grasselli Library and Breen Learning Center, John Carroll University, University Heights, Ohio*

Crips and Bloods: A Guide to an American Subculture. By Herbert C. Covey. Guides to Subcultures and Countercultures. Santa Barbara, CA: Greenwood, 2015. 201 pages. Acid free $37 (ISBN 978-0-313-39929-9). Ebook available (978-0-313-39930-5), call for pricing.

The features of this slim volume include ten chapters that are arranged topically; in addition, there is a glossary, references section, and index. In the front matter, there is a very useful timeline that highlights some of the key events associated with the formation and history of the Crips and Bloods from the 1960s to 2005. In the introductory chapter, the author explains that "there is very little systematic research on the Bloods and Crips" (12), with limited and biased information being reported and published either by gang members in autobiographies or by law enforcement and government agencies. The author does a good job of offering a balanced viewpoint about these gangs (sets) by neither demonizing nor glorifying them. The author provides information about Crips' and Bloods' role in crime and drug dealing but rejects the notion that they are an organized criminal syndicate, due to their lack of hierarchical features.

The "Timeline" is further expanded upon in the second chapter "A History of the Crips and Bloods" and discusses the marginalization of people of color in Southern California through segregated neighborhoods, reduced job opportunities, cuts in public funding to schools and social programs, and the elimination of black political movements. Additional issues addressed in the book include: a list of individual risk factors associated with youth who join gangs; profiles of specific Crip and Blood members; a listing of gang values; identifying characteristics of Crips and Bloods, including colors and clothing styles, tattoos, and graffiti; Crip and Blood involvement in crime and violence; stereotypes and media representation of Crips and Bloods; and a list of rap artists who have been identified as a Crip or Blood. The concluding chapter focuses on the future of Crips and Bloods and discusses factors that will contribute to the continued existence of these gangs (sets). In discussing society's reaction to the presence of these gangs (sets) in their respective communities, the author

explains that there is a degree of neighborhood acceptance because "Crips and Bloods are viewed by some to be a lesser evil than racist law enforcement officers, as witnessed by acts of police brutality on Los Angeles" (9).

A similar work with a broader scope is Kontos and Brotherton's Encyclopedia of Gangs (Greenwood, 2008) which offers a much more succinct description of the Crips and Bloods, as it focuses on numerous gangs throughout the United States. A notable difference is in the entry about the Crips, where the author provides three narratives about the origins of the gang. The third narrative "simply describes the Crips as a group of hoodlums and drug dealers who came together to victimize their own communities" (45). The idea that Crips and Bloods formed in a vacuum for the sole purpose of victimizing others is not evident in Covey's *Crips and Bloods: A Guide to an American Subculture*. This work provides a look into the country's two most notorious gangs and collects essays, reference materials and primary source information in one portable volume.

The "Series Forward" explains that the volumes in the *Subcultures and Countercultures* series are written for students and general readers, and this writer highly recommends adding this title to circulating collections in school libraries, public libraries and academic libraries.—*Lisa Presley, Reference and Instruction Librarian, Bowling Green State University, Bowling Green, Ohio*

Governments Around the World: From Democracies to Theocracies. Edited by Fred M. Shelley. Santa Barbara, CA ABC-CLIO, 2015. 522 pages. acid free $100 (ISBN 98-1-4408-3812). Ebook available (978-1-4408-3813-2).

The brief single-volume *Governments Around the World: From Democracies to Theocracies* is edited by Fred M. Shelley, Professor and Chair of the Department of Geography at the University of Oklahoma. The task of meaningfully representing international governments in a volume of more than five hundred pages is a difficult one, but Shelley delivers an excellent work that uses illustrative examples of countries to guide the reader to an understanding of types of governments without exhaustively providing all examples. Shelley has authored several other related reference works including *The World's Population: An Encyclopedia of Critical Issues, Crises, and Ever-Growing Countries* (ABC-CLIO, 2014) and *Nation Shapes: the Stories Behind the World's Borders* (ABC-CLIO, 2013).

Each chapter of the volume is dedicated to a type of government such as Democracies and Republics, Communist States, and Theocracies. There is a brief introduction to each chapter that provides an overview of the form of government and types of government within the forms. Each two- to three-page introduction includes a few key references and the content serves as a fine primer to better understand the countries contained within the sections. The specific country sections, which at fiften to twenty pages per country, compose most of the work, provide both breadth and depth about the countries, including sections on contemporary issues, economic and social data such as education rates, information on political parties, excerpts of key political documents such as Constitutions, maps, and other social and political information. In addition to the twenty-five country profiles, there is a chapter on Transnational Organizations, which covers six major organizations such as The African Union and The Arab League. The Transnational Organization section is a particular strong point of the volume, and all organizations are covered in the same comprehensive and detailed manner as the countries. There is also an appendix consisting of a collection of five brief five-page viewpoints that are cases written by a variety of scholars that analyze potential future developments for Cuba, North Korea, Puerto Rico, free trade agreements and the Eurozone crisis. This appendix is a good conclusion to the volume, in that these are brief case studies illustrating concepts, forms of government and transnational organizations, and political and social changes that lead to governmental change.

This affordable work is an important update to reference works on comparative politics, and fills a gap in reference works analyzing types of government. The two-volume *Oxford Companion to Comparative Politics* (2012), *Oxford Handbook of Political Institutions* (2006), and the *Sage Handbook of Comparative Politics* (2009) are all excellent academic reference works, but all look broadly at comparative politics or types of institutions and do not have the focus on types of government as *Governments Around the World*. For country information, the CIA Factbook (https://www.cia.gov/library/publications/the-world-factbook) provides some similar information, but does not provide the context related to the type of government or level of analysis as Governments Around the World. Shelley has crafted an accessible volume with clear and succinct writing with content that is more in-depth than free online resources, but is easier for college underclassmen or high school students to comprehend than other reference works by academic publishers. Highly Recommended for High Schools and Lower-Level Undergraduates.—*Shannon Pritting, Library Director, SUNY Polytechnic Institute, Utica, New York*

Real-World Decision Making: an Encyclopedia of Behavioral Economics. Edited by Morris Altman. Santa Barbara, CA: Greenwood, 2015. 499 pages. Acid-free $100 (ISBN 978-1-4408-2815-7). Ebook available (978-1-4408-2816-4) call for pricing.

Altman is the Dean and Head of School of the Newcastle Business School, University of Newcastle in Callaghan, Australia. His areas of research include behavioral economics, x-inefficiency theory, institutional change, economics of cooperatives, economic history, methodology, and empirical macroeconomics. He has previously edited the *Handbook of Contemporary Behavioral Economics* (Routledge, 2006) and authored *Behavioral Economics for Dummies* (Wiley, 2012) and *Economic Growth and the High Wage Economy* (Routledge, 2012).

In this encyclopedia Altman states the main point of the encyclopedia is "to provide a comprehensive set of definitions and explanations of key concepts in behavioral economics" (xiii). The title work was conceived to be "easily understandable to scholars from across the disciplinary divide, students at different stages of their education, as well to public policy experts, journalists, politicians, and members of the general public" (xiii).

The encyclopedia starts with a table of contents that lists each entry alphabetically and the page number. After the table of contents comes the preface and introduction, the list of contributors and their affiliations is at the end of the last entry, along with an index. The index provides page numbers and bolds those numbers for the main entry of the term. The introduction is written by Altman and aims to give the lay reader an overview of behavioral economics. This reviewer did not find the information in the introduction to be easily approachable. Certainly a background in economics would be beneficial in using this reference work.

The entries are all about two pages long and contain "see also" referrals as well as references for further reading. One can read about calendar effect, dictator game, neuroeconomics, prisoner's dilemma, trust game and more. It was interesting to read about "Buffet: All-You-Can-Eat Behavior." Understanding this behavior can help public policy makers combat obesity. There are entries that discuss historical and contemporary people such as; Herbert Simon, a major contributor to the field of behavioral economics; John Maynard Keynes; and James March, an original proponent of behavioral theory. The entries are clearly written although some entries are quite technical for someone who may not know economics.

This is a traditional reference work that contains a list of terms and their definitions. It would useful for those just starting out in the field for background information. There is an alternative online encyclopedia at www.behavioral economics.com. The site was founded by Alain Samson, a scholar in the field of behavioral economics as well as a business consultant. The mini-encyclopedia included on this site contains a selection of terms related to the topic but is not nearly as comprehensive as the resource being reviewed here. However, it is a good resource for those libraries that may not be able to afford to purchase the print.—*Stacey Marien, Acquisitions Librarian, American University, Washington, DC*

Reconstruction: A Historical Encyclopedia of the American Mosaic. Edited by Richard Zuczek. Santa Barbara, CA: Greenwood, 2015. 435 pages. acid free. $100 (ISBN 978-1-61069-917-4). Ebook available (978-1-61069-918-1), call for pricing.

The Reconstruction Era is often considered to be one of the most tumultuous time periods in American History. This era, which encompasses the twelve or so years immediately following the American Civil War, was a time of great social, economic, and constitutional strife. Here to provide a concise reference work on this era is *Reconstruction: A Historical Encyclopedia of the American Mosaic.*

While this encyclopedia consists of a single, 435-page volume, it is proof that good things do in fact come in small packages. Organized alphabetically, each entry ranges in length from one to five pages. Entries are well-written, clear, and concise; a testament to the exceptional work done by Editor Richard Zuczek. At the end of each entry, users will find a "see also" section that links users to additional, related entries. This, combined with the encyclopedia's single volume structure and alphabetic organization, make it very easy for users to discover a wealth of information related to their specific research interests. Entries also feature a further reading section that provides full citations for additional outside sources, which is always a desirable feature of any encyclopedia.

Rounding out the list of features for this encyclopedia is a guide to related topics to help users find topical groupings of entries, a Chronology that spans more than thirty years beginning at the start of the Civil War and ending near the turn of the century, and a collection of ten primary documents integral to the study of Reconstruction. Each primary source document is preceded by a brief editorial synopsis that helps clarify to readers the significance of the document to the study of the Reconstruction Era. Despite the single-volume format, this encyclopedia contains all of the features one would expect from an expansive, multivolume set.

When evaluating the potentiality of adding this encyclopedia to a library's Reference Collection, it is important to note its scope and intended audience. According to the Preface of this encyclopedia, "this volume seeks to provide an introduction to Reconstruction by focusing on the most significant individuals, events, and issues . . . condensed and edited specifically for the high school student and lower-level college student, this new volume presents both the basics of Reconstruction and the most useful resources for further study" (xix). As such, high school libraries and colleges that offer lower-level undergraduate coursework on the Reconstruction Era will find this encyclopedia to be, on its own, an excellent resource for their students. Colleges and Universities with upper-level and graduate level coursework on the Reconstruction Era will still find value in this encyclopedia, but more so as a supplement to larger, more comprehensive in scope reference sources that cover the Reconstruction Era.

While there are minor nitpicks one could raise regarding this encyclopedia, namely its more focused scope of coverage when compared to larger and more encompassing reference sets that cover the Reconstruction Era, this is an encyclopedia that is easy to recommend. High school and lower-level undergraduate students will find this encyclopedia to be an asset when studying this turbulent era in American history.—*Matthew Laudicina, Reference Program Coordinator, Sojourner Truth Library, State University of New York at New Paltz*

The SAGE Encyclopedia of Food Issues. Edited by Ken Albala. Los Angeles: SAGE Reference, 2015. 3 vols. acid free $395 (ISBN 978-1-4522-4301-6).

A wide variety of academic disciplines have recognized "food studies" as a legitimate area of study. Sociologists, historians, psychologists, nutritionists, media studies scholars, scientists, and culinarians—to name a few—have all published authoritative works in the realm of food studies. Because food studies encompasses such a broad range of topics, and the language of food studies varies from discipline to discipline, publication of a print food studies encyclopedia is an ambitious undertaking. Dr. Ken Albala, world-renowned food studies scholar, has taken up this challenge.

Albala is Professor of History and Director of the Food Studies Masters program at the University of the Pacific. He has authored or edited over twenty three books—several award winners—and several food studies book series, including *Food Cultures around the World* and the Rowman and Littlefield Studies in Food and Gastronomy series. His course *Food: A Cultural Culinary History*, is now available through The Great Courses website. Albala's areas of expertise in food studies is food in history, medieval and Renaissance cooking in particular. Over the course of his research and publishing career, however, Albala has made hundreds of contacts around the world whose work span the entire spectrum of food studies. The list of contributors selected to collaborate on this publication include professional food writers, chefs, academics, and representatives from nonprofit organizations all thoroughly qualified to write on these topics. Amelia Saltsman, Signe Rousseau, Ken Smith, and Ulrica Söderlind are just a few of the established and up-and-coming food studies authorities who contributed to this encyclopedia.

This three volume encyclopedia includes nearly all topics under the food studies umbrella. In his introduction, Albala states that "this work is . . . intentionally inclusive and global in orientation, covering not only the food issues we hear about in the news, but what goes on behind the scenes. . . . It also includes . . . how religion influences food choice, the various different nutritional systems around the world, and how we communicate about food" (xxx). To help readers make sense of the resource, Albala provides a "Reader's Guide" section that organizes the entries into sixteen general topic categories that span agriculture, gastronomy, the environment, religion, media, food processing, food safety, health, food science, hunger, labor, and the food industry. The index also gives readers more clues to find information on common topics, such as foodservice professionals.

The SAGE Encyclopedia of Food Issues, while comprehensive and authoritative, may prove overwhelming for high school students or undergraduates not enrolled in food studies-specific programs. Albala's *The Routledge International Handbook of Food Studies* (Routledge, 2013) is a more concise, coherent work that provides brief histories of food studies within several academic disciplines, research methodologies and ideological or theoretical positions within those disciplines, resources for research, and suggestions for further studies. Equally valuable is Pilcher's *The Oxford Handbook of Food History* (Oxford University Press, 2012) that addresses historiography, disciplinary approaches, production, circulation, and consumption of food.

The SAGE Encyclopedia of Food Issues would be appropriate for academic library collections that support food studies programs.—*Rachel Wexelbaum, Associate Professor / Collection Management Librarian, St. Cloud State University, St. Cloud, Minnesota*

The Tim Burton Encyclopedia. By Samuel J. Umland. Lanham, MD: Rowman & Littlefield, 2015. 283 pages. alkaline $80 (ISBN 978-0-8108-9200-2). Ebook available (978-0-8108-9201-9), $79.95.

The scope of this one-volume work covers most of the creative works produced by or related to Tim Burton. It also lists the names of actors, producers, artist, directors, among others who have worked with Tim Burton in one capacity or another.

The entries in the encyclopedia are listed alphabetically which, in this case, is a little confusing to the reader. Since the encyclopedia includes many different types of creative works, it is hard to distinguish each entry just from the title alone. A better way to have organized the entries may have been to categorize them by type of work and then lists those works alphabetically. Some entries for more prominent works in the encyclopedia include black and white images. These images add a pleasant aesthetic to the work, breaking up the text. The entries themselves range from one column to three pages depending on the work, or person being discussed. There are also references at the end of each entry which may be helpful if the reader wants more information on one of the topics.

The audience for this encyclopedia could range from the novice film student to the seasoned professional. The entries themselves are very easy to read and just long enough to keep the reader's attention. Although many readers would enjoy this encyclopedia, the audience who I believe who would get the most from this work would be the ultimate Tim Burton enthusiast. It seems that the author has gone to great lengths to find almost every aspect of Burton's creative process and has found a way to transform those aspects and ideas into the entries in this encyclopedia.

What seems to be different about this encyclopedia from other works about Tim Burton is that it covers all aspect of Burton's creative ability and not just his films, which most readers are familiar with. The way this encyclopedia is designed, it allows the reader to view Burton as a story teller, a photographer, a director, producer, writer, artist, etc. Another great aspect of this work is that it highlights some of the lesser known works from Burton's career that seem to be missing from other compilations. This work highlights Burton's ability to connect with his audiences through many mediums which would be greatly appreciated by Burton fans of any age.

I would recommend *The Tim Burton Encyclopedia* for reference collections especially for schools or universities with a film or creative writing program. Although this item could be used in an academic capacity, it would also be a great read for anyone who enjoys Tim Burton's work. This encyclopedia gives readers a glimpse into the world of one of the most interesting and creative minds of today and would be a great addition to any collection.—*Jasmine L. Jefferson, First Year Experience Librarian, Kent State University, Kent, Ohio*

The Voodoo Encyclopedia: Magic, Ritual, and Religion. Edited By Jeffrey E. Anderson. Santa Barbara, CA: ABC-CLIO, 2015. 438 pages. Acid free $100 (ISBN 978-1-61069-208-3). Ebook available (978-61069-209-0), call for pricing.

The most striking feature of this volume is its focus on Voodoo or Vodou as a belief system, replete with all the trappings one expects: rituals, ethical considerations, practitioners, and a full history. The preface immediately recognizes the stereotypes and connotations that have become entrenched in the word itself, and promises information on the "full-fledged" religion of Vodou. This resource delivers on its promise.

In preparing to review this work, I set out to discover similar reference works. A search of the catalog at my library, a private, Catholic liberal arts college (with a theology program), proved disappointing. The only incidences of Voodoo or Vodou I encountered were short entries in encyclopedic works on world religions. A search in the consortia catalog yielded mixed, though not surprising, results: fiction, folklore, and several works with a singular focus on New Orleans and a few on Haiti. The most comparable item I discovered, authored by this volume's editor, Jeffrey E. Anderson, *Hoodoo, Voodoo, and Conjure: A Handbook* (Greenwood, 2008) was nearly eight years old. This volume proves the most current and serious scholarly treatment of this topic to which I have access. Further, the larger focus of this work encompasses Haitian and African roots of Vodou in addition to that which evolved in New Orleans. Additionally, this volume also covers the influences these traditions have exerted upon other cultures, belief systems, and modern practice which expands the usefulness of this volume. The volume contains alphabetically arranged, signed entries, a preface, a user-friendly list of entries by topic, a section of primary documents, and a fascinating collection of visual representations of Vodou and Voodoo. The bulk of contributors possess scholarly credentials in expected areas like anthropology, folklore, history, sociology, dance, and more. Notably, contributions were also made by practitioners of Vodou. It also includes an extensive bibliography that will assist researchers requiring more in-depth information. This volume will be a valuable addition to any undergraduate library, and particularly those serving programs in theology, comparative religion, anthropology, sociology, and history.—*Anita Slack, Reference and Instruction Librarian, Ursuline College, Pepper Pike, Ohio*