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—Adopted by RASD Board, June 27, 1989

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"Many Thanks"

Barry Trott

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

Once again, we are entering the holiday season and it is a good time to thank all of the people who make *RUSQ* possible. First off, I would like to recognize the members of the *RUSQ* board for volume 55: Jenny S. Bossaller, PhD; Heidi L. M. Jacobs; Kate Kosturski; Scott Seaman; Carol Singer; Nicolette Sosulski; Laurel Tarulli; David A. Tyckoson; Chiang A. Wang; and Neal Wyatt, PhD. The board members are the first readers of submissions to the journal, and without their thoughtful critiques and keen suggestions for improvements, the pieces that we publish would not be as strong. The board members also offer guidance to the editor in terms of directions for the journals, and I am grateful for their help in making sure that *RUSQ* is valuable to our readers.

In addition to the board, I am fortunate to have a complement of reviewers who can assist with submissions when special expertise is needed or if we have a large number of manuscripts to review. This past year, the following reviewers have contributed their time and talents to reviewing potential articles: Susan Burke, Loida Garcia-Febo, Neil Hollands, Kathleen Kern, Elizabeth Kline, Dan Mack, Mary Popp, Carolyn Radcliff, and Molly Strothmann.

The columns in *RUSQ* are an important piece of the journal and a complement to the feature articles. These pieces offer new and interesting ways to consider our daily practice, present case studies that can inform different aspects of that practice, and can be a springboard for ideas that could later expand into feature articles. I would like to thank our column editors for their excellent work in seeking out authors whose passion for reference work, defined broadly as we always do here at *RUSQ*, inspires and guides the profession. Column editors for volume 55 were Karen Antell, Nicole Eva, Aimee Graham, Eric Phetteplace, Kelly Myer Polacek, Marianne Ryan, Erin Shea, Laurel Tarulli, and Tammy Voelker.

I would also like to take a moment to welcome to *RUSQ* several new column editors. Esther Grassian and Sarah LeMire have agreed to take on joint editorship of "Information Literacy and Instruction" starting this issue. Mark Shores will step into the role of column editor for the Alert Collector. This issue also sees long-time editor of the Reference Reviews section, Tammy Eschedor Voelker, stepping down. Her excellent work seeking out reviewers and editing their reviews has been essential to *RUSQ* and will be missed. I am delighted to have Anita Slack stepping in as Reference Reviews editor, beginning with *RUSQ* 56:3. And Nicolette Sosulski and Dave Tyckoson debut a new column in this issue—"A Reference for That"—that will explore issues in reference services. I look forward to working with both our new and our continuing editors to continue to bring interesting columns to our readers.

In addition to those folks who are mentioned above, and whose names you see on the masthead and in bylines, there are many other people whose work is essential to getting the journal out, and who I want to thank. Tim Clifford at ALA Publishing is responsible for copyediting, typesetting, and always keeping me up to date on style and usage issues. The staff of the RUSA office, Executive Director Susan Hornung, Leighann Wood, and Jennifer Cross and former RUSA office staff Marianne Braverman and Andrea Hill all helped keep *RUSQ* funded and promoted to our readers. I would like to thank all of these folks without whom the job of editor would not be possible.

I would also like to express my great thanks to all the librarians across the world who have submitted papers to *RUSQ*. Putting your thoughts down in an article is a challenging task and then being willing to put those thoughts out for review can be equally challenging. While we cannot accept every paper that is submitted, we do read each one carefully. We try to make sure that the time and effort that the author put into the paper is reflected in the comments and editorial suggestions that we send back. I appreciate the grace with which *RUSQ* authors accept edits, comments, requests for clarification, and criticism. It is a joy to work with them.

Finally, I want to thank all of the readers of *RUSQ*, without whom we have no reason to publish the journal. Your comments and emails are always appreciated. I also appreciate the collaborative spirit that is so evident in the library profession. Regardless of the type of library, the members of RUSA are always excited about how we can work together to bring library services to our users in the best way possible. I cannot think of a better profession to be in and once again, thanks to you all.

We at *RUSQ* were saddened to learn that Dr. Danny P. Wallace passed away on December 6, 2016. Danny, along with his late wife Connie van Fleet, served as co-editors of the journal for twelve years, longer than any other editors. Danny and Connie helped to shape *RUSQ* into a thoughtful and thought-provoking resource for librarians, and they are both deeply missed.

What Is the Value of RUSA to You?

Alesia M. McManus

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RUSA is facing some challenges ahead. As I mentioned in my last column, RUSA membership is declining. One of the main impacts of the decline in membership is that we have a deficit budget. We are in the process of drafting some bylaws changes to integrate interest groups into RUSA and to give RUSA more flexibility for dues increases as needed. We want to strengthen our association, which is the professional home within ALA for those of us who work directly with our patrons, users, and learners. The last dues increase of $15 was in 2005, so it has been a long time since we have considered a dues increase. Of course, a dues increase brings the possibility that members will not renew because of financial constraints, but I firmly believe that RUSA is worth the money.

I have been a RUSA member for the past twenty-five years. Why have I stayed with RUSA for so long? I renew because I get value from my RUSA membership. In my early days it was the excellent discussion groups and programs that were relevant to my everyday work experience. I was inspired by new ideas and was energized to try them out. I also had the opportunity to be on a RUSA committee and volunteered to serve as RUSA MARS (now ETS) web coordinator. I developed professional friendships that have lasted until this day. There have also been abundant networking and leadership opportunities that have benefited me both personally and professionally. Today, I eagerly look at the new webinar and online learning opportunities, which give me a practical way to keep my skills fresh. I also faithfully read *RUSQ*, which RUSA members consider one of the most valuable services that RUSA provides. We have six sections and three new interest groups that provide opportunities to connect with library professionals with similar goals and interests. We don't work in just one type of library but many: public, academic, and a variety of specialized libraries.

According to Webbright, there are two main reasons to join or renew membership in a professional organization: "a person either wants to give back to their profession or they want to derive some sort of value from the organization."[1] I've experienced the pleasure of working with so many librarians passionate about giving back to our profession by engaging with RUSA, but what value to do you derive from RUSA?

Albrecht's article "Is the Association Model Broken? The Case for Reinvention" outlines five key areas of association value:

- Fellowship—sense of community, belonging
- Mutual assistance—opportunities to collaborate, mentorship

- Learning and growth—opportunities and experiences to broaden personal and professional qualifications, to share knowledge and information and to promote career advancement
- Advocacy—enables us to make our voices heard
- Unique products and services—special kinds of value related to the common purpose of members uniquely provided by RUSA such as relevant and timely information, unique educational experiences, referral networks, and communities of interest and practice[2]

We are working to develop a series of value proposition statements to demonstrate how joining or continuing your membership in RUSA is important. Members of the RUSA executive committee, membership committee, and RUSA office met online in June 2016 to brainstorm problems that RUSA members may face that RUSA can help solve in unique ways. What are the innovations, services, and products that make RUSA attractive to current and potential members? According to the RUSA Review Task Force report published in September 2014, the products and services that RUSA members value include networking, conference programming, guidelines for professional practice, professional development, and *RUSQ*. Future priorities were identified, such as educational webinars and other synchronous learning, asynchronous learning opportunities, and interest groups. RUSA now has three interest groups, and the LOKCS report (mentioned in the President's Column in the fall 2016 issue of *RUSQ*) outlines a compelling vision for RUSA continuous learning.

I hope this column has you thinking about what is the value of RUSA to you. And while RUSA has some challenges, in challenge there is always opportunity! I would be very interested to hear your ideas. Please send your thoughts and ideas for helping RUSA better serve its members to alemcmanus@ucdavis.edu.

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Librarianship in the Proprietary Education Context

Eric Rector

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For a variety of reasons, many of us have never considered librarianship in the for-profit sector. But as proprietary education continues to expand its reach, providing information services in that environment affords a range of new possibilities. In this column, Eric Rector presents an overview of what it's like to manage a library at a for-profit institution. In a well-crafted overview of the proprietary context, he highlights both its challenges and opportunities. His frank perspectives offer a worthwhile alternative to working in a traditional-education setting. Rector makes a compelling argument for proprietary librarianship, suggesting that it may well be worth thinking about.—*Editor*

It wasn't my plan to work in proprietary education. Then again, it wasn't my plan to work for a consortium, or a database provider, or as an IT director at a medical school whose charter class had not yet matriculated. I chose those positions because each one provided an exciting opportunity to grow professionally and because they captured my imagination. Similarly, my move to proprietary education did not disappoint. Whether you are a new librarian in search of your first position, or a seasoned professional seeking a new challenge, proprietary education may be worthy of consideration.

The goal of this article is to discuss the challenges and benefits of being a librarian at a for-profit institution, to provide some idea of what you might reasonably expect from the sector, both as a manager and as a subordinate, and to present some ideas on delivering quality reference services to the populations you would likely be serving. Of course, the ideas presented here are based on my own experiences—saying all for-profit schools are alike would be like saying all liberal arts colleges are the same—and each institution will have its own unique elements.

THE FOR-PROFIT SECTOR

So just what is proprietary education? For starters, there are two broad categories: public and private. Not unlike publicly traded companies, public for-profits have a board of directors and shareholders who participate in determining the institution's direction, whereas private for-profit institutions are owned by individuals or small groups and do not publicly trade their stock. While I use the terms "for-profit" and "career education" interchangeably in this article, the two are not necessarily synonymous. Proprietary education spans every level of higher education, from trade schools and technical colleges to career colleges and doctoral-granting institutions.

The curriculum itself may be delivered completely online, in-person, or using a hybrid model. As for the libraries at for-profit institutions, I have little doubt that many of them still resemble the libraries that Davis, Adams, and Hardy describe in their evaluation of academic libraries in the for-profit sector.[1] However, the political and economic pressures of the last decade, coupled with rising technological fluency across the population, are leading administrators of these schools to make, or continue to make, enhancements to library services, leading to an exciting time of change and growth in proprietary librarianship.

Although vocational/career/trade education has had national support in the past, over the last decade it has gained the reputation of being, at best, slightly below board and, at worst, predatory.[2] While it's true that some players in the market have behaved badly, others are sincerely engaged in the "business" of providing streamlined education for those who need or desire it, many of whom might not attend college otherwise. Among career academics, there seems to be a sense that the for-profit sector is "other," but, in my experience, there are strong similarities between for-profit education and traditional higher education, school media centers, medical education, and, not surprisingly, the corporate environment. Furthermore, it is not uncommon for larger universities to have research parks and technology incubators, and there is no doubt that college sports are money-making enterprises. Indeed, even with regard to the curriculum, there is a growing dependence in nonprofit education on for-profit educational curriculum products, such as Pearson's CourseConnect, which blurs the lines even further.[3]

MODERATING EXPECTATIONS

If you are considering a move to a for-profit institution, understanding what you may encounter should help you avoid surprises. Let's start with compensation and benefits. You can expect that compensation will be on par with nonprofit institutions, and that it will be closely aligned to regional salaries for equivalent positions. Where you will probably see a major departure from traditional educational institutions, though not necessarily the corporate environment, is in benefits. The largest disparity is time off. In this area, for-profit institutions show their corporate stripes. This is in part because the business model stresses quick degree completion, which requires a year-round academic calendar. You can expect a modest accrual of sick leave and vacation time, and significantly fewer holidays off. No spring break. No closing between Christmas and New Year's Day. You should find the health benefits adequate, but you may not have the variety of choices you would at a large, state institution. For anyone who has worked outside of traditional higher education, this won't come as a surprise and it won't affect your ability to deliver services, but it is a point of consideration.

What may be more impactful is the for-profit institution's goal of making a profit. For the library, that means attempting to reach peak efficiency in building collections and providing services. I'll discuss both of these in-depth later, but it's important to understand that you won't find much latitude in this area. To be successful, you'll need to buy into the idea of getting the most out of your collections and staffing budgets. I find it helpful to keep in mind that most of the institution's income comes from tuition, and that any costly improvements may directly affect tuition or the bottom line. On the plus side, value is placed on those positions required to deliver the product, and library services are definitely included in that! Indeed, accreditors require that library collections be overseen by a professional librarian, and often require proof of library-related projects in students' coursework.

Most in higher education are familiar with the rapid rise of large, publicly traded for-profit institutions, some of which have recently failed, leaving students and taxpayers in the lurch. This has led to discussions at the Department of Education about "forbidding schools from requiring students to sign an arbitration clause before they enroll" to earn debt forgiveness more easily, which could negatively affect many for-profit institutions.[4] Additionally, for several years, the department has been moving toward requiring for-profit schools to demonstrate that their graduates meet the criteria for gainful employment, which means, in a nutshell, that they are employed in the recognized occupation for which they earned their degree.[5]

These rulings and requirements may have a cascading effect at an institution. Time, money, and effort that could be put toward enhancing the curriculum, purchasing equipment, and providing additional library resources may instead be spent tracking graduates' employment, pursuing students who are not repaying loans, and other such administrative tasks. However, many forward-thinking proprietary institutions are taking this opportunity to enhance student services. Examples from my institution include investments in career services software and staffing and a substantial investment in library collections and services, both of which are aimed at providing "high tech, high touch" services to students in an effort to help them succeed both in their course work and in finding employment after graduation.

Finally, on a personal level, moving into proprietary education may feel like being an outsider in your profession, at least at first. Although you may encounter some resistance from your current colleagues when you tell them you're considering a for-profit school, you will most likely find more internal resistance, especially if you have only been a traditional academic librarian. There has been, after all, a significant amount of bad press about the sector, and you may have even cast a disparagement or two yourself. If your identity is strongly aligned with what you see as the "ideal" delivery of education, which I would argue doesn't actually exist in the real world, it may be hard for you to come to terms with the idea of higher education as a for-profit enterprise. In reality, proprietary librarianship offers the same, if not better, opportunities to build collections, teach information literacy, and affect the curriculum, as long as you are willing to work within the for-profit construct.

I have, however, been surprised by the lack of opportunities to interact with other for-profit librarians thus far. I saw no programs or meetings at the 2016 ALA Annual Conference, and the traffic on ACRL's Librarianship in For-Profit Educational Institutions (LF-PEI) Interest Group electronic discussion list has been light. It could be a matter of timing, since the LF-PEI group was clearly active in 2014–15, hosting two virtual conferences, and there is an meeting scheduled at the Virginia Library Association in October, 2016. It is also possible that librarians from the sector are merely identifying with the larger academic library community and finding connections and opportunities there. Regardless, I'm hopeful that there will be more opportunities in the future.

SERVICES

Not unlike corporate libraries and school media centers, librarianship at for-profits is tightly associated with providing services aimed at helping students complete their courses. The for-profit curriculum is by nature career-based, resulting in significantly fewer general education requirements and courses. The required courses related to the academic programs tend to be standardized across sections and campuses (in a multi-campus environment). This is a departure from traditional education as I experienced it, but it is a powerful aid in delivering library services. There are no mysterious classes with assignments that will take you by surprise and, depending on the institution, the library may have access to the syllabi for every class being taught! Because of this, the library is able to provide highly tailored, pre-recorded tutorial sessions, handouts, and subject guides to meet the needs of students in a particular class. Depending on the institution, you may also find yourself in the enviable position of being able to suggest information literacy and library modules to add to the general curriculum, resulting in sweeping exposure to information literacy concepts.

One thing that rapidly becomes apparent is that, with the focus on career education and training, classes are mostly applied and are generally taught by professionals in the field. The friction between full-time faculty and administration over the use of adjuncts and curricular issues is largely absent. For those in the medical library sector, I find that the teaching model closely resembles how much medical education is delivered through faculty preceptors. In my experience, medical schools employ full-time faculty to teach core courses and develop the curriculum, but much of the students' education is delivered by adjuncts and clinical faculty at the point of health care delivery in accordance with curricular goals established centrally. The preceptor teaching model is not only common, but widely accepted and even embraced. Similarly, when delivering applied, career education, the real-life experience of professionals from the field is invaluable, and those professionals appear to welcome the centralized structure.

The adjunct model does affect library services in subtle ways. For instance, adjunct faculty may be interested in library services, such as instruction for classes, but they are not always easy to reach because they are employed full-time elsewhere. There are fewer committee requirements for the teaching faculty as well, so you may need to consider that if you are planning a library advisory committee on which you want faculty participation. You should be prepared for low turnout but high levels of enthusiasm.

Students enrolled in for-profit programs tend to be high-touch. While eager to succeed, they most likely have not been academically accomplished, may have graduated college years earlier, and are returning to advance or change their careers. I started my career in a library at a research-intensive university in 1997. At that time, many of the students struggled with the technology. They had little or no experience searching online databases; only a handful of our indexes were available on CD-ROM then. Those students were, by necessity, high-touch. Depending on the for-profit institution, there's a distinct possibility that the students will be unaccustomed to using the library resources that many incoming traditional freshmen have had exposure to in high school. That goes for students who are taking online classes as well. They may be comfortable navigating the learning management system, but they may also struggle when they move outside of the system and into the library databases or catalog. You'll need to be prepared to create tutorials and handouts that help students bridge the gap, and hopefully you'll have opportunities to connect with them in real-time to introduce them to the library's resources.

Information literacy, critical thinking, and lifelong learning are all important in the delivery of career education. However, as stated earlier, there are fewer general education courses through which to get our foot in the door, and the students themselves may not be interested in becoming information literate because they see it as superfluous to their career needs. They are, after all, taking classes so that they can find a better job. But that does not mean the concepts of information literacy can't be successfully addressed. In the current environment, it's likely that your institution will be receptive to the idea of information literacy; you may even find that your for-profit institution has a first-year program. If not, don't fret. You may have many opportunities to create materials addressing information literacy, and you'll be able to work it into your classes quite easily. However, don't be surprised (or discouraged) if your large-scale information literacy program doesn't get the green light. Administration and faculty may support the idea of information literacy, but they are charged with delivering a product to students who, again, have career advancement in their sights.

When it comes to library services, small proprietary institutions can be extremely agile. A high value is placed on efficiency, autonomy is encouraged, and the organizational hierarchy is relatively flat. That equates to the possibility of rapid change without resistance, as long as you can demonstrate improvement of services, cost savings, or efficiency. For example, because many of the faculty are adjunct, they are focused on delivering the content to their students and helping those students succeed. But because they are not necessarily heavy library users themselves, I have found it significantly easier to make changes to the library's web presence without major fallout. Students enrolled at for-profit institutions are not likely to be avid library users, either. That means they may not be vocal about changes, but it also means that we need to take every opportunity to provide clear, simple explanations of library resources whenever possible.

Twenty years ago we had limited tools we could provide library users. Today, we have more intuitive tools that simplify searching and excel at recall, if not precision. What the new discovery layers and multidisciplinary databases do best, in my opinion, is get the students into the information, not unlike jumping into the deep end of a pool. This has encouraged my librarians to design systems and services with low entry points so we can get the students on their way to swimming laps. Simplifying entry points also helps with our students' short attention spans and relatively low tolerance for complication. It has also challenged us to develop ideas for information literacy that begin with the older, more concrete standards, before incorporating the new information literacy framework. Regardless of the type of for-profit, you can expect the students will be hard working but distracted, and that they will have a much more practical than academic take on education.

COLLECTIONS

Unlike larger universities or even liberal arts colleges, for-profit collections tend to be much narrower in scope and more practical in nature, not surprisingly since the curriculum is much more focused on career-related degrees. That being said, some larger for-profits will almost certainly have collections, especially electronic ones, which rival those available at nonprofit institutions. However, many of the wonderful, reasonably priced, primary source collections may be a hard sell for your administration and, I would argue, simply have no place in most career college collections. By necessity, proprietary library collections should be lean, responsive, and "right-sized," aimed at providing relevant materials that aid students in completing the curriculum.[6] Still, there are ample opportunities to provide students access to literature, philosophy, and like materials that encourage critical thinking and lifelong learning. Indeed, accreditors require such material be available to students and expect to see evidence of curricular activities involving the library, as well as evidence of the library's responsiveness to student and faculty requests.

I am confident in saying that most for-profit libraries are without a collection development policy. However, given the nature of the sector, and the expectation for efficiency in collections, it is important to have a well-articulated policy or, at the very least, a consistently articulated approach to which materials should be selected, in what format, and to what extent. If your delivery of library services is distributed, it is especially important to have a clear understanding across campuses and libraries. If the institution, or each individual campus, has a physical collection, a clear gift policy is imperative. It can be tempting to bulk up campus collections with materials like gift books and videos, but that is ultimately counterproductive and a disservice to users. Keeping the collection lean is critical to meeting programmatic needs efficiently.

Given the distributed nature of proprietary education, and the tendency toward providing many classes online, it's not surprising that the majority of your collection may be electronic. It may be appealing to buy large, multidisciplinary e-book products, but efficiency dictates that selecting a few, discipline-focused collections is a better place to begin. Again, given the applied nature of most for-profit programs, expansive collections are probably a poor use of library dollars. Consider, instead, investing in tools that will help your students with writing, math, résumé writing, and testing. When it comes to large, multidisciplinary databases, it is best to concentrate on ease of use and recall, rather than advanced capabilities and indexing, although providing higher quality tools, if they are within budget, can also offer opportunities for instruction.

Obtaining reasonable pricing for electronic resources can be a challenge. For instance, if an institution has multiple campuses, vendors may insist on applying tiered-pricing by campus or groups of campuses. For a small, multistate institution, this can result in a product being several times more expensive than if pricing was based on the institution's total FTE (Full-Time Equivalent Enrollment), which effectively eliminates any chance of purchase.

Consortial purchasing options may also be limited, as some state-funded purchasing consortia will not allow propriety institutions to participate, even as a buyer's club member, because of their for-profit status. However, many corsortia, such as Lyrasis and the Library and Information Resources Network (LIRN), as well as many state consortia, do work with all educational institutions and are invaluable in maximizing the library's purchasing power. Many vendors also take the structure and population of the institution into account and price their products accordingly. Building relationships with those vendors can result in a partnership that is highly beneficial to both entities.

THE RIGHT PERSON

During my time in the proprietary sector, I have observed many librarians who demonstrate qualities that have made them successful. Those include self-confidence, a desire to learn and to help others learn, a decided self-starter mentality, and the ability to adapt quickly and to accept and work within the parameters of a for-profit business. Those librarians have also been quick to recognize that students who enroll in for-profit schools face substantial challenges but are determined to make the most of their opportunity.

Thriving as a proprietary librarian requires energy and pragmatism. For-profit schools have experienced their share of financial and political challenges but remain focused on delivering an educational product to a consumer who is eager to learn trade skills and improve career opportunities. In for-profit education, efficiency is a key measure of success, and understanding the institution's priorities can help guide the library in making choices that adhere to the bottom line while meeting programmatic needs and serving the students and faculty. The sector is beginning to change, and it's not hard to imagine that it will soon be seeking librarians with a broad range of skills who are open to the challenge of delivering library services in a for-profit environment. Perhaps you are one of them?

References and Notes

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How Can This Column Help You?

Sarah LeMire and Esther Grassian

*Correspondence concerning this column should be addressed to **Esther Grassian** and **Sarah LeMire**; email: esthergrassian@gmail.com and slemire@umich.edu.*

In recent years, *Reference and User Services Quarterly*'s "Information Literacy and Instruction" column has covered diverse topics related to information literacy, including MOOCs, universal design, discovery layers, and, of course, assessment. This column has provided a space for librarians from all types of libraries to share how they are engaging with information literacy and instruction in their libraries, as well as to unpack the challenges they faced. As new editors, we will continue to use this space as an opportunity to explore emerging topics in information literacy.

As co-editors of "Information Literacy and Instruction," we bring our own perspectives and experiences to *RUSQ*, along with some overlapping interests. To better reflect our perspectives, we will alternate editorial responsibility for pieces published in this column, although both editors will be providing feedback. Following is biographical information about each of us, as well as a lengthier description of our column interests.

Esther Grassian, who retired from the UCLA Library after forty-one years, is currently an adjunct librarian at Pierce College in Woodland Hills, California. Esther views reference as an important element on the instructional continuum, from reading literacy, to digital/computer literacy, to information literacy. She is interested in the value of reference as a form of instruction, learning outcomes for reference, and librarian outreach across types of libraries to support sequential instruction at various age and educational levels, including the workplace.

Esther offers more detail below regarding her interests, and welcomes column submissions related to these interests.

> For those who may not know, librarians worldwide have used terms like instruction, information literacy, digital literacy, library orientation, library instruction, bibliographic instruction, user education, and media literacy for many decades to describe their efforts to help educate people of many ages and educational levels for school, workplace, and lifelong learning. Some groups within ALA and organizations in other countries, have focused on educating people for specific purposes, such as higher education, or K–12 schoolwork, while others, like LIRT (ALA Library Instruction Round Table) welcome those in all kinds of libraries to share and learn from each other regarding instruction. With the vast technological changes affecting lives worldwide, it is essential for everyone to gain access to and learn how to learn about information tools and resources, for a lifetime. To this end, many

local, regional, national, and international groups like IFLA and UNESCO, as well as individuals, governments, and other organizations are now working on various aspects of empowering people through education and training regarding information tools and resources. I am interested in many topics related to these points, such as: Where does reference fit in the instructional continuum? How does this affect libraries and librarians in all types of information environments worldwide, with differing means of addressing learner needs, as well as a variety of definitions, standards, and conceptual frameworks? In some types of libraries, reference has morphed into a blend of fact-finding in answer to queries, and learner self-guidance to finding useful information, along with instruction in learning how to learn on one's own. In fact, thanks to the ease of using search engines such as Google, and sites such as Wikipedia, learners have been learning on their own, increasingly, since the web became widespread in the mid-1990s. What are they learning, though, and what kind of value can librarians add to this process, particularly through reference? Some even ask if we still need reference librarians and reference service.

I would argue that now, more than ever, the world needs reference librarians and reference desks in public view, as well as online forms of reference, both staffed by those with MLS/MLIS degrees who are trained, skilled, and knowledgeable about information tools and resources of all kinds—how they are developed, who develops them, how they work, what they cover, and what are their pros, cons, and filters. People need to learn to pose questions about information tools and resources regarding all of these points, for educational purposes, for the workplace, and for self-help or personal interest. That is the value that librarians can bring to them, through one-on-one and other types of reference interactions, both asynchronous (any time, any place) and synchronous (simultaneous, in real time).

Sarah LeMire is the first year experience and outreach librarian at Texas A&M University in College Station, Texas. Before that, she was the assistant head of research and information services at the University of Utah's J. Willard Marriott Library in Salt Lake City. Her information literacy interests include integrating information literacy concepts outside of the traditional classroom, scalable approaches to information literacy instruction, and providing information literacy instruction to underserved or underrepresented groups.

Sarah offers more detail below regarding her interests, and welcomes column submissions related to these interests.

The title of this column, "Information Literacy and Instruction," recognizes that information literacy and instruction are not always one and the same. As the first year experience librarian at a very large university, I focus heavily on instruction. I spend a great deal of time in a formal classroom environment, providing one-shot or two-shot workshops on information literacy to students in first-year composition courses and other lower-division courses. However, many (if not most) information literacy teaching moments on my campus occur outside the formal classroom. For every formal instruction session I teach, there is a staff member at a service point working with a student one-on-one, an outreach presentation at first-year orientation, or a serendipitous conversation that occurs to help students better understand information literacy concepts. I am very interested in better understanding how these smaller-scale information literacy teaching moments comprise part of an academic library's information literacy program, as well as how other types of libraries identify, assess, and scaffold information literacy teaching moments to help their patrons.

My other primary information literacy interest is working with underserved and underrepresented groups in libraries. For example, within higher education, groups such as first-generation college students, post-traditional college students, and student veterans and service members may exhibit different information-seeking behavior than other college students. I am interested in exploring strategies to better support these students and other underserved and underrepresented students during information literacy instruction and other information literacy teaching opportunities. I am also interested in exploring how libraries can better recognize and build on the unique assets and attributes of underserved and underrepresented groups.

As co-editors, we have our own ideas and interests related to information literacy and instruction that we would like to see represented in future columns, but we also want to ensure that the column reflects the interests and needs of you, the reader. Recently, we posted a survey asking *RUSQ* readers which topics they would like to learn more about in "Information Literacy and Instruction." Popular topics included business/workplace information literacy, the ACRL Framework for Information Literacy for Higher Education, and critical information literacy, and we will be pursuing columns on these and other topics identified from the survey. We welcome column submissions from all types of libraries and on topics that appeal across all libraries. If you have topics you would like us to consider or if you have interest in writing for "Information Literacy and Instruction," please email estherg@ucla.edu and slemire@library.tamu.edu.

Thank you, and we look forward to hearing from you and learning from each other.

Communications and Engagement at West Vancouver Memorial Library

Successfully Promoting the Imagine IT Technology Fair

David Carson

***David Carson** is Divisional Manager, Communications, Vancouver Island Regional Library. He began working in libraries in January 2014 after working in corporate communications for various BC municipalities. Since arriving at the library, David has carried on with the organization's commitment to excellence, and has been part of numerous successful and high profile communications campaigns. Although not cut from the library cloth, he has developed a deep passion for library services and helping his library thrive in today's dynamic environment.*

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A recent winner from the ALA's PR Xchange competition lets us in on some of their secrets as they describe their process for creating and promoting their first IT Technology Fair. Perhaps it will stimulate similar ideas in your library.—*Editors*

For four years running, West Vancouver Memorial Library has come away a winner at the annual American Library Association PR Xchange competition, picking up a total of nine awards in seven categories that include all formats: print, online, and video. We're a single-site library serving a population of 45,000 with a communications department of two and a small printing budget. Yet, time after time, we produce materials that resonate in our community and beyond. How do we do it? Here's an example of how we recently planned and executed the promotion for our first technology fair: Imagine IT.

On April 29 and 30, 2016, more than seven hundred people came into our library over the fair's two days: regular patrons, first-time visitors, newcomers to the community and country, families, couples, siblings, friends, and politicians. Curious grandparents were led, hand-in-hand, by their grandchildren to experience virtual reality for the first time. Entire families lined up to have their picture taken in front of our green screen and then choose from a selection of whimsical backgrounds for their photo. 3D printers hummed nonstop, producing a wide array of objects, from whistles to visitors' scanned heads to model airplanes. On every floor and in every room, library staff and community partners introduced people to digitization technology, translation software, robotics, drones, virtual reality, the library of things (lending nontraditional library items, such as tools and instruments), technology for seniors, coding, and much, much more. The predominant response was for us to do it again. As soon as possible.

How did we create a successful fair that drew crowds beyond our regular patron base? How were we able to put it all together in just a couple of months? We accomplished this with a thorough communications and engagement plan with the following key elements:

- A strong brand
- In person engagement with key people in the library and the community
- Disseminating marketing efforts out into the community
- Community participation activities leading up to the fair

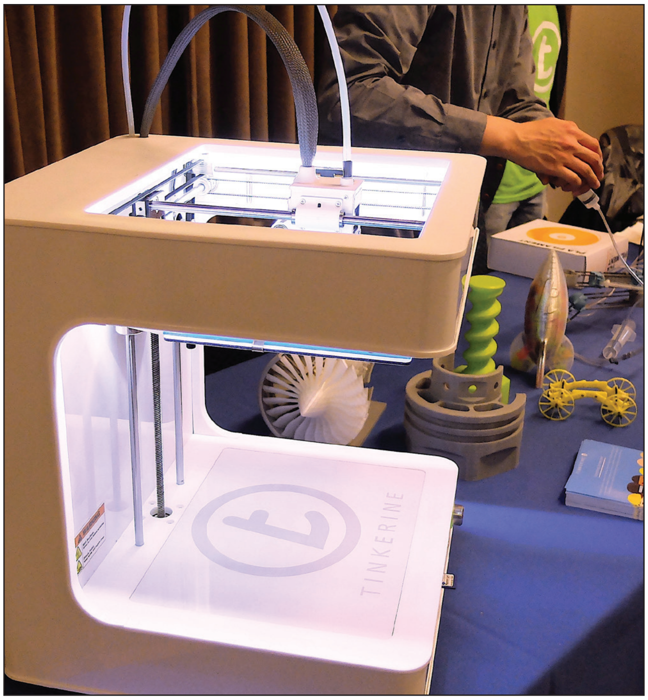

Figure 1. 3D printing was one of the most popular new technologies at the fair

Figure 2. A teenager tests inexpensive virtual reality goggles that anyone with a smartphone can use

Figure 3. The logo and tagline that we crafted and designed in-house for the fair

A STRONG BRAND

The technology fair was the key event in a community technology consultation plan undertaken to understand community technology needs and to identify responsive services, programs, spaces, and tools that would be embraced by the community and potential funders. Three groups were formed to work on this project: a key stakeholder working group, a staff advisory team, and a project team. Early on, each group was asked to brainstorm on a series of key questions:

- What is the most important thing to get out of the community consultation process?
- Who should we talk to?
- What do we think the technologies are that people want?

And, perhaps most importantly:

- What should we call our fair?

One group riffed on IT, and another on words like innovate, imagineering, reimagine, and see. Our library's deputy director and project lead, Deb Hutchison Koep, and communications coordinator, David Carson (the author of this article) took all the input away and worked closely to come to a name that would resonate across age groups, demographics, and levels of technology interest. They decided on Imagine IT: Conversations about Technology and Your Library, which evoked creativity, possibilities, and consultation, clearly framed within the lens of technology.

From there, Gabriele Raasch, the library's graphic designer, set to work creating a logo that evoked the intertwined nature of our role as both a community hub and a hotbed for new and emerging technology—beacons broadcasting multicoloured, overlapping signals represented this dual role quite clearly, and the use of different colours highlighted the diversity in our community and the various technologies available today.

IN-PERSON ENGAGEMENT

The second key element of our plan was in-person engagement. While we planned to push our marketing efforts into the community, we also knew that we would need to engage people in-person to get them to participate in the consultation and the fair. We set up interviews and focus groups, connecting with sixty-five people. The consultation included the following:

Staff

Focus groups were held with library managers and staff to elicit their knowledge about our community as well as planned initiatives and possibilities. We asked staff to share their observations about the community's attitudes, frustrations, needs, and desires when it came to technology, as well as their thoughts about what technologies could potentially disrupt or transform library services.

Key Stakeholders

Members of the library board and library foundation board were invited to focus groups to share their perspectives as both stakeholders and community members. As with our staff focus groups, participants were asked to describe their perceptions of community needs, then to share their thoughts about the role and value of the library with respect to technology.

District of West Vancouver

To expand our knowledge of community technology needs and priorities beyond the library sphere, we interviewed West Vancouver staff from key departments:

- Communications and Community Relations
- Community Services (Community Centres, Seniors Activity Centre, Youth Services)
- Economic Development
- IT Services

Community Organizations and Businesses

We interviewed representatives of selected business and community groups to ask about their clients' needs and priorities, their perceptions of the community's values and aspirations, and their thoughts about how the library might better support their clients or their organization. Groups to contact were identified and prioritized by the key stakeholders working group and the staff advisory team. We interviewed staff from the following organizations:

- Capilano University
- First Nations Technology Council
- GLUU Technology Society (a local nonprofit teaching technology to seniors)
- Kay Meek Centre
- North Shore Employment Services Centre (WorkBC)
- North Shore Multicultural Society
- Silver Harbour Seniors Centre
- Vancouver Maker Faire Society
- West Vancouver Community Foundation
- West Vancouver Chamber of Commerce
- West Vancouver Schools
- West Vancouver Seniors Activity Centre (advisory board members and volunteers)
- Zen Launchpad (a North Shore makerspace and incubator)

To supplement our conversation with the North Shore Multicultural Society about the specific needs and aspirations of newcomers, we also held two focus groups with newcomers from our Library Champions program (a partnership with the provincial government that brings newcomers together and uses local libraries as vital hubs in which to connect and grow).

Together, these conversations created a picture of the community's current aspirations and preoccupations, both generally and with respect to technology. Many of these groups expressed keen interest in our technology fair and were helpful in spreading the word through their networks. They are all to be thanked both for taking time to speak with us and for increasing awareness about the fair.

Figure 4. An example of the posters placed throughout the library and community with audacious statements to grab people's attention and get them thinking about what technology can do for them

DISSEMINATING MARKETING EFFORTS INTO THE COMMUNITY

Since we wanted to cast a wide net and bring new people into the library at the fair, we went well beyond our typical marketing efforts of homepage features, online and print calendars of events, posters in the library, social media updates, and word-of-mouth.

In addition to all these approaches, we expanded our scope by doing the follow:

- Placing ads in both our local English newspaper and our community's most widely read Persian publication
- Reaching out to the local paper with a pre-fair photo-op
- Sending out a one-time e-blast to our e-newsletter subscribers with a link to the programs planned for the fair
- Creating posters with audacious statements and placing them throughout the community
- Sending an email invitation to a large and targeted list of key stakeholders, including the mayor, city council, and members of our provincial and federal government
- Printing eye-catching promotional postcards and placing them at every service point in the library
- Paying for boosted posts on our Facebook page
- Sending scheduled promotional Tweets
- Reaching out to community and municipal partners, including the community centre, chamber of commerce and others who retweeted and shared our posts

In addition, in mid-April, we launched a series of webpages created by the staff who were also creating the booths at the Imagine IT technology fair. Many of these webpages had interactive elements and all were promoted heavily through our social media campaign as well as our e-blast and email to key stakeholders. The webpages featured these elements:

- 3D Printing—Creating in a New Dimension
- Coding—Computational Thinking in the Digital Age
- Translation on Demand—Communicating with the World
- Digital Services that Come to You—The Library at Your Side
- Virtual Reality and Augmented Reality
- Tech Skills Development—Learning 101
- Digitization—Preserving the Past
- Library of Things—Why Own when you can Borrow?
- Video and Audio—Dream, Create, Record
- The Interconnected World—How Big Data is Shaping our Lives

Last but not least, we drafted key messages for our library staff and posted them to our intranet so that library staff could clearly, articulately, and consistently communicate to patrons what we hoped to accomplish through the consultation and fair. Messaging was as follows:

- We want to hear from you about the technologies we should bring on board over the next few years.
- We're trying to get people thinking about technology in new ways and considering how it can power their interests, passions, learning and careers.
- The consultation will include in-person and digital outreach—we want to give people as many opportunities as we can to have their voice included.
- All ideas are welcome, big and small. Even if it seems audacious or trivial, we want to hear about it.
- We're staying true to what the library means to many of you. That means books, friendly faces, and cozy spaces to curl up and read. The changes we're making are in addition to the core services that we have always provided.

The complete list of tactics and timeline is in table 1.

Table 1. Marketing Tactics and Timeline

Tactic	Timeline
Produce posters for fair, hang in library/community	Week of March 25
Inform North Shore News about fair, solicit promo	Tuesday, April 5
Website banners to promote fair	Starting week of April 5
Update events calendar	Week of April 4
Post first graffiti wall (digital and in library)	Monday, April 4
Weekly Facebook posts—Graffiti Wall Questions	Tuesday, April 5–May 1 + partners
Facebook ad campaign (promoted posts) fair promo	Starting Tuesday, April 5, weekly until fair
Social media posts for fair	Tuesday, April 5–April 29 (May 6 for digital)—leverage partner social media channels
Post second graffiti wall (digital and in library)	Monday, April 11
Create and deliver invites/postcards for fair	Week of April 11
E-vite to fair (sent to key members)	Week of April 11
Post digital tech fair webpages	Monday, April 18–Friday, May 6
Post third graffiti wall (digital and in library)	Monday, April 18
E-blast (one time to e-newsletter sign-ups)	Monday, April 18
Run ad in North Shore News (print)	Wednesday, April 20
Run ad in Paivand—Persian paper (print)	Friday, April 22
Post fourth graffiti wall (digital and in library)	Monday, April 25
Technology Fair	April 29 and 30
Surveys (onsite, offsite and digital)	Sunday, May 1–Saturday, May 7

Table 2. Program Success Factors

Success Factor	How measured?	Goal?	Result?
A good turnout of regular users with some new visitors and reflecting some diversity (age, gender, language, etc.)	# attending staff observation	150 attending over 2 days Visitors include younger (kids, teens) and older (seniors) folks, as well as some newcomers	533+ attended over 2 days Staff, hosts, guests reported broad diversity in attendees
Engagement with influential members of our community	Reported by hosts and staff	10 "VIPs"	13 identified "VIPs" • 6 Lib board members including 3 hosts • 3 Fdn board members including 1 host • 2 politicians (1 MLA, 1 councillor) • 2 District managers
Attendees are engaged with the exhibits and give thoughtful feedback	# passports completed # exit surveys completed # interactions at each booth staff observation	> 60% of passports completed > 20% complete exit survey > 30 interactions/responses at each booth Staff report "buzz," engagement, ideas	40% of passports completed 34% completed exit survey All but 1 feedback board had > 30 responses (up to 260) Staff reported moderate to high degree of interest in all topics and captured stories and ideas

COMMUNITY PARTICIPATION ACTIVITIES

Since the main objective of the project was to understand our community's technology needs, we wanted to create mechanisms by which the public would give us feedback on their wants, aspirations, and challenges. To do so, we implemented two tools: graffiti walls and surveys.

Each graffiti wall posed a probing question and gave the public free rein to write anything that came to mind. They were branded with the Imagine IT logo and colors, which tied them to the upcoming technology fair. Starting on March 25 and running for four weeks, we posted the following weekly questions on large easels in various locations in the library, on our website, and through our social media channels:

- What technology would you like to use/learn about at the library?
- How is technology changing our community?
- What technology should the library invent?
- How does technology help or inspire you?

We collected 412 total pieces of feedback over the month. We saw that most respondents entered into the spirit of the exercise. A few had some fun pushing the envelope—robot librarians, for example—and there was a consistent presence of expressions of discomfort with technology. The vast majority of feedback was positive and constructive. The online graffiti walls generated some lively discussions and we were pleased to see so many express their views on technology and the potential role the library could play.

To complete our public consultation, we ran surveys to round out our understanding and to reach a broader audience, including offsite users. In addition to mining the results of an online survey that we had already carried out in 2015, we ran two additional surveys: one through our website and one offsite or "intercept" survey.

The website technology survey ran for ten days in early May 2016, receiving 142 responses. In addition, one of our board members translated the survey into Chinese and distributed it through her network. This survey was answered by a further 25 people.

To gather feedback from our secondary school population, we created a modified version of the survey and distributed it through our school-district contacts. We received 150 West Vancouver student responses to this survey.

To be sure that we were capturing public feedback from nonlibrary users, two-person teams conducted surveys out in the community over four half-days. Locations included Park Royal Shopping Centre, the Ambleside and Dundarave neighbourhoods, the Seawalk, Caulfeild Village, and the neighbourhoods of Gleneagles and Horseshoe Bay.

GAUGING SUCCESS

After all the planning, meetings, marketing, and coordinating, the day of the fair arrived and we were filled with anticipation, excitement, and energy. We feared we might be too successful . . . or maybe not successful enough for all the effort that we had put in.

We had predetermined success factors and as the fair rolled out, we kept tallies of them (see table 2).

The passports, we thought, would be an excellent way for us to assess engagement. Each person who walked in the door received a passport that they could bring to each booth to earn a sticker. Once all of the stickers were collected, they were supposed to enter their passport into a draw to win prizes by dropping it off on their way out. While we printed 650 passports and gave out 533 to people attending the

Figure 5. A library staff member works with a father and son at our inaugural Imagine IT technology fair

fair, far fewer were returned to us. Often families chose to get stickers only for their children, or for one member of a couple, and many chose to hang on to their passports rather than turning them in.

We also ran an exit survey that was completed by 183 people, and a ranking exercise where participants were given seven index cards, each containing a potential role for the library, and were asked to sort them into priority order:

- **Community technology projects** (examples: mapping community data; hackathons)
- **Delivering library services digitally** (examples: improved e-book access; personalized reading recommendations; delivery by drone)
- **Digitization and digital conversion** (examples: scanning slides, photos, and documents; converting home videos to digital formats)
- **Introducing new technology** (examples: emerging tech talks, lectures; technology fairs; recommended apps)
- **Spaces and equipment for innovation and collaboration** (examples: maker spaces; 3D printing)
- **Technology skills development** (examples: computer literacy programs; coding classes; online learning)
- **Video and audio production and editing** (examples: recording oral histories; creating short videos)

Over the two days of the fair, 133 people participated in this activity. By weighted score, the rankings were

1. Introducing new technology;
2. Technology skills development;
3. Delivering library service digitally;
4. Spaces and equipment for innovation and collaboration;
5. Digitization and digital conversion;
6. Community technology projects; and
7. Video and audio production and editing.

Finally, everyone who worked the booths—library staff, teen volunteers, and members of our board and foundation—were asked to complete surveys at the end of each day to describe levels of interest in their booth, the aspects or applications of the technology that seemed to inspire the most "buzz," the apparent demographics of those visiting their booth, and any other stories or feedback. The results were always positive, with each booth posting high numbers, indicating strong degrees of interest and engagement from those who attended.

The Imagine IT technology fair was a success on almost every level. We had strong numbers, great diversity, high interest, and an overwhelming consensus that it should become an annual event. Our library, we learned, is seen in our community as a place where people should expect to find new and emerging technology—that we can be leaders in this regard. Our multiplatform campaign ensured that we reached well beyond our physical walls to penetrate deeply into our community, and we now have a blueprint for how to market a new fair to an even larger audience in the years ahead.

Depository Collection Management

Databases and Web-Based Resources as Assessment Tools

Charmaine Henriques

Charmaine Henriques *is Liaison and Subject Specialist at the Northwestern University Libraries, Evanston, Illinois.*

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While the "Alert Collector" has generally presented columns on building collections in specific topic areas, it is good to remember that managing collections involves more than just selection. It is essential that we also evaluate and weed collections on the basis of our users' needs and interests as well as on our institutional policies. Here, Charmaine Henriques, liaison and subject specialist at the Northwestern University Libraries, discusses managing depository collections using two case studies.—*Editor*

The Federal Depository Library Program (FDLP) is made up of more than 1,250 libraries.[1] FDLP libraries build unique collections to provide free public access to US government information, however the selection and reevaluation of the usefulness of the materials in these collections has always been a struggle. This paper will examine the use of online resources in collection analysis for depository collections, using two libraries' projects as case studies. While other types of collection development and collection management activities will be mentioned, the focus of the paper will be to discuss and highlight the employment of databases and other online resources for the purposes of collection evaluation.

A collection is a group of materials (both physical items and digital resources) that is assembled, selected, and organized by a library and accessed by its users and staff members.[2] Over time, collection analysis must be done to appraise the effectiveness of the pieces in the collection. The principal purpose of collection analysis is to determine which areas of a collection maybe deficient and what can be done to further develop it. Collection assessment and evaluation are two of the most basic functions of collection analysis. Collection assessment ascertains how well the collection supports the needs of its users and/or the curriculum of an institution; collection evaluation examines or describes collections either in their own terms or relative to other collections or checklists.[3]

COLLECTION ASSESSMENT

Quantitative use-based methods such as looking at circulation, interlibrary loan, and document delivery statistics are very popular with libraries when performing collection assessment; however, the standard collection assessment method for US Federal Documents Collections is the zero balance review, where librarians inspect all their item numbers so adjustments can be made to individual depository libraries' selection profiles by adding or deleting these numbers to ensure appropriate documents are being received to meet patron demands. While the Government Publishing Office (GPO) recommends that libraries review their selections regularly, each depository library decides on the frequency and whether the reviewing and selection of item numbers will be handled by a group of subject specialist or by an individual selector.[4]

An overlooked but potentially beneficial tool in the collection assessment process is the Needs and Offers (N&O) list, which is hosted by GPO. The N&O list is a device used by librarians who are part of the FDLP program for collection development purposes. Libraries seeking to dispose of materials withdrawn from their collections may place titles on the N&O list for other depositories to acquire, while libraries seeking publications missing from their depository collections may post needs lists that can be viewed so requests can possibly be fulfilled.[5] Because it focuses on offers, the N&O list has predominately become an acquisitions tool. However, if materials are no longer useful and deemed unfit for the collection, their removal requires the same thought and care taken in evaluating them in the selection process. Utilizing the N&O list as a collection-management instrument by actively investigating the needs section of the list, one can create a weeding list and start to gather ideas on what should be eliminated from their own collections, all the while identifying potential procurers.

COLLECTION EVALUATION

Many libraries still use commonly known historical print bibliographies and checklists to evaluate depository collections. These include but are not limited to *Checklist of United Sates Public Documents, 1789–1909*, *Comprehensive Index to the Publications of the United States Government, 1881–1893*, and the famous *Benjamin Poore's A Descriptive Catalogue of the Government Publications of the U.S. September 5, 1774–March 4, 1881*.[6] More recently created bibliographies can be found electronically in such publications as *DttP: Documents to the People* and the Government Documents Round Table's (GODORT) Occasional Papers series. Whether these new bibliographies focus on older or current content, entries tend to emphasize the online format.[7] Additionally, standard bibliographies such as those mentioned above are now being digitized, expanding their use in evaluating, inventorying and finding bibliographic information for holdings of legacy collections.

Case Study 1: Association of Southeastern Research Libraries (ASERL) Collaborative Federal Depository Program (CFDP)

The Association of Southeastern Research Libraries (ASERL) Collaborative Federal Depository Program (CFDP) seeks to provide workable solutions to address the increasing cost of managing, preserving, and providing access to large collections of federal government publications through the creation of agency-based Centers of Excellence (COE) among libraries participating in the Federal Depository Library Program.[8]

In the presentation *Building Better Relationships with ASERL's Collaborative Federal Depository Program*, Chelsea Dinsmore (then international documents librarian at University of Florida's George A. Smathers Libraries) spoke about the use of ProQuest's digitized version of the *Monthly Catalog of U.S. Government Publications, 1895–1976* in inventorying the Libraries' Government Documents Collection for the University of Florida's Panama Canal Commission Center of Excellence project.[9]

With encouragement from the board of directors of the Panama Canal Society, Judith Russell, dean of University Florida Libraries, initiated a project to digitize federal documents pertaining to the Panama Canal Commission. Because the George A. Smathers Libraries was doing this digitization project, it was felt that they should also take part in the ASERL's pilot project and become a COE for the Panama Canal Commission. At the outset, it was decided that a review had to take place to determine what the library had, what was missing and confirm everything was cataloged. The first step was to identify documents by the Panama Canal Commission. By means of the *Guide to U.S. Government Publications* (otherwise known as Andriot), Dinsmore was able to find seven different SuDoc stems associated with the various iterations of the Panama Canal Commission.[10] Once the SuDoc stems were found the next step was to check for the necessary documents in the *Monthly Catalog*. Carrying out this activity manually using the print version of the *Monthly Catalog* would have been too time consuming, therefore a trial for the digital *Monthly Catalog* by ProQuest was arranged (later purchased) to do the searching. A master list of publications was created to compare against the Libraries' holdings to construct a list of desired documents. Gaps in the collection would be filled by taking advantage of the N&O list, making request via documents networking channels, drawing on the Libraries' gifts and exchange program, and through searching the holdings of other University of Florida Libraries' collections.

Case Study 2: Brief Test Technique

Within the US government documents arena, evaluation is usually driven by the necessity to locate substitutes for missing materials, especially in relation to historic collections. Nonetheless, there are other collection-evaluation methods used by our nondocuments colleagues that can be useful to document librarians in need of performing collection evaluation. A modified version of a qualitative-collection-based evaluation technique known as the brief test method (first developed by Howard D. White) can help determine a collection's strong points while assisting in filling in gaps within a documents collection.[11] One could perform the brief test by first creating a random list of fifty to sixty items from an wide-ranging catalog or standard comprehensive bibliography, or by doing subject searches on a vendor's online catalog or database. The list can then be compared against a library's holdings to determine the strength in a particular subject area.

This method was tested in the documents collection at Northwestern University Libraries when a research request disclosed a high level of shrinkage in the collection of congressional hearings related to the Vietnam War. The missing items had to be replaced, but the question became how? Using the Proquest congressional database, a brief test list of hearings was produced. Individual searches were performed from two date selections: before 1970 and 1970 to the present. Searches were done on various topics including but not limited to Agent Orange, Vietnam veteran's health, missing in action/killed in action soldiers in Vietnam, and Amerasian children immigration. Language found in the descriptors and subjects from search results revealed more terminology that led to crafting more refined searches. A list of 116 titles organized by SuDoc number, which included bibliographic information was generated, and then a student assistant hunted for the hearings in both print and microfiche. A total of seventy-three hearings, equating to 18,452 pages, were discovered to be missing.

Understandably, seventy-three hearings does not seem like a significant amount of missing material, but the US Federal Documents Collection has significant legislative information holdings that is strong in several subjects, among them US public and foreign policy, diplomacy, strategic/security studies, and military history/US intervention abroad. Furthermore, the political science and history departments are core users of the collection, and based on the focus of the hearings (Vietnam-related topics), there was potential effect on the users of the Asian Studies collection. In the end, due to the strength of the collection, the topic, and the academic departments affected, this was considered a detrimental loss.

CONCLUSION

While both projects had similar goals (promoting and encouraging the use of US government information), took on similar tasks, and ended in the same result (filling in holes in collections), their motivations and objectives were different. The focus of the ASERL Panama Commission COE project was to evaluate and inventory a specific segment of a collection to complete the libraries' holdings from a defunct agency to take part in a collaborative collection development initiative and to build a complete collection for the purposes of digitization. The Vietnam Congressional Hearing Project reevaluated a division of the collection that was long held as a strength; the exposure of so many missing hearings in any one subject area was surprising and dismaying. As a consequence there was further scrutiny of the congressional hearings collection using the brief test model. Most notably, a similar project focused on school integration/desegregation hearings. The "Brief test" yielded more favorable results in relation to completeness than the Vietnam Congressional Hearing Project. Most notably, a similar project focused on school integration/desegregation hearings. The brief test yielded more favorable results in relation to completeness than the Vietnam congressional hearing project. By using the brief test method, the weaknesses within a collection perceived to be strong were uncovered. This led to the reacquisition of the missing materials so gaps could be filled to reaffirm the collection's standing.

While breaches in collections can always be filled by obtaining print materials from the N&O list, borrowing titles from other libraries for preservation photocopying or reformatting, or printing materials directly from agency websites, in the future rifts will more likely be filled electronically. Libraries will be able to use resources such as the NET: New Electronic Title List (https://1.usa.gov/1WXpgXz), CGP: Catalog of US Government Publications (http://catalog.gpo.gov/F), the Historic Shelflist (http://1.usa.gov/1H6SBYE), and DDM2: Documents Dataminer 2 (https://bit.ly/2eD3OUA) to create brief test lists for evaluation and to identify needed materials to fill in disparities within their collections. However, instead of seeking print replacements, libraries can ingest digital content for local use or make it available via their catalogs and discovery tools. Both the CGP and DDM2 identify OCLC numbers of born-digital materials for copy cataloging. Additionally, records can be imported from the CGP if an institution's catalog is Z39.50 compliant (records with bibliographic information can be emailed to the appropriate staff from within the CGP and the .MRC record can be converted into the institution's catalog). Bibliographic records can also be created onsite in integrated library systems with links to historic and current online materials that don't have OCLC records. Optimally, once a brief test list is compiled and searched against a library's holdings, the library would take the additional step to verify if any of the missing titles have the same item number; if so, those item numbers can be added to the library's item selection profile not only to guarantee that essential publications in all necessary formats are being acquired to suit the recreational, educational, or research requirements of clientele but also to advance and cultivate depository collections.

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"What are We Stopping?" And "What is Shifting?"

David A. Tyckoson and Nicolette Warisse Sosulski

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Dave Tyckoson, and Nicolette Warisse Sosulski met because Sara Kelly Johns, a mutual friend, told them "you have to meet each other! I don't know that I know anybody else as obsessed by reference [as you are]!" They friended on Facebook in October 2011 and have been chatting, sharing, and sometimes debating about reference ever since. Dave has had a notable career in academic reference, has written extensively on the reference interview, chaired the committee that developed the RUSA behavioral guidelines, and was the recipient of the 2005 Isadore Gilbert Mudge-R.R. Bowker Award for reference excellence. His most recent contribution to reference literature was the editing of *Reimagining Reference in the 21st Century*. Dave has been a reference librarian for thirty-eight years—and expects that number to grow.

Nicolette has been in public libraries as a business librarian. She was the winner of the 2011 Gale-Cengage Award for Excellence in Business Librarianship. Since graduating from library school, she has spent more than 15,000 hours providing chat reference in both academic and public queues. Both Nicolette and Dave, like the author of the Lemony Snicket books, "like to receive reference books on my birthday."

This column, "A Reference for That?," was Dave's brainchild, and is intended to be a forum for praxis-grounded discussion of reference services at a time when some say that reference is fundamentally changing and others think that reference questions are going away entirely. We hope that all of you, as readers and potential contributors, will be interested in sharing ideas—the more varied, diverse, or hotly (though courteously) contested the better. We plan to sometimes solicit/offer space for contrapuntal columns in the same or subsequent issues of *RUSQ*, so if you enjoy a debate with another librarian on a reference praxis topic, or approach the same skill in two different types of libraries, you have the option to submit your contributions together or to give us that person's name to us to solicit a contribution. And we are always looking for guest columns, so contact us with your ideas. We hope this column will, as Nicolette might say, "percolate" ideas on the art that is dear to our hearts.—*Editors*

"WHAT ARE WE STOPPING?" BY DAVID A. TYCKOSON

With all of the changes in librarianship over the past several years, what activities have we stopped doing?

This is an easy question to ask, but an impossible one to answer. Over the years we have stopped doing things like filing catalog cards, revising loose-leaf services, and mailing articles through interlibrary loan, but those are all pretty minor activities. And each one has been replaced with something that is the equivalent process done in a better way online. These things are just tinkering with our processes. To answer this question, I chose to look at the bigger picture of what libraries do and how that is evolving.

The way that I define libraries, we have four primary functions that we do to support our community. Those functions developed over centuries (millennia, really), but they are the four central things that all libraries do for the communities that they serve. We have done those functions for a long time (three of them for at least a century) and I believe that we will continue those four functions for the foreseeable future. These are not easy or small things, but they are what makes a library important to its community. And if libraries are not important to the community that they were established to serve, then we can just stop doing this whole library thing. Fortunately, that rarely happens.

By now you are wondering what my four functions are, so here are the four functions (presented in historical order) and why they remain important.

1. *Collecting and preserving information*. Libraries have been collecting information since they were first invented. As far back as the year Zero (and in fact even earlier), libraries have been building collections. In ancient times, the sole function of the Great Library of Alexandria was to gather and preserve information. It was the largest library of its time (the Library of Congress of ancient times) and did a good job of collecting information, but failed on the preservation side (although being destroyed by invading armies was hardly the librarians' fault). Today, we still build collections. If you tell someone outside our field that you are a librarian, their immediate mental image is one of books. That is certainly one form that we collect, although in the twenty-first century it is more likely to be electronic data. No matter what the information is, what format it takes, where it comes from, or what language it is in, libraries continue to build collections of interest to their communities. This is a core function of libraries and is not something that is going to go away in the near or even far future.
2. *Organizing information*. What differentiates libraries from other information-related organizations is the skill of librarians at organizing the information that we collect. I like to date this function back to the seventeenth century and the publication of the book catalog of the Bodleian Library. Librarians are experts at cataloging, indexing, abstracting, and classifying information. What began as simple (yet effective) author lists of books now includes MARC records, FRBR, RDA, and metadata. How we organize information has changed significantly, but I see no time in the future when librarians will stop organizing the information in their collections.
3. *Assisting users*. Starting in the mid-nineteenth century, librarians have been providing direct assistance to library users. Samuel Green of the Worcester (MA) Public Library usually gets the credit for starting this function, but he was really just the first to speak and write about the idea at the first ALA conference in 1876. We librarians are all eager to help members of our communities find the information that they are seeking. Whether we call it reference or research or just plain help, librarians provide personal service to make sure that each person finds the information that best meets his or her needs. Whether it is an individual or a group, through face-to-face, telephone, email, or chat assistance, finding a single document or researching a broad subject area, librarians are there to help. This is the service that personalizes the library for members of the community—and it is what attracted me to this field. Wikipedia and Google will certainly provide you with information, but the librarian ensures that you get the best information. As long as libraries serve communities, people in those communities will want help—and librarians will be there to provide it. This function is not going away.
4. *Promoting the information unique to the community*. This is the newest function of libraries, having begun in earnest only in the last two decades. This area also reflects a change in what is valued in the collections that libraries build. In olden times, when information was relatively scarce and hard to find, the library was often the single source for information for the community. Books were valued because they were rare and not easily available elsewhere. In today's world, where information is abundant and instantly available, it is the unique information in the collection that has the greatest value. If you want to read Shakespeare or John Grisham or the Internal Revenue Code, you can find it easily in many places. However, if you want to watch a past local production of *Hamlet*, see what local authors are writing, or find out how to fight a city parking ticket, you come to the local library. Librarians are the ones digitizing these resources and making them available. Whether we call this publishing or distributing or some other term (I am still not sure what to call it), this is how libraries make the information produced within our local communities available to the rest of the world. Commercially published books, journals, videos, and music can easily be replaced, but this local information cannot. This role is not only not going away—it is becoming increasingly important.

So, what is going away? I do not see any of the functions I listed above as something that we will stop doing. We will continue to build collections, we will continue to organize those collections and develop access tools for them, we will continue to help people seeking information, and we will increasingly digitize and promote local information. *How* we do those things will vary over time, but *that* we do them will not. We will probably purchase less published information and spend less time cataloging it, but we will increase our efforts in helping people find and use it and will definitely do more to digitize and promote local information. Tomorrow’s tools will look as different from the ones we use today as the iPad is from the card catalog. But tools are not what is really important, for they are mere tools. The four functions that we do will continue, not because we have always done them but because they are important to the communities that our libraries serve.

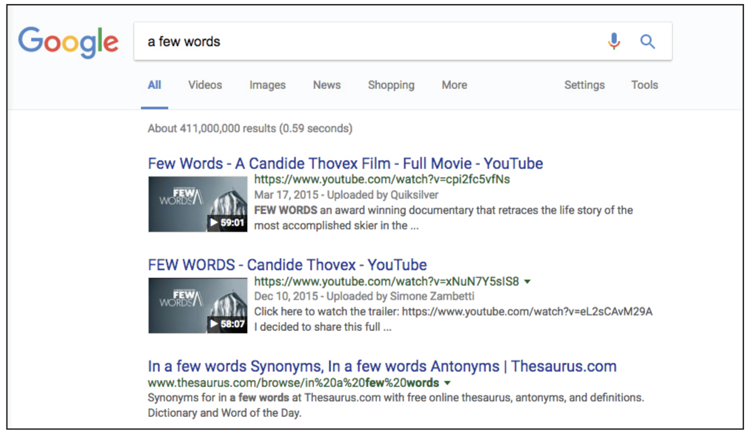

Figure 1. Information overload the Google way

“WHAT IS SHIFTING? BECAUSE THINGS ARE DIFFERENT, RIGHT?” BY NICOLETTE WARISSE SOSULSKI

As we read Dave’s reflection on “What are We Stopping?,” I think we are reflecting with him on the underlying question as to whether reference is changing in its fundamentals. After reading his points, all of which I agree with, I was tempted to conclude that reference is only changing in mechanics rather than fundamentals. And after some days on the desk, I would most certainly stand by that conclusion. However, I did not think that idea was consonant with my belief in shifts in reference not covered in his essay, or at least not thoroughly explicated in his four points. There is fundamental change that I believe has occurred, occasioned by the advent of the Internet. So I started the first draft of this section ready to open a debate.

When Samuel Swett Green was writing about the art of reference, often the crux of a reference quest was the location of a source of information on a subject, and through taxonomy and classification making it possible for that good source to be found again to be used by and for others. By comparison with the world inhabited by librarians and their patrons today, this orb had an economy characterized by source scarcity: There were fewer findable sources, the finding instruments themselves were far-flung and often discovered only via letter—the national union catalog project at the Library of Congress did not even begin until 1901—and the accessibility for use of the sources located or their indexes might lie through travel, followed by cumbersome and time-consuming hand transcription.

Today’s information economy, by contrast, is overly replete with sources: good, bad, indifferent, and, sometimes, crazy. Instead of multiple letters being written to locate one source, typing a few words in a box yields 411,000,000 results.

As figure 1 shows, that last statement is no exaggeration. I typed “a few words” (without quotation marks) into the Google search box, and that is the number of results retrieved. Of course it is a specious search, but it shows the magnitude of *stuff* that is drowning our patrons. Green’s patrons may have thirsted, while ours are being information waterboarded. That torrent is creating real sea changes in the reference art, which is also being altered by the virtual nature of many of the sources.

To use the points in Dave’s schema above, we are moving from collecting and preserving to locating and road mapping as an ever-higher proportion of the items we collect is digital and thus not as susceptible to loss through the decay of paper. However, webpages can be taken down and links broken, and members of our profession are often the ones who archive snapshots of government webpages for accountability’s sake or check to ascertain that links to purchased or found content are working. Collecting and preserving. Point, Dave.

One definitely sees that, as more and more of our content is not “in-house,” we do less organizing information. Except that in the finding aids, LibGuides, and discovery layers that we produce, what are we really doing other than collocating like items, or organizing? We may be shifting to organizing more external or remote content rather than that produced by us or contained within our walls. Ben Franklin stated “for every minute spent organizing, an hour is earned.” Every day I speak to patrons who have floundered around Google for days or weeks looking for something that I am able to locate or find a pathfinder where another librarian has located and organized a set of resources that delivers to the patron exactly what he or she wants. Our minutes of organizing are saving hours for our patrons. Organizing. Point, Dave.

Sometimes patrons are not coming into the library building, or, if they do, they are not asking us anything, so aren’t we doing less assisting of users? They are asking questions of SIRI (that darn cyberchick!) rather than asking us. It is tempting, on a bad day, to think that our future is looking scarily similar to the lot of the Maytag Repair Man.

I actually think, with all respect to my august co-author, that this function, rather than that of promoting community information, is the one that is going to have the greatest change of all and has greatest potential for expansion. Moving from finding *a* source to finding *the* source, as well as moving from accompanying to guiding and leading the user, increases our role as we demonstrate evaluation and ranking of sources—as well as search precision—and teach our patrons to do the same. This shift and expansion from custodian to whitewater guide is what has the potential to keep us relevant in the information universe—if we only can get our patrons to know this—and the potential to be our downfall if we do not. Assisting patrons. Point, Dave. Reference shift. Point, Nicolette.

Promoting the information unique to the community is a task area that I would not even begin to contest being a growing part of the function of libraries. Digital advances greatly facilitate that customization of content to the needs of the patron base. The additional ease of creation of content afforded by advances in technology makes that task so much more personalized even than the skillful assembly of a collection by purchase. This is a part of librarianship that should grow exponentially if we are being responsive to our information communities, and the curation and creation of content is one of the traditional jobs we do that, if we do it well (and make sure our populace knows that we are doing so), continues and increases our relevance to the populations we serve. Community Information. Dave shoots! He Scores!

We hope that in this first issue of "A Reference for That" we have shown some evidence of the hoped-for flavor of dialogue that we want to express regarding the reference art. Our two voices may be expressed very differently, but our concerns and ideas are very similar. In this column you will hear the point-counterpoint thoughts of the thinker and the doer, the philosopher and the practitioner, the academic and the public librarian, the old and new guard of our profession.

But we are just two voices among many whom we hope will join to create a far-ranging conversation. We welcome—nay, solicit—your suggestions and contributions. They may be prompted by desk interactions, articles and conference presentations, or amendments to or refutations of the viewpoints we here express (of course, if you agree with us, we'd like to hear that, too!). Contact us with your viewpoints and topic ideas! We hope that reading or writing for this column can produce useful talking points about Reference for librarians and patrons. One thing that we all know is that if we are not reflective and adaptive in Reference provision in the information marketplace as it exists now—with all the content provision competitors it presents us with—we are in danger of perceived or real irrelevance. And Dave and Nicolette know that we are all too good to let that happen.

In the Readers' Own Words

How User Content in the Catalog Can Enhance Readers' Advisory Services

Louise F. Spiteri and Jen Pecoskie

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It's always challenging and exciting to find topics for the readers' advisory column, and professionals willing to write for them! I've been so thankful to the many professionals who have so generously given their time and shared their expertise for this column. From lessons learned, case studies and differing opinions on RA and its future, it is amazing how various and rich this area of librarianship is—and how rewarding and frustrating! In an effort to continue to provide a broad spectrum of thoughts and ideas, I asked Dr. Louise Spiteri of Dalhousie University to write for this issue. Spiteri recently completed two stages of research examining subject headings and user-generated content and how these connect with RA access points. Jen Pecoskie was Spiteri's research partner in both studies.—*Editor*

In the public library context, readers' advisory (RA) services, which aim to provide the right book in the hands of the user at the right time, is a central and longstanding core of the profession. In traditional RA services, knowledgeable library staff help readers with their leisure-reading needs. In most public libraries, RA models are heavily based on the traditional reference-interview structure. The conversations start with a roving readers' advisor approaching a reader within the library, or a patron who approaches an RA staff member. The RA librarian generally has a list of predetermined questions that assists in deciding which books to suggest, and when the reader leaves, the conversation is documented by a statistic, with little or no feedback or follow-up with that patron.[1] Reading preferences can be a very personal experience: Some readers may prefer accessing a readers' advisor remotely rather than face-to-face, or to only have a book conversation with other community members, rather than with library staff. Other readers might be reluctant to discuss their reading interests with librarians, possibly because of shyness, a lack of awareness that some librarians are trained to provide this type of service, a perception of librarians as authority figures, assumptions that a librarian of a different age, gender, culture may not relate to them, and a fear of having their reading interests dismissed or judged.[2]

This paper discusses two research studies conducted to examine the contribution of user-generated content in the form of tags and reviews in public library catalogs to both the description of fiction titles as well as its possible extension to RA services. Social services such as Amazon (www.amazon.com), LibraryThing (www.librarything.com), and Goodreads (www.goodreads.com) have long encouraged readers to share their reviews of books, and, particularly in the case of the latter two services, to contribute descriptive content to the titles in the form of tags. Various online public access catalogs are integrating social discovery platforms such as BiblioCommons (www.bibliocommons.com), SirsiDynix (www.sirsidynix.com), and Encore (http://encoreforlibraries.com/overview), which allow the contribution of this type of user content. This research was driven by the belief that these discovery systems could be used to encourage readers to comment on titles read, make recommendations for future reading based on such ideas as shared interests, and classify items in the catalog with their own tags or reviews that may be more reflective of their language and needs than the formal subject headings assigned by library staff. These tags and reviews can serve as added access points by which users can search for items of interest. Librarians and library staff can interact with users, learn more about their needs, and become part of the online community, while at the same time compile recommended reading lists and make purchasing decisions based on the reviews and recommendations made in the catalog by users.

LITERATURE REVIEW

In library cataloging practice, the description of the content of fiction titles can be problematic for a variety of reasons. Subject headings, normally derived from Library of Congress (LC), are assigned to bibliographic records for fiction titles to reflect a balanced and unbiased opinion about the content of these titles. The extent to which this neutrality is feasible is questionable, however. LC headings can reflect biases and assumptions that reflect certain sociopolitical or cultural norms.[3] These headings may not change quickly enough to match the language and culture of readers, as well as new literary genres. Many readers consult social sites like Goodreads and Amazon to find materials to read, quite possibly because user reviews provide them with more useful and honest assessments of not only the content of the titles, but also their quality.[4] Neutrality of content description might thus not be the ideal scenario for readers.

In their analysis of 648 bibliographic records derived from six sources (two online bookstores, two RA databases, and two public library catalogs), Adkins and Bossaller found that the online bookstores and RA databases were more likely to use fiction access points than library catalogs. The authors concluded that the library catalog records, where greater subject access is provided for nonfiction titles in the form of subject headings and classification numbers, may provide fewer access points than those records that contain user-generated content.[5]

Library catalog records are not particularly good at describing the effect of a fiction title, that is, its tone, its emotional impact on the reader, and the memories or associations that it can invoke in readers. The importance of providing access to effect has been emphasized by Wyatt, who suggests that fiction works should be classified by feeling rather than subject.[6] Saarti distinguishes two elements found in fictional works, the factual and the imaginative.[7] Beard and Thi-Beard advocate for focusing on why people read and to revise RA strategies to take this reasoning into account.[8] When discussing affect, Dali found "readers do not differentiate between intangible/abstract (e.g., mood, atmosphere, tone) and concrete/objective (e.g., genre, subject) characteristics of books."[9] Naik points to how readers in Goodreads readership communities use appeal terms in an organic manner; this offers the opportunity to broaden the definition of RA as informal advisory roles that can be undertaken successfully by other readers.[10] Mikkonen and Vakkari found that "current library systems can be considered somewhat static as they do not adapt to meet the needs of different readers," and that faceted search interfaces are a strategy that could help.[11] Similarly, Šauperl's discussion of fiction description indicates that genre characteristics, and positive and negatives reviews, are essential to bolster the information in subject description provided by librarians.[12]

STUDY 1: METHOD

Both studies examined the same dataset, which was obtained from libraries selected using the Canadian Public Libraries Gateway (www.collectionscanada.gc.ca/gateway/s22–200-e.html) and provided a listing of all public libraries in Canada of all types and sizes. The entire population of Canadian public libraries (N = 43) with the most commonly used social discovery platforms was included: BiblioCommons (n = 33), SirsiDynix (n = 3), and Encore (n = 7). From the final set of library-located bibliographic records (N = 831), the bibliographic records for 22 unique adult fiction titles were examined in the 43 social discovery platforms. The 22 titles were selected from a variety of shortlists and winning lists of major literary prizes. In total, 4,541 tags, 3,501 LC Subject Headings, and 631 reviews were extracted from the base sample of 831 records originating from the 22 titles. The goals of the first study were to examine the kind of content readers contribute about adult fiction titles; the categories of access points that readers provide about the content of adult fiction titles, e.g., location, subject, and genre; and the extent to which user-contributed access points parallel those established for the traditional face-to-face RA model.[13]

Two researchers independently derived categories from the tags and subject headings from each record using the grounded theory method.[14] Each researcher coded independently and inductively, allowing categories to emerge from the dataset. Similarly, two other researchers worked independently from each other to derive categories from the user reviews and comments. Derived categories provide information about the titles' content, for example, information about the location of a story (e.g., Nunavut), or the emotional impact of the title on the reader (e.g., boring, funny, etc.). In both cases, a third researcher, who was not involved in the first round of analysis, independently coded for categories for the tags, subject headings, and reviews. This third researcher subsequently assessed the three sets of categorical analyses of the tags, subject headings, and review data, and examined them for overlap, clarity, exclusivity, and relevance. These three sets of independent categories were assessed for similarity and subsequently grouped into one finalized set of categories

STUDY 1: FINDINGS

The study found that while user tags place a greater emphasis on the topic of a fiction title, or what could be called the subject of the work, the LC Subject Headings emphasize the genre of the fiction title rather than information about its content. The thematic emphasis of the user content indicates a clear distinction made between objectivity versus the affective impact of the fiction title. As stated previously, while catalogers want to provide an objective description of the subject of a title, readers want to add the added layers of emotional and reading experiences. Both user tags and reviews contained information pertaining to the tone of the titles, an area not covered by the LC Subject Headings. Tone is of particular interest, since this points to the ability of user content to reflect the affective aspects of a work, that is, the emotional impact on the user, the mood of a work, and so forth. Subject headings are not equipped to deal with affect, since emphasis is on describing the more neutral components of a work, such as locations, periods, and topics. User-generated metadata can serve to express important aspects of a fiction title that cannot always be expressed easily by LC Subject Headings. Where catalogers want an objective stance on what the title conveys, users want to provide a complete picture of the title, including its subject, its emotional impact, and their reading experience. User-generated metadata can thus serve to add valuable additional information to a bibliographic record about the affective or emotional impact of a fiction title. Tagging, in particular, allows for the broader expansion of a readership community, where the individual user, through those tag connections, may share reading interests with others. User-generated reviews allow for a similar level of expansion, since users can click on the associated username to see other titles, tags, and reviews with which this name is associated.

STUDY 2: METHOD

Because the first study did not analyze in-depth the nature of these affective access points, a second study conducted a comprehensive analysis of the affective content expressed in reader reviews contained in the dataset used in the first study. Specifically, this study examined the specific types of emotions expressed by readers; the tones elicited by the titles for the readers; and the associations to external factors readers make as part of their reading experience. The end goal of this analysis is to create useful taxonomies of emotions, moods, and associations that could be used to assist readers as they narrow the focus of their searches for works of fiction, either through facets supplied by the social discovery system layer on a library catalog (e.g., narrow the results by a specific types of emotions, such as sadness, joy, and so forth), or through interactions with readers' advisory staff.[15]

The second study used grounded theory once again to analyse the reviews, only this time, a deductive approach was used, whereby the content of the reviews was coded into three predetermined categories—emotions, tones, and associations—as these categories featured prominently in the findings of the first study. The deductive approach is appropriate when the objective of the study is to test existing theory or retest existing data in a new context.[16] One of the co-authors and a research assistant independently coded the 631 user reviews, assigning a color per code as it related to one of the three categories of affect: red for emotions; blue for tones; and green for associations. The second co-author, who was not involved in the first round of analysis, independently coded the reviews according to the three categories, and subsequently assessed the three sets of categorical analyses of user reviews, examining them for overlap, clarity, exclusivity, and relevance. Taxonomies for emotions, tones, and associations were created by examining all concepts coded in the relevant colors and sorting the terms into basic-level categories (e.g., fear, sadness, love, and so forth). The taxonomies for emotions and associations were derived from an analysis of extant taxonomies in the fields of social psychology, cognitive science, and behavioural science.[17] The taxonomy for tones was based on the analyses of the reviews in the first study.

STUDY 2: FINDINGS

The study revealed that readers expressed a rich variety of affective access points for the 22 fiction titles examined. Specifically, emotions were represented by 9 basic categories and 44 unique emotions, tones by 11 basic categories and 141 unique tones, and associations by 7 basic categories and 31 unique associations. The diversity with which users express their emotional states in the reviews points to the impact of user-generated metadata on the richness of the bibliographic record. The MARC record provides only the bare-bones description of the content of the title; the user reviews provide the added richness and nuances of the title that can help provide other readers with a greater understanding of the title and, perhaps more importantly, help them decide whether this is an item they would enjoy reading. Tone expresses the readers' perception of the intent of the title. People may have a set idea of the tone of a title they would like to read based on a variety of factors, such as the wish to match their existing mood (e.g., I am sad), past experiences with titles with a particular tone, or an emotional state they would like to achieve (e.g., I need cheering up). Associations express how readers associate a title with related concepts, such as other titles, personal experiences and situations, other authors, and so forth. Knowledge of these associations can be very helpful in assisting readers to find related titles they can read.

CONCLUSION

The findings of these two studies provide insight into the kind of content that readers contribute in Canadian public library catalogs that allow such contributions. As has been shown, user-generated content serves to complement the traditional bibliographic record; while the latter provides greater emphasis on the genre and format of a fiction title, user content provides more insight into the subject of a title, its protagonists and, perhaps most importantly of all, its effect. User-generated reviews, in particular, provide a rich data set that clearly connects to RA access points and, as such, has possible implications for readers and RA professionals, as both of these parties can use them for RA-related decisions that are more informed and relevant to their pleasure reading and work, respectively.

RA staff could use reader-generated content, as well as the three taxonomies, to assist readers in selecting items to read or to generate suggested reading lists that correspond to these taxonomies (e.g., books that are imaginative and cerebral). The taxonomies can help readers define more clearly their reading experience and why they enjoy (or not) reading certain works. The ability to express these experiences can open up possibilities for reading referrals, both from other readers, as well as RA staff, and to help provide the right book in the hands of the user at the right time.

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FEATURE

An Exploration of Reading Promotion and Readers' Advisory at Chinese Public Libraries

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Reading promotion and readers' advisory (RA) are key services of the public library. Reading as a concept and an activity has a long history in China. This study is to first have a thorough examination of reading promotion and RA through the literature, and then to focus on exploring the two main research questions: what the current state of RA services is at Chinese public libraries and what Chinese public library users are interested in reading. To conduct the study, 236 libraries at the provincial and municipal levels are chosen as representatives. Some key findings of the study include that Chinese libraries have been paying more and more attention to the importance of reading and reading promotion; a variety of reading promotion activities are being carried out in public libraries nationwide; Chinese librarians are proactive in promoting reading and applying new technologies (e.g., WeChat, Blog and library website) to reach out patrons; nonfiction reading is still considered vital in Chinese culture. This study suggests more can be done to improve the service than providing new titles on the library website which is currently the main reading promotion activity online. Libraries should more actively provide RA services (e.g., writing book reviews and developing RA software) and consider introducing formal RA services to user services to overcome the weakness of inadequacy of explicit RA.

Reading promotion and readers' advisory (RA) are key services of the public library. *The Public Library: A Living Force for Popular Education*, published by UNESCO and often referred to as the *Public Library Manifesto 1949*, positions the public library as a dynamic part of community life. It points out that the public library "should be active and positive in its policy," "should not tell people what to think, but it should help them decide what to think about," and "the spotlight should be thrown on significant issues by exhibitions, booklists, discussions, lectures, courses, films and individual reading guidance."[1] RA services have a long history in libraries of North America. RA is not a new idea and organized programs in this regard have been documented since the 1920s. Providing RA services shows that the public library should not only provide appropriate reading materials but also have the responsibility to promote reading and offer reading suggestions, thus giving the library and knowledgeable

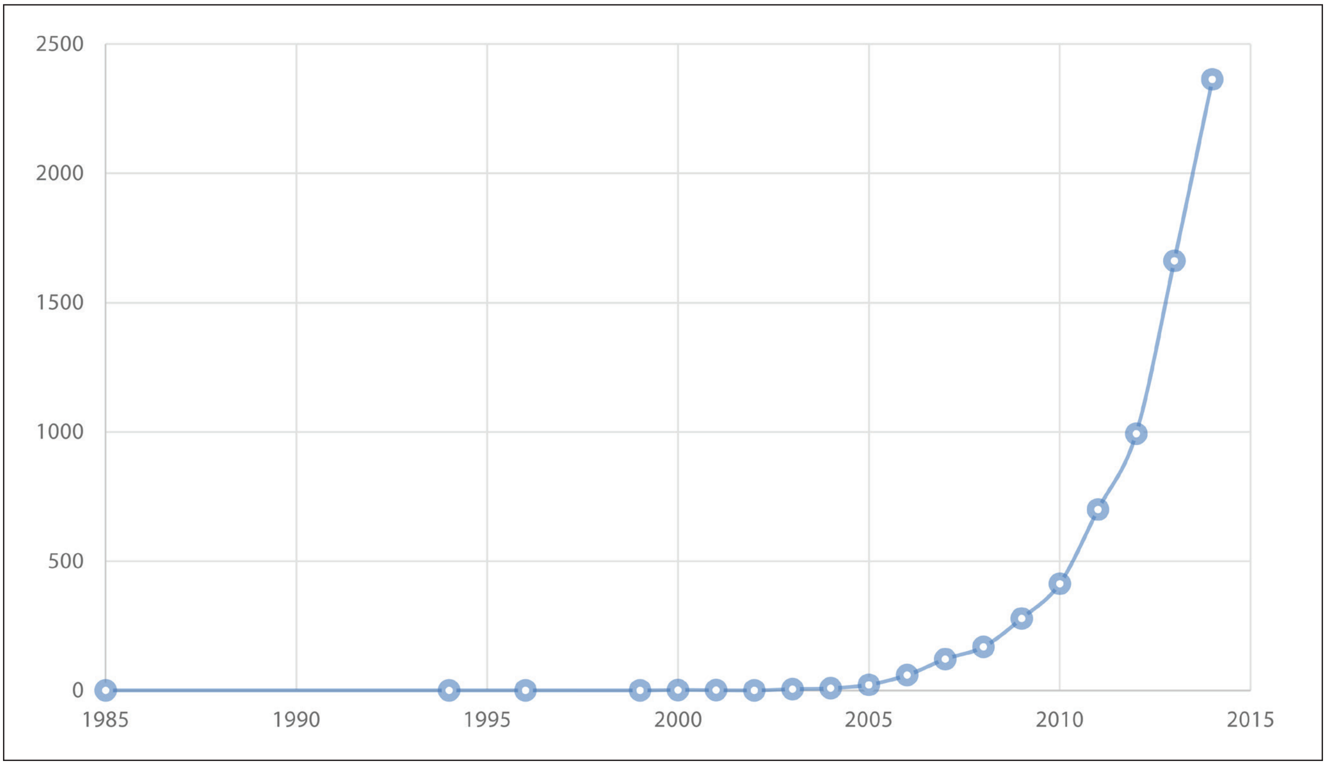

Figure 1. Publications on reading promotion, 1985–2014

librarians, an active role in users' reading activities.[2] Leisure reading has become an important research topic and RA for both fiction and nonfiction has been recognized as one of the primary library services. It is also true that the public library has spared no efforts to champion and encourage reading for information as well as for pleasure, and thus RA must be supported, encouraged, and cherished by the library administration to prosper.[3]

In Imperial China, reading in the sense of studying and memorizing the Confucian Classics was the preparation for the Imperial Examination. Young Chinese read the Classics to succeed the examination to obtain a government position. In this context, reading had a deep utilitarian purpose. Since Confucianism had been the orthodoxy in China from the Han Dynasty (206 BCE–220 CE) through the Qing Dynasty (1644–1911 CE), merely reading Confucian texts did not foster, but instead, most of the time suppressed intellectual freedom. After the establishment of the People's Republic of China, communist ideology prevailed. Particularly, during the Cultural Revolution (1966–76) young students were sent to rural areas for re-education and educated people were labeled as "stinking intellectuals." Reading was not encouraged but suspended, especially leisure reading.

Since the 1980s, reading as a concept and an activity started to gain new meanings in Chinese society. Reading promotion and leisure reading gradually became a discussion topic in the literature. A variety of reading promotion activities were progressively organized and offered throughout the whole country. In the twenty-first century, reading is being promoted as a nationwide activity, indicating the growing importance of reading, including leisure reading, in China. As a key role of the public library is to promote reading and to provide RA service, it is useful to study how Chinese public libraries have been doing in this regard.

In this study the change in views of reading as a concept as well as an activity in Chinese public libraries is examined. The paper also evaluates what Chinese public libraries have accomplished in reading promotion. The evolution of reading as a concept and an activity in Chinese libraries is investigated through the examination of the academic writings by Chinese librarians. The literature also provides valuable insight into the achievements that Chinese libraries have brought to reading promotion in the country. Activities and services related to reading provided by the library are also examined through the study of Chinese library websites.

Since China joined the International Federation of Library Associations and Institutions in 1981, which marked the point at which Chinese librarianship started to be aligned with international standards, the study period is set as the 1980s to the present. Based on the unique characteristics that reading promotion had in China, the period is further divided into the following three sub-periods: 1981 to mid-1990s, mid-1990s to 2005, 2006 to the present. The following topics are investigated: the nature of reading in the Chinese library service and its development, the development of reading promotion as a library service, the methods of reading promotion, achievements, inadequacies and challenges.

EXAMINATION OF READING PROMOTION AND READERS' ADVISORY THROUGH THE LITERATURE

Since the 1980s Chinese public libraries have been paying more and more attention to reading and reading promotion. In Chinese, "reading promotion" is "阅读推广" and "library" is "图书馆." A subject search with these two words as the subjects was conducted in the National Knowledge Infrastructure database, the largest journal article database in China. Only one article was published in 1985 and three articles in the 1990s were found. In 2000–2004, about 10 articles were published each year. A noticeable change started to take place in 2006 where 60 articles were published in a single year. After 2007 the number of publications continued to increase each year. Since the second decade of the twenty-first century the number has been soaring and in 2014 it peaked 2364 (see figure 1). The large increase in the total number of publications indicates that Chinese librarianship is emphasizing reading and reading promotion. It also reflects reading promotion is gaining more and more weight in library services overall.

During the period from 1981 to the mid-1990s, reading promotion had not yet been pointed out and studied as a separate library service in China. It was often discussed together with general library service since using the library mainly meant reading books during this period. At this time, the nature of reading was to learn and its purpose was to provide knowledge and foster talents.[4] Developing this purpose was considered an important role of the library in serving both library users and society. Libraries recommended books to users to promote socialist cultural and ethical progress.[5] In this period, RA slowly started to become a focus of research. This research mainly referred to Russian theories and experience as international standards. Russian librarians' study of RA was translated and published in important Chinese library journals; Russian libraries' experience on how to improve children's reading skills, for example, was introduced to Chinese librarianship.[6] Studies also suggested that RA was an important component of library education, that theories on RA had a positive meaning for library science, and that RA was the foundation of library practice and the nature of library work.[7] It is clear at this time leisure reading had not yet become a positive concept in library services, and librarians frequently differentiated good books from bad books and urged users to read good books. It was thought that library reading activities should be guided by dominant ideologies such as Marxism, Leninism and Maoism.[8] Meanwhile, librarians were asked to improve their RA skills to help readers who lacked reading skills due to the deprivation of learning opportunities in the Cultural Revolution; both public libraries and academic libraries were requested to consider improving reading skills as an important task.[9] Additionally, special aspects of reading had attracted scholars' attention. There was a noticeable development in research on reading at libraries during this period, in particular, the investigation of the psychology of reading and emphasis on the importance of research on this topic. Russian influence can still be seen. For example, studies referred to the theory of the Russian librarian B. P. Kanevsky and argued that, as serving library users constituted an essential duty of the library service, it was significant for librarians to study the psychological processes involved in reading to provide quality services.[10] In the meantime, research on reading and users started to appear. Scholars began examining the relationship between the different elements: reader, purposes for reading, reading materials, etc.[11] Scholars also started to look at reading experiences through field study and pointed out the importance of studying the motivation of reading. For instance, researchers conducted a survey on college students' reading habits, interests, and purposes, as well as looking at titles and favorite authors.[12] They studied how students read journals and magazines in a university.[13] They also conducted a more specific study on how students in natural sciences and engineering programs read materials in the humanities.[14] During this period, methods of improving reading skills and promoting reading started to appear in the publications as a specific topic; methods/strategies of promoting reading also began to be discussed.

The second period of reading promotion was from the mid-1990s to 2005. In this period information started to appear as a clear concept in the discourse of Chinese librarianship. It was pointed out that Chinese libraries should not be confined to traditional reading guidance but use emerging information technologies to improve RA, thus to make it an integral part of "information advisory" which represented the trend of Chinese library services.[15] Information advisory should be understood as information services to which Chinese libraries were supposed to orient themselves. Chinese librarianship was entering a new era of development and more aligned with international standards. Chinese librarians' new thoughts and ideas on RA emerged.

More discussion was carried out on two topics: reading and reading promotion. Scholars pointed out that book reviews were a good method to promote reading and considered that book reviews were the best intermediary between books and readers. Additionally, book clubs began to be examined as an effective method of reading promotion.[16] Children's reading activities were studied, literary fiction was identified as the most popular genre, and it was pointed out that the library should reach out to teen readers.[17] However, RA was still under the influence of the concept of "reading good books." For instance, many librarians felt that the library should select good titles and discard unhealthy titles to provide users, particularly teenagers with healthy reading. Academic libraries were encouraged to promote reading the classics to help students fulfill self-cultivation.[18] For the first time, though, Chinese scholars started to refer to international experience in addition to Russian experience.[19] These scholars introduced library reading promotion activities in England, US, and Japan, analyzed reading promotion in China, and pointed out that the Chinese did not have much awareness of using library services and that a nationwide reading movement should be launched in China.[20] Leisure reading was recognized as a correct reading behavior and RA services on leisure reading should be provided. Thus, the term 休闲阅读 ("leisure reading") appeared and became an important topic of research; scholars analyzed its characteristics, acknowledged leisure reading had an educational function, and pointed out that the library should help readers with leisure reading. Nonetheless, emphasizing providing "healthy books" was still considered the primary task in RA.[21] There was concern among some librarians that college students read inappropriate books. Scholars conducted a study on college students' reading behavior and discovered to their dismay that the students read primarily for utilitarian purposes including reading only textbooks and fast-food materials (e.g., magazines), were not interested in reading the classics, and read without any purpose. Strengthening RA services as a corrective to this type of reading was seen as an important task for the library.[22]

More research on the psychology of reading began to be produced during this time, including a case study analyzing college students' reading behavior and research into different levels of readers. For example, three types of readers were identified in county libraries of China: the first type were learners and thinkers who read with a purpose of gaining new knowledge or passing required examinations; the second type were knowledge users who read to acquire knowledge and then apply it to solve situational problems; the last were those who read for fun.[23] It was argued the library should primarily consider serving scientific readers in the first and second types of readers because these readers were the core work force in local economic development and read mainly to improve their professional skills.[24] Active reading psychology and passive reading psychology were differentiated. Reading for purposes of gaining knowledge or doing research was considered a behavior involved in positive psychological reading process. However, reading for relaxation or entertainment purposes only was considered a passive reading behavior psychologically. Furthermore, readers with passive reading psychology were criticized for three issues they had: they lacked clear reading goals and did not have strong reading desire; their reading volume was large, but its scope was narrow; and their reading was not effective due to the two previous problems.[25] A scholar did a field study using survey as the main tool and interview as the supplementary tool to study readers' reading habits and found out that readers tended to read literary works that were interesting and fun. These literary works included the classics which were both fun and educational at the same time. According to this scholar, these findings were critical to guide the library to better performance in RA as he considered reading could be both educational and interesting.[26] It was also pointed out that reading for fun was often carried out by individuals who did not like to study and read books which were often not beneficial. Hence, the library was urged to build scientific and healthy collections to make sure reading was always beneficial for every user.[27]

During this period, scholars began the discussion on e-books and digital reading. The different formats of e-books (PDF and EPUB) and how to download and access e-books were examined. Electronic reading rooms became a research topic.[28] Scholars also introduced and reported on the existing software for users to read e-books online and hardware for users to read offline, the content of e-books and the development of e-books in China, which indicated e-books would have a promising future.[29]

Researchers analyzed the impact of e-books, but there was little discussion on their effect on existing reading models.[30] In 2002 scholars evaluated the e-book service provided by the National Library of China and noted that readers would have a better reading experience if the website had been designed in a more user-friendly way, if the service was free, and if more copyrighted titles were provided. It was also pointed out that the library should prioritize readers' needs and only readers' evaluation could demonstrate the quality of library services.[31] New media such as the Internet, DVDs, CD-ROMs and websites, had attracted readers' attention; however, they would not replace books. Libraries should still offer quality RA services.[32] The age of mobile reading had arrived; digital books would change the future of reading and readers would be able to read on mobile phones and listen to audiobooks.[33]

Finally, bibliotherapy became a topic of interest for librarians during this period. Reading as a therapy has existed in China since ancient times. Researchers argued why reading could be a treatment and advocated that medical libraries should be the first to engage in providing bibliotherapy.[34] Other studies explored how reading benefits minority ethnic university students in terms of college success and libraries should take measures to allow these students to benefit from bibliotherapy. For university students who had psychological issues, reading good books helped resolve these issues.[35]

The final period examined here is from 2006 to the present. More studies on reading were published compared to the previous two periods, suggesting that reading-related library services have become widely recognized as an important task to libraries. During this period, libraries continued to pay attention to the role of reading promotion in library services, reading promotion activities, the relationship between reading and librarianship, and bibliotherapy. Two noticeable changes are promotion of mass reading or nationwide reading movement and RA connected to e-books and online materials.

The abundant research on reading and RA reflects the scope and level of efforts made by Chinese librarians in reading promotion, which has become a major library service worldwide in the twenty-first century. Chinese librarianship has been under this influence. Exploring what the Chinese Library Association has achieved sheds light on reading promotion nationwide in China. In 2003 the Chinese Library Association put nationwide reading on the agenda and included it in its annual planning. In 2004, the 4.23 World Book and Copyright Day, launched by UNESCO in 1995, was introduced officially by the Chinese Library Association. This event is considered as the most important library event in China in 2004 as well as one of the most important events that took place in the past one hundred years in Chinese librarianship by the Chinese Library Association. The two events symbolize that the Chinese Library Association has conscientiously endorsed reading promotion as a key library service. In 2006 the Popular Science and Reading Advisory Board of the Chinese Library Association was formed. In 2009 the Reading Promotion Committee of the Chinese Library Association was established. Other committees related to reading promotion founded are Title Suggestions Committee, Library and Public Reading Committee, Media and Reading Committee, Teen Reading Promotion Committee, College Students Reading Promotion Committee, Classics Reading Promotion Committee, Community and Rural Areas Reading Committee and People with Disability Reading Committee. Under the leadership of the Chinese Library Association, libraries have been carrying out a variety of nationwide reading-related library services.

During this period, digital reading and reading of electronic resources is developing in China as a new, promising reading form. The number of Chinese who read print books continues to go down. In 2006, the percentage dropped below 50 percent. However web reading has seen a steady increase from 1999 to 2005. During this period online reading increased by 750 percent. It is advocated that promoting reading online will supplement the decreased reading of print books and should be considered as a useful countermeasure. Libraries should develop a good collection of online resources, use the web, provide quality free electronic resources, spread popular science knowledge, and offer good online RA services.[36] Studies have explained what constitutes web reading, analyzed the forms and characters of web reading and the problems that college students encountered during web reading, and recommended the measures that academic libraries should take to solve these problems. At the same time, although web reading provides many opportunities, such as rich information and easy access, collecting print materials and providing access to such materials still constitute the primary job of libraries. In other words, because print books are carefully selected by library staff, they are quality reading sources, thus reflect libraries' value.[37] Web reading marks an opportunity; however it can have a negative impact on reading outcome. One concern is that it will lower the nation's cultural literacy; hence it is proposed that libraries should actively take positive measure such as encouraging reading of print materials and offering effective online RA services by posting new titles, staff picks and book reviews online in combination with traditional programs such as book talks and launches, book clubs and book displays.[38] One criticism of web reading by scholars is that it constitutes shallow reading that does not implicate study, research, or reflection. This is the general standpoint of view of Chinese librarians although some disagree with this view.[39] Advocating deep reading is still a dominant position of many Chinese librarians.

Championing nationwide reading is another important characteristic of this period. Many scholars suggest that it is necessary to promote reading the classics and offer RA services on the classics, and also argue that librarians' book reviews should play an important role in the nationwide reading promotion.[40] In response to this call to action, specific reference books have been compiled. Yan Xu, a professor at the Nanjing University and an expert on RA, edited two books: *The Handbook of Nationwide Reading Promotion* (2011) and *Suggested Titles for Nationwide Reading* (2011). The former introduces different theories on reading in China as well as in the West, addresses how to organize reading promotion activities, introduces different reading media, explains how to plan reading promotion in a strategic way, suggests reading titles, and shares best practices of reading promotion in China and other countries. These two books provide important guidance on nationwide reading and its promotion. The publication of these two works indicates nationwide reading has moved beyond theoretical thinking in China to become a practice guided by the principles.

Finally, the term "readers' advisory" (阅读辅导 or 阅读指导) has become a specific concept and a topic of discussion in the literature. The nature of RA is being investigated and reading promotion activities are heavily discussed. Scholars and librarians advocate that libraries should offer RA to all ages of users, particularly children and teens. It is recommended that web reading may be a good option to encourage teens to read and libraries should be the primary institution to promote children's reading. A new focus of library reading promotion should be encouraging children to read the classics.[41] RA should be offered particularly to rural left-behind children.[42] The service should also be a systematic work offered to college students at academic libraries.[43]

STUDY OF THE CURRENT STATE OF READING AND READING-RELATED LIBRARY SERVICES

To explore reading and reading-related services in China, the study is conducted focusing on the two main research questions: what the current state of RA services in Chinese public libraries is, and what Chinese public library users are interested in reading.

Regarding research method, libraries in this study were chosen based on *the List of Categorized Libraries in the 5th Evaluation and Categorization of Public Libraries: Libraries in the First Class* published by the Public Culture Branch of the Ministry of Culture of the Chinese government in November 2013.[44] Only libraries in the first class at the provincial and municipal levels on the list are selected to be representatives for this study.

To investigate the current state of RA related services in libraries, a series of questions were developed based on five main measurements:

1. Whether the library has a website and the RA section is visible on the website. The questions include "does it have a link to Ask a Librarian, or Instant Messaging (IM) service and does it indicate that both reference and RA questions may be asked?"
2. Whether the website has book reviews, librarians' picks, staff blogs, or new titles lists in terms of number, frequency of update, language, genre (fiction and nonfiction) and the format of new materials (DVD, audiobook, book and CD).
3. Whether the library uses social media to interact with users and to promote reading.
4. Does the library organize activities related to reading?
5. Does the library have any software such as NoveList or other RA databases to facilitate library users to self-learning to meet their own needs?

To explore what library users are interested in reading, the most circulated titles lists in 2015 from the library websites are chosen to be examined. The main subject/genre of the titles chosen to be studied from the Chinese Library Classification are: Nonfiction, foreign literature, foreign children's literature, foreign children's comics, Chinese children's literature, Chinese children's comics, social love story, science fiction/ fantasy, historical novels, mystery, spy/ thriller/adventure, Chinese martial arts novels, adult comics, Chinese classics and other.

RESULTS

The Current State of RA Services

The authors studied 236 libraries. Of those, 40 either had broken links to the library websites or the library websites could not be found by search engines. Therefore 196 libraries which represent 83 percent of those on the list were studied further.

Among the 196 libraries that have a library website, 70 libraries (35.71 percent) have librarians' picks on their websites; 23 libraries (11.73 percent) provide a certain amount of book review information; 164 libraries (83.67 percent) display the new titles list, which can be mostly found on the library homepage (see figure 2).

The number of new titles provided by each library varies from several (e.g., 3, 5, or 9) to thousands. Some libraries replace the whole list with a new list for each update while others keep adding new titles to the existing list. Five libraries used the searching/filtering feature empowered by the library software to automatically provide the new title list (e.g., filtering titles added within thirty days) rather than librarians manually selecting and providing the list. Among the 164 libraries that have the new title list, 35 libraries (21.34 percent) update the new titles list regularly (e.g., weekly, monthly, and quarterly).

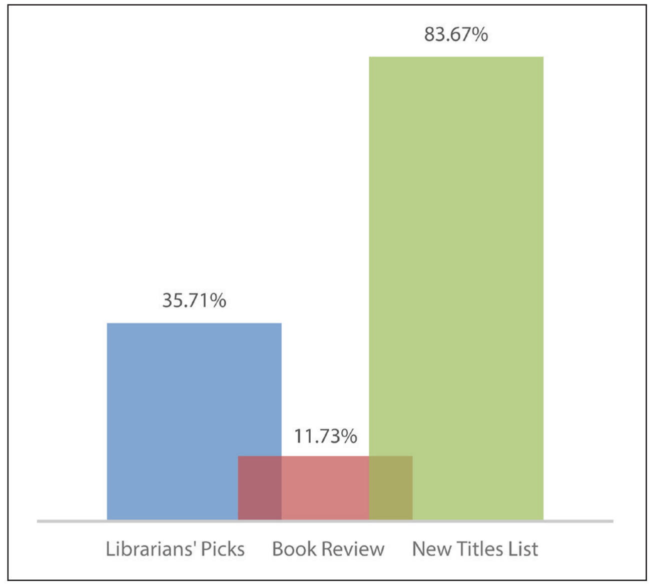

Figure 2. Online reading promotion (percent of 196 libraries)

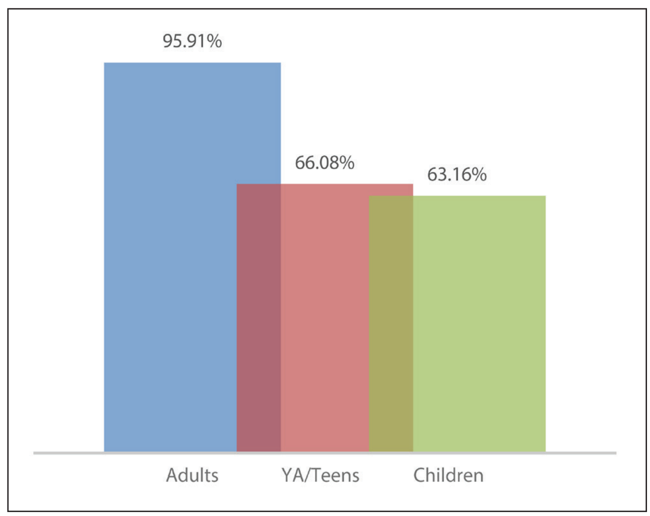

Figure 3. Target readers (percent of 171 libraries)

Target readers

Regarding target readers, among the 171 libraries that have either librarians' picks or new titles lists, over 95 percent choose new titles for adults. More than 60 percent of the libraries promote new titles for young adults/teens and children. Several libraries have separate lists for children (see figure 3).

Genre

Among the 171 libraries that have either librarians' picks or new titles, 163 libraries provide fiction titles (95.32 percent). More than 90 percent of the libraries have nonfiction titles. It is found that nonfiction titles represent a big percentage on many of the lists.

Format

Ninety eight percent Of the 171 libraries, 98.00 percent focus on the print format, 4.09 percent of the libraries choose some titles in the digital format (e.g., e-books and audiobooks), and 8.19 percent of the libraries have a separate list for new CDs or DVDs (see figure 4).

More than 90 percent of the libraries organize activities related to reading, such as lectures and theme-related reading/writing display. Of the 171 libraries, 51.46 percent promote foreign literatures/books that are either translated into Chinese language or in the original languages (e.g., English, Russian, Korean, and Japanese). Among the 171 libraries that have librarians' picks or new titles lists, 51 libraries (29.82 percent) provide the last updated date and 7 of them were updated in 2013 or 2012.

Of 196 libraries, 73 (37.24 percent) provide IM for online reference services. Twelve libraries do not have IM services but provide users with online form-based reference services or the library online bulletin board for users to post questions. None of the libraries specify that the IM service is for RA. Eighty-three libraries (42.35 percent) use social media to promote library materials and services. Most popular social media tools implemented are Wechat, QQ (a popular instant messaging software service developed by a Chinese company), and Sina Weibo (a Chinese microblogging website) that Chinese users are familiar with.

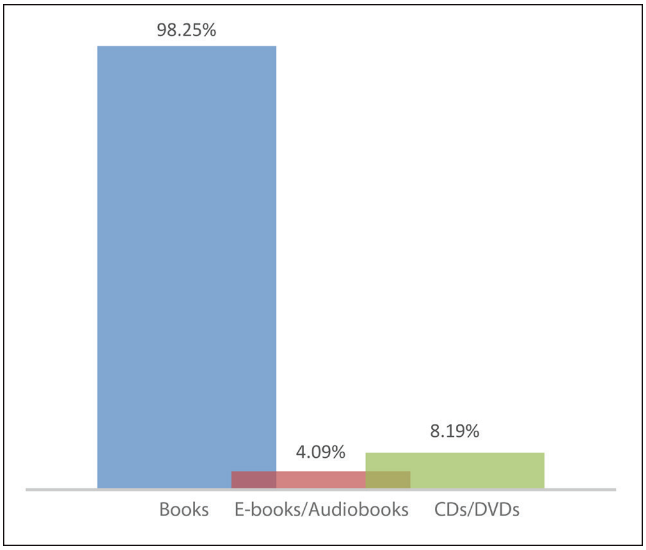

Figure 4. Format (percent of 171 libraries)

Online Readers' Advisory Service

To further investigate how the online reference service support readers' reading needs, a scenario was developed. Among the 73 libraries in this study that provide IM reference services, only 10 libraries were reached online through the service. The other libraries redirected users to ask questions by filling out forms or via email, could not be connected, or did not answer the question. Overall, the scenario was designed to explore the five main areas, as shown in figure 5.

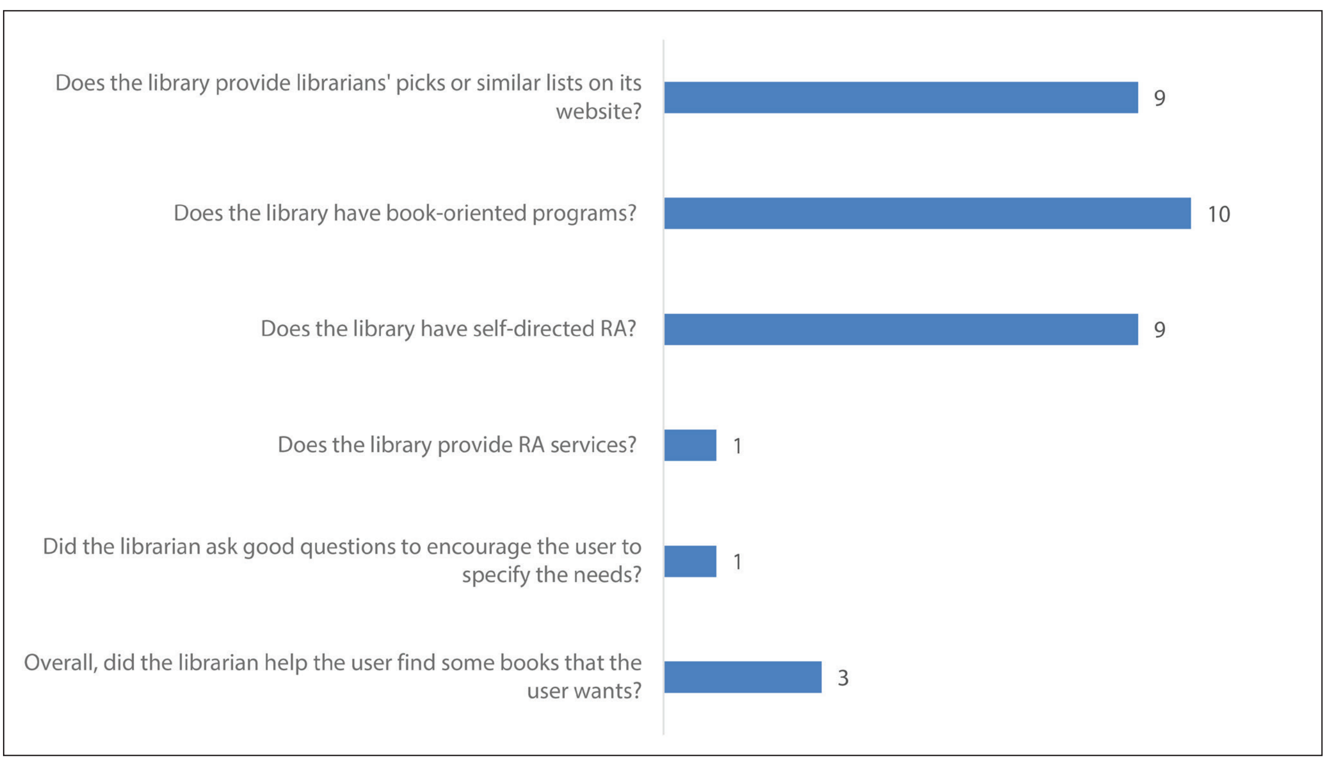

Figure 5. Online readers' advisory service

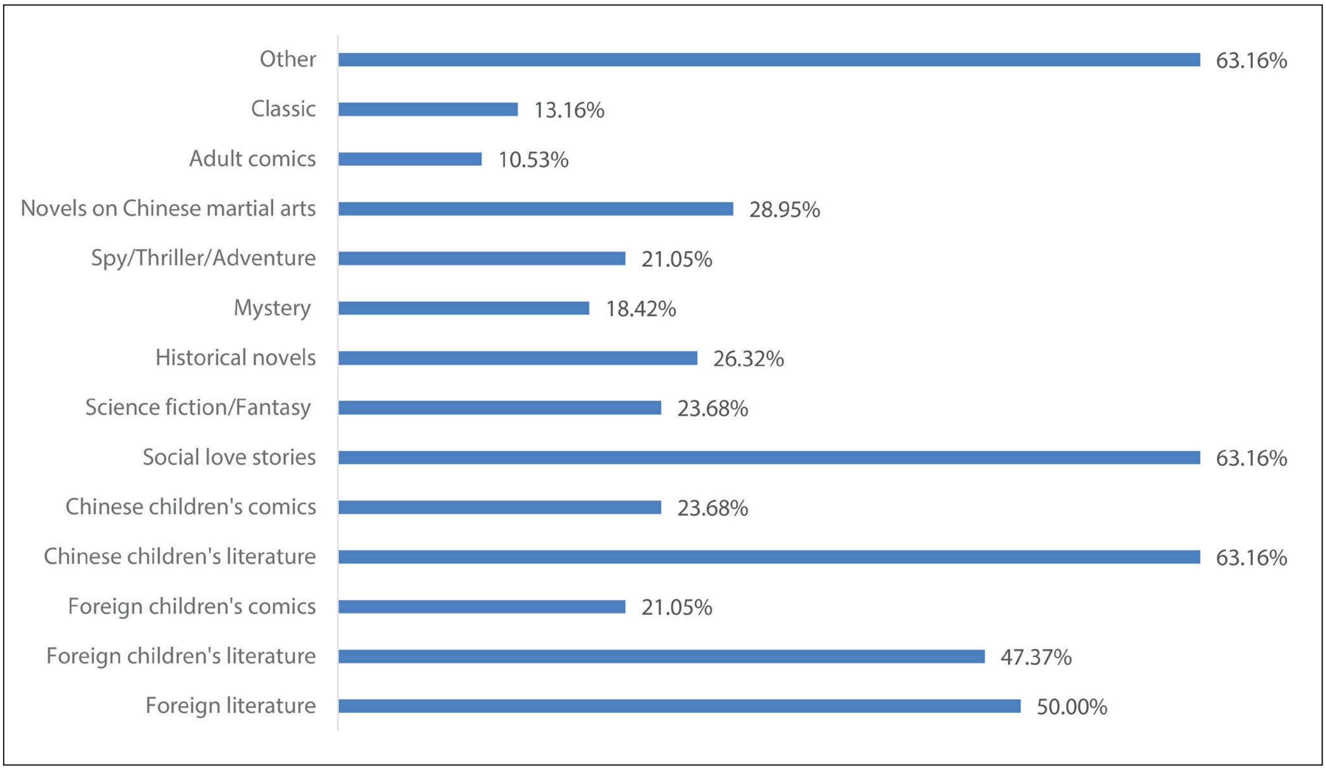

Figure 6. Genre of fiction titles on the most circulated lists

The following scenario was used first to start the conversation. Unfortunately, most of the IM reference services did not conduct good reference interview to encourage the patron to clarify her interests to understand her needs; therefore they failed to make appropriate suggestions. The patron did not have a chance to be asked to explain the "the elements of a story that are important to her (such as plot, characterization, setting and length)."[45] To continue the conversation to explore the RA services, the patron had to ask the questions in figure 5 directly to receive answers. The suggestion given to the patron includes: searching the library catalog, browsing the stack, using Baidu search engine or Douban to search for books that best fit. Some directly told the patron that they were not able to help as people had different reading preferences or they were not an expert of a certain genre, and suggested she search for titles by herself. The impression given to the patron was that reading was a very personal thing.

RA Scenario

I just read *Tan Xiang Xing* (檀香刑) by Mo Yan (莫言). I want to know if there are some other authors who have similar writing style. And I want to read some of their books; I am interested in modern day setting this time. My statement to start the conversation is as follows: "Can you suggest some titles to me? How can I find good books that I like to read? (请问贵馆有读书推荐吗？怎样可以找到自己喜欢的风格的书啊)."

The questions directly asked to continue the conversation after the patron was not encouraged to clarify her needs, translated in English, are as follows:

1. I just read Tan Xiang Xing. I am looking for authors who write similar stories.
2. You cannot find authors. This is fine. Do you help people select books to read? Do you have librarians' suggestions or similar lists on your website?
3. Oh, I see. Thank you. I will have a look at the book display or the library website to see if I can find interesting titles. By the way, do you have programs like book talks?

All of the ten libraries provide reading promotion activities. The majority of them have self-directed RA services, which are mainly new titles and the most circulated titles posted on the website. For Chinese librarians, the self-directed RA services include the catalog. In this scenario, almost all the librarians suggested using the library catalog to find books that the user was interested in reading; they were reluctant to recommend, which reflects the feeling that reading is a very personal matter and only readers know what they want to read. This also echoes the discouraging results that only one library provides RA services and asked good questions to encourage the user to specify the needs, and only three libraries found some books that the user was interested in reading.

Table 1. Some titles from the top circulated lists

Genre	Titles
Other	*Ordinary World* (平凡的世界) by Yao Lu (路遥)
	To Live (活着) by Hua Yu (余华)
Classics	*One Hundred and Eight Men* (水浒传) by Naian Shi (施耐庵)
	Romance of the Three Kingdoms (三国演义) by Guanzhong Luo (罗贯中)
Adult comics	*Comics* by Zhizhong Cai (蔡志忠)
Novels on Chinese material arts	*Demi-Gods and Semi-Devils* (天龙八部) by Yong Jin (金庸)
	Twins of Brothers (大唐双龙传) by Yi Huang (黄易)
	Other popular authors such as Long Gu (古龙)
Spy/Thriller/Adventure	*The Lost Tomb* (盗墓笔记) by Nan Pai San Shu (南派三叔)
	Miracles of the Namiya General Store by Keigo Higashino, translation
Mystery	*Jade Perish* (玉殒) by Sai Shang (塞上)
	Tibetan Passcode (藏地密码) by Ma He (何马)
Historical novels	*Zeng Guofan* (曾国藩) by Haoming Tang (唐浩明)
	White Deer Plain (白鹿原) by Zhongshi Chen (陈忠实)
Science fiction/Fantasy	*The Three-Body Problem* (三体) by Cixin Liu (刘慈欣)
	Heaven (天行健) by Leisheng Yan (燕垒生)
Social love stories	*Nirvana In Fire* (琅琊榜) by Hai Yan (海宴)
	Beauty Loved So Much (红颜盛宠) by Lingyue Shangguan (上官凌月)
Chinese children's comics	*Comics* by Bin Zhu (朱斌)
	The Treasure Hunting Series by Jiayu Sun (孙家裕)
Chinese children's literature	*Smiling Cat's Diary* (笑猫日记) by Hongying Yang (杨红樱)
	Charles IX (查理九世) by Lei Ou Huan Xiang (雷欧幻像)
	Hidden Treasure (秘藏) by Da Yan (打眼)
Foreign children's comics	*One Piece* by Eiichiro Oda (Japan), translation
	My First Scientific Comic Book. Treasure Hunting Series by Bear Studios Korea (South Korea), translation
Foreign children's literature	*The Secret Garden* by Frances Hodgson Burnett, translation
	Peter the Cat by Eric Litwin, translation
Foreign literature	*Le Comte de Monte-Cristo* by Alexandre Dumas, translation
	The Kite Runner by Khaled Hosseini, translation

CHINESE LIBRARY USERS' READING INTERESTS

Of the 196 libraries surveyed, 40 have most circulated titles lists on their website. Among these 40 libraries, two of the new title links on the two library websites did not function when studied. Therefore 38 libraries (19.39 percent) have been studied further. Of those 38 libraries, 32 (84.21 percent) have nonfiction titles on the most circulated titles list.

Figure 6 shows the genres/subjects that have been studied. Genres/subjects that are not on the list are included as "other." In total, 14 categories are decided to explore. The Chinese Library Classification is followed in this study.

FINDINGS AND DISCUSSION

Most new titles lists are targeted toward adult readers. Several libraries provide separate new titles lists for children. Among the most circulated lists, children's literature (63.16 percent on Chinese children's literature; 47.37 percent on foreign children's literature) ranks as the top. Chinese children's comic books and foreign children's comic books also take a good percentage, 23.68 percent and 21.05 percent, respectively. The top list for adults is social love stories (63.16 percent). This finding raises the awareness of the high needs of children's books in collection development.

The high rate of nonfiction circulation (84.21 percent) reflects its importance in Chinese culture. The traditional belief that reading is to provide knowledge and foster talents and is more for learning rather than entertaining still plays an important role, which is also revealed by the focus on nonfiction titles on some librarians' picks/new titles lists. Among the nonfiction titles, it is found that many are educational materials on parenting and study materials for elementary and secondary school students, which somewhat resonates with the increased needs of children's books.

The foreign literature, including both books translated into Chinese language and in the original language, is a substantial part of the studied data. In the twenty-first century, Chinese readers can more easily access foreign literature compared to the past. The books are mostly from English, Russian, Korean, and Japanese cultures, which have critical influence on modern Chinese literature.

Chinese public libraries have made efforts to apply new technologies to support the development of library resources and services. This is seen in the use of virtual services to support user experiences and social media to promote library services. Most of the library websites studied have a section for library users to find reading-related materials and event information, as well as providing a forum or social media platform for librarians and users to interact with each other. However, there is still more to improve. For instance, the consistency of regularly updating the lists is needed. The reading lists on some library websites are quite out of date. Many libraries use collaborative online reference services, which provide users with more professional consistent services. However, in most of the situation, the conversation is not instant. For example, some libraries provide instant messaging service such as via QQ, but the user has to send a friend request and wait for approval, which might be denied.

LIMITATION

This study only focuses on the provincial and municipal public libraries on *the List of Categorized Libraries in the 5th Evaluation and Categorization of Public Libraries: Libraries in the First Class* published by the Public Culture Branch of the Ministry of Culture of the Chinese government. Therefore the results represent the current state of the public libraries at provincial and municipal levels. They are representative, but might be limited to reflect the current situation in all public libraries.

The data were collected during the period from June to November 2015; therefore the results reflect more precisely the state of libraries during this period. Services of the libraries may have changed due to the development of library services. In addition, this study is designed to explore the two main research questions. There are many other aspects regarding leisure reading in Chinese community, and further studies (e.g., breaking the studied reading materials into more detailed subjects/genres) are open for researchers to examine and discuss.

The RA services offered at Chinese libraries are only examined through studying the library websites. No library was visited to observe RA services on site. Therefore, the study might miss some libraries that offer the service very actively in person. The study is not an examination of the service from the library user's perspective.

CONCLUSION

In providing effective RA, the profession's attitude is critical: Librarians need to embrace reading and commit to doing the work that will result in quality RA service.[46] To meet the mandate of promoting reading and quality reading materials and offering reading suggestions, librarians serve an active role in users' reading activities. In China, changes in the meaning and purposes of reading show the development and progress made through history. From lack of a clear idea of RA and merely promoting print books to encouraging different reading models, recommending a variety of reading materials, organizing diverse reading activities and using emerging technologies guided by a clear notion of RA to enhance the service, Chinese public libraries underwent unique periods of development in RA services and have harvested positive outcomes.

The findings of this study reflect the general state of current RA services in China. RA has become a clear concept and service for Chinese librarians and various reading promotion activities are being carried out in public libraries nationwide. For example, suggesting new titles is already considered and carried out as a routine work by most of the libraries examined in this study. The most circulated titles are posted on library websites to report on library users' reading habits. Technology is embraced. Along with library websites, social media tools such as WeChat, QQ and Blog are used to reach out patrons. However, our findings also indicate that much can be improved. For example, in addition to suggesting titles, librarians could write more book reviews to actively provide RA service online and embed interactive tools in the website for users to communicate and participate in the review section directly. Information related to reading promotion needs to be updated in a more consistent and regular way. Online services, once provided, should be reliable and solid.

The study implies the current online IM is not effective in terms of providing RA services. The traditional concept of "reading is a very personal thing" still has a strong influence on librarians, which discourages librarians from doing a good reference interview to identify the needs. Therefore, libraries should consider including formal and explicit RA services in user services. Training should be provided to RA staff. The profession should have more discussion around the theories of RA services besides providing activities. Librarians may also consider engaging in more technological innovations, for instance, developing RA software similar to Novelist.

In conclusion, the general state of RA in Chinese libraries now is promising, and with more effort being made and more work being carried out in this area by Chinese librarians, RA services in Chinese public libraries will continue to make progress.

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Weeding with ADDIE

Developing Training For Deselection At An Academic Library

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Weeding is a technically, emotionally, and politically difficult process for academic librarians, particularly when faced with a collection has not been weeded in years, if ever. Yet there is little research that examines how librarians can be supported in their deselecting activities with training. In this case study, a custom training resource enabled librarians at California State University, Fullerton, to more efficiently and confidently complete their weeding assignments. This paper describes a case study of use of instructional design model "ADDIE" (Analyze, Design, Develop, Implement, and Evaluate) to design and develop a training resource built on the LibGuide platform for librarians tasked with weeding their subject areas. Use of the ADDIE model encouraged librarian buy-in and resulted in the development of thoughtfully designed training that met librarians' needs and facilitated their success in weeding their subject areas. This paper fills a gap in the literature by describing a case study of using instructional design techniques and concepts to develop a local training resource on deselection.

Librarians with weeding experience know how emotional and political weeding can be. It's common for community members to complain that that their local library is "throwing away" books in their collection,[1] even though it's accepted practice to deselect books that are no longer worth the cost of storage and care.[2] Tensions surrounding weeding projects only grow with the size of the project unless librarians take careful steps to communicate with patrons and stakeholders.

In this case study, Pollak Library at California State University, Fullerton (CSUF), began its first concerted weeding effort since the campus was opened in 1957.[3] The library's print collection of 1.07 million volumes as of 2014 serves more than 37,000 students and thousands of faculty and staff.[4] In 2014, fifteen librarians with collection development duties were assigned to weed their assigned subject areas over two years. Librarians had to learn how to use unfamiliar software to generate custom lists of items to consider for weeding, they had to make decisions over what should stay and what should go, and they had to communicate carefully with faculty members to help manage community response to this project. Pollak librarians have little experience with weeding due to lack of weeding activity at Pollak Library, and librarians' wide range of career backgrounds.

While there is extensive literature related to deselection, there is very little published on how individual institutions may support their librarians through this stressful process. This case study describes how an instructional design librarian used instructional design techniques and concepts to develop a local training resource on deselection. This resource guided librarians through the weeding workflow and supported them in the decision-making process. Following the ADDIE model of instructional design and developing "microlearning"-style demonstration videos and job aids resulted in a resource that met librarians' training needs and facilitated their success in weeding their subject areas.

LITERATURE REVIEW

Weeding Emotions and Politics

A literature review on the topic of weeding showed that removing material from a library is a political and emotional process. Librarians feel discomfort or guilt when deselecting materials and library patrons commonly show concern about weeding activities.[5] Librarians also worry about making deselection mistakes,[6] or admitting that they purchased items that they shouldn't have.[7] Communication with and buy-in from stakeholders is essential to maintaining good community relations, and avoiding negative outcry.[8] Weeding is a difficult and time-consuming process, but it is essential for libraries to remove outdated or unused materials and to create space for new materials. Furthermore, a properly weeded collection will increase circulation of the materials left behind because they are easier to find.[9]

There is little published literature on training librarians to weed. This may be because it's assumed that librarians learned enough about the process in library school, and manage to muddle through by consulting weeding texts like those published by Slote or that from the Arizona State Library.[10] Ricchina and Vaccani stated that 50 percent of libraries involved in their weeding project at the Fondazione Per Leggere in Italy had no weeding experience.[11] Thus they prepared a single document that contains weeding procedures and necessary tools, as well as administrative notes for librarians' reference.[12] Similarly, Rich states that library staff was "largely young and inexperienced in the ways of massive weeding" at a Florida Law Library, so weeding criteria were developed and each volume to be weeded was reviewed by at least two people.[13] There is little literature on how often libraries weed, but a wide-ranging 2003 deselection-focused survey of public librarians found that only about 32.7 percent of public libraries weed on an ongoing basis—the rest weed irregularly or every few years.[14]

Many, if not most, libraries avoid weeding their collections due to "lack of time, procrastination, fear of making a mistake, concern of being called a 'book burner,' and concern about dealing with opposition to such a project."[15] A subset of respondents to the 2003 survey cited above reported that they would improve the weeding process, if they could, by implementing training "so as to make staff better understand the concepts behind weeding and the need for continuous evaluation and review of materials."[16]

Furthermore, there is a gap in the literature regarding the specific topics that deselection training should specifically cover. However, corporate training literature tackles the question of determining training scope: "What is the optimal amount of training in a given situation? The answer is clear: The optimal amount of training is the least that will get the job done."[17] Librarians in North America generally hold a Master of Library and Information Science or similar degree, and most library schools cover weeding only in theory.[18] Therefore, librarians are generally familiar with weeding theory, but may benefit from having access to institution-specific job aids that detail the weeding workflow or illuminate tasks. "A job aid is a chart, a list, a summary, a checksheet or something similar that helps a person to do a job or perform a function."[19] At Pollak Library, weeding librarians received in-person training on using project-specific software, but like most learners, would probably not remember many details from the session.

The trouble with training is that employees don't have photographic memories. The trainer presents information, the trainee tries to absorb as much as possible, and then months later, when some situation on the job makes the information truly relevant, the employee finds he has forgotten most of the details. That's when job aids come to the rescue.[20]

Furthermore, if librarians only work on weeding in short bursts due to lack of time, they may benefit from on-demand training designed as "microlearning," which is defined as "laser-focused lessons that can be completed in less than five minutes."[21] The microlearning format builds off the science of how people learn. Training is more effective if the trainer avoids "information overload," particularly by breaking information down into smaller chunks and prioritizing the most important content, as discussed by Brecher Cook and Klipfel."[22] Microlearning is "a method of training designed not only to fit how we naturally learn, but also to compete with the ever-increasing demands on our attention."[23] Perfect for overworked librarians.

THE INSTRUCTIONAL DESIGN PROCESS

The ADDIE model of instructional design was chosen to design this weeding training because of its flexibility. Bell and Shank describe ADDIE as the basis of many popular instructional design models and define it as an acronym for:

Analysis—the process of defining what is to be learned
Design—the process of specifying how it is to be learned
Development—the process of authoring and producing learning materials
Implementation—the process of installing the instruction product in a real-world context
Evaluation—the process of determining the impact of the instruction[24]

Wegener praises ADDIE as a flexible model that allows the designer to jump between phases as necessary.[25] McGurr states that the ADDIE model is "not copyrighted or trademarked; therefore it is an inexpensive and flexible model to use and adapt."[26] The ADDIE model is a useful guide for designing training for professional librarians due to its flexibility through the design and development process.

In conceiving this project, which was completed as a culminating project for a Master of Education in Educational Technology, the instructional design librarian (designer) envisioned a centralized resource like that mentioned by Ricchina and Vaccini that would function as a go-to document for learning about weeding workflow and related tasks.[27] This resource was developed with the help and expertise of a subject matter expert (SME), in this case the head of Pollak Library's technical services department, who was responsible for overseeing the weeding project. A SME is defined as an individual "who can articulate, demonstrate, explain and validate the relevant content that people need to know to do their job."[28]

The SME coordinated all aspects of the Pollak weeding project, including delivering in-person training on the chosen weeding software and communicating with the rest of the campus community about the project. She was very helpful in discussing the weeding literature, with discussing potential topics for training, and on offering improvements to the completed training resource. At the initial meeting with the SME, the designer learned that librarians would receive in-person training to use specialized software called GreenGlass that was purchased to help librarians generate first-draft lists of potential weeds. This would be the only formal training for librarians related to weeding—they were instructed to use their own judgment for making weeding decisions. Weeded items would not be reviewed by other librarians, though campus faculty would have the opportunity to review and comment on items to be weeded before they are withdrawn. Such an open-ended directive certainly freed librarians to be as liberal or restrained in their weeding efforts as they wished, which fit with the spirit of academic freedom as librarians have faculty status at CSUF. However, the emotional component of weeding combined with the uncertainty of making the right decisions left many librarians wishing for greater direction.

ANALYSIS

Analysis is the first step in the instructional design model ADDIE. In the analysis phase, a designer surveys the target population or examines existing data to determine what training needs exist and which training format would best solve those needs. The analysis phase can be one of the longest in the overall design process because it's so important to determine what type of training is needed, if training is even needed at all. Using what was learned from the literature about deselection, the existing skills and disposition of the target population to receive training were examined. In Pollak Library's case, librarians had already received some training on the newly implemented weeding software. Thus a survey was administered to determine librarians' progress and attitudes in weeding, and which skills they might need help developing. By examining the literature, working with the SME, and surveying librarians, the designer identified training needs.

The Weeding Process

The weeding process at Pollak Library is simple on paper, as explained by the SME: weeding software produced by the company Sustainable Collection Services, called GreenGlass, was chosen to help librarians generate lists of items to consider for weeding. Pollak Library's entire catalog was batch uploaded into GreenGlass. Each librarian must log into the GreenGlass interface and generate subject-specific queries by number of check-outs and dates of usage, among other optional criteria. Completed queries are downloaded as Excel spreadsheet files, from which librarians may work to narrow down to final lists of items to be weeded. Subject librarians are also responsible for communicating about their weeding efforts to their respective subject faculty. Finally, faculty would be offered the chance to review and approve items to be weeded.

Training Needs Survey

Once the project scope was clear, a survey of Pollak Librarians was conducted to discover how librarians' training needs compared to those outlined in the literature. A secondary purpose of the survey was to include librarians in the design process so that they would be more likely to be aware of and turn to the training resource for help when needed. In the survey, librarians were asked to report their comfort level with weeding, as well as perceived obstacles to their weeding success, whether software, time or otherwise. The surveys for this case study were carried out with approval from the California State University, Fullerton, Institutional Review Board.

Eleven librarians responded to the survey, conducted in September 2014. More than half of respondents (n = 7) reported that they had *not yet* or had *just* started the weeding process. The rest reported being in the midst of weeding, but no one reported being almost done. Using a Likert Scale of 1–5, with 5 indicating *Worry a lot* and 1 *No worry at all*, librarians were across the board in their feelings of worry related to weeding (average = 2.6). Respondents were largely concerned about finding the time to weed (n = 6), followed by *Understanding the process/workflow* (n = 4), and *Mastering GreenGlass* (n = 4). Librarians also indicated concern about managing external communication with stakeholders (n = 3). The biggest challenge that respondents identified was finding the time to weed (n = 6).

However, librarians were fairly confident in their ability to weed their assigned sections. Reporting their feelings of confidence on a Likert scale from *Not confident* (1) to *Very confident* (5), librarians averaged 3.6. No one reported not feeling confident at all. Communication, both internal and external, was identified as a potential challenge by several respondents ($n = 4$).

Analysis Conclusion

This analysis shows that Pollak Librarians had many of the same concerns as detailed in the literature: having enough time, making the "right" decisions, and communicating about the project. They were also concerned about understanding the weeding workflow as well as using GreenGlass. No respondents indicated concern about using Microsoft Excel to manage their lists, however, librarians were just getting started in the weeding process and probably had not yet worked with large title lists in Excel. The provided training covered several somewhat advanced Excel functions including sorting data, filtering data, and cutting and pasting large amounts of content, which the SME noted that several librarians in the training struggled with. Providing a centralized resource with training resources for discrete tasks in the weeding process would be a good way to facilitate weeding success, and asynchronous on-demand training would be an appropriate format so that librarians could refer to it as their time allowed.

Faculty and staff on campus were also already concerned about what the library was "throwing away," and while weeding is necessary and done at every library across the world, stakeholders' perceptions complicate matters. To manage community concern, librarians have to perform careful public outreach. Therefore, featuring library talking points would be useful also in helping librarians communicate about weeding. Resources on managing time would also be useful.

DESIGN

Design is the second step in the ADDIE instructional design model. The bulk of design work for this project happened before actually developing the training, however, ADDIE allows the flexibility of jumping between phases as necessary, and the designer ended up coming back to the analysis and design phases multiple times. In the main design phase, the designer applied what she learned from the analysis phase to develop learning objectives, to outline content, and to consider needed technology/media.

A learning objective should be specific and measurable. The revised Bloom's Taxonomy was utilized to write the following objectives:[29]

> Using the Weeding Training LibGuide, Pollak Librarians will be able to do the following:
>
> - Select training/resources as needed for: GreenGlass, Microsoft Excel, weeding, and time management
> - Explain the weeding project to faculty and interested community members
> - Discuss case studies of other academic libraries' weeding projects

Once the learning objectives were complete, it was time to think about what kind of instructional content would facilitate librarians mastering the weeding process. The designer envisioned pulling together YouTube tutorials and creating job aids to direct librarians through the weeding workflow. A LibGuide was chosen as a satisfactory platform for this training resource. The tabbed design and mini-website format would be ideal for allowing librarians to access the resources they need quickly, or to simply browse. Also, librarians at Pollak already use LibGuides for a wide variety of subjects and are very familiar with the format. Media files are easily embeddable into LibGuides as well.

Outlining Content

As a librarian with limited time, the designer generally tries to avoid reinventing the wheel or to over-develop training. For this project, a LibGuide was adequate and it wasn't necessary to spend additional time developing a flashier, interactive tutorial. The designer also tries not to re-develop existing content. For this project, she was able to attend vendor-provided training for GreenGlass, and obtained her own log-in so that she could learn how it worked first-hand. There was already a selection of short tutorial videos available on the GreenGlass website that demonstrated a few key tasks. Plans were made to include these in the LibGuide, and also find similar tutorial videos for other topics. The designer wrote out a full outline of what content should be included based on what was learned in the analysis phase. The rough content outline included sections on getting help, GreenGlass, Microsoft Excel, Weeding resources, and time management resources (see figure 1).

At this point, a content outline was in place but no training had yet been developed. The LibGuide hadn't been created yet, let alone loaded with content, because it's common in the design phase to discover that the training as originally imagined isn't going to work in practice. It's far better to do as much design work as possible before spending time working on something that will end up unusable.

Technology

Fortunately, California State Fullerton has several educational technology tools perfect for developing this project. First, Pollak Library already uses LibGuides, which is a content management system that is popular among academic libraries. Many academic librarians use LibGuides regularly to create and digitally publish guides for research subjects, individual courses, and assignments. Second, the library had access to Camtasia thanks to a campus-wide license. Camtasia is video-editing software that is fairly easy to learn and also facilitates screen captures and recordings.

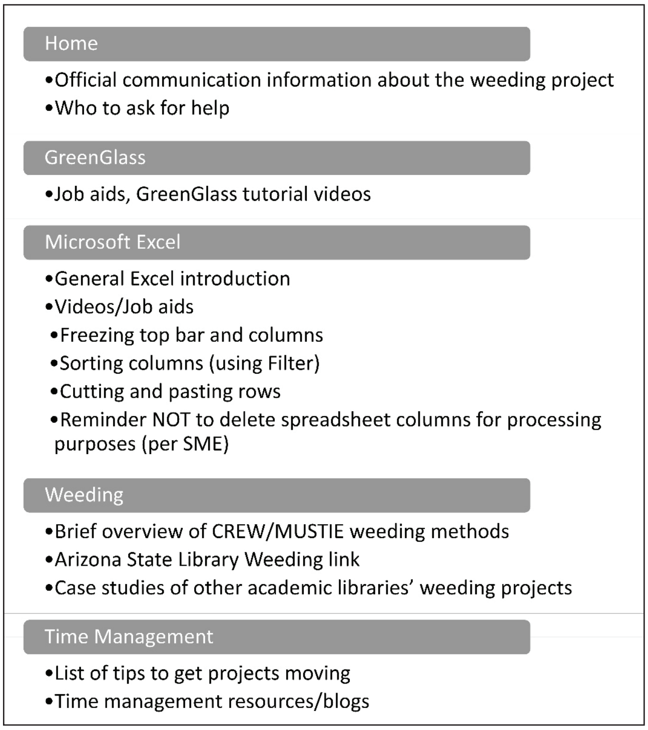

Figure 1. Content outline

DEVELOPMENT

The development phase is when the production of learning materials finally begins. A new LibGuide was created with five main pages based on the content outline: Home, GreenGlass, Microsoft Excel, Weeding Resources, and Making Time to Weed. The Home page was populated with basic information about the project and a simple project timeline (since removed, because the timeline kept changing and became less important). Most importantly, a box was created that listed the three main steps in the weeding workflow, and hyperlinked each step to relevant resources. This box was reused on each succeeding page so that librarians would know where they were in the process and what was next. A navigation box was also developed and posted to each page that listed these steps.

For specific task content, the designer sought out and embedded relevant tutorials. The full GreenGlass tutorial web page was embedded into the GreenGlass page. For Microsoft Excel tutorials, several relevant video tutorials were located on YouTube and embedded, but they ended up not being adequate for this project due to quality and lack of customization. The designer decided to record short screencasts on potentially difficult tasks in Excel, including freezing the top row of a spreadsheet, sorting and filtering by column, and deleting/adding rows and columns, based on what had been seen in the synchronous training provided. Each video is developed in the "microlearning" format: each is on a single topic and is less than two minutes long, and shows each step of a given task like a job aid. The LibGuide format allowed these videos to be embedded so that they are playable from within the guide itself.

On the Weeding Resources page, the basic weeding workflow was written out step-by-step, handful of links were included to reputable resources about how to weed, and a case study was included from a university that completed a weeding project on a similar scale. On the Making Time to Weed page, links were included to tips on project and time management.

IMPLEMENTATION AND EVALUATION

These two phases occurred virtually simultaneously. The implementation phase is when the training is rolled out to learners. In this case, that simply meant sending out an email to librarians with a brief explanation and link to the LibGuide. For this project, the implementation phase was the shortest phase because the provided training is asynchronous and online, so librarians could access it whenever convenient. The evaluation phase is key to having the necessary information to revise training to be maximally effective and useful.

Formative Evaluation

Formative assessment feedback was solicited from librarians and the SME so that changes could be made based on their opinions and needs. First, several librarians were approached at Pollak Library and asked to review the LibGuide's resources and to provide open-ended feedback. Based on their informal feedback, a few small changes were made, including redesigning the GreenGlass page to make the video content more easily navigable. Originally, the GreenGlass tutorial page was embedded, but it didn't list the videos available on the page. So, a navigation menu was created and placed at the top that described and linked to each video, so that librarians could see what was available at a glance.

The SME approved of the content, language, and resources that was used in the LibGuide, and suggested adding another video focused on the column-editing tools in Excel, which was then developed. With the SME's advice, more robust definitions of terms were developed that librarians would encounter on the GreenGlass website. Finally, another short video was created demonstrating a particular GreenGlass feature that combines queries, since the SME found that librarians didn't understand that particular function and weren't using it, even though it was a time-saving feature.

Once first round of feedback was incorporated into the LibGuide's training resources, an email was sent to all Pollak Librarians who had weeding duties to announce the LibGuide and request that they complete a brief, open-ended survey linked from the guide. Of a potential fifteen librarian respondents, four completed the survey, conducted in November 2014. The four responses to the feedback survey were positive. The survey asked for open-ended feedback for each of the tabs (with the exception of the Home tab) and for feedback on what the respondent considered the *most* useful and the *least* useful resource on the LibGuide. Respondents were also asked to rate the perceived usefulness of the LibGuide on a Likert scale of 1–5, with 5 being *most useful*.

For the GreenGlass tab, all four respondents stated that the tutorials were perfectly useful, with no more content needed. One respondent stated that he/she missed the in-person GreenGlass training, so the tutorials were especially helpful. For the Excel tab, all four respondents stated that the tutorials were adequate. One respondent stated that he/she had "used Excel for years," so no additional tutorials were needed. Another respondent said that the tutorials were perfect for accessing at "point of need."

Several valuable responses were left by respondents describing what they found to be the most useful resource and the least useful resource on the LibGuide. The first respondent enjoyed the time management section most of all. Another respondent enjoyed the Excel and GreenGlass tutorials, but suggested that the LibGuide default to opening the linked articles into new windows, so that "I can find my way back to the guide." The four open-ended responses to the *least* useful resource question were almost all positive. One respondent stated that time management was least useful, and two said that the guide was adequate as is. The fourth respondent offered feedback on improving the wording of recommended talking points for communicating with faculty. Finally, when asked to rate the LibGuide's usefulness on a scale of 1–5, with 5 being "Very useful," the guide was ranked an average of 4.25.

Jumping Back to Design/Development

After reviewing these librarians' feedback and reflecting on the LibGuide's format, the Weeding Resources and Making Time to Weed pages were collapsed into a single Resources page for simplicity, but a new Add Your Own Resource page was created that had an embedded interactive virtual corkboard that allowed librarians to contribute to the LibGuide. A Weeding Interface page was also added by the SME's request that contained new job aids that were developed illustrating how to organize completed weeding lists in our library's custom web interface so that faculty could review them. The administrative backend of the weeding review webpage was programmed locally and required each librarian to log in and label each list of proposed weeding items with the relevant subject and call number range, and to also break them down into sub-lists as necessary. Breaking them down into subject-specific lists would allow campus faculty to review them more easily. The "Guide on the Side" tutorial tool was used to create a walk-through tutorial on the administrative backend for librarians. A full job aid was also written describing the process for librarians to browse in the LibGuide or download as a PDF (see final LibGuide in figure 2).

Summative Evaluation

Almost a year after formatively assessing the training resource and making necessary changes, a final, summative, survey was conducted to measure how well librarians were served by the training. In October 2015, seven librarians out of fourteen potential participants (down from fifteen, as one librarian left in 2015) responded to the survey which solicited their opinions and self-reported use of the training. The majority of the respondents reported that they used the videos, and several stated that they liked having videos that broke down weeding tasks into short steps. Two librarians reported finding this LibGuide helpful for relearning how to do weeding-related tasks. One reported that he or she was glad to have the tutorials so she didn't have to "bug" anyone, and also to use as a "refresher, as I had long spans of time in-between working on my weeding." Another librarian stated that he or she found it helpful to "just view short videos on the parts I was having trouble with." Four librarians found the Excel tutorials useful for learning to do small tasks within Excel (hiding columns, freezing rows). It is worth noting that in the initial analysis survey, librarians reported that they didn't need any help with Excel.

Statistics were also collected on how many visits the training resources received. The Weeding LibGuide, set to "private" and only accessible by having the link in hand, received 649 views from October 2014 to December 2015. The custom videos that were created on Excel and GreenGlass were hosted privately on YouTube and embedded in the private LibGuide, so the designer feels confident that the between nine and seventeen views that each video received were from librarians at Pollak Library.

DISCUSSION

Using the instructional design process ADDIE to guide development of the training was essential to ensure that the resulting product would be relevant and useful. Performing a thorough needs analysis of the target training population was indispensable to appropriately determine the scope of training. After doing an analysis of the weeding literature and surveying librarians, the SME and the designer believed that Pollak librarians would benefit from a selection of job aids and demonstration videos developed in the microlearning format. The librarians had received basic software training, but they had technical skill gaps that added to project difficulty. Also, because the weeding project would take two years to complete, librarians' skills and knowledge gained from in-person training would fade, so a centralized resource would serve as a useful, permanent reference.

The asynchronous format of this training was the right choice. In-person training was ideal for introducing librarians to the workflow steps and to give them a chance to discuss the work at hand and ask questions. But creating a centralized and static resource on weeding gave librarians a place to return as needed to refresh their knowledge. The

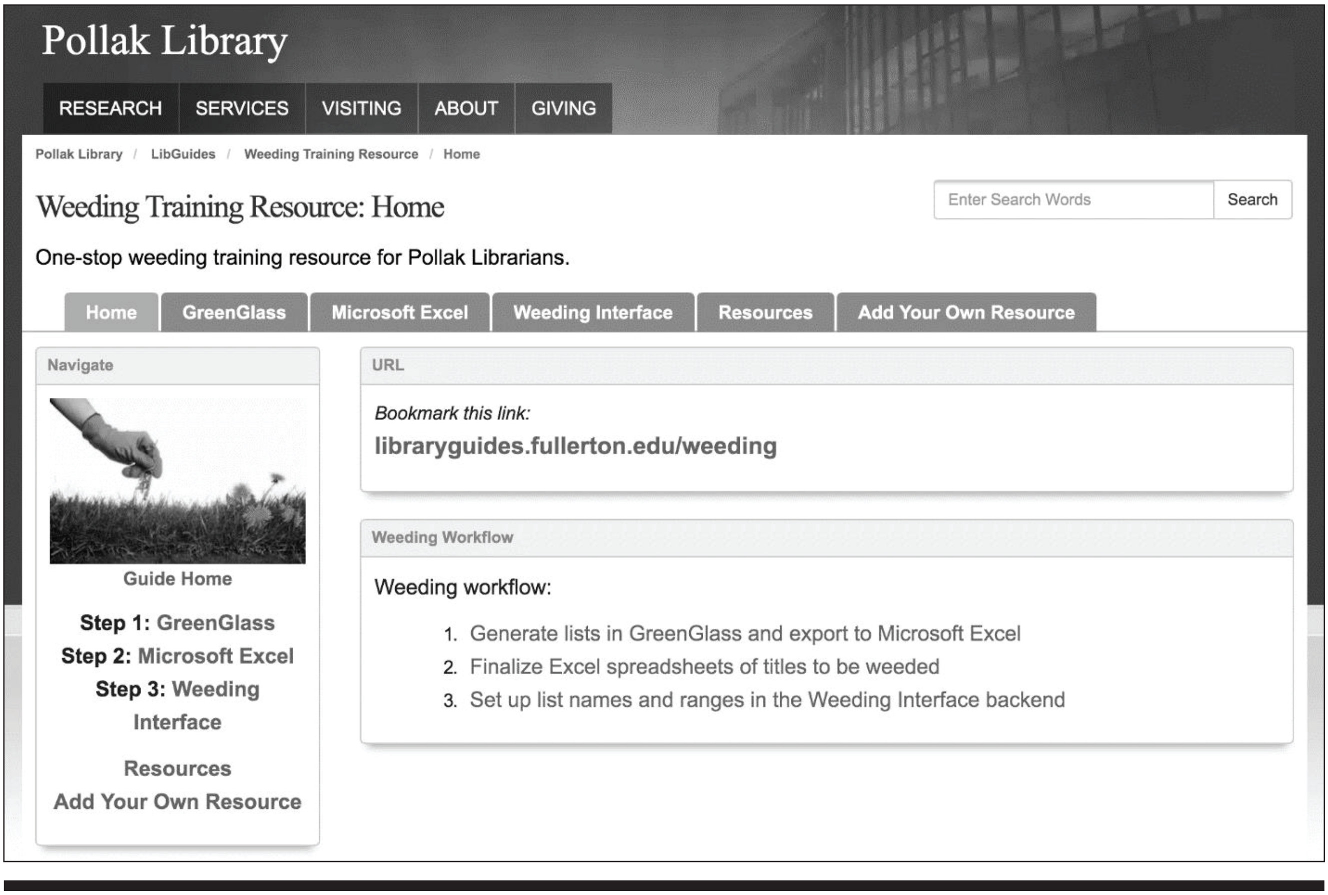

Figure 2. Screenshot of final Weeding LibGuide. Source: http://libraryguides.fullerton.edu/weeding.

short video format worked well to demonstrate short tasks in GreenGlass and Excel, as librarians could play and replay them as needed. Using narration over a screen recording of a given task makes the topic clear and understandable, especially since each video was developed in a microlearning style: concise and focused on a single and specific topic. Also, as each librarian worked on weeding at his or her own pace as time allowed, developing bite-sized training fit allowed it to fit into every librarians' busy schedule, and the short format also facilitated learning through short chunks. Providing these tutorials online for anonymous use also allowed librarians to use them as often as desired while shielding them from feeling embarrassed if they didn't know how to do something.

The assessment data received from the surveys proved that the resource was valuable, but this project would not have been as successful without the help and guidance of the SME. Her collection development expertise and experience in training librarians to weed was hugely beneficial to developing a useful online resource. It was also fortunate that the library was able to rapidly deploy training via the LibGuide platform, and that the library had the screen recording software Camtasia.

This paper fills a gap in the weeding literature by describing the specifics of how librarians may be supported in their weeding activities by developing training in-house. The implications of this case study are that the ADDIE instructional design process can be easily followed by other libraries to develop their own training, and that training can be developed cheaply using already available or free, readily available, software. The microlearning format is an excellent choice to develop "chunked" training that refreshes librarians' memories and also fits into any librarian's schedule. Developing videos is fairly easy using Camtasia, or by using a free alternative, like Jing. Jing limits recordings to five minutes, which is perfect for developing short videos. Furthermore, the training that was developed focused mainly on the technical skills that librarians would need to pull lists from GreenGlass and manipulate them in Microsoft Excel. There are many guides to weeding available, but the nitty-gritty work of manipulating large amounts of data with specialized tools is something that is best supported at a local, institutional level according to the target population's needs. Many academic libraries have the LibGuides platform or something similar and may use it to deploy training quickly and in an organized fashion.

CONCLUSION

Embarking upon the first major weeding project in the history of a large public university promised to be a major undertaking, but careful communication and a centralized on-demand training resource helped librarians be more successful in their deselection efforts. University library weeding projects like this are likely to occur more frequently as more libraries trend toward making more physical space available for student learning. Libraries undertaking similar weeding projects will benefit from not only providing in-person training for librarians on necessary software and resources, but from providing a static, on-demand training resource that librarians can refer to as needed.

The ADDIE model of instructional design can be easily followed by anyone looking to develop training. ADDIE is a very flexible model, but designers must take care to not skimp on the analysis phase, for it is in this phase that designers determine not only what training learners need, but if training is even needed at all. In this particular case study, providing a carefully designed and evaluated training resource proved useful to librarians. Whether planning to provide training for librarians assigned to weed, or for another in-house project altogether, the ADDIE model guides the design process in a time-efficient and thorough way. The ADDIE model can be easily followed to create useful resources for librarians and beyond.

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Financial Literacy Education in the United States

Library Programming versus Popular Personal Finance Literature

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It is essential that librarians providing financial literacy programming understand how their programming ties in with the available personal finance literature. Consequently, this article intends to explore the interplay between the differing audiences, content and goals addressed by the popular personal finance genre and financial literacy library programming respectively. The author will explore how library programming and the most popular financial literacy resources compare and contrast, and address how overlap, and the surprising degree of separation between these mediums, will impact the financial literacy education accessible to various demographic groups and the role library programming may play in the movement to come.

In the United States, financial literacy is a term used almost ubiquitously in a negative context: for instance, in discussing that among young Americans with a college education only 49 percent can answer a handful of very basic financial literacy questions correctly or that, as reported by the Financial Industry Regulatory Authority (FINRA), only 14 percent of Americans overall can answer a full five personal finance questions correctly.[1] This lack of financial literacy is perhaps why household spending in the United States is consistently ranked among the highest of the OECD nations, while US personal savings rates are consistently in the bottom 50 percent of OECD nations.[2] While standard financial wisdom recommends saving at least 10 percent of one's gross income, the average personal savings rate in the United States, as of May 2015, was only 5.1 percent.[3] While there are likely many factors contributing to poor household financial indicators in the US, improved financial literacy is one potential mean of addressing these concerns.

The United States does not address this topic widely in K–12 schooling. Though 43 US states now include personal finance somewhere in their K–12 standards, only six states require student testing of these concepts, and thus the topic is not widely addressed.[4] Topics not addressed in formal schooling can be addressed through personal study, or taught at home. A problem arises, however, when there are multiple generations of financially illiterate citizens. "Most of us learn about money from our parents," points out personal finance guru Robert T. Kiyosaki in his book *Rich Dad, Poor Dad*. "[But] what can a poor parent tell their child about money?"[5] Americans are left in a situation where schools don't teach financial literacy, parents often *can't* teach financial literacy, yet most realize, as famous financial pundit Suze Orman recounts to her readers, "You will never truly be powerful in life until you are powerful with your own money."[6] Someone needs to address financial literacy education nationwide. As civic anchor institutions and the undisputed home of democratic education in the United States, libraries have become a common resource to fulfill this need.[7]

Attention to this issue was slow to develop in the public library world, however. While the history of what one might today term financial literacy education in libraries dates back to the early twentieth century, authors did not begin to discuss financial literacy in library science literature (the particular term and all it encompasses) until the early 2000s, when the multi-literacies movement began and instead of a focus on literacy as a general term encompassing many skills, individual skills were highlighted via individually named literacies. The term *financial literacy* in particular arose first in education research journals, and even in popular personal finance literature, before being studied by library science researchers. The earliest library science articles to explore financial literacy focused on this skillset in light of consumer education and rights in the financial industry, likely as an echo of the government's growing concern for consumer protection, as evidenced by programs like the Federal Reserve Bank of Chicago's *Money Smart Week* program which began in 2002, or the establishment of the Financial Education and Literacy Commission by Congress in 2003.[8]

The study of financial literacy by library science researchers has intensified in the intervening years and libraries have begun to explore a myriad of ways to address this public education need. Numerous scholarly articles have explored both the increased need for financial literacy skills and the practicality of providing programming and reference assistance in both public and academic libraries.[9] In 2010, Molly A. Wolfe-Hayes's article "Financial Literacy and Education: An Environmental Scan" discussed where financial literacy fit into the multiliteracies movement and provided an overview of ongoing financial literacy activities.[10] In 2012, Margaret Monsour's article "Libraries Innovate with New Financial Literacy Programs" reviewed the success of the first five years of the Smart Investing@Your Library programming (a partnership grant program between the American Library Association and FINRA).[11] And in 2013, Catherine Arnott Smith and Kristin Eschenfelder reported the results of a series of quantitative field studies examining librarian perceptions of the challenges involved in providing financial literacy services, the perceptions of partner organizations and individuals in providing these services, and an exploration of financial literacy services and web resources offered by a sample of public libraries.[12]

Within the recent increase in financial literacy research, however, one area that has remained almost entirely unexamined is the relationship between financial literacy library programming, and library financial literacy collections. While this seems an instinctive interplay to explore, programming has held the vast majority of LIS scholarly attention, with very few exceptions, and thus far no major works have focused predominantly on the relationship between programming and library resources. As evidence of the strong professional preoccupation with programming, consider: The American Library Association's (ALA) Reference and User Services Section's (RUSA) *Financial Literacy Education in Libraries: Guidelines and Best Practices for Service* mentions the word "collection" precisely one time, encouraging librarians to keep their financial literacy content up to date. For that matter, though the word "content" appears in the document twenty-seven times, only four uses of the term refer to personal finance resources, while the other uses of the term mainly refer to the information being imparted in programming.[13]

There is nothing wrong with a strong interest in programming, but to achieve the greatest public impact, library programming and library collections should ideally work hand-in-hand. If libraries are to continue to provide financial literacy programming, librarians need to understand how this programming ties together with their library's personal finance resources. Librarians addressing financial literacy should consider how programming and collections are similar or dissimilar regarding:

- Their intended target audiences;
- Content covered; and,
- The goals addressed and achieved by both means of education.

It is essential that librarians providing financial literacy programming understand how their programming ties in with the available personal finance literature so that between programming and content, they might guide their users toward intelligent debate or the further exploration of particular topics. This article explores the interplay between the differing audiences, content, and goals addressed by the popular personal finance genre and financial literacy library programming respectively. The paper examines how library programming and the most popular financial literacy resources compare and contrast and addresses how degrees of overlap and separation may impact libraries, and their patrons, as the financial literacy movement continues onward.

CASE STUDY

Exploring the entirety of US library financial literacy programming and the full personal finance literary genre would be impractical. This study focuses on representative offerings to act as proxies for an exploration of financial literacy "programming" and "collections" generally. To explore financial literacy library programming, the author studied RUSA's *Financial Literacy Education in Libraries: Guidelines and Best Practices for Service*, as this document serves as a guide to financial literacy programming initiatives.[14] This theoretical underpinning was supplemented by reading the reports of thirty-eight Smart Investing@Your Library programs that ran, or are currently running, in public libraries across the nation.[15] A partnership between ALA and FINRA, the Smart Investing@Your Library program is the preeminent grantor supporting financial literacy programming, collection development, and staff training in libraries and has awarded 133 grants totaling more than $10 million since its launch in 2007.[16] These competitive grant-supported programs serve as ideal examples of programming nationwide.

The study focused on library collections in the popular personal finance genre by compiling a list of those personal finance books patrons might be most likely to encounter were they to take the ubiquitous step to search the web for reading recommendation. Over the course of several days in September of 2014, the author conducted three Google searches, allowing the search engine to provide auto-fill search phrases based on the beginning keywords of "personal finance books." Accessing all the unique webpages on the first page of each of the Google search results lists (nine results per page, not including sponsored results), the author pulled from these webpages all recommended titles. In total, there were 150 individual book titles included in the search results; the author read each title which appeared on the list more than twice, and examined the content of these books in great depth in a previous article.[17] The books studied were:

- *The Total Money Makeover* by Dave Ramsey (twelve search results mentions)
- *The Millionaire Next Door* by Thomas J. Stanley and William D. Danko (seven mentions)
- *Your Money or Your Life* by Vicki Robin and Joe Dominguez (five mentions)
- *The Intelligent Investor* by Benjamin Graham (five mentions)
- *Think and Grow Rich* by Napoleon Hill (four mentions)
- *The Richest Man in Babylon* by George S. Clason (four mentions)
- *I Will Teach You To Be Rich* by Ramit Sethi (four mentions)
- *A Random Walk Down Wall Street* by Burton G. Malkiel (four mentions)
- *Secrets of the Millionaire Mind: Mastering the Inner Game of Wealth* by T. Harv Eker (three mentions)
- *Rich Dad, Poor Dad* by Robert Kiyosaki (three mentions)
- *The Money Book for the Young, Fabulous and Broke* by Suze Orman (three mentions)
- *The Automatic Millionaire* by David Bach (three mentions)

There are clear limitations to this research process. Examining RUSA's *Financial Literacy Education in Libraries: Guidelines and Best Practices for Service* is primarily an exploration of the theoretical ideal of library financial literacy programming, and does not necessarily reflect actual library programming. Even the Smart Investing@Your Library program reports likely convey unusually strong financial literacy programs, as these were the programs which obtained grant funding. It was the author's considered opinion that in choosing a subset of library financial literacy programming to serve as a proxy for a study of the practice as a whole, studying premier programs would not negatively influence the validity of the findings.

In compiling a list of popular personal finance texts, simulating Google searches was deemed to be the most accurate approximation of likelihood of contact with patrons. In exploring the possible interplay between library programming and library financial literacy collections, the author is primarily concerned with those resources library patrons might be most *likely* to encounter (and thus the resources most likely to interact with library programming through sheer happenstance). Simulated Google search results (which included Amazon Best Seller lists), as opposed to any one authoritative list of "best" books, was judged the most accurate means of obtaining such a list. It is not anticipated that the average searcher would employ the same multistep Google search strategy the author used, but that the author's choice to compile an average results list of individual titles addresses, to the extent possible, the varied results any Google searcher might get for any given single search. In an effort to gauge how likely one would be to find these popular personal finance texts in a US public library, the author searched for each of the twelve chosen titles in the catalogs of ten sample libraries from the Smart Investing@Your Library reports and found an average of eleven of the twelve titles available in the sample libraries.[18]

DISCUSSION

The examination of the books for this study was undertaken using qualitative content analysis techniques. Content categories and a coding scheme were allowed to emerge from the readings organically and coding was done manually, eventually developing into a basic hierarchy of recurring themes throughout the texts. One overarching theme that emerged in all the books was the asking of a fundamental question: What is the ultimate goal of financial literacy? This is a core question at the root of library programming as well, influencing the target audience, content, and explicit or implicit goals of the programming as seen through the Smart Investing@Your Library reports. After reading and coding the content of the popular personal finance books, the author compared this content to the program descriptions in the Smart Investing@Your Library reports.

Library financial literacy programming and popular personal finance literature appear to address different audiences, content, and goals overall. There is surprisingly little overlap between the target audience that popular personal finance literature addresses, and those audiences targeted by most financial literacy library programming. In addressing these divergent audiences, the personal finance literature and library programs also tend to emphasize different content areas in their coverage. These differences likely reflect, and are further influenced by, differing financial and educational objectives between the two mediums and perhaps a fundamentally different focus on action-oriented versus literacy-oriented overarching goals.

The goals of personal finance literature generally extend to true financial literacy only to the extent that they attempt to give readers a sufficient financial understanding to carry out specific actions suggested by the text. Library financial literacy programming, on the other hand, ideally follows the precepts of the RUSA Guidelines, which stipulate that, "Financial literacy programs and workshops should demonstrate how to:

1. Identify, access, and compare financial information from a variety of sources.
2. Critically evaluate the credibility, timeliness, and point of view or bias of financial information and its sources.
3. Apply financial information wisely and productively.
4. Use financial information ethically."[19]

This emphasis on understanding behind-the-scenes information literacy components ties in with an emphasis on understanding underlying financial concepts and issues beyond everyday financial experiences; in short, achieving true literacy as regards financial concerns. There are, in many regards, more difference between personal finance literature and library financial literacy programming than there are similarities.

TARGET AUDIENCE

Just looking at the titles of the personal finance books gives one immediate insight into their intended audience: of twelve titles read for this study, seven include the words "millionaire" or refer to being "rich." These are books generally intended for middle and upper middle class readers. The texts support this initial impression. Examples, from basic investment calculations to tips for cutting back living costs, automatically assume readers are at a certain socioeconomic level. Burton G. Malkiel's mathematical examples in *A Random Walk Down Wall Street* often start with initial investments of $10,000.[20] Money market accounts, readers are assured, can be opened with initial investments as low as $1,000.[21] Though readers are cautioned mutual funds may require $1,000 to $3,000 as a minimum to buy in, general assumption is readers can buy them one at a time, and have a full portfolio soon enough.[22] In *The Money Book for the Young, Fabulous and Broke*, Suze Orman gives tips for cutting back expenses on the "small stuff." Her suggestions include not dry cleaning clothes that can be washed at home, bringing one's lunch to work "one or two days a week," and buying sporting equipment for things like golf and skiing off-season or used.[23] In an odd twist on addressing financially better-off readers, all of the books assume their readers have some significant debt (credit cards, car loans, mortgages), but in general, the stance of these books can be summarized by the claim cried out in David Bach's *The Automatic Millionaire*: "'The problem is not how much we earn . . . it's how much we spend!'"[24]

Library programming, on the other hand, cannot and does not make any such assumption about patrons. Library financial literacy programs are often targeted toward patrons in lower socioeconomic brackets. For these patrons, financial literacy is more complicated than simply learning to control spending; part of the problem for those in poverty is likely that they have real earning issues, as well as potential spending struggles. While the books focus on issues like what to do with stock options, the RUSA *Guidelines* include references to government assistance programs, and suggest workshop ideas addressing payday and title loans and credit card cash advances, lending avenues unlikely to be widely utilized by the relatively wealthy.[25] Library programs are frequently focused on topics such as how to obtain a job or how to handle job loss (rather than how to negotiate stock options) and there are even programs being held outside libraries at food pantries and other economic assistance venues.[26]

Library programming also tends to focus on more narrowly defined target audiences within this socioeconomic range. Particularly, many Smart Investing@Your Library programs have targeted women, youth, the elderly, families, and ESL immigrants and refugees. These demographic groups are both less financially literate, on a whole, and also more financially at risk.[27] It can be argued that women suffer a greater impact from low financial literacy due to the gender pay gap, greater likelihood to take breaks in their careers than men, and a greater average lifespan than men, meaning they tend to require more years of retirement funding and also tend to outlive their spouses.[28] Women also tend to score lower than their male counterparts on financial literacy assessments, and are far more likely to lack confidence in what financial literacy knowledge they do possess.[29] Library programs to address these issues have included community conversation groups for women to discuss money issues, a retirement planning club for women, and more general financial literacy education marketed around themes like "Your Recipe for Success," under the assumption that cooking is a strongly female-gendered theme.[30]

For addressing youth, the RUSA *Guidelines* include numerous references to instructing college students on topics such as student loans, grants, and repayment options.[31] Smart Investing@Your Library programs for the college-age demographic often focus on controlling credit card debt and learning to live on a lean budget.[32] For children, the Smart Investing@Your Library programs include financial literacy computer games, replica stores where children can learn to exchange money for goods, story times that incorporate lessons and activities about money, singalong songs about piggy banks, and a "Reality Check" program for older children which simulates a financial reality based on a hypothetical career, family scenario and monthly salary.[33] The children's room librarian at Richland Public Library in Columbia, SC astutely pointed out that, "A library card is like a first credit card. . . . If you bring books back on time, there's no penalty."[34] So perhaps financial literacy library programming for children is only making explicit a sort of instruction libraries have been imparting subtly since their founding. It is an area that needs more instruction though. While most young adults will have access to a wide range of financial products before they enter the job market, the fact that vast numbers will graduate college with both credit card and student loan debt may indicate they are not ready to handle their finances wisely.[35]

The Smart Investing@Your Library reports include two examples of libraries providing programming at senior centers and one program attempting to address the issues of identity theft and financial fraud, especially as these issues affect at-risk seniors.[36] There are also programs that include this elderly demographic, along with all the other age groups, in family focused financial literacy programs. In these programs, parents and children learn about financial issues together and libraries are hopefully positioned as innovators "with a positive message to help families with a touchy subject."[37] There are also programs focused on teaching parents how to teach their children about finances, potentially facilitating the broader possibility of financial literacy being addressed in the home.[38] None of the personal finance books read for this study included more than a passing reference to how parents might model financial behaviors or directly instruct their children in these matters. Even *Rich Dad, Poor Dad*, though it includes many anecdotes of financial lessons Kiyosaki learned from his "rich dad," does not discuss pedagogically how parents can instruct their children in financial literacy matters. This may be an area where library programming should pay particular attention.

English-as-a-second-language programs have been widespread in libraries for quite some time, but it is a recent innovation for libraries to heavily incorporate financial literacy education into this curriculum.[39] This innovation makes a lot of sense considering the at-risk nature of ESL immigrant and refugee groups. Though the biggest predictors of financial literacy are income and education, the 10–13 percent of US households that do not have bank accounts are predominantly lower income, minorities and/or recent immigrants.[40] Librarian Paolo Melillo explained of the Orlando, FL Orange County Library system's financial literacy program for immigrants: "They understood the money system in their own country, but not in the U.S."[41] Rochester Public Library (Monroe County, NY) targeted their ESL financial literacy programs still more precisely, to address their large local refugee population. "Financial literacy for the refugee community is crucial," an educator with the Consumer Credit Counseling Services of Rochester explained. "Unlike traditional immigrants, many of these people have spent their entire lives in camps where there was no way to earn, save or spend money. They have a much larger learning curve."[42] It is not surprising that libraries have taken up the call to serve those most in need of literacy; it is just that these programs represent perhaps an expansion of the types of literacies previously addressed.

None of the books studied particularly address any of these target demographics at length. The author cannot comment on books failing to address ESL individuals, as the only books read for this study were English-language titles found using the English-language version of Google. As well, financial literacy texts for children may be underemphasized by the search method employed for this study, as these resources might have appeared more heavily in results from different Google keyword searches; individuals searching for texts specifically for their children might be likely to include search terms that refer to the desired age group. Comments regarding oversights in the literature reviewed for this study should be considered with these limitations in mind.

Popular personal finance books address their readers as genderless and without a particular ethnic or cultural background, in general. Many books assume there may be families involved in financial situations (five specifically address how to handle financial issues in romantic and/or familial relationships), but the books primarily address the individual reader, whomever he or she may be.[43] Though age groups are frequently mentioned as regards investment advice, since risk tolerance in the markets is often correlated to age, no particular age group is the focus of any full book read for this study. Ramit Sethi's *I Will Teach You to be Rich* is the closest thing to an age-targeted book on the list, but Sethi's focus on youth refers mainly to young professionals, which could include a broad age range. Even Suze Orman's *The Money Book for the Young, Fabulous and Broke* is focused on "young" people that are buying homes and considering their retirement investments. At one point Orman recommends parent-readers add their children as authorized users to a credit card; Orman argues that "once you have a fifteen-year-old, it is your obligation to teach him or her good money habits."[44] This means "young" in Orman's title refers to an age range that at the very least includes readers in their thirties, a far cry from the children and teens many of the studied library programs targeted. Less focus on addressing particular demographic groups, especially those disproportionately impacted by financial illiteracy, is a potential oversight in the personal finance genre. In this regard, financial literacy library programming may be addressing a crucial gap in coverage.

CONTENT AND GOALS

Further coverage differences are found in the content and goals addressed by personal finance literature and library programming respectively. In addition to differing as regards particular content areas covered, the content that is covered varies in its entirety regarding depth of coverage in any and all particular content areas, intellectual barriers to access, and the overarching goals of the two educational mediums. These areas of difference are inexorably intertwined. Depth of coverage can necessitate and indeed become in itself a type of intellectual barrier to access, for example. If an author wishes to cover a particular content area in great depth, this likely requires that the book take considerable time building the conceptual foundations itself or else that the author presumes its readers are already in possession of these intellectual foundations. If a particular reader does not possess these intellectual foundations, this presumption becomes a very real barrier to access; the reader cannot make use of this particular book without first obtaining significant background knowledge elsewhere. The depth of coverage and the existence of intellectual barriers to access are characteristics derivative of the overarching goals of the educational mediums in question. Exploring how the goals of the two mediums differ therefore provides insight into differences in content covered, content depth, and intellectual prerequisites.

The goals of financial literacy library programming and personal finance literature differ in two main ways:

1. Whether the ultimate financial goal is to help the audience member achieve financial survival, or financial independence; and,
2. Whether the educational goal is to help the audience members achieve financial fluency, or just the conversational scaffolding necessary to "get by."

The first goal was mentioned earlier in reference to target demographics. While library programming primarily focuses on the financial goal of imminent survival, personal finance books generally focus on the goal of financial independence. Even *The Money Book for the Young, Fabulous and Broke* clarifies that "we aren't just going to get you past broke, we are going to make sure you never revisit broke."[45] To ensure readers "never revisit broke," personal finance books generally focus beyond imminent financial survival to instilling good financial habits that will build sustainable wealth.

Some of the books explicitly state that their goal is making their readers "rich," but for most the goal pursued is more nuanced, and more significant. Financial independence is a fluid monetary figure based on the spending associated with an individual's lifestyle. While "rich" is a term often defined by a static net worth, financial independence is defined as the point at which "monthly investment income crosses above monthly expenses."[46] The goal can therefore be attacked on two fronts. One achieves financial independence through a mix of earning more investment income and cutting down monthly expenses.[47]

Investment income is what the books would term "passive" income and it is the Holy Grail of personal finance. Passive income is any income for which you do not need to actively work. The RUSA *Guidelines* mention "business income" under "Earnings Guidelines," but limit their discussion mainly to "rent from investment properties or profits from a business."[48] Though there is a whole section devoted to the saving and investing in the RUSA document, and understanding both "debt-based investments" and "equity-based investments" are stated potential program outcomes for this content area, nowhere is passive income mentioned, nor is it conveyed that library programs may wish to emphasize that passive income need not be reserved for some far-off retirement, but is actually a potential means to achieve financial freedom at any point in time.[49] As soon as one can cut monthly expenses low enough, and save and invest enough to earn a monthly passive income stream to cover those lowered expenses, the individual need never work another day in his or her life.[50] This is the ultimate financial goal of most of the personal finance literature.

One can relate these differing goals back to the different audiences of the two educational mediums: Assuming a middle-class audience, the books can exhort their readers to move beyond financial survival to a lifestyle fully supported by investment assets. The target audience of library programming, on the other hand, likely struggles to pay for all their necessary expenses; they may have no surplus with which to purchase investment assets. While the RUSA *Guidelines* mention various investment vehicles by name and state that library patrons should be able to "compare financial investments like stocks and bonds to alternatives like real estate and gold," the Smart Investing@Your Library programs show a predominant focus in practice primarily on imminent financial survival rather than long-term investments.[51]

The books would argue that investing is a necessary expense, and that it is the cornerstone of financial survival, both imminent and long-term. "Pay yourself first" is a phrase that is never mentioned in either the RUSA *Guidelines* or the Smart Investing@Your Library reports, but it is the absolute heart of popular personal finance literature. The concept was first articulated in 1926 in George S. Clason's book of financial parables, *The Richest Man in Babylon*. The concept turns most monthly financial realities on their head; instead of saving and/or investing what is left over *after* one has paid all his or her bills for the month, the individual automatically takes out monthly savings/investment money at the *beginning* of the month.[52] Many of the personal finance books expand on this idea, perhaps most vividly David Bach who points out that if we are only saving 5 percent of our income on average, then "most of us work barely 22 minutes a day for ourselves."[53] Instead we are working for the utility company, the grocer, the car dealership; we are working to pay the bills, instead of funding our future. It would only seem fair that, "A part of all you earn is yours to keep," but this isn't the reality for most.[54] Certainly putting aside more than 5 percent of their income before paying for their necessities is beyond reckoning for some library patrons targeted by financial literacy programming. Yet, the financial pundits in popular personal finance literature hold to this maxim so fiercely that Robert T. Kiyosaki, for instance, describes dire circumstances where he faced unpaid bills, or even the IRS, yet he insisted on paying himself first.[55] Libraries will have to consider: Where does one realistically prioritize survival today vs. survival in retirement? Certainly financial literacy programming or resources that include the potential, misinterpreted takeaway that one shouldn't pay their bills are walking a nerve-wracking line. Yet, if patrons fail to find funds to save and invest, are they only exchanging survival today for a dire financial future?

There are also concepts conspicuously absent from the personal finance literature that the RUSA *Guidelines* recommend covering. The concept of "time-value of money" is a prime example.[56] The fact that none of the twelve books read for this study explicitly articulated this concept brings us to the differing educational goals of the two mediums. Some books do insist on financial fluency, most notably the heavy-investment books: *The Intelligent Investor* by Benjamin Graham and *A Random Walk Down Wall Street* by Burton G. Malkiel. Malkiel even insists his readers must understand the sources of investment information, so that they can continue to consult these educational resources regularly as they continue to employ his investment advice.[57] But these two investment books are the exception to the general rule for popular personal finance literature: for the most part the educational goals of personal finance literature only extend to the point of giving readers enough financial background that they can carry out the specific advice laid out in the text. Some books even take this to the extreme of providing what amount to scripts so readers can ask particular salient questions, of potential brokers, for example, or the credit card company, and listen for particular keywords or numbers in return.[58]

Library programming, on the other hand, focuses very much on the literacy component of financial literacy. Library programming guidelines include possible workshop topics like understanding "Where do my tax dollars go?" or potential program outcomes like "Understand the time-value relationship of money and how it affects debt repayment."[59] Understanding where and how one's taxes will be utilized or how we calculate and consider net present value of money in financial decision-making is not essential to robotically carry out financial advice. But library programming wants to do more than convince patrons to carry out specific financial actions; the emphasis is on helping patrons achieve true literacy. The word "understand" appears eighty-four times in the RUSA *Guidelines*.[60] While personal finance literature and library financial literacy programming may cover some similar content areas, the fundamental focus is on inherently different financial and educational outcomes.

This is not to say that personal finance books cannot contribute to library programming, or serve as a means of continuing self-education and debate. Napoleon Hill's *Think and Grow Rich* or Harv T. Eker's *Secrets of the Millionaire Mind* would provide an interesting spiritual take on a program addressing the RUSA "Earning Guideline" topics. *A Random Walk Down Wall Street* and/or *The Intelligent Investor* cannot be beat for in-depth studies of the market and/or investment strategies and theories. Ramit Sethi's *I Will Teach You to be Rich* would be an invaluable resource to a program targeted at young professionals and Suze Orman's *The Money Book for the Young, Fabulous and Broke* might be a great fit for a young parent to read. Both Sethi and Orman's books would also provide an interesting debate to any library program recommending traditional budgeting; both books outright decry this practice.[61] Robin and Dominguez's *Your Money or Your Life* and Dave Ramsey's *The Total Money Makeover* will provide great discussion fodder for any program aligning with RUSA Guideline 2.0: "Borrowing and Credit" as both take bold stances regarding credit and debt.[62] *The Millionaire Next Door* by Stanley and Danko might be the perfect accompaniment to a Spending Guideline program, as the text devotes quite a bit of time to exploring how wealthy individuals actually tend to be quite frugal when it comes to consumer spending, and David Back's *The Automatic Millionaire* could introduce program participants to automating their saving and investing before they start spending anything at all on consumer products.[63] Lastly, George S. Clason's *The Richest Man in Babylon* is a foundational text for anyone interested in any aspect of financial literacy, but it does spend some particular time exploring issues of financial risk, and so might be particularly suited to accompany a library program addressing RUSA Guideline 5.0: "Protecting Against Risk."[64]

Librarians must always bear in mind, however, that the audiences addressed by personal finance books and library programming, as has been explored herein, are often dissimilar. Librarians should consider the particular patron in question and whether the financial discussions within the text will match that patron's level of background knowledge and current financial situation (if these characteristics are known). As important as programming is, as information experts, being able to introduce patrons to reliable and useful resources is equally important and one thing libraries bring to the financial literacy movement that no other community organization can.[65] Discovering books more suited to the majority target demographics of library programming may be a prime area for future research.

Librarians might also want to consider whether the books' more practical approach to financial literacy has merits. No doubt librarians will hold strong to the information literacy components of programming, but it might be wise to stop to consider at what point insisting on theoretical understanding detracts from the likelihood that patrons will take action. While some books tout potentially worrisome principles like "Ready, fire, aim!," a middle ground, like "The 85 Percent Solution" might be worth considering in programming.[66] As Sethi counsels his readers: "Too many of us get overwhelmed thinking we need to manage our money perfectly, which leads us to do nothing at all. That's why the easiest way to manage your money is to take it one step at a time—and not worry about being perfect. I'd rather act and get it 85 percent right than do nothing."[67] While RUSA's *Financial Literacy Education in Libraries: Guidelines and Best Practices for Service* is inherently focused on The 100 Percent Solution (ideal workshop topics and program outcomes) actual library programs should bear in mind that educational goals that include "take action" may be more closely aligned with real world financial outcomes.

CONCLUSION

This study builds on the scholarly literature and library guidelines and recommendations for financial literacy, concluding that there is not nearly as much overlap in audiences, coverage, or goals between existing popular financial literacy materials and library programming as one might presume. Libraries can rest assured that programming is covering crucial gaps in available financial education resources. At least among this study's proxy group of personal finance books, there were none addressing specifically socioeconomically disadvantaged women, youth, elderly individuals, families or ESL immigrants or refugees. Library programming may also be addressing a different audience in terms of patrons who simply would not have checked out library materials on the topic. The Los Angeles Public Library took a survey as part of their Smart Investing@Your Library grant, and found that among their patrons "53% said they had never checked out library materials on financial matters, yet 77% said they would attend a finance-related workshop at the library."[68]

Library programs also have the advantages of flexibility and creativity. Programs do not even need to be ostensibly focused on financial literacy to include components within a broader (and potentially more appealing) context. Ada Community Library in Boise, ID, for instance, had great success with a "free shred day" program that provided informal information on identity theft.[69] Estes Valley Public Library District (Estes Park, CO) brought in patrons otherwise unlikely to discuss financial literacy by hosting movie nights, playing such titles as *Confessions of a Shopaholic* and *The Pursuit of Happiness* and framing a financial literacy discussion around the themes in these popular films.[70] Many Smart Investing@Your Library grantees found great success having parties or holding fairs focused on financial literacy, but emphasizing the entertainment aspect of their activities.[71] This is an area that might benefit from further research. How can libraries best address patrons who might not check out financial materials, but could potentially be interested in finance workshops at the library? What are best practices not only for financial literacy programming, but for integrating financial literacy concepts into broader programming?

Particular content covered between library financial literacy programming and personal finance literature varies as widely as the audiences addressed, likely due in part to these differing audiences, assumptions made about the prerequisite knowledge these users may have gleaned elsewhere, and also due to differing financial and educational goals. Even as regards topics universally covered by both personal finance literature and library financial literacy programming, such as retirement planning and budgeting, the exact discussion varies and thus so do the conclusions reached. Financial literacy library programming, for example, frequently recommends traditional budgeting.[72] Many personal finance books, on the other hand, veer away from traditional budgets, recommending automatic bill payments and other means to guide one's spending.[73] Ultimately this brings us back to the differing financial goals of the two educational mediums; traditional budgeting is focused on getting users to the point of solvency, while automating one's finances might allow him or her to strategically direct the flow of income to more ambitious goals.

The fact that libraries address foundational knowledge, and sometimes simpler financial topics than the personal finance books, sets up libraries in their usual role as providers of universal access to knowledge. While the personal finance literature may have intellectual barriers to access, library financial literacy programs may be the ideal vehicle to help patrons overcome these barriers. Library financial literacy programming will teach the foundational concepts, while personal finance literature may then expand on these concepts and explore particular issues in greater depth. This connection might be explored through library financial literacy programs that leave participants with recommended reading lists. The utility of this practice might be another good topic for future research.

Libraries should also consider that there are drawbacks purely to the medium of books vs. live programming and libraries might take advantage by playing to the strengths of a live medium. The RUSA *Best Practices*, for instance, recommend, "As libraries prepare and present financial literacy programs and workshops, an essential step in the process should be the verification of the currency of the content."[74] Updating content is not something a book can do (other than through the long process of publishing a new edition), while library programming can be relatively easily updated. Similarly, one of the pieces of advice one might glean from the Smart Investing@Your Library case studies is that libraries should "be prepared to modify programming assumptions when users want a different level of learning."[75] Just as they cannot update their content, neither can books modify their level of content. Books are a static medium. Library programming is dynamic. While there is very clearly a role for both library programming and personal finance literature in the nationwide financial literacy movement, libraries should take pride in providing initial access to content the books don't necessarily cover; addressing audiences the books don't necessarily consider; dynamically adjusting content, coverage and appeal; and pursuing the ultimate goal of financial literacy for those truly most in need.

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Outstanding Business Reference Sources 2015

BRASS Business Reference Sources Committee

BRASS Business Reference Sources Committee *contributing members: Naomi Lederer, selections editor; Ed Hahn, chair; Erin Wachowicz, nominations coordinator; Felipe Castillo; Holly Inglis; Jordan Nielsen; Anthony Raymond; Lauren Reiter; and Suzanne Sweeney.*

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

OUTSTANDING

The Routledge Companion to Entrepreneurship. Edited by Ted Baker and Friederike Walter. New York: Routledge, 2015. 500 p. $240 hardcover (ISBN: 978-0-415-63176-1).

This insightful collection of works, edited by Ted Baker (North Carolina State University) and Friederike Walter (University of Siegen, Germany), explores the diverse ideas, perspectives, theories, and methods in the field of entrepreneurship scholarship. There exists a strong interest in entrepreneurship, from both scholars and practitioners, and research has moved from being an outlier to mainstream. This volume provides wide-ranging look at the issues surrounding entrepreneurship, such as exploring the definition of the term entrepreneurship in the creative industries and developing countries. Baker and Walter are enthusiastic about the current scholarship in this area, stating in their opening chapter: "the domain of entrepreneurship is broader, more contested, more energetic and more promising than it ever has been."

Organizationally, the book is divided into six broad themes and includes a brief introduction to each section. Readers will find additional recommended readings and references at the end of each chapter. The first section, "The Discipline of Entrepreneurship," explores the history of the field, the philosophy of entrepreneurship, and what the term *entrepreneurship* means to different groups. “Reasons and Motivations for Entering Entrepreneurship” examines why people engage in entrepreneurship—investigating passion, differences between entrepreneurs and other people, and those who start business after business. Next, “Resources and Resourcefulness” contains chapters on the creativity entrepreneurs demonstrate in using available resources, microfinancing, and the commercialization of inventions and discoveries at universities. Included is an interesting investigation into how families and households influence business decisions.

The book continues with the positive and negative impacts of entrepreneurship on entrepreneurs and their families, communities, and broader society in “Entrepreneurship, Wealth, and Wellbeing.” In this section there is a fascinating look at the area of criminal entrepreneurship. One of the strengths of this book is the inclusion of future research questions and, within this chapter, the author suggests that researchers develop a better understanding of whether criminal entrepreneurship is “merely a sub-discipline at the nexus between entrepreneurship and criminology.” Next, in “Entrepreneurial Opportunity,” researchers discuss the differences in opportunities facing various groups, such as women in the global south. Finally, “Towards a Broader Understanding” looks at the methodological future of entrepreneurship research. There are chapters outlining the steps for conducting a content analysis, potential areas for research in developing countries, techniques for getting inside entrepreneurs’ hearts and minds, and a critical examination of research scholarship in the field of entrepreneurship.

This book is an outstanding resource for scholars by offering to readers an understanding of a wide array of issues related to entrepreneurship scholarship. In addition, it is strengthened by bringing together scholars and their research traditions from many different countries, primarily in the United States, Canada, and Europe. These contributors bring a breadth of experiences and diverse backgrounds. This work is an excellent addition to academic libraries serving graduate students and faculty engaged in entrepreneurship scholarship and will provide new insights and directions for future research.—*Felipe Castillo, Seattle University, Seattle, Washington*

The Sage Encyclopedia of Quality and the Service Economy. Edited by Su Mi Dahlgaard-Park. Thousand Oaks, CA: Sage Publications, 2015. 2 vols. 958 p. $375 hardcover (ISBN: 978-1-4522-5672-6). $300 e-book (978-1-5063-1505-8).

This two-volume reference resource begins its introduction by stating that our global society has entered into what is now a service economy and that service now makes up the largest share of the GDP in many countries. *The Sage Encyclopedia of Quality and the Service Economy* identifies that the emphasis on quality gained importance with mass production in the 1930s, and during the Second World War in the 1940s where large amounts of military supplies could be produced in a short period and at a reasonable cost. Since the 1990s up through the present day, the emphasis on quality has expanded to include service sectors.

The editor of this publication, Dr. Su Mi Dahlgaard-Park, has compiled more than two hundred articles written by more than two hundred contributors, many of whom are affiliated with universities worldwide. All of the articles give a succinct overview of a range of topics and include a section where the reader can get further information. Topics include the areas of advertising, entrepreneurship, innovation management, knowledge management, leadership, and quality assurance. For example, the article on leadership includes a definition of leadership and an overview of the various leadership theories such as trait and situational theories. Also included is an overview of the theory of elemental change management where the focus is not on individual leaders, but the many roles one or more leaders may face in an organization. These include the roles of the strategist, controller, storyteller, and resource allocator. In another example, the article on knowledge management starts with a definition, then focuses in the areas of knowledge types within an organization, knowledge management and learning organizations, knowledge management and technology, and knowledge management for quality.

In addition to being the editor of this resource, Dahlgaard-Park is currently a professor at Lund University’s Institute of Service Management in Sweden. She is recognized as a leading scholar in the areas of quality and services management, knowledge management, and human resource management.

All of the articles in this resource are arranged alphabetically, and each volume has its own A-Z table of contents along with a list of entries. In addition to the table of contents, each volume has a readers’ guide where all of the articles are classified into twenty related topics. Some of these topics include branding, communication and social media, consumption, and tourism. The end of the second volume includes an extensive bibliography and a detailed index.

As service continues to become more integrated in the everyday economy and the need for quality never ends, *The Sage Encyclopedia of Quality and the Service Economy* can serve as an outstanding reference resource in academic libraries, for students and faculty in the areas of leadership, knowledge management, marketing, and diversity.—*Ed Hahn, Weber State University, Ogden, Utah*

NOTABLE

Creating Value with Big Data Analytics: Making Smarter Marketing Decisions. By Peter C. Verhoef, Edwin Kooge, and Natasha Walk. London and New York: Routledge, 2016. 316 p. $59.95 paperback (ISBN: 978-1-138-83797-3). $150 hardback (978-1-138-83795-9).

In recent years, big data analytics has become a big deal in business. What makes this a notable selection is the specific focus of this book. It isn’t just about big data, it’s about using big data to create value and make better marketing decisions.

To accomplish this, the authors, an academic and two data analysts, present a model for creating value with data analytics and use this as a framework for the book. It is comprised of three types of chapters: general, key, and in-depth. The general chapters present an overview and history of data analytics and a detailed explanation of their big data value creation framework. The key chapters discuss big data analytics in the context of business and marketing. This includes chapters on data types, how big data are changing analytics, and building successful big data capabilities. The in-depth chapters take a deeper dive into the ideas discussed in the general and key chapters, describing tools and techniques that can be used in real-world settings. The remaining chapters feature cases that demonstrate how big data can be used to solve problems and key learning points that summarize the takeaways of each chapter.

While it is not a traditional reference source, this is a notable book that connects big data analytics concepts with practical applications for marketing. A table of contents, an index, and a guide that helps readers navigate the sections of the book make it easy to find specific content. The combination of introductory stand-alone chapters and in-depth, advanced chapters make this suitable for use as a reference title. It is recommended for advanced students and business and data professionals that are interested in market research and data analytics.—*Erin Wachowicz, Yale University, New Haven, Connecticut*

Palgrave Dictionary of Emerging Markets and Transition Economics. Edited by Jens Hölscher and Horst Tomann. London: Palgrave MacMillan, 2015. 589 p. $239 hardcover (ISBN: 978-1-137-37137-9), $189 e-book (978-1-137-37138-6).

The *Palgrave Dictionary of Emerging Markets and Transition Economics* has been selected as a notable title for its contributions from primarily European economists, sociologists, finance, and political science experts. As stated by the editors in the introduction, the format follows the example of *The New Palgrave Dictionary of Economics*, which uses an encyclopedia-based approach where articles not only define the terms but provide an overview of the evolution of the term or theory, and also touch on the current debates. The articles will be particularly useful to researchers interested in select European and Asian countries. There is some global analysis or perspective included; however, it is best to look elsewhere for research specific to other regions. Historical coverage varies by topic; typically 1980s–1990s to present as it examines transition from communism to capitalism.

The dictionary is divided into five parts: "Monetary Aspects," "Institution Building," "Economic Policy," "Growth and Development," and "Wellbeing." Each part has five to seven articles, which include abstracts and reference lists. There is both a name and subject index.

A strength of this monograph is the balance between economic, political and sociological studies. Part 1, "Monetary Aspects," includes stellar analysis of central bank independence, currency reform, financial sector restructuring, exchange rate regime, and monetary stabilization. The articles on entrepreneurship and corporate social responsibility in part 4, "Growth and Development," have excellent definitions, historical analysis and current perspective for any researcher looking for a source to begin with for those topics. For researchers looking at entrepreneurship from an academic focus, the variety of entrepreneurship definitions included will be valuable as well as the thoughtful analysis of entrepreneurs in transition economies. Due to its useful definitions, the *Palgrave Dictionary of Emerging Markets and Transition Economics* is highly recommended for academic libraries looking to provide their undergraduate students with a solid introduction to transition economics and emerging markets.—*Holly Inglis, University of Toronto, Toronto, Ontario*

The 100 Most Important American Financial Crises: An Encyclopedia of the Lowest Points in American Economic History. By Quentin R. Skrabec Jr. Santa Barbara, CA: ABC-CLIO, Greenwood, 2015. 337 p. $89 hardcover (ISBN: 978-1-4408-3011-2). Contact the publisher for e-book price.

This encyclopedia is notable as a chronicle of the worst moments in American financial and economic history. *The 100 Most Important American Financial Crises: An Encyclopedia of the Lowest Points in American Economic History* begins with Bacon's Rebellion in 1676 and ends with Detroit's Bankruptcy in 2013, covering a wide variety of economic events that range from the well-known to the less-obvious. A small sampling of entries includes "Whiskey Tax Rebellion," "Gold Rush Boom and Bust," "Bessemer Process and the Labor Crisis," "Peanut Import Crisis," "Wall Street Crash and Great Depression," and "Hurricane Katrina."

All of entries were written as two-to-three-page narratives, occasionally supplemented with images. The storytelling style is clear, accessible, and successful in conveying the details and magnitude of each individual crisis. Additionally, the well-researched entries use cross-referencing to relate each economic problem to other important crises and include a few suggestions for further reading. This encyclopedia is available in print and electronic formats, each containing a lengthy appendix of primary documents, as well as a bibliography and index.

The 100 Most Important American Financial Crises: An Encyclopedia of the Lowest Points in American Economic History covers a topic of current interest as readers and researchers reflect on recent financial crises and seek historical information for context and comparison. The encyclopedia is suitable for both public and academic libraries, and is a timely, useful, and engaging resource that will inform users interested in surveying the impact of historical financial and economic disasters and learning more about events that have affected the United States throughout history to the modern day.—*Lauren Reiter, Penn State University, University Park, Pennsylvania*

The Minimum Wage: A Reference Handbook. Edited by Oren M. Levin-Waldman. Santa Barbara, CA: ABC-CLIO, 2016. 354 p. $58 hardcover (ISBN: 978-1-4408-3394-6), $58 (1 user) e-book (978-1-4408-3395-3).

Debate among economists over the theoretical and actual efficacy of a minimum wage seems as intense today as it ever was and in the American political arena the debate continues to be contentious and sharply divided along party lines. While not a completely balanced treatment, this recent addition to ABC-CLIO's Contemporary World Issues series is notable because it provides essential background on the struggle for, and against, a minimum wage law that is accessible to those who have little or no knowledge of the history behind it. It provides an introduction to the wide ranging socioeconomic and political motivations and controversies that have surrounded the minimum wage in the United States since it was first enacted into law in 1938 in the Fair Labor Standards Act.

That this book gives greater space to arguments pro-minimum wage is understandable given Levin-Waldman's decades-long advocacy for and defense of a minimum wage. Nor is it surprising that all issues affecting minimum wage policy cannot be addressed in this one volume. The almost sixty pages of data and excerpts from primary documents prove very useful. The table of demographics provides data not easily or quickly retrievable by the inexperienced researcher. The resources for further research is a thirty-five page annotated bibliography of books, articles, reports and Internet resources. The chronology gives a succinct overview from the world's first adoption of a minimum wage by New Zealand in 1894 to the recent raise of the minimum wage to $15 an hour in Portland, Oregon in 2015. The glossary explains many of the esoteric terms used throughout the book. One caveat is the index is too brief and not particularly useful. For example, there is no index entry for the word political, but a full-text search for political debate in the e-book brings up five entries. Public and academic libraries wanting to support research on this hot button topic should have this book.—*Anthony Raymond, Santa Clara University, Santa Clara, California*

The Sage Encyclopedia of Economics and Society, Frederick F. Wherry, general editor; Juliet Schor, consulting editor. Los Angeles: Sage, 2015. 1853 p. $650 hardcover (ISBN: 978-1-4522-2643-9). $520 e-book (ISBN: 978-1-5063-0088-7).

The Sage Encyclopedia of Economics and Society is notable for its coverage of economics highlighting contemporary issues and society, demonstrating how economics and social issues are intertwined. This four-volume 1,853 pages (plus front mater) set covers a wide range of economic topics including 800 articles, each around 3 to 5 pages. Topics range from ABC (TV) to Customer Satisfaction, Daoism to Italian Immigration, Japanese Immigration to Rural Migrants, and Sacred Production to YouTube. There are articles as diverse as Stalking and Twitter; Peter Drucker and Black Baptist Women's Movement; Quality Circles and Kickstarter. Each article is signed and includes references and future readings. There are cross-references between articles and each volume includes a list of all articles and a reader's guide arranging all articles into fifteen broad categories including "Advertising and Marketing," "Childhood and Economics," "Education and Human Capital," "Religious Life," and "Work and Occupations." The first volume also includes about the editor, list of contributors, introduction, and chronology of economics and society. There are some international contributors, but the focus is on US society and economics. The last volume also includes a glossary; resource guide to sources of US data; international data; books, journals, and websites; and an index. The general editor is an economic and cultural sociologist from Yale University and the Consulting Editor is a professor of sociology at Boston College.

This academic, multi-author reference work provides a general, non-technical resource that is understandable and tangible. It provides better understanding of economics through a contemporary and social viewpoint. It is available both in print and electronic versions are on various platforms including Sage Knowledge, Amazon Kindle, and Google Play.—*Suzanne Sweeney, Collin College, McKinney, Texas*

Worldmark Global Business and Economy Issues. Farmington Hills, MI: Gale, 2015. 2 vols. 706 p. $326 hardback (ISBN: 978-1-4103-1756-8). Contact the publisher for e-book price (ISBN: 978-1-4103-1759-9).

The publisher's website explains that this notable reference book is "intended to meet the needs of global studies courses as well as International Baccalaureate and AP courses in Economics and Business & Management, [it] is designed to give students and researchers a resource that helps contextualize and analyze the central issues surrounding international business and economics." Arranged by topic, with a glossary of terms (*abnormal profits* to *WTO*); chronology of events (prehistory and ancient times to January 25, 2015); a bibliography divided by books, periodicals, and websites, as are end-of-entry bibliographies; an index with "see" references, and a selected list of organizations and advocacy groups. The online version's list of illustrations has a thumbnail-sized partial view of the image that links to the full image in the entry from which it came. An unusual section on using primary sources, but part of the reason this book is particularly valuable, provides explanations and context for the documents that are transcribed from other sources, included to pique the interest of researchers.

Volume 1 thematically covers business and management topics: core concepts, business organization and environment, human resource management, finance and accounting, marketing, and operations management. Volume 2's themes are economic topics: foundations, microeconomics, macroeconomics, international economics, and development economics. All the topics are intended to address global impact. All entries have an introduction, historical background, impacts and issues, and future implications sections. For example, the entry on culture starts with an introduction, and then covers the historical background (understandings of culture, including business culture), impacts and issues ("glocalization"), and future implications. Launching a PDF version in the e-book creates a sharp-looking color document, with linkable webpages in the bibliography. Because of its clear focus, *Worldmark Global Business and Economy Issues* permits a speedy location of relevant definitions and related materials. It is going to be a useful resource for a long time.—*Naomi Lederer, Colorado State University, Fort Collins, Colorado*

NOTABLE NEW EDITION

The Oxford Handbook of Banking, 2nd ed. Edited by Allen N. Berger, Philip Molyneux, and John O. S. Wilson. Oxford University Press, 2015. 1040 p. $175 hardcover (ISBN: 978-0-19-968850-0).

The first edition of *The Oxford Handbook of Banking* was published in 2010 during the global financial crisis. Since then, much has changed in the world of banking. Accordingly, the second edition of the *Handbook* book kicks off with a chapter focused on the financial crisis and its impact on policies and regulations, the banking industry, and banking research. The more than forty experts who contributed to this book include bankers, professors, economists, and policy advisers from all over the world. For these reasons, the second edition of *The Oxford Handbook of Banking* deserves recognition as a notable new edition.

In terms of organization, the *Handbook's* table of contents lists five distinct sections, including the theory of banking, operations, regulations and policy, macroeconomic perspectives, and banking systems around the world. A series of lists follows the table of contents that readers will find useful. The first is a list of figures, including figures such as an overview of the financial system, bank acquisitions by year, and bank ownership structure across regions. A list of tables follows, and it includes tables such as major events in bank deregulation, the world's one hundred biggest banks, and banking sector stability and performance indicators. Following the list of tables is a list of abbreviations, ranging from ABCP (asset-backed commercial paper) to PD (probability of default) to VLTRO (very long-term refinancing operations). This book also includes an index to help readers navigate its more than one thousand pages.

While the new edition includes much of the information from the previous edition, it is significantly enhanced by the inclusion of post-financial crisis updates. This book also strikes a nice balance between theory and empirical research, thus making it accessible to researchers and practitioners alike.—*Jordan Nielsen, San Diego State University, San Diego, California*

Best of the Best Business Websites

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

2016 BEST FREE BUSINESS WEBSITES WINNERS

Topic: Business Data

American FactFinder: factfinder.census.gov

The Census Bureau collects and disseminates data about the United States population and economy, conducting more than 130 surveys and censuses a year. As the official search tool of the Census Bureau, American FactFinder allows users to tap into some of the most popular data the Census Bureau collects, providing invaluable insight into communities around the country. A list of all the surveys and censuses conducted by the Census Bureau can be found on their website (www.census.gov/programs-surveys/surveys-programs.html).

The sheer quantity of free data available via American FactFinder is its greatest strength. Few other resources explore the population and economy of the United States in such depth as American FactFinder, and even fewer do so with no cost to the user. Perhaps the most well-known product of the Census Bureau, the once-a-decade Decennial Census is included in American Factfinder, but other surveys and censuses that capture more up-to-date changes in the United States population are also searchable through the tool, such as the American Community Survey, American Housing Survey, data from the Population Estimates Program, and the Puerto Rico Community Survey. American Factfinder can also be used to find information on United States businesses and industries with data from the Census Bureau's Annual Economic Surveys and the Economic Census, conducted every five years. Finally, data from the Census of Governments, conducted every five years, is available through American FactFinder for data on state and local government units. A list of these and other surveys and censuses included in American Factfinder can be found on its website (http://factfinder.census.gov/faces/nav/jsf/pages/what_we_provide.xhtml). Data covers the entire United States, from country-wide and state level data to county, metropolitan areas, and census block groups. It is important to note, however, that for smaller geographic locations there is at times less (or no) data available, either to protect the anonymity of survey/census respondents, or because data simply is not collected for that variable at that level.

To access data in American FactFinder, researchers are given several interfaces to choose from, all of which are accessible through the landing page of the American FactFinder website. The Community Facts interface is perfect for quick statistics about single communities (e.g., state, county, city or zip code). For more in-depth questions that require comparing multiple geographies, the Guided Search and Advanced Search interfaces allow researchers to build a search using topics, geographies, race and ethnic group, and industry codes. The Guided Search takes researchers through the steps of choosing variables, while the Advanced Search allows researchers to search for tables by keyword. Another interface, the Download Center, allows researchers to quickly find datasets or tables—perfect if someone knows the exact name of the dataset or table they need.

Data in American FactFinder is primarily visualized through tables, though when comparing two or more geographies users are also given the option to create a map to represent the data. Tables can be saved to a variety of file formats, allowing easy exporting to both Microsoft Excel and PDF. Before exporting, tables can be modified within American FactFinder's interface to reorder columns and delete extraneous data. As alternatives to exporting, users are also given the option to print or bookmark/save tables. The bookmark feature creates a unique permalink that can be used to find the table again later.

Because of the wide variety of data available in American FactFinder, it is a valuable resource for academic researchers, economists, business owners, government policy makers, and anyone who is trying to grasp the diverse communities and industries that make up the United States. The variety of search interfaces allows users to access data at a level appropriate to their research needs: from quick facts to detailed datasets. Most importantly, free access means the price is right for any researcher.—*Bridget Farrell, Business and Economics Librarian, Auburn University (BRASS Education Committee Member, 2015–2017)*

Data.gov: www.data.gov

The "home of the US government's open data," Data.gov is an online data aggregator created by the US General Services Administration in 2009. Championed by the Obama administration, Data.gov is based on its Open Government Initiative to embrace a new era of open and accountable government. In an age when data are seemingly abundant in our daily lives and with production expanding at an astonishing pace, Data.gov is in its eighth year of bringing data to the American public in an effort to foster government transparency, and is a recognized tool of the open data movement.

Data.gov serves as a portal to aggregate metadata about open data resources published by the federal government; it then harvests and synchronizes source metadata daily. Data from state, local and tribal governments can also be added by agencies for greater user discoverability. Data.gov is built on two open source applications, CKAN (powering the data catalog) and WordPress (driving the Data.gov content), and GitHub maintains its data feeds and application program interface (API) documentation. The more advanced user or developer can access data to create software application machine-readable datasets via APIs or access a JSON (JavaScript Object Notation) open-standard format file describing all datasets.

The Data.gov platform is segmented by six headers: Data (the catalog of government open data); Topics (icons alphabetically displayed for fourteen broad subject areas); Impact (data application examples of "citizens leveraging open data"); Applications (software application tools from business, community and government, mostly at no cost and with no registration); Developers (technology information and updates for developers related to infrastructure, APIs, and open source projects); and, Contact (report a problem, make a request, and ask a question). See the Open Data Stack Exchange to see previous questions asked and answered, or query the Data.gov community.

Select "Data" to search or browse the catalog of over 186,000 datasets aggregated in Data.gov. The heart of the platform, the data catalog identifies government data series, datasets, and a host of tools and products. Catalog search by keyword, order your results (relevance, name, last modified, popular, or date added), then filter the results by location, topics or topic categories, dataset type, tags, formats, organizations or organization types, publishers or bureaus. Select multiple items to focus a search. Displayed results default to those most popularly viewed.

Two recent enhancements help Data.gov and its users. A 2013 Executive Order required that all federal data be published as both machine readable and open data. Then, in 2014–15, there was significant operations restructuring, from dependence on agency-submitted, one-at-a-time datasets to Data.gov becoming a data harvesting hub, which now pulls agency datasets automatically and daily. These significantly more efficient methods enable greater discoverability of data and develop Data.gov as a more credible, reliable portal.

Suggested improvements for Data.gov include the provision of a site index and a data release calendar. In searching, it might be useful to enable a "search within" results option, and allow results to be ordered by date of publication, not just by date added. The metadata are difficult to understand: Different datasets have different metadata structures, metadata files are not well labeled, and there is no complete list of metadata fields with descriptions. As well, the Data.gov blog is buried in the footer. The blog exemplifies rich elements of the catalog and recent developments in the Data.gov platform, and would show off well at the header level with Data and Topics. Sadly, the sizeable number of bad links in the catalog make it difficult to access linked data results.

Data.gov carries the responsibility of being among the first government open data portals and, as such, there is public expectation that it provide a framework that goes beyond data delivery. The need to prepare end users to discover forms of data grows, and data visualization is key. While the public is encouraged to "suggest a dataset here" at Data.gov, there is more to it. To sense the power of open data, one might turn to other data sites and tools such as Data USA and Tableau, which have flourished as they involve end users in data discovery.

Yet, Data.gov continues to build on its success, going beyond the simple provision of access to open data, standardizing the requirements for government data provision, and initiating an open door for public inclusion. The platform has spawned a host of data.gov sites in other countries (e.g., Canada, the UK, Australia, France, Singapore), with 106 countries now bringing the open data movement forward, according to a 2016 United Nations global survey.

Still in its infancy, there is no dominant type of user of open data, though the ideals sponsoring the Data.gov tool (transparency, participation, and collaboration) suggest this platform could be a go-to site for US citizens of all kinds. In reality, Data.gov is a much larger effort that exists as a partially fulfilled promise of government data transparency, and can be recommended for viewing and use by all interested in government open data as a work in progress.—*Monica Hagan, Business Research and Instruction Librarian, University of California, Los Angeles (BRASS Education Committee Member 2015–2017)*

SEC EDGAR: https://www.sec.gov/edgar/searchedgar/companysearch.html

EDGAR is the Electronic Data Gathering, Analysis, and Retrieving system provided by the US Securities and Exchange Commission (SEC). Since 1993, the EDGAR database has provided free electronic access to millions of corporate filings. Recently, the SEC has updated the EDGAR interface, adding improved (and much needed) search functionality. Investors, companies, and the general public will find EDGAR a useful research tool for maintaining transparency in the corporate sector.

Companies were phased into EDGAR from the paper-filing system over a three-year period, ending May 6, 1996. After this date, all public domestic companies were required to file via EDGAR, with some exceptions. As of November 4, 2002, the SEC required foreign companies to file in EDGAR as well, whereas previously it was optional.

EDGAR provides access to financial statements such as 10-K's, 8-K's, 10-Q's, and proxy statements, which allow investors to decide whether a company's securities are a good investment. See EDGAR's Beginner's Guide to Financial Statements (https://www.sec.gov/investor/pubs/begfinstmtguide.htm) for a detailed description of these documents. EDGAR also provides access to correspondence between filers and EDGAR reviewers dating back to August 2004.

Along with equity and cash flow, financial statements include information about the company's executive compensations policies. This information can be found in forms 10-K and 8-K, registration statements, and schedule 14A. Additional filings on mutual funds and annuities can be accessed from the search tools page: https://www.sec.gov/edgar/searchedgar/webusers.htm.

EDGAR also contains information on mergers and acquisitions, as long as one or both of the companies involved are required to file with the SEC. Information on Initial Public Offerings—including offering documents—can be found in a company's registration statements. If a company has filed for bankruptcy or Chapter 11 reorganization, details can be found on form 8-K.

One of the SEC's goals in designing the new site was to transform the EDGAR database from a "form-based electronic filing cabinet to a dynamic real-time search tool with interactive capabilities." The new interface is simple and clean, allowing users to search by company name, ticker symbol, or a central index key (CIK) number to quickly find information. A CIK number is a unique identifier assigned by the SEC to any company that files disclosure documents in the United States. The EDGAR CIK Lookup, available from the homepage, is a handy tool for those unsure of a company's CIK number.

Search results are listed by date, with the most recent listed first. For a list of the latest filings, see https://www.sec.gov/cgi-bin/browse-edgar?action=getcurrent. Additional searching options and information are accessed by clicking further into the site, a feature that keeps the homepage uncluttered. New features include an RSS feed to see when new filings are added, and export/sharing options on each page. EDGAR is constantly making improvements to their site. To see the most recent changes, check out their search updates page at https://www.sec.gov/edgar/searchedgar/edgarsearchupdates.htm.

The free version of EDGAR does not provide real-time access to filings. Users may have to wait up to 24 hours for new listings, and during busy times at the SEC, this wait time may increase.

When using the Companies and Other Filers search—the most common—use the exact name of the company as reported on the SEC filings, otherwise search results will include companies with similar names. Also, be sure to check whether a statement has been amended; you will see "/A" after the filing type name if it has been amended.

The full text search allows users to search the entire text of all SEC filings from the past four years. Understanding the rules and regulations associated with the various filing types is a tremendous help when searching in EDGAR. See the Forms List (https://www.sec.gov/forms) for detailed descriptions. To limit search results to certain form types filed by a specific company, use the Companies and Other Filers search. After EDGAR returns the results, narrow the results by form type or year.

EDGAR is a valuable, free resource for anyone interested in researching public companies. The new interface and improved search functionality make it more user-friendly and accessible than ever. It is highly recommended for all libraries.—*Cara Cadena, Business Librarian, Grand Valley State University, Grand Rapids, Michigan (BRASS Education Committee Member 2015–2017)*

Sources

Professional Materials

Karen Antell, Editor

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

Correspondence concerning these reviews should be addressed to "Professional Materials" editor Karen Antell, Public Services Librarian, Bizzell Memorial Library, University of Oklahoma, 401 West Brooks St., Norman, OK 73019; email: kantell@ou.edu.

Adding Value to Libraries, Archives, and Museums: Harnessing the Force That Drives Your Organization's Future. By Joseph R. Matthews. Santa Barbara, CA: Libraries Unlimited, 2016. Paper $70 (ISBN 978-1-4408-4288-7).

Value in libraries, archives, museums, and other cultural organizations has traditionally been centered on collections and services. Today's libraries are looking at new ways to make their operations valuable to their patrons. *Adding Value* is geared toward library managers and administrators focusing on understanding, identifying, planning, and implementing services with an eye toward new definitions of value.

Faced with constant change and increasing demands, libraries and similar institutions are under pressure to justify their existence. As author Joseph Matthews states, "perhaps it would be prudent to explore what forces in our society, and in the field of information technology specifically, are affecting our lives and our treasured institutions of libraries, museums, galleries, and archives, and discover how organizations need to change in order to add value for their customers" (xiii). How do libraries avoid drifting into obsolescence? What do libraries do uniquely well to serve patron needs?

Matthews, a library consultant and instructor at the School of Library Information Science at San Jose State University, ably differentiates between "value" and "adding value" in the nonprofit sector in the context of historical and theoretical conceptions of value. His "5 C's" form a "Value-Added Diamond" of content, context, connection, collaboration, and community. Each facet is explained thoroughly in individual chapters, and he includes specific strategies for adding value to each. For example, the "Content" chapter covers digitization, user-contributed content, information portals, self-publishing, and library-provided social content. "Connection" discusses embedded librarians, repurposing space, makerspaces, and community publishing portals. Another useful feature is the "Checklist for Adding Value" in each of these five chapters, which enable the reader to quickly assess an organization's current status in the development of each value-added facet.

This book's many checklists, examples, case studies, screenshots, illustrations, charts, and tables are particularly valuable, as are the lists of further reading at the end of each chapter. Chapter 9, "Collaboration in Libraries, Museums, and Archives," offers real-world examples of value-added activities from international institutions, including the British Library, University College London, the National Library of Finland, the New York Public Library, and others. The separate author and subject indexes help the reader research particular theories and move directly to real-world models and examples. Recommended for academic, public, and museum libraries.—*Jennifer A. Bartlett, Head of Reference Services, University of Kentucky, Lexington, Kentucky*

The Craft of Librarian Instruction: Using Acting Techniques to Create Your Teaching Presence. By Julie Artman, Jeff Sundquist, and Douglas R. Dechow. Chicago: ACRL, 2016. 100 p. Paper $38 (ISBN 978-083898821-3).

The idea of teaching classes is understandably intimidating to many new library professionals. The prospect of bombing a presentation in front of a room full of familiar classmates is bad enough, never mind the possibility of failure before an audience of strangers when one's job performance is at stake. Fortunately, *The Craft of Librarian Instruction: Using Acting Techniques to Create Your Teaching Presence* offers support and real-world advice for new teaching librarians. In a short one hundred pages, the book sidesteps long, heavy-handed chapters, and instead offers up tips that can be immediately practiced and incorporated into one's teaching.

As the title suggests, most of the book's content focuses on using theater techniques to improve one's classroom presence. The first chapter describes simple physical and vocal warm up exercises that, if practiced before teaching a class, could significantly improve the experience for both teacher and students. The book also offers advice on how to deal with common but stressful situations such as facing technology failures or being unable to answer a student's question. (Spoiler: handle the situation calmly, preferably with some humor, and don't sweat it too much.) Most importantly, the book clearly demonstrates how acting principles are relevant to library instruction. For example, the book offers sound advice on how to develop an appealing teaching style by tapping into one's best personality traits. It also reminds its readers of the important but often overlooked skill of coming to class fully prepared, including having a clearly defined set of learning objectives in-hand before class starts.

The Craft of Librarian Instruction's conversational tone and "you can do it" approach should appeal to anyone new to teaching. Graduate assistants and new librarians in reference departments will find the couple of hours required to read this book well worth the short time investment. Even experienced teaching librarians will find advice here that can be used to improve their classroom presence quickly and noticeably. This reviewer certainly would have liked to have had this book before teaching her first instruction session as a graduate assistant.—*Allison Embry, Research and Learning Librarian, University of Central Oklahoma, Edmond, Oklahoma*

Critical Literacy for Information Professionals. Edited by Sarah McNicol. London: Facet, 2016. 172 p. Paper $95 (ISBN 978-1-78330-082-2)

"Liberating education consists in acts of cognition, not transferrals of information," wrote Paulo Freire in the *Pedagogy of the Oppressed* (Herder and Herder 1970, 79). Freire argued that rather than viewing students as empty vessels to be filled with knowledge—termed the "banking model" of education—teachers should recognize and value students' individual perspectives and life experiences. Today's critical literacy movement has its roots in Freire's philosophy. When taught critical literacy methods, students begin from the viewpoint that there can be no single "correct" way to interpret information. Instead, texts should be questioned and read with an eye to the cultural forces that shaped them and the sociopolitical agendas they advance. Critical literacy also incorporates an element of social justice, calling students to actively promote the human rights of all marginalized communities.

Critical literacy presents librarians with a broad agenda, so the essays that make up *Critical Literacy for Information Professionals* are divided into theory and practice. The first seven chapters discuss how critical literacy principles can reframe the way librarians approach communities as varied as people with disabilities, international students, and patients within the healthcare system. The remainder of the book is devoted to case studies of critical literacy in action in school, college, and university classrooms.

Librarians are often responding to rather than designing class assignments, but these case studies demonstrate that it is possible to teach students the "role that interpretation plays in research" (26) within such constraints. Three case studies focus on how school librarians incorporate critical literacy approaches into a variety of assignments, including how to evaluate websites and analyze advertising messages. One example of critical literacy in action explores how a student's library-supported research into the Ebola outbreak in Africa caused her to organize a fundraising event for victims of the disease (109). Case studies are also given for critical literacy activities designed for juvenile offenders; for university undergraduates; and for community college students. *Critical Literacy for Information Professionals* ends with a bibliography of teaching resources and sources for further study.

With chapters written by school, university, and public librarians, this book's broad scope—ranging across several theoretical interpretations of critical literacy and almost every level of education—can be viewed as either a weakness or a strength, depending on the perspective of the reader. And that, of course, is critical literacy in a nutshell.—*Ann Agee, School of Information Librarian, San Jose State University, San Jose, California*

Emerging Strategies for Supporting Student Learning: A Practical Guide for Librarians and Educators. By Barbara Allan. London: Facet, 2016. 178 p. Paper $75 (ISBN 978-1-78330-070-9).

Supporting student learning is the name of the game for academic librarians, but what that means in the dynamic arena of higher education is constantly evolving. Barbara Allan's *Emerging Strategies for Supporting Student Learning: A Practical Guide for Librarians and Educators* presents a helpful overview of the many facets of the topic, with plenty of real-life examples and case studies, plus theoretical underpinnings and references to the literature for those wanting more depth.

The book is very well organized with a clear structure. It begins by presenting overarching trends in higher education and characteristics of today's diverse student populations, followed by chapters on digital literacies and current learning theories. The first several chapters focus on learning and teaching activities, design principles, and the creation of face-to-face, blended, and online courses. Following is a chapter covering evaluation of activities and courses, and the book concludes with a discussion of lifelong professional development.

The book delivers on its claim to be a practical guide, with concise chapters, text broken up with lots of white space and bullets, and examples set off in boxes. The reader can easily dip into single chapters, which stand on their own as well as contributing to the larger whole. Each chapter includes notes in the text that are easy to locate in the brief bibliographies. URLs accompany all examples and cases, so interested readers will be able to find more extensive information on the originating website.

The brief topic overviews and references to the literature will benefit new and aspiring library educators, as well as practitioners wishing to brush up on current issues. For example, the straightforward introduction to the ACRL's *Framework for Information Literacy for Higher Education* in the "Digital Literacies" chapter (38–39) will be useful for those desiring a high-level treatment of this important but complicated topic. The accompanying case study on redeveloping a course using the new ACRL framework will likewise help those seeking practical tips. The "Assessment of Learning" section in the "Learning and Teaching Activities" chapter provides a good explanation of formative vs. summative assessment (90–93), concepts that can sometimes be confusing in more academic works. The "Approaches to Learning and Teaching" chapter summarizes several major learning theories, which is beneficial for teaching librarians who have little background or formal education in pedagogy.

The chapters on learning and teaching activities, designing sessions for various formats, and delivering learning experiences provide a wealth of sound practical techniques, examples, and ideas, many of which could be (and have been) written about at much greater length in the scholarly literature. Cited are not only books and articles but also conference presentations and posters, giving an additional freshness to this material.

One minor criticism: The authors mix examples of activities used in hours- or weeks-long courses with those more appropriate for one-shot sessions, and this is sometimes confusing. More problematic, but still relatively minor, are the British spellings and word choices sprinkled throughout the text (e.g., "induction" for "orientation," A1 and A4 paper sizes, "tutor" for "instructor," "referencing" for "citing"). A short glossary might have been helpful for readers outside the United Kingdom. However, the author has done an excellent job of including examples from US and Canadian as well as British universities.

Highly recommended for those seeking a concise and practical, yet thorough, overview of important trends and issues relevant to library instruction practice.—*Joan Plungis, Reference and Instruction Librarian, University of Dayton, Dayton, Ohio*

Exploring Discovery: The Front Door to Your Library's Licensed and Digitized Content. Edited by Kenneth J. Varnum. Chicago: ALA, 2016. 304 p. Paper $95 (ISBN: 978-0-8389-1414-4).

Consistently providing users with a reliable and thorough way to search the library's resources is a daunting and exhausting process. Every system and solution has its own perks and pitfalls, but determining how a system will integrate at your library can seem impossible. *Exploring Discovery: The Front Door to Your Library's Licensed and Digitized Content* attempts to provide a window into how other libraries have approached their own problems with discovery and exposes both the successes and the challenges they have encountered.

The book is divided into four parts, each covering a major topic in the world of discovery tools—vended discovery systems, custom discovery systems, interfaces, and content and metadata. The nineteen chapters are each written by different contributors from varying institutions. The majority of libraries are academic, although several public libraries and even the Rock and Roll Hall of Fame Archives make appearances. No matter the library or solution, each chapter emphasizes the notion that library discovery is often cobbled together through a multitude of disparate systems, many of which do not "play nice" with one another. Even with the addition of a web-scale discovery system, there are still systems that will lag behind or that simply are unable to be integrated. Although some libraries do their best to alleviate that problem with one solution or another, the book underscores the fact that there is no silver bullet. Instead, each institution identifies and addresses a core problem, including creating a "magical" item-requesting experience, using bento-box design to demystify search results, exposing "hidden" resources within the library, and using system APIs to create a custom tool or application that fits the library's needs exactly.

This book would be a great resource to anyone who is in the weeds of evaluating and selecting a discovery solution for their library. Although it covers the broad strokes of understanding how to evaluate discovery systems, it also dives into complex issues for both users and administrators, and it shares how other professionals have addressed those problems with real-world solutions (or, as is sometimes the case, workarounds). This would be an ideal book to share across a library team, with those in library information technology and technical services reading the more specialized chapters regarding metadata and software development for customized solutions. For a smaller library where much of the IT work is outsourced, the book may feel too technical in spots. There is value in the discussions on usability testing, common issues among vended solutions, and user experience; and reading about the deeper technical issues can be beneficial even for the reader who does not fully grasp them. As with any book with multiple authors, the reader will discover that the book contains both gems and a few duds, but it will be the reader's expertise and project investments that will determine which is which.—*Jennifer Tatum, Reference and Instruction Librarian, Oklahoma State University Institute of Technology, Okmulgee, Oklahoma*

The Innovative School Librarian, 2nd edition. By Sharon Markless, Elizabeth Bentley, Sarah Pavey, Sue Shaper, Sally Todd, and Carol Webb. London: Facet, 2016. 224 p. Paper $85 (ISBN 978-1-78330-055-6).

The Innovative School Librarian offers an in-depth analysis of the factors that create and perpetuate school environments conducive to library learning. The authors allow readers to consider ideas about enhancing their professional image, acquiring community support, relying on evidence, and seeking inspiration from an array of sources.

The book includes vignettes of librarians in a variety of environments, including both public and private schools at the elementary, middle, and high school levels. The main message throughout the book is that the role of the librarian ought to be one of "management of change and leadership of learning" (53). However, it acknowledges from the beginning the frequent conflict between theory and practice and offers examples of solutions for frustrated professionals. Suggestions include cultivating a positive image through professionalism, making library learning visible throughout the school, evaluating methods formally and informally, and using quantitative and qualitative facts to support practice. Additional advice includes collecting information from as many groups of stakeholders as possible and thoroughly understanding the community of learners. It doesn't ignore the important issue of funding; rather, it encourages the collection of data supporting the library's essential role in the educational environment. Again recognizing that each school librarian's experiences is unique, the volume shares information on how to succeed both with and without the support of teachers and administrators.

The text is a valuable source of advice on practical topics like evaluation. But it also remembers that inspiration is part of doing a job well, and advises seeking it through connection, action, and planning. The book could easily serve as a source of discussion in a course designed for future librarians. Appendixes include sample self-evaluations, SWOT analyses, and several tools for planning and managing change. Confusion may arise from the British terms used, such as "head teacher" (for "principal") and "governor" (for "school board member"), but overall, the value of the text outshines potential pitfalls for American readers. No matter what a school librarian's current or future situation, he or she will find encouragement in these pages.—*Deidre Winterhalter, Program Coordinator for Kids and Teens, Niles Public Library, Niles, Illinois*

Sources
Reference Books

Tammy J. Eschedor Voelker, Editor

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

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The 101 Most Unusual Diseases and Disorders. By Evelyn B. Kelly. Santa Barbara, CA: Greenwood, 2015. 287 p. Acid free $89 (ISBN 978-1-61069-675-3). E-book available (978-1-61069-676-0), call for pricing.

There is developing public interest in strange and rare medical conditions, as evidenced by the popularity of television programs such as Discovery Life's *Mystery Diagnosis* and Animal Planet's *Monsters Inside Me*. Of reference works about rare conditions, many focus on specialized topics or are intended for health practitioners. Here, the author, Evelyn B. Kelly, writes in her introduction: "this book is intended for a lay audience who does not necessarily want or need to know all of the medical minutiae related to a particular condition" (xiv). Consequently, *The 101 Most Unusual Diseases and Disorders* may be an appropriate addition for some non-medical libraries.

The work is divided into five broad sections of medical conditions. The sections include "Genetic Disorders," "Mental Health Disorders," "Environmental Diseases and Disorders," "Infectious Diseases," and "Other or Unexplained Origin." These begin with some explanatory text intended to provide a very brief overview and define some relevant terminology. The work includes a total of 101 entries, alphabetized under each section. Each entry begins with a bulleted list drawing attention to facts such as pathology, signs and symptoms, and alternative names. Each condition then includes a longer description and headings for symptoms, diagnosis, treatment and one or two references for further information. The entries vary in length from about one to four pages.

A few features in this work make it particularly useful for readers to browse and develop interest in a topic or condition. The very concise bulleted list that starts each entry provides a snapshot that is very easy to skim. Many entries also provide some boxed text that describe some tangential point of interest such as famous case studies, interviews or health advice. The "Helpful Resources" section simply reproduces the "Further Information" headings at the end of each entry. The single, alphabetized index is serviceable.

Overall, this work accomplishes what the author intended. It is not a comprehensive medical reference work. The strongest features of the book are the ease with which the reader can skim an entry and locate the most important, unusual or interesting facts. It provides a concise introduction to many unusual medical conditions and is most useful as a discovery tool.—*Ryan McLaughlin, Adjunct Reference Librarian, Kent State University, Kent, Ohio*

The 21st-Century Voter: Who Votes, How They Vote, and Why They Vote. Edited by Guido H. Stempell III and Thomas K. Hargrove. Santa Barbara, CA: ABC-CLIO, 2016. 2 vols. Acid free $189 (ISBN 978-1-61069-227-4). E-book available (978-1-61069-228-1), call for pricing.

The title of this two volume set suggests that the focus is on voters: their demographics, voting preferences, and motivations. However, the editors state "the aim . . . is to assemble many of the key concepts and issues that drive 21st century politics," (xiii) a far more sweeping goal and one more difficult to attain. While not stated explicitly here or elsewhere, the entries that are related to voting focus on United States presidential and congressional elections. Taken as a whole, this work is a collection of loosely related entries, many of which don't state a connection to voters or voting.

The introductory essays do address the who, how, and why of voters in the United States, albeit briefly. A fourth essay on media and campaigns suggests an unstated fourth theme. A quick review first twenty-seven entries (*A*s and *B*s) brings to light the lack of connection between content and title. Examples include entries on abortion, affirmative action, antiestablishment rhetoric, balanced budgets, Robert H. Bork, and the Bush doctrine. Of these six entries, only one references voting. The theme of the media, sometimes as it relates to politics, emerges quite clearly. Examples of such entries include Roger Ailes, the American Society of Newspaper Editors, Peter Arnett, and David Brinkley. Entries that directly address voters are of roughly equal length as entries that do not. For instance, the article on the gender gap is slightly shorter than the article on the Kerner Commission.

There are other peculiarities in this work. While entries include suggestions for further reading, those lists do not consistently contain references to material quoted in the entry itself. The organization of the set is interesting. For instance, entries on national campaigns are integrated alphabetically (e.g., "Campaign 2000," "Campaign 2002"). Information on presidential candidates is nested in election entries that are also alphabetized (e.g., "Candidates," "Presidential Election 2012"). There is even an entry titled why we vote on Tuesday. The "primary documents" section, spanning 110 pages, contains the 2012 Republican and Democratic Party platforms. This content is easily accessible online.

The 21st-Century Voter is stretched too thin to be a go-to resource for patrons researching voters or even voting in the United States. *The African American Electorate: A Statistical History*, authored by Hanes Walton, Jr., Sherman C. Puckett, and Donald R. Deskins, Jr. (CQ Press 2012) sets the gold standard for documenting and exploring voting history in the United States. One can only hope that similar works will follow. In the meantime, the US Census Bureau (www.census.gov) remains the surest bet for voter data. The Pew Research Center (www.pewresearch.org) and Gallup (www.gallup.com) can help to fill out the picture with polling data.—*Anne C. Deutsch, Instruction Program Coordinator, State University of New York at New Paltz, New Paltz, New York*

Asian American Culture: From Anime to Tiger Moms. Edited by Lan Dong. Cultures of the American Mosaic. Santa Barbara, CA: Greenwood, 2016. 2 vols. Acid free $189 (ISBN 978-1-4408-2920-8). E-book available (978-1-4408-2921-5), call for pricing.

Asian American Culture: From Anime to Tiger Moms is a two-volume reference work that consists of 170 articles discussing many aspects of Asian American culture. Editor Lan Dong has broadly defined Asian American culture "to encompass the historical as well as contemporary cultural practices and productions related to Asian Americans" (xxix).

The entries are organized alphabetically by title and each essay is signed by the author. Each volume contains a "Guide to Related Topics," that classifies the articles according to ten major themes like "Art, Music, and Theater," "Family and Community," "Food," "Gender and Sexuality," "History and Immigration," "Media, Sports, and Entertainment," and "Religion, Spirituality, and Belief." Each entry concludes with "see also" cross-references that direct the reader to related topics and also suggestions for "Further Reading." Volume 2 contains a ten-page bibliography of "Recommended Resources," descriptions of the editor and 68 contributors, and a comprehensive index.

The major strength of *Asian American Culture: From Anime to Tiger Moms* is in the broad coverage of many of the Asian American groups including those historically underrepresented, such as the Burmese, Cambodian, Indonesian, Laotian, Singaporean, Thai, and Tibetan Americans. Sections for each ethnic group vary in length. The Cambodian American section is the lengthiest underrepresented group at approximately thirty pages whereas the Indonesian, Laotian, and Tibetan American cultures contain the least amount of information with entries around three pages. Readers will discover extensive information about the Chinese, Filipino, Hmong, Indian, Japanese, Korean, and Vietnamese American cultures.

The cultural topics addressed differ depending on the Asian American group, but typically a brief historical overview is provided for each. Cultural essays may focus specifically about art, education, family, fiction, films, folklore, food, immigration, literature, poetry, politics, religion, sports, theater, and women.

There have been many reference works published about Asian Americans in the last few years. Some of which include Mary Yu Danico's four-volume *Asian American Society: An Encyclopedia* (Sage 2014) and Xiaojian Zhao and Edward J. W. Park's three-volume *Asian Americans: An Encyclopedia of Social, Cultural, Economic, and Political History* (Greenwood 2014). *Asian American Culture: From Anime to Tiger Moms* is not as large in scope compared with the other titles and contains some overlapping content. However, it has some unique content including entries such as "Acupuncture," "Chinese Calligraphy," "Dragon Lady and Lotus Blossom," "Sushi," and of course, the "Tiger Mom."

Black-and-white photographs, additional text and sidebars about historical events, legal cases, people, and documents have been integrated into many of the sections. For example, the piece about Korean Americans incorporates accompanying text about the "Fox Girl" with the folklore entry "The 1992 Los Angeles Riots" under immigration, and a biographical entry about "Mary Paik Lee (1900–1995)" in the "Korean American Women" section.

Asian American Culture: From Anime to Tiger Moms would be useful as a supplement to other recent reference titles, and would be an excellent addition for those libraries who do not own the aforementioned 2014 reference sets—*Megan Coder, Associate Librarian, State University of New York at New Paltz*

At the Table: Food and Family around the World. Edited by Ken Albala. Santa Barbara, CA: Greenwood, 2016. 342 p. Acid free $89 (ISBN 978-1-61069-737-8). E-book (978-1-61069-738-5) available, call for pricing.

Humans are losing their tradition of the daily family meal. When everyone in the family works multiple jobs or keeps different schedules, when people never learned how to cook, or when there simply is no money to buy enough food, the challenge of keeping a family intact becomes greater. The family dinner, once a daily ritual in countries around the world, has become a historical relic as well as a cultural phenomenon among cultures that can sustain such a tradition. One can publish a book about the challenges of keeping the daily family dinner alive, or one can publish an encyclopedia of the typical daily family dinner traditions of every culture. While Dr. Ken Albala has the expertise and connections to accomplish both feats, he has struggled to do so in his latest edited volume *At the Table: Food and Family around the World*.

Albala is professor of history and director of the Food Studies MA program at the University of the Pacific. He has written about Renaissance-era cooking and food habits, global histories of single ingredients or dishes, and modern food trends. He has also edited volumes and encyclopedias on regional and global food cultures and modern food trends. Albala's research and publishing background gives him the expertise to edit a volume about family dinners around the world. The list of contributors selected to collaborate on this publication are academics, independent researchers, nutritionists, and writers who all have researched and written about food in different contexts. Albala had rubbed elbows with multiple contributors at culinary research events such as the annual Oxford Symposium of Food and Cookery and meetings of the Association for the Study of Food and Society. This is a both a strength and a weakness of the volume, as Albala has allowed the writers great freedom in structure, focus, and political perspective of their entries, leading to uneven coverage of the topic.

This single volume is an "anti-encyclopedia." In his preface and introduction, Albala states that, on one hand, the focus of the volume is the dinner table as it appears around the globe. At the same time, Albala notes that our world and cultures are in flux, and it is now impossible to capture a "typical" family dinner in any country. If Albala's intent is to capture ethnographic accounts of the family dinner, then it would have been more appropriate to publish this work as an interactive online resource such as a wiki, and not a traditional reference book. The volume contains entries on thirty-eight countries—less than twenty per cent of the world's nations. While each entry contains sidebars covering topics from food allergies to organic food to food deserts, none of the sidebars have a direct relation to each entry's country of focus. Entries about multicultural nations have little to no mention of how dinner traditions may differ by geography, race, religion, ethnicity, socioeconomic class, or education level. At the same time, two entries exist on South Africa—one capturing a "suburban" family dinner of a Black family, and one capturing an urban family dinner of a white family—while the entry on Israel focuses solely on the dinner of a Palestinian family. Most entries end with one recipe (although it is unclear why Indonesia's entry ends with fourteen) that do not always match what the featured family prepared in the entry, and do not always exemplify a "traditional" meal from that culture or country, as well as a further reading section that includes works that go more in depth about the country's food history and culture.

While this may be the first reference book focusing specifically on the family dinner around the world, other works capture food traditions around the world with greater success. For those interested in a comprehensive reference work, Albala's four volume *Food Cultures of the World Encyclopedia* (ABC-CLIO 2011) is the strongest to date. For those interested in a visual account of food traditions of the "typical" family in different countries, Alusio and Menzel's *What the World Eats* (Tricycle 2008) as well as their earlier *Hungry Planet: What the World Eats* (Material World 2005) provide eye-opening color photos, stories, and statistics about family meals.—*Rachel Wexelbaum, Associate Professor/Collection Management Librarian, St. Cloud State University, St. Cloud, Minnesota*

Campaigning for President in America, 1788–2016. By Scott John Hammond, Robert N. Roberts, and Valerie A. Sulfaro. Santa Barbara, CA: Greenwood, 2016. 934 p. Acid free $68 (ISBN 978-1-4408-4890-2). E-book available (978-1-4408-5079-0), call for pricing

Campaigning for President in America, 1788–2016 is a revised and "streamlined edition" (xv) of the 3-volume 2012 second edition also published by Greenwood (*Presidential Campaigns, Slogans, Issues, and Platforms: the Complete Encyclopedia*) that removes "all of the stand-alone entries on campaign slogans and most of the more dated campaign issues" (xv). In addition, the "number of separate entries explaining major campaign events" (xv) of the past have also been reduced.

Newly written or revised topic-specific articles covering emerging campaign issues such as "Earned Media" bring *Campaigning for President in America, 1788–2016* current through the South Carolina Democratic Primary held on February 27. In this reviewer's opinion the reader would have been better served if the concluding date of *Campaigning for President in America* actually carried the 2016 campaign through the election. As it stands the authors speculate on the outcomes of the post-February 2016 primary and caucus contests in their "Note to Our Readers" and offer a seventeen-page analysis of the contestants and their chances in "Campaign of 2016: A Provisional Review and Tentative Preview," the concluding chapter in the book's narrative section on presidential campaigns.

Campaigning for President in America, 1788–2016 is divided into two major sections followed by a selective bibliography and an index. "Issues, Strategies, Practices, and Events," the first section, follows an A-Z arrangement. Short articles define campaign-related terms such as "Astroturfers," "Faithless Elector," "Microtargeting," and "Values Voters," give examples of their usage, provide "see also" references to related terms, and offer a short listing of additional resources for further reading. This section demystifies terms more familiar to students of political science than to the general public in clear jargon-free language that achieves the authors' goal to produce a reference work "more amenable and accessible to a wider readership" (xv).

"Presidential Campaigns," the second section of this work is a detailed narrative arranged in chronological order of the salient historical features of every presidential campaign from Washington through Obama plus the aforementioned speculative chapter on the 2016 campaign in progress. Each campaign narrative concludes with a brief listing of citations for additional reading. Presumably the unattributed sources for the many quotations used throughout the narrative campaign histories are drawn from these additional readings lists.

Campaigning for President in America, 1788–2016 concludes with a seventeen-page selected bibliography of monographs, journal articles, reference works, and websites. Printed works cited range in publication date from the mid-1960s to 2016. The index is comprehensive and thorough.

Three other recent reference publications tread similar ground: *Elections A to Z*, 4th edition, by Dave Tarr and Bob Benenson (CQ Press 2012); *Encyclopedia of US Campaigns, Elections, and Electoral Behavior*, edited by Kenneth F. Warren (Sage 2008; 2 volumes), and *Encyclopedia of American Political Parties and Elections,* edited by Larry J. Sabato and Howard R. Ernst (Facts on File 2006). Each of these publications focuses on core issues and themes related to electoral politics writ large with correspondingly appropriate articles and terms such as "Scandals, State and Local Elections" (*Encyclopedia of U.S. Campaigns, Elections, and Electoral Behavior*, volume 2, 794–37) and "Voting Machines" (*Elections A to Z*, 661–62) outside the purview of the more narrowly subscribed *Campaigning for President in America, 1788–2016*.

This is not to say that these other reference publications neglect the presidency. Rather, treatment differs in scope and focus. Whereas, for example, the lengthier narrative description of the presidential election of 1976 in *Campaigning for President in America, 1788–2016* (761–70) emphasizes the campaign itself in contrast treatment of the same election in *Encyclopedia of American Political Parties and Elections* (362–63) eschews a lengthy narrative to focus on the key elements of the election, to summarize the election's significance in the history of presidential contests, and to provide an at-a-glance tabulation of the winning ticket, the contestants and their party affiliation, and both the popular and Electoral College tallies.

Campaigning for President in America, 1788–2016 provides another tool by which high school, community college, and lower division undergraduate students, in addition to the general public, can understand the ins and outs of campaigning for president in America for a relatively small amount of money. Recommend with a caveat regarding the misleading date. —*Sally Moffitt, Reference Librarian and Bibliographer for Anthropology, History, Philosophy, Political Science; Africana Studies, Asian Studies, Judaic Studies, Latin American Studies, Middle Eastern Studies, Women's, Gender, and Sexuality Studies; Cohen Library Enrichment Collection, Langsam Library, University of Cincinnati, Cincinnati, Ohio*

Encyclopedia of Nordic Crime Fiction: Works and Authors of Denmark, Finland, Iceland, Norway and Sweden Since 1967. By Mitzi M. Brunsdale. Jefferson, NC: McFarland, 2016. 563 p. $65 (ISBN 978-0-7864-7536-0). E-book available (978-1-4766-2277-4), call for pricing.

Thanks to the Kurt Wallander novels of Henning Mankell, the Lisbeth Salander novels of Stieg Larsson, and their motion picture and television adaptations, crime fiction by Finnish and Scandinavian writers has soared in popularity with American readers over the past few years. In her *Encyclopedia of Nordic Crime Fiction,* Mitzi M. Brunsdale sets out to survey the growing field while offering a historical analysis of its development and importance. She argues that the region's crime fiction "largely deals with the serious societal problems resulting from originally well-intentioned Nordic welfare state policies now proving problematic," and believes that it "has enormous relevance to today's dangerous world" (1).

The work is divided into five main sections, with one section each devoted to Denmark, Finland, Iceland, Norway, and Sweden. Each opens with a thorough discussion of the cultural context of that nation's crime fiction, followed by tabulations of the country's crime fiction awards and short, parallel chronologies of historical and literary events inside and outside the country. The bulk of each section is then taken up with alphabetically arranged entries on individual writers and their works.

Although Brunsdale evaluates the entire chronological range of Nordic crime fiction, she concentrates on the period beginning with 1967, the year in which the first volume of Maj Sjöwall and Per Wahlöö's groundbreaking Martin Beck series appeared in English translation. All in all she discusses some 350 writers, including a large number whose works have not yet been translated into English and a few writing in other languages who have set their novels in the region. The book concludes with an extensive list of works cited and an index.

Although the past decade has seen the publication of several studies of Nordic crime fiction, Brunsdale's ambitious encyclopedia appears to be the first on the subject designed specifically for reference. Given its broad coverage and impressive level of detail, it is highly recommended for collections dealing with popular culture and European literature. It may also prove useful in readers' advisory services, although in such situations its inclusion of untranslated authors may cause some frustration.—*Grove Koger, retired reference librarian, independent scholar, Boise, Idaho*

Global Happiness: A Guide to the Most Contented (and Discontented) Places Around the Globe. By Roman Adrian Cybriwsky. Santa Barbara, CA: Greenwood, 2016. 301 p. Acid free. $89.00 (ISBN 978-1-4408-3556-8). E-Book available (978-1-4408-3557-5), call for pricing.

> *The Declaration of Independence only guarantees the pursuit of happiness. You have to catch up with her by yourself.*
> —Benjamin Franklin

> *There is only one happiness in this life: to love and be loved.*
> —George Sand

> *Oh happiness! Our beings end and aim!*
> *Good, pleasure, ease, content, whatever thy name.*
> *That something still which prompts the eternal sigh,*
> *For which we bear to live, or dare to die.*
> —*Essay on Man*, Alexander Pope

As the sampling of epigrams above may attest, everyone from penmen and poets to park bench pundits have—and have voiced—opinions on the topic of happiness. And why not? Happiness concerns us all; it is a subject of universal import. That, in fact, appears to be the impetus for the author's undertaking this project, as when he states that "We think that there is a need for a book such as this because there is indeed a wide public interest in knowing the best and the worst places, and because we think that the myriad rankings of countries, cities, and states that exist to this point measure something other than contentment with place" (xix). Cybriwsky goes on to opine that many of these happiness/satisfaction/grass is greener report cards are unfairly skewed toward rich and powerful nations, while ignoring the fact that joy may still be found in some of the most deplorable places on the planet. This, then, is the author's attempt to rectify the situation.

Many problems become immediately apparent, before one even opens the book. First, how do we define what "happiness" is? Cybriwsky himself admits that this particular human emotion " . . . is an elusive concept" and that "no single measure and no index made of combined measures will yield an accurate assessment" (xx). Undeterred by his own acknowledgement of the obstacles before him, he nevertheless plunges headlong with enthusiasm into this pet project. The author goes to some length in discussing and describing the very measures—this survey, that index—about which he just expressed doubt ("Scope of the Study and Methodology," xix–xxiv), the upshot being that the true yardstick employed here is not necessarily happiness per se, but rather contentment/satisfaction/peace of mind or some other synonym that basically means things are OK.

Perhaps even more troubling is the fact that the author is shooting at a moving target. The entry on Charleston, South Carolina extolls its historic architecture, rich culture, temperate climate and so on as sources of pleasure for the local populace. This reviewer surmises there was much less to be gratified about during the American Civil War, when Charleston was beseiged for nearly six hundred days by Union troops, their artillery pounding the city into rubble. By the same token, the nation of Greece is listed among the world's least contented countries, due to its economy being in a shambles, rampant unemployment, governmental corruption and other ills. One can only imagine what glories Greek life had to offer two thousand years ago during the Hellenistic era, when art and literature flourished amid the marble monuments that may still be gazed upon today. The point being made here is that any endeavor such as this, well-meaning as it may be, is but a snapshot in time. In this reviewer's opinion, happiness is much like the stock market, up one day and down the next.

Yet another criticism that may reasonably be leveled against this work is that only a fraction of the populated places on the face of the earth receive treatment here. The entries are listed alphabetically in batches of twenty, as in "The 20 Most Contented Countries," "The 20 Least Contented World Cities," etc. The rationale given is that "The number 20 was chosen as a round number that represents about 10% of the counties in the world. For cities, the number 20 was chosen to be parallel with the number of countries" (xix). No doubt space constraints played a part in this decision, but nevertheless strikes this reviewer as being arbitrary.

To the author's credit, he is very knowledgeable about the places of which he writes. Holding a doctoral degree in geography from Penn State, he has taught various courses in geography at Temple University for over four decades. In addition, he has numerous publications to his credit, such as *Capitol Cities of the World: An Encyclopedia of Geography, History, and Culture* (ABC-CLIO/Greenwood, 2013) and has traveled extensively, which informs his judicious opinions and conclusions. Cybriwsky writes in a straightforward and engaging manner, giving many interesting tidbits of information regarding nations/cities/US states, such as historical background, languages, customs, and so on.

The basic problem here is that there is no reference value to a publication such as this. If one is of Swiss decent, he or she might yodel with wild abandon that Switzerland "enjoys many high rankings in comparisons of world nations" (45). Unfortunately, this kind of a revelation has more to do with bragging rights than it does with useful information. Libraries could better serve their patrons performing geographical research by having *The Columbia Gazetteer of the World* on hand. With the foregoing in mind, no recommendation for purchase can be made.—*Michael F. Bemis, independent reference book reviewer*

Gun Politics in America: Historical and Modern Documents in Context. By Harry L. Wilson. Santa Barbara, CA: ABC-CLIO, 2016. 2 vols. Acid free $189 (ISBN 978-1-4408-3728-9).

Gun Politics in America: Historical and Modern Documents in Context is an affordable two-volume set comprised of eight chapters ranging from the early eighteenth century to President Obama's first term. Each chapter is made up of about fifteen primary source documents covering major periods in firearms and politics in the United States, with 134 sources total. In addition, each chapter has a roughly ten-page introduction that provides an overview of the social and cultural climate of the period covered by the chapter, with the focus on how the period connects with gun control and the politics surrounding firearms. The chapter introductions do an excellent job of connecting themes in gun control such as race relations, crime rates, organized crime, drugs, and other specific issues related to gun control such as the right to self-defense and concealed carrying of firearms. Each primary source document is prefaced by a short, two-to-three-paragraph introduction, which provides the reader with enough information to comprehend the document in both its historical context and connect the document to other major issues within gun politics. For example, the 1938 Federal Firearms Act is identified as the "emergence of the NRA as an important player in the legislative arena" (144). The first volume also provides a chronology of gun control politics in the United States so that readers can quickly track the major events from the late seventeenth century to 2014.

Editor Harry L. Wilson, chair of the Public Affairs Department and director for Institute for Policy and Opinion Research, Roanoke College, does a fine job making the primary source documents relate to major issues in gun control, and his selection of documents is comprehensive without being overwhelming. The documents are also quite varied, ranging from national legislation, local ordinances and laws, court cases, speeches, and important accounts. Wilson also recently released the monograph, *The Triumph of the Gun-Rights Argument: Why the Gun Control Debate is Over* (ABC-CLIO 2016), and in 2007 authored *Guns, Gun Control, and Elections: the Politics and Policy of Firearms* (Rowman and Littlefield).

Gun Politics in America: Historical and Modern Documents in Context is one of several reference works published in the last five years covering gun politics in the United States. Some examples of good works within the past five years are *Gun Control and Gun Rights, 2nd Ed.*, edited by Glenn Utter (Grey House 2011), which is a solid reference work covering a variety of gun related topics. Additionally, *Guns in American Society: An Encyclopedia of History, Politics, Culture, and the Law*, 2nd ed, edited by Gregg Lee Carter (ABC-CLIO 2012) is a comprehensive and quality three-volume set that covers most issues related to guns in the United States, for which Harry L. Wilson authored twelve entries and was an editorial board member. The inexpensive single-volume *The Gun Debate: What Everyone Needs to Know* (Oxford University Press 2014) edited by P. J. Cook and K. A. Goss provides a well-researched, but brief introduction to guns in the United States. What sets *Gun Politics in America: Historical and Modern Documents in Context* apart is the connection between primary source documents, cultural and political context contemporary to the document, as well as the connection to major historical issues in gun control politics. The selection and presentation of the documents allows the reader to fully experience how gun politics has progressed in the past three centuries without losing sight of the history or the present.

Highly recommended for all libraries.—*Shannon Pritting, Library Director, SUNY Polytechnic Institute, Utica, New York*

ISIS: An Introduction and Guide to the Islamic State. By Brian L. Steed. Santa Barbara, CA: ABC-CLIO, 2016. 197 pages. Acid free $58 (ISBN 978-1-4408-4986-2). E-book available (978-1-4408-4987-9), call for pricing.

In the past two years there has been a proliferation of books aimed at educating readers about all aspects of ISIS and its development. While this work falls within this corpus, it is unique in its hybrid reference book format. The first part of the work provides nine sections of topical snapshots such as, "What Is In a Name?: IS, ISIS, ISIL, Da'ash," "The Attraction of ISIS," and "ISIS and the Media." Within some of these sections there are encyclopedic entries arranged topically, for instance under "Leaders of ISIS" four biographies are given. The next part of the work is a typical A-Z encyclopedia of nearly seventy people, places, and ideas associated with the group. The entries are subdivided into sections including, "What is important?" or "Why does it matter?" and "Key events in his life" when discussing people. For subjects covered earlier in the topical portion of the work, there are "see" references back to that section. There is a rather extensive chronology going as far back as fifteen years covering precursor events leading to the declaration of the Islamic State in June 2014. The volume has two maps covering ISIS activity and area of control, but would have been furthered had it included more detailed maps, especially date based maps of growth and decline. There are some areas that could have been explored more, for example, the destruction and looting of antiquities, which is only briefly mentioned despite being highly publicized by the group and covered extensively in Western media. Also, special consideration of the group's exploitation of vulnerable populations such as women, children, and displaced peoples could have been explored in more depth, none are listed in the index.

A book covering events that are still unfolding is always fraught on some level. Case in point, several major events have occurred in the intervening months between the final editing of the book and this review, including the recapture of Fallujah by Iraqi government forces, several notable ISIS planned or inspired terrorist attacks in the Middle East, South Asia, Europe, and the United States, and an attempted coup in Turkey to name a few. Every day that passes, this work will lose some relevance and currency. Nonetheless, it provides a solid introduction to the major players, events, and ideologies that led to the development of ISIS, its rapid military successes, and the beginning of the group's unraveling. It is recommended for undergraduate serving academic and public libraries.—*Brent D. Singleton, Coordinator for Reference Services, California State University, San Bernardino*

Miracles: An Encyclopedia of People, Places, and Supernatural Events from Antiquity to the Present. Edited by Patrick J. Hayes. Santa Barbara, CA: ABC-CLIO, 2016. 478 pages. Acid free $89 (ISBN: 978-1-61069-598-5) E-book available (978-1-61069-599-2), call for pricing.

We live in a world with incredible diversity, and the stated goal of *Miracles: An Encyclopedia of People, Places, and Supernatural Events from Antiquity to the Present* (MEPPSEAP) is "to approach the concept of miracle from different perspectives" (xvii). Specifically, the editor notes ethnic traditions, geographical locations, periods, writings of theologians and philosophers, and modern science as frameworks that are mined for the material included in this one volume reference resource.

Working with eighty-five contributors from a dozen countries with positions in academic settings, different religious training centers, and independent settings, the editor, an archivist for the Redemptorists of the Baltimore Province in Philadelphia, Pennsylvania, has taken on a large task. Pointing to Ebenezer Cobham Brewer's *A Dictionary of Miracles Imitative, Realistic, and Dogmatic* (Lippincott 1894) as his example, the editor states that "it has been well over a century since the last attempt at assembling a similar volume (xvii)." Hayes admits a kind of "pride of place" for Christianity due to the volume of Christian-related issues covered in MEPPSEAP. He also recognizes a need to look at "how other faiths" see miracles, and this work does provide a wider range of content than the work of Brewer. For MEPPSEAP, outside of Christendom, miracles are discussed as evident in Judaism, Sufism, Sikhism, Buddhism, Islam, and Hinduism.

To provide an initial framework, as discussed further below, the editor's introductory essay includes "Defining Miracles: Theology, Philosophy, Science." A short history of miracles, and sections on hagiography, people and miracles, and the literature on miracles rounds out the essay. Following the essay an interesting Timeline begins with the Hindu Vedas (ca. 1500–500 BC) and concludes with the canonization of Pope John Paul II.

In the front matter the 204 entry titles are listed both alphabetically and in a topical guide under the broad categories of "Era," "Geographic Location," and "Religious Community." An alphabetic arrangement is also used for the encyclopedia entries which cover a wide range of issues, topics, and phenomena. The collection opens with a general essay "Africa, Miracles in," and ends by discussing a critic of miracles "Woolston, Thomas." Understandably, the entries vary in length. A paragraph covers the "Georgetown Miracles," and five and a half pages with twenty-four further reading references addresses "Latin America, Miracles in." Every entry has "further reading," with "see also" references for some. The sample of entries read by this reviewer were informative, readable and suggestive. A twenty-two-page index, and fifteen-page bibliography are also provided.

In comparison, a recent work with lengthier overview essays by eighteen contributors on key related subjects is *The Cambridge Companion to Miracles*, edited by Graham Twelftree (Cambridge 2011). David Weddle's *Miracles: Wonder and Meaning in World Religions* (New York University Press 2010) is sole-authored.

An example of related coverage in MEPPSEAP and Twelftree is how each presents an opening framework on the meaning of miracles. Hayes introductory essay (noted above) lists a variety of questions, and it looks at reports of miracles with one page describing those performed by Saint Francis Xavier. The essay also considers how miracles function, especially in the Roman Catholic faith, and notes skeptical treatment, for example that of the magician Harry Houdini. In contrast, in Weddle the fourteen-page chapter "What is a Miracle?" authored by philosophy professor David Basinger involves an explication of arguments focused on the meaning of the concept of miracle, with notes and references dominated by recent publications in philosophy. The following fifteen-page chapter looks at "The Meanings of Miracle." Also, compared to the two-page entry with eight further reading references for "Islam and Miracles" in MEPPSEAP, the essay "Miracles in Islam" in the Twelftree work is fifteen pages with twelve references. Conversely, three pages on Lourdes in MEPPSEAP compare to one sentence in Twelftree, and the range of entry topics in MEPPSEAP is more extensive.

For a different set of critical perspectives potentially relevant to some of the topics covered in MEPPSEAP, readers could consider the *Encyclopedia of Unbelief*, edited by Tom Flynn (Prometheus 2007), for example finding there three entries and further reading for Buddhism, Hinduism, and Islam. The entry and further reading for "Faith Healing" in Flynn could be also considered next to that for "Healing" in MEPPSEAP.

The editor recognizes that this new encyclopedia is not "a comprehensive guide" (xxviii). His intent is that it can be a ready reference tool. As a basic resource for quick reference this work could be useful for school, public, and academic libraries.—*Paul Fehrmann, Humanities and Social Sciences Librarian, Kent State University, Kent, Ohio*

The Persian Empire: A Historical Encyclopedia. By Mehrdad Kia. Empires of the World. Santa Barbara, CA: ABC-CLIO, 2016. 2 vols. Acid free $198 (ISBN 978-1-61069-390-5). E-book available (978-61069-391-2).

This encyclopedia is the first English language reference source to focus exclusively on ancient Iran during the period of its great empires before the arrival of Islam from 700 BCE to 651 CE. The major empires were the Medes, the Achaemenids, the Seleucids, the Arsacids (Parthians), and the Sasanians. Ancient Iran covered a geographic area that varied over time. At its greatest expanse the Achaemenid Empire (559–330 BCE) ruled territory continuous from Thrace in southeastern Europe to the Indus River in India. Almost as large was the Seleucid Empire (305–125 BCE) which was not Iranian or Persian but Macedonian, founded by one of Alexander the Great's generals after his death. With the expansion of the empires through military conquests and the administrative control of vast geographic areas, Kia emphasizes that languages, ethnicities, religions, and cultures of the Persian empires were very diverse and that Persia itself was actually a southern province of Greater Iran.

This work provides 241 essays ranging from a few paragraphs to several pages on important places, events, ideas, cultures, people, and state organizations and institutions. The essays are written for high school and college students and also general readers who may not have knowledge of the period. As a research tool the essays are clearly written and provide good descriptions and historical narrative. Each essay is followed by cross references to other entries and a list of sources for further reading. These sources include primary source collections such as Persian documents and histories written by Greek and Roman authors. Secondary sources range from histories and archaeological studies from the 18th century to recent years. The entries are arranged into several thematic sections. This allows readers to examine related information in sections about cities and archaeological sites, kings and queens of each dynasty, military and administrative organizations, general overviews of each empire, and people who contributed to military and political leadership, culture, and religion. Both volumes provide an index covering the set. There are thirty-eight selected primary source documents, each introduced with explanatory text and the source for each document. Also, Kia introduces the work with a historical narrative of Ancient Iran, and he provides a chronology, outline of the dynasties, glossary of terms, and selected bibliography. Excellent photographs and a few small maps enhance the work, although more space for larger maps would have been helpful to readers.

Among the sources listed after each entry, the most prevalent is the *Encyclopaedia Iranica* available in print and freely available online at www.iranicaonline.org. Although it is much broader than Kia's work, it is a major scholarly source of information for all aspects of the Persian empires. It offers much longer, more detailed essays and bibliographies on topics compared with Kia's encyclopedia, but Kia's work is intended for a broader audience. More general reference sources for ancient history in English are also helpful for the history of ancient Iran but may not offer the same detail as can be found in Kia's work or ironicaonline.org. These include *Brill's New Pauly* (Brill, 2007–) and *The Encyclopedia of Ancient History* (Wiley Blackwell 2012).

Kia's work is highly recommended as an important contribution to the reference literature on ancient Iran accessible to a wide range of users.—*David Lincove, History, Public Affairs, Philosophy Librarian, Ohio State University Libraries, Columbus*

Resisting the Holocaust: Upstanders, Partisans, and Survivors. Edited by Paul R. Bartrop. Santa Barbara, CA: ABC-CLIO, 2016. 445 p. Acid free $100 (ISBN 978-1-61069-878-8). E-book available (978-1-61069-879-5), call for pricing.

It is common for researchers of the Holocaust and Holocaust resisters to encounter initial roadblocks when embarking on this journey. Being able to offer scholars, especially those looking to establish a foundation of knowledge on these topics, a reference source that is both approachable for the less experienced researcher, while at the same time provides detailed information and a launch pad to delve deeper into these topics, is an enticing proposition. *Resisting the Holocaust: Upstanders, Partisans, and Survivors* looks to provide such versatility and value to academic reference collections.

Between the Introduction and the actual encyclopedia entries that provide information for each resister are three critical sections that provide crucial context and detailed definitions of an Upstander, a Partisan, and a Survivor. While brief at only two pages each, this information is invaluable, especially for the novice scholar who may not be well-versed in the Holocaust and the various ways in which people resisted. As an example, part of the introduction to the section describing upstanders during the Holocaust states, "upstanders during the Holocaust were those who resisted the murderous actions of the Nazis, or went out of their way to rescue Jews" (xxiii).

Each entry, approximately two to four pages in length, focuses on a resister and provides details pertaining to the specific resistance actions taken by the resister, as well as geographical context as to where the resistance took place. Resistance took many forms, and this reference work excels at illuminating the multitude methods of resistance deployed by resisters. Information includes where the individual took action, how they took action, and context as to the eventual outcomes of their actions. Sprinkled throughout this volume are reproductions of photographs of many of the resisters covered in this work, which brings this work to life. While there is a separate bibliography located just before the Index, the lack of a selected bibliography at the end of each entry is a very minor gripe.

At the conclusion of the final resister entry, the encyclopedia provides a detailed chronology of events that starts with the appointment of Adolf Hitler as chancellor of Germany in 1933 and continues through the signing of surrender documents in Berlin in 1945. There is also the aforementioned bibliography, which provides citations to dozens of relevant sources for scholars interested in continuing their research beyond this reference work. The chronology further enhances the accessibility of this work, and the bibliography provides easy pathways for researchers to continue their work in additional, non-reference sources.

Its skilled and deft explanation of the ways in which people resisted during the Holocaust, along with the detailed portraits of the sampling of resisters featured in this set combine to make this a recommendable reference work. Academic libraries that support Modern European and/or Holocaust/Jewish Studies programs in search of an approachable, single volume set covering resisters of the Holocaust will be pleased with the addition of *Resisting the Holocaust: Upstanders, Partisans, and Survivors* to their collection.—*Matthew Laudicina, Reference Program Coordinator, Sojourner Truth Library, State University of New York at New Paltz*

The Sage Encyclopedia of Quality and the Service Economy. Edited by Su Mi Dahlgaard-Park. Los Angeles: Sage Reference, 2015. 2 vols. Alkaline $375 (ISBN 978-1-4522-5672-6).

The purpose of this two-volume reference work is to provide a "comprehensive encyclopedia on the subject of quality and services" through contributions from more than two hundred of the world's leading experts within the research areas of quality and service sciences" (xxix). The publisher's goal is to explore major questions within the area of quality and service sciences. The volumes contain 240 entries written by international contributors described as leading academic experts on their specific topics.

The entries vary from two to six pages and also vary in subject matter from theoretical (system of profound knowledge) to practical (training, education and development of staff). They are arranged alphabetically. Some, such as excellence characteristics, have several subheadings such as fundamentals, excellence models and frameworks of excellence, and a code of excellence, while others, such as extreme tourism are pure text. Quality and service awards in different countries are also covered including the United States' Malcolm Baldrige National Quality Award. The text of each entry is followed by the contributor's name and affiliation, several 'see also' references, and two to fifty suggestions for further reading. The latter are included in the bibliography at the end of the book.

The volumes have continuous paging with the first volume covering the front matter and A-O and the second volume with P-Z, an extensive bibliography and a thirty-three-page index. The reader's guide appears in each volume for ease of use. Front material includes an alphabetical list of entries, from accreditation of conformity assessment activities to zero defects. The reader's guide groups the entries into broad subject categories such as award models for quality and service excellence, branding, culture, customer management, performance assessments and measurement, people management, and tools and methods for improvement. A short biography about the editor is followed by an alphabetical list of contributors and their affiliations. The introduction covers the historical background of modern quality control beginning in the 1930s, Deming's and Juran's efforts during World War II, the advent of Japanese ideas, the "rediscovery" of Deming in the 1980s, and publication of the first book on service management. The bibliography at the end of Volume Two contains 920 books, journal articles, and working papers and also a list of more than 100 websites. An excellent index concludes the volume.

This reference work is a nice blend of practical information and quality theory as it relates to the service industry. The presentation is straightforward and would be accessible to high school seniors as well as academic students and scholars and corporate venture managers. Because there is so much growth in this field, this latest work should be useful. The format is pleasant and easy to use. Although the book itself gives no indication of online access, the Sage website lists it as part of the Sage Knowledge Collection. This volume is recommended for those libraries with a comfortable budget.—*Carol Krismann, retired business librarian, University of Colorado*

U.S. Conflicts in the 21st Century: Afghanistan War, Iraq War, and the War on Terror. Edited by Spencer C. Tucker. Santa Barbara, CA: ABC-CLIO, 2016. 3 vols. Acid free $310 (ISBN 978-1-4408-3878-1). E-book available (978-1-4408-3879-8), call for pricing.

Professor Tucker has an especially topical theme this time, and the result is impressive. The prolific editor of military-related reference volumes provides an overview of the tumultuous first fifteen years of the century and helpful grounding in where events may go from here. Given that the series arrives at the end of a dramatic election cycle in which national security is a major concern, this is a product every library with a military or history reference collection should consider buying.

More than six hundred entries tell the roles of events, places, policies and key individuals in shaping US conflicts leading up to and following the September 11 attacks. Many of the entries—"Fatwa," "Neoconservatism"—are necessarily more sociological or political than military per se, reflecting conflicts that have required Americans to learn more about peoples and ideologies than weapons and battles. Their breadth is a major asset of the set.

So are several helpful features, including twenty-two primary documents, a chronology, a glossary, a bibliography and an index, as well as twelve maps. The first volume includes a preface and an introduction; both are lengthy essays that give a lot of background and opinion about the current era and the one preceding it.

The organization of the books is confusing in spots; the list of documents is provided toward the front of each volume but not at the beginning of the documents section itself. Also, the use of Roman numerals on scores of pages before the entries begin in each volume raises the question in the mind of this ancient reviewer of whether most young adults even know how to read an xliii these days. One more unfortunate thing—perhaps the result of a rush to publication in this hot political year—is some unpolished writing.

An example, from the entry about controversial filmmaker Michael Moore: "Moore's documentary style . . . often reveals as much about Moore and his opinions than the subject of his film" (583).

Nonetheless, given Tucker's status as a respected military historian, if it can be assumed the facts were more carefully edited than the prose, he seems to have a uniquely valuable piece of work here. There's been a boatload of books about twenty-first century American warfare written in the past two decades, but most are advocacy projects for this or that way the US military should be prepared to fight. Tucker focuses instead on the actual history.

An exception is Anna Sabasteanski's *Patterns of Global Terrorism 1985–2005: U.S. Department of State Reports with Supplementary Documents and Statistics* (Berkshire 2005). Her scope is much more global than that of the newer work and is primarily a scholarly collection of documents, as opposed to Tucker's effort to inform general readers, but with terrorism itself being the declared enemy in current US conflicts, there is a lot of overlapping subject matter.

Tucker's timeliness does risk being outdated by rapidly evolving circumstances, and he may have acknowledged as much with several maps about the two Gulf Wars and none about the war against ISIS. Still, a reference work so comprehensive it even has an entry about recently embattled Turkish President Recep Erdoğan will be of value to library users for years to come.—*Evan Davis, Librarian, Allen County Public Library, Fort Wayne, Indiana*