DttP

Documents to the People

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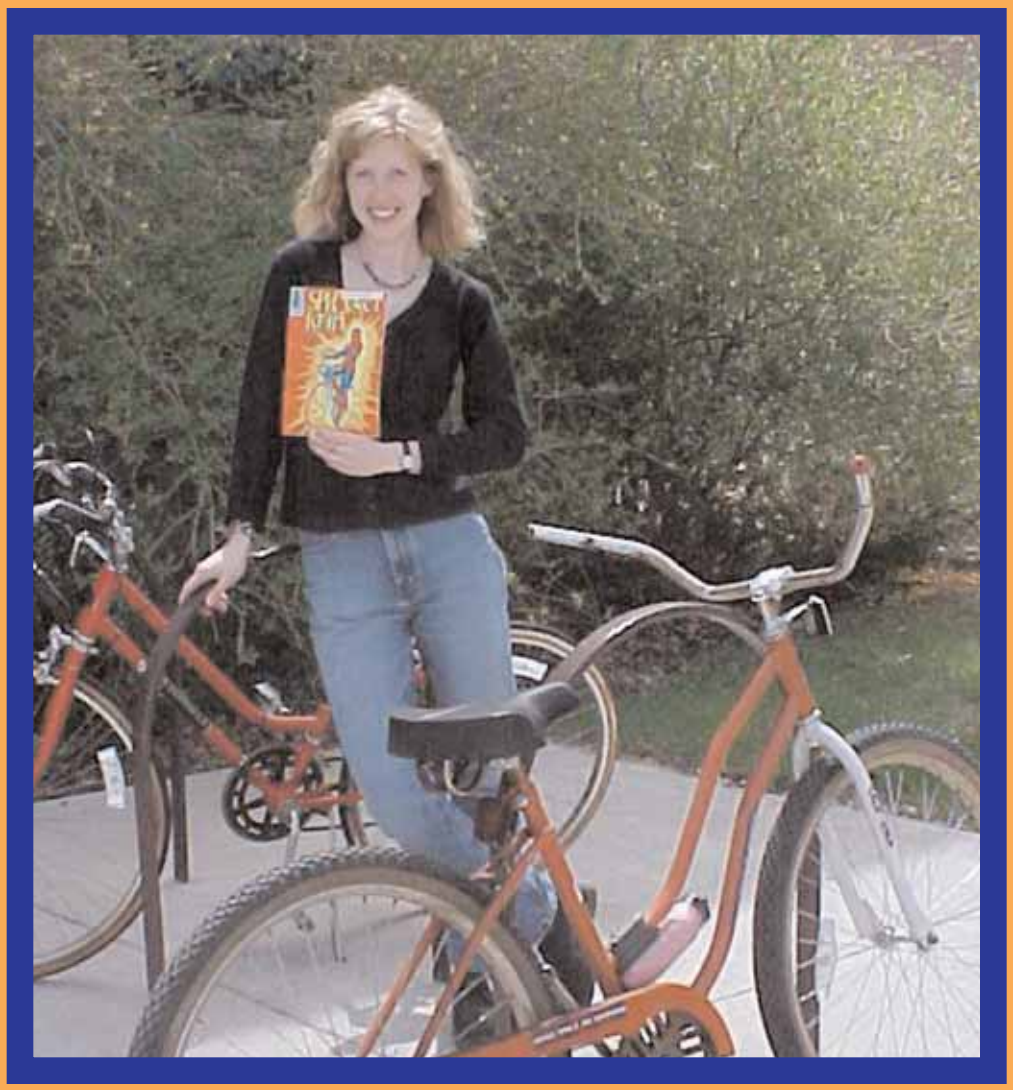
In This Issue



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Documents to the People

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Round the Table

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Editor's Corner

Andrea Sevetson

Have you ever wondered what being an editor of *DttP* is like? It is an amazing job. The other editors and I get to work with colleagues who are passionate about government information, and try to assist them in articulating their message. We get to shape part of the discussion in our profession by lining up articles and topics for issues that we think are important. And along the way, we get to work as a group and laugh with each other about all kinds of things.

One of the discussions at this past ALA Midwinter Meeting was the funding of GODORT activities, including publishing this journal. *DttP* is funded through subscriptions from individuals and institutions, and also through advertising revenue. But in large part, *DttP* is paid for with your dues—and is one of the benefits you receive as part of your GODORT membership. *DttP* supports GODORT by publishing organizational information for members, including the Conference reports written by the past-chair, Councilor reports, program and preconference announcements, and more. In this way, *DttP* is what you, the members and readers, make of it. What information do you need in *DttP*? What kind of articles do you think would be most beneficial? Write and let us know what you think of your journal at dttp.editor@earthlink.net. We are counting on your help.

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From the Chair

Andrea Morrison

Permanent Public Access to Government Information

Permanent public access to government information is a priority commitment for GODORT. During the last six months and at our midwinter meeting in San Diego, GODORT has worked to inform, advise, instruct, and protect the rights of the public to have *free* permanent public access to government information. We are responding to U.S. legislative and executive developments through GODORT and ALA resolutions and other activities. We are responding to and advising on changes in the Government Printing Office (GPO). We also are responding to government information issues on state, local, international, and foreign national levels. We are working on issues of archiving, cataloging, and providing access to documents of different formats—paper, electronic, and others. We recognized and commended the Memorandum of Understanding between GPO and the National Archives to preserve electronic government information in *GPO Access*. We are tracking and providing input on documents digitization projects, including the National Digitization Plan for Retrospective Government Documents sponsored by the Association for Research Libraries (ARL). We are following and reporting on issues of disappeared electronic documents, PURLS, and fugitive documents. In sum, we are working to understand the issues, to communicate, to instruct, to advocate, and to create resources in accordance with our purpose.

The following goals and some of our accomplishments show how we are fulfilling our mission this year and acting upon our theme of publishing, public relations, and creativity. We have identified these goals:

- Respond to ongoing legislative issues, especially concerning the USA PATRIOT Act and any threat to free public access to government information;
- Provide ongoing feedback on the Federal Depository Library Program to the Public Printer and the Superintendent of Documents and improve communication and feedback channels through conference calls and other means;
- Promote GODORT development and revenue-building to ground our organization on a solid financial base;
- Continually improve communication with GODORT members via the Web and *DttP*;
- Promote instruction and outreach in the many areas of government information;
- Explore new ways to communicate with the public on our issues.

These are some of our activities and accomplishments to date, identified with the GODORT committee or unit responsible:

- Received the report from the Federal Documents Task Force (FDTF) on Permanent Public Access to Government Information and are reviewing it for implementation. (Steering Committee)
- Reviewing report of the FDTF Work Group on Response to the Public Printer. We will respond to the Public Printer and to the Superintendent of Documents in spring 2004. (Steering Committee)
- Working to provide input on digitization projects. Steering received a report from Prudence Adler, Associate Executive Director, Federal Relations and Information Policy (ARL), at Midwinter on the National Digitization Plan for Retrospective Government Documents. She invited us to share our advice on the report, and many GODORT groups are studying the project

(www.arl.org/arl/proceedings/143/index.html). We will share the report of our Ad Hoc Committee on Digitization of Government Information with them and identify priority documents to digitize. (Rare and Endangered Government Publications Committee)

- Updating the GODORT Principles on Government Information and having them endorsed by ALA.
- Discussing the new coalition, *OpenTheGovernment.org: Americans for Less Secrecy, More Democracy* reported to GODORT by Mary Alice Baish from the Association of American Law Libraries' Washington Office.
- Creating a toolkit to improve cataloging resources for state and local government information sources. (State and Local Documents Task Force)
- Promoting our "E-Competencies" toolkit and working on a digital clearinghouse. (GITCO)
- Updating the GODORT Handout Exchange/Clearinghouse. (Education Committee)
- Promoting information literacy in the use of government documents. (Education Committee)
- Improving communication among Steering Committee members by implementing conference calls between conferences.

GODORT embraces a commitment to better access to government information at all levels: U.S. federal, international, state, local, and national governments. I believe that the best way to concentrate on permanent public access is from the approach of instruction, education, communication, and outreach. As the above activities and accomplishments demonstrate, GODORT is working through its task forces and committees to fulfill this commitment.

What do we need to do? We need to stay in touch and communicate as quickly and effectively as possible through GOVDOC-L, the GODORT Web site, *DttP*, and other publications. We need to focus on our priorities and on any new issues affecting access to government information. We need to stay alert and respond to legislative and other government activity concerning access to government information. We need to provide input to the GODORT ALA Councilor. Finally, we need to share our knowledge to educate librarians, library users, and the public on our issues.

Thank you, GODORT members, for contributing to our organization so we can accomplish all these things. If you are not presently involved, now is the time. New members are welcome and will find GODORT a very supportive organization for involvement in ALA. Based on the work we do today, I am confident in the future of our organization! ▮

Washington Report

Patrice McDermott

Executive Branch Peer Review and Information Quality

In a "Proposed Bulletin on Peer Review and Information Quality," the Office of Management and Budget (OMB) proposed to "issue new guidance to realize the benefits of meaningful peer review of the most important science disseminated by the federal government regarding regulatory topics." While ostensibly about "improving" the science government uses in promulgating rules, there is real concern that the effect of this proposed bulletin would be to delay the government's use and dissemination of information, in particular through:

- the proposed further expansion of the possibility for delays in dissemination of information due to challenges to agency compliance with information quality guidelines;
- the provision that would encourage agencies to conduct their external peer review outside the requirements of the Federal Advisory Committee Act;
- the scope and content of the proposed external peer review; and
- the potential disqualification of reviewers who have "in recent years, advocated a position on the specific matter at issue."

The comment period closed on December 15, 2003.

E-Government Act of 2002

OMB has begun the process of implementing the E-Government Act. On September 30, 2003, it issued guidance for the Privacy Impact Assessments and other privacy provisions of the Act. In November, it issued instructions for compliance with the reporting requirements. In December, E-Authentication guidance was released.

OMB has also set up the Interagency Committee on Government Information, which will begin its formal meetings in late January 2004. OMB has lead responsibility for work on data standards and categorization; the National Archives and Records Administration (NARA) has lead responsibility for work on electronic records management; and the General Services Administration (GSA) will take the lead on Web-based access to government information.

OMB has indicated that they will be consulting with GPO and the Library of Congress, and that there will be opportunities for public input.

Critical Infrastructure Information

In the last issue, I talked about the "Critical Infrastructure Information Protection" provision of the Homeland Security

Act and the proposed rule to implement that provision. As of the submission of this report, the final rule had not been released. The Department of Homeland Security has faced some challenges in getting fully staffed, so that is possibly the cause of the delay.

On June 19, 2003, Representatives Frank (D-MA) and Udall (D-NM) introduced H.R. 2526. The bill is the companion to S. 609, the "Restoration of Freedom of Information Act of 2003" reported on last time. So far, neither bill has moved forward.

Sensitive Homeland Security Information

As reported in the last issue, Title VIII of the Homeland Security Act, the "Homeland Security Information Sharing Act," authorizes the creation of a new and expansive system intended to facilitate the sharing of "sensitive homeland security information" (SHSI) among federal agencies, state and local governments, and law enforcement. According to the act, a loosely-defined category of information, "Sensitive But Unclassified" (SBU), is to be expanded to cover SHSI. The act charges the President with issuing a set of regulations that will establish the parameters of the sharing system and the guidelines for participating in it. The President has delegated that responsibility to the Secretary of the Department of Homeland Security (DHS).

In August 2003, 75 organizations representing librarians, journalists, scientists, environmental groups, privacy advocates, and others sent a letter to Homeland Security Secretary Tom Ridge calling on DHS to allow public input on procedures for "safeguarding" and sharing a vaguely defined set of information between firefighters, police officers, public health researchers and federal, state, and local governments. The letter asks Secretary Ridge to release a draft version of the new procedures, which would not themselves contain classified information, for the public to comment on. It also requests that DHS address public comments in writing a final version. At the date of submission, nothing has occurred.

It is worth noting here that DHS is in strong running for the most useless Web site in the federal government. There is extraordinarily little information on it and not a single phone number. Its search engine is FirstGov, which is set to search the entire Executive Branch rather than the DHS site—probably because there is precious little to search on the site.

"Re-Evaluation" of Department of Education Web Site

The Department of Education has reorganized its Web site. It appears that the department has continued to make older materials available as "archived material" from the newer sites, although it is not easily found.

Presidential Records

The new rules for access to the records of past presidents, as proposed in Executive Order 13233, went into effect in November 2003. It is too early to ascertain the impact of the changes. The suit filed against the National Archives on November 28, 2001 by the American Historical Association and others is still pending. Legislation to revoke or change the order has not moved forward.

Legislative Branch

Government Printing Office

As readers are certainly aware, GPO and OMB have designated the Department of Labor as the pilot agency for the printing compact. It is not clear how the current OMB Director will implement the crucial portions of this compact—the agreement by then-Director of OMB Mitch Daniels to curtail or eliminate current executive branch in-house printing operations and to seek audits and, where appropriate, review by inspectors general of in-house or other executive branch printing. As always, the devil is in the details.

As readers are also aware, the Public Printer has been actively seeking and exploring options for supporting and enhancing public access to government information, particularly through the Federal Depository Library Program. Congressional staff members have expressed strong interest in ensuring the viability and strength of such access.

Congressional Research Service

On September 10, 2003, the Committee on House Administration pulled the plug on a pilot program providing public access to a database of Congressional Research Services (CRS) reports, the "Index of Congressional Research Service Reports," through portals on the members' Web sites.

Under the new policy, members will be able to select the particular CRS reports they wish to offer on their Web sites and to provide links to those specific reports, which will be automatically updated. This arrangement "maintains the direct relationship between Members and their constituents by enabling Members to learn directly of constituent concerns, and by providing constituents with information that Members personally deem useful," according to the letter, and this "modified approach also preserves the principle of selective dissemination and avoids legal and institutional dangers posed by wholesale publication of CRS products."

As the taxpayer-funded research arm of Congress, the Congressional Research Service provides research materials that are among the best produced by the federal government. They explain, with fairness and clarity, the controversies and complexities surrounding the most pressing issues of our day. While members have traditionally made individual reports available on an ad hoc basis, CRS has long resisted providing direct public access to these materials, considering them information prepared on the request of and for the use of members. Another congressional agency, the General Accounting Office (GAO) routinely makes virtually all of its reports directly available to the public, although they, too, are done in response to requests from members.

The ALA Washington Office, as of the end of November, had found no offices are availing themselves of the new "service" and what they have selected as the products "that

are most suitable and appropriate for access by their constituents" (as the letter puts it).

On November 11, 2003, 59 organizations and three individuals wrote to Representatives Mark Green and Christopher Shays to express their dismay at the discontinuation of the "Index of Congressional Research Service Reports" (a copy of the letter is on the www.ala.org/ogr site). On November 21, 2003, Rep. Christopher Shays introduced H.R.3630 which would "make available on the Internet, for purposes of access and retrieval by the public, certain information available through the Congressional Research Service web site."

Politics and Science

In August 2003, the United States House of Representatives Committee on Government Reform, Minority Staff, Special Investigations Division issued "Politics and Science in the Bush Administration" (www.house.gov/reform/min/politicsandscience/pdfs/pdf_politics_and_science_rep.pdf), which reports numerous instances where the Administration has manipulated the scientific process and distorted or suppressed scientific findings. According to the report, beneficiaries include important supporters of the President, including social conservatives and powerful industry groups. ▮

On the Range

New Options for the Serial Set

Brian Rossmann

The U.S. Congressional Serial Set is one of the undisputed treasures of government document collections. It is filled with a depth and richness of American and world history that make it the crown jewel of any collection of government information.

Sadly however, comparatively few libraries are fortunate enough to boast extensive or near-complete sets of the Serial Set in paper, and those that do are frequently forced to store the older volumes behind closed doors because these volumes are extremely valuable or fragile. This necessarily impedes their access and use. Some institutions have had the resources to supplement their paper collection with microfiche or microcard. Frequently, only the most dedicated researcher will make the necessary effort to read the Serial Set in one of these formats; and given the high cost of purchasing the Serial Set in a microformat, libraries often closely monitor its use.

Indexing, too, has posed an access problem to the Serial Set. As wonderful a tool as the *CIS U.S. Serial Set Index* has proved to be for researchers, it has never offered the comprehensive indexing of the documents contained in the Serial Set which would allow one to discover all that is hidden therein. The project of constructing the *CIS U.S. Serial Set Index* was completed over a period of just four years, and indexing was done not from the documents in the Serial Set themselves, but rather from the tables of titles in the sessional volumes and, for the period after 1861, from the numerical lists. The titles of the documents as they appeared in these sources had frequently been edited or shortened (these titles are never longer than three lines, whereas many Serial Set volumes have titles that are *much* longer than three lines). One does not have to look very far to see the problems that result from indexing only the titles. For example, House Report 1 from the 16th Congress, 1st Session, in Serial Set volume no. 40 is titled: "Report of the Committee of Ways and Means, on the petition of John Gooding and James Williams, accompanied with a bill for their relief. January 5, 1819." There is nothing in this title to indicate the true scope of the subject of this report, which in fact deals with a claim for slave restitution. The first paragraph of the report reads:

> That the petitioners represent that they were owners of the private armed schooner Midas, commanded by captain Thomson; that she engaged the British privateer Dash, captured and carried her into Savannah, where her crew were delivered to the marshal, conformably to the act of the 19th March, 1814, who gave his receipt for them as prisoners of war; that twenty-two of the said crew were slaves, and nineteen free men; that, by a construction given to the said act by Richard Rush, late attorney general, they were refused the bounty for that part of the crew who were reported to be slaves, and they pray relief.

If only the indexing were more comprehensive, if the indexers had read and indexed the complete documents themselves, and if the Serial Set were indexed using a controlled vocabulary thesaurus so one could search by subject, the documents would be so much more accessible.

Well, now all this—and the ability to search full text—has come to the Serial Set. The Readex Corporation and LexisNexis have each begun expansive projects to digitize the complete Serial Set. The two products have much in common. Both promise the ability to search full text; both claim character accuracy for their OCR searching will be at least 98 percent; they will be offering fielded searching of title, author, illustration captions, document number, etc.; documents will be available for printing or downloading in high-quality .PDF files; and color maps will be displayed in high-resolution color. Perhaps the most significant feature of each of these projects is that they will be fully indexed using controlled vocabulary subject terms. This indexing will be based

on a complete reading, by human indexers, of each document. Both companies are developing their own in-house thesauri (most contemporary thesauri are geared towards the last century), which will be largely based on standards such as the *Library of Congress Subject Headings.*

As of this writing, LexisNexis plans to complete its project, which will digitize the Serial Set through 1969, by December 2005. Currently documents through the 24th Congress (1837) are available to subscribers, although there are some gaps in coverage that need to be filled (the missing documents still need to be edited to maintain 98 percent optical character recognition accuracy). Readex plans to digitize all nineteenth century documents in the Serial Set by December 2005 and expects to complete its project, which will include all documents through 1980, by December 2008. Subscribers to the Readex product currently are able to access documents through the 19th Congress (1827) with one more congress promised before the end of January 2004.

The ability to search the complete Serial Set in a digital format will offer unprecedented access to and understanding of this collection. Indeed, the most important outcome of these projects may be the connections students and researchers will be able to make between historical events and people: historical, literary, and cultural scholars will have the ability to mine the Serial Set for its treasures as never before. Libraries with pockets deep enough to afford one of these products will be able to offer their patrons a true marvel. ∎

By the Numbers

Comparing Apples and Oranges: Statistics over Time

Stephen Woods

We've all heard the adage that you can't compare apples to oranges, but what does that have to do with statistics? Most statistical reference questions have three major components: geography, statistical unit, and time. Geography can be challenging for patrons in its own right, especially if they are not familiar with the idiosyncratic language the census uses to describe statistical areas.[1] Statistical units can be equally difficult to understand, particularly if the patron has to decipher some code just to find out what the statistic represents.[2] However, both of these challenges are compounded when a patron wants statistics over chronological periods of time.[3] Interpreting this type of question can easily fall into the trap of comparing apples with oranges.

SIC and NAICS

A recent example of the problem with time series statistics occurred when the United States government set into motion a reformation in the way statistical data from the 1997 Economic Census would be coded. Recognizing that the older Standard Industrial Classification (SIC) was outdated and based on a manufacture-based economy, the OMB established in 1994 the Economic Classification Policy Committee (ECPC) to examine the possibilities for restructuring the system using a new classification system.[4] The result was the North American Industrial Classification System (NAICS), based on a service and information-oriented economy and intended to make it easier to compare economic statistical data between Canada and Mexico.

While NAICS provides a better overall representation of industries in the United States, the inherent problem of creating a new classification system for the patron is how to "bridge" economic statistics over a period of time from the 1987 SIC codes to the 1997 NAICS codes. Although the Census Bureau has created a number of resources[5] to assist users in dealing with this problem, it quickly becomes apparent that the correspondence between these two classification systems is imperfect and that the bridges[6] are slightly open or not comparable at all. The new 2002 NAICS has only compounded this problem, making it necessary for patrons to bridge economic statistics from 1997 NAICS codes to 2002 NAICS codes.

Race and Ethnicity

The United States has been collecting data on race since the first decennial census in 1790. The lack of consistency over the years by the federal government in using similar definitions and methodologies has created significant problems for interpreting, measuring, and analyzing time series statistics for race and ethnicity.[7] The 2000 census compounded this problem by radically changing the questionnaire for race by allowing people to self-identify with more then one race.

The question on race in the 2000 census was changed to provide statistics for two broad categories: race alone population, and the two or more race populations.[8] The term "two or more races" refers to individuals who chose more than one of the six possible categories. Allowing individuals to select more than one race makes it virtually impossible to compare statistics on race from the 1990 to 2000 decennial censuses. Using our analogy, this can be like comparing apples to oranges.

American Community Survey

Currency is one of the chief problems with the decennial census. Conducted once every ten years, the information quickly becomes out of date, causing decision makers to become increasingly reluctant to rely on the data. The American Community Survey (ACS) is an attempt to utilize sam-

ple data to produce annual and multiyear estimates of the characteristics of the population and housing found in the long form questionnaire. ACS will provide estimates of demographic, housing, social, and economic characteristics every year for states, cities, counties, metropolitan areas, and populations of 65,000 or more.[9]

How does this relate to our discussion about time series data? The Census Bureau is committed to reengineering the 2010 census by eliminating the long-form and replacing it with the sample data procured from the ACS. The problem is that by changing the methodology by which data is collected the administration will make it virtually impossible for researchers to accurately compare statistical data between decennial censuses.[10] Furthermore, novice researchers can potentially be deceived into the trap of comparing apples with oranges even though the definitions seem to be compatible.

Conclusion

As Stratford has claimed, statistics are an imperfect representation of reality.[11] However, this representation can become even more blurred if serious consideration is not given to the pitfalls of looking at statistics over time. To avoid these pitfalls, librarians must assist users in determining whether or not the definitions for the unit of analysis are comparable over time and whether the collection methodology is compatible between surveys. ▮

References

1. No, the term "census block" does not mean a city block. For a discussion of census geography see: www.census.gov/mso/www/pres_lib/geo02_files/v3_document.htm.
2. Whether these are FIPS, SIC, NAICS, or some other type of code from a government classification system.
3. This is sometimes referred to as longitudinal data.
4. For a discussion on NAICS compared to the SIC system see: Carole Ambler and James Kristoff "Introducing the North American Industry Classification System," *Government Information Quarterly* 15, no. 3: 263–73, and Cheryl Malone and Fernando Elichirigoity, "Information as Commodity and Economic Sector: Its Emergence in the Discourse of Industrial Classification," *Journal of the American Society for Information Science and Technology* 54, no. 6: 512–20.
5. See the Census Bureau page (www.census.gov/epcd/ec97brdg) for correspondence.
6. The Census Bureau uses the image of a drawbridge that is slightly open or completely open to indicate whether or not there is a comparable code.
7. For a great discussion of the changes of race and ethnicity in relationship to public policy over time see Alice Robbins, "The Problematic Status of U.S. Statistics on Race and Ethnicity: An "Imperfect Representation of Reality," *Journal of Government Information* 26, no. 5: 467–83, and Claudette Bennett, "Racial Categories Used in the Decennial Censuses, 1790 to the Present," *Government Information Quarterly* 17, no. 2: 161–80.
8. See the Census 2000 Brief "Two or More Races Population: 2000," www.census.gov/prod/2001pubs/c2kbr01-6.pdf.
9. For a description and discussion of the American Community Survey, see www.census.gov/acs/www. Data for the decennial census is collected using the short form, which counts the population, and the long form, which obtains demographic, housing, social, and economic information from a 1-in-6 sample of households.
10. The American Community Survey will collect sample data every year until they have achieved the 1-6 sampling ratios used in previous censuses.
11. Juri Stratford, "Responding to Reference Queries for Numeric Data and the Problems Inherent in Interpreting Statistical Sources: A Note," *Journal of Government Information* 25, no. 5: 413–17.

International Documents Roundup

The New Slavery: International Resources on Human Trafficking

Lynne Stuart

Most of us assume that the abolition of slavery in the United States and countries around the world brought an end to that horrible institution. Unfortunately that is not the case. Although slavery is illegal in all countries, various forms of it are on the rise. No one knows the total number of people living in slavery, although 27 million is an estimate.[1] Most enslaved people reside in India, Pakistan, Nepal, Southeast Asia, North and West Africa. In addition, there is substantial trafficking of humans in the Americas. While most of these people work in agriculture, others make bricks, work in mines, and provide domestic services. Slavery also fills the ranks of prostitutes and soldiers.

Modern slavery feeds on the world's population explosion that has created a large supply of poor and desperate people. Many of these people live in countries that have unstable or corrupt governments that do not enforce anti-slavery laws. In addition, the relaxation of national borders helps traffickers move their goods without fear of prosecution. Human trafficking creates enormous profits because today's slaves are cheap and disposable. They can be purchased for a few hundred dollars and tossed aside when they are no longer useful.

The statistics and printed material on modern slavery are not extensive because the data is difficult to obtain. For this column, publications from the International Labour Organization, the Organization of American States, and the International Organization for Migration are featured.

International Labour Organization

The International Labour Organization (ILO), a specialized agency of the United Nations (UN), is very concerned about modern slavery in its various forms. The ILO Special Action Programme to Combat Forced Labour (SAP-FL), created by the ILO Governing Body in November 2001, has a mandate to give more visibility and coherence to ILO activities against forced labor and trafficking. SAP-FL pays special attention to approaches against trafficking that requires work in countries of origin and destination. The program has published case studies that cover different economic sectors, as well as more general analyses of the economic supply and demand aspects of trafficking. Publications from this program and other ILO departments are good sources for learning more about this growing problem. The following reports are available from www.ilo.org/declaration:

- *Stopping Forced Labour: Global Report under the Follow-Up to the ILO Declaration on Fundamental Principles and Rights at Work* (2001) discusses the various forms of forced labor that occur around the world. Part I of the report examines prevalent forms of trafficking and reviews the history of the ILO and UN response to this problem beginning in the 1920s. Bonded labor in India, Pakistan, and southwestern Nepal are also described in this section. Part II covers the efforts of the ILO and other organizations to prevent and eliminate forced labor as well as rehabilitate its victims. Part III explores efforts that might be used to eliminate forced labor. The ILO hopes the report will stimulate research in this area that will deepen understanding and help eliminate this condition.
- *In Trafficking in Human Beings, New Approaches to Combating the Problem* (2003), SAP-FL defines the various forms of human trafficking and describes the work ILO has done to combat the problem. It contains four sections that include case studies from Europe, Asia, the Americas, and Africa that exemplify the forms of trafficking prevalent in different areas of the world.
- More information can be found in ILO media fact sheets about forced labor in Africa, Europe, Asia, and Latin America. The sheets contain an overview, the situation in different countries, and action taken by the ILO to eradicate forced labor found there.

In addition to the above resources, the results of a pilot study on the trafficking of boys from Nepal to India are published in:

- *Cross Border Trafficking of Boys* (2002, www.ilo.org/public/english/standards/ipec/publ/download/boys_trafic02_en.pdf). This analysis began with an interception of a train wagon containing twenty-five boys being sent to India to work. The report includes an educational and employment profile of the boys, the size of their families, the reasons they left home, tables, and graphics. Two boys' personal stories conclude the report. For the researchers the survey proved there is trafficking of boys from Nepal. However, because this was a pilot survey, they believe more detailed scientific research is needed to uncover the entire depth and magnitude of the problem and to provide feasible solutions to combat this problem.

Organization of the American States

The Inter-American Commission of Women (CIM), a specialized organization of the Organization of the American States (OAS), was created to ensure recognition of the civil and political rights of women. To carry out this work, CIM has initiated studies concerning the sexual exploitation of women and children and published material, including reports and fact sheets on its Web site.

- In *Trafficking of Women and Children for Sexual Exploitation*

in the Americas; An Introduction to Trafficking in the Americas (www.oas.org/CIM/english/Proj.Traf.AlisonPaper.htm), Alison Phinney lays out the conceptual framework for understanding sex trafficking. She discusses the various aspects of trafficking and its effects on women and children. Trafficking is increasing because there is a demand for women and children in the sex industry, and the number of women and children who have no other economic opportunities continue to grow. And traffickers can exploit these people without much fear of getting caught.

- The October 2002 report *Trafficking in Women and Children: Research Findings and Follow-Up,* (www.oas.org/cim/XXXI%20Asamblea%20de%20Delegadas/ADdoc-9.ing.DOC,) was presented at the XXXI Assembly of Delegates of OAS. The report provides definitions and key concepts and discusses the relationship between poverty and migration as well as the types of activity in Central America. Along with conclusions and recommendations, there are tables that illustrate issues such as birth rates in adolescent girls in Central America, migration flows, and criminal penalties for human trafficking. There is also an extensive index of UN documents that deal with this topic.

International Organization for Migration

Created in 1951, the International Organization for Migration (IOM) provides resettlement assistance to those in need. Its earlier name, Intergovernmental Committee for European Migration (ICEM), reflected its European focus. In 1980, when its work became more global, its name was changed to Intergovernmental Committee for Migration (ICM); nine years later, ICM became IOM. Over the past fifty years the IOM has assisted over 11 million immigrants. In addition to assisting immigrants, the IOM has focused on the issue of human trafficking.

- *Perspectives on Trafficking of Migrants,* published by ILO as a monograph and as a special issue of the journal *International Migration* 38, no. 3 (2000), contains five articles that explore human trafficking as an aspect of migration in Asia, Poland, and Europe. Two other articles cover asylum policies and trafficking. All articles contain some survey data or reviews of empirical data that is available.
- For a systemic review of migrant trafficking in Europe, see *Migrant Trafficking and Human Smuggling in Europe: A Review of the Evidence with Case Studies from Hungary, Poland and Ukraine* (2000). It includes the characteristics of trafficked migrants, the organization of trafficking, statistical data plus case studies. The literature review with its extensive bibliography of books and articles is a valuable section of the book.
- *Is Trafficking in Human Beings Demand Driven? A Multi-Country Pilot Study* (2003,) www.iom.int//documents/publication/en/mrs_15_2003.pdf). This pilot study asseses the demand side of trafficking in women and children. It offers interesting findings about the buyers of sex services and the employers of women trafficked for domestic work.
- In *Irregular Migration and Trafficking in Women: The Case of Turkey* (2003, www.iom.int//documents/publication/en/irregular_mig_in_turkey.pdf), the IOM examines the complexities of trafficking by exploring the various attitudes of different groups toward trafficking.

Modern slavery is an evil that knows no boundaries. Because the illegality of slavery has not prevented the rise of its modern day versions, leaders need to find policies that will control and diminish human trafficking. There is a consensus that more research needs to be done and more data must be gathered. Without accurate information, the public cannot understand the magnitude of this issue, nor can leaders implement good policies that will prevent it in the future.

Reference

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Experience Speaks

Thoughts on Documents Librarianship

We thought it would be interesting and educational to ask some of our profession who are no longer "doing" government documents to pass on their pearls of wisdom, their thoughts on documents librarianship, and whatever advice they wished to pass on to those of us still in the trenches. The following retired individuals agreed to assist us in this endeavor: Barbara Kile (Rice University), Ridley Kessler (University of North Carolina), and Walter Newsome (University of Virginia). It is clear from reading these three essays that government documents work teaches one managerial skills and prepares one for other types of library work. It is also clear that government documents work has many challenges and surprises. Change has occurred, will continue to occur and we hope there will be training for all to keep up with these changes.

Barbara Kile

I know that working with a government documents collection has changed radically in the last few years particularly as electronic access has exploded. However, some of the basic issues of access and accessibility remain. Often experience is still the way to solve specific problems.

For me, government documents librarianship provided opportunities for service and offered ways to develop my expertise in a variety of areas. I learned to become a manager, had the opportunity to teach and write about government documents, was invited to make presentations and consult about government documents with libraries in foreign countries, and met and became friends with interesting people from all parts of the world.

I first began working with government documents thirty-five years ago at Connecticut College. With only a few years experience I was asked to take over the documents and microforms department at Fondren Library, Rice University. I really wanted to get back to documents work, so this was my first career opportunity. Fondren Library had received designation as a depository library a few years earlier, but little had been done to build the collection; the documents collection filled one wooden bookcase, 6' x 3'. For the next twenty-two years I was privileged to work with a wonderful staff and build this collection into an important research asset for the students and faculty of Rice University. To reach this point it was necessary to do a lot of planning and prepare budgets for personnel, acquisitions and equipment and justify these expenditures. Many management skills are acquired as the head of a documents department.

Becoming involved in professional organizations adds another dimension to one's career development. I first became involved with Government Documents Round Table (GODORT) by volunteering for a committee. Over the years I held most offices and served on many committees and I even had to get a couple issues of *DttP* together, printed and distributed (with a typewriter and copy machine). Needless to say these GODORT activities provided many career opportunities by learning to run meetings efficiently, manage divergent opinions, clarify issues, speak extemporaneously, meet deadlines and to work with bureaucracies and political agendas. However, the most personally rewarding activity was the many dedicated documents librarians I met and the friendships that were forged.

Because of my work with documents at Rice and involvement with other state documents librarians, I was asked to serve on a committee to draft legislation for a Texas State depository program. Drafting this legislation again provided me with an opportunity to work with other dedicated librarians as well as create a law, which would have a direct impact on Fondren Library's depository collection. It was also an opportunity to be part of the political process.

Another career opportunity came from working closely with commercial and government publishers of individual documents, collections of documents and reference tools. These associations can lead to many requests including serving on advisory committees, to reviewing proposals for new publications, to recommending additional tools, and to lobbying for the expansion of services.

As a documents librarian there are opportunities for teaching, writing and speaking about government publications. The documents librarian becomes "the expert" on a subject that many librarians find puzzling and overwhelming. The documents librarian's name in print increases recognition.

Documents librarians quickly learn that few proposals or projects are insurmountable, so we have to be ready to take on these new tasks. Two events in my tenure as a documents librarian stand out as important milestones in my career and at first glance they seemed impossible. The first was to be in charge of the Marcive Project that resulted in the creation of thousands of electronic catalog records for government documents. For the first time, government documents could be universally represented in a library's catalog. The second event was to be sent half way around the world to spread the word about government documents. I was selected to be an ALA library fellow and sent to Taiwan. I spent six months lecturing, teaching and consulting about government documents at the Central Library, the national

library of Taiwan, and at university, college and public libraries throughout Taiwan. Turning the impossible into the possible is an impressive career milestone.

In my library career I have been asked to take on new projects, establish special programs, raise money, and promote the library. Without the experience of being a documents librarian, it would have been very difficult to do many of these tasks. So my "words of wisdom" are to take on the new challenges of documents librarianship, become involved in documents organizations and meet new people because documents librarianship will prepare you to take on new challenges in your career.

Barbara Kile, *Special Collections Program Coordinator (retired), Rice University; kilebar@rice.edu*

Ridley Kessler

I am always amused when my younger colleagues ask me for insightful opinions about our profession as if my years of experience have given me great wisdom and great knowledge. I have learned much over the years, but the truth is that I don't feel any smarter or any more intelligent than I did when I started. My first day on the job I felt like a deer caught in the headlights, and on my last day, thirty-three years later, I was still bewildered at the complexity and immenseness of the government information field. However, for whatever it is worth, my professional thoughts have tended to become simpler as I have gotten older. If you wanted to distill all that we know and have learned about documents information it could be expressed in only three words—collections, services, and librarianship. These are the three pillars in the foundation that our entire profession is built on. It is what we have done in the past, are doing now, and will continue to do in the future.

The collection is our backbone and we are all servants to it. We spend most of our lives building it, adding to it, strengthening its deficiencies, and filling in missing pieces. In the past it was a purely paper collection and documents departments were filled with everything from single sheets of paper to heavy and weighty tomes with beautiful leather binding. As the years changed so did our collections and we moved to microcard, film, and fiche. A short time later we were launched into the electronic world with a multitude of tangible formats, followed almost immediately by the "web" with instantaneous online access and instant gratification for our information appetites. As always, we can't get enough of it nor can we get it fast enough. Through this we have learned the basic truth that the format is irrelevant; all that matters is the information contained in the "collection." Electronic government information must be collected or organized just like all other formats. It must be found, links must be made and maintained, changes noted, and decisions made to keep, discard, or preserve in whatever manner is best suited to the purpose and to the material. Alphonse Karr said it best: "The more things change, the more they remain the same."

Another part of our equation is service. Service is the whole purpose of the collection. You cannot have one without the other, or perhaps a better way to say it is, the collection is absolutely worthless without the service. Service is what makes the collection come alive and serve a purpose. It is what librarianship is all about, particularly for those of us in government information. First, we gather the material and then we offer it up to the gods of knowledge, research, curiosity, inquisitiveness, or however you want to define the "public good." We define service as public access, plain and simple. Public access means everything that deals with making the collection available—cataloging, circulation, reference, technological enhancements, finding aids, and bibliographic instruction. It is the service we do to put life into our collections. On these two basic and holy principles—collections and service—seems to hang all the Law and the Prophets.

While the birth of the Internet has been a great boon to public service in that it gives access to everyone, anywhere, at any time, it makes documents librarians' lives more difficult. The sheer amount and magnitude of the data and information coming in—so much, so fast—makes it more and more difficult for us to manage. The variety of this material and the means of accessing it impose a need for a wider and more sophisticated approach for service providers. Storing, organizing, and preserving become more complex because of the media and the increased technological strain it puts upon us all. Are we ready for this? Is the training and teaching of documents librarians good enough? Is our librarianship, the third pillar in our foundation, cracking under the strain?

The education of documents librarians has always been haphazard. The formal training that takes place in library school varies greatly from one school to another. Some are great, some are mediocre, and some are terrible. The best programs are usually taught by practicing librarians, but a student who is very interested in documents cannot be sure what they are getting into. The development of documents librarianship is based on practice. Many of us came into this part of our career by accident and knew nothing about documents until we learned about it on the job from someone else who was practicing the craft. On rare occasions we found the right instructor in library school, but most of us came to it because we worked in a documents collection, and were in the right place at the right time (although we might not have thought so at the time). So basically, our profession is one of apprenticeship. We learn our craft and gain our knowledge by practicing it under the tutelage of a master documents librarian. We learn under fire and from our colleagues at workshops, professional meetings, conferences, and via phone and e-mail. But, these traditional methods take too long in our fast changing profession. The need for specialized training in government information librarianship is great and it is not happening in a systematic and planned way.

Traditional documents training has given us a wonderful core of excellent librarians who have nurtured great collec-

tions and provided dedicated and highly personalized public service over the years. These librarians run the age gamut from youthful to those of us "near death" (retirement is probably a better word). Their technology and computer backgrounds vary greatly, but the majority's ability to cope with the current fast-changing technology challenges is poor at best. Our newer colleagues are coming into our profession with a much better working knowledge of the Internet and the hardware and software used to deal with the collections of the future. However, I would hate to see us end up with an unbalanced core of librarians, some with traditional knowledge and others with the knowledge of computer technology, but not being melded together in individuals, as it should be.

To make sure this happens we need to take charge of our own destiny through our education. We need decide what is really needed to make a good documents librarian and then set out to make it happen. Our future professionals should come out of library school with government information courses behind them that have been approved and certified by meeting the criteria, curriculum, and content that our profession has set as a goal. Further training and professional certification should continue to take place by providing continuing education opportunities through our own professional associations. There should be lots of mentoring and, perhaps, it should be formalized. After all, that's how most of us learned our librarianship, and knowledge can flow both ways in a mentor/protégé relationship.

All of this must happen so documents librarians can gain not only what they need to know from the past, but also what they will need to operate in the future. This means traditional and technological knowledge. The documents librarians of the future must understand government databases and the various software packages necessary to manipulate these resources. We must show people how to retrieve the information, no mean feat, and then help them to interpret it because the average person will be quite mystified by the results.

This requires a much more sophisticated documents librarian and one that is at ease with whatever media may be encountered. It means a documents librarian who is not only comfortable with electronic data retrieval, storage, preservation, and manipulation, but also one with a firm grasp of government organization and publishing. This is our next big step, and it will only be accomplished if we take control of our own educational preparation.

There are other things that I have learned about documents librarianship. The most important one is that change is eternal and nothing ever remains the same. Our challenge is to recognize change and learn to make it work for us. If we prepare for change, then we can cope with it. Again, here is where we can depend upon our professional associations and networks. Documents librarians are born groupies. We naturally seek out each other's company. We band together in pods, flocks, gaggles, herds, whatever other zoological term you can think of, but basically we work in packs. I believe that the reason we do this is because of the intense specialization of our chosen life. We speak our own language, share many of the same problems, and share our work openly and willingly. We are a cooperative bunch and that is both healthy and productive. We always talk shop because we sincerely love what we do. We constantly search for better methods and for the answers to common problems. Over and over again I have seen groups of documents librarians work together to find solutions. We feed off each other. Put us together and we will argue, discuss, analyze, and beat a subject to death. In the end, we will eventually come to some conclusion that will work. I hope that we will be able to continue working this way because I believe that, hunting as a pack, we will be able to see the changes coming and be prepared to deal with them.

Additionally, our depth of understanding and the knowledge of our professional core are always growing. Nothing ever dies or seems to go away—only another layer is added to what we must know. When I first started, the bibliographic tools you needed to know were only a few shelves of different titles. Now these tools take up ranges of shelves. Yet we still need to know how to operate these older, more traditional sources because the new electronic ones never quite replace them. And, every now and again, the power goes off. Also, even though we now have wonderful electronic sources to help us, each has its own signature and its own problems. So, as Yogi might say, we have to be smarter and know more. We must constantly be retraining ourselves. If we are to stay on top of fast-changing developments we need to work more efficiently and learn still more about our resources. If we can do this, we need not fear change.

Here is one final thought. I have also come to understand that documents librarians are the guardians of our democratic ideals. We are like the medieval monks who protected the manuscripts from the evil barbarians. We are the scribes who guarded the library at Alexandria from the destruction of invading armies, or at least tried to. No one knows more than us the importance of government information and how necessary it is for individuals who want to protect our democracy. Without this information we are always at the mercy of those who would prefer to keep us in the dark so as to protect their own political agendas. There is a verse of scripture that reads, ". . . and you shall know the truth and the truth shall make you free." (John 8:32) Despite the religious implication, this very well expresses another basic principle of our profession. We gather the collection, we freely offer it to anyone who needs to know, and we provide the professional skill to tease out whatever it is they need to know.

Ridley R. Kessler Jr., *Regional/Documents Librarian (retired August 1, 2003), University of North Carolina at Chapel Hill; rdkessler1955@yahoo.com*

Walter Newsome

The Government Documents Old Country Store Is Now Closed

"A little inaccuracy sometimes saves tons of explanation."
—H.H. Monro (Saki)

My career-long association with government documents and the Federal Depository Library Program began in the mid-sixties while I was a graduate student at Florida State University's School of Information and Library Science. The story of how I came to documents is not unique. Certainly you will hear some variation of my tale from many colleagues of my generation. Many of us did not so much choose documents as a profession so much as we were chosen—and ultimately possessed—by it.

Picture, if you will, a graduate library school student reporting to the library school financial aid office for work assignment. At the time graduate student library jobs involving paraprofessional duties were parsed out to graduate library school students, both as a practicum and to provide a modicum of financial aid to those in need. They were—and still are—ideal sources of cheap, forced labor for libraries with graduate library schools nearby. In my case no choice of workplace was offered. When I stumbled before the financial aid officer's desk and mumbled my name, I was given a two-word response.

"Government Documents," she said.

"Sorry?" I said.

"Government Documents," she repeated. "Fourth floor. See Miss Kennedy." She wrote it on a piece of paper and handed it to me. Then her body language commanded dismissal and her glare suggested she would tolerate no argument. Government Documents, take it or leave it. In retrospect my mental image of that day is somewhat akin to that of a recalcitrant sinner receiving eternal consignment from St. Peter.

In those days university libraries did a better job of hiding their government documents departments and the Federal Depository Library Program than they do today. I had never heard of such a place, and indeed, even if I had, my undergraduate major in English would have made visiting there unlikely. When I applied for the working fellowship I was convinced that my undergraduate days as an exemplary library page and all around good guy would land me a plum assignment at one of the library's more prestigious reference desks. But *government documents? Why me?* Needless to say despite the reluctance, I did venture into that large black hole of the unknown. And of course it turned out to be a more poorly illuminated passageway than black hole.

Much more importantly I soon discovered it to be the domain of a small, energetic, extremely charming sorceress and all-round information wizard referred to in hushed, reverential tones as THE Documents Librarian. (In real life she was better known as Mary Jo Kennedy.) Although I readily fell under Miss Kennedy's charming spell, and willingly came to embrace my apprenticeship, I have little recollection of the specifics of my initiation into performing the incantations necessary to produce obscure information and data from even more obscure government booklets and pamphlets. (However, I do recall more than one miserable failure involving a spell to get book carts to magically roll around the stacks while those flimsy, unruly pamphlets shelved themselves.)

Even now I am still not entirely sure what piqued my interest in documents then nor why ultimately it led to the better part of a four decade association with them. I do know that from early in my life I was fascinated by both history and literature. Although literature eventually won out as an undergraduate major, I thought long and hard about history. I remained very much a history buff throughout, however, firmly believing that literature could only be understood and fully appreciated within the historical context in which it was created. Ironically, in government documents I stumbled onto an entire genre that was not only entirely dependent on the historical context in which it was produced, but indeed was an integral part of it.

Sometime in the late 1980s I remember commenting to a colleague that if on the day I graduated from library school I had sat down and written a description of the ideal job for me, it would have been exactly like the one I had. Although I never purposely set out to emulate my early teacher and mentor Mary Jo Kennedy, she became the subconscious idealized role model for most of my professional career.

That model is based on one that late in my career I began lovingly referring to as *the country store proprietor* model. Stereotypically, old country store proprietors were known for three primary characteristics: affability, knowledge of customers, and knowledge of inventory. Often they were also known to have a little imagination and a generous dose of good old intuition and common sense as well. At least in the mythical world inhabited by characters from Norman Rockwell's paintings, these old guys and gals were good humored souls who not only knew everyone in town by name, but their interests and accomplishments, anticipated their needs, and especially what products their customers were most likely to ask for. They were also legendary for their ability to carry the entire inventories around in their heads along with the exact location of each item in the store. If an item wasn't in inventory, they could tell you which competitor most likely had it and, more often than not, even "be glad to call over there and see if they got it."

Those of you who have been around documents for any length of time know the model I am talking about very well. If you never played this role yourself, you know someone who has. It is still one of the more common documents models used in academic libraries. Some of you may even refer to it by its alias—the *accommodating bartender* model. My entire working life was grounded in such a one-on-one, face-

to-face service model. I not only knew most of my regular patrons name, but I knew their interests and accomplishments, what books they were writing, anticipated their needs, and especially what documents they were most likely to be interested in and ask for. Early in my career I somehow managed to develop the knack for tracking in my head large numbers of documents along with their exact locations on the shelf. This model served me well for nearly thirty years, and I can say in all modesty that I was damn good at it. I have any number of personal acknowledgments in some pretty obscure scholarly treatises and *emeritus* status conferred by my institution to prove it. (Furthermore, I long ago achieved that ultimate honorary title conferred by local colleagues and library clientele alike, that of *THE Documents Librarian*.)

I long ago achieved that ultimate honorary title conferred by local colleagues and library clientele, of *THE Documents Librarian*

It grossly overstates the obvious to say that during the decade of the nineties, this classic model rapidly went obsolete and left me—and I suspect a lot like me—floundering around trying to find a new model to replace it. The wakeup call was never more graphically illustrated to me than one day several years ago when I happened to run into a faculty member from our history department whom I had not seen for quite some time. An expert on the history of the countries of Eastern Europe, he had been a frequent visitor in the documents section for many, many years. He was one of those patrons that always stirred strong feelings of ambivalence in me. On the one hand he was tough, very hard to please, and at times difficult to get along with. I could always count on a serious challenge to my skills as a documents librarian when I saw him coming. On the other hand he seemed genuinely delighted when I was able to produce just the right document from some obscure JPRS or FBIS source, and invariably I went the extra mile for him.

On this occasion after the usual exchange of greetings, I asked Professor S. what he had been up to and suggested that it had been ages since I had last seen him. He responded that he had been writing and teaching as usual, "but," he said, "it's been over a year since I've been in the Library."

"Oh?" I said. "How so?"

"Well, I get most of what I need from the Internet, and what I can't get there, the library's delivery service brings to my office." (My institution has operated a daily delivery service to faculty offices for over ten years now. Faculty can electronically request any printed or electronic source via this service; if the library doesn't own it, an ILL request is automatically initiated.)

My reaction to this conversation was one of *what if*. *What if* he and I were twenty-five to thirty years younger living now in this present age of both virtual and actual remote information delivery? How well would I have gotten to know him? How well would he have gotten to know me and the services I could provide him? Indeed, how much need would he have had for my services at all? I like to think it would have been a little something lost to both of us.

It was never more apparent to me that the venerable old model that had served me, my mentor, and probably at least two or three generations before her so well was now passé. Mind you, this is not to say that the old country store model is not still around and in use in lots of places, many of its practitioners still convinced it is the only way services should be forever. This personal, hands on, face-to-face service is so ingrained in many of us that it is impossible to imagine depository library service without it. But at least in my old library, if not dead already, the model is under intensive hospice care, as I suspect it is in many of its peer institutions as well.

A few months into retirement I find myself caught in the usual ambivalence faced by one in my position. Yes, there is some regret that I am unlikely to play much of a role in the exploration of ways to provide services to users of government information without losing personal contact with them altogether. If only I were a quarter century or so younger and just beginning my career as a documents librarian…. Wow! What a challenge! But secretly I am a bit relieved by the fact that I can relegate that challenge to a priority somewhat lower than watching the cork on my fishing line bob and weave in the currents and eddies.

We are living in a very dangerous time now. It is the most frightening assault on our basic rights and individual freedoms that I have ever experienced in my thirty-three years in this business. As usual, we government information librarians seem to be leading the fight against this threat. We must remember the importance of our work and how important our professional practice is to the republic for which we serve. No matter how bad it gets, we must continue to work "together" to protect what we have won. By working to preserve and understand our basic principles, and by letting them guide us through all change, we can meet the challenges to our democracy and walk confidently into an uncertain future. ▮

***Walter Newsome**, Associate Professor Emeritus, Humanities and Social Sciences, University of Virginia Library. He retired as Government Information and Regional Librarian at the end of June 2003; wln@virginia.edu*

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From Documents to Data

The Information Age Produces a New Type of Government Record

Linda Roberge and Lesley Pease

From the first days of recorded history, government documents have been written documents—treaties, contracts, court filings, military orders, official correspondence, reports, and more recently, e-mail messages. Starting in the mid-1970s, a whole new kind of "document" came into existence. The new category is not based on words but on detailed case-by-case data about discrete government actions. Stored in computerized databases, these "transactional records" can be retrieved one by one or systematically organized in ways that chronicle the work done by government—how it enforces the law, spends its revenues, and deploys its workers.

Unfortunately, retrieving information directly from databases can be complicated, requiring the knowledge and skills of subject experts and information professionals. To do an extraction, one needs to know how the data are organized and stored, understand the procedures that produced the data, and have knowledge of specialized query languages. When the data of interest are located in more than one database, retrieval complexity increases geometrically. If the databases are not organized in a similar way, direct retrieval may not be possible. However, recent advances in information technology have made it possible to provide easier and more generalized access to this new type of document.

The Transactional Records Access Clearinghouse (TRAC), a research center at Syracuse University, has combined data warehouse technology with the "point-and-click" interfaces of the Web to create an application that can be used as a model for this new category of government document.

The Research Center Then and Now

TRAC was established in 1989 by a statistician and a journalist with a common interest in government records. Susan Long, a statistician and faculty member from Syracuse University's Martin J. Whitman School of Management, and David Burnham, a New York Times investigative reporter and book author, pooled their very different talents to create this data resource. (Burnham later joined the faculty of the Syracuse University's S.I. Newhouse School of Public Communication). Using the Freedom of Information Act, Long and Burnham requested transactional data from government agencies, transferred the data from large computer tapes to a university mainframe, performed statistical validation and verification, and produced massive written reports. Later they created manageable subsets of data for analysis and distributed them on diskettes to journalists.

By 1995, the volume of data had increased to the point that diskette delivery was unmanageable. Luckily, information technology and the World Wide Web had progressed to the point that new avenues opened up. With support from Syracuse University and grants from foundations such as Rockefeller Family Fund, the New York Times Company Foundation, the John S. and James L. Knight Foundation, the Beldon Fund and the Open Society Institute, the TRACFED data warehouse and the TRAC Web sites were born.

Today TRAC continues to be primarily grant funded with user fees and donations helping to defray some of the costs of maintaining, updating, and improving a user-friendly data resource. Staff at TRAC has grown to include a small team of professionals with backgrounds in statistics, journalism, government records, information systems, Web development, and statistical programming. In addition, public interest lawyers volunteer their services to help obtain raw data from the federal government via the Freedom of Information Act. Because the data is comprehensive, independent, and non-partisan it has proven invaluable to a wide variety of users including public interest groups, policy analysts, Congressional committees, news organizations, citizens, law schools, and a growing number of government agencies.

Currently the TRACFED data warehouse includes federal government transactional data on all federal investigative and prosecution activities, the workload of individual federal judges and prosecutors, federal staffing, federal spending, and more. TRAC's data warehouse is extremely large, presently occupying approximately 300 gigabytes of storage space and growing monthly. Access to the data warehouse is provided via two Web sites, one freely available to the public, and the other available by subscription.

TRAC's public Web site (figure 1) is comprised of thousands of static Web pages that present information generated from analyzing data in the warehouse. The information is

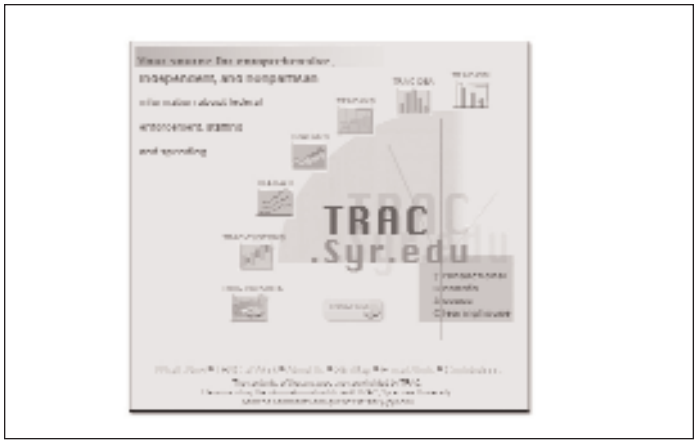

Figure 1. The Public Site http://trac.syr.edu)

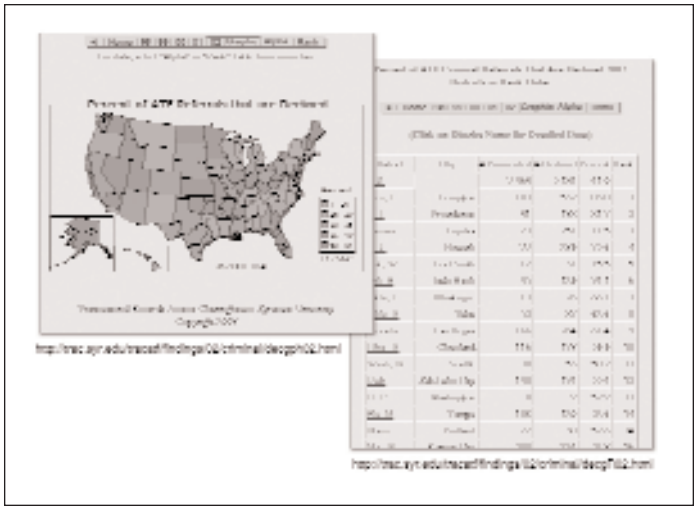

Figure 2. Special Report on the ATF

provided in two ways: in special reports and in regular reports that focus on the major investigative agencies of the Federal government, namely the FBI, DEA, INS, IRS, ATF, and Customs.

Recent special reports have examined the first months of the new Department of Homeland Security, terrorism enforcement, disparity of sentencing among federal judges, and the declination rates of federal prosecutors. Special reports present data in tables, maps, and graphs, along with text that describes the findings. Their issue schedule varies, depending upon the availability of staff time and funding.

Reports on the major investigative agencies are a regular feature of the public site and they provide an account of the agencies not available elsewhere. One recent agency update concerned the Bureau of Alcohol, Tobacco, Firearms, and Explosives. It included *New Findings* (e.g., gun crimes referred for prosecution by the ATF have almost tripled in recent years.), *National Profile and Trends Over Time* (e.g. ATF is below average in getting its referrals prosecuted.), *District Enforcement* (agency staffing and performance statistics for the U.S. as a whole, and for individual districts, plus rankings of the districts (see figure 2)), and text describing the work of the agency which provides the background necessary for putting findings into perspective. This background includes agency responsibilities, history, regional patterns of enforcement and enforcement trends.

TRAC's public Web site provides a wealth of information that is not available elsewhere. It has gained a solid following as a source of unbiased authoritative information and is currently linked to by many libraries.

Despite the wealth of information presented on the public site, those thousands of static pages barely scratch the surface of the information that can be generated from TRAC's vast data warehouse. Additional areas available for analysis on the subscription site include criminal enforcement by all federal agencies (1986–present), civil actions where the government is a party and that were handled by the U.S. attorneys (1992–present), administrative enforcement by the IRS (audits, seizures, etc., 1992–present), federal civilian staffing (1975–present), and federal expenditures (1993–present), among others (see figure 3). Users can further explore a wealth of subtopics such as white-collar crime, civil rights, education spending, corporate fraud, and deployment of tax auditors, and more.

The Data

Research in these areas is possible because data in the warehouse come from many different sources including the Executive Office for United States Attorneys in the Justice Department, the Administrative Office of United States Courts, the Office of Personnel Management, the Internal Revenue Service, the Environmental Protection Agency, the Census Bureau, and a range of other specialized federal agencies. More importantly, TRAC incorporates as much related information as possible, including geography, population, time trends, constant/real dollars, etc, and it develops linking, grouping, and classification variables that place the data into geo-political-temporal context. These additions enable valid comparisons to be made across time and geography that would otherwise not be feasible. TRAC data lends itself to analysis using GIS (geographic information systems), since much of the data has a geographic element. Users may see spatial relationships among data that might otherwise go unnoticed.

The Data Mining Tools

TRAC sought to provide end-users with powerful tools that could be used without training in data analysis. These specially designed tools allow non-analysts to explore the massive data warehouse looking for trends, relationships, and outcomes and to analyze or "mine" the data "on the fly" as

Figure 3. The Subscription Site (http://tracfed.syr.edu)

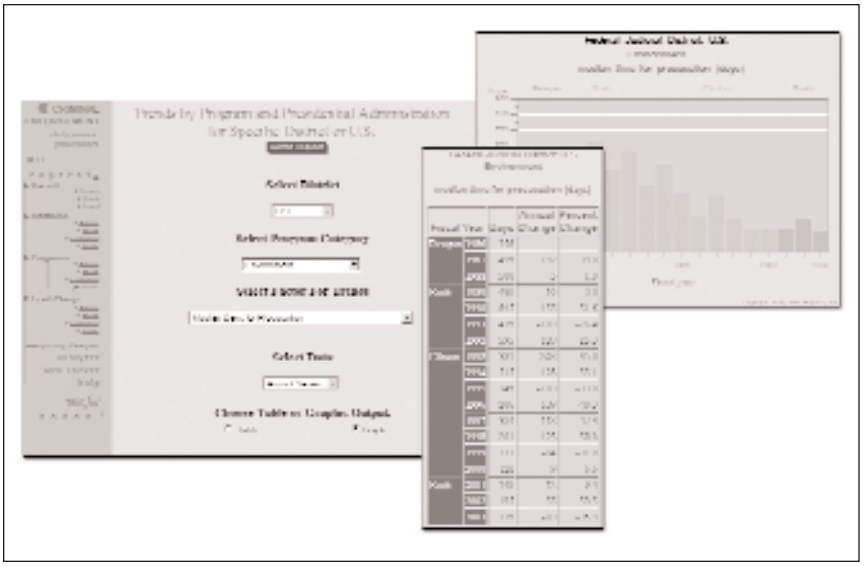

Figure 4. Data Mining Tools

their needs and interests dictate. The objective is to find the patterns that will provide a coherent unified view of the subject, and to place this information into a context that will make it understandable and usable for answering a user's questions.

TRAC has developed three different types of data mining tools that enable users to analyze the data in the data warehouse. The first tool is called "Express." As the name implies, the Express tool allows users to quickly and easily produce counts, averages, medians, and other specially computed measures that are used to generate rankings, comparisons, and trends. Users can specify if they want the information by district, agency, program area, or lead charge/cause of action (see figure 4). For IRS audits, users can also choose to have the information produced by income class, selection reason, and auditor type. Additionally, users are able to indicate whether they want the information returned to them in the form of tables, graphs, or maps.

Sometimes users need a multidimensional view of the data that allows comparisons across groups, years, organizational entities, etc. For example, a user may want to see how a particular district handles health care fraud. How many of the referrals actually get prosecuted? How does this compare with other districts? Has this changed over the years? To provide this capability, TRAC has developed a second tool called "Going Deeper."

The Going Deeper tool allows users to focus on a particular stage in the referral process and to generate performance measures such as percentages, rates relative to the population, and outcomes. Going Deeper provides a drill-down capability that enables users to produce and view the data as a series of linked tables that focus on increasingly narrower subsets of data down to a listing of the individual matters, an individual federal employee, or a particular judge. As with the Express tool, Going Deeper is easy to use via a point-and-click interface.

The most advanced tool is the "Analyzer." This tool allows users to specify a particular slice of data that is of interest to them, and to store their own unique subsets of data in personal "web lockers." From a web locker, a user can run numerous types of sophisticated analyses, the results of which can also be stored in the web locker. As an adjunct to Express and Going Deeper, Analyzer provides users with the ability to perform sophisticated analyses on any data in which they are interested.

Examples

Perhaps the best way of understanding the power and flexibility offered by this type of government document is through examples of actual use. The following are cases that illustrate some of the many types of individuals and organizations that have used TRAC's data warehouse and data mining tools.

- *Criminal Justice:* In 2002, a Louisville police detective shot to death a man named James Edward Taylor. The police justified the incident by asserting that Taylor had wielded a box cutter in a menacing manner even though his hands were cuffed behind his back. After a federal investigation of the case, the Justice Department decided against bringing any criminal charges against the detective. Using TRACFED data, a reporter in the Courier Journal's Washington Bureau, discovered that this "declination" was hardly unusual. From FY 1996 and 2001, 294 matters concerning civil rights abuses by police officers had been referred to federal prosecutors in Kentucky. During the same period, only one officer was prosecuted and convicted. All the rest were declined.
- *Business:* The collapse of Enron thrust white-collar crime back into the national spotlight for the first time since

the Savings & Loan scandal over a decade ago. But what sort of justice do white-collar criminals face? In *Fortune* magazine's March 18, 2002 cover story a team of *Fortune* reporters closely examined the shortcomings in the federal enforcement of white-collar crime laws. Using TRAC data, they showed that the Justice Department declined to prosecute over 64 percent of white-collar crime cases referred by SEC attorneys. The *Fortune* reporters also employed TRAC data to bolster their claim that white-collar criminals, despite being convicted of egregious violations of the law, seldom spend time behind bars.

- ***Public Policy:*** An undergraduate student was interested in the Brady Bill. The bill expired in 1998 and had to be reauthorized by Congress (18 USC 0922). It was replaced with the National Instant Criminal Background Check System (NICS). Brady had a 5-day waiting period to buy handguns; the new system required instant identification through an ID number. TRAC's data mining tools allowed the student to examine trends over time and the regional variation of the Brady Bill enforcement including declinations, prosecutions, convictions, and sentencing activities.
- ***Journalism:*** A popular topic for undergraduate journalism classes to explore is how federal dollars are being spent locally. TRAC's Express tool allows students to see which are the top funding programs, how spending has varied over time, how much is being spent on procurement contracts, and more. Because the information is available at the county level, students are able to interview the federal administrators in charge of the programs.
- ***Public Administration:*** The National Academy of Public Administration, NAPA, is an independent organization dedicated to improving the performance of government and other institutions that implement public policy. After an in-depth study, a special NAPA panel presented an extensive report on the FBI's efforts to re-organize itself in the wake of 9/11 to a subcommittee of the House Appropriations Committee. While the study found the FBI was now making progress, it cited TRAC data to illustrate how difficult it is to change the direction of a large agency. A table covering federal drug enforcement from FY 1986 through the first six months of FY 2003, for example, presented data showing that the "FBI's drug enforcement activities continued to expand even after [former FBI] Director Freeh raised the priority associated with terrorism as a result of the World Trade Center bombing of 1993 and the Oklahoma City bombing of 1995." (Report available at www.napawash.org/resources/testimony/FBI%20Summary.pdf, accessed September 15, 2003)
- ***Environment:*** In the Spring of 2002, John Peter Suarez, the former Director of the New Jersey Commission of Gaming Enforcement and a former Assistant U.S. Attorney, was nominated by President Bush to be the Assistant Administrator for Enforcement & Compliance Assurance for the EPA—the nation's top environmental enforcement position. But Public Employees for Environmental Responsibility (PEER), using TRAC's experimental case-by-case civil and criminal enforcement data, prepared a report describing Mr. Suarez's apparently unexceptional record as a federal prosecutor. With TRAC data, PEER was able to illustrate that Mr. Suarez had won exactly one of his four jury trials, handled only one matter of "national priority," and carried a smaller caseload and obtained shorter sentences than the average New Jersey district U.S. Attorney. Copies of PEER's report were sent to President Bush and all members of the Senate Environment and Public Works Committee and ultimately led several committee-members to oppose the then-pending confirmation of John Peter Suarez. (Report available at www.peer.org/EPA/Suarez_Report.pdf, accessed September 15, 2003)
- ***Law:*** The House Judiciary Committee accused a particular judge of going easy in the sentencing of several drug defendants. A law professor used TRACFED's tool for examining the records of individual federal judges and found that the drug sentences imposed by this judge were similar to other federal judges in the state and that the median sentence of all judges in that district were longer than the national median.

Definitions

Database: A collection of information. A transactional database records and tracks the individual activities or transactions of an organization. For example, when a government employee is hired, information about the employee and his/her job is recorded in a transactional database. As information about the employee changes (e.g. salary, work schedule, or grade) the database is updated. A transactional database contains what is often referred to as "live" data that support the operations of an organization.

Data Warehouse: An integrated compilation of data from various sources. Data warehouses differ from transactional databases in several significant ways. First, warehouses consist of one or more transactional databases that are integrated. Second, in addition to transactional records, warehouses may contain summarized data that can be integrated with the transactional data. And finally, warehouses contain historical data that is updated periodically, often quarterly or yearly, rather than "live" data that is constantly being updated in real-time. Data warehouses are constructed to facilitate decision-making and answer questions.

Data Mining: The process of searching for trends, relationships, and patterns in large amounts of data often from a data warehouse. Finding these hidden relationships is really the process of data analysis.

Future Enhancements

TRAC's staff works continuously to maintain and update the Web sites. However, there are three projects on the horizon that merit special mention. The first is a special feature that would allow users to search TRAC's data warehouse via a "search engine"–style interface. While searching text-based documents has become both sophisticated and routine, searching for a topic such as "fraud" among numbers that have yet to be generated will require a new form of software and has presented some unique challenges. TRAC has received a major grant to fund this initiative.

A second enhancement concerns reporting on the new Department of Homeland Security (DHS). The formation of the new department has been called "the most extensive reorganization of the Federal Government since the 1940s."[1] TRAC has received start-up funding to collect baseline data on DHS and has published the first report. (see http://trac.syr.edu/tracreports/tracdhs/DHSreport030825.html, accessed September 15, 2003)

And finally, TRAC is always seeking additional sources of data to enhance the data warehouse. However, given the increased emphasis on secrecy since September 11, 2001, assuring the continued flow of information to *update* the warehouse has become an issue. As a result, TRAC's FOIA battles continue unabated. ▮

Linda Roberge, *Senior Research Fellow, Transactional Records Access Clearinghouse, Syracuse University. lroberge@syr.edu*

Lesley Pease, *Government Publications Librarian, Maps & Government Information, Syracuse University Library. ladpease@syr.edu*

Reference

1. See www.whitehouse.gov/news/releases/2002/11/20021119-4.html, accessed January 13, 2004.

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Promoting IGO Information Resources to Scholars and Citizens

Panel Discussion, ALA/GODORT-IDTF Toronto, Canada, June 21, 2003

Helen M. Sheehy, Mike McCaffrey-Noviss, Susan B. White, and Peter I. Hajnal

In conjunction with the American Library Association's 2003 Annual Meeting in Toronto, the International Documents Task Force of GODORT sponsored a panel discussion on the topic of promoting international governmental organization (IGO) resources to the communities we serve in libraries. Panelists were asked to describe the teaching methods they employ when introducing IGO information sources to library patrons, students and practitioners. The panel included four distinguished librarians, Helen M. Sheehy, Mike McCaffrey-Noviss, Susan B. White, and Peter I. Hajnal, with widely recognized and significant experience in this domain.

The editors of *DttP* believe that the strategies and methods each speaker employs have broad applicability in the realm of documents education. All four panelists have agreed to the reproduction of their remarks in this issue of *DttP,* and each speaker was asked to provide examples of course syllabi and related curricular material. Their curricular submissions appear on the *DttP* Web site at: http://sunsite.berkeley.edu/GODORT/DTTP/Supplements/

International Relations Research and Undergraduates

A Credit Course Approach

Helen M. Sheehy

Academic librarians "teach" undergraduate students to use library and information resources in a variety of settings—in one-on-one instruction, at the reference desk, and in one-shot lectures; through Web-based tutorials; and, sometimes, in formal credit classes. Over the years Penn State librarians have experimented with a variety of credit courses, many of them focused in whole or in part on government information resources. Credit instruction provides a unique opportunity to teach students higher-level research skills; that is, to take students beyond basic skills or the resource-based approach possible in the brief encounters we often get in other settings. It is the opportunities and challenges in credit instruction as it relates to international governmental organization (IGO) information that I had hoped to discuss with you, and I regret that I could not be here today. [N.B. this paper was presented by a colleague of Helen's in Toronto]

One of the credit courses taught in the past as part of the Libraries Studies Program at Penn State was L.ST. 397: Introduction to Research in International Relations. Developed in cooperation with the political science department, the course was designed for juniors and seniors with an interest in, or coursework centered on, international relations. In addition to political science majors the course drew students from other disciplines including geography, history, international business, and economics. Many of these students were considering graduate school in the near future. For a variety of reasons—changes in faculty in political science and our staff constraints—we have not taught this course in several years but I have begun discussions with the department about reviving the course.

We developed the class following discussions with faculty. These sessions with faculty identified a number of problems in basic research and library skills:

- understanding the concept of scholarly journal publishing;
- searching for journal articles;
- understanding the difference between primary and secondary resources, and the value of each to their research;
- increasing underutilization of the primary-source IGO documents available in the libraries; and
- encouraging a systematic approach to research.

Encouraging Systematic Research

Most undergraduate students begin their research with a poorly defined topic and have given little or no thought to the type of information that could answer their question, much less how to choose a database or resource on the most appropriate resources. Rather, students use the resources that are most familiar and comfortable, regardless of how appropriate they may be. Therefore, the first challenge librarians

face in a credit course is the same one teaching faculty face in their classrooms—to help students develop the critical thinking skills that help them *identify* their research problem. In addition, librarians often struggle with encouraging the development of *systematic* research habits.

Introducing government information to undergraduate students presents additional challenges to librarians, and while this course was not exclusively devoted to IGO materials a significant portion of the course utilized these materials. Other government information sources covered included U.S. government information related to international relations (including congressional materials, executive branch materials, and law sources), and some discussions of other national government information resources.

Course Objectives

At the completion of the course students were expected to:

- understand the difference between primary and secondary sources;
- understand the relationship between an international organization's mission and its publishing;
- effectively choose the most appropriate organizations, indexing tools, and publications to address specific research needs.

Course Format—Making It Relevant

Since students strongly resist doing library research for the sole purpose of learning to use the library, one of the challenges of credit library instruction is making it relevant to student needs. A second challenge is making the course mimic the type of research students really need to do to write a successful research paper. Partnering with the political science department helped solve this problem. The course is designed to be taken in conjunction with another international relations course requiring students to do significant research. For this course, students choose and do the research for a term paper they might write for that course. In essence, students use the course to do guided research for term papers. I have also had honors students use this class to do research for their honors papers. Students are encouraged to work with teaching faculty to develop their research proposal for the semester.

Readings and Assignments

Readings were identified related to the organizations being discussed. These readings were designed to give students a better understanding of an IGO's purpose. The assignments required students to:

- Develop a research topic proposal: 1–2 pages that stated the problem students would work on. These proposals subsequently became their "introduction" in the final project.
- Complete weekly exercises that require the students to explore their topic in the context of the resource or IGO discussed. These exercises also required that the student choose appropriate resources for potential papers and explain in a brief annotation how this related to the overall paper. I would return their exercises with comments and students had the opportunity to revise the exercise and resubmit.
- Maintain a research log of their work that is submitted.
- Develop and refine an outline for their "term paper" paper throughout the semester.
- Submit a final project consisting of:
  - the introduction to their paper;
  - an annotated bibliography; and
  - a written assessment of their research process—and how, after completing the course they might revise their research strategy. If students had done a good job on the weekly exercise this was largely a matter of compiling the sources they had accumulated over the course of the semester and doing a bit of retrospection on the research process.

The course culminated with a final exam in which students were given a topic and asked to outline a research process, suggest possible sources, etc. Essentially, students were asked to prove that they could take what they learned in the course and apply it to a different situation.

Class "Lectures"

Early on we discussed standard indexing techniques that students should look for in all the IGO materials (such as annual indexes to debates). Class lectures and discussions centered on: the structure and functions of IGOs first; following up with a discussion of publishing patterns; the types of information the IGOs produce; and the information's value in the research process. Rather than spending class time on descriptions of specific resources, students were supplied with extensive bibliographies of resources. Some class time was scheduled for "library research periods" where students could work on their projects while I was available for assistance.

Student Comments

Student evaluations were very favorable. Examples of student concerns and other feedback included:

- Throughout the course the students often complained about the amount of time they were spending on the assignments. It was a challenge to convince them that the amount of time they were spending would decrease as their library skills increased.
- By the end of the course most students were talking

The Federal Depository Library Program (FDLP) was established by Congress to ensure that the American public has access to its Government's information. The mission of the FDLP is to disseminate information products from all three branches of the Government to nearly 1,300 libraries nationwide. Libraries that have been designated as Federal depositories maintain these information products as part of their existing collections and are responsible for assuring that the public has free access to the material provided by the FDLP.

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more about the long-term value of the course as opposed to the workload.

- Students very much liked the "revise and resubmit" policy since it allowed them to improve their grades significantly. I felt that they learned a great deal from this process, which I think mimics a real research process where you do some research, look at the result and go back and do more. Their final projects were much stronger as a result—especially their evaluation of the research process.
- I had several students who went on to grad school subsequently write and tell me how much they felt the course contributed to their graduate studies.

This Credit Course Approach—"Down-sides" and Positives

The "downsides" of the approach should be admitted. You spend a great deal of time working individually with students. It's a huge amount of work! Grading assignments is very time-intensive work. And it would be very difficult to implement this approach without buy-in from the teaching faculty.

There are several positive aspects of this approach, however. You spend a great deal of time working individually with students. It is immensely rewarding to work with undergrads and see them grow in the research process! I think this is the kind of feedback librarians rarely get.

Helen M. Sheehy, *Political Science, International Relations, and Global Studies Librarian, Pennsylvania State University; hms2@psulias.psu.edu*

International Government Information in the Library School Curriculum

Mike McCaffrey-Noviss

I teach at the University of Toronto's Faculty of Information Studies (FIS). The Faculty is large, counting among its community a significant number of part time students, many of whom work full time in a paraprofessional capacity. FIS draws upon the Toronto-area library community for its expertise and employs many adjunct instructors to teach its more specialized courses.

The principal professional degree is the two year Masters of Information Studies (MISt), requiring sixteen half-term (thirteen-week) courses and the selection of one of three areas of specialization (Archival Studies, Information Systems, and Library and Information Science). Three common core courses are required of all students in addition to four further specialized courses, the selection of which is determined by the area of specialization. The remaining nine courses are chosen from a wide variety of offerings of which two are mine: Government Information (LIS 2136) and International Information (LIS2137). The Government Information course covers Canadian (60 percent of the course), US/UK (15 percent) and IGO (25 percent) government information. The International Information course covers international governmental organizations or IGOs (85 percent) and non-governmental organizations or NGOs (15 percent). Both courses are popular and enrolment usually runs from twenty-eight to thirty-five depending on the time slot and the availability of other offerings that term.

The International Information Course

LIS2137 meets for thirteen weeks for about two to two-and-a-half hours per week (plus breaks) though, for some classes, I take the entire three-hour time slot. The course itself takes the form of lectures and class presentations. The first third of the course is all mine. After about five weeks, we begin presentations at which point I lecture for an hour to an hour-and-a-half before turning the class over to the students.

Although I do little virtual teaching in my course, I have begun to develop online modules for a continuing education course that I shall use first in 2136 and then 2137. This approach seems to be particularly effective for legislative research and, so, for the international course I might eventually design an online EU regulation module. The course Web presence is extensive. [Readers of this paper may peruse the latest incarnation of the course Web site at: www.fis.utoronto.ca/courses/LIS/2137/]. Reading lists and links are made available there for the class and for the library community as a whole. In addition, for certain topics such as early UN indexing and League of Nations documentation numbering schemes, I deliver detailed guides via the course Web site thereby freeing up class time to discuss the basic principles underlying the material.

During the first part of the course, I cover IGOs in general, discussing the patterns of documentation in terms of the organizations and their bureaucratic mindset. I briefly cover the antecedents to the United Nations and then treat that organization in detail. From there I move on to the Bretton Woods institutions, regional organizations, and then on to special topics such as international law and disarmament. The presentations themselves are a mixed bag and range from international law and the documentation of INTERPOL to the publication practices of Amnesty International.

When I started to do documents work and was faced with that first unanswerable reference question, the sort of query designed to strike fear into the heart of the neophyte, I called down my mentor who performed what seemed at the time to be some sort of wizardry and dealt with the issue quickly. I asked him how on earth he was able to do it and he replied, "Mike, you simply have to have worked with the material as long as I have." Though I later recognized this to

be an example of the sort of humility for which he is well known, I've come to realize the wisdom of that advice. While IGOs change over time and their publishing patterns reflect this, the technique of documents work does not change. Indeed certain patterns remain constant regardless of the jurisdiction or the time frame. I thus take a very practical approach. My job is to make my students employable and, once they've entered the field, useful professionals. The assignments thus take the form of trivial pursuit exercises—in short, vexing reference questions of the sort with which we're all familiar that the students must answer using a sound methodology.

Throughout all of this I am guided by certain thoughts rarely far from my mind:

- My audience is different in that I am teaching our replacements. It is a challenge, however, owing to the fact that, while they are themselves products of the Google generation, they will have to promote and teach sound research skills to an audience equally convinced of the merits of search engines and of the value of electronic media over print.
- When my students are called upon for help when the world of Google fails, they will be forced to demonstrate how to use traditional research tools and how to employ electronic resources in a discerning and professional manner. One of my goals is to wean them from their reliance on general search engines by requiring them to complete reference exercises where search engines are all but useless. To accomplish this I ask them to answer questions involving the use of obscure, late breaking or historical information.
- Recognizing that not all of my students will work in an academic environment where costly subscription-based services are available, I try to spend as much time showing them how, through a judicious use of various Web sites and key print resources, many seemingly complicated questions can be answered. This is also done to illustrate the dangers of relying on third party information that is all too frequently merely rented and not owned.
- I attempt to integrate the use of various resources, reference tools and skills (including common sense) in my assignments. For instance, I ask statistical questions where the answers require some interpretation (usually deriving the correct answer requires my students to read the footnotes in the table—strangely, not all do). I have also in the past asked my students to find international legal cases where I've only given partial information. They are then forced to approach it logically by first consulting newswires or search engines to get the date and place where the case was heard. I might also toss in a trick or two. Last term, for instance, I asked them to find all the documents pertaining to the *Wackenheim v France* case. This was the infamous "dwarf tossing" case that made it into the English media only after it went to the UN Human Rights Committee. The students should use a newswire to find the date and venue. However, they would also need to have either an understanding of the structure of the court or the common sense to read the documentation to determine that the case had to have been first heard by the European Court of Human Rights because of the treaty reservations deposited by France and the other Council of Europe member states. About 35 percent gave me the complete and proper answer. I do not think the remaining 65 percent will ever forget *that* particular question.
- The rapidly changing environment in which documents work takes place requires cooperative work in our field. Therefore I introduce them early on to the benefits to be derived from participation in GODORT, especially the International Documents Task Force. As most of my students are Canadian and our professional associations are not as active as our American colleagues' are, I attempt to instill a sense of activism so that they may change things here when they join the profession.

The rapidly changing environment requires cooperative work in our field

To my mind, government document librarianship is the most challenging and interesting of all collection management and public service careers. Unlike most information providers, governments are driven by politics, public policy and their own particular form of corporate culture; governments are not driven by market forces and the need to turn a profit. Thus the normal rules do not apply. Governments are also omnipresent and their effects and interests are far-reaching. The breadth of the topics they have studied and on which they have published is astounding. It is truly a challenging field. Even if my students do not take up documents librarianship as a career, they've tended to find that the skills required to be a documents librarian are useful in virtually all forms of library work. Oddly enough, I have found that, while proficiency in this sort of work requires a certain intuition, it is, if you'll pardon the expression, an "acquired intuition." It is indeed a challenging and fascinating field and, on the whole, I think the experience has been a pleasant one both for my students and for myself.

Mike McCaffrey-Noviss, *Faculty of Information Studies, University of Toronto; mccaffre@fis.utoronto.ca*

The Readex International Documents Seminar

The United Nations, European Union, and Beyond

Susan B. White

What Are the Readex Seminars?

Each fall for most of the last twenty years, the Readex International Documents Seminar has gathered some one to two dozen practicing librarians for an intense immersion into the world of international documents management and service. It is hosted by the kind offices of the Newsbank/Readex Company in its corporate conference facilities in Chester, Vermont, and serves as an example of the most congenial partnership between a private publisher and academic/research librarians to further the knowledge and understanding of international documents librarianship.

The bucolic environment and gracious hosting enhance the air of collegiality among participants, and promote a sense of there being something special about all this international documents business. The seminar was originated by Mary Fetzer of Rutgers University in 1985. In the intervening years, she has taught the seminar, as have Chuck Eckman, currently at Stanford, and myself, the United Nations Documents Librarian at Princeton. Peter Hajnal, recently retired from the University of Toronto, has also led an advanced version for experienced international documents librarians, a kind of master class.

Attendees usually include some four to six librarians from countries outside the U.S.; two to four law librarians from the U.S., and eight to twelve librarians from U.S institutions which have major documents collections. Most participants are experienced librarians who are new to work with international documents, or to supervising international documents departments among other duties. There will always be two to three brand new librarians who are usually as intimidated by the other librarians present as they are by the subject matter. And there will also always be one—perhaps two—of remarkable tenure and knowledge in international documents work. They are serious about looking for a different perspective, and also enjoying a respite from the hurley–burley of academic and research libraries in the crisp fall air of the Vermont countryside.

I am reminded of the year that I had William Noblett, the international documents specialist at Cambridge University Library. I learned then that the documents collections at Cambridge serve a national purpose in the U.K., much as the those of the Library of Congress do for the U.S. At Cambridge such materials are termed "official publications," and holdings can reach back to the year 1400.

I find that having the experienced person take part is particularly valuable in two regards. One is that it reinforces one of the basic tenets that we teach—namely, it demonstrates that participation in a strong network of international documents librarians is an important component of our professional lives in this business. And the second is that we all get to learn wonderful new things. In this case, for example, the perspective of the de facto national library of a member nation in the European Union on its documentation. Even Bill at Cambridge can't get everything his patrons, or his country, would like from the E.U., however, he does have better success at this than many of us do.

The one thing that participants have in common is that they are all in real library situations with sole or shared responsibility for management or administration of weighty international documents collections. They are often intimidated by that responsibility, and come to the Seminar to gain skills to help them in their work. Although the setting is very pleasant, the purpose we share in being there is very serious.

Let me comment on that setting because I think that it matters. The Readex Seminar is held at the Corporate Conference Center of Newsbank in Chester, Vermont, a picture postcard New England town. Participants stay in apartments which have been created in a number of Victorian houses along the main street of Chester, to serve the Newsbank Company for its employees or guests who are attending a multi-day event at the Conference Center. A dining room wing has been added to the rear of one of these houses, and it will seat more than a hundred people at large round tables overlooking the Vermont countryside. Meals are held here, or at interesting local restaurants, and social times on the schedule serve for a lot of informal sharing about libraries and collections. Formal sessions are held in the state-of-the-art Conference Center lecture and break-out rooms.

I comment on the setting, describing it to you as beautiful and gracious, because I think that it helps soften a bit the hard edges of the complexities of international documents work, and some of the difficult themes that must be addressed.

Peter Hajnal has written that there is an organic relationship between the structure and work of an international body and the documents that it produces. I would further add that there is a close connection between the hard themes of the world that we live in as reflected in the morning paper, on the evening TV news, or in chillingly graphic human rights reports, and our role as international documents librarians. That is the first thing that we teach, and then we continue to weave that connection into the program throughout the seminar.

One thing about this approach. No one goes to sleep.

What Is It That We Teach?

We teach the length and breadth of international documents librarianship from a formal Schedule, a bare bones outline for all topics to be covered, slotted against exact times for a full day on Friday and a half day on Saturday. Informal sharing among participants has begun with dinner on Thursday

evening and continued with breakfast on Friday morning. Then promptly at 8:30 A.M. everyone gathers in the Conference Center main lecture room, and there is a round of self-introductions. At 9 A.M., the teacher begins to lecture on the history of international organizations, and describes key reference sources we use to understand them. After a short break, from 10 until 12:30 we cover the United Nations as a publisher, and deal with issues of collection management for its materials. Details include the scope of U.N. publishing, how documents are acquired and several schemes for organizing them, and the complex patterns of U.N. Documents Symbols. We talk about the languages in which the U.N. issues its documents, and then tackle the principle types of U.N. publications: masthead/mimeograph documents, official records, and sales publications. We focus on electronic publications, both Web- and CD-ROM-based, and deal with the nature and functionality of electronic sources for documents and indexes including the United Nations Official Documents Service (formerly Optical Disk System) and other full-text services.

Noon brings a lunch break, and a respite from lecture with a tour of the Newsbank/Readex facilities. Then at 2 P.M. we pick up our lectures again, this afternoon dealing with specifics of reference work with United Nations materials. We cover major reference sources and offer several strategies for their use, and then focus on special areas including treaties, statistics, regional commissions, human rights, and conclude with how to deal with U.N. conference and summit documents. A short break separates these topics from those we finish the day covering: the evolution and changing import of non-governmental organizations and Civil Society with the U.N., the world of Model United Nations both at the college and high school levels, and the role of the profession and the professional in the evolution and use of United Nations documentation. At the end of the day we see a product overview of new developments from Readex and have time for questions and discussion about any part of the day's work.

A tired crew nevertheless recovers to enjoy dinner on Friday evening at a scenic local restaurant, and breakfast on Saturday morning in the conference center dining room. Then at 9 A.M. sharp we move back into the lecture hall, where we cover principles of acquisition and reference work with the materials of other InterGovernmental bodies. These include the Specialized/External Agencies of the U.N., the European Union, the Organisation for Economic Co-operation and Development, and regional and special purpose bodies including the Organization of American States, Organization of Petroleum Exporting Countries, Arab League, Organization of African Unity, and so on. A break mid-morning gives us a breather before tackling the last topics of the Seminar. These are gathered under the heading "Future Trends and Issues in International Documents Librarianship," and include:

- Joining and Going: Virtual Communities/Professional Associations
- Finding What is Needful: Index/Full Text
- Managing Web and Print Resources: Ease/Reliability
- Desktop Library of the Future: Electronic/Print
- Putting Everything Somewhere: Local Autonomy/ Shared Resources

In each case we seek to cover many possibilities, looking for a balance in our professional decisions and circumstances. About 12:30 on Saturday we are through and exhausted. But we are also exhilarated with all that we have seen and considered, and the community that we have practiced being a part of.

This schedule, covering so much so thoroughly in such a short while, was first developed by Mary Fetzer at the beginning of the seminar two decades ago. Chuck and I have made some changes and adjustments over the years as our field has evolved. Other international documents librarians considering the Schedule may share my initial response when I first saw it as an instructor some fifteen years ago. Mary was the regular teacher of the seminar at that time.

Suddenly documents become real, addressing issues that resonate across the years

One year she became quite ill near the time for it to be given and I was asked to fill in. This was two weeks before the seminar was scheduled. At that time, I found the list daunting. But on reflection, I realized that any of us experienced in this business will know a lot about each individual element on this checklist.

Then there is a further saving grace in there being any number of commentaries and explanations and histories and guides that float around any of these topics. So we can always turn to electronic and paper reference works to support our teaching, in the same way that we turn to them for reference and acquisitions work in this field.

I don't know about you, but I have to remind myself of the dates and exact facts for events and bodies I don't often refer to. For example, I think I had better ground what I am saying in clear references to the earliest historical prototypes of modern intergovernmental organizations. To be sure that I get them straight, I will recheck myself to be sure that it *was* the Delian League which as a group of Greek city states entered into a common security arrangements for more than fifty years around 400 BCE—And that the Hanseatic League *was* the body with economic and trade purposes that was formed among North German towns from the eleventh to the seventeenth centuries.

So, we will know more about all this than we might at

first think that we do. And there are good reference works to fill in any gaps or lapses in our memories. Was it 1978 that Arabic was added as an official language of the United Nations? No—it was 1977. It is always important to be sure that we are right when quoting such details.

But having a complex subject and knowing a great deal about it does not guarantee success in teaching that subject. Another way of saying this is that the use of the documents of international intergovernmental organizations is not enhanced by being boring or confusing, or worst of all, intimidating.

So How Do We Organize Everything?

Let us consider a heuristic method for getting through that daunting checklist. And in the process, I would suggest that this will help us to foster both comprehension and commitment on the part of those that we wish to teach.

First of all, a full checklist like this Schedule is necessary, because there is so much to be covered, and it all matters. We don't want to leave anything out. Not having a thorough checklist could lead to a scenario where I can imagine a week after the seminar ends my being back home and waking up in a cold sweat thinking: "I forgot to cover the Series Arrangement for Category Seventeen of the Sales Publications!" International documents librarians reading this will realize that as an important organizational method in a U.N. collection organized by Sales Number. In that setting, this exception gathers the various UN statistical yearbooks by title, instead of scattering them among the years. So—it does matter, and shouldn't be forgotten.

The checklist not only matters, it actually forms the outline for an important tool that we use—the Seminar Bibliography.

That is—we take the checklist, as you see it here called a Schedule, and add to it three types of information, transforming the single page into a document of some fifteen pages. First we add rather traditional bibliographic listings, with annotations, for reference books, Web pages, databases, and so on. Secondly, we add "Mini Guides." These bring together a few essential facts about a body and its publications, including elements such as dates and names of relevant treaties, chronologies of development, lists of symbols, and so on. MiniGuides are provided for example, for the League of Nations, UN Documents Symbols, and the European Union. And the third element that we add is a transcription of an important point that the instructor is making. For example, a list of "Questions to ask as an international documents librarian." Obviously those questions are to be asked about a particular international organization. We begin with, to the experienced, obvious questions including:

- What is the actual name of the organization and where is the headquarters located?
- Where are regional offices?
- Is there a depository library system?

The list then progresses to perhaps less obvious areas such as:

- Where are documents/journals indexed?
- Are books from this body widely held in other libraries?
- Where they are held, are they cataloged?

This expanded bibliography including Mini Guides and Key Pointers, is organized according to when the material will be discussed. So this is a new type of order for a bibliography—by time of discussion!

But there are serious reasons for both the detail included here, and its being organized by when discussion will take place. And that begins with participants needing to be sure they are capturing clear and accurate reference to the tools, concepts, and guides being presented. Secondly, participants should not feel overwhelmed by the material flying at them at record rate. So they get a script—or at least a cue-sheet, too, as well as that used by the instructor.

How We Teach

What about the other concern—keeping them from going to sleep?

Earlier, I made the audacious statement that no one goes to sleep.

Why is this? It is a low-key setting, there are good notes already printed out in front of them. They are always well and recently fed, and, so, potentially subject to post-prandial narcosis.

But—they don't go to sleep.

Why?

Well, I think that it is because of the stories that we tell.

Some of them are from the documents themselves.

Like the story of Haile Selassie in June of 1936 pleading with the League of Nations to intercede against the genocide being waged against his country, warning that if they didn't help, they would be next. And as we all know with the crystal clear hindsight of history, the League didn't intercede, and the nations of Europe were indeed "next," in the awful tides of the Holocaust and the Second World War that swept across all of them.

Suddenly documents become real, addressing issues that resonate across the years, and no one goes to sleep.

We tell other stories.

To illustrate the utter difficulty of obtaining documents from some international agencies, especially the regional commissions of the UN system, we tell stories like this.

The office of one regional commission was, for a very long time, notorious among international documents librarians for being impossible to obtain documents from, even with pre-paid orders. At that time, even some parts of the UN said privately that they had difficulty in getting documents from this commission. One well-placed office in New York told me at the time sometimes it helped to go through

that commission's own regional offices, but not usually, and not very much.

My assistant at the time was a man who nevertheless has gone on to a distinguished career as an international documents librarian. He and I hatched a plan to FORCE those folks in the headquarters of that commission to send us documents. I should comment that this was after years of more conventional attempts to get documents from them. The only thing that worked was for our bibliographer for that region of the world to buy their documents on the streets in the headquarters country and bring them home to us.

Anyway, my assistant and I got them to agree to this, and then we sent them some money, with the understanding that once a month they would simply gather up whatever publications were lying around their office and send them to us.

Well, the new scheme worked. They did send us documents. And then, a few months later in reviewing books set up for cataloging to join the formal ranks of Princeton University Library, I found one on "How to Make Explosives from Common Agricultural Chemicals." A bomb-making book.

You can image my horrified reaction. I frantically examined the book, and found that the issuing agency had nothing to do with the United Nations. It was something like a farmer's cooperative group that created it. It was in English, and full of helpful illustrations, diagrams, tables, and photographs—before and after—of things that had been blown up. All agricultural and in the countryside, of course, but the potential for harm in applying this bombing technology to other things was all too clearly that danger.

I got pretty upset, and went off to ask my young assistant where this had come from. His reply was that it had come in the recent monthly shipment we had just gotten—and that there had been two other copies as well. This did not calm me at all. When I asked, "What happened to them?" he told me that he had sent them to our Duplicate Sales Department which then was in the campus book store. This of course was exactly as the procedures manual for handling duplicate UN documents said he should do, there being no exceptions stated for bomb-making books.

And, yes—both had been stamped on the title paper showing them to be the property of the UNITED NATIONS COLLECTION OF PRINCETON UNIVERSITY LIBRARY . . .

I rather hysterically went tearing off to look for them. But they had long since disappeared. Talk about things in this business that could cause you to wake up in the middle of the night in a cold sweat.

At the time I finally decided I wouldn't add *this* one in my office to the permanent collection of the University Library, even in the Locked Collection, and finally turned it over to the authorities through a friend who was a cop. After a few years rolled by and Oklahoma City occurred, I was really glad that I had done that.

But otherwise, I simply decided that I couldn't worry about the two that I thought had gotten away. Some time later I learned that there was really only one copy of this awful book, and my assistant was, as they say, pulling my chain. Document librarians have a strange sense of humor, I have found.

I am not making any of this up. As you all know, I am sure, in dealing with international documents and international agencies, we don't have to make anything up—much just happens.

So. We tell stories. Not just to keep participants from going to sleep, but also to make important points.

When I teach this seminar, I always begin by asking "why are we studying this?"

International documents record momentous events in our history. And, the best-laid plans to acquire elusive documents can go astray.

When I teach this seminar, I always begin by asking, "why are we studying this?" Libraries are such complex and frantically busy places these days that we indeed do need to ask "why bother?" about anything we do.

Conclusion

So I will end these comments by offering an answer to why we are bothering to consider training for the next generation of international documents librarians. I would suggest that the answer is both simple—and important. In the age of the Internet, government documents librarianship matters even more than before, when we lived in a paper world. We all have certainly spent a lot of energy and years of our lives learning our way around and through the world of the documentation of international intergovernmental organizations. And we dutifully build and keep up Web pages to share our understanding, and point to every tool we can find.

But in my heart of hearts, I know that still isn't enough. There needs to be someone to care about all this stuff when I—when we—are all long gone, I hope into a long and peaceful retirement. Someone to build and rebuild the Web pages, adopt and make available new technologies as they emerge and are important in acquiring and using government documents, whatever that comes to mean. But most important, in my judgment, is that the new someone will also need to offer personal service for those most difficult reference questions and acquisitions needs that will arise, beyond the reach of the best electronic resources. If there are to be such librarians, they need to be trained. And the Readex International Documents Seminar lays down a pat-

tern for one remarkably effective way to accomplish an important part of that work.

Susan B. White, *United Nations Documents Librarian, Princeton University; sbwhite@phoenix.princeton.edu*

Response

Peter I. Hajnal

This very interesting panel featured three excellent presentations. Each illustrated a different way—and a different setting—of promoting and teaching IGO information, yet certain common concepts and strategies emerged from the papers and the discussion that followed.

Mike McCaffrey-Noviss (University of Toronto and York University) teaches an elective graduate course. He considers his students to be amateurs; his task, as he sees it, is to turn them into professionals who will eventually replace today's document librarians. He encourages the use of traditional research tools in conjunction with the now much more familiar electronic resources. To accomplish this, he motivates the students to use their judgment in answering questions, and to give the rationale for their answers. His aim is to integrate the whole gamut of resources, reference tools, and skills. Building on the foundation of the earlier version of the course which I taught for many years at the same institution, Mike has introduced many innovations in approach and content, making this course a difficult but rewarding experience for his students.[1] The main strengths of his approach are sound conceptual course design, the anchoring of material in real-life situations, and his challenge to students to think and not just regurgitate mechanically what they have learned.

Helen Sheehy (Pennsylvania State University), by contrast, teaches an undergraduate course in international relations research. Penn State has long been an especially fertile ground for international documents librarianship, and Helen follows in the footsteps of Nancy Cline, Diane Garner, Diane Smith and other distinguished former colleagues. Her paper identifies the main challenges in teaching her course: to develop critical thinking and systematic research habits. Her main strengths are the emphasis on partnership with faculty, the underlying effort to relate the mandates and structures of international governmental organizations (IGOs) to their information output; and the systematic soliciting and welcoming of student feedback.[2] I would add that there is a strong need to teach about IGO politics not only as context to IGO documentation but also as something that has direct impact on IGO information and documentation programs.

Susan White (Princeton University) has conducted an intensive short seminar for practicing librarians needing a thorough introduction to international documents. This series of seminars, held annually for a quarter century, is sponsored by the Newsbank/Readex Corporation. Susan's approach is to deepen the professional knowledge of librarians in a systematic manner, to facilitate networking among document librarians from many different institutions, and to combine a structured course with informal sharing in beautiful surroundings. She inculcates in her students an appreciation of the stories that documents tell, and a caring attitude.

There is strong commonality among the three presentations. First, clearly, the authors of all three papers appreciate and understand the role of IGO information. They care about this important source material, and they want to make it real. Second, they recognize, though in divergent ways, the importance of links with other document librarians, and with current and future library work. Third and most important, they acknowledge the significance of partnerships with university faculty, with business, and with the IGOs themselves.

Courses and seminars are essential means of promoting IGO information resources to scholars and citizens. But there are other settings, too, in which teaching takes place. Individual mentoring of a new international document librarian by an experienced one is equally crucial to professional development and to harmonious staff relations in libraries; our late colleague Rosemary Little of Princeton University set a very fine example of devoting considerable talent and energy to this. As well, every good international document librarian, at every encounter at the reference desk, has an opportunity to promote and teach IGO resources. I would like to close with the comment that, in these days of frequent UN-bashing and unilateral tendencies, it is especially rewarding to know that international document librarians continue to be part of a still strong multilateralist constituency. ∎

Peter I. Hajnal, *Research Associate, Munk Centre for International Studies; Co-investigator, EnviReform Project, Adjunct Professor, Faculty of Information Studies, University of Toronto; Peter.Hajnal@utoronto.ca*

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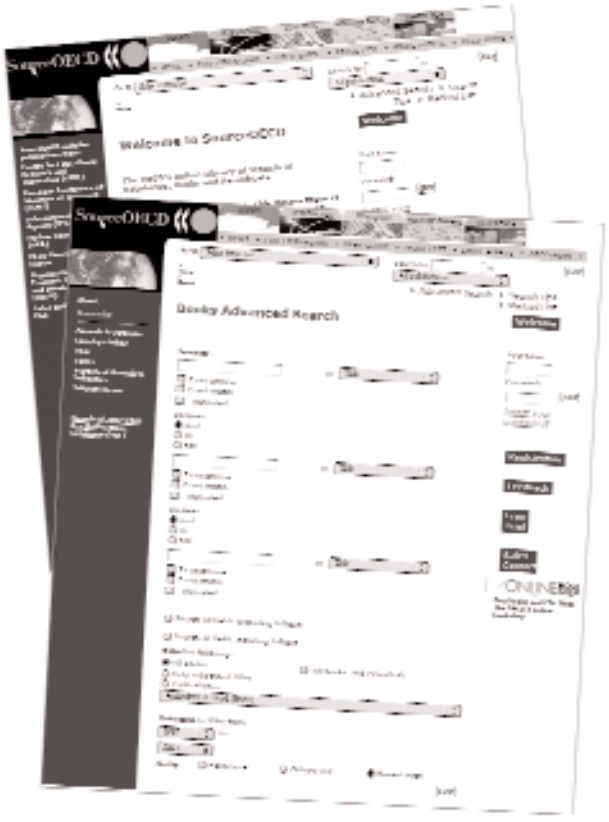

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Archiving International Government Information on the Internet

Report from a Survey by the GODORT International Documents Task Force

Jim Church

In January 2001 the GODORT Publications Committee and International Documents Task Force (IDTF) approved a "Survey of International Government Organization Plans to Archive Internet Documents." The survey was distributed via e-mail to twenty International Government Organizations (IGOs) in the summer of 2001. This article elaborates on the findings and implications of the survey and makes recommendations for libraries to collaborate with IGOs in order to ensure the long-term access to and preservation of digital intergovernmental information.

Introduction

The advent of the Internet and its implications for the access to and preservation of U.S government information has been debated by librarians, academics, and concerned citizens alike. Key issues of the discussion include among others: the vulnerability of government information to changes in computer technology; federal agency non-compliance in making documents publicly available; and the removal of information from government agency Web sites in the interests of national security. The September 2001 issue of *American Libraries* features a particularly salient article that succinctly outlines these issues.[1]

The role of the Internet in the preservation and access of international government information has been no less dramatic, but for various reasons less well explored. The irony is that in some respects the effect of the Internet on intergovernmental information has been even more revolutionary. While federal documents have long been widely available via the U.S. Federal Depository Library Program, many international organizations have far fewer depository library programs, or none at all. To date, only a few authors have explored IGO information policies and preservation issues relating to the digitization of international government information.[2] This article builds on the work of some of these efforts, and explores possibilities for libraries and IGOs to collaborate in building digital government information archives.

Background

A confusing distinction, still often misunderstood, exists between types of information IGOs produce. A United States "government document" is defined broadly in the U.S. Code as "any informational matter printed by the U.S. government, at government expense or as required by law."[3] International Governmental Organizations, on the other hand, make an important distinction between documents and publications.

Documents are official records of meetings of IGOs and other material issued in the exercise of their functions, while publications are destined to inform the public about the particular organization and its activities. Documents are usually intended primarily or exclusively as working tools for internal use . . . publications are intended for wider distribution in the first place.[4]

Historically, IGO publications have been widely available through commercial vendors or directly from the organizations themselves. The United Nations (UN), the Organization for Economic Co-operation and Development (OECD), the World Bank, and many other IGOs print hundreds of publications each year. In contrast, IGO documents have traditionally been available only through much more limited depository library programs, or not at all. To put this statement in perspective, the world's largest IGO, the United Nations, currently has 408 depository libraries in 125 countries. But in practice this translates to a limited number of depositories per country. In Canada there are only twelve UN depositories, compared to some 680 Canadian federal depositories. Other international organizations have even fewer—there are only two United Nations Educational Scientific and Cultural Organization (UNESCO) depositories in the United States (163 worldwide) compared to some 1,300 U.S. depositories. Many IGOs, including the International Monetary Fund (IMF), the World Health Organization (WHO), the World Intellectual Property Organization (WIPO), and the International Telecommunication Union (ITU) have no depository libraries.

The matter is further complicated by the fact that some IGOs have opaque or restrictive information policies that can frustrate even the most persistent researcher. While some organizations may permit requests for specific documents, general inquiries may be refused, and a conspicuous lack of bibliographic control makes much of the information virtually invisible. In addition, there are categories of "restricted" documents that many IGOs simply do not make public. Examples include administrative documents and project reports that may be limited to internal use or available only in summary format. This lack of access to public policy information has prompted criticism in recent years, with IGOs such as the World Bank and the IMF coming under fire for funding environmentally contentious development projects without public participation. Indictments of such policies by Non-governmental Organizations (NGOs) such as Greenpeace, and the famous protests at the 1999 World Trade Organization (WTO) Ministerial Conference in Seattle, have attracted international attention and increased public awareness of the problem.[5]

In other circumstances, international documents may be available outside depository libraries, but usually at a price that only the largest research institutions can afford. For example, the expansive microfiche collections of the WTO, UNESCO, and the Food and Agriculture Organization of the United Nations (FAO) cost thousands of dollars to acquire. While much of this material is arguably limited to esoteric research interests, some IGO fiche collections contain important official records and project reports. In simple terms, the majority of IGO documents have *never* been widely available to citizens from any country unless these individuals held access privileges at a large research library or international organization.

The Internet, political forces, and a gradual shift in IGO information policy have begun to alter the situation. Many IGOs now publish full-text documents on the Web, and the number is increasing. A good example is the UNESCO Web site UNESDOC (http://unesdoc.unesco.org/ulis/), which contains main documents of UNESCO governing bodies, reports of meetings and conferences, and speeches of the Director-General. Other organizations that make documents available include the WTO, which offers full text of derestricted documents since 1995, the World Bank, the United Nations Development Programme (UNDP), and many others.

Survey and Methodology

This otherwise positive development raises pressing questions. While there is no doubt that posting these documents on the Internet has greatly increased access, it has been hitherto unclear what policies IGOs have in place for archiving this material. Questions began to be raised about this issue as early as 1999, when Sevetson and Sheehy compared the Internet information policies of five international organizations. Sevetson and Sheehy noted that digital archiving was "an issue of critical concern to depository libraries, and one that many agencies had not yet addressed."[6] The present survey was designed in part to follow up on these findings and gain a more comprehensive look at the archiving and permanent access issue.

The questionnaires were sent to administrators, librarians, archivists, and other IGO personnel working with agency information. The questions were revised and approved by the members of the International Documents Task Force. Twenty international government organizations with publications programs of varying size and complexity were targeted in order to encompass the diversity of IGO Internet information policies. Out of the twenty agencies contacted, twelve replied, for a response rate of 60 percent.[7] The following is an itemized list of each of the questions and responses, tabulated by the total number of agencies indicating the category was applicable, along with the corresponding percentages (for several questions more than one answer was possible).

1. What documents and/or publications has your agency made publicly available on the Internet?

Selected documents and publications	10	(83.3 percent)
Datasets	4	(33.3 percent)
All documents and publications	2	(16.7 percent)

2. How far back is this information available?

More than five years	7	(58.3 percent)
Between three and five years	4	(33.3 percent)
Between one and three years	1	(8.3 percent)

3. In what format have these materials been made available?

PDF	12	(100 percent)
ASCII	1	(8.3 percent)
HTML	8	(66.6 percent)
Excel	4	(33.3 percent)
Other	5	(41.7 percent)

4. How long does your agency plan to keep this material on your Web site?

Indefinitely	6	(50 percent)
Varies	3	(25 percent)
Between one and five years	3	(25 percent)

Please also indicate if this material will remain at a stable URL:

Yes	8	(66.6 percent)
No	2	(16.6 percent)
Undecided	1	(8.3 percent)

5. Does your agency intend to permanently archive this material?

Yes, and make it publicly available	5	(41.7 percent)
Yes, but only to internal users	2	(16.6 percent)
No, we have no plans to archive	0	(0 percent)
Undecided, or plans not yet formulated	5	(41.7 percent)

6. If applicable, what office or department in your agency would be responsible for archiving?

Agency library or archives	4	(33.3 percent)
Secretariat or other executive office	1	(8.3 percent)
Distributed offices within the organization	4	(33.3 percent)
Other	3	(25 percent)

7. Would your agency be open to the possibility of collaborating with academic libraries to assist in the archiving of current or retrospective materials in electronic format?

Yes	7	(58.3 percent)
No	1	(8.3 percent)
Undecided	4	(33.3 percent)

8. Please supply an additional information that you feel would be of assistance

(Qualitative answers discussed below)

Discussion

An analysis of the data indicates some of the following trends. Out of the twelve IGOs responding to the survey, only 16.7 percent indicate they currently make all of their documents and publications freely available on the Internet, whereas 83.3 percent offer selected materials. The length of time this information has been posted varies, with the majority of agencies indicating over five years, but a significant portion (33.3 percent) between three and five years. PDF is the overwhelming format of choice: 100 percent of the agencies use PDF, 66.6 percent use HTML, 33.3 percent use Microsoft Excel, and an additional 41.7 percent use other formats, primarily Microsoft Word. As is often true in government bureaucracies, 33.3 percent of the respondents indicated that offices throughout the organization are responsible for archiving digital information, while an equal number entrust this responsibility to the IGO library or archives.

If these responses are indicative of a common trend, then the results of the survey are clearly a cause for grave concern. With the lack of clear digital preservation policies, factors such as budget shortfalls, insufficient server space, or simple lack of foresight would almost inevitably result in disparate document retention practices. Formulating such policies may well take some time, if it occurs at all. Responses to the qualitative section of the questionnaire (question 8) indicate that while some IGOs are vigorously debating a future course of action, nearly 42 percent have yet to create a digital preservation policy. Given the fact that many IGOs have such restrictive information policies for print materials, the likelihood of clear digital information policies being created in the near future seems remote.

Another concern is that future or existing IGO digital preservation policies may not guarantee permanent access. Among agencies that have such policies, only 50 percent indicate they intend to keep documents and publications on their servers indefinitely. An even smaller number (25 percent) plan to comprehensively archive documents and publications, two thirds of which will be available via paid subscription. The formats used to mount documents are also troublesome: it is only a matter of time before PDF and HTML are replaced by more advanced technology, and 100 percent of the agencies surveyed currently use this software. While an evaluation of emerging digital technologies is beyond the scope of this article, there is little doubt that maintaining the integrity and longevity of digital documents is one of the most urgent problems facing academic scholarship, particularly if digital information policies have not been formulated.

Conclusion

A logical conclusion is that libraries have an opportunity to play a significant role in the archiving of international government information. Several research libraries have already completed or are in the process of developing IGO mirror sites and digital archives. Stanford University has embarked on a multi-year General Agreement on Tariffs and Trade (GATT) Digital Archive Project designed to capture internal documents, selected publications, and other archival material produced by the GATT and the World Trade Organization (WTO) from 1947 to 1994 (http://gatt-archive.stanford.edu). Another admirable example is Northwestern University's League of Nations Statistical and Disarmament Documents project, which features a searchable database of 260 full-text League of Nations documents (www.library.northwestern.edu/govpub/collections/league/).

The significance of such projects should not be underestimated. It is increasingly apparent that it is only a matter of time before digital data will be lost unless a conscientious attempt is made to salvage it. In his new book, *Dark Ages II: When the Digital Data Die*, Bryan Bergeron makes the following (slightly ominous) prediction:

> The United States, one of the most technically advanced nations on the planet, is poised to enter a second dark ages—a time when what we leave behind will be viewed as negligible compared to the previous centuries. Although the causes are very different from those that precipitated Europe's Dark Ages, we are gambling with the contributions of our most profound thinkers in the arts, science, and medicine. . . .[8]

Although perhaps wisest to take such doomsday predictions with a grain of salt, there is little doubt that an accurate preservation of the human record is at risk if we neglect to archive digital data. Data could be (and has been) irrevocably lost, damaged and altered for many reasons: hardware or software failure, operator error, obsolete technology, natural catastrophe, theft, vandalism, political shenanigans, intentional destruction, and so on. The threat is not just limited to the United States. Only 50 percent of the IGOs surveyed

intend to archive digital information indefinitely, with 25 percent planning to retain the information for one to five years. Most IGOs (83.3 percent) do not make their documents and publications available comprehensively. Nearly 42 percent have not formulated plans for the preservation of digital information, and 58.3 percent are open to the possibility of collaborating with libraries to create digital archives. Given the rapidly changing pace of Internet technology and the high risk factors involved, it makes good sense for GODORT and IGO depositories to begin collaborations with International Government Organizations to ensure that the future of this information is not jeopardized. ▮

Jim Church, *International Documents Librarian, University of California, Berkeley; jchurch@library.berkeley.edu*

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5. See Greenpeace's proposals and recommendations for the 4th Ministerial Conference of the World Trade Organization at: www.greenpeace.org
6. Sheehy and Sevetson, op.cit., 416.
7. IGOs responding included the European Union, United Nations, Organisation for Economic Co-operation and Development, United Nations Environment Programme, World Health Organization, United Nations Children's Fund, International Atomic Energy Agency, United Nations Scientific, Educational and Cultural Organization, United Nations Development Programme, World Intellectual Property Organization, United Nations Economic and Social Commission for Asia and the Pacific, and Asia-Pacific Economic Corporation. It is notable that not one of the Bretton Woods Organizations (World Bank, IMF, WTO) responded to the survey.
8. Bergeron, Bryan. *Dark Ages II: When the Digital Data Die*. (Englewood Cliffs, N.J.: Prentice Hall, 2002) xxvi.

ACRL/EBSS Ad Hoc Committee on Access to Government-Sponsored Education Research Responds to ERIC Clearinghouse Network Statement of Work

Soraya Magalhaes-Willson

Note: This is a revised and updated version of an article that first appeared in the EBSS Newsletter *18, no. 2 (Nov. 2003), 4–5. www.lib.msu.edu/corby/ebss/newsletter/nov2003.pdf*

Members of the education, behavioral science and government documents community watch with concern as the Educational Resources Information Center (ERIC) Clearinghouses prepare to shut down. Individual clearinghouse contracts end in December 2003 and support contracts in June 2004. Many questions linger about the overall effectiveness of the newly proposed ERIC system described in the United States, Department of Education, Statement of Work (SOW) issued in the summer of 2003.

In response to this dilemma over education information accessibility and perpetual access, the ACRL Education and Behavioral Science Section (EBSS) formed the Ad-Hoc Committee on Access to Government Sponsored Education Research. The Committee's charge includes exploration of issues surrounding accessibility of timely, relevant education information. In addition, the Committee is charged with recommending advocacy efforts, interacting with appropriate ACRL and ALA offices, and communicating information to EBSS members regarding these important changes.

The Committee, chaired by Kate Corby, and including members John Collins, Soraya Magalhaes-Willson, Paula McMillen, Karen Nordgren, Venta Silins, Jen Stevens, and Sharon Weiner worked to engineer a course of action in response to the Statement of Work. The plan included an informational Web site (www.lib.msu.edu/corby/ebss/accesseric.htm), preparation of an ERIC background paper to educate the community as to the role of the ERIC Clearinghouses, and an extensive white paper analyzing the ERIC Statement of Work. The committee also provided information to key members of ACRL and ALA offices on the importance of responding to the SOW.

Due to the hard work of this Committee and its quick response to the ERIC SOW, the ALA was able to formulate and submit a statement of action to Secretary of Education, Rod Paige on May 6, 2003 (www.ala.org/ala/pressreleasesbucket/pressreleases2003/ERIC_Comments.pdf). In addition, a delegation from the ALA Washington Office met with Assistant Secretary Grover Whitehurst to discuss ALA's concerns over the proposed changes to the ERIC system.

At the 2003 Annual conference a resolution proposed by concerned members of the Government Documents Roundtable (GODORT) with contributions by the EBSS Ad Hoc Committee was passed by the ALA Council to support the current ERIC Clearinghouse system. (Also at Annual, ACRL Board of Directors passed a resolution to thank Kate Corby and EBSS for the Ad Hoc Committee's assistance.)

Although the SOW response period is now over, the Committee is still active. Committee members maintain the ERIC Reauthorization News Website (www.lib.msu.edu/corby/education/doe.htm) providing up-to-date information regarding ERIC changes including links to official education-related federal government announcements, background papers on ERIC, and Clearinghouse archive or closing information as available. The Committee will continue to monitor and communicate information regarding the transfer of information from the ERIC Clearinghouses as individual contracts end and the new ERIC service is implemented.

ERIC Clearinghouses Update, December 2003

Where Should We Go to Find . . . ?

With changes to ERIC scheduled for December 19, 2003, where will you find ERIC information? According to the "ERIC Clearinghouses Make Plans for the Future" Web page (www.lib.msu.edu/corby/education/eric/clearinghouses-plans.htm) this is a summary of what we currently understand will be available. Check the Web page for more detailed ERIC clearinghouse and clearinghouse affiliate source information:

The ERIC database, ERIC Calendar of Education-related conferences, ERIC Document Reproduction Service link access, and a link to ERIC Processing and Reference Facility is found at www.eric.ed.gov.

ERIC Clearinghouse on Adult, Career and Vocational Education (ERIC/CE): After January 1, 2004 sources from this clearinghouse can be found at host organizations' Web sites Center on Education and Training for Employment, Ohio State University, Texas Center for Adult Literacy and Learning, and Texas A&M University and the California Adult Literacy Professional Development Program, www.cete.org/acve, http://www-tcall.tamu.edu/erica, and www.calpro-online.org/ERIC.

ERIC Clearinghouse on Assessment and Evaluation (ERIC/TM): Visit http://edresearch.org for clearinghouse materials. Practical Assessment Research and Evaluation (PARE) is found at http://PAREonline.net. The Test Locator is no longer accessible. Similar information can be found by visiting both http://buros.unl.edu/buros/jsp/search.jsp and www.ets.org/testcoll/index.html.

ERIC Clearinghouse on Counseling and Student Services (ERIC/CG): View the Web site http://counselingoutfitters.com for more information on Counseling Outfitters, L.L.C., who will continue to market and develop materials via CAPS Press, a division of this non-profit company.

ERIC Clearinghouse on Educational Management (ERIC/EA): This ERIC clearinghouse becomes the Clearinghouse on Educational Policy and Management (CEPM) under the auspices of the College of Education, University of Oregon. The Web site for clearinghouse materials will be http://cepm.uoregon.edu.

ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/PS): As of January 1, 2004, this clearinghouse will become the Early Childhood and Parenting Collaborative (ECAP) at the University of Illinois. The new Web site will be http://ecap.crc.uiuc.edu/info.

ERIC Clearinghouse on Information and Technology (ERIC/IR): Resources at askeric.org will be moved to www.eduref.org as of December 20, 2003. Services once provided by Ask ERIC will change to the Educator's Reference Desk at www.eduref.org. Further information about Clearinghouse resources is not available.

ERIC Clearinghouse on Languages and Linguistics (ERIC/FL): After January 1, 2004 clearinghouse materials can be found at www.cal.org, the Web site for the Center for Applied Linguistics, for as long as the materials are relevant.

ERIC Clearinghouse on Reading, English and Communication (ERIC/CS): Family Learning Association, www.kidscanlearn.com, will provide access to paper and electronic materials produced by the Clearinghouse.

ERIC Clearinghouse on Rural Education and Small Schools (ERIC/RC): View the Web site for sources of clearinghouse information at www.ael.org.

ERIC Clearinghouse on Teaching and Teacher Education (ERIC/SP): The American Association of Colleges for Teacher Education may make some clearinghouse Web resources available via their Web site at www.aacte.org.

ERIC Clearinghouse on Urban Education (ERIC/UD): The host organization for this clearinghouse, the Institute for Urban and Minority Education (IUME) at Teachers College, Columbia University, will hold ERIC/UD materials. View their Web site at http://iume.tc.columbia.edu. ▮

Soraya Magalhaes-Willson, *Yale University; soraya.magalhaes-willson@yale.edu*

PAPR—Preserving America's Printed Resources

The Role of Repositories and Libraries of Record Conference, July 21, 2003, Chicago, Illinois

Bill Sleeman

Preservation is an un-funded mandate! So wrote Abby Smith and Stephen Nichols in their report "The Evidence in Hand: Report of the Task Force on the Artifact in Library Collections." Smith and Nichols were elaborating on the now familiar disparity between increased spending by libraries on digital and electronic resources and decreased spending for preservation. This shift in funding priorities is often at the expense of un-reformatted hard copy material that libraries are expected by their users to maintain.

Responding to this challenge was the impetus for the July 21, 2003 Conference in Chicago, attended by over 200 special collection librarians, archivists, historians and a couple of government documents librarians (including Aimee Quinn of the University of Illinois Chicago and GPO's Judy Russell). Keynote speaker Robert Martin, Director of the Institute of Museum and Library Services, explained that "large scale digitization has weakened the imperative to preserve print copies" and the library community needs to develop an agenda to preserve the nation's print collections. According to Martin, the challenges in developing this agenda are many: how to evaluate what to keep; should format be more important than content; what conservation methods (if any) to employ; how to fund preservation initiatives; and how to work collaboratively are just some of the questions that need to be answered.

For the second speaker, Abby Smith, Director of Programs at the Council on Library and Information Resources, collaboration was the order of the day. Her presentation, *Common Cause: Taking Care of Print Collections* challenged participants to consider the success of collaborative digitization projects to see how the models employed in those projects might be applied to collaborative preservation of print collections. This is imperative Smith claimed because the public "expects that libraries are protecting resources." If that proves untrue she believes that we will have failed our users and our profession. Smith urged PAPR Conference participants to work toward a greater understanding of already established repository efforts and to develop a consensus within the library community that would facilitate the long-term preservation of printed materials.

Following Abby Smith, the remainder of the morning was devoted to three speakers all of whom focused on repository building: Brian Schottlaender, University Librarian at University of California, San Diego; Jim Neal, University Librarian at Columbia University; and Willis Bridegam, Librarian of the College, Amherst Colleges.

Schottlaender began the session by reviewing the University of California libraries' history of collaborative development beginning with their shared purchasing agreement for materials in the 1970s, through the familiar Melvyl catalog of the 1980s, to today's California Digital Library. He explained how librarians at USCD are working with other UC colleagues to take what they learned from the California Digital Library project and to apply it to a new organization to coordinate selection and collection management across UC institutions.

Jim Neal discussed his work with New York Public Library and Princeton University to develop a repository of hard-copy versions of the titles represented in JSTOR. He compared and contrasted the needs for a "light" archive (a collection of working titles) and a "dark" archive (a collection of copies that would not be available for use, stored in a closed environment). By choosing to focus on titles already re-formatted and widely available in electronic form the Research Collections and Preservation Consortium (ReCAP) project offered an example of a collaborative effort that is already positioned to be of benefit to the larger library community. For Neal and his collaborators the next challenges are how to "ramp up" the ReCAP Project to include other institutions and how to make it self-sufficient.

Bridegam provided one of the more entertaining presentations as he outlined the process by which Amherst College came into possession of a former Strategic Air Command bunker and converted it to storage for the library. In what was clearly a case of "build it and they will come," once the facility was in place other traditional partners of the Five Colleges (Amherst, Hampshire, Mount Holyoke, Smith College, and the University of Massachusetts-Amherst) began to approach him about using the facility. Bridegam outlined how this group created a legal entity (an approach also advocated by Neal in the ReCAP project) to take possession of the material transferred and how they have begun exploring how the Five Colleges might create mechanisms for collaborative collection development.

Following this group of speakers Catherine Murray-Rust, Dean of Libraries, Colorado State University provided

comments on the three projects, asking conference participants to consider what factors were necessary for these efforts to succeed and what aspects of the traditional, familiar library process could create barriers to the success of collaborative efforts. One concern Rust expressed was the sense of ownership—in part forced on libraries by the various accreditation boards—that require retention of hard volumes to evaluate a library's value.

The afternoon session focused on alternative models of shared collection building. Presenters consisted of Pentti Vattulainen, Director, National Repository Library of Finland; Steve O'Connor, Chief Executive Officer, CAVAL Collaborative Solutions; Nancy Davenport, Director for Acquisitions, Library of Congress; Ellen Dunlap, President, American Antiquarian Society; Mary Jane Starr, Director, Centre for Newspapers and the News. Winston Tabb, Dean, University Libraries, Johns Hopkins University, moderated the afternoon session.

O'Connor offered an interesting perspective pointing out how the Australian experience in creating a national library and repository post-WWII gave them the opportunity to benefit from all of the work that has gone on before. This allowed them to pick and choose from a variety of collaborative models and to develop a highly decentralized system–the CAVAL (Cooperative Action by Victorian Academic Libraries) project. O'Connor also posited that the "digital library doesn't really exist." Adding, "We should instead be talking about how to deliver in digital forms, including conversion and print on demand."

American Antiquarian Society (AAS) President Ellen Dunlap titled her presentation "A Comprehensive Repository of Pre-1876 American Imprints" and proposed that the AAS experience could serve as a model for a national *last-copy* collection, particularly if the larger library community were to emulate the highly focused collection development effort engaged in by AAS librarians. A focused collection development effort is also central to the successful efforts of the National Library of Canada's Centre for Newspapers and the News. Directed by Mary Jane Starr the collection has its mandate to preserve one copy of all original material published in Canada.

Preserving the national publishing heritage of the United States is the mission of the proposed Library of Congress Heritage Copy Preservation effort discussed by Nancy Davenport. At the Library of Congress (LC) one of the major challenges is storage, and while this has been addressed by the use of facilities at Fort Meade, Maryland, the question remains about the feasibility of retaining one copy of *everything* submitted to the Library for copyright purposes. Other questions that need to be addressed: should traditional preservation practices be performed, should LC retain material that would normally be outside their collection scope, and should material retained be digitized or microfilmed?

Following this group of presenters Daniel Greenstein, University Librarian and Executive Director of the California Digital Library, discussed the preservation needs of digital products—both converted and born digital. Greenstein elaborated on the LC's National Digital Information Infrastructure Preservation Program and how it is both similar and dissimilar to traditional library repository structures.

It was intriguing that, although based in the host city, one of the oldest, collaborative preservation efforts being run by a library organization—the very successful preservation efforts of the American Theological Library Association—was not represented on the program. Also missing was any mention of efforts by the law library community to grapple with these issues. It should be noted, however, that collaborative preservation of hard-copy legal materials was the focus of a conference held at Georgetown University in March of 2003 (see: "Georgetown Conference Outlines Preservation Agenda." *AALL Spectrum Magazine*, June 2003, 18–19.). Nevertheless, the PAPR Conference was only a first step and hopefully efforts to develop a national agenda for collaborative preservation will also take into account other efforts underway in the library community avoiding duplication of effort and ensuring a fuller examination of the issues.

The government documents community has much to offer in the effort to build shared repositories for preservation purposes. The Federal Depository Library Program has long been engaged in the type of collaborative repository building and shared collection development that many of the speakers at the PAPR Conference were proposing, yet these "library leaders," many of whom were from institutions with a government documents collection did not even mention this! The Regional/Selective structure of the FDLP would seem to be an ideal model for creating shared housing arrangements for non-document materials.

Documents librarians should seize this new opportunity to take the initiative on their campuses and make contact with library leadership and collection management staff to share the FDLP experience and how that experience can play a role in facilitating collaborative preservation repositories for all types of materials. ▮

Bill Sleeman, *Bibliographic Control/Government Documents Librarian, University of Maryland School of Law; wsleeman@umaryland.edu*

DEPOSITORY LIBRARY STAFF

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Please join us in St. Louis, Missouri on April 18-21 for the Spring Depository Library Council meeting!

As always, the conference provides an opportunity to keep up-to-date with Federal Depository Library Program activities, provide input into the planning process, and exchange ideas among colleagues. This time around, highlights include:

- Discussions with Public Printer Bruce James on digital information verification and preservation
- A plenary session on a new economic model for the GPO Sales Program
- Update on the management of legacy collections
- A program on information literacy and Government documents

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In Memoriam

C. Diane Bradley

The James Earl Carter Library, Georgia Southwestern State University (GSW), regrets to inform our colleagues of the passing of Ms. C. Diane Bradley, Reference Librarian/Government Information Coordinator and Assistant Professor at GSW. Diane died on October 22, 2003, after a brief illness, in Huntsville, Alabama.

During her four years at GSW, Diane made numerous contributions to the Library's success and to the larger GSW community. Susan Fields, regional documents librarian, noted "I will miss Diane—she was always very upbeat and very enthusiastic about U.S. documents and federal government information. She helped reorganize the documents department after her arrival at Georgia Southwestern and was commended in Georgia Southwestern's GPO inspection report (April 2000) for her effort to make the documents collection more useful and for improving the depository operations there." Diane's family requests that donations in her memory be made to the American Cancer Society.

Book Reviews

State-by-State Report on Permanent Public Access to Electronic Government Information. American Association of Law Libraries. Richard J. Matthews et al. (2003). The report is permanently accessible at www.ll.Georgetown.edu/aallwash/PPAreport.html.

It's about Permanency and Public Access (PPA)! PPA is the process by which applicable government information is preserved for current, continuous and future public access (p. 2).

The completion of the State-by-State report by the American Association of Law Libraries (AALL), (the five primary authors, and fifty authors for the state reports) is a commendable feat. This is a significant contribution to the body of literature on state government publications and is well worth the time and paper to print out (though it encompasses nearly two thousand pages of information!) The legal ramifications of state statutes on public records, freedom of information, and public access laws, are covered, cited and discussed. The fifty state authors have compiled an excellent investigation of state laws and statutes, which can help leverage support and raise awareness of the permanent public access issue. Researched and written primarily by law and state librarians, it truly is a tool that can be used to make informed decisions about a library's collection when addressing state legislators and policymakers or developing and making decisions about library collections and digital projects.

The report covers all fifty states, the District of Columbia, and Puerto Rico, and consists of several "parts"—the report itself and three appendices: State Web Sites, State Contacts, and State Surveys. The final report is organized in a logical way, including the purpose, methodology, findings, and condensed individual state reports. Each of the appendices offers contact information and links to agency Web sites in one comprehensive place. The state surveys provide the most complete study of each state's laws or practices (or lack thereof), citing and discussing language of current public records law, freedom of information, public access laws, permanent public access statutes, depository library laws, and any other laws pertinent to PPA. To get a complete picture, both the state results and surveys should be read together.

The purpose of the report is simply to "assess the level of permanent public access to electronic government information across all state governments," that is, what is done at the state level to ensure permanent public access to state records and publications? AALL is involved in educating policymakers at the federal level about the necessity of permanently preserving public access to government information, now they are turning to the state level. The three main goals of the report are to: determine the status of current state laws regarding PPA and preservation of electronic government information; assess whether states are systematically providing permanent public access, even when not mandated by law; and ascertain which state entities are responsible for PPA and preservation (p. 5). As the findings show, only one state, Colorado, has "enacted legislation that explicitly addresses permanent public access." However, no state, Colorado included, "comprehensively addresses the challenges of permanent public access to and the preservation of electronic government information" (p. 2). Online government information increases accessibility; however, the issue of preserving authentic and official electronic copies is still unresolved, which the state's reports also address.

The key argument that the report makes is that without any formal legislation or regulations, there will be no way to ensure the archiving, preservation, and permanent public access of born-digital government information at the state level (p. 13). (As an aside, if state governments are able to accomplish this by mandating a program for their materials, this might set the stage for local government information, the most elusive of all electronic government information.) The report clearly lays out this problem and key issues relating to permanent public access to state government information, including the lack of agency-level awareness about its importance. Contributing to the mix is the fact that there is no centralization, coordination, or standards within state governments for born digital materials.

The state surveys demonstrate that there are a variety of models for permanent access or preservation currently in place, including the delegation of permanent archiving and access responsibility to state libraries or archives; giving the publishing agency the responsibility for permanent public access; creating cooperative agreements with OCLC for digital and preservation resources; making print copies of electronic materials and preserving in tangible formats; or state depository library programs accepting responsibility for permanent public access. There are two models that bode well for providing permanent public access: states are providing a "coordinated, centralized system for preservation and permanent public access, similar to the current NARA/GPO agreement, (Washington, Colorado, North Carolina); or states are deploying new technologies that facilitate preservation and permanent public access. (Kansas and South Dakota). There are also five states (Arkansas, Connecticut, Michigan, New Mexico, and Ohio) that have formed a partnership with the OCLC Digital Archive.

What the report effectively demonstrates is the necessity of laws and regulations to educate agencies

about their responsibility for long-term preservation *and* the technology, software and hardware, to address and handle the archiving, preservation, and long-term accessibility issues. At the juncture of clearly articulated laws and reliable technology will begin to be acceptable solutions for permanent public access. However, as is pointed out in the case of Colorado, which now has a law for depositing and archiving electronic documents, there are no clear methods of enforcement and no way of knowing how or if agencies will comply. Also, those states that are working on the technological aspects still have software that is in the beta or experimental stages.

The report is thorough, but one issue that does not get discussed is that of appropriation of funds. Several of the state reports mention or allude to the issue of funding. If the laws are passed and more states move to write and pass legislation for permanent public access models, what will the appropriation/funding look like? Given the current status of the economy, will states be able to dedicate adequate budgetary support? This issue will, hopefully, provide AALL or another group with another fruitful investigation and report in the future.—***Kris Kasianovitz,*** *State and Local Government Documents Librarian, University of California, Los Angeles; krisk@library.ucla.edu*

Legal Information Buyer's Guide and Reference Manual 2003. Kendall F. Svengalis. Rhode Island Law Press, 2003. $115. ISBN: 0-9651032-7-7; CD-ROM Edition ISBN: 0-9651032-8-5.

Ken Svengalis's book *Legal Information Buyer's Guide and Reference Manual* was a life saver for me when I began work at the University of Virginia Law Library. An old hand at government information, I wasn't daunted by increased demands on me for administrative law and legislative history research. However, when it came to recognizing the most respected treatise on torts law, or the differences between *Appleman on Insurance* and *Couch on Insurance* I hadn't a clue. I certainly didn't want the law students, lawyers, pro se patrons, or law professors to realize how at sea I was in the world of legal information. A colleague pointed out Svengalis's book as a short cut to legal knowledge—at least enough to get me through my first semester of being a "law librarian." The title of this publication perfectly describes what it is, and what its intentions are. This is a "buyer's guide" and "reference manual." It is also an introduction to current legal publishing, and a primer on law librarianship and legal literature.

Law librarians may have been among the first to seriously challenge publishers on the issue of soaring prices. The Association of American Law Libraries (AALL) has a Committee on Relations with Information Vendors (CRIV) dedicated to examining vendor pricing and publication practices, communicating with vendors, and improving relations between law libraries and legal information vendors. Svengalis edited the Committee's publication, *The CRIV Sheet,* from 1988 to 1994, giving him valuable insight into legal publishing and pricing practices. The first edition of the *Legal Information Buyer's Guide* grew out of this experience. According to Svengalis, "[i]t has been estimated that the average lawyer spends nearly $4,000 per year on information. . . . A major portion of that $4,000 is wasted." The "buyer's guide" aspect of this book could help the average lawyer save thousands of dollars over his or her legal career.

But, you say, I'm not a lawyer looking to save money. True enough. You're a documents librarian or a public librarian attempting to assist users with information needs. The *Legal Information Buyer's Guide* should be on your shelves, particularly if your library is not near a good public or academic law library. Eighteen chapters cover categories of legal publications like newsletters, looseleafs, municipal ordinances, and legal encyclopedias. The chapter introductions provide excellent overviews for such legal publication types as digests, municipal codes, and court reporters. The section of the book devoted to legal treatises (books to everyone else) covers sixty-one areas of the law including administrative law, banking law, family law, elder law, workers compensation, and zoning. The *Legal Information Buyer's Guide* could be the difference between simply referring a user to the nearest law library or saying "you might want to check in Rodney Smolla's *Law of Defamation* to see if someone printing in a letter to the editor that you are an idiot is against the law." Everyone appreciates a specific lead when researching something as complicated as the law.

Another compelling reason for a documents librarian to be interested in Svengalis's book is the "State Legal Publications: A Practioner's Guide." Comprising about one hundred pages of the book, this section lists the major administrative law, court reporters, legal encyclopedias, citators, legal research guides, and Web sites for each state. For libraries that don't collect other states' legal materials but want to provide some guidance for users these listings could be just enough.

Having said all this about the print volume I must say that I don't find the accompanying CD-ROM of the 2003 edition to be particularly useful. My "Cost Saving Tip" (à la Mr. Svengalis) would probably be don't spend the extra $45 for the CD-ROM.

The *Legal Information Buyer's Guide & Reference Manual* is published each June. The 2003 edition is currently available from the Rhode Island Law-Press Web site (www.rilawpress.com) for a reasonable $115 plus shipping and handling. Whether you decide to subscribe or only purchase it every few years I think you will find this title very useful for the library's reference collection.—***Barbie Selby,*** *Manager of Government Information, Periodicals, and Microforms, University of Virginia; bms8z@virginia.edu*

2004 Midwinter Meeting Wrap-Up
GODORT Highlights

San Diego CA, January 8–13, 2004

Steering Committee Meetings

The Steering Committee spent much of its time discussing GODORT's budget, responding to the Public Printer's request for input into GPO's planning process, and considering developments in the digitization of government information.

- GODORT Budget. Ann Miller (treasurer), Andrea Morrison (chair), and John Stevenson (chair-elect) met with the ALA Budget and Review Committee's (BARC) liaison to GODORT during the conference. The liaison attended the Second Steering Committee Meeting to express ALA's concerns about GODORT's declining reserve balance. Ann Miller will prepare a revised budget to submit to Steering and ALA after the conference. Steering also discussed cutting back on programs and receptions that were not fully funded. Ann Miller will work on developing a five-year plan to return GODORT's reserve to 25 percent of expenditures.
- GPO Planning Process. Steering and members attending the meeting had a lively debate on a GODORT response to the Public Printer's call for input on GPO planning on the future direction of GPO and the FDLP.
- Digitization of Government Information. A number of projects in the digitization of government information were mentioned. Several members had attended a discussion of the ARL initiative to develop a broad-based national project to digitize legacy government information. Several GODORT committees and task forces will be studying and gathering additional information about this, and other, proposals.
- Depository Library Council Nominations. The Steering Committee also approved five nominations to be forwarded to the ALA Executive Board for nomination to the Depository Library Council: Bert Chapman, Diane Eidelman, Linda Johnson, Jill Moriearty, and Bill Sudduth.

GODORT Update

The Update featured speakers from the San Diego Export Assistance Center (Dept. of Commerce), NARA (Howard Lowell), California depository system, and GPO's Judy Russell updating the community on the Public Printer's planning process and timeline.

Committees and Task Forces

The Awards Committee approved a full selection of awards.

- James Bennett Childs—Bob Walter, Pittsburg State University
- LexisNexis/GODORT/ALA "Documents to the People" Award—Counting California, California Digital Library
- Bernadine Abbott Hoduski Founders Award—Melody S. Kelly, University of North Texas Libraries
- NewsBank/Readex/GODORT/ALA Catharine J. Reynolds Award—Kristin R. Eschenfelder, University of Wisconsin-Madison
- Rozkuszka Scholarship—Mark Phillips, University of North Texas Libraries

The Bylaws and Organization Committee discussed the selection process for Depository Library Council nominations to ALA. They are working on an organizational chart and legislation flow-chart. The Committee will review, with the Chair of the Publications Committee, what role it should play in editing the PPM.

The Cataloging Committee is finalizing the pre-conference for Orlando. Gil Baldwin (GPO) reported on the status of ILS and GPO Cataloging operations.

The Conference Committee met jointly with the Membership Committee to review PPM changes and completed its separation (amicable) from the Membership Committee. The committee also worked on logistics for Orlando.

The Development Committee had their inaugural meeting and developed information for the PPM, discussed development priorities and decided to work on a $10,000 fund and develop a list of companies and individuals to approach for donations. They are planning a "Silent Auction" for Orlando to support the Rozkuszka scholarship.

The Education Committee will be forming a group to develop the "@ your library campaign." Group members will come from the Task Forces, and the Development and Publications Committees. The committee is developing three poster sessions to be presented in Orlando on government information literacy for nondocuments librarians. The committee is continuing work on updating the mission and operation of the GODORT Handout Exchange/Clearinghouse.

The Legislation Committee worked on revising and forwarding the GODORT "Principles on Government Information" for approval by ALA and on the following resolutions:

- "Resolution on Proposed Amendments to the USA PATRIOT Act"
- "Resolution Commending GPO and NARA"
- "Resolution Commending the Educational Resources Information Center (ERIC) Clearinghouses for their Service to the Education Community, the Library Community, and the Public"
- "Memorial Resolution for Paul Simon" (late senator from Illinois).

The Membership Committee met jointly with the Conference Committee to finalize the separation agreement (PPM revisions). Current projects

include: a survey of dropped members, revisions of committee Web page to include more information for new and prospective members, evaluation and continuation of the mentoring program. New committee initiatives include: a welcome letter for new members, development of a new GODORT brochure, and planning for the New Members Lunch in Orlando.

The **Program Committee** reviewed and accepted a preconference proposal on historical metadata and a program proposal about cataloging and preservation of digital government information for the 2005 conference in Chicago.

The **Publications Committee** noted the receipt of just under $800 in royalties from LexisNexis for GODORT publications. They discussed the costs of *DttP,* where expenses are currently exceeding revenues by $11,824—based on in-hand commitments. The Report of *DttP* editor Andrea Sevetson emphasized the editorial board's goals of increasing advertising to $10,000 per year, expanding indexing of journal beyond *LibraryLit,* and consideration of raising advertising rates for 2005. The committee reviewed a book proposal on e-government information and also the Report of the Web Administrator, which included consideration of leaving the Berkeley Sunsite, better organization of Web managers, and the recruitment of a new Web Administrator by August 1.

Rare and Endangered Government Publications (REGP) Committee had several speakers at their committee meeting discussing the digitization of government information. Dr. Marilyn Parr (Library of Congress) made a presentation of the "Century of Lawmaking" section of the American Memory Project. Andrew Laas, LexisNexis, summarized progress being made on LexisNexis's efforts to digitize the Serial Set. The committee is also gathering information about other national digital projects related to government information and planning for a 2005 preconference on historic metadata.

The Federal Documents Task Force (FDTF) commended the authors and accepted the report of the FDTF Workgroup on Permanent Public Access. FDTF endorsed and sent to the GODORT membership recommendations to be forwarded to the Public Printer in response to his request for information and facts related to GPO, the FDLP, and the future of government information.

The **International Documents Task Force** (IDTF) is working to clarify the appointment procedure for ALA/GODORT's representatives to IFLA GIOPS (Government Information and Official Publications Section). There was also a discussion of Canadian depository system reorganization and of the UN moving to online only distribution of official publications. Other agenda items included a discussion of renewed U.S. membership in UNESCO, which is a reversal of a fifteen-plus-year policy, and a review of current and potential digital projects across the country.

The **State and Local Documents Task Force** (SLDTF) continued work on the SLDTF Toolbox, and discussed the Center for Research Library (CRL) review of state documents collections and possible tour of CRL during 2005 Annual. SLDTF also discussed a 2005 program proposal sent to Program Committee.

Spring 2004 Ballot

The Nominating Committee succeeded in putting together a very strong ballot for the coming year. Most offices will have contested elections and will feature a contest for GODORT Councilor between Cathy Hartman and Steve Hayes. Arlene Weible will be running unopposed for GODORT chair-elect. Barbara Costello, Nancy Kolenbrander, Sherry Mosley, and Nan Myers are running for GODORT Secretary. Beth Clausen and Susan Kendall are running for FDTF Coordinator-elect, and three candidates—Judith Downie, Judith Haydel, and Suzanne Holcombe—are vying for FDTF Secretary. The IDTF Coordinator-elect contest features Brett Cloyd and Chuck Malone with Elizabeth Margutti and Catherine Morse running for IDTF Secretary. Stephen Woods is seeking the SLDTF Coordinator-elect position in an uncontested contest, while Tanya Finchum and Michael Smith are running for SLDTF Secretary. Contests for Awards, Bylaws and Organization Committee, Nominating Committees and chair-elect of Publications Committee—Dan Barkley and Barbara Mann—round out the ballot.

—Bill Sudduth, *GODORT Past-Chair*

"Potholes on the Information Highway:
Improving Access to Local Government Information"

Monday, June 28, 2004, 8:30 A.M.–12 P.M.
ALA Annual Conference, Orlando

sponsored by the GODORT State and Local Documents Task Force.

- How are Web and other technologies changing citizen access to local government information?
- What problems exist in the flow of local government information?
- How do libraries access this information?

Speakers will provide innovative and traditional methods for solving these problems.

Speakers

Mary Martin, Reference Librarian, Business and Law Claremont Colleges
Yvonne Wilson, California and Orange Co. CA Librarian, UC–Irvine
Joan Nelson, Associate Director, Center for Community Partnerships, University of Central Florida
Carol Fogelson, Assistant Comptroller, Orange Co., Florida

Councilor's Report, ALA Council in Toronto 2003

Prepared by Bernadine E. Abbott Hoduski, GODORT Councilor, with Larry Romans, Councilor-at-Large

Editor's note: This report has been severely edited because of size constraints. The full text of the report is available at: http://sunsite.berkeley.edu/GODORT/councilor_rpt_annual_2003.html

At the ALA Conference in Toronto, Canada, in June 2003, ALA Council concentrated on issues related to intellectual freedom, access to government information, security vs. privacy, free expression and bills introduced to amend parts of the USA PATRIOT Act. In addition, Council dealt with funding of school libraries, health coverage for librarians, National Library Workers Day, the ALA Web site, virtual meetings and virtual committee members, media concentration, socially responsible investing, Iraqi cultural resources, Cuba and libraries and the CIPA Supreme Court decision. Council meets on Sunday, Tuesday, and Wednesday mornings from 8:30 A.M. to 12:30 P.M., and the meetings are referred to as Council 1, 2, and 3. Council also meets as the ALA Allied Professional Organization (ALA/APO).

ALA's Committee on Legislation (COL) reported to Council that it had endorsed the report of the Task Force on Restrictions on Access to Government Information (see *DttP* 31:3/4 for this report). COL directed the Government Information Subcommittee (GIS) to bring to the Midwinter Meeting a proposal for implementation of the report's recommendations. Those recommendations include the revival of a coalition concerning government information issues. COL also recommended that GODORT develop a plan to implement the recommendations about restricting access to government information on the local and state levels.

Superintendent of Documents FY2004 S&E Appropriations

Resolution (CD #20.4), urges Congress to (1) reaffirm government's responsibility to provide government information in appropriate formats with permanent public access; (2) reaffirm its commitment to GPO Access and the Federal Depository Library Program, (3) sustain FDLP critical functions, such as collecting, producing, cataloging, indexing and distributing government publications from other agencies; (4) to support the continuation of the International Exchange Program, and (5) fund fully the GPO Superintendent of Documents Salaries and Expenses (S&E) appropriations. (Adopted at Council 3) During the ALA Annual Conference, the House of Representatives for the first time in many years gave the Superintendent of Documents the total amount requested.

Education Resources Information Center (ERIC)

Larry and Kate Corby, chair of ACRL's Education and Behavioral Sciences Section (EBSS), wrote the resolution supporting the Education Resources Information Center (ERIC) (CD #20.5). ALA (1) supports the inclusive scope of the current ERIC database and Clearinghouses; (2) favors the high quality of current ERIC indexing over indexing and abstracting generated by authors, publishers, and computers; (3) urges maintenance of such user services as the digests, toll-free telephone assistance, Ask ERIC, multiple modes of access to ERIC resources; (4) urges that new ERIC contracts require the maintenance of independent archives to assure their long-term availability; and (5) asserts that the quality, scope, and consistency of the ERIC database and the expertise and service orientation of the clearinghouse network must be maintained to fulfill our national commitment to education. (Adopted at Council 3)

Glasgow Declarion on Libraries, Information Services and Intellectual Freedom

Council unanimously adopted "The Glasgow Declaration on Libraries, Information Services and Intellectual Freedom" CD#19.3, adopted by the International Federation of Library Associations (IFLA) in 2002. "IFLA proclaims the fundamental right of human beings both to access information and to express ideas without restriction. IFLA and its worldwide membership support, defend and promote intellectual freedom as expressed in the United Nations Universal Declaration of Human Rights. This intellectual freedom encompasses the wealth of human knowledge, opinion, creative thought and intellectual activity. IFLA asserts that a commitment to intellectual freedom is a core responsibility of the library and information professionals worldwide, expressed through codes of ethics and demonstrated through practice." (Adopted at Council 3)

The USA PATRIOT Act

Council approved "The Rights of Library Users and the USA PATRIOT Act" (Policy 52.4.1): ALA opposes any use of governmental power to suppress the free and open exchange of knowledge and information or to intimidate individuals exercising free inquiry. All are encouraged to educate their users, staff, and communities about the process for compliance with the USA PATRIOT Act and other related measures and about the dangers to individual privacy and the confidentiality of library records resulting from those measures. (Adopted at Council 2)

However, Council defeated "Resolution on the Protection of Our Constitutional Rights and Liberties" (CD #20.7): ALA opposes any legislation that erodes the civil liberties and privacy of the American people; and closely monitors all attempts to expand the provisions and powers of the USA PATRIOT Act and other related legislation and regulations. (Defeated at Council 3)

COL presented this resolution in response to the leaked proposed bill written by the Justice Department that would increase the power of law

enforcement to infringe on civil liberties, including the new ability to take citizenship away from native born Americans for such actions as being associated with groups deemed terrorist. The definition of a terrorist group is vague and could include groups set up to fund charities and public interest groups protesting government policies. One councilor argued that opposing a bill that had not been introduced would be prior restraint and another argued that the bill would be changed before it is introduced. The COL did not agree with those arguments since the Justice Department had recently testified at congressional hearings supporting the basic elements of the proposed bill. Attorney General John Ashcroft launched a campaign in August 2003 to defend the PATRIOT Act by holding meetings in a dozen cities with law enforcement officials. Representative Bernie Sanders wrote to Ashcroft urging him to hold public forums and has offered to host one for him in Vermont. A number of the concepts in the leaked proposal will be in a bill called the Victory Act. It is standard practice in lobbying to work against proposed bills before their introduction. Most of the work on bills is done with negotiations on drafts rather than on the final introduced bill. It is very hard to keep a bill from being passed once it is introduced.

Commending Certain Members of Congress Regarding PATRIOT Act

Council unanimously adopted "Resolution Commending Members of Congress for Supporting Civil Liberties" (CD #20.8) by sponsoring legislation that preserves and protects civil liberties in response to provisions of the USA PATRIOT Act and executive branch actions. (Adopted at Council 3)

Terrorism Information Awareness (TIA) Program

Council adopted "Resolution on the Terrorism Information Awareness Program" (CD #20.9) (formerly the total information awareness program). ALA urges the Congress to take action to terminate the TIA Program and urges the Defense Advanced Research Projects Administration (DARPA) to comply with all provisions of the Privacy Act. (Adopted at Council 3)

Security and Access to Government Information

Council adopted "Resolution on Security and Access to Government Information" (CD #20.10). ALA (1) encourages the Department of Homeland Security to formulate its rules regarding Critical Infrastructure Information (CII) and Sensitive Homeland Security Information (SHSI) within the legislative intent of Congress; (2) urges the development of regulations pertaining to SHSI with adequate public notice and input; and (3) encourages appropriate Congressional committees and the OMB to provide strong oversight to rules concerning CII and SHSI during this time of increased security concerns. (Adopted at Council 3)

Virtual Meetings and Virtual Committee Members

Council adopted policies about virtual meetings and virtual committee members. Virtual members can attend meetings, participate in debate, and make motions, but they are not counted in determining the quorum nor do they have the right to vote. No more than one third of the membership on a standing, round table, or division committee may be virtual members. (Adopted at Council 2)

A meeting was defined as being official with the capacity to formalize decisions. It must have a designated start time and members do not separate except for a recess. Conference calls, Internet chat sessions, and in-person meetings are recognized as meetings subject to the open meetings policy. Regular e-mail exchanges among committee members do not constitute a meeting. Ten-day notice must be provided for meetings outside of Annual Conference and Midwinter Meeting. Results of the meeting must be made public within 30 days of the meeting and include a summary of the discussion of each item considered by the assembly and the decision made. The ten-day notice requirement can be waived for emergency meetings, but the report of the meeting must explain the nature of the emergency. (Adopted at Council 2)

CIPA Supreme Court Decision and ALA Response

Judith Krug, Director of the ALA Intellectual Freedom Office, briefed the Council on the "Children's Internet Protection Act" (CIPA) Supreme Court decision. It seems that there is the possibility of litigation by injured parties if the requirement that the filters be turned off so adults can search the net does not work and interferes with the legitimate right of adults to access needed information. The ALA Executive Board and officials of divisions and chairs of certain ALA committees were invited to attend a meeting at ALA headquarters August 23 to discuss ALA's next steps to deal with the decision and related issues. No chairs of round tables are attended the meeting. ALA President Carla Hayden issued a statement on behalf of ALA as a result of the meeting.

Guidelines for Developing a Library Privacy Policy

Council adopted guidelines for developing a library privacy policy prepared by the Intellectual Freedom Committee. ALA urges libraries to develop and/or revise their confidentiality and privacy policies and procedures in order to protect confidential information from abuse and their organizations from liability and public relations problems. With technology changes, identity theft, and new laws, as well as increased law enforcement surveillance, libraries need to ensure that they: (1) Limit the degree to which personal information is monitored, collected, disclosed, and distributed; (2) Avoid creating unnecessary records; (3) Avoid retaining records that are not needed for efficient operation of the library, including data-related logs, digital records, vendor-collected data, and system back-

ups; (4) Avoid library practices and procedures that place personally identifiable information on public view.

Privacy Tool Kit

COL is working with the Committee on Intellectual Freedom to develop a privacy tool kit with a section on legislative advocacy. The tool kit is designed to assist librarians, trustees, friends, and others to understand the concepts of privacy and how to protect that privacy through policies, procedures, and laws.

Conclusion

Council still has not dealt with some issues effectively. These subjects will come up again, most at the next Midwinter Meeting in San Diego: core values, socially responsible investment, and Cuba and libraries. Council will need to take a more proactive role about the question of security versus individual rights.

If you have questions or suggestions, we encourage you to contact Bernadine at ber@initco.net and Larry at larry.romans@vanderbilt.edu.

GODORT Silent Auction in Orlando

GODORT is planning its fourth Silent Auction to benefit the **W. David Rozkuszka scholarship**. The W. David Rozkuszka Scholarship provides financial assistance to an individual who is currently working with government documents in a library and is trying to complete a masters degree in library science. This award, established in 1994, is named after W. David Rozkuszka, former Documents Librarian at Stanford University. The award winner receives $3,000.

The GODORT Development Committee is looking for contributions (both physical and financial) to support this scholarship. The GODORT Silent Auction is a fun way of contributing. Possibilities include all types of arts and crafts—either those that you make or a friend or family member makes or that you purchase and donate. Something that represents your geographic region is only one example; we encourage you to be creative!

If you are interested in contributing, please notify Sandy Peterson at sandra.k.peterson@yale.edu as soon as possible. If you are interested in making a financial contribution instead, please send your check to the GODORT Treasurer Ann Miller with a memo indicating it is for the scholarship. Ann's address is:

Ann E. Miller
Federal Documents Librarian
Public Documents & Maps
Perkins Library
Duke University
Durham, NC 27708-0177

And if you are interested in helping to staff the Silent Auction during the conference, let us know.—**Sandy Peterson**

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About the Cover

Our cover photograph is of Christine Dent of the University of Minnesota, Morris, holding Sprocket Man, from the U.S. Consumer Product Safety Commission (Y 3.C76/3:2SP8). This photo was used in the MLA (Minnesota Library Association) Read (Docs!) Campaign at http://govpubs.lib.umn.edu/forum/read2003.phtml.

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