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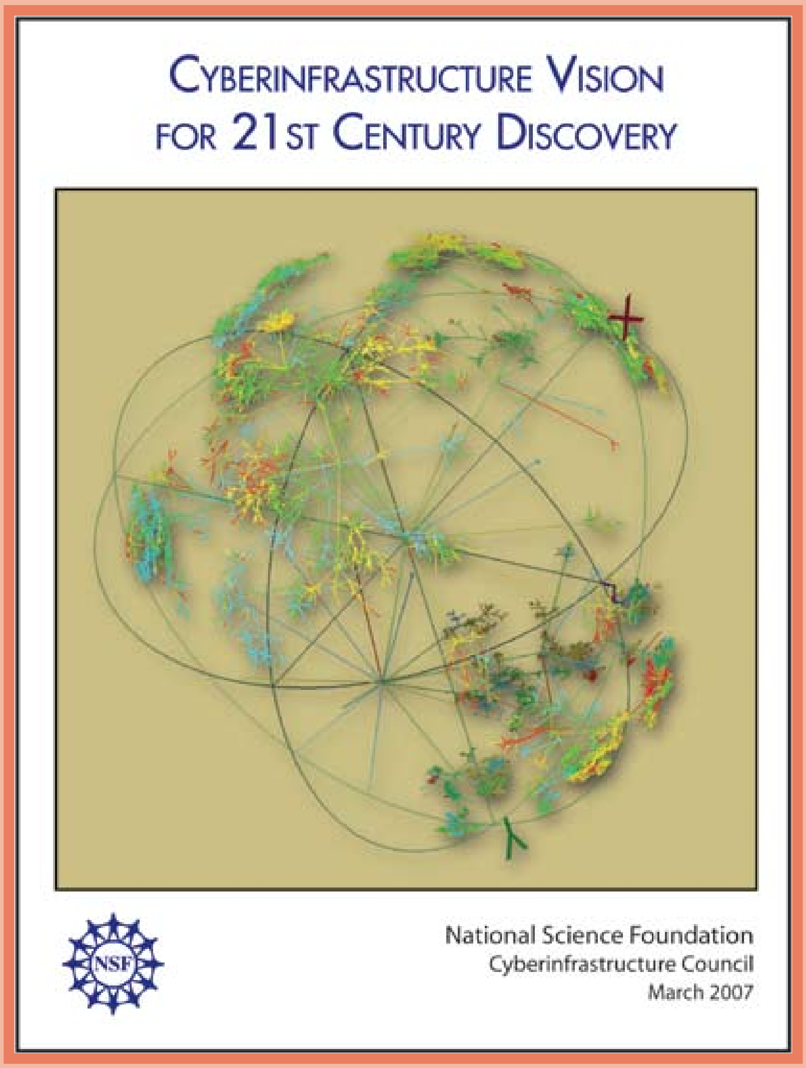
DttP

Documents to the People

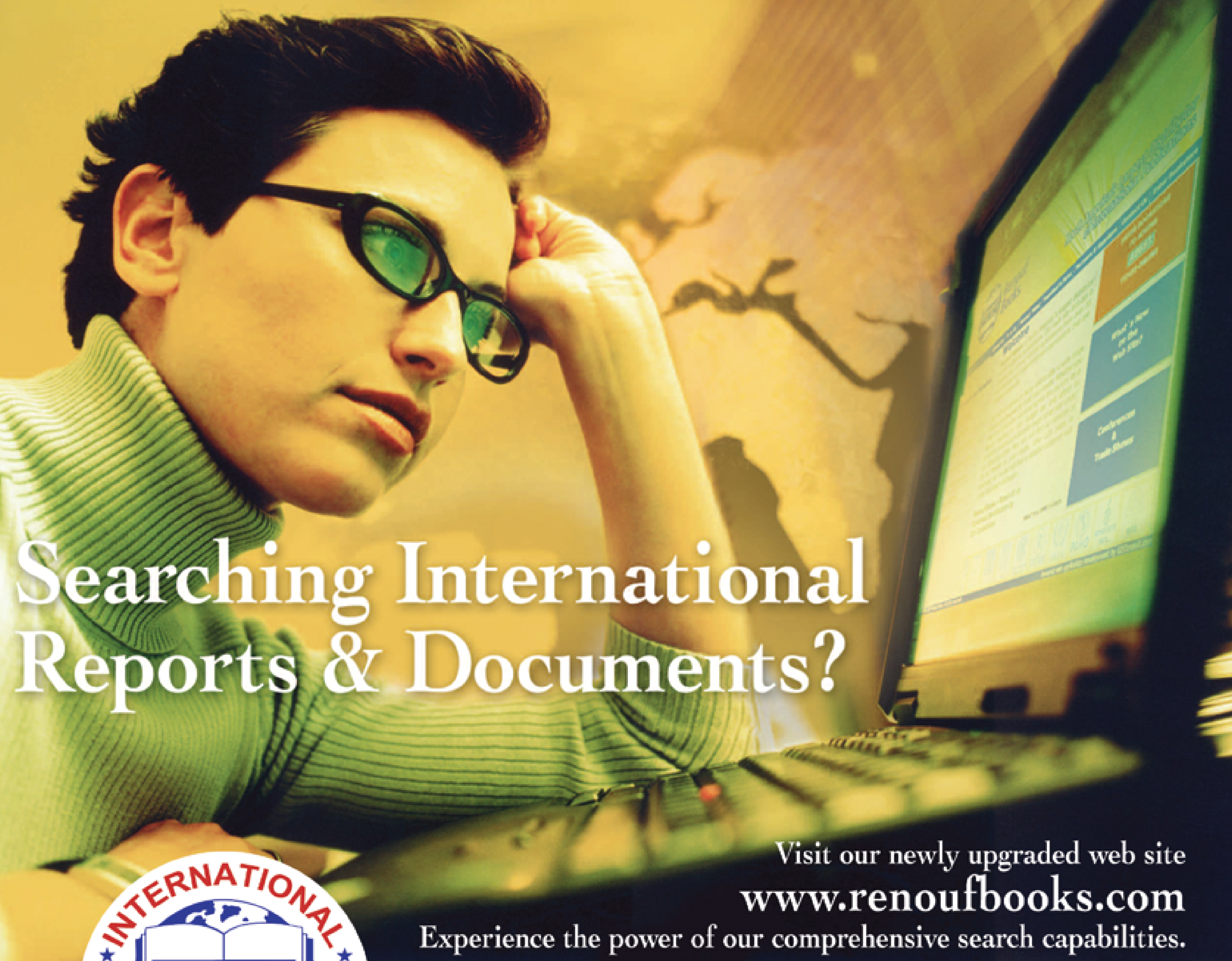
Summer 2008 | Volume 36, No. 2 | ISSN 0091-2085

INTERNATIONAL · U.S. FEDERAL · STATE · LOCAL
GODORT



CYBERINFRASTRUCTURE VISION FOR 21ST CENTURY DISCOVERY

National Science Foundation
Cyberinfrastructure Council
March 2007



DttP: Documents to the People (ISSN: 0091-2085) is the official publication of the Government Documents Round Table (GODORT) of the American Library Association (ALA). *DttP* is published quarterly in spring, summer, fall, and winter.

DttP features articles on local, state, national, and international government information and government activities and documents the professional activities of GODORT. The opinions expressed by its contributors are their own and do not necessarily represent those of GODORT.

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DttP

Documents to the People

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Columns

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Round the Table

About the Cover: *Cyberinfrastructure Vision for 21st Century Discovery* (purl.access.gpo.gov/GPO/LPS80410). The visualization on the cover depicts a single cycle of delay measurements made by a CAIDA Internet performance monitor. The graph was created using the Walrus graph visualization tool, designed for interactively visualizing large directed graphs in three-dimensional space. For more information see www.caida.org/tools/visualization/walrus.

Editor's Corner

Andrea Sevetson

As this issue goes to press, I'm traveling a good deal. In fact, I'm writing this column from a hotel that is *supposed* to have wireless Internet access. Mostly, technology works, and mostly I like what we can do with it. I can order just about anything online. My GPS can find the nearest coffee shop and return me to the highway without getting lost. I can be reached anywhere by cell phone or e-mail. Is this all good? The jury is still out. People who know me will tell you that I enjoy technology and the latest bells and whistles—when I can figure out the right reason to use it. But when the telemarketer called while I was driving through a particularly dicey section of road construction, I wasn't exactly pleasant.

Nevertheless, technology is part of our everyday lives, especially in libraries. This issue is all about the social networking technologies now available—Web 2.0 applications for documents librarians, or, Docs 2.0. Many of us are already using these tools, some of us are just beginning to explore these applications. I've used del.icio.us tags for my job, as well as screen capture software, and contributed to a wiki, and love that it helps me to reach out to users.

In addition to the print version of this issue, it seemed appropriate with this issue on Docs 2.0 to post additional content on the *DttP* wiki (http://wikis.ala.org/godort/index.php/DttP) so that people can read more about LibraryThing, Second Life, del.icio.us, podcasting, and Google CSE. If you have ideas to share about the articles covered in this issue, or other Web 2.0 technologies, please share those with the GODORT family. We look forward to a lively conversation!

Finally, my great thanks to Amy West and Valerie Glenn who came to a *DttP* staff meeting at ALA Annual Conference last summer and brought forward the idea for this issue. They were a model of efficiency coordinating the issue and getting all the content in to the editorial team on time. Thanks as well to Kris Kasianovitz who will be working her magic with the wiki and allowing you to post your comments.

Enjoy your issue of *DttP*!

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Interested in editing GODORT's journal? Putting your stamp on *DttP*?

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This position is appointed for a three-year term, and is eligible for one renewal, beginning with the fall 2009 issue of *DttP* (volume 37, number 3) and concluding with the summer 2012 issue (volume 40, number 2). The Lead Editor receives an annual stipend of $750.

DttP, issued since 1972, is the quarterly journal of the American Library Association's Government Documents Round Table (GODORT). The purpose of *DttP* is to disseminate information of interest to librarians who provide and promote access to government information and who manage government documents collections. It examines recent developments in document librarianship, including news and reports on international, federal, state, and local government publications. The journal covers issues related to providing reference services and developing collections for libraries of all sizes and types.

For more information about *DttP,* consult the *DttP* section (www.ala.org/ala/godort/dttp/aboutddtp.cfm) of the GODORT web site (www.ala.org/template.cfm?Section=godort).

This position description is posted using a team editor model. As there are other possible models pertaining to the editing, business management, and publication of *DttP,* applications that address the editorial responsibilities of these models are also welcomed.

For a full description, see www.ala.org/ala/godort/godortcommittees/godortpublications/dttpeditor08final.doc.

From the Chair

It's Not about the Boxes . . .

Bill Sleeman

Since moving to Maryland I have internalized a number of pithy local sayings as well as a taste for crabs (although I still don't like picking them, which marks me as not a true Marylander). One of my favorite maxims is that "every donkey thinks its load is the heaviest!"

I begin with this as it captures the essence of a realization I had in preparing for a recent presentation at West Virginia University's 125th anniversary as a depository library—every decade has presented challenges for government information librarians. From microfiche distribution—which was going to be "the future of distribution"—to trying to address the shortcomings of Title 44 (*US Code*) as we moved into the digital age, we have adapted to new situations and expectations.

That said, I do think that there are some challenges currently facing the government information community that GODORT is uniquely positioned to help resolve. Many of these have antecedents in earlier decades, in some ways they are familiar challenges that come with new twists.

1. We must move beyond a focus on the containers and focus instead on service. The future of government information departments will be about e-government services. Having been involved with GODORT for years (and I hope for many more), I know that service has always been a point of pride for government documents librarians. But a future built around e-government service will demand more. It will extend to how we use and create content and help our clientele interact with that content. To be successful in the future, GODORT must work with our colleagues across ALA to create a vision for government information, including e-government, built upon service and support and not around containers.
2. In designing these new services I believe that we have a responsibility to ensure that our solutions embrace not the latest technology but the *best technology* for the need. The future (and to some extent the current) expectations of our users will be for electronic resources and not just static files but rather dynamic resources that they can capture and manipulate as they see fit using either tools that we provide or that they bring to their particular task. Libraries have always been about creating tools to access information and we need to reassert our leadership in this area.
3. We must continue to support our professional associations. The strategic planning effort underway in GODORT will, I hope, position us for the future but we must also continue to reach out to other organizations that share our values. I have tried, with some small success, this past year to build collaborative relationships within and outside of GODORT and I urge our membership to continue to build new and effective coalitions to help ensure continued access to government information at all levels. For example, I would like to see GODORT (and ALA) more directly involved in such efforts as the Open House project and with the OpentheGovernment.org's *21st Century Right-to-Know Agenda,* two far-reaching and aggressive campaigns devoted to access to information.[1]
4. Finally, we must keep at the forefront of all that we do—and all that we advocate for— our commitment to free, permanent, and unencumbered (that is *no* embedded digital rights management software or controls) public access to taxpayer-paid research and government information. Access to information *is* a public good and a right that GODORT has always stood for and we should never back away from it even in the interest of expediencies like *public/private partnerships* or in the face of administrative intransigence.

Because I began with a "Marylandism" I'll conclude with a quote from a famous Marylander, Walter Sondheim: "There are some jobs only a damned fool will do, and if you're one, you have an obligation to accept such an assignment when it's offered to you."[2]

While I don't mean to suggest that you have to be a fool to want to be chair (well, maybe just a bit . . .) but instead, as Sondheim suggests, being part of a community demands being responsible to and for that community. Being chair of GODORT has been busy, occasionally frustrating, and sometimes bewildering but always an honor. GODORT is a great group I am proud to be a part of. I want to extend my thanks to the members of GODORT Steering for 2007–08 for their guidance and support. They *are* the true leaders of our round table. Finally, I thank you—the membership—for the opportunity to serve.

Notes and References

1. For more information, visit www.theopenhouseproject.com and www.openthegovernment.org.
2. Walter Sondheim quoted in Michael Dresser, "Sage Adviser, Key Figure in City's Growth," *Baltimore Sun,* Feb. 16, 2007, sect. 1a.

Washington Report

Kevin McClure

Public access to presidential records was at the center of several political skirmishes in the early weeks of 2008. Most prominent was an expanding controversy over missing White House e-mail records. In 2007, the House Committee on Oversight and Government Reform, chaired by Henry Waxman (D-CA), began investigating the use of non-governmental e-mail accounts hosted on Republican National Committee (RNC) servers to conduct official White House business. Subsequently, the White House also drew criticism for relying on "an inadequate archiving system for storing the millions of e-mails sent through White House servers, despite court orders and statutes requiring the preservation of such records."[1]

The *Washington Post* said the problems carried "echoes from a scandal that rocked the Clinton administration a decade ago, when GOP-led congressional probes found that hundreds of thousands of White House e-mails had been lost, primarily involving the office of then-Vice President Al Gore."[2] The system used in the Clinton years was eventually scrapped by the George W. Bush White House, but in January 2008, when an internal White House study surfaced that found hundreds of days between 2003 and 2005 for which the White House had failed to archive any e-mail messages, the White House faced questions about why neither of two records-management systems recommended by its technology officials in 2003 and 2004 had been adopted.[3]

In March, Citizens for Responsibility and Ethics in Washington (CREW) asked the Federal Bureau of Investigation (FBI) to look into whether e-mails about the Valerie Plame episode may have been destroyed.[4] In its letter to FBI director Robert Mueller, CREW claimed that several days of missing e-mails from the office of Vice President Dick Cheney in late September and early October 2003, days which fell immediately after a notice from White House counsel to employees ordering the preservation of materials relevant to the Plame investigation, indicated the possibility that the White House had refused to abide by the preservation order (www.citizensforethics.org/node/31246). Along with George Washington University's National Security Archive, CREW was already a party to a consolidated lawsuit alleging that the missing White House e-mails constituted a failure to meet statutory obligations to preserve government records, and in a February letter to Attorney General Michael Mukasey, CREW urged the appointment of a special counsel to investigate the matter.[5]

For its part, the White House now contends that any conclusion that messages were irretrievably lost from its servers was premature. Appearing before the House Oversight Committee, White House Office of Administration chief information officer Theresa Payton testified on February 26 that a re-inventory of archived messages from the dates in question was underway, and that until this "complex, labor intensive, and time-consuming" review is complete, her office "does not know if any emails were not properly preserved in the archiving process. Once we complete our review, we will share the results with NARA [National Archives and Records Management]. If there are any anomalies that cannot be resolved, we will work with NARA to discuss the details of a recovery effort and may seek additional help to ensure that the requirements of both the *Presidential Records Act* and the *Federal Records Act* are met during the transition of this Administration."[6]

At the same hearing, Chairman Waxman stated that "the RNC has informed our Committee that it has no intention of trying to restore the missing White House e-mails from backup tapes containing past RNC e-mail records."[7] According to committee staff, about eighty White House staff members used RNC e-mail for official business, including former presidential adviser Karl Rove, who sent or received approximately 140,000 e-mails on RNC servers from 2002 to 2007.[8]

Against this backdrop, plans moved forward for the construction of the George W. Bush Presidential Library at Southern Methodist University (SMU) when the school agreed in February to become the facility's home. The decision to house the library at SMU attracted controversy because the complex will include an independent institute designed, according to one account, with the "specific goal of promoting the president's ideas and views."[9] Moreover, the decision reinvigorated debate over the impact of the president's 2001 executive order that granted former chief executives and their heirs broad discretion over the release of their records. Executive Order 13233 has been criticized as a threat to the principles of neutrality and transparency that make presidential records, and presidential libraries, valuable to future generations of researchers. "As long as that executive order is in place, it's really a censored library. What self-respecting university would accept a censored library?" said Reverend William McElvaney, a professor emeritus at SMU's theology school.[10] In a similar vein, Joseph Wheelan, who worked for twenty-four years as a reporter and editor for the Associated Press, said the executive order "portends a day when spin, the currency of politics, may become the province, too, of presidential history."[11]

Progress on the *Presidential Records Act Amendments of 2007* (H.R. 1255, S. 886) to nullify the Bush executive order remains stalled for a second time by a hold in the Senate after breezing to easy passage in the House in 2007. In a letter to the *Dallas Morning News* shortly after the agreement with SMU was announced, Senator Joe Lieberman (I-CT) expressed support for that bill. The Bush order "eliminated the presumption that these records belong to the public," he wrote; the pending revision "restores the public's right to know."[12] As this column noted in the previous issue of *DttP*, ALA is part of a broad coalition of organizations working to bring this legislation to a vote on the Senate floor.

As an illustration of the bipartisan flavor of the issues surrounding presidential records, presidential candidate Hillary Clinton has faced scrutiny over the timetable for the release of records from her husband's presidency, including those which bear on her contributions to the Clinton administration's effort to reform health care. The *Boston Globe* reported in the early months of her campaign that if Hillary Clinton were to be elected president, "she would exercise sweeping power over what documents from her husband's administration can be made public."[13] Bill Clinton, the *Globe* noted, has already asked NARA to "consider for withholding" his written communications with his wife for the twelve-year period allowed under the *Presidential Records Act of 1978*, or through her first term if elected president. Her discretion to withhold material "would become especially important if she is reelected in 2012, when the Presidential Records Act's exemption for Clinton-Gore documents expires," the *Globe* said.[14]

A *Washington Post* editorial said that while it's "only natural that there would be a clamor for the release of White House records that would give a fuller accounting of [Hillary Clinton's] performance and judgment before the November election," the review process at NARA is extensive and "should not be altered by the whims of politics."[15] Backing NARA's request that a judge throw out a lawsuit asking NARA to move the review of Clinton's health-care task force records to the head of its queue, the *Post* wrote that the suit tries to set "an untenable precedent of forcing the Archives to decide which FOIA request deserves attention over another and would open the decidedly nonpartisan agency to charges of playing politics with its work."

In a letter replying to the *Post*, OpenTheGovernment.org director Patrice McDermott and CREW general counsel Anne Weismann said the editorial failed to point out that delays in the release of presidential records stem from "inadequate resources and a law that gives incumbent presidents unreviewable discretion over their records."[16] Congress must provide money for more staff at NARA "to process the enormous volume of presidential records," they wrote, and legislation is needed to address "the lack of an enforcement role in the Presidential Records Act." The problems in the current White House demonstrate the need for "a legislative solution that allows outside groups and the National Archives to address record-keeping problems while a president is still in office."

Presidential records are a fundamental resource in the historical analysis of a president's tenure, and the process of securing them needs to be fixed. The explosion of digital records during the Clinton and Bush presidencies has introduced new risks to that process, but has not altered the fundamental expectation that the records of the highest elected official in the land belong to the people. Legislation is needed to reaffirm that principle, and more resources are needed to help NARA meet its obligations to bring that principle into reality.

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2. Ibid.
3. Dan Eggen and Elizabeth Williamson, "White House Study Found 473 Days of E-Mail Gone," *Washington Post,* Jan. 18, 2008.
4. Pete Yost, "FBI Asked to Probe E-Mail Controversy," *Seattle Times,* Mar. 12, 2008.
5. Michael Sung, "DOJ Urged to Appoint Special Counsel to Investigate Missing White House E-mails," *Jurist,* Feb. 5, 2008, jurist.law.pitt.edu.
6. House Committee on Oversight and Government Reform, *Testimony of Theresa Payton, Chief Information Officer, Office of Administration,* 110th Cong., 2nd sess., Feb. 26, 2008, oversight.house.gov/documents/20080226104713.pdf.
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8. Dan Eggen, "GOP Halts Effort to Retrieve White House E-Mails," *Washington Post,* Feb. 27, 2008.
9. Scott Jaschik, "SMU's Deal with Bush," *Inside Higher Ed,* Feb. 25, 2008, insidehighered.com/news/2008/02/25/smu.
10. Ibid.
11. Joseph Wheelan, "How to Game a Presidential Legacy," *History News Network,* Feb. 25, 2008, hnn.us/articles/47375.html.
12. Sen. Joe Lieberman, letter to the editor, *Dallas Morning News,* Mar. 8, 2008.

13. Charlie Savage, "Presidential Dynasties Can Add Layer of Secrecy," *Boston Globe,* Nov. 13, 2007.
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16. Patrice McDermott and Anne Weismann, letter to the editor, *Washington Post,* Feb. 26, 2008.

News from the North

Maintaining Bibliographic Integrity for Provincial Documents during the E-Gov Transition

Mike McCaffrey

The trend toward bundling government services through e-government initiatives, while of benefit to the public, has created a whole new class of problems for government information specialists. All too frequently, the implementation of improvements in web-based applications designed to enhance access to government information and services results in interfaces of limited use to professional users and may well create what I like to refer as bibliographical "igaps" in the bargain. In this column, I would like to review the current and traditional means of bibliographical access to Canadian provincial and territorial government publications in the hope that the skills needed to retrieve this material are not lost in the mists of time.[1]

General Sources

Unfortunately, there do not appear to be any properly developed comprehensive gateways to provincial information, ones that, at a minimum, link directly to publications, bibliographies, news, legislatures, and laws along the lines of the University of Michigan or the Northwestern University models. The government of Canada does maintain a list of links to provincial government web sites (www.canada.gc.ca/othergov/prov_e.html), but the sites of most use to those in our profession are not singled out. For publications, however, there are two other electronic resources, *Amicus* and the *Canadian Research Index*.

Amicus, the Canadian national catalogue maintained by Library and Archives Canada (amicus.collectionscanada.ca/aaweb/aalogine.htm) offers excellent access to current and historical materials, including the ability to limit to provincial government publications through the advanced search screen. As a union catalogue, however, it contains a number of duplicate records and is limited in the number of points of access available.

The *Canadian Research Index (CRI)*, formerly known as *Microlog*, has offered its subscribers a more robust means of accessing selected federal, provincial, and municipal publications since 1973. Originally published by Micromedia in Toronto, it is now available as an online index from ProQuest (www.il.proquest.com/products_pq/descriptions/canadian_research.shtml). The *CRI* is the successor to a series of publications. *ProFile Index*, published from 1973 to 1978, indexed provincial and municipal documents. A companion volume, *Publicat: A Canadian Federal Documents Service,* appeared between 1977 and 1978 and indexed federal documents. The two were merged to form *Microlog*, later the *Canadian Research Index,* in 1979. *CRI* serves as the index and guide to a microfiche collection of publications and it (and the collection) are commonly found in Canadian libraries where it serves to supplement depository collections with nondepository publications and a fairly comprehensive collection of provincial material that would otherwise be difficult and time-consuming to acquire.

Individual Provinces

Alberta

Access to current government material is through a publications web site of limited utility (www.alberta.ca/home/publications.cfm) and through the province's legislative library (www.assembly.ab.ca/lao/library/services.htm). The library's catalogue is also an excellent resource for historical publications. It should be noted that statutes and regulations are made available through a separate gateway maintained by the Queen's Printer for Alberta (www.qp.gov.ab.ca/index.cfm).

For retrospective coverage, the following print items are often used, though the aforementioned legislative library catalogue provides the most convenient means of access: Christine Macdonald, *Publications of the Government of the North-West Territories 1876–1905 and of the Province of Saskatchewan 1905–1952* (Regina: Legislative Library, 1952); and Joseph Forsyth, *Government Publications Relating to Alberta: A Bibliography of Publications of the Government of Alberta from 1905 to 1968 and of Publications of the Government of Canada Relating to the Province of Alberta from 1867 to 1968.*[2] Used in conjunction, these works will provide complete coverage from Alberta's time as a part of the Northwest Territories (1868–1905) through its joining confederation as a province (1905) down to 1968. The province issued a quarterly *Publications Catalogue* (title varies) with annual cumulations from 1973 to 1995.

British Columbia

Current access to publication information comes from a web site maintained by the official distributor for government publications, Crown Publications Inc. (www.crownpub.bc.ca). In addition, a number of resources are maintained by the province's legislative library (www.leg.bc.ca for the Legislative Assembly), including the catalogue.

Print catalogues include the *British Columbia Government Publications Monthly Checklist, 1970–1991* (with a gap from Oct. 1990 to Sept. 1993) and Marjorie Holmes's *Publications of the British Columbia Government, 1871–1947* (Victoria: Provincial Library, 1952).

Manitoba

The Manitoba Legislative Library (www.gov.mb.ca/chc/leg-lib/index.html) maintains an online monthly checklist available through the library's information portal. The checklist has been published since 1970. The 1930 to 1970 period is covered by Marjorie Morlie's *A Bibliography of Holdings in the Legislative Library of Manitoba* (Winnipeg: Legislative Library, 1970). The Legislative Library also provides public access to its holdings through the portal mentioned above. As is often the case, a separate Queen's Printer's web site (www.gov.mb.ca/chc/statpub/index.html) offers up access to the province's statutory publications including an ongoing consolidation of statutes, the annual statutes from 1988 to 89, regulations, and publication and subscription information for the *Manitoba Gazette.*

New Brunswick

For the most part, publications are distributed by the departments concerned. The Legislative Library (www.gnb.ca/legis/leglibbib/index.asp) maintains an online PDF *Government Publications Checklist* though without contact information for the issuing agencies. The library also archives provincial electronic documents and makes them available via an *E-Document Repository* (142.139.24.21/LegLibBib/edocindex.jsp?lang=EN). Acts (consolidated and annual statutes from 2000–) and regulations (2000–) are found on a web site maintained by the Queen's Printer (www.gnb.ca/0062/acts/index-e.asp).

The online *Checklist* continues an annual *New Brunswick Government Documents* published from 1955 to 1972 by the library. Earlier materials are covered in Claude Guilbault's *Guide des publications officielles de la province de Nouveu-Brunswick/Guide to Official Publications of the Province of New Brunswick, 1952–1970* (M.L.S. Thesis : Univ. of Ottawa Library School, 1974) and Olga Bishop's *Publications of the Governments of Nova Scotia, Prince Edward Island, New Brunswick, 1758–1952* (Ottawa: National Library, 1957).

Mention should be made here of the *Atlantic Provinces Checklist,* put out by the Maritime Library Association from 1957 to 1965 and which may be used as the default bibliographical tool for all of the Atlantic provinces during this period. Apparently a final 1972 volume of the *Checklist* was issued, though publication ceased from 1966 to 1971.

Newfoundland

Selected publications are available online through a publications portal (www.gov.nf.ca/publicat). Acts and regulations are available directly form the Office of the Queen's Printer (www.gs.gov.nl.ca/gs/oqp), which has been responsible for government publications since 1986—older material having been privately printed. Retrospective coverage, however is quite good. Agnes O'Dea's *Bibliography of Newfoundland* (Toronto: Univ. of Toronto Press, 1986) issued in two volumes, covers printed works on Newfoundland from the early voyages of discovery to 1975 and government publications are included. The 1974–1979 period is covered by Newfoundland Information Services Branch *List of Publications* (St. John's: Information Services Branch, 1974–1979).

Nova Scotia

Current access is provided in two ways: a publications portal designed with the consumer in mind (gov.ns.ca/snsmr/publications) and a *Monthly Checklist* maintained online since 1995 by the Nova Scotia Legislative Library (www.gov.ns.ca/legislature/LIBRARY/checklist.html). The library was also responsible for the print *Publications of the Province of Nova Scotia.* (1967–1987?, annual, title varied), *Publications of the Province of Nova Scotia Quarterly Checklist* (1980–1987) and the *Monthly Checklist* from 1987–. Earlier material is covered in Olga Bishop's *Publications of the Governments of Nova Scotia, Prince Edward Island, New Brunswick: 1758–1952* (Ottawa: NLC, 1957) and the *Atlantic Provinces Checklist* (Halifax: Maritime Library Association, 1957–1965).

Ontario

Current general access is available through Service Ontario's publications portal (www.publications.serviceontario.ca/ecom). Far better, however, is the catalogue of the Ontario Legislative Library (www.ontla.on.ca), which contains a backfile of catalogue records for Ontario government publications, including statements and speeches, press releases, and an extensive archive of electronic publications found and captured by the library. The legislative library began digitizing these documents in July 2000 and, as of January 2008, more than 14,000 publications are available there. This portion of the catalogue has also been made available through a partnership with Ourontario.ca, an online service bringing together the digital collections of libraries, archives, museums, historical societies, community groups, government agencies, and private collections in Ontario. The entire collection is available at www.ourontario.ca and the government publication portion may be searched separately (govdocs.ourontario.ca).

Earlier coverage from the province is provided by *Ontario Government Publications: Monthly Checklist and Annual Catalogue,* the annual cumulation of which ceased in 1989 with the monthly being published until 1997. Earlier publications are extremely well covered by three sources: Olga Bishop, *Publications of the Government of Ontario, 1867–1900* (Toronto: Ministry of Government Services, 1976); Hazel MacTaggart, *Publications of the Government of Ontario, 1901–1955: A Checklist Compiled for the Ontario Library Association* (Toronto: University of Toronto Press for the Queen's Printer, 1964); and Hazel MacTaggart, *Publications of the Government of Ontario, 1956–1971: A Checklist* (Toronto: Ministry of Government Services, 1975). In addition the following are useful means to access special classes of publications: Donna Petsche-Wark and Catherine Johnson, eds., *Royal Commissions and Commissions of Inquiry for the Provinces of Upper Canada, Canada and Ontario, 1792–1991: A Checklist of Reports* (Toronto: Ontario Legislative Library, 1992); and Richard Sage and Eileen Weir, eds., *Select Committees of the Assemblies of the Provinces of Upper Canada, Canada and Ontario 1792–1991: A Checklist of Reports* (Toronto: Ontario Legislative Library, 1992).

Prince Edward Island

Prince Edward Island has an online gateway providing links to electronic publications and bibliographical and ordering information for, in their words, "most from 1998 on" (www.gov.pe.ca/publications). The province's Island Information Service publishes a *Prince Edward Island Government Publications Checklist* from 1976 to the present (at the time of writing). Earlier material may be found in: Olga Bishop, *Publications of the Governments of Nova Scotia, Prince Edward Island, New Brunswick: 1758–1952* (Ottawa: NLC, 1957); the *Atlantic Provinces Checklist* (1957–1965); and Prince Edward Island Department of Education, Planning Library, *Publications and Reports Tabled in the Legislative Assembly* (Charlottetown, Queen's printer, 1971–1974).

Québec

Publications Québec maintains an excellent gateway for current material (www.publicationsduquebec.gouv.qc.ca/accueil.en.html).[3] Bibliothèque et Archives nationales du Québec publishes a monthly *Bibliographie du Québec*, containing records of government publications (1968–, online from 2003 at www.banq.qc.ca/portal/dt/ressources_en_ligne/bibliographie_quebec/bib_bibliographie.jsp). Earlier material is covered in Andre Beaulieu, Jean Hamelin, and Gaston Bernier, *Repertoire des publications gouvernmentales du Québec, 1967–1964* (Québec: Imprimeur de la Reine, 1968) with a *Supplement* covering 1965–1968. The province also issued a catalogue, the title of which varied from *Bulletin analytique des publications gouvernementales du Québec* (1976–1980) to *Documents gouvernementaux reçus au programme de dépôt* (1995).

Saskatchewan

The province maintains a Publications Centre gateway linking to, when available, online versions of government publications (www.publications.gov.sk.ca). In addition, the Legislative Library publishes a *Checklist of Saskatchewan Government Publications* (1976–). The *Checklist* has been published online from July 1997 on and recent issues include web links to the issuing agencies (www.legassembly.sk.ca/LegLibrary/Monthly_Checklist/mchklist.htm). The Queen's Printer is responsible for legislative and regulatory material and maintains an online consolidation (www.qp.gov.sk.ca). Standing orders and subscriptions, however, are handled by the Publications Centre. References to earlier material may be found in Christine MacDonald, *Publications of the Governments of the North-West Territories, 1876–1905 and of the Province of Saskatchewan, 1905–1952* (Regina, Legislative Library, 1952).

Northwest Territories

Current access to Northwest Territories government publications is provided through the Legislative Library's online *Checklist,* which is available from 1994 to the present (www.assembly.gov.nt.ca/_live/pages/wpPages/LibraryChecklist.aspx). The government also issued an annual *Publications Catalogue* from 1977 to 1999. Macdonald's *Publications of the Government of the North-West Territories 1876–1905 and of the Province of Saskatchewan 1905–1952* provides coverage for the early period.

Nunavut

Access to documents from Canada's newest territory is best done by searching or browsing the government's web site (www.gov.nu.ca) as virtually all documents are available online in English as well as, in certain cases, French and one of the indigineous languages. Bill 6, the *Official Languages Act*, currently before the Legislative Assembly, may, if passed, require increased use of Inuktitut and Inuinnaqtun, particularly in the publication of legislative and regulatory material.

Yukon

The government of the Yukon Territory maintains a gateway of online publications organized largely by department going back to 1998 in some cases (www.gov.yk.ca/publications/index.html). Retrospective coverage for 1897–1963 is provided by *Yukon Bibliography* (Ottawa: Dept. of Northern Affairs and National Resources, 1964). The Canadian Circumpolar Institute, formerly the Boreal Institute of Northern Studies, published a series of *Updates*, covering the period 1963–1984 as a part of its *Occasional Publication* series (no. 8:1–12).

Conclusion

Here, as elsewhere, the creation of gateways to services and information poses problems for government information specialists. Effective bibliographical control over the entire corpus of Canadian provincial publications proves challenging though *AMICUS* provides excellent coverage and the *Canadian Research Index* additionally offers better access to a subset. Legislative libraries, where their collections have been fully catalogued, prove to be excellent bibliographical tools. But at the end of the day, complete coverage will only be achieved through systematic mining of the individual ministry web sites.

Notes

1. This is a preliminary survey and suggestions and corrections are encouraged. I hope to make this a web-based resource subject to ongoing updates and will publish the URL in a future column.
2. The Forsythe work was submitted in 1972 for Fellowship of the Library Association.
3. URLs to English sites are given where available.

State and Local Documents Roundup

Why Care about Copyright?

Kris Kasianovitz

"Contrary to popular belief, state agencies do have the right to copyright their publications."[1]

I want to start off with a disclaimer; I am not an attorney nor do I have any formal legal training. In my investigation of the copyright issue related to state government information, I have to work with federal and state legal materials. For this endeavor, I rely heavily upon secondary sources, legal scholars, and the assistance of the University of California, Los Angeles law librarians.

Why should we as state government information librarians care about copyright? Most who work with the materials feel or believe they are public documents freely available to all, just like federal publications. We are not necessarily doing anything with this material that could be interpreted as copyright infringement. We collect, house, and make them accessible to our communities—who in turn use them mostly under the principle of fair use. But wait, what happens when libraries want to digitize state government publications and make them widely accessible? What do we need to take into consideration when we capture, preserve, and make born-digital state government materials and web sites accessible through online archives?

As long as I have been a member of the State and Local Documents Task Force this has arisen and nobody has an answer to this question. One of the first questions my administrators will ask when I propose a digitization or web capture project of state government publications is whether or not this material is copyrighted. I personally believe state government information should be covered the same way as federal government information is in Section 105 of the *Copyright Act of 1976* and as Free Government Information says, "because government information needs to be free" (freegovinfo.info).

To give context, the *Copyright Act of 1976* lays out the noncopyrightability of federal government information, specifically for works of the U.S. government. As defined in Title 17 Section 101, a "work of the United States Government" is a work prepared by an officer or employee of the United States government as part of that person's official duties.[2] This definition does not apply to works commissioned and funded by the federal government from an independent contractor, who is able to copyright the material.[3]

In a 1986 article written by Marvin J. Nordiff, he traces the legislative history of the *Copyright Acts* of 1909 and 1976 to show how copyright of federal government publications has developed. Section 105 of Title 17 states, on the matter of copyright for U.S. government works: "Copyright protection under this title is not available for any work of the United States Government, but the United States Government is not precluded from receiving and holding copyrights transferred to it by assignment, bequest, or otherwise."[4] As Nordiff points out, "A state looking for guidance concerning copyright protection for its own works must clear a path through the policies embraced in Section 105, as well as those rejected, discarded or merely unattended in the legislative history."[5] I would argue that the public, librarians, and publishers, who may be under the belief that state government information is afforded the same noncopyrightability as federal documents, are not given guidance either.

As drafts to the *Copyright Act of 1909,* Congressman Hiram Burton and Thorwald Solberg, register of copyrights, both recommended language to exclude federal and state publications from copyright. Burton put forth an alternative bill that had broad copyright exclusions for federal and state publications; Solberg's recommendation focused on exclusion of federal and state laws and federal publications, but had no copyright exclusion for state publications.[6] According to Nordiff, the *Copyright Act of 1909* legislative history "offers no explanation of why congress did not adopt these recommendations by either defining 'publications' or how they would extend to state and local statutes." Again in 1976, state government publications were not included.[7]

Margaret Lane and Nordiff point out that there is a category of state publications that are considered to be in the public domain, "those publications that carry the force of law," or as Lane puts it, "state acts, opinions of the state courts and attorneys general."[8] However, parts of these materials can be copyrighted, such as annotations, headnotes, and indexing (those parts that typically aid in the usability of the publication, and are privately published). This can differ from state to state. For instance, judges from New Hampshire are by law required to write headnotes and opinions; therefore these parts are not copyrighted.[9] Copyright discussions, including federal statutes and case law, of government publications make distinctions of the following categories: judicial opinions, statutes, rules and regulations, and agency documents. Case law shows support for judicial "opinions" (court reporters, etc.), statutes, and regulations not being copyrighted. Through case law these publications are considered, for the most part, "public documents" and not copyrightable. However, with regards to the "agency documents" there is a completely different interpretation. The case of *Building Officials and Code Administration v. Code Technology, Inc.* 628 F. 2nd 730 (1st Cir. 1980) demonstrated "that the works of state government, except judicial opinions, statues and regulations, do not reach the level of due process consideration and consequently may be copyrighted by the state or a private author."[10]

Copyright provides incentives for authors to create and disseminate works, which could result in some kind of fiscal benefit, and to protect authors from their work being illegally reproduced. Federal government "works" fall into a different category as they are meant to be widely distributed to create an informed public. There is also the "double subsidy" issue that taxpayers should not be made to pay twice for government information.[11]

Given the reasons for copyright, why then do states copyright materials? It is suggested that copyright protection is an "inducement to a private publisher so that he would print or publish state publications at his own expense."[12] In other words, a way to save money on the state's part for printing costs. Another explanation, the body of law (legislation, regulations, etc.) is intended for general public use, but state agencies should have "complete discretion because agencies tend to serve particular and often narrow segments or interests of the public."[13] Specifically Nordiff interprets this to mean that agency works without the force of law can be subject to copyright "so long as the particular publication can be made available to the target audience because the general public's right of access will not be infringed."[14] Lane offers three other reasons that are a bit more plausible—revenue generation for the government, "ensure faithful reproduction of text," and "provide some control over published materials that works will be used in the best interest of the government."[15]

Should the federal government include state and local government works in Title 17 Section 105 or perhaps create a separate section within Title 17 defining the noncopyrightablity of state and local government works? From the literature and legislative histories of the federal *Copyright Acts,* it is unclear why states are not included already. Is it perhaps a matter of states' rights or something else? Should not works of state (and local) governments be afforded the same public domain policy as federal works? Working from Lane's reasons, copyrightability of state works is a way for states to ensure authenticity of their works, especially because they do not seem to have the same kind of check and balance infrastructure as federal works, for example, no GPO or FDLP.

More recent interpretations of copyright for state publications do not come from case law, but from investigations of copyright considerations for various state publications digitization and digital capture projects. For instance, the Alabama State Publications Task Force's recommendation to Charge Number 6, Copyright Considerations, state that "Copyright presents no major legal barriers for the dissemination of or public access to Alabama state records or state publications, considering the fair use provision of the federal copyright law. Rather than emphasizing issues of copyright, Alabama state departments and agencies should be encouraged to make state information as freely available and as accessible as possible, with an additional emphasis, if necessary, that this is information which has been created at public expense, and taxpayers should not be burdened with paying twice for this information."[16] Another example is a study of California's state publications program by Cobb and Palmer. In the section on Copyright Considerations, they pretty much hit the nail on the head: "issues of copyright compliance, intellectual property rights management, and the process for requesting permission to use information from state web sites and publications are . . . extremely opaque."[17] A brief listing of states that have a semblance of intellectual property rights is included in Appendix 2 of Cobb and Palmer's article. As far back as 1987, Lane also noted the great variances in state copyright laws, citing Texas, Michigan, Oregon, and Pennsylvania as having copyright statutes in place.[18]

Having fairly well established that one cannot assume that state publications in print or born-digital are in the public domain, how does an institution proceed with a digitization or web capture project? First, don't assume state government works are in the public domain. Second, find out if your state has any law, regulation, administrative code, or manual that lays out any kind of a copyright or intellectual property policy. This sounds easier than it is; in addition to digging through state codes, regulations, and manuals, talk to your state library and archives for guidance.

Mary Minow has written extensively on digitization projects in libraries. In her article on LLRX.com, a must-read on the issue, she lays out the basic guidelines for digitizing "your library's special collections." While state and local documents might not be part of a special collection, they will fall under the same copyright guidelines. If materials are not in the public domain or in the last twenty years of their copyright, you can work under the parameters of fair use. A more suitable course of action would be to seek permission from the copyright holder.[19]

For capturing web sites and online documents, institutions need to have a procedure and policy in place to seek out permissions for this material. The best approach is to notify the agency or agencies that you are digitizing or capturing/downloading their web site and publications. Providing an "opt out" option via e-mail, fax, phone call, or surface mail, coupled with clear and easy contact information and "takedown policies" ensures that there are multiple ways in place for an agency to contact the project managers and inform them that the material is copyrighted and cannot be made accessible.[20]

Ultimately, states need to clearly define what is in the public domain and what is not—a good model already exists in Section 105 of the *Copyright Act of 1976.* Until that happens, state government information professionals will have to wade through the ambiguousness of state policy and "not assume anything."[21] If any state government representatives, law librarians, or other interested parties have comments, suggestions, or criticisms on this topic, please e-mail me directly at krisk@library.ucla.edu or visit the *DttP* wiki discussion at wikis.ala.org/godort/index.php/DttP.

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Tech Watch

Developing a Professional Community Using Social Networking Services

Valerie D. Glenn

One aspect of Web 2.0 receiving a lot of attention these days is social networking services—defined as "sites that use software to build online social networks for communities of people who share interests and activities or who are interested in exploring the interests and activities of others."[1]

Anyone who has been the sole government documents librarian in their institution knows that it can be quite lonely. Most colleagues have no experience with, or interest in, government documents, which can make it hard for the librarians responsible for these collections to find a local arena in which to ask questions or share ideas. Traditionally, conferences such as the Federal Depository Library Conference, meetings of bodies within the ALA such as GODORT or the Maps and Geography Roundtable (MAGERT), as well as discussion lists such as Govdoc-l, have aided documents librarians looking for a greater sense of community. With the social networking tools available today, it becomes even easier to join a professional community—all from the comfort of your home or office. What makes these social networking services so valuable is that they combine the face-to-face aspect of conferences with the day-to-day help available from discussion lists.

These sites are often dismissed as being for young adults, but more and more professionals, especially librarians, are using these tools to build communities—virtual professional networks. Some are also setting up accounts for their libraries, in order to move some traditional services to the mainstream and to promote those services to a wider audience—attempting to go where the user is.

Elsewhere in this issue you'll find a more detailed description of one new way to develop a virtual community—the Pennsylvania depository librarians' group on Facebook (www.facebook.com). Another group on Facebook is Friends of Government Information. This group is open to not only government information specialists, but to anyone who is a "user or producer of government information on the local, state, federal or international level." The group is "dedicated to the promotion and creative uses of government information" and contains a discussion board, an area for posted links, videos, and photos. While previously Facebook was open only to those affiliated with academic institutions, now anyone can set up an account. While the majority of the group's members are from U.S. academic libraries, there are also members from other countries, affiliated with corporations, and some who aren't affiliated with any institution.

Facebook may arguably be the most talked-about social network, but there are others out there being used by folks interested in government information. Ning (www.ning.com), a service open to anyone and specifically designed for creating social networks, is one example. Within the Library 2.0 network (library20.ning.com) on Ning, one can find a government documents group, whose purpose is to "explore ways of using social media and other Library 2.0/Web 2.0 tools to promote government information at all levels (local, state, federal and international)." As with the Facebook group, this network includes tools for posting videos as well as a discussion forum. One advantage that Ning has over Facebook is the inclusion of RSS feeds for discussion forms, so users can be automatically notified when there is a new post rather than checking every so often.

One professional social networking service that may have potential for librarians is LinkedIn (www.linkedin.com). This site is position-based, as opposed to education-based, and is much more professional in nature than Facebook or Ning. It's primary purpose is "to help [users] be more effective in [their] daily work and open doors to opportunities using the professional relationships [they] already have." Users can add their association affiliations, personal web sites, specialties, and more.

More informal networks are being developed using blogging tools such as Twitter (www.twitter.com). Twitter, a form of "microblogging," allows individuals to post an answer to the question "What are you doing?" in 140 characters or less. Here you may see links to articles of interest, find out what colleagues are working on, or even follow updates from NASA and other government agencies.

While Facebook and Ning are being used more as virtual networks for government information professionals to connect and discuss ways in which to promote information, there are other social networking sites where librarians are actively promoting government information to a broader audience. A perfect example of this is Flickr (www.flickr.com), the photo sharing site. Groups such as "best.titles.ever" and "govdoc covers" allow members to contribute to a greater photo pool, while also discussing the photos, documents photographed, and so on. One of the requirements for contributing to these groups is that the photos be available for reuse on web sites, flyers, and so on. Since anyone can view photos on Flickr, this is a great way to publicize some of the more interesting materials in government documents collections.

Each of these tools has particular advantages and drawbacks. Facebook and MySpace (www.myspace.com) users may blur the lines between their personal and professional lives. You may see vacation photos, know someone's favorite band, or what they did last weekend, as well as which open government legislation they're supporting in Congress and what they are doing to promote government information to their local community. Ning requires you to set up a new profile for each network you join—which does make it easier to have both personal and professional personas. For libraries setting up institutional accounts in these social spaces, there is the danger that users may see you as encroaching upon "their" space.

One major concern for individuals using these services is privacy. While accounts affiliated with libraries are expected to have a professional tone, individuals setting up their own accounts on sites such as Facebook may want to think before "friending"—particularly now that your high school friends, college roommates, and professional colleagues may all be using the site. Each service contains a privacy policy, and all these services allow users to set privacy preferences, but the specific logistics of these settings vary significantly.

An important thing to remember is that some of these tools overlap with one another. Facebook users can add applications to use Flickr, Twitter, and several other social networking services from within that social networking service. Ning networks allow users to share photos and videos from Flickr and YouTube, and upload items to a Facebook profile, but the service primarily stands alone.

Ultimately, deciding whether or not to join one social networking service—or many—depends on you and what you're comfortable with, as well as your purpose for joining. As with any technology, you'll use a social networking service only if you find it beneficial. Even if you decide that it's not right for you, I do encourage you to try some out for yourself. The one constant regarding all social networking services is that there will always be another one right around the corner.

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Docs 2.0

An Introduction

Valerie Glenn and Amy West

The idea for a Docs 2.0 issue of *DttP* arose when we realized that librarians were integrating more Web 2.0 tools into their professional environments. We thought that it would be useful to showcase some of these projects in order to educate others about the practical applications for libraries and librarians. We also hope to stimulate discussion for new models and methods of depository library activities as the traditional models of depository systems become more difficult to maintain.

Web 2.0 and Docs 2.0

Web 2.0 is a term bandied about with increasing frequency while never being truly defined. As described by Tim O'Reilly, Web 2.0 represents web services and applications with specific characteristics:

1. web as platform,
2. harnessing collective intelligence,
3. data is the next Intel Inside,
4. end of the software release cycle, and
5. lightweight programming models.[1]

Translated into library-specific terms, Web 2.0 has become Library 2.0 and suggests applications that are:

1. user-centered,
2. multimedia,
3. socially rich, and
4. communally innovative.[2]

The user-centered aspect has become particularly key. It drives the use of collective intelligence, operates on a data basis rather than a document basis and incorporates multimedia and socially rich elements from software and sources not specific to government information or libraries. In short, Docs 2.0 is the situating of specialized information within much broader library, social, and technological contexts. The result, as you will see, demonstrates what is possible when government information specialists take advantage of technology to promote government information to a broader audience, both inside and out of the library environment.

The articles in this issue delve into some of the issues to be addressed when incorporating 2.0 technologies into a library environment. Tea Rokolj discusses the differences between folksonomies and classical controlled vocabularies, and the different purposes each serves. Annelise Sklar explains what mashups are, highlights their intersections with depository services, and details their effect on collection development. Thomas Adamich describes how Pennsylvania depository librarians are using Facebook to manage traditional depository communications and collection management. Karen Munro and Jesse Silva outline how they have used 2.0 tools to create an interactive environment for teaching congressional research.

Each of these articles highlights the benefits and potential pitfalls that come from ceding control of how items are described to users, to third parties who repurpose less-than-optimal government publications, and to third parties that blur the line between personal and professional identities.

When we sent out the call for proposals, we were pleasantly surprised by the number of quality submissions. So much so that, in order to incorporate more of them, we decided to have a supplement to the issue, hosted on the *DttP* wiki (wikis.ala.org/godort/index.php/DttP) for brief overviews of specific 2.0 tools such as del.icio.us, Second Life, LibraryThing, podcasts, and Google Custom Search Engine, and how they're being used in libraries. By placing them on the wiki, we hope to continue the discussion in a virtual environment where all who are interested can participate—not just those who attend our meetings twice a year.

The best thing about this issue is just how literally the content goes with the title. These colleagues have taken the values embodied in *Documents to the People* to heart and developed clever, useful, and innovative tools to do just that. Enjoy reading—we sure did!

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Social Bookmarking and Folksonomies

Possibilities for Government Information?

Tea Rokolj

The sheer volume and multiplicity of information published by national governments, intergovernmental and the full range of international organizations on the web can be a challenge to librarians working to connect content and users. For instance, according to the latest global e-government report, which involved analysis of 1,687 national government web sites for the 198 nations in the world, 96 percent of government web sites provided free access to their publications.[1] In addition to audio clips (20 percent) and video clips (22 percent), 80 percent of web sites provided databases.[2] Audiovisual clips, interactive maps and statistical tables, brochures, images, or news releases are not necessarily indexed in library catalogues or specialized databases. Freely available information briefs, working papers or smaller digital collections can be buried deep within web sites and are not always easy to discover. Even the government information sources that are indexed in library catalogues and specific databases may remain invisible and submerged if users are either unfamiliar with search intricacies or have not thought about how to integrate government information into their repertoire of bibliographic resources. How can libraries increase awareness of—and seamless access to—these timely, content-rich resources?

Traditionally, librarians have been collecting, organizing, and annotating links in the form of subject or course pages, indexes, bibliographies, pathfinders, and so on. Library users, then, are presented with lists of links, which may be ordered alphabetically, chronologically, by subject or format and may feature descriptions or access instructions. Highly structured, hierarchical and often linear, these bibliographic tools do not always encapsulate dynamic, multi-faceted nature of resources that they contain, not to mention users' responses to information, usage patterns or even specific information needs. In fact, these highly structured lists generally assume a top-down approach to discovery and organization of information. Librarians select, label, and organize links, based on explicit or implicit user demand. Users, in turn, may choose to consult, revisit, or save the relevant links within their personal bookmark collections. What transpires here is a series of one-way dialogues—librarians presenting information, and users choosing to listen or not.

Other than creating a precarious, vacillating link between librarians and information users, this traditional model of resource discovery and description leaves more than a little to desire. On one hand, information users have no possibility to contextualize, contribute to, or respond to information as they are browsing a bibliographic tool (for example, list of recommended links on a library page) or benefit from insights of other users of that tool (for example, classmates consulting the same page). On the other hand, librarians have few opportunities to learn how and why information was used, interact and collaborate with information users, discover unacknowledged information needs, or ensure an organic development of bibliographic tools.

For example, let us imagine a scenario in which we are helping a group of undergraduate students locate information on Millennium Development Goals (MDG). Students might be looking for analytical studies, official documents from the United Nations (UN), statistics, budgets, promotional campaign materials, policy statements, critical assessments of specific regions or targets, and so on. They might be working in groups or on their own, studying a specific country, population or development goal. Government publications,

Discuss this article on the wiki:
http://wikis.ala.org/godort/index.php/DttP

in this case, are among the essential sources of information. We could use the library catalogue to find references to reports from the United Nations Development Programme (UNDP), monographs, indexes to proceedings of the main UN bodies, assorted digital born publications, and related sources. Specialized databases such as the Official Documents System of the United Nations (ODS) or AccessUN would provide access to resolutions, decisions, parliamentary documents from specific sessions, or on specific issues. Finally, lists of recommended web sites would point the students to appropriate, freely available online government resources.

It is precisely this last category of bibliographic tools that poses a challenge. Can a structured list of recommended web sites do a justice to the magnitude and multiplicity of available information? Many government portals now feature data visualization tools (for example, an interactive MDG map at www.mgdmonitor.org), blogs (for example, moderated comments and debates at www.ideas4development.org), and other interactive applications whose perceived information value varies from user to user. As users select and manipulate data, engage in online discussions or contribute themselves to creation of content, they are at the same time finding, contextualizing, or repackaging information. Finding information in such a setting is a function of one's own interaction with the available material (for example, mapping specific indicators and comparing them). The instances of this activity (for instance, user generated maps), thus, become meaningful, highly personalized sources of information. How could traditional bibliographic tools such as bibliographies or pathfinders capture the essence of the user-generated content? By quantifying many incarnations of the content? By describing users' trajectories for finding (and creating) information? Clearly, traditional bibliographic tools cannot capture either the depth or the particularities of data-rich, interactive web sites. They are merely silent signposts.

Web 2.0 applications offer new strategies for discovery, sharing, description, and organization of information. According to Tim O'Reilly, who coined the term, Web 2.0 comprises a set of principles and practices that harness collective intelligence, embody an architecture of participation, generate remixable data sources and data transformations, and allow users to control their own data.[3] Blogs, web feeds, and web sites such as Wikipedia, MySpace, Amazon, Flickr, and del.icio.us are frequently cited as the most significant instances of Web 2.0. While blogs offer inexpensive ways of publishing and sharing information, wikis unite communities of users with a common goal of creating and editing content collaboratively. Social networking web sites such as MySpace allow users to publish, exchange photos or videos with their friends, find people with similar interests, create groups and message boards, among other things. Where available, web feeds keep users abreast of new content on blogs and web sites by delivering update notifications. Services such as FeedJournal let users combine content from various web feeds, output it in PDF, print it, and read it offline. The creative function of the user is reflected in FeedJournal's motto: "The newspaper you always wanted!"

Web 2.0 principles extend to the description of content as well. In addition to commenting on or rating information, users may assign descriptors (tags) to books that interest them in an online catalogue (for example, Amazon), personal photographs that they added to a web site (for example, Flickr) or links that they stored within a social bookmarking application (for example, del.icio.us). By creating and contributing tags to these and similar web sites, users are engaging in social tagging. Not only are they describing their own information sources and artifacts, but are also adding to a pool of metadata (data about data) from which other users may draw to locate information. For example, searching for MDG within a popular social bookmarking application, del.icio.us, one will locate all the links from the personal collection tagged with "MDG" as well as the links from other users' collections that have the identical tag.

This user-driven description and classification of information is a significant departure from formal classification systems such as Library of Congress or controlled vocabularies, which operate with predetermined categories and well-defined inventory of terms to classify and describe information. In these systems, both, categories and terms, are established by indexers, cataloguers, or experts in a domain. Formal classification schemes and controlled vocabularies require users to situate themselves within a system, grasp its categories, and use specific terms (subject headings) while searching for information. Students looking for information on MDG in a library catalogue, for example, eventually find out that relevant books and reports feature specific subject headings such as *economic assistance*, *poverty*, *economic development, developing countries—economic policy,* among others. If they were searching for information on MDG within a social bookmarking web site such as del.icio.us, they would discover that relevant links do not necessarily all feature identical tags. In fact, a single URL might be tagged in many different ways, depending on a person who did the tagging. Moreover, a specific tag could be applied to a variety of different URLs and mean more than one thing. For example, MDG means "millennium development goals" for some people and "MDG Computers Canada" (a retailer of desktops) for others. At the time of writing this article, 260 people bookmarked UN web site relating to MDG (www .un.org/millenniumgoals). Each person used tags that he or she found appropriate for describing the information. The tags, in descending frequency order, included *un, development, poverty, goals, politics, activism, mdg, charity, sustainability, environment, community, mdgs, reference, international, education, government, millennium, global, justice, green, peace, world, social,* and *society*. This collaboratively-developed collection of tags—an uncontrolled vocabulary, so to say—is referred to as *folksonomy*.

The term folksonomy, which fuses the words folks and taxonomy (classification), was first used by Thomas Vander Wal in 2004 to name the emerging "user-created bottom-up categorical structure development," evident on Flickr as well as social bookmarking applications such as del.icio.us, Furl, and so on.[4] Vander Wal defines folksonomy as "the result of personal free tagging of information and objects (anything with a URL) for one's own retrieval. . . . People are not so much categorizing, as providing a means to connect items (placing hooks) to provide their meaning in their own understanding."[5] A sampling of tags from the example above suggests that the perception of "aboutness" varies from person to person. Users are assigning tags based on provenance of information (for example, *un*), title (for example, *mdg*), anticipated use (for example, *reference*), broader (for example, *development*), narrower (for example, *education*) concepts relating to the bookmarked item. Research indicates that tagging goes beyond subject access; it can also "express a dynamic relationship between document and user, and between subject and task."[6] The studies of the social bookmarking service del.icio.us demonstrated existence of a variety of tags—those relating to tasks (for example, *todo*) or emotional connection to information (for example, *cool*), self reference (for example, *mystuff*) or even content ownership (in case of bloggers).[7]

Given that they are centered on a bottom up, highly individualistic approach to organization and description of information, folksonomies are frequently viewed with skepticism and compared to their antipodes (controlled vocabularies). It is certain that problems associated with uncontrolled vocabularies—ambiguity, polysemy, synonymy, lack of convention on use of punctuation, singular or plural forms, and so forth—will have bearing on retrieval of information in folksonomy-powered systems.[8] But such discussion easily misses the point of what folksonomies are or can accomplish. Timme Bisgaard Munk and Kristian Mørk consider folksonomies primarily as tools for exploration. In their words, folksonomies provide "a possibility of dynamic learning which is not offered by other organization principles. The user-generated metadata create room for learning about learning by making the relationship between categories and objects visible and reflecting it."[9] In other words, by browsing URL collections of other users, examining variance in tags, thinking of best ways to document one's own and locate other users' information, users are situating themselves within a system that reflects a variety of perspectives. One could possibly argue that social bookmarking and social tagging provide us with glimpses of the what, how, and why of information discovery, selection, and description. Munk and Mørk remind us, however, that motivation and investment of participants, their tagging and interpretation strategies will greatly influence the quality of such a system.[10]

Provided a sustained participation and motivation, folksonomy-powered social bookmarking might open up new venues for collaboration between librarians and information users. Returning to our scenario, a librarian could create an account with one of the social bookmarking services; start adding links, relevant tags and comments; and encourage students to contribute information. In addition to bookmarking web pages, specific news releases, proceedings, videos and images, the librarian could even bookmark persistent links from databases, library catalogue, specific pages, or sections of reports, which might have been otherwise overlooked by students. Tagging and converging these various content types in a single space, he or she could ensure comprehensiveness and refindability of information and foster its exploration. By networking with students and encouraging them to contribute tags and information, the librarian has an opportunity of engaging in a continuous exchange of ideas, gaining an insight into students' searching strategies, and opening up more venues for an organic, collaborative development of library's bibliographic tools and services. An invitation to networking and collaboration could be also extended to colleagues at the library and teaching faculty to bring forward a wide range of expertise.

At present there are numerous social bookmarking services from which one could choose, such as del.icio.us, diigo, ma.gnolia, connotea, and citeulike, to name a few. The last two are primarily geared to academic users: for instance, citeulike only allows bookmarking and tagging of academic articles. Diigo, on the other hand, is referred to as social annotation tool as it allows users not only to bookmark pages, but also to highlight particular sections of web pages, add sticky notes and comments, find out popularity rank and traffic history of specific web sites, or join groups of users with similar research interests. On the subject of traffic and popularity, a comparison of the abovementioned social bookmarking services on Alexa (web information company) reveals that, at the moment of writing this article, del.icio.us receives most traffic. Most of the social bookmarking services also feature a tag cloud, which allows users to view the most popular tags. Tags most frequently used by users are displayed prominently in large font. As the frequency of use decreases, so does the font size. This data visualization tool provides a snapshot of the current tagging activity—the spirit of the time. Finally, newer applications such as Iterasi offer promises of visual bookmarking; users may bookmark specific pages from a dynamic web site (for example, user-generated map) by saving a screen shot, which they can update, sort, and organize.[11]

The *2008 Horizon Report* by the New Media Consortium and the EDUCAUSE Learning Initiative on emerging technologies that will have significant impact on teaching, learning, or creative expression within learning-focused organizations, reveals that collaboration webs will play an important role in learning, and will likely enter the mainstream use within a year.[12] Easily implemented tools, such as social networks and collaborative spaces that combine information from social bookmarking and web feeds, will make it easy to share ideas and interests, work on joint projects, and monitor collective progress.[13] Working as a government information librarian has never seemed more exciting.

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Remixing the Government

Mashups and Government Information

Annelise Sklar

Library and information science (LIS) scholarly communication is rife with discussion of web two-point-this and library two-point-that and how we can dramatically change the library paradigm with new technology. As trendy—and (two-point-)oh-so-easy to poke fun at—as the new jargon is, Web 2.0 is fundamentally about web technology giving users individual choices in how they access and use information. This is embodied in interactive tools like blogs (users publishing information themselves), wikis (users creating and editing information they access), personalized portals and widgets (users customizing their online services), and social networking (users sharing their content with others who are somehow like them).

Then there are mashups, where users repurpose existing information and tools. A mashup is a web-based application that combines or reformats into a single interface one or more sets of data or online services. The term is borrowed from a musical genre where parts of one song are overlaid onto another to form a new song.[1] On the web, a mashup is a program that combines elements of previously unconnected web sites or data sources (such as blogs, wikis, portals, widgets, social networks, or databases) into one (hopefully) more useful or user-friendly interface, often with functions not found in any of the original resources. For example, Libraries411 (www.libraries411.com) takes public library location data from the National Center for Education Statistics and maps it using a Google, Yahoo!, or Microsoft Virtual Earth map. Another mashup, Libworm (www.libworm.com), compiles RSS (Really Simple Syndication, a subset of general markup language XML and the means by which blogs are published) feeds from multiple library blogs and repackages the posts by area of interest.[2]

Mashup data is usually derived from other web sites or programs in the form of APIs (application programming interfaces), data feeds, or screen-scraping. An API is the set of functions a program needs in order to "talk" directly with another program. These days, most key Web 2.0 players—Google, Yahoo!, Amazon, eBay, and the like—open their APIs to developers. Other information producers publish their data as a feed. RSS is one well-known data feed type. Screen-scraping is a method of data extraction used when data is not neatly packaged in a usable format. As the name suggests, a screen-scraper queries another program and then captures the display data for other use.

Naturally, mashups have received some LIS attention. They are discussed in various publications, and UK-based vendor Talis sponsored a contest for library-themed mashups.[3] Not surprisingly, mashups can also make government information more accessible and user-friendly by blending government-produced data with resources from other government agencies or non-government sources into new services. Some govdoc'ers are already in the know: *Government Computer News (GCN)* features a guide to map mashups of government-produced data; Karen Huffman and Dan Newman presented on government information mashups at the 2007 Special Libraries Association Annual Meeting; and Laura Gordon-Murnane included mashups in her examples of Web 2.0 uses of federal information.[4] Building on this momentum, this article discusses finding, evaluating, and making mashups, while highlighting some of my favorites that use federal, state, and international government information.

Mashups can combine any kind of data or tools, but the most commonly seen piece is a map, usually Google Maps (maps.google.com), Yahoo! Maps (maps.yahoo.com), or Microsoft Virtual Earth (www.microsoft.com/virtualearth). Maps mashups are popular because they simply illustrate a point and are cheap (usually free to the end user), quick, and easy to use, and many of them feature practical, everyday

Discuss this article on the wiki:
http://wikis.ala.org/godort/index.php/DttP

information. Popular government-produced information topics such as public transit, crime, weather, natural phenomena, environmental concerns, boundaries, and statistics all lend themselves well to maps mashups. With maps mashups, I can often quickly see what's going on out there all at once, from how many sex offenders live near me using US-SEX-OFFENDERS.COM, to which celebrities are giving money to which candidates with Money Track at Political Base (www.politicalbase.com/money/search).[5] I can look at Census 2000 demographic data for the country or a subset of it with gCensus (gcensus.com), track volcanic activity with Active Volcanos of the World (www.geocodezip.com/v2_activeVolcanos.asp), or get train schedules from sites like BART Station Maps and Timetables (bart.barelyconnected.net).[6]

Mashups are useful because they serve as all-in-one research tools but, like other databases and database-driven tools, they are something of a pain collection development-wise: the only way to "collect" them is to provide links on the library web site, in the catalog, in subject guides, and so forth, like we already do with other online resources. They also pose preservation problems, as most online archiving tools struggle with dynamic pages. Since depository coverage will be spotty at best—and many of the tools are made by non-government entities—government information specialists must continue being proactive in maintaining guides to government information tools. However, because the beauty of well-done mashups is that users will notice nothing special about them except that data searches are streamlined into one search in one place, mashups are just as likely to be listed as useful sites on whatever their topic as they are "mashups." There's no single place to find them all, and more appear daily, but Programmable Web's Government APIs and Mashups Dashboard (www.programmableweb.com/government), Google Maps Mania (googlemapsmania.blogspot.com), and the Sunlight Foundation's Insanely Useful Sites (www.sunlightfoundation.com/node/2) are good starting places.

As librarians we're naturally inclined to approach mashups cautiously because they're trendy, and as a profession we've been burned by new formats before. Nonetheless, once we've found them, we should evaluate mashups with the same collection development rubrics we use with other sources, looking at authority, accuracy, currency, scope, audience, ease of use, and so forth. Most Internet users don't really care where or who their information comes from, but the part that will throw most librarians, especially documents librarians, is authority: by their very nature, mashups contain data from multiple sources and often it must be tweaked to be usable. Thus, mashups of government information are not always official government resources; they can be third-party applications using government data, sometimes provided by a secondary source.

In theory, government-produced mashups have the same authority as any other government information: it's generally preexisting data displayed in a more user-friendly way. For example, the World Bank's Geo.worldbank.org is a Google map with clickable county points linking to statistical information, news, and project information. Business Planet (rru.worldbank.org/businessplanet) is a similar maps mashup with information from Doing Business and the Enterprise Surveys. The United Nations Environment Programme revamped the print *One Planet, Many People: Atlas of Our Changing Environment* as *Atlas of Our Changing Environment* (na.unep.net/unep-atlas.php) on both Google Earth and Google Maps. At the federal level, many agencies are starting to provide Google Maps views, such as U.S. Geological Survey's WaterWatch (water.usgs.gov/waterwatch/?m=real&w=gmap), which plots streamflow conditions. Reportedly, even the Defense Intelligence Agency uses an internal mashup combining human intelligence with public Internet information into a single analysis tool.[7]

"Official" mashups from government and IGOs will probably become more prevalent over the next few years, but the process is slow because bureaucracies must change infrastructure in order to adopt new technology. For example, the Environmental Protection Agency (EPA) demonstrated an interest in mashups with its November 2007 Office of Environmental Information Symposium, which included a "mashup camp" structured around a wiki project for the Puget Sound Leadership Council, and Chief Information Officer Molly O'Neill told *GCN* that "We [the EPA] definitely have our toes dangling in the pond. We are trying to figure out the policies and procedures for using Web 2.0 externally." However, the EPA and other agencies still must decide how to moderate content, write new job descriptions, determine the best ways to meet high information demands, and update old data systems to work with Web 2.0 technologies before they can fully jump in.[8]

In the meantime, the gap is filled by nongovernment mashup creators, who are generally individuals, groups, or companies that see an information need and decide to fill it themselves. A prime example is GovTrack (www.govtrack.us), which was created by University of Pennsylvania linguistics graduate student Joshua Tauberer in 2004 and has pretty much revolutionized legislative history research, providing access to bills by number, subject, and keyword and combining in one page the status information, voting records, cost analysis, and links to multiple versions of the bill text, analysis, related legislation, and like information.[9]

Mashups from nongovernmental sources require evaluation by librarians before we recommend them, though most I've looked at seem like useful tools like Opensecrets' Travel Database (www.opensecrets.org/travel) or Environmental Working Group's U.S. Mining Database (www.ewg.org/sites/mining_google/US). Nonprofit organizations often use mashed up government data to highlight for the public what the government is doing, where governmental players are doing it, and who's paying for it. These are often the same watchdog groups that make FOIA requests, raise a stink when publications disappear from agency web sites or library shelves, and generally try to hold the government accountable for its actions. One of the most notable nonprofits is the Sunlight Foundation, whose Sunlight Labs (www.sunlightlabs.org) has several mashup projects including a government information mashup contest (www.sunlightfoundation.com/mashup) and an API (sunlightlabs.com/api) featuring basic information about current members of Congress. Sunlight Labs also created several mashups of its own, most notably LOUIS, the Library of Unified Information Sources (www.louisdb.org), which provides unified searching of executive and congressional documents available through *GPO Access*.[10]

On the other hand, it's easy to drum up outrage without a full explanation of the data or a discussion of what "normal" spending, pollution, and so forth, is. A site could easily be a front for a dishonest political action committee or an adware company or some other perpetrators of evil. I haven't heard any reports of such behavior yet, but it will probably happen at some point as we all become more creative in using the Internet. However, data can always be manipulated to further an agenda—be it liberal, conservative, or toward a product—and many users consider governmental agencies biased, too. As librarians, our job is to read the background information and know who's behind the data and how it's being manipulated, and then recommend and use the tools accordingly.

We can also develop our own mashups, just as we create pathfinders, bibliographies, indexes, reference books, and custom search engines. We don't need to plot out everything we encounter with Google Maps just to do it, but as information mediators we should use or create whatever tools best meet our and our patrons' information needs. And, after all, because we're information professionals with no agenda but leading users to information, the tools we create would, theoretically, be free of the bias and errors we suspect in others. For beginners, Programmable Web has a how-to page (www.programmableweb.com/howto) that includes links to popular APIs and tutorials in using them. Sunlight Labs also has a tutorial with an example mashup of their API (sunlightlabs.com/api/example/explanation.php). Tools like Yahoo! Pipes (pipes.yahoo.com), Microsoft Popfly (www.popfly.com), Google Mashup (editor.googlemashups.com), and IBM's QEDwiki (services.alphaworks.ibm.com/qedwiki) can aid in connecting and manipulating data feeds and APIs, though none of them are as quick and easy as I'd hoped: even with their help, one still needs to understand how to manipulate variables, format output, and create a pleasing interface, and, at least right now, that takes programming skill and time to experiment.

Still, the hardest part in planning a mashup may be finding usable data, as it is hidden all over the web. Just to see what's out there, one might Google the data type and limit to the .gov domain (for example, kml site:.gov; xml site:.gov; Google Earth site:.gov) or search through USA.gov. Many agencies provide data web sites like the EPA Databases and Software page (www.epa.gov/epahome/Data.html) or the live feeds from the District of Columbia Center for Innovation and Reform (cir.oca.dc.gov/cir/site/default.asp). USA.gov's Data and Statistics—General Reference Resources (www.usa.gov/Topics/Reference_Shelf/Data.shtml) is a good place to start, as is Geodata.gov (gos2.geodata.gov/wps/portal/gos). As it's hard enough to hunt down government data in the first place, it's probably easiest to build a mashup around data with which one is somewhat familiar.

Keep in mind, both as creator and user that mashups are only as good as the data they use, and sometimes the only data available is old or incomplete. Likewise, if any data source changes (say, if an agency moves its data or changes its output type), the mashup will probably cease working until it too is updated. Ditto if the agency takes the data down, say for Homeland Security or copyright concerns. Then there's the longevity issue: if a mashup is created by a solo creator in her spare time, all it takes is one life change and the mashup might be abandoned. I lost count of the mashups that disappeared in the months between my starting and finishing this article. While really amazing mashups may be adopted by another interested party, such as those now maintained by the Sunlight Labs, or purchased like Weather Bonk (www.weatherbonk.com), which was bought by Weather Channel Interactive in September 2007, many just fade away, as, like with open access software, a stable resource usually isn't sustainable without some sort of financial backing or strong community efforts.[11]

As librarians, our job is to match patrons with information they can use, and more and more, that will be through a mashup. Librarians should incorporate mashups into our collection development of online resources and keep up with them, since they may change or disappear at will. As we select them for our patrons, we must be vigilant in our evaluation of their authority, aware of shortcomings in the data used, and, at times, verify the information using traditional sources. Mashing data into a usable tool is time-consuming, but in doing so, librarians can create the (free) online resources we'd like to see the way we'd like them to be. Librarians without the time or inclination to create and maintain tools could always lobby our techie peers or government agencies to make them instead. Though the process will be slow and success rates will vary, these agencies are, after all, supposed to make information available for the public good, and mashups can help them be more efficient: the easier the data is to access, the easier it is to do more with it themselves or in collaboration with external partners. Even with their potential drawbacks of possible data manipulation, functional longevity issues, and the Section 508 accessibility issues that most dynamic web sites have, the user-friendly interfaces of mashups will appeal to many users who might not otherwise access government information. And they might do so in ways we haven't thought of yet.

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The "Facebook" Effect on FDLP Communication

Using Social Networking Tools in a New Context: A Pennsylvania-based Approach

Tom Adamich

Social Networking Tools Use in "Quasi-social Situations"

In the recent past, a "social network"—also known as a "virtual community"—has been defined by Microsoft's Social Computing Group as "a gathering of people in an online space where individuals come together to connect, interact, and get to know each other better over time."[1] There is a developing body of literature examining the use of social networking tools by users who are not currently members of the social networking population or do not have an interest in joining a social network. These users are, typically, professionals looking for convenient, time-sensitive ways to complete the message cycle—from creation of the message (including research and development/location of support material), composing the message, evaluation of the message for clarity and accuracy (in the context of the communication—ranging from semi-formal to formal in most professional situations), and delivery of the message to one or multiple recipients. The focus in this article will be on "nonprofessional" social networking tools like MySpace and Facebook and this professionally based adaptation and the rationale behind their use. "Professionally based" social networking sites such as LinkedIn will be briefly mentioned but do not form the basis for this discussion.

Some of the most popular nonprofessional social networking services used for professional purposes have been found to be well-suited for a particular business or office-based application as a result of their inherent design characteristics. Fitzgerald categorizes a variety of social networking tools— Small World Labs, MySpace, and others—based on how the tool's structure serves a particular professional user group or segment.[2] For example, Fitzgerald chooses Twitter as a great free site for marketing professionals and others who want to send very short messages (140 characters or less) and who function in a mobile communications-based environment where cell phones and other handheld devices are primary means of message delivery. Additionally, the aforementioned MySpace provides a comprehensive communications tool for young professionals—categorized as Generation Y members—whose use of pictures, blog/journal entries, video clips, and other communications methods has become characteristic of the population.

Statistical measures confirm that MySpace and other social networking web sites are being used more frequently by young business professionals as professional networking tools. A study by the Institute for Corporate Productivity revealed that nearly 65 percent of business professionals use social networking sites for professional purposes.[3] The survey identified some interesting findings:

- 52 percent of the respondents used social networking software to interact with internal staff and remote employees.
- 47 percent of the respondents connected with both new and existing clients.
- 55 percent of the respondents shared best practices.
- 49 percent of the respondents are seeking answers to address current work-related issues.
- In the respondent group, the most popular social networking site is LinkedIn, followed by Yahoo! 360 and MySpace.

Another survey, conducted by *Computerworld* magazine, confirms the role demographics plays in using social network-

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ing tools for professional purposes, as well as the mission of the enterprise and the importance that enterprise places on the value of social networking as a communications tool. According to the survey of information technology (IT) professionals, only 15 percent of the 233 participants indicated that their company used a professionally based social networking site such as LinkedIn.[4] The nonprofessional social networking sites, which are the focus of our discussion, fared even worse; only 4 percent of the respondents indicated using social networking sites such as MySpace and Facebook for professional purposes. The main reason cited for not embracing the social networking phenomenon—also known as Web 2.0—is based on the age demographics of most IT professionals—ages forty-five to sixty, also known as the baby boomers. Additionally, the work habits and lifestyles of the baby boomer generation differ from those of the Generation Y mentioned earlier, as the need for frequent human interaction and feedback among boomers is not as strong. Thus, some IT companies are hesitant to invest significantly in Web 2.0 infrastructure and training. However, there is limited recognition, at least in the IT field, of the need to explore the use of Web 2.0 and either professionally based or nonprofessional social networking software even for less "Web 2.0-savvy" groups like the baby boomer generation. In the *Computerworld* survey, nearly 19 percent of the respondents have instituted either flexible scheduling or part-time work for their senior employees. The changes—both in the physical location of these workers on a daily basis as well as the communications issues created by having workers either working more off-site or at nontraditional hours of the day—have made social networking software an attractive communications alternative.[5]

Of course, increased use of social networking software—both the professionally based and nonprofessional varieties—by baby boomers, Generation Y, and other demographic groups, will depend at least in part on the awareness of a particular tool to an enterprise's decision makers as well as to its working population.

The Awareness Factor, the Facebook Phenomenon, and Libraries

The "awareness factor" of Generation Y and other demographic groups of a particular social networking tool or group of tools has had broad impact on their use in quasi-social or professionally based situations. Furthermore, the decision to choose one social networking tool (either professionally based or nonprofessional in origin) over another often depends upon a particular profession's primary information delivery role and the professional's environmental awareness of a particular tool's use or popularity.

In "Checking Out Facebook.com: The Impact of a Digital Trend in Academic Libraries," Charnigo and Barrett-Ellis examine how the library world has embraced the "Facebook phenomenon" as a result of the use of Facebook by students. But more importantly, they analyze the role of the librarian and the library as a source of useful information and storehouse of information resources in the decision to "embrace the phenomenon."[6] According to the authors, library professionals at Alabama's Jacksonville State University (JSU), the Facebook phenomenon began at JSU in fall 2005 when students were searching for computers with Internet connections, scanning equipment, and other visual support materials in order to access and maintain newly-developed Facebook pages. The influx of activity into the library was logical, as the Houston Cole Library has traditionally been JSU's only centralized source for such equipment, and has also provided guidance relative to its use.

Facebook's popularity among the Generation Y demographic—which can be further described as college-based pre-professionals who are particularly tech-savvy—is clearly evident. According to Charnigo and Barnett-Ellis, Facebook—developed by Mark Zuckerberg, a Harvard University student, in 2004—has been used by more than 85 percent of college students in the United States.[7] In the case of JSU and its Houston Cole Library, students introduced the library staff to Facebook as a result of student needs to support it. This education process included an emphasis on the interactive design aspect of social networking tools, which allows users to be full participants in both the design of their individual pages and their interaction with others in the network of Facebook users (that is, between and among individuals, de facto and designated groups, and the Facebook population at large). Additionally, the students' Facebook instruction for librarians enabled the librarians to identify particular features of Facebook that coincided with one of their strategic planning initiatives—to learn more about what they identified in broad terms as "Internet 2.0 companies and services" and how various aspects of those services could enable them to better interact with students, aid them in providing quality service to students, and assist librarians in their information retrieval, evaluation, and delivery tasks.[8]

The following are some of the information retrieval/evaluation/delivery tasks found in Facebook that could be classified as Internet 2.0 features. Charnigo and Barnett-Ellis placed these features in the context of their service to JSU and how they could be recognized as potentially useful to them:

- searching for students by a particular "class-based" characteristic or attribute (in the case of students, their course field, class number, or section);

- searching for students by major;
- searching for students by club or organization;
- clustering characteristics by creating "groups" for student organizations, clubs, or other common interests;
- bulletin board/message posting capabilities for campus or organization events;
- searching for alumni; and
- placing blocks or limits on the ability to view profiles.[9]

Thus, the librarians at Jacksonville State University took their need to identify and use student/alumni characteristics to serve the needs of those populations and incorporated Library 2.0-based strategies to satisfy the need. This "savvy" approach to library services definitely has applications in other strategic areas of librarianship.

Kathy Hale—the FDLP's Facebook Pioneer—and Social Networking among Pennsylvania FDLP Libraries

When talking about satisfying service needs using "savvy" approaches such as Facebook, social networking, and other Library 2.0-based communications strategies, Kathleen (Kathy) Hale, supervisor of outreach services and regional library development advisor for federal and state documents for the Bureau of the State Library of Pennsylvania (State Library) is as savvy as they come. Her innovative approach in providing the Commonwealth of Pennsylvania's fifty-six FDLP libraries an outlet for FDLP-related communications and activities using Facebook is effective, fresh, and interesting.

During an interview with Hale, I learned a great deal about the positive role Facebook now plays in Pennsylvania FDLP libraries. Initially, she was motivated to investigate and eventually implement the use of Facebook as the vehicle for FDLP libraries in Pennsylvania to post their Needs and Offers (N&O) lists. She first learned about the potential of the practice at a 2006 meeting of the Pennsylvania State System of Higher Education. In that discussion, students were using Facebook to communicate with other students in a class. This "ability to provide a face" to the communication appealed to Hale relative to the statewide aspect of the Pennsylvania N&O list and the fact that it's often difficult to place a "name with a face" in such a large depository community as Pennsylvania's.[10]

Another positive aspect of the use of Facebook for N&O is the ability to keep the group "selective"—that is, limited to Pennsylvania depository members only. Furthermore, Hale appreciates the "opportunity to allow selectives to be easily accessed for three months"—a timeframe which coincides with the academic year for many PA-member depositories.[11]

Additional Facebook features—such as receiving "ticklers" that notify a member that they have received a message from a fellow user and the ability of users to initiate their own discussion threads—have been well-received by member users. Hale indicates that nearly 100 percent of Pennsylvania FDLP libraries have registered as this article is being published.

Most importantly, Hale, as noted during the interview, sees Pennsylvania's use of Facebook for its N&O lists as the perfect complement to the new GPO N&O interface:

> The GPO's Needs and Offers list program specifically states that the materials cannot be posted to the national list until they are released for disposal from the state's regional(s). This program in Pennsylvania will more efficiently release those materials that others in Pennsylvania do not want to be allowed to be offered nationally to others.[12]

Conversely, Hale feels that states should "choose the best option for them" with regard to posting N&O lists, as regional resources and circumstances vary from state to state.[13]

Facebook, Social Networking Tools, and FDLP Libraries—Future Implications

As Hale's interview shows, Facebook serves FDLP libraries in Pennsylvania primarily as an avenue for posting state-based N&O lists (as required by the GPO and FDLP guidelines). Also, from Hale's discussion, the use of Facebook as a convenient, safe method of communicating with a select group of individuals who share common characteristics is a definite advantage also provided by other social networking software tools—which require registration, use of login information (usernames, passwords, and so on) and often have specific entry and content-based guidelines (that is, a "gatekeeping approach" heretofore associated only with listservs).

Finally, the fact that Facebook may be a familiar platform for users who use the tool in other social networking situations (particularly for those tech-savvy, college-based Generation Y demographic members mentioned earlier in this article who might be currently in or entering the FDLP library community in the near future) might be considered an important reason for exploring the use of social networking in other areas of FDLP communications—including communications that involve FDLP library patrons (students, faculty, the public, government agency employees, military personnel, and so on).

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Giving to the 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 master's 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.

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Mashing Congress

Using Web 2.0 Tools to Teach Congressional Research

Karen Munro and Jesse Silva

Congressional publications can be some of the most difficult pieces of information to track down, yet they provide a wealth of information for almost any researcher. Many students and members of the public get lost trying to find the diverse types of publications that the U.S. Congress creates in doing its work: Senate reports, House documents, or debates and speeches that took place on the floor of Congress two days, ten months, or more than a hundred years ago.

At the University of California, Berkeley (UC Berkeley), we started talking about new ways to help researchers find their way through the maze of congressional documents. Over time, these conversations led to the creation of a mashup, which is a web site or application that combines content from more than one source into an integrated experience. Our mashup consists of screencast tutorials and live databases (along with some other helpful information) to instruct students, the public, and library staff on the basics of using databases and paper indexes to find congressional publications. This article will discuss the technology and learning theory underlying the tool.

Behind the Scenes: Building the Mashup

The Wiki Framework

Librarians and researchers are familiar with Wikipedia and its democratic publishing style, where anyone can easily edit, delete, or revert the text to a former version. So far, this aspect of web-based wiki publishing seems to have received the most press. However, Wikipedia is not the only way to utilize wiki software. Wikis also offer a quick, user-friendly way to preview and publish web content, along with a wealth of tools and plugins. And there is more than one way to skin a wiki: by applying a predefined skin to our wiki, we created a flexible, turnkey layout with great potential for interactivity. Rather than use the wiki as a platform for radical trust and user-created content, we locked it down and created a framework that houses Flash tutorials, live web sites, RSS feeds to bring in current news, and a Google Custom Search Engine (CSE, otherwise known as a Google Co-op) that searches congressional and related web sites.

We used PmWiki, the wiki software supported by the UC Berkeley Library, for the framework of the tool (www.pmwiki.org). One important aspect of working with a wiki is the difference between editing the wiki on the server side and editing the wiki on the client side. Editing on the server side allows you to add functionality across the whole site, while editing on the client side, for the most part, allows you to add functionality and/or text to a single page or sidebar. The edits that most users are most familiar with—edits to content on Wikipedia pages, for example—are client-side edits. However, creating the mashup tool required edits to both the client and server side of our wiki.

The three main means of editing a wiki are: editing the text (client side), editing the skin (client and server side), and adding recipes from the cookbook (client and server side). The skin governs the layout of the wiki, as well as its look and feel. PmWiki offers several different skins, and you can create your own unique skin with some knowledge of CSS and PHP. Our site uses the preformatted "Triad" skin, which allows us to display the mashup content in three collapsible columns. The tutorial menu displays in one sidebar and RSS feeds of current congressional information display in another. One PmWiki feature we found particularly useful is the ability to configure the sidebars, header, and footer of the wiki using the built-in "skin config" link. We used this to add text and links to the various components of the tool. Figure 1 shows a view of the mashup home page, with the three columns clearly visible.

Browsers and other applications use plugins to add specific kinds of functionality—for example, to view Flash videos,

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http://wikis.ala.org/godort/index.php/DttP

read PDF files, run Java, and so on. PmWiki calls its plugins "recipes," and stores them in the wiki "cookbook." All available recipes are found in the Cookbook section of the PmWiki web site, and the Cookbook is automatically linked from each new wiki site that is created. Each recipe has a short name, followed by a description of what it does, instructions on how to install it into the wiki, and the wiki code showing how to activate the recipe from the client side. Recipes must be installed on the server before they can be activated by the client-side code. Wiki recipes are key to the success of the mashup tool. Thanks to PmWiki's recipes, we can use a single line of code to display a live web page or RSS feed in the wiki, rather than spend hours coding for an embedded display in an HTML-based web page.

We employ two main recipes in our site: includeurl and pmfeed. Includeurl allows the tutorials and live web pages to be easily embedded in the wiki pages. This recipe is customizable: it allows us to modify the height and width of the object we display. Includeurl is also compatible with our proxy server, allowing a licensed database to display only after the proxy has been configured. Figure 2 shows the includeurl recipe in action, drawing a screencast tutorial and the LexisNexis *Congressional* into the main wiki page in separate windows.

Pmfeed allows the RSS feeds from Yahoo's *Congressional News* and *The Washington Post*'s Congressional Vote Count to display in the wiki. Pmfeed is also customizable, allowing us to change the number of individual stories being delivered to the wiki by each RSS feed.

The Custom Search Engine

The mashup also utilizes a Google CSE. Our CSE allows the user to focus a Google search on a select group of congressional and related web sites. While the CSE is not a teaching tool per se, it's a discovery tool that can help researchers immediately find more information on a current congressional topic without leaving the mashup environment.

CSEs are fairly easy to configure, requiring only a Google account and some time to write URL patterns to optimize searches. Like search strings, URL patterns are specific instructions to the CSE to search particular web pages for particular kinds of content. URL patterns are written using Google's code, and are relatively quick and easy to learn. We can use our URL patterns to direct our CSE to search an entire site or only a subdirectory of that site, or even to exclude a subdirectory from the search. At the time of this writing, our CSE is hosted on a separate web page within the library's site; however, we plan to integrate the search and its results within the mashup using another recipe from the PmWiki cookbook.

The Screencast Tutorials

The Flash-based screencast tutorials are the core of the mashup's instructional content. After evaluating the two leading commercial screencasting applications (Adobe's Captivate and TechSmith's Camtasia), the library chose Adobe's Captivate. Captivate allows us to record anything on our computer screen, including mouse movements, clicks, typing, and so forth. It records the video as a series of slides, which can be edited after the recording is completed. In the editing process, we can remove mouse movements and clicks, insert captions, and highlight certain areas of the screen to show the user why

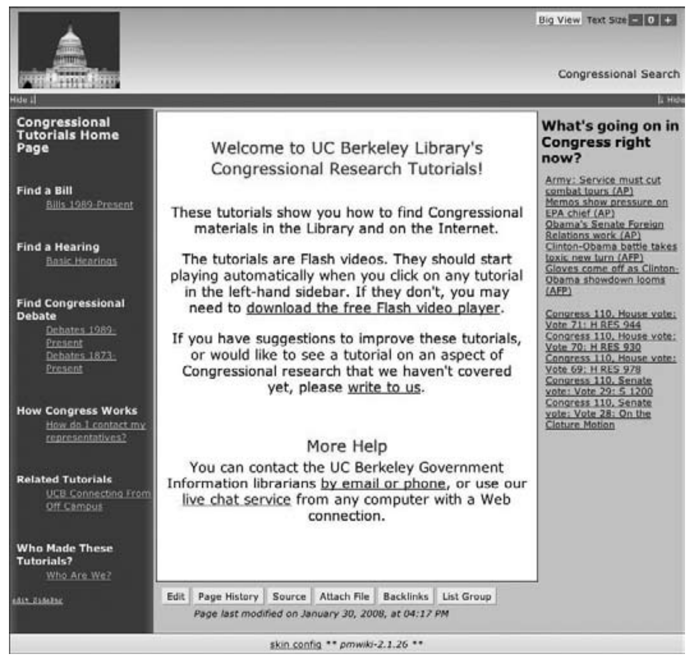

Figure 1. The UC Berkeley Library congressional tutorials mashup tool, showing the "Triad" skin and three columns of content, located at: sunsite3.berkeley.edu/wikis/congresearch.

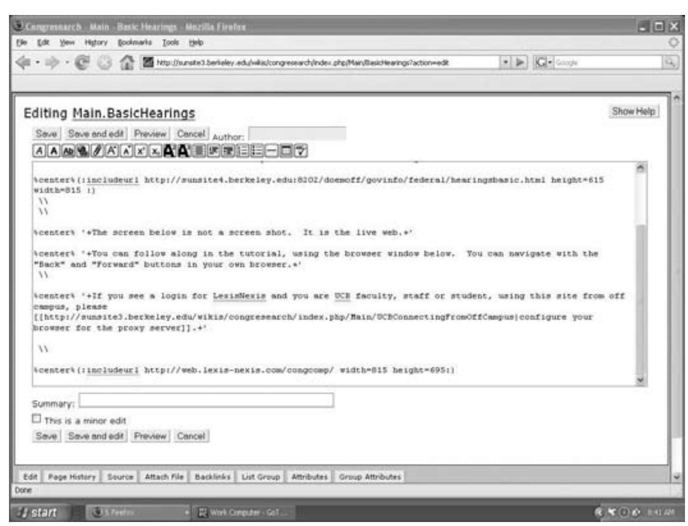

Figure 2. PmWiki's client-side editing window, showing the includeurl recipe and surrounding code.

changes are happening on the screen and provide hints about how the database functions. We can also extend the timing of some actions and shorten others, and append new or replacement slides as needed.

Captivate also allows us to insert digital images and other multimedia objects into our screencasts. As an experiment, we wanted to see if we could use Captivate to teach researchers how to use *The Congressional Record* and its index in paper. Jesse went into the stacks and took digital photos of various sections of *The Congressional Record*. Once these photos were downloaded to the computer, it was a matter of inserting them into the screencast and supplementing them with captions to explain what the user was seeing. We also added highlights to emphasize the sections of the pages the user should pay attention to when navigating the paper resource. While this was a labor-intensive task, it proved that screencast tutorial software can be utilized to teach how to use a historic paper resource. This opens the door to create tutorials for many of our resources that are currently only available in paper.

Even with the help of an application like Captivate, creating high-quality tutorials is a time-consuming, labor-intensive process. The tutorial must be scripted or storyboarded, the recording and editing may take several iterations to get right, and metadata must be added to the .swf and .htm files created by Captivate before these are mounted to the web. In addition, the screencasts must be maintained over the long term, as interfaces change and search strategies evolve. As the core of the mashup, the screencasts are also the greatest investment in terms of librarian time and skill development, and proprietary software.

The Pedagogical Theory Behind the Tool

Given the considerable investment of library resources in a tool like the mashup, it makes sense to consider its teaching effectiveness. While our own project is very new and we have little in the way of hard assessment figures, we can easily examine how well it conforms to accepted best practices for online instruction.

Best practices for web-based instruction are largely based on best practices for traditional classroom instruction. One of the most popular and widely-consulted standards for undergraduate pedagogy is Chickering and Gamson's *Seven Principles for Good Practice in Undergraduate Instruction*. Based on an extensive review of the literature of higher education, Chickering and Gamson state that good undergraduate instruction:

- encourages contact between students and faculty,
- develops reciprocity and cooperation among students,
- encourages active learning,
- gives prompt feedback,
- emphasizes time on task,
- communicates high expectations, and
- respects diverse talents and ways of learning.[1]

Chickering and Gamson assert that instruction designed according to these guidelines will foster learning regardless of the discipline being taught and the demographics of the students. The widespread adoption of the principles by teachers, instructional designers, and institutions of higher education suggest that these principles do indeed work most of the time. But what happens when teaching moves from the classroom to the web? How can online instruction be designed to foster real undergraduate learning?

To answer these questions, it's helpful to supplement these principles with Khan's good practices for web-based instruction. Khan suggests that effective web-based instruction should demonstrate:

- interactivity,
- use of multimedia,
- convenience (independence of timeframe or location),
- learner control,
- self-containment,
- ease of use, and
- authenticity (that is, be directly related to users' research needs).[2]

Further, from the instructor's point of view, good web-based instruction should be both cost-effective and easy to maintain and update.

Taken together, these criteria are a tall order, and it can be helpful to bear in mind Chickering and Gamson's observation that "for any given instructional strategy, some technologies are better than others."[3] The congressional mashup tool's greatest pedagogical strengths derive from its combination of multiple technologies—in particular, screencast videos, live databases, and the wiki. This fruitful mashup allows the tool to excel in pedagogical best practices related to active learning, authenticity, learner control, convenience, and cost-effectiveness.

In an attempt to tie instruction closely to active learning and user interests, web-based library research tutorials have long sought ways to link live database searches directly to tutorial content. The logistical hurdles of crossing a subscription wall to deliver a licensed database alongside a static or animated tutorial can be considerable. Once the barrier of the proxy server has been navigated, traditional web-based tutorials must then decide whether to open a live database in a separate browser window, or to use frames to open it within the same window as the tutorial. Neither solution is ideal, as each requires the user to click back and forth to individual windows or frames without losing his or her place in any of them. Some library tutorials have avoided this problem by offering students "canned" database searches that drastically constrain the available search terms and results. While this solution can be technologically neater, it sacrifices flexibility and relevance, as students can no longer conduct searches on their own research interests, but are bound to use only the provided examples.

The congressional mashup tool uses the wiki framework to open both the video tutorial and the live database window within the same page. Both the tutorial and the database can be active simultaneously without either taking precedence in the wiki, and without the user losing his or her place in either tool. The learner is encouraged to pause the tutorial at any time, and to use the database window to try his or her own searches. This is active learning at its best, offering the learner the ability to immediately practice new skills in a real-world environment. This setup also affords the learner considerable control over the pace and content of the session. Learners can observe sample searches in the tutorial, but are not constrained to imitate them exactly in the live database. Because learners can search on topics directly related to their own research, mashup tool offers greater authenticity and relevance to learner needs than "canned" tutorials do. The wiki framework also offers convenience for both learner and instructor. For the learner, the instructional materials are neatly packaged in a single clearly defined unit—the wiki framework—with no need to click through multiple windows or frames to navigate. For the instructor, the wiki offers easy, immediate editing (with the ability to revert to past versions at any time) as well as the ability to draw in any number of web windows with a single line of code. In terms of time, the greatest cost to the instructor is in creating the video tutorials themselves, and this is an inevitable cost for any screencast tutorial project, regardless of how it is delivered to the learner.

Chickering and Gamson caution that, "If the power of the new technologies is to be fully realized, they should be employed in ways consistent with the Seven Principles."[4] The congressional mashup tool takes screencast tutorials a step beyond show-and-tell, bringing them more closely in line with the principles and with best practices for web-based instruction.

How Does It Fit Into An Instruction Session or Program?

Library instruction at the UC Berkeley Libraries is shaped around the UC Berkeley curriculum as a whole. Because there are almost no universally required courses for UC Berkeley undergraduate students, and very few hard-and-fast rules about when students must fulfill requirements, a regimented library instruction program is practically impossible to design. UC Berkeley offers no credit-bearing information literacy courses, so the majority of librarian contact with students is through course-integrated instruction, reference, and research consultation services.

Because there is no curricular structure into which the library could build a research skills or information literacy component, the library has chosen not to encourage librarians to create large-scale online tutorials requiring significant student time and energy to complete. Rather, the library has chosen to invest in brief, modular learning objects that can be reused and repurposed in multiple ways. The congressional mashup tool takes advantage of this model, drawing in content from various locations to make the best use of existing resources. While several of the screencast videos featured in the mashup tool were created specifically for this project, others (such as the tutorial on setting up the proxy server) already existed and are conveniently repurposed here. Similarly, the content displayed via the RSS feeds is generated elsewhere and the mashup tool merely leverages it to increase its currency and relevance to researchers.

Because the tutorials are brief and to-the-point, the mashup tool works best as part of a more extensive instructional program. The tool does not, for example, take high-level conceptual skills as part of its scope; instead, it focuses on the discrete skills that researchers will need to find congressional hearings, bills, and other materials. Higher-level critical thinking skills, such as topic selection and formulation, evaluation of search results, and synthesis of resources are better taught in course-integrated instruction or consultation, where librarians and instructors can tailor their work more exactly to learners' needs. The mashup tool can be an effective complement to classroom instruction, or a supplement for learners who want to review material on their own time.

The mashup tool also serves as a professional tool for library staff to consult when their own congressional research skills grow rusty. Librarians who don't specialize in government information (both at UC Berkeley and elsewhere) can link to the tool to help their users with congressional research projects, and can even suggest topics for new tutorials. Librarians who are not interested in congressional research per se can consider the tool as a model for similar projects in different subject areas—a mashup tool on literature research methods, for example, might include screencast tutorials on finding primary and secondary sources, coupled with links to live literature databases and RSS feeds from *Publisher's Weekly* or the blogs of literature scholars and librarians.

The Future of the Site

Well before the tool was officially "unveiled" in early February 2008, we collaborated on a presentation about it at the UC Berkeley, Librarians' Association conference "Academic Library 2.0." As a result of this presentation, UC Berkeley law librarians took an interest in the project and suggested collaborating on more tutorials. This is an exciting new direction for the tool to take, both in terms of the content and the partnership with another library on the Berkeley campus. Examples of possible future tutorials include the various congressional publications and the process of how a bill becomes a law. We encourage you to stay tuned for further developments and more tutorials in the tool!

Karen Munro was E-Learning Librarian, University of California, Berkeley, at the time of this writing. She is currently Head of the Library and Learning Commons, University of Oregon, Portland. **Jesse Silva,** Librarian for Federal Documents, Legal Studies, Political Science and Public Policy, University of California, Berkeley, jsilva@library.berkeley.edu.

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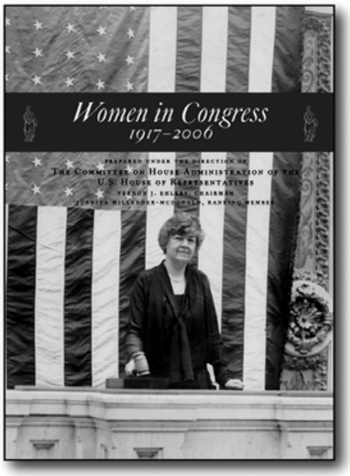
The Remarkable Stories of Women in the U.S. Congress



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International Information Sources

LIS Education for Global Environments

Debbie L. Rabina

World Information Societies & Environments (WISE) is a concentration offered at Pratt Institute's School of Information and Library Science. This concentration offers courses in business, legal, and medical informatics, three areas of particular strength and interest for Pratt students. The course offered in International Information Sources during spring 2007 was designed to help students prepare for careers in global information environments. Because courses in international information sources are relatively uncommon in North American library and information science schools, the lessons learned from teaching the course may prove useful to other instructors considering the same or similar courses.

Course Goals and Objectives

The goal of the course was to train students to work with international documents published by major international governmental organizations (IGOs) such as the United Nations (UN) and the European Union (EU). Goals were defined as teaching students to access print and electronic materials of intergovernmental organizations and foreign governments and placing international documents in the context of global societies and collaborative research. In order to achieve the course goals, I recognized that some background information about the organizations covered in the course would need to be introduced as part of the course, but the extent and the depth that this was needed would not become evident until the course itself was up and running. The idea was to model the course after courses on United States government information sources. Thus, the course was centered around issuing bodies with emphasis on official documents. Students in the class represented a range of WISE students: JDs, paralegals, Ph.D.s, aspiring academic librarians, and aspiring business librarians. Most students did not necessarily plan for careers in libraries that would hold large print collections of IGOs, or libraries that would necessarily subscribe to databases with IGO documents, such as *AccessUN* or *PAIS,* but rather saw themselves using IGO sources to supplement research and information needs in areas of the social sciences. The course was therefore designed for what we called the nonaffiliated—students training for a work environment that may not provide them with the convenience of a print collection or proprietary access to one. The focus therefore was on Internet access and on content of sources and less emphasis on collection development and management.

Surveying the Ground

Course listings in all North American library schools were reviewed to identify similar courses offered. The purpose was to have a foundation to build on rather than have to invent the wheel. While some courses integrate elements of international information in their syllabi, only one course was found that had similar goals and objectives, and that was the course offered by Mike McCaffrey at the University of Toronto. The URL for this course was to the list of sources provided to students.[1] As an instructor I found McCaffrey's course web site helpful in planning and designing the course, while students reported making little use of it, primarily because sources listed are specific to the University of Toronto.

Selecting a textbook for the course was a challenge for several reasons. The two-volume set edited by Peter Hajnal was excellent in terms of content but lacking in several ways.[2] First, it is a bit dated. With a publication date of 1997 for the first volume and 2001 for the second volume, it would be a hard sell as a reference book ten years later. Second, much of the content would not be covered in the course, and lastly, at around $150 a volume, $300 for the set, it seemed an unfair, possibly unjustified, expense for students. While copies were

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ordered for the library, and chapters of it assigned in weekly readings, the book selected as a textbook for the course was Morrison and Mann.[3] Unlike Hajnal's books, which are more traditional reference textbooks, the Morrison and Mann is more manual than textbook. The authors take a subject approach to international information and the chapters include topics like agriculture and food, education, human rights, and more. All chapters are modeled identically and open with a short chapter overview, continue with annotated descriptions of governmental and intergovernmental sources, and end with a short section on research strategies. The authors include print sources as well as electronic ones and coverage for each topic is quite comprehensive. While the combination of books was helpful for covering both topics and agencies dealing with international information, the course readings were supplemented by articles as well. The articles provided rich background information and contributed to students' understanding of the global environment in which international information sources are used. Articles covered topics such as globalizations and e-governments. (See the appendix for additional readings. Note that not all were required readings; some were used only to supplement lectures.)

As mentioned earlier, I discovered early on that students needed a lot more background information on international organization than initially expected. For each organization we first examined their copyright policy, which is not always easy to identify, whether the organization uses American or British spelling, and how dates are written. The *New York Times* was used as a source to gauge the involvement of international organizations in setting public agendas. In addition to references to specific organizations, the class tried to find information relating to more amorphous terms such as "the Quartet." We discovered together the importance of various glossaries and dictionaries that explained terms, jargon, and institutional usage of terms—we could not have imagined the many ways of saying inflation or poverty!

The Syllabus

The course followed an issuing agency approach rather than a topic approach, with some exceptions. Major organizations covered included the UN, the League of Nations, the EU, the British Parliament, and the G7/G8 group. Major topics covered across organizations included statistical sources, international law, and economic sources. Great emphasis was put on understanding the context in which organizations operated as well as the circumstances where international information would be helpful. Table 1 outlines the class calendar and topics covered. The course included two site visits and two guest speakers. We were fortunate to be the last group that visited the Dag Hammarskjöld Library at the UN before it closed for renovations. The visit included a tour of the various departments of the library as well as a class on the UN documents system. A CD containing training and tutorial material developed for UN employees using the library was also made available to students.[4] The second site visit was to the library of the law school at New York University. This library severs as an EU depository library and librarian Jeanne Rehberg gave students a hands-on demo of using EU documents. Guest speakers included Lorraine Waitman of the Dag Hammarskjöld Library, who came to class and expanded on her presentation from the previous week's library visit. Waitman provided the class temporary access to the UN Treaty Series, but most importantly, shared with the students her experience working at the UN library and described the main users and the queries the library received. This was a valuable lesson to students in the close link between the organization and its documents, and demonstrated to them how important it is to understand an organization's mission in order to understand what documents it produces and how to look for them. Our second guest speaker was Bruce Samuelson from Bernan Publishing. Speaking to library

Table 1. Course Calendar

Date	Topic
Class 01	Introduction to the course Using international documents: research methods International organization: types and functions
Class 02	Globalization and information
Class 03	Visit to UN
Class 04	UN documents and publications
Class 05	UN documents: Guest speaker—Lorraine Waitman
Class 06	International law
Class 07	The European Union Meet at NYU law school library
Class 08	The League of Nations International law
Class 09	Statistical sources
Class 10	World economy: G7/G8
Class 11	British parliamentary papers
Class 12	E-governments
Class 13	Guest speaker—Bruce Samuelson, Bernan Publishing
Class 14	Managing a document collection
Class 15	Student presentations

school students was a new experience for Bruce and he was somewhat concerned that he would not be able to fill the forty-five minute time slot he was given. Two and a half hours later, while his dinner date was waiting at a New York restaurant, students were still firing questions at Bruce, who was providing an invaluable glimpse into library-vendor relationships, focusing on the World Bank as a case study.

Course assignments were designed to enforce classroom learning. Two large assignments and biweekly short exercises were assigned. For the first large assignment students were asked to create an annotated bibliography on a topic of their choice using international documents. Students were encouraged to work with a partner and use collaborative platforms such as Google Documents or Wikis.[5] The main purpose of the assignment was to expose students to a variety of sources about one topic from different IGOs so they could see different treatment of the same topic by different organizations, learn about the subtle differences between organizations, and the degree of duplication that occurs with free Internet sources. The second large assignment asked students to create a profile of a country of their choice using the sources from both the country's own official web site as well as IGOs that include that country. The purpose of the assignment was to expose students to the treatment of individual countries by various IGOs, to introduce them to e-governments and to problems that arise from using foreign languages, and in some cases, non-Latin scripts. The biweekly exercises were short questions about the topics covered in class such as the UN document system or statistical sources.

One man's misfortune is another's learning opportunity. The course was offered as events at the World Bank when the tenure of Paul Wolfowitz as president of the organization unfolded. First came the in-depth profile of Wolfowitz in the *New Yorker,* which provided much background information to students on the operations of the World Bank, and served as a case study for the functions, challenges, and politics of IGOs.[6] Shortly after the publication of this article, accusations of misconduct against Wolfowitz erupted and the press described in great detail the organization and its politics and inner workings. Students were therefore provided with an opportunity to learn about the complex world of IGOs.

Lessons for the Future

As new courses go, this one was no different. It required thinking quickly on your feet and modifying lesson plans from one week to the next. Several of the lessons learned from this experience may be helpful for others planning similar courses. The course was offered to students under the "special topics" series that allows new courses to be introduced to students. While student response to the course was positive, many lessons were learned that will be applied when the course is offered again in spring 2008. First, the course was named International Documents, a name that proved not to accurately reflect its content, as we ended up devoting as much time to nonofficial publications, sales publications, and reference materials as we did to official documents. The course name was therefore changed to International Information Sources to better reflect the content of the course. The question of the textbook remained unresolved. While having a course textbook is a comfort, particularly to students, the experience of this course reinforces my experiences in other courses I teach and brings me to the conclusion that the age of the textbook is over. The Hajnal set, dated as it is, is still an important source for understanding how international organizations operate and produce information and how that information is used by libraries, but its date of publication and cost make it an impractical choice as a textbook. The Morrison and Mann book is helpful in understanding how international information sources are used by researchers, and the articles supplementing the course provided valuable background and complementary information. This combination will continue to be used in the future, with articles updated as necessary. The term paper for the course, a country profile written as a bibliographic essay using IGO sources, will most likely be revised and more narrowly defined. The assignments proved to be effective in achieving the desired outcomes, but surprisingly enough, when soliciting student feedback, students suggested that more short exercises would be helpful. Because this course was new, I approached with caution and assigned a moderate workload, but students, especially those who had taken other courses with me, knew the benefits of working independently on reference questions and felt they would benefit from a more demanding workload. Of course, I agree.

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References and Notes

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Appendix: Additional and Background Readings

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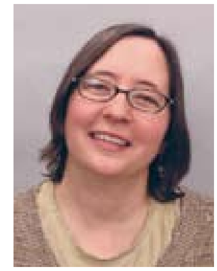
The Interview

Cass Hartnett, Incoming GODORT Chair (2008–09)



Each year we send our incoming GODORT chair a questionnaire so you can get to know a bit more about his or her likes and dislikes. These are the answers Cass supplied.

Favorite Spot in Seattle/Tacoma: Midspan on the Tacoma Narrows Bridge, on a clear day.

Favorite Pastime: Playing guitar and singing folk music.

Favorite TV Shows: *Jeopardy!* and *The L Word*.

Favorite Book: *Tao Te Ching: A Book about the Way and the Power of the Way,* by Laozi and Ursula Le Guin (Boston: Shambhala, 1998).

Favorite Movies: *Picnic at Hanging Rock, Primary Colors, A Mighty Wind,* and many others.

On Your Reading List Now: *Game On! How Women's Basketball Took Seattle by Storm,* by Jayda Evans (Seattle: Sasquatch, 2006).

Favorite Coffee Drink: An eight-ounce latte from the Suzzallo Espresso, our library café.

Favorite Type of Food: Anything with tomato sauce.

Favorite Conference Town: Toronto

Favorite Vacation Spot: Olympic National Park

Historical Figure You'd Like to Meet: A three-way tie between Janis Joplin, Eleanor Roosevelt, and Adelaide Hasse.

Pet Peeves: Wearing new shoes at a conference.

What Inspires You about Your Job: Experiencing all those "a-ha!" moments with users, sparking interest in government documents. Also, working in a beautiful building, with great coworkers and an award-winning dean.

GODORT Awards Nominations due December 1

The Awards Committee of ALA GODORT welcome nominations of documents librarians recognized for their contributions and achievements to the profession. Awards will be presented at the 2009 Annual Conference in Chicago and will be selected by the Awards Committee at Midwinter Meeting in January 2009. These awards are:

James Bennett Childs

The James Bennett Childs Award is a tribute to an individual who has made a lifetime and significant contribution to the field of documents librarianship. The award is based on stature, service, and publication, which may be in any or all areas of documents librarianship. The award winner receives a plaque with a likeness of James Bennett Childs.

LexisNexis/GODORT/ALA Documents to the People

The LexisNexis/GODORT/ALA Documents to the People Award is a tribute to an individual, library, institution, or other noncommercial group that has most effectively encouraged the use of government documents in support of library service. The award includes a $3,000 cash stipend to be used to support a project of the recipient's choice. LexisNexis Academic & Library Solutions sponsors this award.

Bernadine Abbott Hoduski Founders Award

The Bernadine Abbott Hoduski Award recognizes documents librarians who may not be known at the national level but who have made significant contributions to the field of state, international, local, or federal documents. This award recognizes those whose contributions have benefited not only the individual's institution but also the profession. Achievements in state, international, or local documents librarianship will receive first consideration. The award winner receives a plaque.

Guidelines for all award nominations are available from the GODORT web site (www.ala.org/ala/godort/godort committees/godortawards/index.htm) or can be requested from the awards committee chair. Nominations will be accepted via e-mail (preferred), mail, or fax. Please send to GODORT Awards Committee, c/o Jim Church, International Documents Librarian, 438 Doe Library, University of California, Berkeley, Berkeley, Calif. 94720-6000; phone: 510-643-2319; fax: 510-643-6650; or e-mail jchurch@ library.berkeley.edu.

Research and Scholarship Applications due December 1

The Awards Committee of ALA GODORT welcomes applications by December 1 for the Catherine J. Reynolds research grant and the David Rozkuszka Scholarship. Awards will be presented at the 2009 Annual Conference in Chicago and will be selected by the Awards Committee at Midwinter Meeting in January 2009.

NewsBank/Readex/GODORT/ ALA Catharine J. Reynolds

The NewsBank/Readex/GODORT/ ALA Catharine J. Reynolds Award provides funding for research in the field of documents librarianship, or in a related area that would benefit the individual's performance as a documents librarian, or make a contribution to the field. This award, established in 1987, is named for Catharine J. Reynolds, former head of Government Publications at the University of Colorado, Boulder. It is supported by an annual contribution of $2,000 from NewsBank inc./Readex.

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 scholarship recipient receives $3,000.

Guidelines for all award nominations are available from the GODORT web site (www.ala.org/ala/godort/godort committees/godortawards/index.htm) or can be requested from the awards committee chair. Nominations will be accepted via e-mail (preferred), mail, or fax. Please send to GODORT Awards Committee, c/o Jim Church, International Documents Librarian, 438 Doe Library, University of California, Berkeley, Berkeley, Calif. 94720-6000; phone: 510-643-2319; fax: 510-643-6650; or e-mail jchurch@ library.berkeley.edu.

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Details:

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- Photo orientation should be portrait (not landscape).
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- For hard-copy submissions, please make sure the return information is available so we may return the photo.

Please submit all images to the Lead Editor of *DttP* by December 1, 2008. The winning photo will be on the cover of the spring 2008 issue. All submitted photos will be posted on the GODORT web site/wiki.

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