DttP

Documents to the People

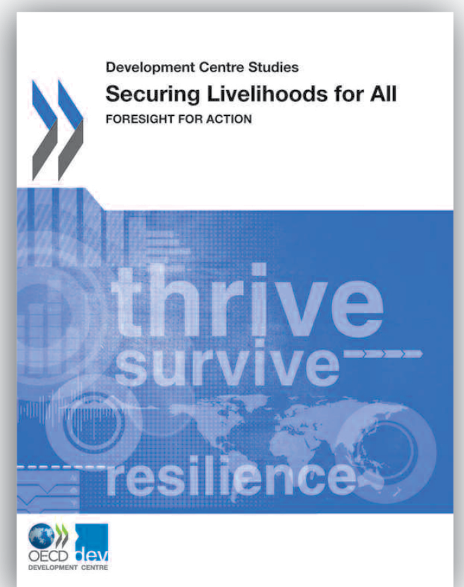
Summer 2015 | Volume 43, No. 2 | ISSN 0091-2085

In This Issue

INTERNATIONAL · U.S. FEDERAL · STATE · LOCAL

GODORT

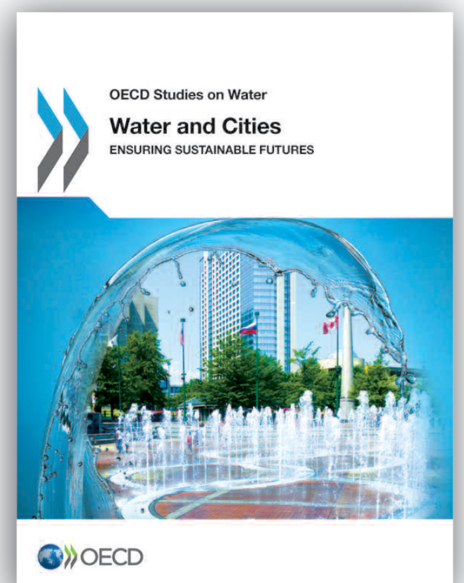
BETTER POLICIES FOR BETTER LIVES



Securing Livelihoods for All: Foresight for Action

March 2015 | Pages: 160 | ISBN: 978-9264-23174-0

The world has made good progress in improving global livelihoods. More than two billion people have emerged from extreme poverty over the last four decades. Other notable improvements include real increases in wages for unskilled workers, better life expectancy, greater gender equality and more widespread literacy. However, a number of daunting challenges threaten to undo this progress, particularly on the demographic and environmental fronts. While outlining the status of livelihoods today, this fascinating report enumerates the main emerging trends which will have a significant impact on livelihoods in the near future. It looks at a whole range of issues: economy, technology, demography, environment, security and governance. This book presents five possible future scenarios for livelihoods, whose positive or negative outcomes depend on how several emerging challenges are dealt with. It concludes with ideas for global, national and local action that hold significant promise for securing resilient livelihoods for all.



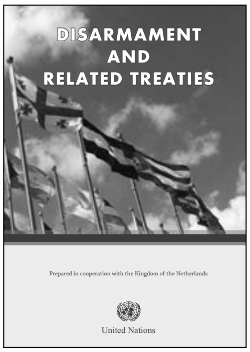
Water and Cities: Ensuring Sustainable Futures

April 2015 | Pages: 180 | ISBN: 978-9264-23010-1

This report focuses on the urban water management challenges facing cities across OECD countries, and explores both national and local policy responses with respect to water-risk exposure, the state of urban infrastructures and dynamics, and institutional and governance architectures. The analyses focus on four mutually dependent dimensions – finance, innovation, urban-rural co-operation and governance – and propose a solutions-oriented typology based on urban characteristics. The report underlines that sustainable urban water management will depend on collaboration across different tiers of government working together with local initiatives and stakeholders.

Available online to subscribing libraries at: **www.oecd-iLibrary.org**
or for purchase at: **www.oecdbookshop.org** or call: **800-456-6323**

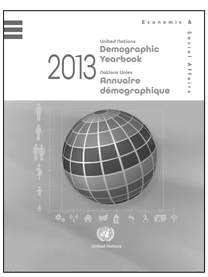
UNITED NATIONS PUBLICATIONS



DISARMAMENT AND RELATED TREATIES

Treaties are essential to the maintenance of international law and order, and States depend on them to provide stability and consistency in international relations. This publication contains the text of multilateral treaties that focus on nuclear weapons, other weapons of mass destruction, conventional arms, and nuclear-weapon-free zones. It also includes treaties in which disarmament and non-proliferation are important elements within a larger framework of issues, such as the Antarctic Treaty or the Agreement Governing the Activities of States on the Moon and Other Celestial Bodies.

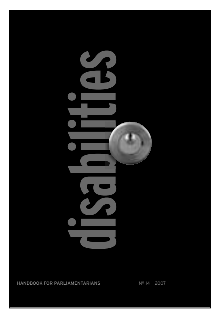
Price: $95.00 **ISBN:** 9789211423020



UNITED NATIONS DEMOGRAPHIC YEARBOOK 2013

The sixty-fourth edition of the Demographic Yearbook contains chapters on the population size and distribution, the population of capital cities, fertility, foetal mortality, infant and maternal mortality, general mortality, nuptiality and divorce. It covers data on more than 230 countries and areas of the world up to the reference year 2013.

Price: $135.00 **ISBN:** 9789210511070



FROM EXCLUSION TO EQUALITY: REALIZING THE RIGHTS OF PERSONS WITH DISABILITIES

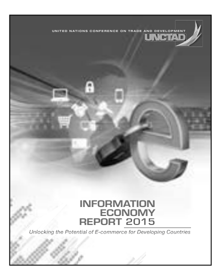
This Handbook aims to raise awareness of the Convention and its provisions, promote an appreciation of disability concerns, and assist parliaments in understanding the mechanisms and frameworks needed to translate the Convention into practice. By providing examples and insights, it is hoped that it will serve as a useful tool to promote and protect the rights of persons with disabilities all over the world.

Price: $25.00 **ISBN:** 9789211542103

INDUSTRIAL COMMODITY STATISTICS YEARBOOK 2011: PHYSICAL QUANTITY DATA (VOL.I) AND MONETARY VALUE DATA (VOL.II)

This publication provides statistics on the production of about 600 major industrial commodities. Data was provided for the ten-year period of 2002-2011 for approximately 200 countries and territories. The commodities have been selected on the basis of their importance in world production and trade. The Yearbook is organized in two volumes, and contains correspondence tables that allow the user to link the information provided to other internationally-used product classifications.

Price: $175.00 **ISBN:** 9789210613538



INFORMATION ECONOMY REPORT 2015: UNLOCKING THE POTENTIAL OF E-COMMERCE FOR DEVELOPING COUNTRIES

Electronic commerce (e-commerce) is rapidly transforming the way in which enterprises are interacting among each other as well as with consumers and governments. This publication revisits the potential opportunities and risks of e-commerce and examines how countries can benefit the most from the phenomenon in today's Information Society. Using official statistics and private sector data, it provides an up-to-date review of global and regional trends related to e-commerce in view of changes in the ICT landscape, focusing on developing countries while drawing lessons from developed countries.

Price: $60.00 **ISBN:** 9789211128871

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Columns

Features

'Round the Table

About the Cover:
This aerial view of the Golden Gate Bridge was taken on May 8, 1986, by PH2 Michael D. P. Flynn. It is part of the Records of the Office of the Secretary of Defense, 1921–2008, and is available electronically from the National Archives at https://catalog.archives.gov/id/6410382.

From the Chair

Looking Back, Looking Forward

Helen Sheehy

By the time this column is published, I will be at or near the end of my term as Chair! Often, endings are a time for reflection and I've been looking back over the past year *and* over the nearly thirty years that GODORT has been my professional home.

Throughout those thirty years our community has consistently advocated for government information as a public good and we have endeavored to ensure citizens have permanent and free public access. Our message has been the same—access to government information is necessary in an informed democracy and we as documents librarians are central to guaranteeing that access.

Many of the challenges have remained consistent as well. GPO is looking at restructuring the depository program and has looked to our community for assistance in designing a program that works for libraries, the public, and government agencies. Funding for depository programs remains a major issue. At the federal level, this year's GPO appropriations and lack of funding for FDsys is just one good example. The "Let Me Google that For You Act" (S.2206), which sought to abolish the NTIS, is another. Many state depository programs are virtually non-existent and IGO depository services, such as the UN program, are in serious jeopardy.

Technology continues to be a major issue. The internet has both increased the availability of government information and made it infinitely harder to manage and preserve. Fugitive documents are as much or more of a problem in the electronic world as they were in a print world. Preservation of collections, both print and electronic, is a pressing issue yet to be resolved.

There is more to do than ever before, yet there is little doubt our ranks are shrinking. In 1989 GODORT had 1,132 personal members, at the start of 2015 that number had dropped by half to 588. Why has there been such a huge drop? I suspect it is because far fewer libraries are hiring a dedicated government information specialist. Most of us—myself included—wear many hats. In some ways, this is healthy. Because we have the same cataloging, collections, reference, and teaching responsibilities as our colleagues, we are not as isolated. We have integrated documents cataloging into our mainstream operations. Our catalogs routinely pull government information into our patron's search results. And our discovery systems now pull results from many of our specialized databases making our resources far more useful.

The flip side of that is we have less time to be the specialist who understands government information at the micro level. I no longer touch every document that lands on our shelves. In fact, most of the collection doesn't even land on our shelves! It also means that every librarian must have a better understanding of government information. More than ever, we need to reach out beyond our immediate community to help our colleagues use government information if we hope to reach our users.

So, what does it mean for us as an organization? I truly believe we need to reassess how we do business. During the past year I appointed two ad hoc committees to examine GODORT's committee and meeting structures. The Ad Hoc Committee on GODORT Reorganization is examining how we can most effectively leverage our smaller numbers and streamline our committee structures while still achieving our goals. The Ad Hoc Committee on GODORT Virtual Meetings is exploring membership interest in virtual meetings and what needs to be done to draw more of our members (and nonmembers) into active participation. Hopefully you saw and responded to the combined survey these two committees sent out in early May. Please join us for more discussion of both these issues at Annual in San Francisco and Midwinter in Boston. We need your input.

I will hope to charge a group with developing a new strategic plan before I end my term as chair. Our last strategic plan was for 2010–2015 (and beyond). Hopefully the work of the two ad hoc committees will inform the planning process and position GODORT for the future. We will need a strong vision and concerted effort to succeed as an organization.

Last, but not least, I want to thank the people who have been essential to me this past year.

At the top of the list is Stephen Woods. I don't think there has ever been another instance where the Chair of GODORT has had the good fortune to have the Chair Elect in the same institution, much less in the office next door. This has led to many impromptu conversations about the direction GODORT is heading in. Conversations about how we can leverage our back-to-back years in ways that can bring sustained change and growth to GODORT. I look forward to working with him next year as past chair. I have been fortunate to work with an amazing steering committee, and dedicated committee members, willing to do the hard work that is the heart of our organization.

Being a member of the GODORT community for so many years has been a privilege. Documents librarians are the best and brightest in our profession. Being chair has given me even deeper insight into how deeply you all care about the principles surrounding government information and public access. In the end, this leaves me optimistic about the future of GODORT and government information.

Editor's Corner

Elizabeth Psyck

It seems like the government information world and the wider library community has data on the brain. Everywhere I look there is a new program or article on data—what it is, how to use it, how to teach it, and how to manage it. Personally, I'm excited about this! Those of you who know me professionally might already be aware of this, but for everyone else: I'm a data nerd. I love getting challenging questions that require me to dig into what data is available. I also love working with library and education related data—whether my own survey results or the National Center for Education Statistics (NCES). But I'm not the only one excited by the potential for government information specialists to get involved with the data discussions—a session at this Spring's Depository Library Council meeting, subtitled "Navigating Through Change: The Conversation Continues" gave an introduction to data reference and started an interesting discussion about how depository libraries can help patrons with data needs. If you haven't already watched it, I highly recommend "Finding and Using Government Data to Support Data Needs." GODORT will also be cosponsoring a session with MAGIRT at ALA Annual on Data Visualization in the Library. For more information, see the announcement on page 35. In this issue we have an article by Starr Hoffman on how data reference works at Columbia University, including how they integrate government information into that service. Another article, by Julia Frankovsky, at Michigan State, discusses APIs from data.gov (don't worry—she also explains what an API is!) and how they increase awareness of and access to government information.

But if data isn't your passion, I'm sure we have an article for you in this issue! Whether you're interested in zombies or historical documents, sustainability or mobile access to government information, we've got you covered. And if none of those are interesting, there are also articles on depository management and San Francisco. This issue of *Documents to the People* has something for everyone.

And, in the interest of continuing to find and publish great content that appeals to everyone in our community, I will repeat my regular call for proposals and submissions. Do you have a great idea that you've been itching to share with a national audience? Are you annoyed that we haven't published anything on your favorite topic in a while? Get in touch! I'd be happy to work with you on developing your topic or getting your article ready for publication.

I hope to see many of you in San Francisco, and please introduce yourself if we haven't already met. (Or reintroduce yourself if it has been a while!)

Elizabeth Psyck
psycke@gvsu.edu

Spread the Word

Creating a Disaster Preparedness Program: Preparing for the Zombie Apocalypse

Melanie A. Blau-McDonald

In the last few years, stories relating to the imminent zombie apocalypse have abounded. The Centers for Disease Control and Prevention (CDC) even used this popular fiction vehicle to explain how individuals should behave in a pandemic using a graphic novel format (www.cdc.gov/phpr/zombies_novella.htm); see figure 1. This past winter much of the United States experienced real disasters of record cold and snow. Currently, in the Ohio River Valley, we're experiencing flooding. Whether the disasters are real or imaginary, you can provide a service by sponsoring a disaster preparedness program.

Whom Do We Serve?

Not everyone in your community will be attracted to a disaster preparedness program, but if we intuit that the majority of Americans are not prepared for any number of disaster situations, even if we help only a handful, it is a program worth implementing. Disaster preparedness runs the gamut in terms of audience and in terms of the government agency that has addressed the various factors involved. (See figure 2.)

Finding Partners

Partnering with organizations on campus or in your community is an effective way to raise both your profile and the library's, to reach more people, and to have greater impact. Partnering may be done on the presentation side, the organizational side, or the attendee side. For example, there may be a local chapter of Substance Abuse and Mental Health Services Administration (SAMHSA) with speakers who are able to present a program on disaster preparedness for persons with mental health issues. There may be someone with your local Chamber of Commerce who would be pleased to have a program on disaster preparedness for small businesses. On the other hand, when you contact the Chamber, they may instead want to partner on the event itself with sponsorship, advertising, or organization. Developing local relationships may take time, but it pays off in better understanding.

Disaster Preparedness 101

If your partnership efforts don't seem to be taking shape, don't give up! Plan to put on a program yourself and call it "101" or some other designation that lets folks know you're going to get them started, not provide an advanced seminar. This sets reasonable expectations and lessens the pressure on you. Start with Ready2015, www.ready.gov/ready2015. The three main areas to cover are being informed, making a plan, and building a kit.

Figure 1. From the cover of the CDC's Zombie Apocalypse novella.

Disaster Type	Program Audience	Agency	URL
Natural and man-made	Local businesses	Small Business Administration	https://www.sba.gov/content/disaster-planning
Natural and man-made	Any organization, e.g. schools & businesses	Red Cross	http://www.readyrating.org/HowItworks/ReasonstoPrepare.aspx http://www.redcross.org/support/emergency-preparedness
Pandemic	Individuals and families	CDC	http://www.cdc.gov/phpr/zombies/#/page/1
Weather	Children	CDC	Ready Wrigley Series found at: http://www.cdc.gov/phpr/readywrigley/books.htm
Natural and man-made	All – from individuals to entire communities e.g. schools, cities	FEMA	http://www.ready.gov/ready2015
Natural and man-made	All	Substance Abuse and Mental Health Services Administration (SAMHSA)	http://www.samhsa.gov/disaster-preparedness
Natural and man-made	People with disabilities and their caregivers		https://www.disability.gov/resource/disability-govs-guide-emergency-preparedness-disaster-recovery/#content

Figure 2. Table showing disaster types, program audience and governmental agency/URL with disaster preparedness resources for that audience.

Be Informed

You may want to start the program by discussing possible natural disasters common to your geographic location. Do you live in tornado alley? Do you live in a coastal area? Is your area in an official drought and therefore under alerts for fires? Talking about these issues helps people deal with likely local scenarios. Next you can talk about how people are notified if there is an imminent disaster. There is an Integrated Public Alert & Warning System that state and local authorities can join. To check if your state, city, or county is already signed up, take a look at the list at tiny.cc/b1zgwx. If it is part of the network, automatic alerts are sent through its cellular phone services. There are announcements made through radio and television too, but you may want to stress that people who do not have cellular service may need to be contacted directly by those who do.

Making a Plan

Have you heard the public service announcements in which a family talks about the non-plan plan they have? It's on YouTube;

"Emergency Preparedness—Seat of Your Pants :60." The Ad Council has an entire catalog of PSAs on YouTube, so you can select one that matches your program or the mood you want to create. I like this one because it sets a great tone and gets people ready to talk about what they can do with their families or those physically close. The parts of a plan include communication—how will you communicate and where will you meet? Supplies—what should be in your emergency kit? Knowing when and where to take shelter for each kind of disaster is as important as knowing when to evacuate.

Making a Kit

Briefly, the most basic kit should contain food and water for 72 hours and a stocked first aid kit. Ready.gov gives you a full description with options at www.ready.gov/build-a-kit. Why not buy the items and show them at your program? In addition to the basic kit, there are links and tabs that cover special needs: how to calculate water needs in advance, how often to update your kit, where to store it, and what should be in your first aid kit. (See figure 3.)

Beyond Federal Resources

There are many more resources locally produced or put together by organizations that serve defined populations. You may want to check out your state or municipal websites. For example, in my region, both Kentucky (kyem.ky.gov/Pages/default.aspx) and Ohio (ema.ohio.gov/) have emergency preparedness websites. A list of the states' emergency management agencies is at www.fema.gov/emergency-management-agencies.

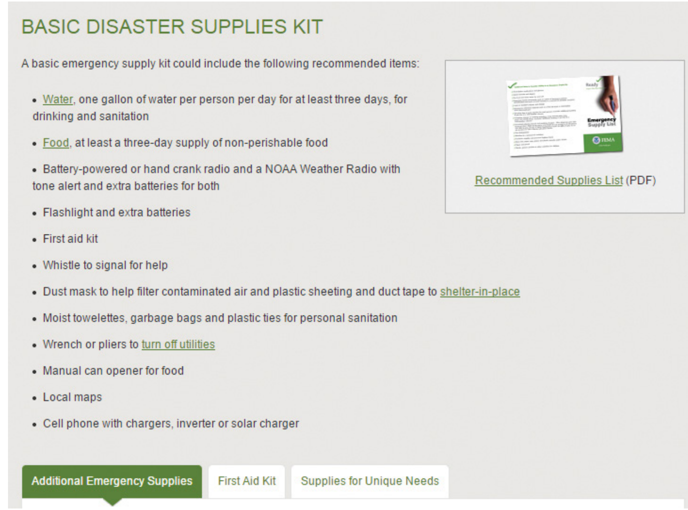

Figure 3. Basic disaster supplies kit list of items from Ready.gov.

You Will Survive

Planning a disaster preparedness program is not difficult. Choose a "101" version or create a program or series with community partners and a specific focus. "91% of Americans believe it's important to be prepared for emergencies. However, only 58% of households report having taken any steps at all to prepare" (YouTube: Emergency Preparedness—The Day Before: 60). As this Ad Council public service announcement stresses, "Today is the day before."

Federal Documents Focus

San Francisco

Lucia Orlando and Rebecca Hyde

San Francisco conjures images of the iconic Golden Gate Bridge, cable cars, Chinatown, and a free spirited atmosphere reminiscent of the Summer of Love. While San Francisco is certainly all that, it is also home to places and historical events connected to federal government policies and programs. We hope these tidbits of information will help you appreciate San Francisco in a new way, whether you are attending for ALA Annual or stopping by on a future visit to the Golden State. ALA Annual will be held primarily at the Moscone Center (www.moscone.com) in the downtown district, which is near a plethora of hotels and accessible using Bay Area Rapid Transit (BART). Many of the places mentioned in this article are within walking distance of Moscone Center, but some attractions are further away and require using mass transit or a personal vehicle.

Golden Gate National Recreation Area

San Francisco's current reputation as a thriving metropolitan city obscures the city's military foundation and importance to the overall security of our nation's West Coast. If you have an interest in military history or are simply looking for spectacular views of the San Francisco Bay and Golden Gate Bridge, consider visiting the **Presidio**. Located north of downtown it can be reached in approximately 1 hour by Muni bus, 30 minutes by car, or 45 minutes using the PresidioGo bus from the Embarcadero BART station (free on weekends). This former army base's 1,491 acres are now part of the **Golden Gate National Recreation Area**. At one time the base was an integral part of the Pacific coast defense system, which also included Angel Island and Alcatraz. The base was decommissioned in 1994 as part of the Base Realignment and Closure (BRAC) process, at which time it was transferred to the National Parks Service. A few years later in 1996, Congress created the Presidio Trust a federal agency in charge of managing and preserving "natural, cultural, scenic, and recreational resources" of the Presidio lands and 700 historic buildings. Today visitors are able to appreciate (in the words of the Presidio trust) the "nation's finest collections of fortifications, landscapes, buildings, structures and artifacts related to military history. It also embraces the oldest national cemetery on the West Coast, the final resting place of many Medal of Honor awardees" (http://1.usa.gov/1F7U4q0). Start your visit at the Visitor's Center to learn about the different museums, tours, trails, restaurants, and other amenities.

Palace of Fine Arts

The Presidio lands provided another cultural intersection when part of the lands along the waterfront were donated by the federal government for the **Panama-Pacific Exposition** of 1915. Also referred to as the World's Fair of 1915, the exposition was conceived as a way to prove to the world that San Francisco had overcome the devastation wrought by the 1906 earthquake. The buildings constructed for the fair were intended to be temporary as they were typically constructed of timber, plaster, and chicken wire. The only remaining structure commemorating the fair is the **Palace of Fine Arts**, which is located on the border of the Presidio grounds. The building couldn't withstand the effects of age and deterioration so in 1960 it was demolished with a high quality replica reconstructed in its place (http://1.usa.gov/1yIIHCC).

Corridor of the Palace of Fine Arts. Image from the Bulletin of the Pan American Union. March 1915. U.S. Congressional Serial Set Vol. No. 6877, pg. 300.

Alcatraz and Angel Island

Another popular National Parks Service destination is **Alcatraz** prison on Alcatraz island (www.nps.gov/alca/index.htm). There are no entrance fees beyond the price of the ferry ticket required to reach the island and all island tours are free. Ferry tickets sell out rapidly in summer so plan on reserving your ticket in advance. The island is also a sanctuary for thousands of seabirds so be aware no food is allowed beyond the dock area.

Anyone with an interest in America's immigrant past, military history, or simply wishing to hike and enjoy amazing views of the city skyline should find time to visit **Angel Island State Park**. Angel Island was employed as a military base for over 100 years before it was closed in 1960 and transferred to the California State Parks system. From 1910 to 1940 the island served as the primary processing station for immigrants from Asia. Most immigrants were from China, but there were more than 80 nationalities represented (http://bit.ly/1Dtc4jT). In World War II it was used as a way station for POWs from Japan and Germany. The island can be reached using one of several commercial ferries that traverse the bay (http://bit.ly/1NFEir2).

Maritime Influence

After your tour of Alcatraz or Angel Island, you might wander north along the waterfront and find yourself in the Fisherman's Wharf and Ghiradelli Square area, home to the **San Francisco Maritime National Historical Park**. The Historical Park is

Corridor of the Palace of Fine Arts. Image from the Bulletin of the Pan American Union. March 1915. U.S. Congressional Serial Set Vol. No. 6877, pg. 300.

actually three distinct sites that showcase the impact of seafaring on San Francisco's history: the **Maritime History Museum** near the beach, the **Visitor Center** one block from Fisherman's Wharf, and the **Historic Vessels** anchored along the nearby Hyde Street Pier. The Visitor Center includes impressive exhibits that transport visitors to the sights and sounds of life along the docks. Go back to the waterfront as it existed during Native American settlement, followed by the dramatic impact of the Gold Rush on the coastline (be sure to note the map of ships buried under various buildings), and extending to the influence of Italian and Chinese immigrants on the city and the bay. If you are interested in walking a little further, the Maritime History Museum is housed in the Bathhouse Building, an Art Deco building reminiscent of an ocean liner. In addition to rotating displays of nautical history and artifacts, this unique building also showcases a number of vibrant WPA murals. No matter what your interest, it's a beautiful area to walk around and enjoy the charm and bustle of the waterfront (http://1.usa.gov/1NLJfAA).

United Nations Plaza

Although San Francisco doesn't yet have ties to any interplanetary organizations, it is the birthplace of Earth's biggest intergovernmental organization. In fact, ALA Annual will take place exactly 70 years after the signing of the UN charter on June 26, 1945, in San Francisco. If you are using BART to navigate the city, consider getting off at the Civic Center/UN Plaza stop to visit some UN landmarks, or take a one mile (approximately twenty minute) walk from Moscone Center. The UN Charter was signed by President Truman and other heads of state in the grand auditorium now known as the Herbst Theatre inside the **Veterans Building**. Plenary meetings for the conference were held next door at the **War Memorial Opera House** (http://bit.ly/1CBpEhA). Nearby, the **United Nations Plaza** (http://bit.ly/1GmiLDo) was created to honor the formation of the United Nations. The Plaza proudly displays a series of stone pillars inscribed with the names of each UN member country and a spacious fountain composed of massive granite slabs. The plaza also hosts numerous festivals and a popular farmers market (www.unplazasf.org/about). Other nearby areas of interest are the **San Francisco Public Library** (sfpl.org), the **Civic Center Plaza**, and **City Hall**.

Vicinity of Moscone Center

Even if you don't have much time for sightseeing during the conference, there are a couple options even closer if you have a short opening in your schedule. While not technically related to a federal agency or program, **Yerba Buena Gardens** (yerba buenagardens.com) is located behind the Moscone Convention Center at Third and Howard Streets. The gardens provide a serene oasis from the bustle of the city, offering visitors a chance to enjoy several larger-than-life public art installations and take in fresh air in beautiful surroundings.

If a visit to an Environmental Protection Agency (EPA) library is on your bucket list, you are in luck. The **EPA Library for the Southwest Region**, which includes California, Nevada, Arizona, and Hawaii is located about three blocks from the Moscone Center at 75 Hawthorne Street. The library is open Monday through Thursday from 9 a.m. to noon and 1 to 4 p.m., closed on Fridays. Visiting the EPA office requires registering at the guard desk before continuing to the library.

San Francisco has something for every government information lover, and these are just the tip of the iceberg when it comes to interesting locations. If you are pressed for time, then the sites near the convention center might be more realistic for you. However, if you have more time and are able to journey further away from Moscone Center, then consider places like the Presidio or Maritime History Museum, or a ferry ride to Alcatraz or Angel Island to steep yourself in the history of San Francisco.

Sustainability, Relocalization, Citizen Activism, and Government Information

Amy Brunvand and Ambra Gagliardi

In this paper we examine the use of government information to support academic research and community action for sustainability. We outline specific knowledge that government information librarians should have in order to engage with community efforts and academic programs that focus on sustainability, and suggest ways of using government information in a sustainability context.[1]

In 2012, the University of Utah's J. Willard Marriott Library formed a Sustainability Working Group in order to explore how the library could support the growth of sustainability initiatives on campus.[2] Sustainability is an academic study, a set of values, and also a community effort, and one key finding is that government information is an essential component of the literature on sustainability. The importance of government policy to sustainability is highlighted by the report from Worldwatch Institute titled *State of the World 2014: Governing for Sustainability*.[3] According to the report, the influence of money in politics tends to perpetuate unsustainable business-as-usual; with a lack of government leadership the impetus for societal change must come from public pressure and citizen engagement. As David W. Orr writes, "Effective government, in its various forms, will require an alert, informed, ecologically literate, thoughtful, and emphatic citizenry."[4] Clearly, government information specialists possess the skills to promote this kind of information and literacy, but nonetheless engaging with sustainability may require a shift in perspective from merely supplying government-to-citizen information to also helping engaged citizens talk back to the governments that represent them.

Another shift in perspective involves "relocalization," which the Post Carbon Institute defines as, "a strategy to build societies based on the local production of food, energy and goods, and the local development of currency, governance and culture."[5] For something to be sustainable, it must be sustainable within the context of local conditions, and since government information describes management and policy decisions that have shaped human and natural landscapes it is an essential component of the regional "literature of place." Citizen activism and relocalization are closely related. As the Jeffersonian philosopher Wendell Berry writes, "If our project is to save the land and the people, the real work will have to be done locally. Obviously we could use political help, if we had it. Mostly, we don't have it. There is, even so, a lot that can be done without waiting on the politicians. It seems likely that politics will improve after the people have improved, not before. The 'leaders' will have to be led."[6]

International Documents

The current concept and usage of the term "sustainability" can be traced directly to a 1987 United Nations document, *The Brundtland Report*, which is the source of the well-known definition, "sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."[7] The report notes that although globalization makes the world interdependent, "no single blueprint of sustainability will be found, as economic and social systems and ecological conditions differ widely among countries. Each nation will have to work out its own concrete policy implications. Yet irrespective of these differences, sustainable development should be seen as a global objective."[8] The UN continues to be involved in global sustainability initiatives. Beginning in 1992, the UN has held two "Earth Summit" meetings[9] resulting in frequently referenced documents like the *Kyoto Protocol* (an international treaty linked to the UN Framework Convention on Climate Change) and *Agenda 21* (a nonbinding global sustainability action plan) in a so-far largely unsuccessful effort to establish binding international agreements with regard to climate change.

Although implementing sustainable change is hard, sustainability has become a hot topic. A bibliometric study by Schubert and Láng tracks the influence of the *Brundtland Report* as, "the expression 'sustainable development' found its way not only to the political programs of most countries and to the political journalism but also to an extremely wide area of scientific and scholarly literature."[10] As interest in sustainable development grew, a related discipline called "sustainability science" has formed as an offshoot. An article by Bettencourt and Kaur[11] notes that the literature of sustainability science is unusually geographically dispersed and interdisciplinary.

US Federal Government Documents

Librarians working with sustainability issues should be aware of core environmental legislation at the federal level, and in particular should know how to follow the publication trail generated by these laws:

- 1964 Wilderness Act
- 1969 National Environmental Policy Act (NEPA)
- 1970 US Environmental Protection Agency established
- 1970 Clean Air Act
- 1972 Clean Water Act
- 1972 Marine Mammal Protection Act
- 1973 Endangered Species Act
- 1976 Federal Land Policy and Management Act (FLPMA)

The *National Environmental Scorecard* published annually by the League of Conservation Voters (LCV)[12] ranks members of the U.S. House and Senate according to key environmental votes. In some states local activist groups (not always affiliated with LCV) issue similar scorecards for state legislators. During the Obama administration a "do-nothing Congress" has made scant efforts toward sustainability, and so the president has focused on sustainability initiatives within government agencies with Executive Order 13514, "Federal Leadership in Environmental, Energy, and Economic Performance," and Executive Order 13693 that directs the Federal Government to cut greenhouse emissions 40 percent from 2008 levels over the next decade. Strategic Performance Plans for individual federal agencies are available on the performance.gov website.

One area of government that is particularly open to public dialogue about sustainable practice is federal public lands planning. This is particularly important in Western states where large areas of public land are controlled by federal government agencies.[13] These multiple-use lands include National Parks, National Forests, National Monuments and Wilderness Areas, as well as lands managed by the Bureau of Land Management which are of interest to citizens for a multitude of reasons including recreation, wildlife, energy and mineral development, livestock forage, and historical and cultural sites.

NEPA Scoping and Stakeholder Input

The National Environmental Protection Act of 1969 (NEPA) defines a process of environmental review that is a collaborative effort between stakeholders at every level including federal, state, local and tribal governments, and the general public.[14] To support sustainability, librarians should be familiar with the process. NEPA produces a paper trail of documents that typically begins with a notice in the *Federal Register* announcing a public scoping period (typically 30 days) to gather information about proposed activities. An agency may hold public open houses or other meetings to gather information, and the process leaves a paper trail of documents that includes Environmental Assessments (EA), Environmental Impact Statements (EIS), Records of Decision (ROD) and Findings of No Significant Impact (FONSI). Scoping comments are part of the public record and can be particularly useful as a reference source. In the same way that government information librarians use congressional hearings to find pro/con arguments about a topic, public scoping comments record a wide variety of concerns in statements from specific agencies, citizen groups and individuals.[15] Scoping comments are often published with supporting documentation on the website of EIS. No wonder a vendor at a recent environmental law conference was selling a T-shirt printed with the slogan "I ♥ NEPA."

Bureau of Land Management ePlanning

ePlanning is an initiative that was established in the most recent five-year strategic plan of the Bureau of Land Management (BLM).[16] The goal of ePlanning is to create a better land use planning process to allow BLM to work collaboratively with partners in order to produce decisions in the rapidly changing public land environment. However, many citizens are perplexed by the land use planning process and are unsure as to what they can do to participate or how to go about it. The problem is, government-to-citizen information does not necessarily make life easier for users, but rather easier and more cost effective for the government agencies producing the information and services.[17] The BLM ePlanning homepage is easy to understand, but a few clicks into the website the information becomes complex and technical. Like much government information, ePlanning is easy to access on the web, but it is still hard for the public to use, and this offers opportunities for library service: Librarians can make contact with government agencies in order to form collaborative partnerships; they can offer space for public meetings; they can periodically check planning sites in order to discover and call attention to topics of particular interest to their communities; they can learn the planning process themselves in order to interpret it for citizens; and they can offer collections and reference services to help inform citizens about the issues. As Jaeger et al. explain, "while it is rarely acknowledged in policy, e-government relies on public libraries to succeed."[18]

State and Local Documents

County, city, and municipal publications are a rich source of sustainability information. While the US Congress has been dithering about the climate crises, the US Conference of Mayors has taken action with 1,060 mayors to date signing on to the *U.S. Conference of Mayors Climate Protection Agreement*.[19] Many communities have sustainability programs such as SLCGreen[20] in Salt Lake City, Utah, but in any case, issues like clean air, water, trash recycling, transportation, and livability matter in any community and are managed by local governments. For example, when students at the University of Utah were interested in "daylighting" a creek that flows though campus, the information they needed was found in documents from the Salt Lake City Department of Public Utilities, which manages drinking water, flood control, and wastewater. Librarians should also be aware of quasi-governmental and collaborative planning. For instance, in Salt Lake City the Wasatch Front Regional Council[21] is an association of governments that does regional transportation planning (transit, non-motorized trails, car-pool lanes, etc.) and projects like Envision Utah[22] or Mountain Accord[23] seek to engage stakeholders in planning for future sustainability in the urban area and nearby mountains. Librarians should become familiar with similar groups that offer valuable information about issues of sustainability in their own communities.

Citizen Activism and Libraries

Many nonprofit environmental and wildlife advocacy groups have a long history of participating in public land use planning. These groups participate by making comments, engaging in public listening sessions, and sometimes staging protests. They may also produce alternative plans that are more sustainable than proposed government action. An example is *The One Dam Solution*, a proposal from Living Rivers to decommission the Glen Canyon Dam.[24] Information from advocacy groups shows up in testimony at congressional hearings, in carefully written public comments submitted during scoping, in lawsuits, in news reports, and on websites and reports written or commissioned by the groups.

Citizen Activism produces a type of "grey literature" that is often particularly valuable when used together with government information. Terms like "govermentese" or "officialese" describe the complicated, obscure language typically used in many government publications, but activists often take the trouble to give these baffling documents a close reading and to interpret the content in language the general public can understand. However, the websites of activist organizations are not reliable archives: when an organization moves on to a new issue or a new campaign of action, older material may disappear.[25] In some libraries archives and special collections collect activist grey literature, and there is an opportunity for government information specialists to collaborate in identifying and collecting this type of information.[26]

Conclusion

Madeline Charney calls sustainability and librarianship a "natural fit"[27] and there is a natural fit between sustainability and government information librarianship as well. Government information is interdisciplinary and often geographically specific in ways that are particularly valuable to the study and practice of sustainability; government policy shapes human and natural landscapes and is an essential part of the literature of place; and serving an intermediary for government information is a natural extension of the established social role of libraries. The sustainability movement offers opportunities for government information specialists to engage in community outreach and also to collaborate within the library. Citizen activism is essential to building a sustainable future, and libraries can serve a critical role to help make sure that citizens have a voice.

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Resources

BLM ePlanning: blm.gov/epl-front-office/eplanning/nepa/nepa_register.do.

Partnership for Sustainable Communities (HUD, DOT, EPA): sustainablecommunities.gov.

United Nations Sustainable Development Knowledge Platform: sustainabledevelopment.un.org.

US National Park Service, Park Planning: parkplanning.nps.gov/planningHome.cfm.

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Data Reference and Instruction in Journalism and the Social Sciences

Starr Hoffman

My job title may no longer include "Government Documents," but I'm finding that it's hard to take the govdocs out of a former government documents librarian! After five years in government documents at the University of North Texas, I'm now the Journalism and Digital Resources Librarian at Columbia University. I split my time between the Lehman Social Sciences Library, where I provide reference help at our Digital Social Sciences Center (a combined reference desk and data services lab), and the Journalism Library, a single-room facility embedded in the School of Journalism. Data-focused reference and instruction—and government information as a whole—is integral to my work at both locations.

The School of Journalism

The School of Journalism's biggest program is their MS in Journalism, enrolling an average of 250 students each year for a whirlwind nine-month program. During that short time, the students are trained in multiple media formats, take classes, complete a master's project (often a long-form written piece), and spend much time reporting out in the city. The school recently shifted from a media-divided curriculum (broadcast, newspaper, magazine, or digital media) to a single data-focused curriculum, in which students are expected to not only add data to their stories, but to explore data in order to discover stories. Data support located close to the program includes the Tow Center for Digital Journalism and the Brown Institute for Media Innovation, both of which are housed in the School of Journalism and host lectures and events on data journalism and related projects.

The students come with a wide variety of cultural and educational backgrounds (40 percent are international), extending to a broad range of skills with data and statistical analysis. Throughout the semester, their questions vary from basic ("I don't really understand numbers—what is this 'census' thing I keep hearing about?") to intermediate ("Where can I find SNAP data for Washington Heights, grouped by ethnicity?") to advanced ("So I was running a regression analysis in R and wanted to output some data viz in Python . . .").

Students are first introduced to me during their two-day orientation, in which I get an hour to show them how to find and use basic library resources. I emphasize where and when they can find me in the Journalism Library, and how to seek help online through email, chat, and Twitter. Because of the high integration of data in the curriculum, and my proximity to the students, I tend to get high reference activity as soon as the fall semester begins.

The Digital Social Sciences Center at Lehman Library

At Lehman Library, my colleagues and I serve a broad array of students. The library is housed in the same building as the School for International and Public Affairs (SIPA); so while we get students from many programs, the highest numbers come from international affairs and political science. My colleagues include our government information librarian, social sciences librarian, data services coordinator, GIS librarian, and metadata librarian. We recently combined two service points into one, by bringing our traditional reference service down into the space previously reserved as our open data services lab—the combined service area is called the Digital Social Sciences Center. We have a consultation room with computers for the librarian(s) on duty, and the main lab has moveable chairs and tables plus fifteen computers for student use. We also provide workshops in this space.

Our struggle with the "data services" portion of reference is common among data librarians—namely, where to draw the line. Do you help patrons find data, but not use it? Do you help train and support in statistical analysis software, GIS, and/or visual analysis software? Do you provide advice on how to clean data and perform types of statistical analyses? Do you consult with them on appropriate research methodology? What about helping them with data management? As another *DttP* article documents, there is a wide array of the type and depth of data services offered at different academic libraries.[1] As in all public services librarianship, there comes a point when the librarian must draw the line and let the user take ownership of their research.

My colleagues and I have decided on a level of basic statistical and software functionality that we can all support, and we "draw the line" based on individual judgment. The primary programs that we support are ArcGIS, Stata, R, SAS, and MS Excel, with lower levels of support for SPSS, Tableau, and Leaflet, among others. Each of us has a different level of skill with the software we support, and we're each designated the informal "expert" in a particular area.

While there is some crossover in my data reference support in these two locations, they are generally a bit different. I'll start by describing data reference in the Digital Social Sciences Center (DSSC) in Lehman Library.

Data Reference in the DSSC

We staff the DSSC from 11 a.m. to 5 p.m. Monday through Friday, and halfway through the semester we extend our hours to 7 p.m. for Monday through Thursday evenings. These extended hours have been extremely popular with graduate students, and we are usually busy until closing. We schedule one librarian on reference duty, though often one or two others also work in the space and are available as backup.

The most popular resource students use in the lab is ArcGIS, with Stata and R as the runner-ups. We have a basic level of ArcGIS functions that all of us support, including opening a new or existing project, loading data in multiple formats, searching for tools, and creating table joins.

Other support that we offer in the space varies widely, and as mentioned above, the specific support offered varies by librarian. There is a fair amount of data location, help cleaning and reshaping data, data analysis, and consultation on statistical methodology, as well as more traditional reference questions involving social science databases. Often student questions involve a combination of these—what starts as a simple database question may transform into a data question.

In an effort to best support our students, we engage in regular division cross-training. Since combining our service points, we have used division meetings to share recommended databases or other resources and have started a weekly learning group to expand our skills in R, Python, and other applications.

On-Demand Workshops in the DSSC

We offer a variety of on-demand workshops in the DSSC on topics such as Zotero, R, and ArcGIS. Since my area of expertise is R, I recently led several workshops on using R, both for basic descriptive statistics and to perform linear regressions. As a guide, I used Ryan Womack of Rutgers' excellent R workshop narrative and code.[2] Increasingly, I am finding that many students (in journalism and other programs) are interested in using R for spatial data analysis, and plan to eventually offer a workshop in this area as well.

These workshops have grown in popularity, despite their having a fairly low profile on our library website. Students' increasing initiative to request these workshops indicates the immense need for such services.

Data Reference for Journalism Students

As stated previously, student familiarity with data, statistical methods, and software varies widely within the School of Journalism. However, most students arrive without a clear sense of where to find the data they need, so I spend much of the fall semester answering questions along that theme.

The reporting courses in which students are enrolled for the first half of the fall semester assign them a reporting "beat," usually defined geographically (in some classes their beat is an ethnic group). Most of the students aren't familiar with New York City neighborhoods or its other geographies (such as community district or city council district), so I spend the first few weeks of the semester helping students learn about their assigned area, and how to find data specific to it.

New York City is fortunate to have many city-level data-producing agencies. American FactFinder is often too complex a tool for these students to learn during their brief nine months at Columbia. Luckily, there are two great, free resources for Census Bureau statistics divided into NYC geographies: NYC's Department of City Planning (DCP) Community Portal and Infoshare Online (created by faculty at the City University of New York).[3] I usually start students with DCP's Community Portal, because it provides census information pre-aggregated by community district and includes maps showing boundaries for both community districts and census tracts. Infoshare Online makes finding statistics by specific geographies (city, borough, neighborhood, city council district, etc.) very simple, particularly for New York City.

A related resource is the NYCity Map from the Department of Information Technology and Telecommunications (DOITT).[4]

This map links to data from many other city agencies such as public school locations, police precincts, and building construction information from the Department of Buildings. This makes it an ideal exploratory tool for students that want to get a feel for an area in which they will be reporting. It also enables them to easily locate municipal data without the necessity of already knowing their beat's precinct, census tract(s), or school district.

The real issue comes with explaining to students that there are no officially designated boundaries for New York City neighborhoods and that very little data is output at this geographic level. I encourage them to check with their instructors for recommended neighborhood boundaries, but ultimately, how they choose to define this geography and pull data is each student's choice. Infoshare Online is one of the only resources that provide pre-defined NYC neighborhoods. Otherwise, students have the option of using PUMAs, community districts, or combining census tracts to estimate neighborhood boundaries.

Although Columbia has subscriptions to databases like Social Explorer and ProQuest's U.S. Statistical Abstract, Congressional Publications, and Statistical Insight, I purposefully avoid using these tools with journalism students. Instead, I show them free alternatives like Congress.gov and the Census Bureau's original Statistical Abstract. I avoid using subscription-based tools with journalism students because there is no guarantee they will have access to these tools during their professional career. Many of them will be freelance or work at nonprofits, so I concentrate on publically available information—yet another reason why government documents is a perfect background for this type of position. I encourage them to seek out their local federal depository or public library after graduation, emphasizing how useful these resources can be.

Another key part of the fall semester is helping international students learn about the U.S. government, in order to help them more easily find data and legal information. Using GPO's eye-catching red FDLP folders, I create packets that include GPO's "How a Bill Becomes a Law" handout and related resources.[5] Helping these students understand the division of government into federal, state, and local levels, as well as executive, legislative, and judicial branches, enables them to locate data and documents more easily.

Unlike students who come to the Digital Social Science Center, most journalism students' data needs are covered by pre-aggregated statistics and frequency data, and most do not require methodological consultations. Because their research covers a broad range of subjects, I'm not always able to help them find specific resources in a timely fashion, and thus may refer them to another subject expert. By far the most common referral is to the Business Library.

Finally, because of the 24/7 nature of the news cycle, as well as the compressed schedule of their academic program, journalism students are on extremely tight deadlines for class assignments. This means that answering their questions in a timely manner is extremely important—some questions need to be answered within hours or even minutes. While I closely monitor my email and spend many afternoons in the Journalism Library available for drop-ins, I can't always be present—I have shifts at Lehman Library, and like everyone else I have meetings and conferences, sick days, and vacations. For that reason, I post the Journalism Library's email address and make a point to ask students to email me there, rather than using my own Columbia email. The Journalism Library email is monitored by myself, two Journalism Library paraprofessionals, and several of my Lehman Library colleagues. While I am still the primary person in charge of answering messages to that address, it ensures that students can reach someone even when I'm out of the office.

Data and Information Literacy Instruction for Journalism Students

I present many information literacy instruction sessions for the School of Journalism, primarily for fall-semester reporting classes. These one-hour sessions focus on census data and the most commonly used NYC agencies (City Planning, Finance, Buildings, Health and Mental Hygiene, and Education). Sessions are tailored to the needs of specific classes, such as city council data or finding data for ethnic communities. In these sessions, I often include basic data literacy concepts, such as setting criteria (like unit of analysis) before looking for data.

Additionally, I teach sessions for the MA program. Unlike the MS in Journalism, which is aimed at recent graduates, the MA is for practicing journalists who want to specialize in one of four subject areas: science, business, arts and culture, or politics. I generally co-teach these sessions with another subject specialist (often the science librarian, business librarian, law librarian, or government information librarian). This gives the students familiarity with both of us, which results in a high number of successful referrals for complex questions (students are more willing to follow up on a referral if they have already met that librarian in person). It also enables us to split up the instruction; I focus on the journalism-oriented and data-focused resources, while the subject specialist provides search strategies for specialty databases. One of my favorite classes to teach is the session for "National Affairs," when I get to put on my (slightly dusty) "government information" hat!

For each instruction session, I provide students with a one-page handout that includes my contact information, hours and location of the Journalism Library, and my top recommended resources. The first link on the handout is a short URL linking to a course-specific guide (hosted on our CMS in previous years, now in LibGuides 2). I have a "master" guide for the reporting classes, and specific versions of this guide for classes such as "Reporting on Ethnic Communities" and "National Affairs." Teaching from course-specific guides provides many benefits. First, all the links I plan to show the students are saved in one place. Second, as I use the guide during the classroom instruction session, students become familiar with the layout of the resources, so they are more likely to use the guide themselves. Advantages of the online guide over a print handout include reduced paper use and clickable links versus typing in long URLs. Finally, these online guides are available for all our librarians to use, for alumni, and for myself to use in my multiple work locations (Lehman and Journalism).

Data-Focused Subject Guides

In addition to these course-specific guides, I created topical guides on "Data and Statistics for Journalists" and on using the statistical programming language R.[6] I structured the Data and Statistics guide similar to how I lead journalism students through a data literacy session or a data reference interview. The first page provides an overview of the guide and information on where to get help.

The second page, "Finding Data," prompts students to answer questions about their data need—topic, unit of analysis, important variables, etc. It also explains the difference between raw data and aggregated statistics. The next page, "Data by Topic," provides major data sources organized into sub-tabs by topics like education and politics. The first sub-tab in this section is "demographics," since these are the most-used statistics needed by journalism students; the other topics are arranged alphabetically. The fourth page, "Data Management," provides some best practices for organizing, sharing, and archiving data. This page includes a profile box with contact information for a data management specialist at Lehman Library.

The fifth page, "Analyzing Data," includes links to help for statistical analysis methods and for specific software applications. In addition to resources (like UCLA's IDRE website) that provide FAQs and tutorials on these topics, this page links to subscription-based resources like Lynda.com. This is one instance where I make an exception to recommending non-subscription resources to journalism students. This is because I believe that students can learn a lot from Lynda.com while at Columbia, but their research habits won't necessarily become dependent on it. This page also lists where students can find data workstations, computers with a variety of pre-installed statistical and graphic software.

The final page, "Getting Help," includes location, hours, and contact information for both the Journalism Library and Lehman Library. In addition, I included contact information for a variety of subject and data specialists at Columbia Libraries, to show journalism students the breadth of expertise available to them.

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The APIs of Data.gov

Julia Frankosky

What Is an API?

The term API gets thrown around a lot, especially in web development circles, but you may be unclear about what exactly it is and whether or not you have ever encountered one. API stands for application program interface and, if you have used the Internet in the past five years, then the answer is yes, you have used an API; you just never realized it because of how seamlessly they integrate. If you have ever read an online newspaper like the *Washington Post* and saw the option to share the story you are reading on Facebook or Twitter, this integration is made possible because of APIs. Similarly, if you are on a business's website and use the store locator option and a Google Map comes up showing the closest store to your current location, you have the Google Maps API to thank for that. APIs are ubiquitous on websites, in software, on mobile applications (apps), and many other user interfaces, but what exactly is an API?

Oxford's *A Dictionary of Media and Communication* defines application programming interfaces (APIs) as "a software tool on computers and the internet which performs a particular computational function . . . APIs act as 'building blocks' allowing software developers to create new applications without having to code every function from scratch."[1] APIs allow apps, websites, software, widgets, etc. seamless access to specific pieces of information stored elsewhere and utilize it without having to write that code from scratch every time and without having to store all of the data and information retrieved from an API in your own database.

The How's and Whys of APIs

At a basic level, APIs are built with "a combination of protocol (the means of interacting with data and services) and format (the model by which the data and services are arranged in order to allow such interactions."[2] Developers use protocols, such as SOAP and REST, combined with formats, like XML or JSON, to create APIs that offer different types of functionality and to serve diverse purposes for other developers when building user interfaces. APIs facilitate backend information structure that developers then leverage into developing useful, nimble, and user friendly front-facing interfaces.

APIs provide the framework for requesting the required information from a program, dataset, etc. When creators develop APIs, they document for others the proper way to use the API, including how to write code to access and manipulate the API.[3] One way to take advantage of an API, is through the use of a scripting language like PHP or Python that developers include in their code to pull specific items from the API.

The main purpose of an API is to allow easy access to information, data, and routines by outside systems and products. A common type of API allows for the access to datasets. Without that API, a programmer who wants his or her mobile app to query the dataset would have to download that data in bulk and store it on servers. However, with an API, they can write code to gain access to this API without the need to bulk download and store data. It is also beneficial because if and when that data is updated by the owner, the programmer does not have to download the updated data to their server. This helps to ensure that when APIs are in use, the data and information used by all user interfaces is the same as the original data and information stored on its home servers. The data and information only has to be updated on the API itself and any subsequent queries to that API will pull out the most up to date information available.

Additionally, a key benefit of APIs is that they can make the information available to any programmer. This allows for the development of products from outside of the originating entity that may not have the funds or developer time to create web tools that use this data. By creating an API, anyone can access it to build products that make use of this information, so people do not need to go to the originating entity to discover the data: they can potentially access it through a myriad of tools and other websites.[4]

Figure 1. The Data.gov<http://Data.gov> API catalog allows users to search for specific APIs or narrow the results based on location, agency, topic, or a variety of other categories.

Not only do APIs save a lot of time when it comes to writing code, they also help encourage interconnectedness between systems and on the Internet. Facebook connects to Twitter, for example, and they work together to build interrelated systems that allow for a more fluid exchange of content. Users want a seamless Internet experience, that offers more flexibility and ease of use, and APIs assist with creating this experience.[5]

APIs and Data.gov

In May 2012, the White House issued the "Building a 21st Century Digital Government" directive in order to expand access to governmental data and information by mandating that agencies create openly available developer resources, such as APIs.[6] These APIs are findable on Data.gov, which was originally created to serve as a clearinghouse for static datasets and will now also act as a catalog of available APIs from government agencies. The White House directive supports the tenet of "open government" espoused by the Obama Administration: government APIs provides additional access to governmental data and information that third parties and citizens can access and incorporate into apps, software, websites, etc., which allows more access points to this data and information by everyone.[7] Instead of having to go to a specific agency's website, there's a potential for a variety of access points created by agencies, third parties, and regular people that take that data out of the agency silo and allow for increased data usage and visibility. Developed interfaces, regardless of format or creator, can combine multiple APIs to increase functionality and the overall usefulness of the different types of data.

Additionally, by focusing on building APIs rather than trying to develop all potential user interfaces for this data and information, agencies can focus more on making sure the data is secure by embedding security and privacy controls into the API, as well as ensuring that the data and information is updated, accurate, and readily available for use.[8] That is not to say that agencies will no longer have any desire to build their own interfaces or programs using this data, it just makes it easier to do so for everyone, since using the API acts as a type of shortcut to the final product.

Data.gov APIs in Action

The following section highlights a small fraction of the APIs on Data.gov and how they're being used. As of this writing, there are over 3,600 APIs in the Data.gov API catalog (www.catalog.data.gov, accessed March 31, 2015) available with agency representation ranging from the Bureau of Land Management through USAID, and many more in between. With so many available APIs, it would be impossible to cover all of them comprehensively. Additionally, for the APIs discussed, the examples of use are just a fraction of how these APIs are being used, as there are many apps, websites, widgets, etc. out there that can and are using these APIs.

Census APIs

The census currently has eleven APIs available for accessing data from the American Community Surveys, the last three Decennial Censuses, the Economic Census, as well as GIS information from TIGER Web, and more.[9] With so many datasets contained within these APIs, the possibilities for using them to develop tools, apps, websites, and more is endless. Getting access to the API does require filling out a very brief form stating your name, email, organization, and that you agree to the Terms of Service, But, once approved, developers receive a key to access and use the agency's APIs.

One mobile app that makes use of many of the Census APIs is Dwellr, an app created and maintained by the Census Bureau. Dwellr, which is available for both iOS and Android devices, uses Census data to provide users with real data on cities, such as commute time and housing prices, with the intent of helping them make informed decisions about where to live.[10]

As noted earlier, APIs are intended to increase the development of tools and interfaces to access this government data. Agencies have limited time and budgets and cannot always make all of the tools necessary or desired by the public to access

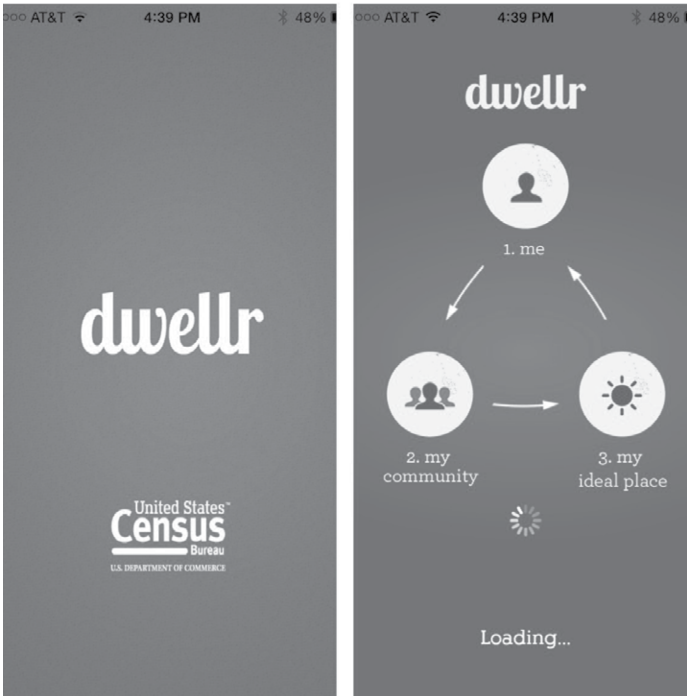

Figure 2. Dwellr, an app created by the Census Bureau, uses various Census APIs to allow users to find information about the area they currently live, to get suggestions about places to live based on user preferences, and look up demographic information on specific U.S. communities.

Figure 3. Dwellr asks users a variety of questions such as their dream profession, ideal region in the U.S., and how they prefer to get to work to offer suggestions about possible locations the user can move to that fulfill the user's criteria.

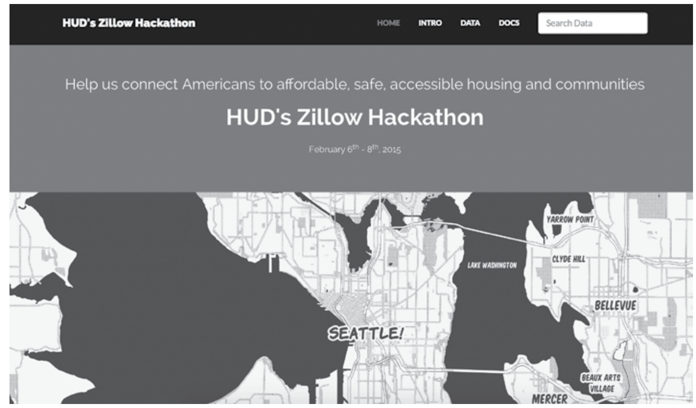

Figure 4. HUD's Zillow Hackathon encouraged developers to use government APIs, including those from the Census Bureau, to create apps and other tools to help people find affordable housing in the Seattle area.

and use the rich info they collect. To encourage the use of government data, the US Department of Housing and Urban Development (HUD) and the real estate website Zillow (www.zillow.com) hosted a hackathon (an event that pulls together developers to collaborative build interfaces to solve a specific problems in a short amount of time) to encourage developers to create tools to help people find affordable housing.[11] This competition highlighted government APIs, such as those originating from HUD and the Census, and encouraged developers to use these APIs to make useful tools. This type of event helps to publicize governmental resources, while also creating useful end products that expand access to government information.

FederalRegister.gov and Public API

Created by the National Archives and Records Administration (NARA), the API provides access to the daily Federal Register, as well as public inspection documents.[12] Unlike the Census APIs, no key is required by developers to access and use it. The API allows users to search and retrieve one or multiple documents from both the Federal Register and the public inspection documents. Additionally, users can retrieve all of the public inspection documents that are currently available or retrieve just the documents for a specific date.[13]

In the iTunes app store, there are a variety of apps available for iOS devices, which make use of this NARA API. Examples include the Federal Register app, created by Mobile Gov, Allogy Interactive, and University of Central Florida's Institute for Simulation & Training[14] and the OpenRegs app developed by the Mercatus Center at George Mason University.[15] These apps allow users to view the agency rules, proposed rules, and public notices that will eventually be codified while they are on the go.

Regulations.gov APIs

Regulations.gov APIs (www.tinyurl.com/k3cdfwn) include the ability to view and search for items on the Regulations.gov site, such as Documents, Dockets, and Comments. To use these

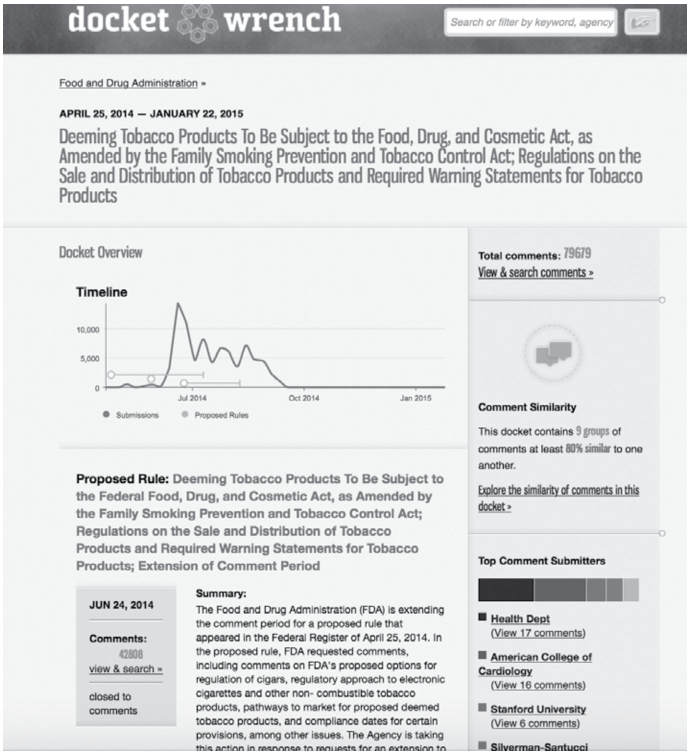

Figure 5. Docket Wrench, created by the Sunlight Foundation, allows users to visually track and view aspects of dockets, such as top comment submitters, comment similarities, and the docket timeline.

APIs, developers do have to apply for a key, but just like with the Census APIs, the process is straightforward and requires basic information about your intended use of the information.

One example of use on a website that uses this API is Docket Wrench (www.docketwrench.sunlightfoundation.com), which was created by the Sunlight Foundation. Docket Wrench pulls data using the Regulations.gov API to graphically and visually track dockets, so users can see how many comments are similar to others, and easily view the top commenting groups or organizations. This site also includes the proposed rule text, links to similar dockets, and the ability to view and search through all of the comments made.

Conclusion

Data.gov has a growing collection of APIs available for developers to use in the interfaces that they build. As more developers become aware of the wealth of data and information that is freely available to them through the APIs of Data.gov, access to government information through a variety of sources will become more widespread to the general populace. These APIs are a valuable asset, not only to developers, but to everyone as they help break down the silos that have previously held this information primarily on agency and other government websites. The more sites, apps, and other electronic tools that use these APIs and increase access to government information the better since free and easy access to government information is a basic tenet of our democratic society.

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Government Information in a Mobile World

Emily Lawson

It seems like everywhere we look these days, people are staring down at mobile devices. This feeling that mobile technology has taken over our lives is supported by recent survey data. According to the Pew Research Center, 90 percent of adults in America have a cell phone, 58 percent of adults have a smartphone, and 42 percent of adults own a tablet computer.[1] These numbers are even more pronounced when looking at the habits of young people.[2]

The rise in the use of mobile devices has also impacted the way people access information on the Internet. The same Pew publication indicates that 63 percent of adult cell phone owners use their phones to access the Internet and 34 percent of cell users access the Internet mostly using their phones.[3] Additionally, people are using their devices to access a variety of information; they use them to shop, get directions, find restaurants and other attractions, solve unexpected problems, and find information to settle arguments.[4]

Further evidence indicates that the way people access government information has changed. Our own experiences each day as citizens and information professionals show that people are going online to find government data. Indeed, frequently cited survey data from 2010 shows that 82 percent of Internet users "looked for information or completed a transaction on a government website in the twelve months preceding" the survey, with the most common task being to look for "information about a public policy or issue online with their local, state or federal government."[5]

Given that people want to access government information online and the use of mobile devices is on the rise, it is only natural that people would want to access government information via mobile devices. A new resource from the federal government, the Digital Analytics Dashboard (analytics.usa.gov), suggests that people are accessing this type of information from mobile devices. This tool provides overall data about the types of devices used to access over 3,800 different government websites in the preceding ninety days.[6] According to their latest information, almost 25 percent of government website visits were through mobile devices and another 7.5 percent were via tablets.[7]

The Rise of Government Apps

The creation of government apps was spurred by the movement toward mobile computing generally. As mentioned above, the majority of US adults have a smartphone and millions of apps have emerged to help them easily use the web on such devices. For instance, a recent Apple press release indicates that the iTunes App Store offers more than 1.4 million apps.[8] Mobile websites have also emerged to assist mobile device users. A mobile website is a website that has been "optimized to fit nicely on a mobile screen, function efficiently with cellular network speeds, and accommodate mobile navigation controls."[9] In contrast, an app "is an application that was created for a specific device," such as an Android or iOS device, that "can take advantage of device capabilities (such as the camera, GPS, etc), adhere to device-specific design conventions, and is typically downloaded from an app store or marketplace managed by the OS provider."[10] While the merits of apps versus mobile websites has been the subject of much debate, it is simply important to understand for our purposes that both have thrived in recent years.

In response to the growing number of people accessing information through mobile devices and the proliferation of mobile apps and websites in the commercial sector, President Obama issued Executive Order 13571 in April 2011, prompting federal agencies to focus more on delivering information and services via mobile devices.[11] The Federal Chief Information Officers Council acted on this mandate with a Digital Government Strategy in May 2012, which explained:

> The general public and our government workforce should be able to access government information and services on demand and on any device. To jump-start

> the transition to mobile platforms, agencies will be required to mobile-enable at least two priority customer-facing services within the next 12 months. . . . Agencies will also be required to deliver information in new ways that fully harness the power and potential of mobile and web-based technologies and ensure that all domains (e.g. www.agency.gov) can be easily accessed and used on mobile devices.[12]

Since that report was issued, the federal government has continued to support the development of mobile apps. One initiative has been the creation of the Mobile App Development Program from the Digital Service Innovation Center, which helps federal agencies to plan, develop, test, and launch mobile apps.[13] The federal government also provides open access to some government data so that developers can create free apps to make government information more accessible.[14]

Given this support for the creation of apps by the federal government, the number of government apps has significantly increased in the last few years. Currently, the Federal Mobile Apps Directory (www.usa.gov/mobileapps.shtml) lists more than 200 different apps and mobile websites from approximately 70 different entities. State governments have also been busy creating government apps, as one resource, the State Mobile Apps Catalog (www.nascio.org/apps), lists more than 300 mobile apps.

Types of Government Apps

The apps and mobile websites created by the federal and state governments generally fall into a few basic categories: government and legal document apps, government services apps, government website apps, and consumer tools apps. While these categories are not exhaustive and some apps could be categorized under more than one, they provide a general framework for the types of mobile apps and websites that are available.

Government and legal document apps can be thought of as those apps that make it easier to find and access these documents and data on mobile devices. For instance, the Library of Congress has created an app for the Congressional Record, which allows users to browse or search by keyword the daily version of this publication from January 1995 to the present.[15] Similar mobile apps and websites have been created for presidential documents and the US Constitution.[16] The National Archives and Records Administration has also released the Today's Document app, which contains 365 days of documents from their archives.[17] The states have also created government documents apps, generally for their legislative information. For example, New York, North Carolina, and Utah have all created apps to help the public view and track bills.[18] Apps and mobile websites have also been created to facilitate access to government data and statistics. The US Census Bureau has released the America's Economy app, which provides access to information about nineteen economic indicators including employment and manufacturing from the Census Bureau, the Bureau of Labor Statistics, and the Bureau of Economic Analysis.[19] Moreover, the National Center for Education Statistics has released the Mobile Digest of Education Statistics, a mobile website with a variety of statistics regarding schools and colleges.[20]

Several mobile apps and websites have been created to assist the public with government services and to help them interact with the government in some way. At the federal level, the IRS2Go app will allow filers to the check the status of their refunds, the USAJOBS app will allow jobseekers to view their application status, and the SSI Mobile Wage Reporting App helps Social Security recipients to report their wages.[21] The states have been busy creating these types of apps as well. Connecticut has created an app to assist with voter registration, Montana will allow the public to pay their income taxes with an app, and residents can check the status of their unclaimed property inquiries using an app in Arkansas.[22]

The next type of apps can be characterized as government website apps. These apps take a lot of the information available through a government entity's website and provide it in an easy to use app format. There are also mobile versions of government websites available, which also make it easier to view these webpages on mobile devices. The Centers for Disease Control has the CDC Mobile App, which offers access to disease information and CDC publications, such as Vital Signs and the Morbidity and Mortality Weekly Report.[23] Similarly, the Government Accountability Office has released the GAO app, which contains the agency's reports, testimonies, and legal decisions.[24] Several states have also created government website apps, with states such as Arkansas, Hawaii, and Nebraska providing state portal apps for their main ".gov" websites.[25] Furthermore, some large agencies, including the Environmental Protection Agency (m.epa.gov) and the Federal Bureau of Investigation (m.fbi.gov/#index.html) have launched mobile versions of their websites.

The final category includes consumer tools apps. Apps falling into this large category help the public find information about narrow topics or easily accomplish a particular task. The National Institutes of Health has created the AIDSInfo HIV/AIDS Glossary, the Department of Energy has the FuelEconomy.gov mobile website, US Customs and Border Protection provides a Border Wait Times app, and the Department of Labor has created the OSHA Heat Index Safety Tool.[26] State apps in this category include the Indiana College Cost Estimator, the

Maine State Parks & Land Guide, and the Utah Health Rates app.[27]

Finding Government Apps

While you can always choose to search for particular apps through the app stores and marketplaces for various devices, there are also some websites that have pulled together information about a large number of federal and state government apps. Two great resources for these types of apps and websites are the Federal Mobile Apps Directory and the State Mobile Apps Catalog. As mentioned above, the Federal Mobile Apps Directory (www.usa.gov/mobileapps.shtml) currently contains more than 300 different mobile apps and websites. Part of the USA.gov website, this resource allows the public to find apps of interest in a few different ways. Users may view apps by source agency, such as the Department of Defense or the Environmental Protection Agency, by topic, such as Education or Medical, or by mobile platform, such as Android or iOS. Currently, there are federal government apps for all major platforms, including iOS, Android, BlackBerry, and Windows devices as well as mobile websites that work across the various platforms. However, as with non-government apps, there are very few BlackBerry and Windows apps and the large majority of apps are for iOS and Android devices. Additionally, there are mobile websites that are designed to work on all types of devices. Once users find an item of interest, links are provided to allow them to download the app for free to their device or to view the mobile website.

For finding state government apps, the State Mobile Apps Catalog (www.nascio.org/apps) is a wonderful resource. This website, created and maintained by the National Association of State Chief Information Officers, brings together information from more than 320 mobile apps created by all fifty states as well as the District of Columbia, Puerto Rico, and the Virgin Islands. The catalog includes apps for iOS, Android, and Windows devices, but it does not include mobile websites. Users can search for apps by state using a map feature as well as browse the list of all apps. This website also allows users to search for apps in over twenty categories, such as Benefits (public assistance), Economic Development, Finding a State Agency or Services, Legislature, State Portal, or Voting and Elections. Once users find an app of interest, the catalog provides a short description of the app and links to where it can be downloaded.

Conclusion

In the last few years, the way people access information, including government information, has changed significantly. As more people transition to mobile devices, the federal and state governments have responded by creating hundreds of mobile apps and websites. While there is still work to be done, these efforts have undoubtedly expanded public access to government information. As technology continues to evolve in the future, it will be important for governments to continue to adapt as well.

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Every Document Its Depository

Lessons Learned from an Intercampus Transfer

Jennifer L. Behrens

Over an eighteen-month period, Duke University's law library collaborated with the larger selective depository on campus to transfer more than 2,000 individual federal document titles, as part of a campus library renovation project that will send most of the larger depository library's collection into off-site storage. The transfer project raised a number of important considerations, including the value of physical access to historical documents materials, the importance of developing catalog records and finding aids for individual document titles, and the identification of partnership opportunities both for housing physical documents and for enabling wider electronic access through digitization projects.

Do your users actually want this old stuff?

Aren't these all online, anyway?

Is this really worth all the time you're spending here?

Questions like these, from well-meaning but skeptical passersby, occasionally interrupted the dusty tedium of a five-month flagging project. One year before, the larger selective depository on campus (a federal depository since 1890, currently receiving 80 percent of available documents) had begun planning to move the bulk of its print collection into off-site storage, as part of a long-term library renovation project. Our independently administered law school library (an 8 percent depository since 1976) was invited to review their print collection first, and identify any titles that we might wish to add to our own documents collection. Our state's regional depository librarian, preferring to keep as many documents on-site as possible, gave blanket permission for any flagged items to move within an inter-campus transfer, rather than require the campus library to seek regional permission by submitting lists of specific titles.

The law library considered this project a great opportunity to fill the historical gaps in our documents collection. Although we had not formally joined the Federal Depository Library Program (FDLP) until 1976, we did already own a robust historical collection of federal documents from the 1930s and 1940s; this seemed like a convenient way to obtain many pre-1930 documents, as well as to add what was missing in our collection from the 1950s and 1960s. In contrast to the highly trafficked, and thus highly-desirable, documents real estate of our campus library counterparts, our smaller FDLP collection is housed in a lower-traffic area of the law library with compact shelving, which had the (admittedly unusual, for research libraries) luxury of room to grow.

We were also fortunate that our collection was already fully cataloged within the university's shared integrated library system (ILS). Our campus counterparts were not so lucky, estimating that at least 20 percent of their large historical documents collection was not reflected in the online catalog, their holding records accessible only through a legacy printed shelflist. An even bigger portion of their collection was cataloged with brief title records, but the individual volumes within a larger series were not itemized or barcoded. This made the transfer project's workflow clear: law library staff would need to physically review and flag desired items in person, as no reliable holdings list could be generated in the ILS for remote examination. Armed with iPads to check specific titles against the law library's collection, and stocked with piles of yellow paper flags, the law library documents coordinator and several subject specialists examined approximately 82,000 volumes in the campus depository collection, ultimately flagging nearly 2,200 documents for transfer.

Since their documents collection was in a high-traffic area, we encountered many campus library colleagues over the five months of sporadic flagging. Several expressed gratitude that the law library wanted to "rescue" the older and uncataloged titles, which might have otherwise faced a quick discard instead of the processing required for off-site storage. Others found the project puzzling, given the growth of online document repositories like HathiTrust, which seeks to eventually create a comprehensive registry of digitized federal government documents.[1] Still others expressed belief that the libraries' various commercial databases, which offer sophisticated indexing and search functions, would be a suitable enough replacement for much of the print documents collection.

As the first of nine shrink-wrapped book trucks arrived, law library staff began the lengthy process of sorting, cataloging, and shelving our newest acquisitions. Along the way, we, too, considered the value of maintaining this historical print documents collection in an age when electronic access to documents continues to improve. For depository libraries that might be facing similar space concerns as our campus colleagues, the lessons we learned as the beneficiaries of a documents withdrawal project might merit some consideration.

Accessibility and Discoverability

Much of the skepticism about our transfer project was rooted in two related ideas: first, that hardly anyone used the historical documents print collection; and second, in the unlikely event that someone wanted to do so, they could find and use the desired title just as easily (if not more) online. It is true that researchers enjoy a number of options for electronic access to digitized federal documents, including Google Books (books.google.com), HathiTrust (www.hathitrust.org), and the Internet Archive (www.archive.org). Commercial databases like ProQuest Congressional (search.proquest.com/congressional), Readex (www.readex.com), LLMC Digital (www.llmc-digital.org), and HeinOnline (www.heinonline.org) provide subscriber libraries with additional access to congressional and executive agency documents, albeit with varying degrees of coverage, usability, and financial commitment.

However, document digitization remains far from comprehensive. Both the free and subscription-based digital collections continue to have coverage gaps, although these grow steadily smaller with time. In particular, despite the federal copyright laws' exemption for works of the US government, documents that were published within the "orphan works" copyright time frame of 1923–63 are often displayed in a limited or "snippet" view on Google Books and HathiTrust.[2] In some cases, online collections may be missing particular volumes of a serial title; in others, digitized titles can suffer from inferior scan quality. In still other cases, particular document titles are yet to be digitized by any entity, leaving print collections as the only option for their use. As one documents librarian put it shortly after the debut of Google Books: "despite Google's best efforts . . . I suspect that much of the truly valuable information contained in legacy collections of government information will remain in physical format for many, many years to come; indeed, perhaps forever."[3]

Even considering the large number of federal documents that have already been digitized, librarians still caution against the assumption that current digital collections can, or should, effectively replace print collections. In a 2012 opinion piece, two documents coordinators warned that "while digital surrogates of paper may serve the needs of many users, libraries will still need an adequate number of paper copies for direct user examination when digitization is flawed or inaccurate and for redigitization with improved technologies in the future."[4] A 2012 survey of urban public FDLP library directors echoed this sentiment, with all respondents expressing desire to retain a print collection in the future; several noted that "some documents are difficult to view in a digital format and that it might be better to keep them in print until the GPO streamlines the formats."[5] In some cases, particularly when using statistical tables or if consulting multiple volumes of a series, print collections may actually prove more efficient for the user, if the titles are readily accessible.

Whichever formats might comprise the bulk of a library's documents collection, it is paramount that the titles are discoverable through library catalog records and/or federated full-text database searching. In the 2012 survey of public library directors, two respondents effectively outlined the pros and cons this issue, with one noting the clear correlation between cataloging and usage: "[A] huge amount of government documents [in many public libraries] are not cataloged. At a past job, when neighboring libraries cataloged, usage skyrocketed." Another respondent lamented the cost and staff time involved with retrospective document cataloging efforts: "How many libraries would be likely to re-catalog? There's not enough money."[6]

Historical collection analysis and cataloging is indeed a time-consuming process, but also may prove to be an invaluable way to provide users with fuller access to the documents collection.[7] Our staff needed to create many original records for some of the uncataloged acquisitions, and fleshed out existing records for the titles that were not barcoded or itemized. While it is unlikely that any of the previously uncataloged titles would have rocketed to the top of the campus library's circulation statistics had they been cataloged decades ago, it is not difficult to imagine at least a few researchers consulting particular titles, had they been able to locate them easily with a search of the online catalog.

Title-level catalog records to commercial database subscriptions may also help to expose historical documents and encourage their discovery. In records for print titles, our libraries' catalog provides related online access links to Google Books, HathiTrust, and the Internet Archive's Open Content Alliance. Other title-level electronic records for commercial database subscriptions are purchased or created in-house only selectively; as a result, library users may be less aware that a particular title could be digitized in one of the subscription databases as well. The purchase of commercial database catalog records can undoubtedly prove costly, particularly when added to the already substantial cost of subscription to the basic content. However, the benefit of increased access to specific titles may help maximize a library's investment in commercial database subscriptions, particularly if databases are being used to replace legacy print collections.

Training and Promotion

Catalog records, while important, are not the only way for users to discover the contents a library's documents collection. Even if an FDLP collection is housed separately from other library materials, items within the documents collection can and should be integrated, as appropriate, into library subject guides, instructional materials, and web content. Social media, in particular, can be an effective way to highlight unique titles in a documents collection.[8] The University of Washington's Gov Pubs Finds Tumblr, launched in February 2015, is an excellent example of how libraries can highlight interesting and unique historical document materials.[9] Our library is attempting to incorporate more historical print documents into physical book displays, as well as within library blog entries.

Subject specialists within the library should also be encouraged, if not outright directed, to review the documents within their respective fields. As "the dividing line between government documents and other library materials is disappearing," it is increasingly important that *all* public services staff—not just documents specialists—have familiarity and comfort with using a library's documents collection.[10] In the case of our transfer project, other law librarians were invited by the documents coordinator to review and flag the federal agencies that were most closely correlated to their subject expertise. For example, our foreign and international law librarian took the lead in reviewing the State Department's many treaty and foreign relations publications; another librarian with a background in intellectual property law examined the Copyright Office and Patent and Trademark Office publications. Some of these staff members had little previous experience working with federal documents beyond the familiar primary sources of law, and welcomed the opportunity to learn more about historical agency publications in their subject areas. This hands-on staff review of the collection increases the likelihood that some documents might be remembered during future reference transactions where the items would prove useful.

Another effective way to expose documents collections more widely is digitization. Because the vast majority of federal documents are free of copyright restriction, most libraries' document collections will have some excellent candidates for scanning and posting.[11] With the exception of heavily illustrated documents or those with maps and other inserts, good-quality PDF scans of standard text-based documents can be generated from relatively low-cost scanning equipment. Completed document scans can be freely uploaded to the Internet Archive or housed on a library's own digital repository, such as through the Internet Archive's Archive-It subscription service.[12]

In spring 2013, the Duke University Libraries partnered with the Internet Archive to launch a pilot service called Digitize this Book. During the pilot period, current students, faculty, and staff would see an option to request digitization on the catalog records for pre-1923 public domain materials. Within two weeks of a digitization request, the titles are scanned and uploaded to the Internet Archive, where they remain available for public use.[13] Following the completion of the documents transfer project, the law library hopes to add its historical documents collection to the list of materials that are available for digitization requests through the service.

In the meantime, we continue to scan and upload document titles as warranted by individual reference requests. One such document—an obscure housing agency publication from the 1940s, scanned in response to a reference question and then posted to the web—has now been viewed more than 100 times, illustrating both the unpredictability of demand for historical print documents, and the importance of their accessibility in a variety of places.

Conclusions

Only time can answer the skeptical questions that we heard about the ultimate value of the intercampus documents transfer project. The flagging process alone totaled approximately forty hours of law library staff time, and the subsequent cataloging, shifting, and shelving of these items stretched over the better part of a year. Was this time "worth it" in the end? How can we effectively measure this project's success or failure?

One simple—but simplistic—answer might lie in circulation statistics. With some exceptions in the library's reference collection, these documents are available for users to borrow. Circulation statistics can be easily generated in the library's ILS, making them an attractive potential metric. But circulation statistics seem like the wrong measure of success for historical research material: government documents simply will not circulate at the same level as popular collections like fiction, and the statistics will not capture more "reference"-style consultations, in which the user does not ultimately need to borrow the item. While statistics can provide some helpful information about usage trends and agencies of user interest, they cannot be assumed to tell the whole story of a particular research collection's value.

There were also several long-term benefits to the law library as a whole, which should be factored into the project's cost-benefit analysis. To help prepare and make space for the transferred documents' arrival, a long-planned documents collection review and weeding project was finally completed. Although only a small number of documents were ultimately withdrawn during this process, it did assist with cleanup of the collection. Some of these withdrawn titles were also placed with our regional library or to other locations via the Needs & Offers list, filling gaps in other libraries' collections.

The flagging process also provided several members of the law library's reference staff with valuable hands-on documents experience. Staff appreciated the opportunity to participate in the selection process, and learned a great deal about the publication histories of the relevant agencies. This indirect staff training in the existence and use of historical documents must certainly be factored into the project's cost-benefit analysis.

Finally, the potential for increasing the accessibility of documents that have not yet been digitized is another likely benefit. In the past, we have scanned and posted individual documents in response to reference inquiries, and have also loaned print copies of documents upon request to commercial vendors which were building a subscription-based collection. The campus libraries' partnership with Internet Archive for a scan-on-demand service seems like a natural next step; while details to include the law library government documents have not yet been finalized, we are optimistic that users will welcome a broadened opportunity to request scans of needed documents.

What can other documents libraries take away from our experiences? Certainly, most depositories do not have the luxury of space to accept thousands of withdrawn documents, but every depository could likely benefit from a thorough collection review.[14] Withdrawn items might prove valuable to colleagues scouring the Needs & Offers list to build their own collections.[15] In addition, historical titles may be good candidates for an in-house scan-on-demand service or for partnership with an institution which is building digitized document collections. While we might never find an easy formula to measure this transfer project's "success," it seems that any effort, however large or small, to heighten user and staff awareness of federal documents collections should warrant a checkmark in the "benefit" column.

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3. Brian W. Rossmann, "Legacy Documents Collections: Separate the Wheat from the Chaff," *DttP: Documents to the People* 33, no. 5 (Winter 2005): 8.
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14. Laura Sare, "A Tale of Two Depositories: Weeding Federal Depository Collections," *DttP: Documents to the People* 37, no. 1 (Spring 2009): 40.
15. Starr Hoffman, "Utilizing Needs and Offers Lists to Complete Mass Digitization Projects: Strategies, Workflows, and Collaborative Opportunities," *DttP: Documents to the People* 39, no. 2 (Summer 2011): 29–32.

Historic Indian Publications by the US Federal Government

Part Two: Annual Reports of the Commissioner of Indian Affairs

Brandon R. Burnette

This is the second of three articles based on presentations called Historic Indian Publications by the United States Federal Government. This article on the Commissioner of Indian Affairs discusses what can be found within these reports and the two websites where the annual reports are available online. All of the web addresses in this article are accessible from the Native American Historical Resources web page (www.se.edu/library/government-information/native-american-historical-resources) at Southeastern Oklahoma State University.

The *Annual Reports of the Commissioner of Indian Affairs* describes government interaction with Native Americans. The annual reports began in 1824, while the Office of Indian Affairs was under the administration of the War Department, and were published until 1849 when it was transferred to the Department of the Interior. It wasn't until 1947 that the Office of Indian Affairs was officially called the Bureau of Indian Affairs. These reports have been digitized by the University of Wisconsin Digital Collections (uwdc.library.wisc.edu/collections/History/IndianTreatiesMicro) and the annual reports are available for the years 1826–1917 and 1921–32. Figure 1 shows an image of a list of annual reports from the University of Wisconsin Digital Collections.

After the establishment of the Office of Indian Affairs, there were correspondence to and from the Secretary of War, Commissioner of Indian Affairs, generals, governors, Indian agents, and superintendents. Throughout the years, there were reports by Indian superintendents, agents and sub-agents as well as school, missionary, and farm reports. One such individual was William Clark, of the Lewis and Clark Expedition that took place from May 1804 to September 1806.[1] Clark became the first superintendent for the St. Louis Superintendency beginning in 1822, after Missouri became a state.[2] As the years went on, there were reports from agents for many states and territories, especially those west of the Mississippi River, throughout the United States including reports of agents in Indian Territory from the years 1874 to 1898 and reports of agents in Oklahoma from 1890 to 1898.

One of the advantages of using the University of Wisconsin Digital Collections to access the *Annual Reports of the Commissioner of Indian Affairs* is that it has a detailed table of contents from 1851 to 1906 whereby direct links are available to a specific section of an annual report. Consistently from 1872 to 1909 as well as for the 1912 and 1913 volumes, an index is available except 1905, part II.

Since the beginning, the reports have included statistics, primarily financial as well as statistics on Indian schools. There was a section of reports on the conditions of Indian tribes from 1837 to 1841. A section called Medical Statistics of the United States Indian Service was published from 1888 to 1894. From 1877 to 1905, there was a section on Indian legislation passed by Congress. For some years, executive orders (1877–87, 1889, 1892, 1893, 1895, 1900, 1904 and 1905) and proclamations (1891, 1892, 1896 and 1902–5) from the president of the United States were also included.

During the time that Thomas Hartley Crawford was commissioner from 1838 to 1845, he advocated education for the Indians. He wrote in the 1840 annual report that the arts of housewifery and farming would help the Indians become civilized.[3] Commissioner of Indian Affairs, T. J. Morgan, wrote about unfortunate incidents in his 1891 annual report. These incidents were the death of Sitting Bull, which also includes the death of Indian policemen, and the massacre at Wounded Knee. The commissioner reports for these two incidents are found on pages 129 and 130. Turning Hawk and American Horse are a few of the Indians that give their accounts of the massacre on pages 179–81. James McLaughlin, Indian agent for

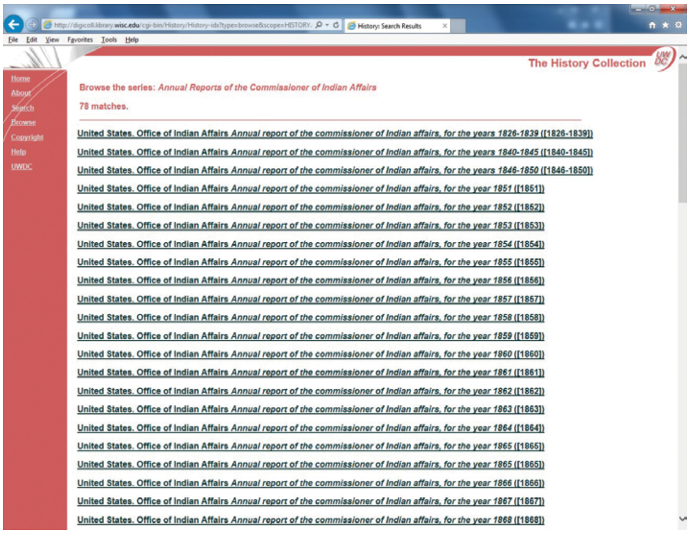

Figure 1. ***Annual Reports of the Commissioner of Indian Affairs*** **by the University of Wisconsin Digital Collections, digicoll.library.wisc.edu/cgi-bin/History/History-idx?type=browse&scope=HISTORY.COMMREP**

Figure 2. McCasland Digital Collection of Early Oklahoma and Indian Territory Maps, okmaps.library.okstate.edu/

the Standing Rock Agency, gives his reports on the events that led to the death of Sitting Bull on pages 328–38. These reports that can be found by using the University of Wisconsin Digital Collections website.

The University of Wisconsin Digital Collections digitized Indian reservation maps. They can be found for different years between 1876 and 1914. The titles for these maps are: Map of Indian reservations (1876); Partial map of Indian reservations (1877); Map showing Indian reservations in the United States and number of Indians belonging thereto (1878 and 1880); Map showing Indian reservations in the United States west of the 84th meridian and number of Indians belonging thereto (1881 and 1882); and Map showing Indian reservations within the limits of the United States (1889, 1892, 1894, 1895, 1897–1906, 1908, 1909, 1912–14). All of these maps are available in PDF format except for the 1901 map.

Another website where Indian reservations maps can be found is the McCasland Digital Collection of Early Oklahoma and Indian Territory Maps (okmaps.library.okstate.edu/) from the Oklahoma State University Library. Figure 2 shows an image of the home page. These Indian reservations maps were digitized from the United States Congressional Serial Set, which are the official record of reports of the US House of Representatives and the Senate.[4] Choose "Search the Collection" from the home page of the McCasland website and within the search box that is located at the upper righthand corner of the page, type "Indian reservations." As of March 10, 2015, there are 63 results for Indian reservations maps. The maps that include the entire continental United States or a large portion of the United States are from the years 1879, 1881–85, 1888, 1890–96, 1898–1901, 1903–5, 1907, 1908, 1910–17, 1919, and 1920. There are thirty-three years' worth of Indian reservation maps. John Phillips from the Oklahoma State University Library is the project director for the McCasland Digital Collection.

Another place you can find the Commissioner of Indian Affairs reports is a record from the HathiTrust Digital Library for the *Annual Report of the Department of the Interior* (catalog.hathitrust.org/api/volumes/oclc/1330434.html). Figure 3 shows an image of that record. Most of these volumes from this record were digitized by the University of California libraries, while a few of them were digitized by the University of Minnesota. By making a comparison from the University of Wisconsin Digital Collections and this record from the HathiTrust, different information can be found on Indian affairs. For example, the Reports of the Commissioner of Indian Affairs for the years 1918–20 and after 1932 are available from this HathiTrust record that are not available from the University of Wisconsin Digital Collections website.

The following reports that can be found from the HathiTrust record for the *Annual Report of the Department of the Interior* but not within the University of Wisconsin Digital Collections are:

- yr. 1881/02 v.02; 1882:2—*Report of the Inspector of Indian Schools* pg. 1011–1028
- yr. 1882/83 v.02; 1883:2—*Report of the Superintendent of Indian Schools* pg. 469–485; *Report of the Board of Indian Commissioners* pg. 665–736
- yr. 1885/86 v.01; 1886:1—*Abstract of proposals received and contracts awarded for supplies for the Indian Service* pg. 684–919; *Report of Board of Indian Commissioners* pg. 921–1060

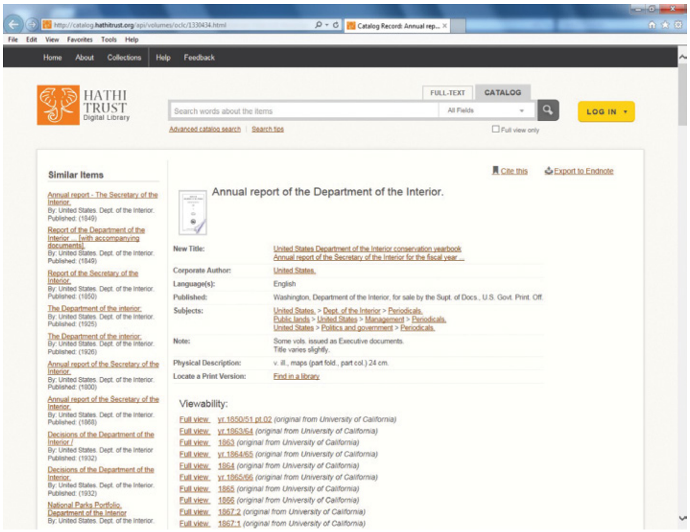

Figure 3. ***Annual Report of the Department of the Interior*** **from the HathiTrust, catalog.hathitrust.org/api/volumes/oclc/1330434.html**

yr. 1886/87 v.02—*Abstract of proposals received and contracts awarded for supplies for the Indian Service* pg. 502–755; *Report of the Superintendent of Indian Schools* pg. 757–910; *Report of Board of Indian Commissioners* pg. 911–1049

yr. 1887/88 v.02—*Abstract of proposals received and contracts awarded for supplies for the Indian Service* pg. 468–719; *Report of the Superintendent of Indian Schools* pg. 721–731; *Report of Board of Indian Commissioners* pg. 733–856

yr. 1899/1900 v.01—Summary of Indian Affairs (as part of the Report of the Secretary of the Interior) pg. X–XLVII; summary of Arizona Territory pg. XCVIII–CI; summary of Oklahoma Territory pg. CXII–CXVIII

yr. 1899/1900:5:2 –*The Indian Territory* by the Hon. Henry L. Dawes pg. 1337–1341; paper was read at the Lake Mohonk Indian Conference and published in Volume 2 of the *Report of the Commissioner of Education*

yr. 1900/01 v.01; 1900/01:1—Summary of Indian Affairs pg. XVII–LVII; summary of Arizona Territory CXVIII–CXXIV; summary of Oklahoma Territory pg. CXXXVII–CXLIV; Exhibit D: *Opening of Kiowa, Comanche, Apache, and Wichita Indian Lands in the Territory of Oklahoma* CCXXXVII–CCLVIII

yr. 1901/02:1—Summary of Indian Affairs pg. 30–54

yr. 1904/05:1—Summary of Indian Affairs pg. 38–55

yr. 1905/06 v.01; 1905/06—Summary of Indian Affairs pg. 34–68; *Report of Commissioner to Five Civilized Tribes* pg. 256–317 (*Annual Reports of the Department of the Interior*)

yr. 1906:1—Summary of Indian Affairs pg. 32-66; *Report of the Commissioner to the Five Civilized Tribes* pg. 255–316 *(Report of the Secretary of the Interior* with detailed table of contents)

yr. 1905/06:4—*Report of the Board of Indian Commissioners* pg. 121–148

yr. 1906/07 v.01; 1906/07:1:1—Summary of Indian Affairs pg. 17–20; summary of Indian Territory pg. 20–29; summary of Oklahoma Territory pg. 48–50

yr. 1906/07 v.02; 1906/07:1:2—*Supplies for the Indian Service* pg. 177–277; *Report of the Commissioner to the Five Civilized Tribes* pg. 279–324; *Report of the Indian Inspector for the Indian Territory* pg. 325–380

yr. 1907/08:1:1—Summary of Indian Office pg. 18–20; summary of Five Civilized Tribe pg. 20–32

yr. 1908/09:1:1—Summary of Indian Affairs pg. 23–27; summary of Five Civilized Tribe pg. 27–31

yr. 1908/09 v.02; 1908/09:1:2—*Supplies for the Indian Service* pg. 171–369; *Report of the Commissioner to the Five Civilized Tribes* pg. 371–457

yr. 1909/10 v.01; 1909/10:1:1—Summary of Indian Affairs pg. 32–38; summary of Five Civilized Tribes pg. 38–47

yr. 1910/11 v.01; 1910/11:1:1—Summary of Office of Indian Affairs pg. 37–41; summary of Five Civilized Tribes pg. 41–43

yr. 1911/12 v.01; 1911/12:1:1—Summary of Office of Indian Affairs pg. 47–59; summary of Five Civilized Tribes pg. 59–64

yr. 1911/12 v.02; 1911/12:1:2—*Supplies for the Indian Service* pg. 324–421; *Report of the Commissioner to the Five Civilized Tribes* pg. 423–518

yr. 1912/13 v.01; 1912/13:1—Summary of Office of Indian Affairs pg. 33–35; summary of Five Civilized Tribes pg. 35–42

yr. 1912/13 v.02; 1912/13:2; 1913:v.2—*Supplies for the Indian Service* pg. 295–405; *Report of the Commissioner to the Five Civilized Tribes* pg. 407–509

yr. 1913/14:1—Of the Indian pg. 3–12; summary of Office of Indian Affairs pg. 35–42; summary of the Five Civilized Tribes pg. 42–49

yr. 1913/14 v.02; 1913/14:2; 1914:v.2—*Report of the Commissioner to the Five Civilized Tribes* pg.203–312; *Report of the Board of Indian Commissioners* pg. 312–335

yr. 1914/15 v.02; 1914/15:2; 1915:v.2—*Supplies for the Indian Service* pg. 217–323; *Report of the Superintendent for the Five Civilized Tribes* pg. 325–427; *Report of the Board of Indian Commissioners* pg. 429–447

yr. 1915/16 v.02; 1915/16:2—*Supplies for the Indian Service* pg. 209–333; *Report of the Board of Indian Commissioners* pg. 335–370
yr. 1915/16:1—Summary of Indian Affairs pg. 24–28
yr. 1916/17:2; yr. 1916/17 v.02– *Supplies for the Indian Service* pg. 213–324; *Report of the Board of Indian Commissioners* pg. 325–378
yr. 1916/17:1—Summary of Indian Affairs pg. 38–46
yr. 1917/18:1—Summary of Indian Affairs pg. 62–69; *Report of the Commissioner of the General Land Office*—Indian allotments pg. 235–236
yr. 1917/18 v.02; 1917/18:2; 1918:v.2—*Report of the Commissioner of Indian Affairs* pg. 1–222; *Supplies for the Indian Service* pg. 223–328; *Report of the Board of Indian Commissioners* pg. 329–419; *Report of the Superintendent for the Five Civilized Tribes* pg. 421–505
yr. 1918/19:1—Summary of Indian Affairs pg. 70–79; *Report of the Commissioner of the General Land Office*—Indian allotments pg. 279
yr. 1918/19 v.02; 1918/19:2; 1919:v.2—*Report of the Commissioner of Indian Affairs* pg 1–214; *Report of the Board of Indian Commissioners* pg. 215–337; *Report of the Superintendent for the Five Civilized Tribes* pg. 339–402
yr. 1919/20:1—The Indians pg. 9–10; summary of Indian Affairs pg. 41–49
yr. 1920:v.2—*Report of the Commissioner of Indian Affairs* pg.1–206; *Report of the Board of Indian Commissioner* pg. 1–146 (second table of contents); *Report of the Superintendent for the Five Civilized Tribes* pg. 1–56 (after five pages from section 35–142)
yr. 1922/23; yr. 1922/23—Summary of Indian Affairs pg. 36–41
yr. 1929/30—Current Operations—Indians pg. 24-31; summary of the Board of Indian Commissioners pg. 44–46; summary of Office of Indian Affairs pg. 60–63
yr. 1930/31—Current Operations—Indians pg. 9–13; summary of the Board of Indian Commissioners pg. 58–60; summary of Office of Indian Affairs pg. 83–89; *Report of the Board of Indian Commissioners* 48 pages (last set of Table of Contents—131)
yr. 1931/32—Current Operations: General Activities—Indians pg. 19–22; summary of the Board of Indian Commissioners pg. 50–52; summary of the Indian Service pg. 74–77; *Report of the Board of Indian Commissioners* 39 pages (last set of Table of Contents—131)
yr. 1932-33—*Report of the Commissioner of Indian Affairs* pg. 68–152
yr. 1933/34—*Office of Indian Affairs* pg. 78–163
yr. 1934/35—*Office of Indian Affairs* pg. 113–177
yr. 1935-36—*Office of Indian Affairs* pg. 159–228
yr. 1936/37—*Office of Indian Affairs* pg. 198–261
yr. 1937/38—*Office of Indian Affairs* pg. 209–263
yr. 1938/39—*Office of Indian Affairs* pg. 23–68
yr. 1939/40—*Office of Indian Affairs* pg. 354–400
yr. 1940/41—*Office of Indian Affairs* pg. 407–452
yr. 1941/42—*Office of Indian Affairs* pg. 233–256
yr. 1942/43—*Office of Indian Affairs* pg. 273–296
yr. 1943/44—*Office of Indian Affairs* pg. 235–254
yr. 1945/46—*Office of Indian Affairs* pg. 351–384

The reports that were included from both the Commissioner of Indian Affairs and the Department of the Interior reports were the *Report of the Board of Indian Commissioners*, the *Annual Report of the Commission to the Five Civilized Tribes*, and the *Annual Report of the Indian Inspector for the Indian Territory*. The Board of Indian Commissioners was an advisory committee to the Office of Indian Affairs that evolved in its duties from 1869 to 1933. The HathiTrust has a record for all of the *Annual Reports of the Board of Indian Commissioners* (catalog.hathitrust.org/api/volumes/oclc/4235456.html). The Commission to the Five Civilized Tribes, which was also known as the Dawes Commission, was a commission that would negotiate agreements with the leaders of the Five Civilized Tribes, that is, the Cherokee, Chickasaw, Choctaw, Creek and Seminole Tribes, that would cede tribal land ownership and divide these tribal lands into individual allotments. The Dawes Commission established its headquarters in Muskogee, Indian Territory. Senator Henry L. Dawes of Massachusetts was the head of the commission beginning in 1893.[5] Between the HathiTrust record for the *Annual Report of the Department of the Interior* and the University of Wisconsin Digital Collections, these three reports are accessible for these years: the *Report of the Board of Indian Commissioners* (1883, 1886–88, 1895, 1897–1901, 1905, 1906, 1914–20, 1931, 1932); the *Annual Report of the Commission to the Five Civilized Tribes* (1898–1907, 1909–15, 1918–20); and the *Annual Report of the Indian Inspector for the Indian Territory* (1899–1905, 1907).

There is a variety of specific information on tribes and policy that can be found from the HathiTrust records for the *Annual Report of the Department of the Interior*. For example, page 364 of the 1907 *Report of the Indian Inspector for the Indian Territory* includes a chart on the total enrollment of the Five Civilized Tribes, which is 101,211. This is accessible from volumes yr.

1906/07 v.02 and 1906/07:1:2. The number of citizens from the Five Civilized Tribes with three-fourths Indian blood or more is 30,244. This is available from the 1908 summary of the Five Civilized Tribes report on page 22 which comes from volume 1907/08:1:1. The 1888 *Report of the Board of Indian Commissioners*, which is also the board's twentieth annual report, contains a three paragraph outline on the policy of justice, humanity, and peace toward the Indians that includes individual ownership of property and discouraging tribal relations. The outline can be found on page 733 from volume yr.1887/88 v.02. It can also be found from the HathiTrust record for the *Annual Report of the Board of Indian Commissioners to the Secretary of the Interior*. This outline, which originates from the first annual report of the Board of Indian Commissioners in 1869, can be found from pages 5 through 11. Also, from pages 3 through 5, is a letter from the first Native American who became Commissioner of Indian Affairs, Ely S. Parker, and an executive order from the president of the United States, U. S. Grant, on the act of Congress passed on April 10, 1869, that approved the creation of a board of commissioners.

Brandon R. Burnette (bburnette@se.edu), Associate Professor, Government Documents/Reference Librarian, Southeastern Oklahoma State University.

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1. Elin Woodger and Brandon Toropov, *Encyclopedia of the Lewis and Clark Expedition* (New York: Facts on File, 2004), 6, 20.
2. Edward E. Hill, *The Office of Indian Affairs, 1824–1880: Historical Sketches* (New York: Clearwater Publishing Company, 1974), 155.
3. *Annual Report of the Commissioner of Indian Affairs for the Year 1840* (Washington, DC: Government Printing Office, 1841), 242.
4. McCasland Digital Collection of Early Oklahoma and Indian Territory Maps, okmaps.library.okstate.edu.
5. "Dawes Commission," *Encyclopedia of Oklahoma History and Culture*, www.okhistory.org/publications/enc/entry.php?entry=DA018.

Index to Advertisers

Data Visualization in the Library: Collections, Tools, and Scalable Services

Please join us for this joint program sponsored by GODORT/MAGIRT at ALA Annual Conference San Francisco, 2015.

Data visualization, the use of graphical techniques to better communicate complex geographic and statistical information, is used to interpret the results of data analysis more clearly and to a wider audience. These techniques are being used by a wide range of disciplines including the humanities (digital humanities or DH), sciences, and social sciences. Government agencies and research organizations are implementing and/or exploring the use of i-dashboard and data visualization application tools to publish interpretations of their "open data."

What are the implications of these tools and techniques for library users? What types of services can/should libraries offer for visualization of data? How can libraries scale visualization services to meet user needs? This program will provide attendees with considerations for developing visualization services, useful tools, data sources, and visualization techniques that can be used for a variety of government data analyses and projects. The program will emphasize government-produced and geospatial data resources.

Part one will describe the landscape of data visualization, library services, and patron expectations.

- What is data visualization? The presenters will introduce the audience to the types of data visualization (maps, charts, networks, bubble graphs, wordles, etc.).
- What does data visualization involve? The presenters will demonstrate a simple tool that can be used to produce visualizations with government and/or geospatial data.
- What sorts of concerns face librarians interested in supporting users with government and geospatial data visualization? The first session will conclude with an open discussion of concerns for librarians. What are patron expectations in this area? What services are people already using? What problems have come up while trying to provide support in this area?

Part two will provide an overview of available tools, criteria for evaluating tools and datasets, and an open discussion about visualization in libraries.

- How is data visualization being used to interpret government information, geospatial and otherwise? We will present examples of data visualizations within the government information and geospatial data area. The presentation will include information on tools that are available, criteria against which to evaluate these and other tools, and the complex relationship between these tools and available data sources.
- The program will conclude with an open discussion with attendees of what challenges libraries face in providing data visualization services, what information is needed before librarians can move forward with providing services, and what content might be useful in future programs on data visualization.

Our speaker's bios typify a growing shift in the library landscape for institutions looking for individuals who are able to develop services for users to transform information rather than simply function as information gatekeepers.

Justin Joque (www.lib.umich.edu/users/joque) is a visualization librarian at the University of Michigan, where he assists users in finding, manipulating, analyzing, and visualizing diverse types of data. He just completed a PhD in Communications at the European Graduate School. He received a Master of Arts in the Science of Information from the University of Michigan in the School of Information with a focus on Information Analysis and Retrieval.

Angel Zoss (http://library.duke.edu/about/directory/staff/6881) is the data visualization coordinator at Duke University Libraries, where she provides consultation and instruction on data visualization and visual communication. While pursuing her doctorate in Information Science at Indiana University, she spent three years as a research assistant, focusing on scientometrics and network science. She holds a Master of Science in Communication from Cornell University, where her interests included human-computer interaction and culturally embedded computing.

We look forward to seeing you in San Francisco.

State Government Information and the Copyright Conundrum Program

Please join us for this program sponsored by the State and Local Documents Taskforce of GODORT at ALA Annual Conference San Francisco, 2015.

Why should we care about copyright of state government information? Isn't it all in the public domain? It's public information just like federal government information, right? WRONG!

Unlike federal government documents, which are almost universally in the public domain, for the purposes of US copyright law, state government documents now receive copyright protection by default. Despite this current default, our interactions with state agencies and librarians have led us to the conclusion that many state agencies view their documents as being in the public domain.

The consequences of the divide between the legal default and the perception of state agencies is a significant impediment to institutions seeking to digitize historic state publications, capture and archive born digital publications, and freely disseminate these materials to the public via library catalogs or digital repositories. Academic institutions and digital repositories, like HathiTrust, face significant hurdles when they want to release scanned post-1923 state government publications.

Join us for a panel presentation on the following topics:

- Discussion of State Government Information and Copyright
- Issues that libraries, digital repositories (primarily Hathi Trust), and state agencies, specifically state libraries, face with copyright ambiguity.
- The work FSGI: Free State Government Information, is doing to address this little discussed but major issue (http://stategov.freegovinfo.info).

Our speakers for this program provide a range of insight from academic to public libraries. Their work and experience provides them with unique insight to the questions raised in this program.

Bernadette Bartlett, Library of Michigan, State Government Documents Librarian

> As the Michigan documents librarian at the Library of Michigan, Bartlett is often approached by coworkers, fellow state employees, and members of the public with questions about copyright and Michigan state government information. She recently completed an online course on copyright from Harvard Law School and has been compiling a record of how the state of Michigan has addressed copyright of state government information in law, rule and policy.

Kristina Eden, University of Michigan Copyright Office, Copyright Instruction Librarian

> Eden currently works as copyright instruction librarian at the University of Michigan Copyright Office. She works with Michigan's Copyright Review Management System (CRMS), which is a project funded by a grant from the Institute of Museum and Library Services (IMLS) that coordinates copyright review of digitized books with the help of 18 partner academic institutions. Their mission is to determine the copyright status of works found in HathiTrust (www.hathitrust.org), a digital library currently holding more than 11 million total volumes. When legally permissible, we work with HathiTrust to open public domain works, including state documents, and make them available to online users.

Kris Kasianovitz, Stanford University, Government Information Librarian

> Kasianovitz is the state, local and international government information librarian at the Stanford University Library. She has worked with state and local government information in an academic library setting for nearly 18 years, and has experience with state and local government materials from a research and collection management standpoint. She has seen a marked increase in multi- or fifty-state research, and constantly runs up against the issue of copyright with these materials and sees what an impediment to access this causes. She is also a member of GODORT.

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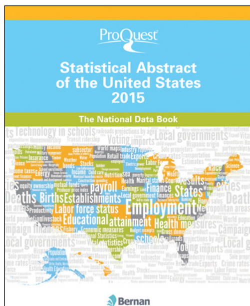

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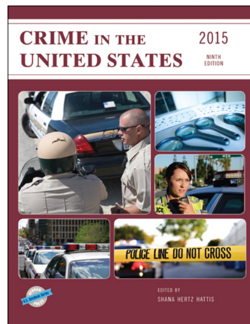

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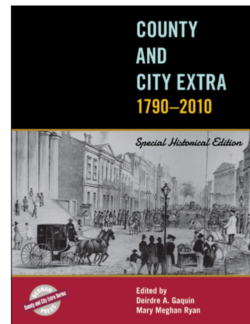

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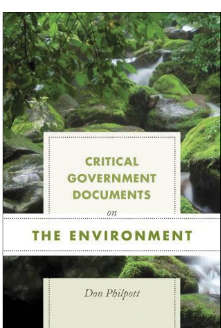

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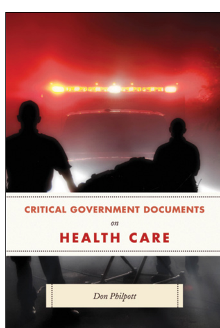

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