

» “The library is the temple of learning, and learning has liberated more people than all the wars in history.”

- CARL T. ROWAN

Strategic Library™



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International Education Week @ the Library

BY KATHLEEN STEIN-SMITH

According to the 2017 Open Doors Report, over a million international students are studying in the US, and over 325,000 US students are studying abroad.¹

While these numbers are impressive, international education involves more than study abroad. Definitions of international education may vary, but the concepts of a global mindset and global citizenship values are often at the heart of these definitions, and global education can be considered “an interdisciplinary approach to learning concepts and skills necessary to function in a world that is increasingly interconnected and multicultural.”²

Closer to home, according to Adams and Carfagna, a global education “is an education that ensures that individuals will be able to succeed in a world marked by in-



International Game Night. Photo by Paul Dunphy.

terdependence, diversity, and rapid change” and “enables us to understand our roles in a global community.”³

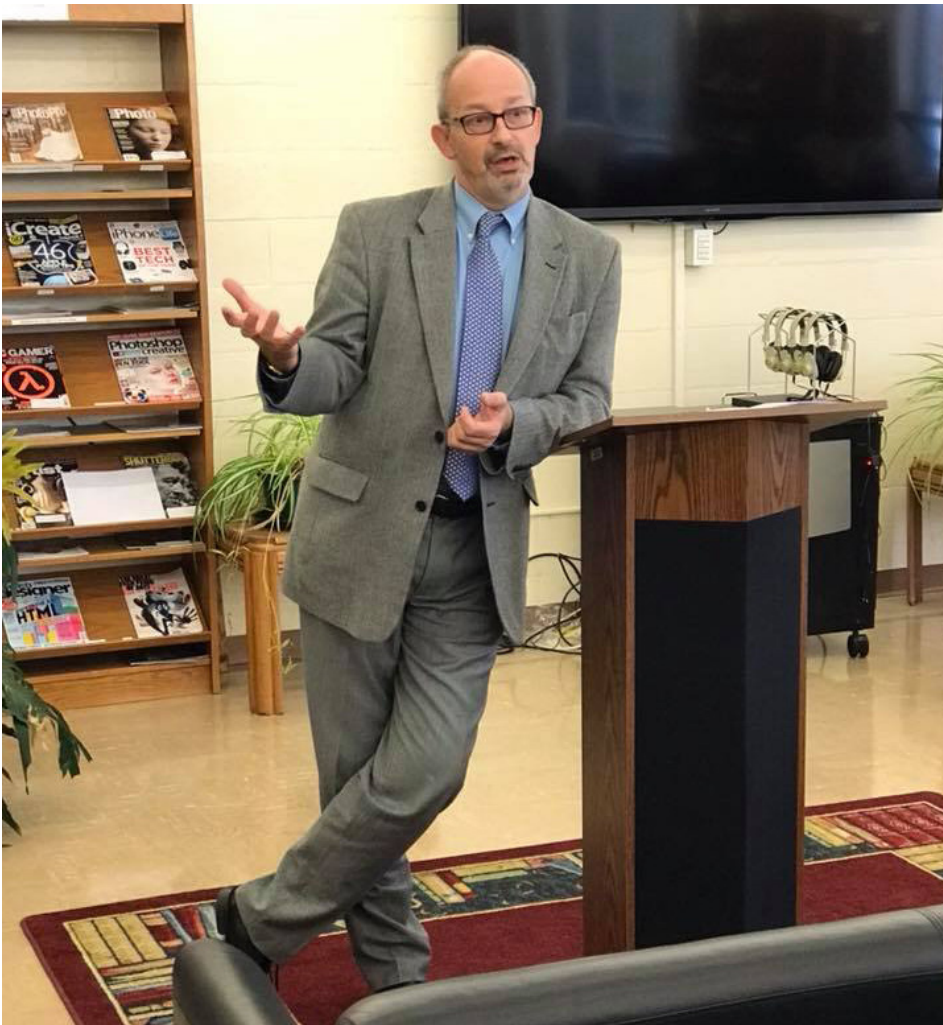
While the library supports the global mission of the university year-round, International Education Week is a special opportunity to highlight the role of the library as an academic and cultural center of the campus. A “joint initiative of the U.S. Department of State and the U.S. Department of Education” intended to promote international understanding and to “pre-

**PAST EVENTS, CURRENT TEENS,
FUTURE SKILLS**

Producing Digital Oral History

**EVERYONE’S INVITED: A WEBSITE
USABILITY STUDY INVOLVING
MULTIPLE LIBRARY STAKEHOLDERS**

**9 WAYS TO USE INSTAGRAM IN
YOUR LIBRARY**



Dean Nicholas Baldwin -- Dean, Wroxton College. Photo by Jessie Ribustello.

across the country and beyond during the week before Thanksgiving.⁴

With its origins in an Executive Memorandum from President Clinton, IEW has been observed since 2000, in the US and beyond.⁵ It encourages both international and local students to learn more about other cultures, and IEW events typically include internationally-themed presentations, posters, exhibits, and more.

INTERNATIONAL EDUCATION, INTERNATIONAL EDUCATION WEEK, AND THE LIBRARY

By its very nature and mission, library collections and services support international education within the context of study, research, and learning.

Specifically, library collections include print, online, and media materials from around the world, representing a variety of perspectives and worldviews, and often written in a variety of world languages. Library services, including reference and research assistance, and information/media

literacy instruction, are often available in more than one world language.

The library is also a community space, where faculty, staff, students, and alumni come together in a variety of individual, collaborative, and communicative environments conducive to research, study, learning, and discussion.

INTERNATIONAL EDUCATION AND INTERNATIONAL EDUCATION WEEK @ GIOVATTO LIBRARY

*"Fairleigh Dickinson University is a center of academic excellence dedicated to the preparation of world citizens through global education. The University strives to provide students with the multi-disciplinary, intercultural, and ethical understandings necessary to participate, lead, and prosper in the global marketplace of ideas, commerce, and culture."*⁶ *History and Mission, Fairleigh Dickinson University*

In keeping with the global mission of the university, the library collections include materials on international topics. In addi-

tion, the library offers ongoing programs, such as language tables in the library cafe, that bring together local and international students to converse in a specific language. French, Italian, and English Language Tables are among the regular offerings, with other languages, such as Arabic, Spanish, Chinese, Korean, etc., offered by volunteer faculty, staff, and graduate students.

In addition to international students from around the world, locally-based students speak a variety of languages, reflected in programs intended to foster the transition from Korean and Spanish to an English-language course of study. Knowledge of other languages and cultures is both a global and a local competency.

Within the context of the university's global mission, the library participates in the celebration of International Education Week (IEW), a joyful and collaborative event on our campus. IEW is a wonderful opportunity to highlight the significance of the collection, services, and the expertise of the librarians and staff, many of whom are fluent in additional languages, have studied abroad as international students, have lived abroad, or have spent considerable time abroad. The library offers a considerable collection of books (both fiction and non-fiction), magazines, DVDs, and language learning materials to support international education, librarians and staff to assist, and regularly scheduled book and film discussion groups, as well as regularly scheduled language tables.

IEW is coordinated by a committee consisting of faculty and staff from different departments, including the library. The local theme is "The World Is Our Classroom." Planning begins during late summer or early fall, and regular meetings are held. It is interesting to note that the programming, and the underlying mindset of the committee, continues to evolve and grow, with core events accompanied by new initiatives each year.

Typically, two librarians serve on the committee, but the entire library is involved, with the library serving as the setting for library-sponsored IEW events, as well as for those sponsored by other departments. This year, librarian-led events included talks by the reference librarians reflecting areas of personal and professional background and experience, including talks on French language and culture around the world, Italy, China, Belgium, and the Netherlands, as well as additional library-sponsored events

and events sponsored by other departments that use the library as a venue.

Other librarian-led events included international games night with both board and video games, a global books and movies discussion group, and language tables -- building on existing library programs, but taking them in a different direction with an added dimension.

Past internationally-themed programs at Giovatto have taken place throughout the year and have included international film screenings, faculty panels on the international student experience, presentations by external government officials, and of course, book, DVD magazine displays on a variety of topics.

In the days leading up to IEW, the library was the setting for additional international initiatives, including a visit by the Dean of Wroxton College, FDU's campus in the UK, and a display of books, media, and language learning materials during National French Week.

The visit by the Wroxton College Dean each semester is always an interesting and well-attended event. The Dean gives a presentation on the entire "Wroxton experience," followed by questions from students interested in studying there, and frequently, Wroxton alumni, students who have attended Wroxton, also attend and share their experiences. A pre-event screening of a DVD featuring students at Wroxton, and an English-style tea complete the setting for the event

THE LIBRARY CONNECTION -- OUR INTERNATIONAL CAMPUSES

In addition to its North Jersey campuses, Fairleigh Dickinson University also has two international campuses, one in Wroxton, England, and the other in Vancouver, Canada.

The Wroxton College campus is unique in the experience it offers to students in that students, who typically spend a semester at the FDU campus in the UK (although shorter-term options are available), are generally taught by a British faculty, using British methodologies and materials, although they have access to the entire FDU online library collection and services, as well as to their own on-campus library and librarian.⁷

With students from around the world, the Vancouver campus offers cultural diversity, and is also unique in that it "offers students one of the few opportunities to earn an American college degree while studying in Canada."⁸



Jessie, Paul, and Dirk in their IEW T-Shirts. Photo by Kathleen Stein-Smith.

There is close communication among the campuses. Librarians have taught information and media literacy via ITV to Vancouver classes, and librarians and staff meet via skype on a regular basis to discuss library matters with the Wroxton librarian. In addition, a Vancouver campus faculty member is an active member of the Faculty Library Committee.

Highlighting this close communication among the campuses, among the new IEW initiatives and programs added this year, both international campuses joined in the celebration with local events/programming.

At the suggestion of the librarians on the committee, the committee reached out to our international campuses at Wroxton and Vancouver, and the Vancouver campus member of the Metropolitan Campus Faculty Library Committee and the Wroxton librarian led the IEW initiatives on our international campuses, with great results.

It is noteworthy that the international campuses were positive and proactive participants this year.

FUTURE DIRECTIONS

Within the context of preparing students for personal and professional lives in a globalized world, programs with an international, or global, theme can certainly be expanded to include more disciplines and deepened to include more detail and information on specific topics.

In addition to IEW, National French Week, Hispanic Heritage Month, and many other observances offer opportunities for students to improve their knowl-

edge and understanding of other cultures, and UN Day, World Water Day, Earth Day, etc. offer students an opportunity to learn about one or more specific issues in a global context. The library can lead and/or collaborate in programming and events for a broad spectrum of internationally-themed observances.

Beyond IEW, the library collections and services can become more international in scope, including more items published outside the US and even in languages other than English. Research assistance and information/media literacy instructions can also be expanded to include other languages. Importantly, databases in different languages can be added to the collection.

With its variety of spaces and availability of technology, the library is a natural setting for art exhibits, music recitals, guest speakers, panel discussions, and "live" events from international campuses and study abroad locations via technology.

There are numerous opportunities for collaboration. Library events can be either library-sponsored, or sponsored in collaboration with other departments, with library events showcasing the collection and the subject-area expertise of the librarians, and the library as a collaborative partner or setting for additional events.

The most emblematic event that comes to mind in terms of the library and the global theme of IEW is the concept of "film, food, and fiction," where students can experience the most accessible aspects on other cultures within the context of the library, including the showing of international films

» **The library could serve as a setting for talks and poster sessions by international students and by students who have studied abroad, or for information on study abroad. Various art, music, and literature, events as well as trivia within the context of international understanding and awareness, are among future possibilities.**

with accompanying food and book discussions. Readings by international students/faculty and by students who have studied abroad of fiction and non-fiction works by local authors and/or about the target language, culture, and country are possibilities.

Librarian-led sessions could include research clinics for students interested in global career options, either working abroad or working for international companies operating in the US. Relevant topics would include how to research international companies, international employment opportunities, international business etiquette, etc. Librarian-led initiatives could include displays, mini-collections, and discussion of fiction and non-fiction about other countries and/or written by authors from other countries.

The library could serve as a setting for talks and poster sessions by international students and by students who have studied abroad, or for information on study abroad. Various art, music, and literature, events as well as trivia within the context of international understanding and awareness, are among future possibilities. On a practical note, pre-travel and pre-study abroad language and culture workshops could be featured during IEW.

As a next step, partnerships with local K-12 institutions, which could include language instruction, as well as talks and visits by international students and by

students who have studied abroad are future possibilities. ■

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FOOTNOTES:

1. *Open Doors 2017*. <https://www.iie.org/Why-IIE/Announcements/2017-11-13-Open-Doors-2017-Executive-Summary>
2. *Global Education*. <http://www.encyclopedia.com/history/dictionaries-thesauruses-pictures-and-press-releases/global-education>
3. Adams and Carfagna. *Coming of Age in a Globalized World: The Next Generation*. Bloomfield, CT: Kumarian, 2006.
4. International Education Week. <https://iew.state.gov/>

5. *History of International Education Week*. <https://iew.gatech.edu/what-iew/history-international-education-week>
6. *History and Mission: The University's Mission*. <http://view2.fdu.edu/about-fdu/history-and-mission/>
7. *Wroxton College, FDU's Campus in England*. <http://view2.fdu.edu/campuses-and-centers/wroxton-college/>
8. *About the Vancouver Campus*. <http://view2.fdu.edu/vancouver-campus/about-the-campus/>

SELECTED IEW OBSERVANCES BEYOND THE US

- International Education Week*. <https://nz.usembassy.gov/tag/international-education-week/>
- International Education Week*. <https://education.alberta.ca/international-education-week-iew/?searchMode=3>
- What Is International Education Week?* <http://cbie.ca/upcoming-events/international-education-week/>
- Canada Is Celebrating International Education Week!* <http://cbie.ca/canada-celebrating-international-education-week/>
- International Education Week*. <https://schoolsonline.britishcouncil.org/international-education-week>
- International Education Week 2017*. <https://globaldimension.org.uk/event/international-education-week-2017/>

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Past Events, Current Teens, Future Skills

» Producing Digital Oral History

BY MARILYN HARHAI, JANICE KRUEGER, & JAMES MACCAFERRI



INTRODUCTION

Creating digital oral histories is an easy multipurpose project that incorporates fundamental literacy skills with community engagement. Digital literacy is defined as “possessing an ability to navigate, manipulate, and stay ahead of emerging computer and Internet technologies. Also having an ability to use technology responsibly and ethically and transfer everyday ideas into technology processes” (Braun, Hartman, Hughes-Hassell, & Kumasi, 2014, p. 6). Digital literacy is considered a fundamental skill and this educational benefit is a key component of the Library of Congress (LC) Veterans History Project (VHP). Teens

are introduced to project-planning concepts such as logistics, technology issues, and pre-interview research.

According to Hoopes (1979), an oral history is a method of historical research, a “collecting of any individual’s spoken memories of his life, of people he has known, and events he has witnessed or participated in” (p. 7). As Leavy (2011) outlines, major purposes of oral histories include:

- Filling in the historical record. The events can be recounted decades after they occur (e.g., Holocaust survivor interviews) or collected immediately following an event (e.g., experiences of survivors, family members and rescue workers involved in the terrorist attacks of September 11).

- Understanding people’s subjective experiences of historical events (e.g., presidential elections).
- Understanding people’s subjective experiences of historical periods or periods of change (e.g., gay marriage).
- Understanding people’s subjective experiences of current or recent events (e.g., sports championships).
- Contributing to the understanding of topical areas (e.g., immigration).
- Gaining community experiential knowledge (e.g., water crisis in Flint, Michigan).

Using the VHP as a template, it is possible to use those purposes to develop ideas for oral histories that foster teen involvement in community-, school-, and academic-based projects. Placing the teen oral history project in the confines of the library and with these allied organizations allows for the incorporation of the legal and ethical issues in the design and execution.

ORAL HISTORY, PUBLIC LIBRARIES, AND TEENAGERS

The modern practice of oral history dates to

1948, but the expense of recording equipment and a focus on interviewing politicians, scientists, and other elites provided little room for the involvement of public libraries. This had changed by the 1960s. Less expensive portable tape recorders were becoming available, and the emergence of the field of social history focused attention on the experiences of ordinary people (Yow, 2005). The Oral History Association was established in 1966 (Oral History Association, n.d.), and by the 1970s there were a number of practical guides for those wishing to start oral history projects (Pfaff, 1980). Rumics (1966) helped introduce oral history to the library community, and in 1977 the American Library Association published a guide for librarians interested in oral history projects (Davis, Back, & MacLean, 1977).

Baum (1970) argued that the local library should be the “locus” of community oral history projects because it could provide project continuity and was the ideal custodian of the recorded interviews and transcripts. She also stressed the importance of oral history in terms of the library’s traditional role in preserving local history, noting the increasing interest in preserving the stories of all members of the community, including minorities (pp. 272–273). A decade later, Pfaff (1980) also saw the public library as “the most well-equipped institution to preserve the history of the community due to its access to primary research sources and the traditional role of preserving perishable material” (p. 569). That public libraries across the United States heeded these calls is apparent from the library literature of the 1970s and 1980s. Palmer (1983, 1984) describes such projects in New York and nationally, Libbey (1981) in Connecticut, and Friedlund (1980) in Texas. While public library oral history projects almost always focus on the community’s history, some have dealt more narrowly with specific occupational groups (“Oral History in New Jersey,” 1978), minority groups (Duncan, 2005; O’Toole, 2005; Pinnell-Stephens, 2005), veterans (“Vietnam in the Public Library,” 1983), reading habits (McNicol, 2007; Schlosser, 1980), and notable individuals (Davis, 1991).

While the public library’s local history mission clearly encompasses oral history and while public libraries are well situated to manage such projects, especially as it relates to cataloging, preservation, and access, it has long been recognized that volunteers would need to perform much of the actual work. Indeed, Baum (1970)



thought oral history the “ideal” project for volunteers due to its “visible social usefulness, rapid achievement, a suitable job for every kind of personality, low initial cost, and just plain fun” (p. 271). While Baum may have been thinking about adult volunteers, the literature shows that teenagers can also contribute to oral history projects. Carr (1989) reports on a project in which high school students interviewed former faculty, students, and community members. In Woburn, Massachusetts, middle and high school students interviewed senior citizens (“Teenage Hangouts and Blue Laws,” 1992). The Monroe County [Indiana] Public Library used students to interview local residents on such diverse topics as the limestone industry and the Ku Klux Klan (“Ind. Volunteers Credited with Oral History Success,” 1975). Jacobson (2000) used eighth graders to interview local farmers, and O’Toole (2005) used Chinese teenagers to interview their parents and grandparents. The Story-Corps oral history project also makes use of intergenerational interviews (Kniffel, 2005).

Clearly, there is a place for teenagers in oral history projects.

THE VETERANS HISTORY PROJECT

The Veterans History Project was established by act of Congress in 2000 with the goal of building “a lasting legacy of recorded interviews, memoirs, and other documents” regarding the experiences of Americans during times of war. Included are not only those who served in the military but also those who worked in war industries or contributed

their services as volunteers (Library of Congress, 2010). The role of the Library of Congress (LC) is to provide training materials, as well as organize and preserve the interviews. It is up to community volunteers to solicit interviewees and to conduct the actual interviews. Technical standards for the interviews are modest (either audio or video are acceptable), and anyone ten years of age or older may participate. Community partners do not have to register to participate. They are asked to follow the guidelines posted online and to send the completed interviews and paperwork to LC (Library of Congress, 2014). Recording equipment is the responsibility of the community partner. Once completed, the interviews are submitted to LC, which then takes responsibility for preserving the interviews and any accompanying documents. While LC does make a selection of interviews available online, information on all interviews is entered into the project’s National Registry of Service, which is a searchable online database. All interviews are available to the public at LC’s American Folklife Center (Library of Congress, 2016).

Clarion University’s Department of Information and Library Science provides an example of how a community partnership might work. The department signed up as a participant shortly after receiving a mailing from LC announcing the program. The department was to provide overall management of the project, while recruiting student volunteers to conduct the project. In this way, the students would gain experience with both management and implementation of an oral history project. The university library agreed to add the interviews to its digital collection so that they would be accessible to the community. The plan also called for students to assist the library by providing the necessary metadata, something that LC does not require. Work then began to recruit student volunteers and to acquire the recording equipment. The local American Legion post agreed to make its membership roster available as a means of contacting veterans.

Finding the equipment and training volunteers to use it proved easier than finding veterans willing to be interviewed. During the first year of the project, the focus was on veterans of World War II and Korea. Unfortunately, only about 10% of the veterans contacted using the American Legion roster agreed to be interviewed, despite both mail and personal appeals. Several noted that there were memories they would rather not

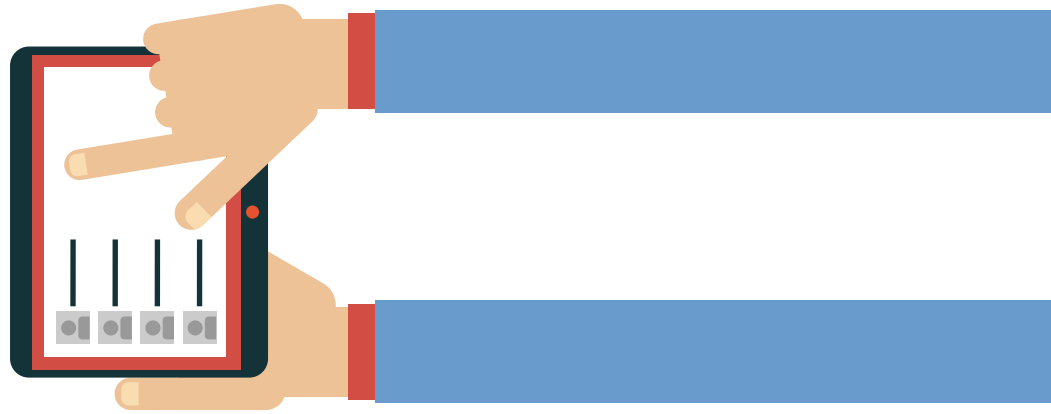
recall. Greater success was achieved in the project's second year, when the focus turned to veterans enrolled at the university. This shift allowed the department to support the university's commitment to being a veteran-friendly campus and to manifest the kind of high impact educational practices that the university is encouraging. Working from a list of student veterans involved with the campus veterans' organization, ten interviews were arranged in short order. These contacts also led to interviews with relatives of student veterans, further broadening the project's reach and community impact.

Proper documentation of the interviews is essential, especially if they are to be made available online. Fortunately, LC provides most of the necessary forms in the project's Field Kit (Library of Congress, n.d.). These include a biographical data form, release forms, and a recording log. The recording log is important because it provides time marks for each topic covered in the interview. The release forms (one for the interviewee and one for each person conducting the interview, including, for example, the videographer) grant LC nonexclusive rights to make the recording available online. The veteran retains copyright to his/her interview. Separate release forms are required if the community partner wishes to make the recordings available as part of a digital repository with remote access.

Clarion adapted the LC release forms so that the university library would also have the necessary non-exclusive digital rights.

While high-quality records are obviously desired, LC asks only that its partners use the best equipment they have available, know how to use it, and test for sound quality before beginning the interview. While LC accepts both audio and video recordings, it does have a few recommendations: avoid mini or micro cassette recorders, use an extended microphone (such as a lapel microphone) instead of a built-in one, use a tripod for video, and above all, test both the recording equipment and recording medium in advance (Library of Congress 2016). Clarion has encountered instances of defective video tape, but has thus far avoided the ultimate misstep of recording over a previous interview.

The original version of the Field Kit also had recommendations in terms of the interview's setting. These are still well worth following. They suggest an area that will not pick up outside noise and that has carpeting and upholstered furniture to minimize



echoes. For video, direct and even lighting works best, while backlighting and very bright backgrounds should be avoided. The camera should be focused on the subject's upper body so as to capture hand gestures. Avoid the camera's zoom feature, as the results tend to be distracting. Perform a final sound check and you should be ready to record (Library of Congress, n.d.).

Clarion has found that most interview subjects become quite loquacious once prodded with a few questions. Here, again, LC provides suggestions on the questions to ask, techniques for jogging the subject's memory, and closing questions. These general suggestions are easily adapted for other oral history projects. The interviews themselves must be at least thirty minutes long (Library of Congress, n.d.). Thus, LC suggests brief introductions of both the interviewer and the veteran, with the former indicating the date and location of the interview. Next come questions about the veteran's background and family, how he/she entered the service (including whether the veteran enlisted or was drafted), wartime service, and return to civilian life. At the end of the interview, the veteran is asked to provide any further reflections on his/her service and is given the opportunity to add any final remarks (Library of Congress, n.d.).

Student veterans are also given the opportunity to comment on the campus and community climate for veterans.

There is post-production work involved in the project. Activities, such as preparing the interview for addition to the collection and following up with the interviewee as needed, can provide opportunities for volunteers who do not wish to conduct the actual interviews. The process of adding the interview to the collection begins with the recording. It will be necessary to make copies of the recording, and, if the recording medium will not be the storage medium, to transfer the interview to the final medium.

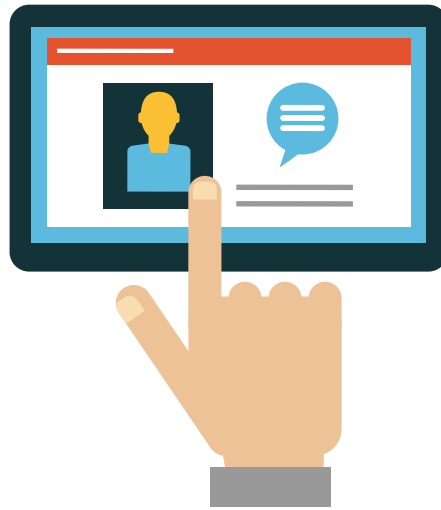
Depending on the equipment available in the department, Clarion has used miniDV cassettes, miniDVDs, and SD cards to record the interviews, then transferred the recording to a standard-sized DVD-R, a format required by the Library of Congress. Clarion makes three copies: one for the Library of Congress, one for the veteran, and one for the university library. The Library of Congress instructs participants not to label or write directly on the CDs or DVDs sent to it (Library of Congress, n.d.). Clarion does add a label to the copies for the veterans and the university library. This label is designed to provide a usable preferred source of information for cataloging purposes. As such, it identifies the veteran and the date of the recording as well as the project and the department. The copies of the recording are produced as quickly as possible so that one can be provided to the veteran in a timely fashion. In addition to a DVD of the recording, the veteran also receives copies of the release forms and a thank-you letter. The final step in this phase is to prepare the recording log, which, of course, requires a volunteer to view the recording. Once this step is completed, the recording and supporting paperwork is sent to the Library of Congress via a commercial delivery service, such as FedEx or UPS, since LC no longer accepts submissions sent through the U.S. Postal Service (Library of Congress n.d.).

If the community partner is content to let the Library of Congress handle organization and access to the recordings, the process is now over. It is expected, however, that many partners will want to make the recordings available locally, either in the library itself or, more commonly, over the Internet. Some libraries have their own digital repositories (such as Clarion University of Pennsylvania), but public and school libraries will probably choose to participate in a state, regional, or national digital materials management service. An example of

such a service is Pennsylvania's PA Photos & Documents (formerly known as Access PA Digital Repository), which is administered by the Office of Commonwealth Libraries. It provides participating school, public, and university libraries access to a content management system (CONTENTdm), data storage on a secure server, and 24/7 public access to the library's digital resources (PowerLibrary, n.d.). PA Photos & Documents is, in turn, affiliated with the Digital Public Library of America (Digital Public Library of America [DPLA], n.d.) to provide even broader access to its collections.

Once the decision is made to make the recordings available locally, the final step is to prepare descriptive metadata and create a bibliographic record for each recording. As already noted, a well-designed DVD label should provide most of the information needed for the record. The record itself should be created according to the library's existing cataloging standards and/or to those of the library's digital materials management service. If the latter, it is likely that the service specifies the record format (probably Dublin Core) but not the rules for record content. It is strongly recommended that the latter use whatever standards the library uses for other cataloging. This will probably be a combination of RDA: Resource Description & Access or Anglo-American Cataloguing Rules, second edition, revised, for descriptive cataloging and Library of Congress Subject Headings or Sears List of Subject Headings for subject access. Libraries used to purchasing bibliographic records from a vendor or relying on copy cataloging may think original cataloging of unique material such as oral history recordings more challenging than it is. In fact, much of the record content is either repetitive or drawn from the DVD label. The following example of a RDA MARC record for the DVD uses Library of Congress Subject Headings, data taken from the disc label being shown in bold.

100 1# #a **Moore, Edgar C., #d 1922- #e** interviewee.
 245 10 #a **Edgar C. Moore: #b US Army, World War II / #c Clarion University, Department of Library Science, Veterans History Project.**
 264 #0 #a 2012 February 1.
 300 ## #a 1 videodisc (40 min.) ; #c 4 1/2 in. ## #a two-dimensional moving image \$2 rdaccontent
 ## #a video \$2 rdamedia
 ## #a videodisc \$2 rdacarrier



518 ## #p **Clarion, Pa. #d 2012 February 1**
 600 10 #a **Moore, Edgar C., #d 1922- #v** Interviews.
 610 10 #a **United States. #b Army. #b Armored Infantry Battalion, 53rd. #b Company C #x** Interviews.
 650 #0 #a World War, 1939-1945 #x Veterans #z Pennsylvania #z Clarion #v Interviews.
 650 #0 #a Veterans #z Pennsylvania #z Clarion #v Interviews.
 650 #0 #a World War, 1939-1945 #v Personal Narratives, American.
 650 #0 #a World War, 1939-1949 #x Campaigns #z Europe.
 655 #7 #a Nonfiction films. \$2 lcgft
 655 #7 #a Oral histories. \$2 lcgft
 700 1# #a Widdersheim, Michael, #e interviewer.
 710 2# #a **Clarion University of Pennsylvania. #b Department of Library Science, #e** sponsoring body.
 710 2# #a **Veterans History Project (U.S.), #e** sponsoring body.

The record for an online version of the resource would differ in the following respects.

300 ## #a 1 online resource
 337 ## #a computer \$2 rdamedia
 338 ## #a online resource \$2 rdacarrier
 856 40 #u [uniform resource locator]

As can be seen from the above example, most of the record content is drawn from the disc label, or is repetitive (e.g., the class of persons heading and the genre headings), or is a variation on a theme (e.g., the war in which the veteran participated and his/her military unit). Most oral history projects will probably require fewer subject headings.

Like many digital repositories and digital materials management services, Clarion

University's library uses CONTENTdm and Dublin Core for its digital collection. The library defined a set of Dublin Core elements for VHP records. Using this set of elements, the interview represented in MARC above appears as follows:

Title: Edgar C. Moore: U.S. Army, World War II
Interviewee: Moore, Edgar C., 1922- **Role(s) of Interviewee:** World War II veteran
Gender of Interviewee: Male
Decades Discussed: 1940
Military Branch: United States. Army.
Conflict Discussed: World War, 1939-1945.
KLN Categories: Interview
Project Name: Veterans History Project (U.S.)
Interviewer: Widdersheim, Michael
Contributor(s): Clarion University of Pennsylvania. Department of Library Science.
Course: [if applicable]
Course Instructor: [if applicable]
Repository: Clarion University of Pennsylvania Archives
Contributing Institution: Clarion University of Pennsylvania
Object Type: Video
Language: English
Date Original: 2012-02-1
Date Digital: [leave blank]
Format Original: DVD
Format Digital: [leave blank]
Length of Recording: 0:40:00
Identifier: [if applicable] **Rights Management:**
Subject: World War, 1939-1945—Veterans—Pennsylvania—Clarion—Interviews. Veterans—Pennsylvania—Clarion—Interviews. World War, 1939-1945—Personal narratives, American. United States. Army. Armored Infantry Battalion, 53rd. Company C—Interviews. World War, 1939-1945—Campaigns—Europe.

Whether one chooses to participate in the Veterans History Project or not, it provides an accessible starting point for any oral history project with regard to technical standards, interview questions, and digital rights management. While much more could be said about cataloging/metadata as it relates to oral history, the basic takeaway is that it is repetitive and manageable, even for libraries with limited original cataloging experience. In addition, libraries with a digital materials management service will probably find that consultants are available to help them.

LEVERAGING SKILLS FROM VHP TO LIBRARY PROJECTS

Oral history is a way to connect one person's experience to the social or historical context of the account (Leavy, 2011). In the case of the LC VHP, the veterans' stories allow for a better understanding of the realities of war (Library of Congress, 2015). A teen oral history project can start using an established platform like the VHP and then expand to use the same histories in other programs. For example, the VHP oral histories can be supplied to the LC and then used in other ways in the library.

The VHP histories can be used as library-, community-, school-, and academic-based projects. The library can create a teen VHP as a way for teens to learn and use digital tools. Using teens to research and record the VHP oral histories creates a multigenerational project that the library can supply to the LC as well as use to begin a local history collection of veterans' stories. The oral histories can be used by the community in memorial events such as Veterans Day and Memorial Day commemorations. Local school and college involvement could be fostered in history and video production classes.

The teen-developed VHP oral histories project can be used by the library to build community engagement. The project would welcome veterans to the library. In addition, the oral histories present opportunities for educational benefits and collaboration. The histories could be paired with a book club featuring selections that include events recounted in the histories. Veterans Day and Memorial Day programming could feature excerpts. The library could collaborate with the local history society for research opportunities for the teens as they prepare to conduct the interviews. Additional ideas for projects include:

- Using oral histories to make the library visible.
- Using excerpts on the library web page.
- Playing excerpts at fundraising events.
- Interviewing family members who participated in major local or national events.

LEVERAGING SKILLS FROM VHP TO COMMUNITY PROJECTS

The skills used in the VHP can be extended to other community oral history projects (see Bartis, 2002 for an extensive list of ideas). One purpose of oral histories is to fill in the historical record, with the main goals being documentation, preservation, and archiving (Leavy, 2011). In this vein, projects could be



created to preserve the experiences of community and civic leaders surrounding traditions, projects, and events. The mayor could be interviewed each year using pictures and plans. Community leaders involved in planning events such as parades or festivals could relate stories. Members of the Chamber of Commerce might recount economic changes and business growth. Another use of oral histories is to gain community experiential knowledge. Toward this end, groups of community members (descendants of founding families, members of minority groups, immigrants) can capture firsthand experiences. Additional ideas for projects include:

- Interviews following major community events (e.g., loss of an industry).
- "Day after" interviews following an international news event to capture the local reaction.

LEVERAGING SKILLS FROM VHP TO SCHOOL PROJECTS

High school clubs and organizations would be great places to recruit teen volunteers for a VHP. Clubs with themes such as history, community service, and computers and technology could be good matches. Working with school clubs could introduce teens who might not otherwise go to the library to its resources. Additional ideas for school oral history projects include:

- Interviewing retiring teachers.
- Integrating with class projects.
- Memorializing sports or academic accomplishments.

LEVERAGING SKILLS FROM VHP TO ACADEMIC PROJECTS

Libraries can pursue collaboration with local colleges and universities as part of the VHP. Veterans who are enrolled at local academic institutions could be participants in the project. Colleges are striving to welcome veterans and the program offers a forum for expressing appreciation of their experiences. Participating colleges could use the histories on a web page directed at recruiting veterans. Discipline-specific faculty could help with the oral histories. Faculty in history, English, communications and

library science could be natural partners. As with school clubs, college organizations could become partners, such as ROTC, Greek organizations, and career groups. Additional ideas for projects include:

- Inviting special speakers to record an oral history while they are on campus.
- Spotting noteworthy alumni and interview their friends, family members, classmates and colleagues.
- Increasing college archive visibility by playing excerpts of interviews with retiring faculty at retirement events; by playing excerpts before ceremonies (for example, matriculation and commencement); by using at reunion events; and by looping at recruitment fairs.
- Fostering affiliation by including material at alumni events, such as interviews from their time at the university.

EDUCATIONAL OPPORTUNITIES AND CURRICULUM APPLICATION

Educators and librarians are continually reminded of their responsibility to incorporate a range of skills, commonly referred to as information literacy, in their instruction and interaction with patrons. Regional accrediting bodies, such as the Middle States Association of Colleges and Schools, professional groups, namely, the American Association of School Librarians (AASL), and state departments of education have issued standards that focus on the student's ability to recognize an information need, to locate relevant information through effective search strategies, to evaluate information critically, and to use information, technology, and communication tools ethically and legally (American Association of School Librarians [AASL], 2007; Middle States, 2006; Pennsylvania Department of Education [PDE], 2016). These standards are offered as guidelines for educators and librarians to ensure the quality of their instructional programs, to maintain accreditation, and to engage in meaningful activities that build upon information literacy skills for library patrons.

Best practices also dictate student engagement in learning and the use of varied, authentic assessments as positive measures of learning. Performance tasks that require students to demonstrate the skills they have learned are considered true indicators of student achievement (Keeling, Woodlee, & Maher, 2013; Maxwell, 2012; Wiggins & McTighe, 2005; Wink & Putney, 2002). Varied performance and problem-solving tasks demand that students not only use

the targeted skills but show how to transfer these skills to new situations (Wiggins & McTighe, 2005; Wink & Putney, 2002).

Young adult librarians in public libraries are in a position to collaborate with their counterparts in nearby school districts. This often involves sharing or augmenting resources for school libraries, but it could also include scheduled visits to the schools, shared programming, and thematic activities according to the curriculum (Agosto, 2013; Morris & Nelson, 2014). Likewise, college or university librarians can reach out to high school librarians to collaborate on effective, meaningful projects that will prepare students for college research and writing (Dobie, Guidry, & Hartsell, 2010). The overarching outcome of all of these efforts, whether in the school or the library, is that teens have increased guided opportunities to acquire and to actualize the skills as outlined in the PDE (2016) and the AASL (2007) standards.

Veteran oral histories offer a unique opportunity to align standards from Middle States (2006), an influential professional organization (AASL, 2007), and PDE (2016) to the school curriculum and public library young adult programs. Best practices in teaching (Wiggins & McTighe, 2005; Wink & Putney, 2002) are also attainable by using a veteran's rich experiences and first-hand stories. The skills and activities needed for capturing, producing, and reflecting upon the oral histories of veterans set the tone for integrating information literacy, student engagement, and authentic performance tasks into young adult programming and collaborative activities.

While the main thrust of these collaborative activities is encouraging teens to produce digital oral histories, a secondary benefit is supporting the middle and high school curriculum. Although a natural starting point is the VHP recommended media, such as digital cameras, DVDs, and SD cards, for capturing and storing the audio-video recording, teens can expand and reinforce

their abilities by experimenting with the recording capabilities of mobile devices, various applications for mobile devices, web conferencing programs, and streaming video websites. Producing the digital component and reflecting on the historical content present opportunities to incorporate additional skills and allow young adult and school librarians to place joint oral history projects within the context of the language arts, history, and social studies curriculum. Students can enhance their language arts skills by formulating and planning the interview and research questions so that the interviewees are engaged in telling their stories and experiences. Discussing issues and hot topic debates embedded in the historical context of the veteran's story gives students a chance to sharpen their speaking skills. Furthermore, students can strengthen their research abilities when using a variety of nonfiction resources to locate background material to close any information gaps in historical timelines presented in each veteran's experiences. Distinguishing between fact, fiction, and bias involving the issues of the historical period addressed in a veteran's recollections also allows teens to become sensitive to other cultures and gives a global perspective to their learning outcomes. Additionally, digital presentation skills develop as students explore ways to visually display web-based materials, such as photos, graphics, and maps that capture the historical context of each veteran's story.

Further academic possibilities and suggestions are evident for high school students preparing for college. Regular and advanced placement secondary education courses, particularly in language arts, history, and political science, present venues to integrate information literacy into instruction. For instance, history courses, especially those focused on the United States, can challenge students to place the oral history in the context of an overarching event. All students will determine the information need, select relevant materials and resources, and refine

search strategies to access the information. Students will locate background information through appropriate sources, whether newspapers or articles, and distinguish between various types, such as first-hand accounts, archival materials, and scholarly analyses. Students will learn to identify core sources that include relevant article databases, government websites and documents, books, and professional groups. Teachers and librarians can also challenge students to address any gaps in information presented in the oral histories by encouraging them to seek out different perspectives that can expand on the veterans' experiences.

Instructors of political science or speech and debate classes can address the controversial issues and political climate exemplified by a veteran's oral history describing major campaigns, wars, expeditions, or military operations. Students can participate in speeches or debates that will require them to identify information from varied sources, to discern points of view and perspectives from advocacy or ethnic groups, data sets, or opinion polls, to decide on viewpoints to maintain or reject for a balanced portrayal of the issue, and to analyze the structure and logic of supporting arguments. Overall, students will determine the credibility of information by recognizing the cultural, physical, and other contexts that can impact the interpretation of events.

Of course, language arts and related courses can involve students from the very beginning by conducting the interview with the veteran and by recording and producing the oral history. As mentioned earlier, students will gain experience in assessing the resources needed to produce the oral history digitally. They can also tailor the veteran's story for specific audiences, such as the local community or politicians, and format it for delivery through TV, news, radio, or other media outlets. Students can exercise their writing skills as they compose the narrative or transcript of the interview by organizing content into an appropriate format for



Table 1 Information Literacy Possibilities and Suggested Activities for Middle and High School Students

Topic	PDE (2016)	AASL (2007)	Outcomes
<p>Language Arts Integration</p> <p>Obtains/produces oral history</p> <p>Debates on key political issues during the time period of oral history</p>	<p>CC.8.6.6-8F. (8.6.910F; 8.6.11-12F): Conduct short research projects to answer questions, drawing on several sources.</p> <p>CC.8.5.6-8F (8.5.9-10.F; 8.5.11-12.F): Identify aspects of text that reveals author's point of view or purpose.</p>	<p>1.1.3-Develop and refine a range of questions to frame the search for new understanding.</p> <p>1.1.7-Make sense of information gathered from diverse sources by identifying misconceptions, conflicting information, and bias.</p>	<p>Documented oral history with appropriate interview questions and prompts.</p> <p>Consult different points of view through advocacy/ethnic groups, opinion polls; data sets.</p> <p>Give persuasive speech or engage in formal debate on issues emanating from the oral history.</p>
<p>History</p> <p>Places the oral history in context by locating background material concerning events highlighted in the oral history</p> <p>Addresses gaps in the information provided through the oral history</p>	<p>CC.8.5.6-8.B. (8.5.9-10.B; 8.5.11-12.B): Determine central ideas from primary & secondary sources; provide an accurate summary.</p> <p>CC.8.5.6-8C (8.5.910C; 8.5.11-12C): Identify key steps and analyze series of events; determine cause and effect.</p> <p>CC.8.5.6-8.I (8.5.9-10.I; 8.5.11-12.I): Analyze relationship between primary and secondary sources.</p>	<p>1.1.5-Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.</p>	<p>Initiates research by reading background information to identify appropriate core sources, such as newspapers, articles, biographical information, historical/archival, scholarly analyses, books, and government websites.</p> <p>PA Common Core Standards: CC.8.6.6-8B (8.6.9-10B; 8.6.11-12B) and CC.8.5.68G (8.5.9-10G; 8.5.11-12G)</p>
<p>Social Studies-Geography</p> <p>Creates visual display or map of area described in oral history</p>	<p>CC.8.6.6-8F. (8.6.910F; 8.6.11-12F): Conduct short research projects to answer questions, drawing on several sources.</p> <p>CC.8.6.6-8.G (8.6.9-10.G; 8.6.11-12.G): Gather relevant information from print and digital sources; assess credibility and accuracy of sources; quote or paraphrase data, avoiding plagiarism.</p>	<p>1.1.8-Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</p>	<p>Consider digital recording and presentation media appropriate to integrate maps, web pages, photos, graphics, or other visual display items for final presentation; consider ethical and legal implications for recording and presenting content.</p>
<p>Social Studies-Cultural Aspects</p> <p>Identifies influx of new languages, cultures, and immigrants</p>	<p>CC.8.6.6-8F. (8.6.910F; 8.6.11-12F): Conduct short research projects to answer questions, drawing on several sources.</p> <p>CC.8.6.6-8.G (8.6.9-10.G; 8.6.11-12.G): Gather relevant information from print and digital sources; assess credibility and accuracy of sources; quote or paraphrase data, avoiding plagiarism.</p>	<p>2.1.6-Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p>	<p>Hold cultural fair with advertising materials, food, music, native dress; digitally record for webcast presentation.</p> <p>Document using: PA Common Core Standards: CC.8.6.6-8B (8.6.9-10B; 8.6.11-12B) and CC.8.5.68G (8.5.9-10G; 8.5.11-12G)</p>

these various audiences. Students will have the opportunity to integrate background information with the oral history and incorporate relevant digital images and data for the final project. Students will learn to use and reproduce digital and textual information ethically and legally through the project experiences offered by the oral histories of veterans (see **Table 1** for the curricular areas, suggested learning activities, and outcomes with the applicable standards).

INCORPORATING LIBRARY STAFF AND SERVICES

Last, but not least, an oral history project can span library staff and services beyond the youth services librarian. Reference staff can be involved in the very important preparation phase for the interviews (Oral History Association, 2009). Technology staff may work on the digital technology component (Boyd, 2016). Technical services staff will be vital for the preservation and cataloging of the resultant recordings (Wayne, 2009).

CONCLUSION

An oral history project, such as the VHP, can provide a platform for teens to have the opportunity to practice digital literacy skills by using technology in a formal process. Digital literacy skills, such as the effective use of digital devices to create, store, and share oral histories, communication skills, and collaboration are necessary components of such a project. The incorporation of so many literacy constructs makes public library digital oral history projects especially useful

because they can be applicable in a variety of settings. As an example, specific suggestions for leveraging skills in other library, school, and community projects, including collaborative K-12 curricular applications, were highlighted. Public and school librarians could collaborate to design shared programs or thematic activities that develop information literacy skills. The VHP is also stellar as it communicates key concepts for digital literacy beyond the simple use of current technology that one might superficially associate with the concept. The VHP provides an accessible starting point for any oral history project with guidance on technical issues, project planning, and digital rights management, which are all crucial components of becoming competent and ethical digital citizens. Implementing a library-based digital oral history project is a low-cost, scalable process with collaborative possibilities, which makes it a great project for any size library. ■

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Everyone's Invited: A Website Usability Study Involving Multiple Library Stakeholders

BY ELENA AZADBAKHT, JOHN BLAIR, AND LISA JONES

INTRODUCTION

Within the last decade, usability testing has become a common way for libraries to assess their websites. Eager to gain a better understanding of how users experience our website, we assembled a two-person team and conducted the first usability study of the University of Southern Mississippi Libraries website in February 2016. The Web Advisory Committee—which is tasked with developing, maintaining, and enhancing the Libraries' online presence—wanted to determine if the content on the website was organized in a way that made sense to users and facilitated the efficient use of the Libraries' online resources.

Our usability study involved six participants from each of the following library user groups: undergraduate students, graduate students, faculty, and library employees. Student and faculty participants represented several academic disciplines and departments. All of the library employees involved in the study work in public-facing roles. The Web Advisory Committee and Libraries' administration wanted to know how each of these groups differ in their website use and whether they have difficulty with the same architecture or features. Usability testing helped illuminate which aspects of the website's design might be hindering users from accomplishing key tasks, thereby identifying where and how improvement needed to be made. We included library employees in this study to compare their approach to the website to that of other users in the hope of increasing internal stakeholders' buy-in for recommendations resulting from this study. This article will discuss the usability study's design, results, and recommendations as well as the implications of the study's findings for similarly situated academic libraries. We will give special consideration to how the behavior of library employees compared to that of other groups.

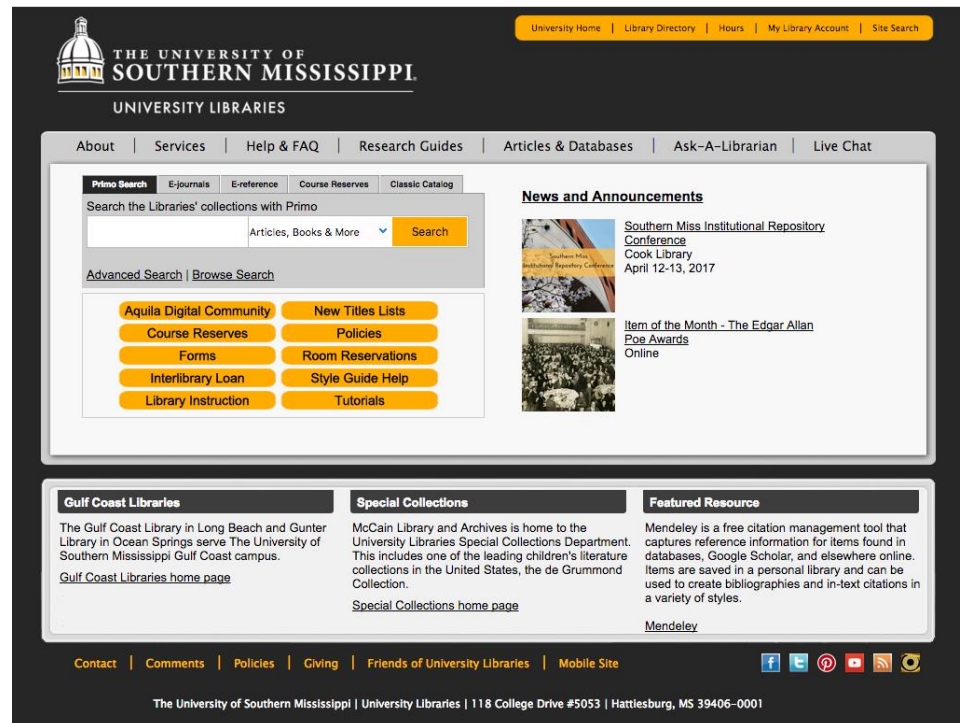


Figure 1. University of Southern Mississippi Libraries' homepage.

LITERATURE REVIEW

The literature on library-website user experience and usability is extensive. In 2007, Blummer conducted a literature review of research related to academic-library websites, including usability studies. Her article provides an overview of the goals and outcomes of early library-website usability studies.¹ More recent articles focus on a portion or aspect of a library's website such as the homepage, federated search or discovery tool, or subject guides. Fagan published an article in 2010 that reviews user studies of faceted browsing and outlines several best practices for designing studies that focus on next-generation catalogs or discovery tools.²

Other library-website studies have reported on the habits of user groups, with undergraduates being the most commonly studied constituent group. Emde, Morris, and Claassen-Wilson observed University of Kansas faculty and graduate students'

use of the library website, which had been recently redesigned, including a new federated search tool.³ Many of the study's participants gravitated toward the subject-specific resources they were familiar with and either missed or avoided using the website's new features. When asked for their opinions on the federated search tool, several participants said that while it was not a tool they saw themselves using, they did see how it might be a helpful for undergraduate students who were still new to research. The researchers also provided the participants with an article citation and asked them to locate it using the library's website or online resources. While half the participants did use the website's "E-Journals" link, others were less successful. Some who had the most difficulty "search[ed] for the journal title in a search box that was set up to search database titles."⁴ This led Emde, Morris, and Claassen-Wilson to observe that "locating journal articles from known

citations is a difficult concept even for some advanced researchers.”

Turner’s 2011 article describes the result of a usability study at Syracuse University Library that included both students and library staff. Participants were asked to start at the library’s homepage and complete five tasks designed to emulate the types of searches a typical library user might perform, such as finding a specific book, a multimedia item, an article in the journal *Nature*, and primary sources pertaining to a historic event.⁵ When asked to find Toni Morrison’s *Beloved*, most staff members used the library’s traditional online catalog whereas students almost always began their searches with the federated search tool located on the homepage. Participants of both types were less successful at locating a primary source, although this task highlighted key differences in each groups’ approach to searching the library website. Since library staff were more familiar than students with the library’s collections and online search tools, they relied more on facets and limiters to narrow their searches, and some even began their searches by navigating to the library’s webpage for special collections.

Library staff tended to be more persistent; draw upon their greater knowledge of the library’s collections, website, and search tools; and use special syntax in their searches, like inverting an author’s first and last names. “Library staff took more time, on average, to locate materials,” writes Turner, because of their “interest in trying alternative strategies.”⁶ Students, on the other hand, usually included more detail than necessary in their search queries (such as adding a word related to the format they were searching for after their keywords) and could not always differentiate various types of catalog records, for example, the record for a book review and the record for the book itself. Turner concludes that the students’ mental models for searching online and their experiences with other web-search environments influence their expectations of how library search tools work and that library-website design should take these mental models into consideration.

Research on the search behaviors of students versus more experienced researchers or subject experts also has implications for library website design. Two recent articles explore the different mental models or mindsets students bring to a search. The

students in Asher and Duke’s 2012 study “generally treated all search boxes as the equivalent of a Google search box” and used very simple keyword searches.⁷ This tracked with Holman’s 2010 study, which likewise found that the students she observed relied on simple search strategies and did not understand how search interfaces and systems are structured.⁸

METHODS

Our research team consisted of the Libraries’ health and nursing librarian and the web services coordinator. We worked closely with the head of finance and information technology in designing and running the usability study. A two-week period in mid-February 2016 was chosen for usability testing to avoid losing potential participants to midterms or spring break.

We posted a call for participants to two university discussion lists, on the Libraries website, and on social media (Facebook and Twitter). We also reached out directly to faculty in academic departments we regularly work with and emailed library employees directly. We directed nonlibrary participants to a web form on the Libraries website to provide their name, contact information, university affiliation/class standing, and availability. The health and nursing librarian followed up with and scheduled participants on the basis of their availability. Each student participant received a ten-dollar print card and each faculty participant received a ten-dollar Starbucks gift card.

To record the testing sessions, we needed a free or low-cost software option. Since the Libraries already had a subscription to Screencast-O-Matic to develop video tutorials, and the tool allows for simultaneous screen, audio, and video capture, so we decided to use it to record all testing sessions. We also used a spare laptop with an embedded camera and microphone.

The health and nursing librarian served as both facilitator and note-taker for most usability testing sessions. Participants were given six tasks to complete. We encouraged participants to narrate as they completed each task. The sessions began with simple, secondary navigational questions like the following:

- How late is our main library open on a typical Monday night?
- How could you contact a librarian for help?
- Where would you find more information about services offered by the library?

Next, we asked the participants to complete tasks designed to assess their ability to search for specific library resources and to illuminate any difficulty users might have navigating the website in the process. Each of the three tasks focused on a particular library-resource type, including books, articles, and journals:

- Find a book about rabbits.
- Find an article about rabbits.
- Check to see if we have a subscription/access to a journal called *Nature*.

After the usability testing was complete, we reviewed the recordings and notes and coded them. For each task, we calculated time to completion and documented the various paths participants took to answer each question, noting any issues they encountered. We also compared the four user groups in our analysis.

LIMITATIONS

Although we controlled for user type (undergraduate, graduate, faculty, or library employee) in the recruitment of study participants, we did not screen by academic discipline. Doing so would have hindered our team’s ability to include enough graduate students and faculty members in the study, as nearly all the volunteers from these two groups were from humanities or social science fields. The results might have differed slightly had the study successfully managed to include more faculty from the so-called hard sciences and allied health fields.

Additionally, the order in which we asked participants to attempt the tasks might have affected how they approached some of the later tasks. If a participant chose to search for a book using the Primo discovery tool, for example, they might be more inclined to use it to complete the next task (find an article) rather than navigate to a different online resource or tool. Despite these limitations, usability testing has helped improve the website in key ways. We plan to correct for these limitations in future studies.

RESULTS

Every group included a participant who failed to complete at least one of the six tasks. An adequate answer to each of the study’s six tasks can be found within one or two pages/clicks from the Libraries homepage (**Figure 1**). The average distance to a solution remained at about two page loads across all of the study’s participants, despite

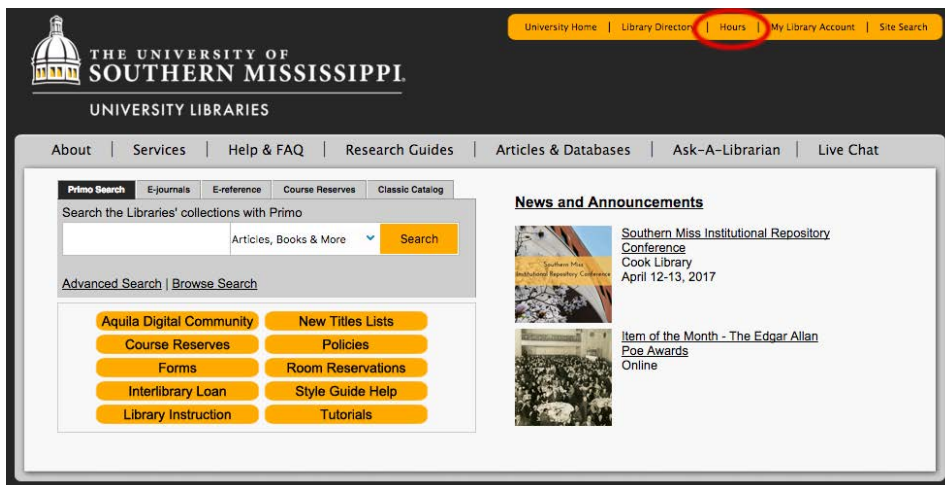


Figure 2. Link to “Hours” from the homepage.

a few individual “website safaris.”

Graduate students tended to complete tasks the quickest and were generally as successful as library employees. They preferred to use Primo for finding books but tended to favor the list of scholarly databases on the “Articles & Databases” page to find articles and journals. Undergraduates were the second fastest group, but many struggled to complete one or more of the six tasks. They had the most trouble finding books and locating the journal by title. Undergraduates generally performed simple searches and had trouble recovering from missteps. They were heavy users of Primo, relying on the discovery tool more than any other group.

The other two user groups, faculty and library employees, were slower at completing tasks. Of the two, faculty took the longest to complete any task and failed to complete tasks at a similar rate as undergraduates. Likewise, this group favored Primo nearly as often. In contrast, library employees took almost as long as faculty to complete tasks but were much more successful. As a group, library employees demonstrated the different paths users could take to complete each task but favored those paths they identified as the “preferred” method for finding an item or resource over the fastest route.

The majority of study participants across all user groups had little trouble with the first three tasks. Although most participants favored the less direct path to the Libraries’ hours—missing the direct link at the top of the homepage (Figure 2)—they spent relatively little time on this task. Likewise, virtually all participants took note of the links to our “Ask-A-Librarian” and “Services” pages located in our homepage’s main navigation menu. This portion of the usability

study alerted us to the need for a more prominent display of our opening hours on the homepage.

Of the second set of tasks—find a book, find an article, and determine if we have access to Nature—the first and last proved the most challenging for participants. One undergraduate was unable to complete the book task, and one faculty member took nearly eight minutes to do so—the longest time to completion of any task by any user in the study. Primo was the most preferred method for finding a book. Although an option for searching our Classic Catalog (which uses Innovative Interfaces’ Millennium integrated library system) is contained within a search widget on the homepage, Primo is the default search option and therefore users’ default choice. Interestingly, even after statements from some faculty such as “I don’t love Primo,” “Primo isn’t the best,” and “the [Classic Catalog] is better,” these participants proceeded to use Primo to find a book. Library employees were evenly split between Primo and Classic Catalog.

One undergraduate student, graduate student, and library employee were unable to determine whether we have access to Nature. This task was the most time consuming for library employees because there are multiple ways to approach this question and library employees tended to favor the most consistently successful yet most time-consuming options (e.g., searching within the Classic Catalog). Lacking a clear option in the main navigation bar, the most popular path started with our “Articles & Databases” page, but the answer was most often successfully found using Primo. Several participants tried using the “Search for Databases” search box on the “Articles & Databases” page, which yielded no results because it searches only our database list. The search widget on the homepage that includes Primo has an option for searching e-journals by title, as shown in Figure 3. However, nearly all nonlibrary employees missed this feature. Participants from both the undergraduate and graduate student user groups had trouble with this task, including those who were ultimately successful. Unfortunately, many of the undergraduates could not differentiate a journal from an article, and while graduate students were aware of the distinction, a few indicated that they were not used to the idea of finding articles from a specific journal.

When it came to finding articles, undergraduates, as well as several faculty and a few library employees, gravitated toward Primo. Others, particularly graduate students and library employees, opted to search a specific database—most often Academic Search Premier or JSTOR. However, those who used Primo to answer this question arrived at an answer two to three times faster because of the discovery tool’s acces-

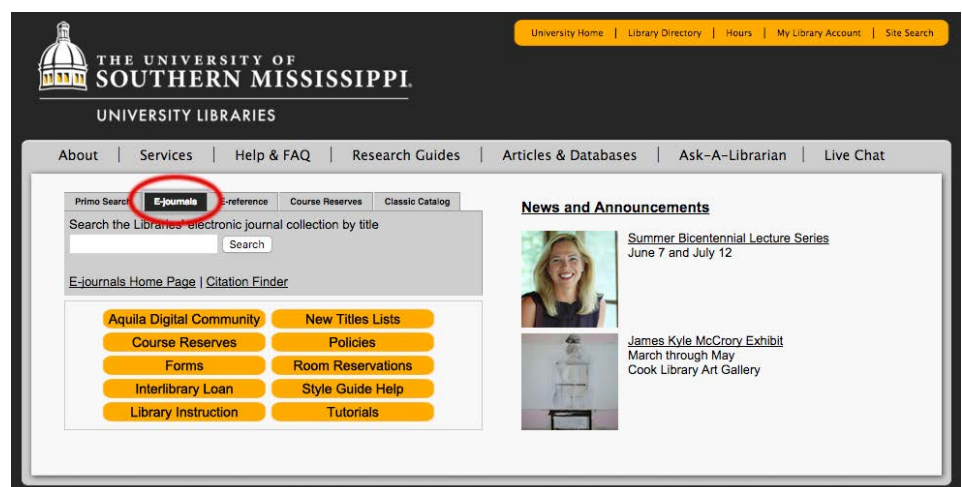


Figure 3. E-journals search tab.

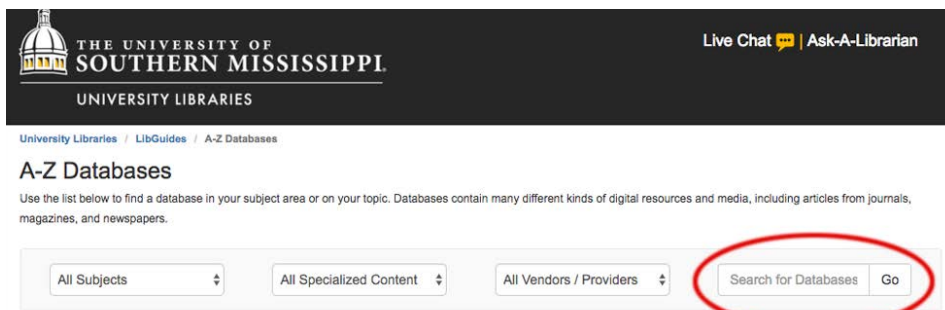


Figure 4. "Search for Databases" box on the "Articles & Databases" page.

sibility from a search widget on the homepage. Regardless of the tool or resource they used, most participants found a sufficient result or two.

COMMON BREAKDOWNS

Despite the clear label "Search for Databases," at least one participant from each user group, including library employees, attempted to enter a book title, journal name, or keyword into the LibGuides' database search tool on our "Articles & Databases" page (Figure 4). Some participants attempted this repeatedly despite getting no results. Others did not try a search but stated, with confidence, that entering a journal, book, or article title into the "Search for Databases" field would yield a relevant result. A few participants also attempted this with the search box on our Research Guides (LibGuides) page, which searches only within the content of the LibGuides themselves.

Across all groups, when not starting at the homepage, many participants had difficulty finding books because no clear menu option exists for finding books like it does for articles (our "Articles & Databases" page). This was difficulty was compounded by many participants struggling to return to the Libraries homepage from within the website's subpages. Those participants who were able to navigate back to the homepage were reminded of the Primo search box located there and used it to search for books.

Another breakdown was the "Help & FAQ" page (Figure 5). Participants who turned there for help at any point in the study spent a relatively long time trying to find a usable answer and often ended up more confused than before. In fact, only one in three participants managed to use "Help & FAQ" successfully because the FAQ consists of many questions with answers on many different pages and subpages. This portion of the website had not been updated in several years and

therefore the questions were not listed in order of frequency.

DISCUSSION

Using the results of the study, we made several recommendations to the Libraries' Web Advisory Committee and administration: (1) display our hours of operation on the homepage; (2) remove the search boxes from the "Articles & Databases" and "Research Guides" pages; (3) condense the "Help & FAQ" pages; and (4) create a "Find Books" option on the homepage. All of these recommendations were taken into account during a recent redesign of the website. We also considered each user group's performance and its implications for website design as well as instruction and outreach efforts.

First, our team suggested that the current day's hours of operation be featured prominently on the website's front page. Despite "How late is our main library open on a typical Monday night?" being one of two tasks that had a 100 percent completion rate, this change is easy to make, adds convenience, and addresses a long-voiced

complaint. Several participants expressed a desire to see this change implemented. Moreover, this is something many of our peer libraries provide on their websites.

The team's next recommendation was to remove the "Find Databases by Title" search box from the "Article & Databases" page. During the study, participants who had a particular database in mind opted to navigate directly to that database rather than search for it. Another such search box exists on the "Research Guides" page. Although most of the participants did not encounter this search box during the study, those that did also mistook it for a general search tool. Participants from all groups, especially undergraduate students, assumed that any search box on the Libraries' website was designed to search for and within resources like article databases and the online catalog, regardless of how the search box was labeled. Given our findings, libraries with similar search boxes might also consider removing these from their websites.

Another recommended change was to condense the "Help & FAQ" section of the website considerably. The "Help & FAQ" section was too large and unwieldy for participants to use successfully without becoming visibly frustrated, defeating its purpose. Moreover, Google Analytics showed that only nine of the more than one hundred "Help & FAQ" pages were used with any regularity. Going forward, we will work to identify the roughly ten most important questions to feature in this section.

The final major recommendation was to consider adding a top-level menu item called "Find Books" that would provide users with a means to escape the depths

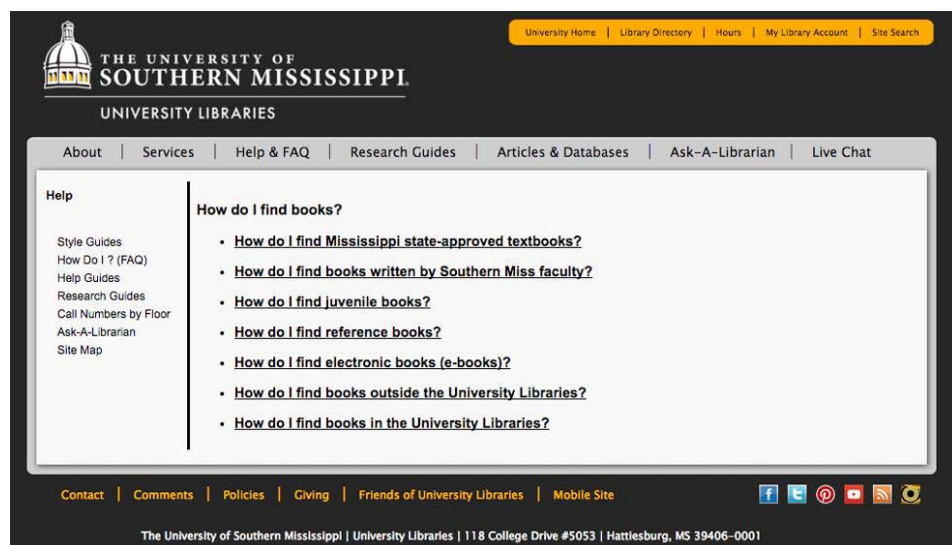


Figure 5. The answer to the "How do I find books?" FAQ item leads to several subpages.

» The results of our website usability study echo those found elsewhere in the literature. Students approach library search interfaces as if they were Google and generally conduct very simple searches.

of the site and direct them to Primo or the Classic Catalog. When participants would get stuck on the book-finding task, they looked for a parallel to the “Articles & Databases” menu option. A “Getting Started” page or LibGuide could take this idea a step further by also including brief, straightforward instructions on finding articles and journals by title. In effect, this option would be another way to condense and reinvent some of the topics originally addressed in the “Help & FAQ” pages.

Comparing each user group’s average performance helped illuminate the strengths and weaknesses of the website’s design. We suspect that graduate students were the fastest and nearly most successful group because they are early in their academic careers and doing a great deal of their own research (as compared to faculty). Many of them are also responsible for teaching introductory courses and are working closely with first-year students who are just learning how to do research. Faculty, because their research tends to be on narrower topics, were familiar with the specific resources and tools they use in their work but were less able to efficiently navigate the parts of the website with which they have less experience. Moreover, individual faculty varied widely in their comfort level with technology, and this affected their ability to complete certain tasks.

CONCLUSION

The results of our website usability study echo those found elsewhere in the literature. Students approach library search interfaces as if they were Google and generally conduct very simple searches. Without knowledge of the Libraries’ digital environment and without the research skills library employees possess, undergraduates in our study tended to favor the most direct route to the answer—if they could identify it. This group had the most trouble with library and academic terminology or concepts like the difference between an article and a journal. Though not as quick as the graduate students, undergraduates

completed tasks swiftly, mainly because of their reliance on the Primo discovery tool. However, undergraduate students were less able to recover from missteps; more of them confused the “Find Databases by Title” search tool for an article search tool than participants from any other group. Since undergraduates compose the bulk of our user base and are the least experienced researchers, we decided to focus our redesign on solutions that will help them use the website more easily.

Although all of the library employees in our study work in public-facing roles, not all of them provide regular research help or teach information literacy. Since most of them are very familiar with our website and online resources, they approached the tasks more methodically and thoroughly than other participants. Library employees tended to choose the search strategy or path to discovery that would yield the highest-quality result or they would demonstrate multiple ways of completing a given task, including any necessary workarounds.

The inclusion of library employees yielded the most powerful tool in our research team’s arsenal. Holding this group’s “correct” methods side-by-side to equally valid methods of discovery helped shake loose rigid thinking, and the fact that some library employees were unable to complete certain tasks shocked all parties in attendance when we presented our findings to stakeholders. Any potential argument that student, faculty, and staff missteps were the result of improper instruction and not of a usability issue was countered by evidence that the same missteps were sometimes made by library staff. Not only was this an eye-opening revelation to our entire staff, it served as the evidence our team needed to break through entrenched resistance to making any changes. We were met with almost instant, even enthusiastic, buy-in to our redesign recommendations from the Libraries’ administration. Therefore, we highly recommend that other academic libraries consider including library staff as participants in their website usability studies. ■

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9 Ways to Use Instagram in your Library

BY BONNIE CRIBBS

Have you ever noticed your patrons taking selfies in your library? Of course you have! Most likely many of those selfies will end up on some sort of social media site like Instagram or Snap Chat.

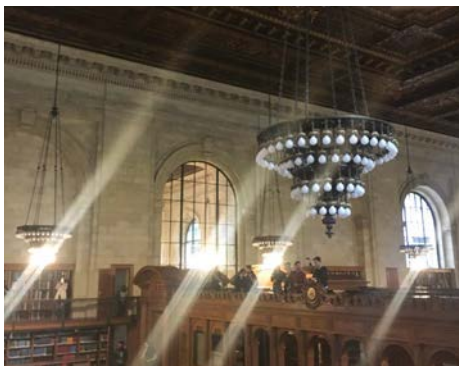
Is your library taking advantage of Instagram? Do you give your patrons a reason to post (and promote your library) on Instagram while they are inside your library? You know you can't beat free advertising, right?

In May 2017, reports stated that Instagram has over 700 million active users each month. Utilizing this social media tool is a powerful way to connect with your patrons, promote your programs and special events and let them see your library remains very relevant in their world.

Does Using Instagram for your library sound appealing to you, but you don't know what content to share? Here are nine ideas that will help you connect better with your audience.

First of all, you have to know the culture of Instagram. It's all about storytelling through pictures. Use it as visual content that allows your patrons to discover what your library is all about.

1) SHARE LIBRARY SPACE.



Give patrons an inviting glance into your library's public spaces. Movies and television rarely present an honest image of libraries, so let your community see into the space they have at their disposal.

<https://www.instagram.com/p/BLJBLMPjlmh/>

2) PROVIDE A SNEAK PEAK.

Whether it's access to the latest release, new resource, new program or an upcoming

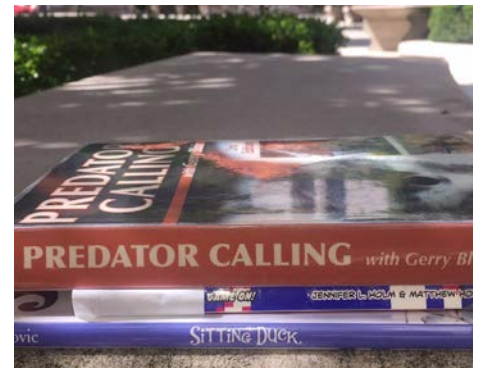


event, share a sneak peek to create a buzz or generate some curiosity. This is an incredible way to show your library has something new and fresh.

<https://www.instagram.com/p/BVHyBcdhTnF/>

3) SHOW OFF YOUR BOOKS.

You're a library – you have books! Show them off! You get bonus points for sharing



them in creative ways. Remember, the culture of Instagram is beautiful and creative photography! Get creative!

The example below shows how The Nashville Public Library creatively used book titles to get into the city-wide excitement surrounding hockey games leading to the Stanley Cup Playoffs.

<https://www.instagram.com/p/BUUpi-djBUPc/>

4) REPOST YOUR PATRONS' POSTS.



This is a perfect way to engage your patrons and allow them to feel a part of your community. When patrons tag your library or you see posts from within your library, repost some of their Instagram content.

The bond and loyalty you build when sharing your advocate's post will run deep!

<https://www.instagram.com/p/BVajzp-wD5Hn/>

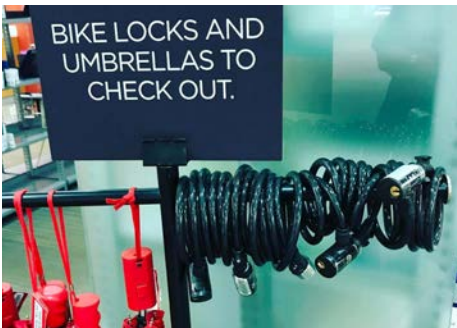
5) LET YOUR STAFF SHINE.



Highlight your staff and their awesome-ness! Feature your staff doing what they do best, allowing your customers to see who they interact with when they come into your library.

<https://www.instagram.com/p/BTKXwRmlLhn/?taken-by=austinpubliclibrary>

6) SHARE YOUR SERVICES.



There's more to what you offer than most people realize. While Instagram is a place for sharing photographs, your library can still share and promote the services offered to your community.

Arlington Heights Public Library does a fantastic job of letting their community know they can check out bike locks and umbrellas. Who knew??

<https://www.instagram.com/p/BU0G9nqllW6/>

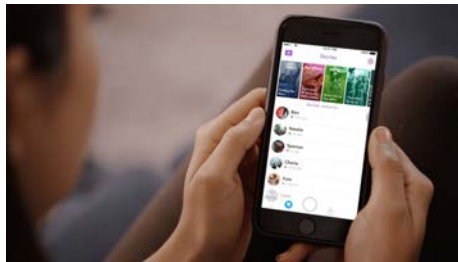
7) GO BEHIND THE SCENES.



It's social media, so let them know what your world is all about! Let them see the ins and outs of your day, what you do and what it takes to run the amazing space that is your library.

<https://www.instagram.com/p/BODu9FBjU8n/>

8) USE INSTAGRAM STORIES.



Instagram Stories is a Snap Chat like feature that allows you to share short videos and photographs that display only for 24 hours. After that, the content goes away. This is a HOT feature with Instagram right now and will keep you in front of your patrons in a new and fresh way.

Instagram Live will add a deeper dimension, though different from Instagram Stories. If your library already takes advantage of Facebook Live, Instagram Live is a natural audience addition to what you're already doing.

9) SHOOT SHORT VIDEOS.



Instagram allows your library to share short video clips with your followers. Take advantage of this by posting videos of events, authors, new displays, current events or new features in your library you wish to share.

<https://www.instagram.com/p/BOg-bQwPh Cd/?taken-by=sdpubliclibrary>

BONUS TIP:

Use special days to create content. Hardly a day goes by that it's not "National so-and-so Day" so play off of the popular days, use holidays and major events. Taco Tuesday, Mother's Day, popular movie releases. These type of posts remind your audience that you remain relevant to their world. ■

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