September 2009

From the Reference Desk

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Recommended Citation

Gilson, Thomas (2009) "From the Reference Desk," *Against the Grain*: Vol. 21: Iss. 4, Article 25.

DOI: <https://doi.org/10.7771/2380-176X.2456>

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and account activities; a third of OPAC views are typically to the account pages.

We've been talking with a service called **Book Glutton** (<http://www.bookglutton.com/>) about developing this type of community. **Book Glutton** uses its platform as a way to build community while you are reading a text. The service allows you to add notes to a text, which are viewable by others. Somebody could respond to your note in the margin. So, the conversation builds, anchored to a particular point in the text. **Book Glutton** just hasn't had a critical mass of users, which is what I think the public library could bring. We've been talking with them about a partnership that would allow the data that is created to authenticate against the ILS. Patrons could have library communities that would be accessible through their accounts.

CF: *Is there anything that you would like to add, or that we haven't addressed in terms of social discovery tools? Anything you would like to specifically mention or highlight?*

BJ: If I have one thing that I really want to get out there, and I think the conversation has gone this way, but, it is sometimes worth accentuating, I really don't like the term social networking. It sounds too much like an add-on. Like you can put in **Facebook** connect and make your library "social." Or add comments and it becomes social. Social discovery is how people find things in the real world, and all we are doing is enabling these social tools to be used for the purposes of what libraries are all about, helping people navigate information. People navigate information socially; we do it offline. We ask people for recommendations; we get the opinions of people whose judgment we trust. It is really just central to enabling people to connect to others whose opinions might be valuable to them. While you may not meet someone face to face, by having read users' comments or looked at what else they are currently reading, you develop a sense of certain people and how their opinions match your own.

A lot of the value of collection building and annotation is the context that is established. I see somebody's review, and I want to put it in context. Well, what else did they like? What else have they read? If I am trying to figure out whether I should trust their judgment on something I don't know, I look to see what their judgment is on things that we have in common. 🐾

Column Editor's Note: *Many of the things Beth and I discussed provided me food for thought. I hadn't equated the use of online recommendations to the social recommendations I receive from friends, family, and colleagues. Social discovery tools take what we do in real life and translate it to the online format. My thanks to Beth for the time she took to speak with me and her extreme patience in explaining the nuances of social discovery. I'll be checking back with her in six months or so to see how the rollout of **Bibliocommons** has gone at the participating libraries. Stay tuned! — CF*

From the Reference Desk

by **Tom Gilson** (Head, Reference Services, Addlestone Library, College of Charleston, 66 George Street, Charleston, SC 29401; Phone: 843-953-8014; Fax: 843-953-8019) <gilsont@cofc.edu>

The **Berkshire Encyclopedia of China** (2009, 0-9770159-4-7, \$675) is a unique five-volume reference that sets high goals for itself. It attempts to offer an up to date, comprehensive, and multidisciplinary look at one of world's oldest and complex societies. In addition, it intends to reach a broad audience including students as well as interested lay persons and professionals to "expand their knowledge of all things Chinese." Given its lofty mission, "this work could have, quite easily been twice the length," as publisher **Karen Christensen** admits in her introduction. However, readers will be pleased to learn that **Berkshire** uses the allotted five volumes to do justice to the scope and intricacy of its subject.

The set contains some 800 articles that can be divided into eight broad categories including: Arts and Culture; Geography and Environment; Governance; Language and Learning; Organizations; Science, Technology and Medicine; Society and Social Welfare and Values and Worldview. The articles range from brief entries of 500 words to lengthy essays of as many as 6,000 words. Each article title is listed in English, Chinese Characters, and pinyin transliterations with tone marks. As with many recent **Berkshire** titles, the **Encyclopedia** is heavily illustrated with "1,200 unique photographs" as well as numerous sidebars, maps and other illustrations. The writing is crisp and to the point but scholarly, well researched, and authoritative. While many of the contributors are affiliated with colleges and universities in the United States, it is fair to say that an international cast of China scholars and professionals contributed to the **Encyclopedia**. Each article also has a useful list of "further reading." The subject coverage is thorough and touches on a myriad of elements within Chinese history, culture, and society. While there are biographies of major personalities, they are not a major focus of the set. Acknowledging this, **Berkshire** is planning a companion set entitled the **Berkshire Dictionary of Chinese Biography** expected out in 2010.

The alphabetical index in volume 5 is generally helpful but the set would benefit from a topical index grouping related articles. And while "see also" references are provided

in the alphabetical index, they would also be helpful

placed at the end of each article. One mistake was noted in the index. The article entitled **Encyclopedias and Dictionaries** is listed in the index as being in volume 1, page 175-179. It is actually in volume 2 on pages 699-703. This seems to be an isolated typo since this is the only instance where this problem appears. It may also be unique to the copy under review.

Overall, the **Berkshire Encyclopedia of China** represents a major effort to fill a void in the reference literature. Numerous students, scholars and lay readers will find it timely, relevant and highly useful. The **Encyclopedia** is the type of reference work that possesses multi-library appeal. Patrons of academic, public and high school libraries will be drawn to its unique content and accessible format. Given this, it is a title that deserves serious consideration by a variety of libraries. (Interested libraries should also keep in mind that free one year online access comes with the purchase of each set and an institutional license to the online version can be purchased by itself for \$129 per year.)

ABC-CLIO adds another title to its respected series of military history references with the recent release of the **Encyclopedia of the Spanish-American and Philippine-American Wars: A Political, Social, and Military History** (2009, 978-1851099528, \$295). Edited under the leadership of **Spencer C. Tucker** who is responsible for a number of other award winning military encyclopedias, this three-volume set provides readers with over 600 entries that explore the multiple facets of these seminal, but often forgotten, conflicts.

As you might expect much of the focus in these volumes is on military issues. There are entries on specific battles, individual battalions and corps, military camps, and artillery, weapons and ordnance, as well as on naval ships, individual commanders, and related conflicts like the Cuban War of Independence. But as the sub-title indicates, this set is concerned with more than the military aspects of Spanish-American and Philippine-American wars. There are entries that highlight the politics of the time and its leading politicians, the crucial role of the press, the impacts of new technologies, and relevant social developments. The production standards are high with 350 photos, 16 maps and other useful images complementing and enhancing the text. Each entry has "see also" references as well as brief bibliographies. The set also includes profiles of the involved countries, a glossary, a chronology and a selected bibliography. But perhaps the most useful value added feature is the primary source documents that comprise the third volume. There are 153 relevant documents ranging from the Monroe Doctrine setting forth a basic

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tenet of American regional policy as early as 1823 to a letter from a U.S. black soldier in the Philippines to selected dispatches by war correspondent Steven Crane to an excerpt from *The Military Policy of the United States* published in 1912.

Encyclopedia of the Spanish-American and Philippine-American Wars: a Political, Social, and Military History is easily the most thorough and comprehensive reference work dealing with these wars. Teaming with his co-editors **James Arnold** and **Roberta Wiener, Mr. Tucker** has produced an encyclopedia that meets the standards set in his previous award winning efforts. Both academic and larger public libraries will find it a useful addition to their collections.

Anyone interested in the historic interplay between American education and our societal values will appreciate this recent addition to the Sage Reference catalog. The *Encyclopedia of Social and Cultural Foundations of Education* (2009, 978-1412906784, \$425 – eReference price \$530) is a three-volume set that tackles this multidisciplinary, but important area of study. As noted by general editor

Eugene F. Provenzo, Jr. in his introduction, the social and cultural foundation of our education system “reflects the conflicts, tensions and forces in our society.” It is also arguable that the education system is at the forefront when these conflicts and tensions are played out. As one examines the scope and nature of the topics covered, this argument gains strength.

Besides discussing instructional issues like curriculum, evaluation and testing, and educational theories and models, there are a number of articles addressing major social themes. There are specific entries that deal with issues related to equality and stratification, multiculturalism and special populations, sexuality and gender as well as religion and social values. Readers will find coverage of topics as diverse as Black English Vernacular (Ebonics), the GI Bill of Rights, Busing, Migrant Education, Ethical Issues and School Athletics, Mainstreaming, the Social Impact of the Internet, the No Child Left Behind Act, Video Games and Learning, and Work based Learning.

The *Encyclopedia* is arranged for ease of use with the first two volumes offering more than 400 alphabetically arranged articles complete with “see also” references and lists of further readings. There is also a reader’s guide that groups related articles under 16 categories. The third volume provides biographical sketches of 130 “important men and women in

education” briefly discussing their influence. In addition, there is a compelling visual history of American Education using images ranging from those in Colonial primers and hornbooks to illustrations from 19th century magazines, and from photos of one room school rooms in Arkansas to those of civil rights demonstrations in the 1960s.

The third volume also contains an essay entitled “Toward a Renewed Definition of the Social Foundations of Education” that highlights another role that good subject encyclopedias often play. Such works can help clarify and “define” a discipline, especially one that is informed by a variety of fields. The *Encyclopedia* fulfills this function as well as offering possible new directions noting in the above mentioned essay that in particular “the integration of insights from the field of cultural studies can provide the basis for a new approach to the field.”

It is obvious that the *Encyclopedia of Social and Cultural Foundations of Education* is a serious and scholarly work that is intended for a specialized audience. This reference provides solid background and overview information while at the same time offering food for thought to both students and professional educators. Academic libraries that support either undergraduate or graduate education programs will want to add it to their collections.

Book Reviews — Monographic Musings

Column Editor: **Debbie Vaughn** (College of Charleston) <vaughnd@cofc.edu>

Column Editor’s Note: Sadly, I am often stricken by tunnel-vision when it comes to the varying needs of patrons in different age categories. Because I am immersed in an academic setting, I am not always thinking about the different needs of both younger and older library users. The books reviewed in this month’s column help relieve me of my ivory tower post and remind me that libraries serve teens and pre-teens (and children and adults) in all areas of academic and personal development, and not just 18- to 24-year olds working through a liberal arts and sciences curriculum.

A big thank-you is in order for returning *ATG* reviewer **Joey van Arnhem** whose piece of *The Hipster Librarian’s Guide to Teen Craft Projects* comes just in time for fall and winter programming planning. Happy fall and happy reading, everyone! — **DV**

Coleman, Tina, and Peggie Llanes. *The Hipster Librarian’s Guide to Teen Craft Projects*. Chicago: ALA, 2009. 978-0-8389-0971-3. 104 pages. \$40.00.

Reviewed by **Jolanda-Pieta (Joey) van Arnhem, M.F.A.** (Library Technologist, Technical Services, College of Charleston Libraries) <vanarnhemj@cofc.edu>

The *Hipster Librarian’s Guide to Teen Craft Projects* provides hands-on DIY projects that use economical modern materials and common crafting techniques to create a fresh and current teen crafting program at public libraries. The selection of projects are shaped to bring mainstream popular culture to library programs and hooks in to the burgeoning DIY subculture that is the counter-movement to the prevailing techno-gadget revolution. The selection of materials and crafting projects are handpicked to help your program flourish even if it is competing against other community

activities and ever present budget limitations. The projects focus on providing an outlet for teens that promote self-expression, creativity, individuality, and creative thinking skills that lead to research and appreciation for the arts and life-long application to other areas of their lives.

The forward, written by teen services author **Heather Booth**, provides a wealth of practical information and sound advice on finding, purchasing, storing, and organizing the materials needed to create a library crafting program. **Booth** provides an informative and

insightful overview on where and how to get materials and supplies at a low cost, including using recycled materials, shopping at thrift, dollar and hardware stores, using the Internet to price shop, repurposing materials, and accepting donations from patrons to encourage community participation in your library crafting program.

The twelve chapters correspond to twelve projects provided by **Tina Coleman** and **Peggie Llanes**, which range from making easily displayable visual statements to creating wearable items of personal adornment that express the individuals unique personality and self expression. The “Blank Books” chapter provides a personally designed, individual guide for budding artists to sketch, write, and express themselves. The “Vinyl Totes” project is reminiscent of ReadyMade’s fun, easy and creative reuse projects that promote sustainability. The “Pressed Flower Note Cards” chapter plays into the “handmade global economy” and can be used to create custom handmade note cards, as often seen on sites like **CafePress** and **Etsy.com**, the pinnacle of participatory culture. The T-shirt reconstruction project inspires the creation of urban, edgy shirts with a touch of cyberpunk. Clothes made in this project hold

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