November 2013

Book Reviews -- Monographic Musings

Debbie Vaughn
College of Charleston, vaughnd@cofc.edu

Follow this and additional works at: http://docs.lib.purdue.edu/atg

Recommended Citation
DOI: https://doi.org/10.7771/2380-176X.4035

This document has been made available through Purdue e-Pubs, a service of the Purdue University Libraries. Please contact epubs@purdue.edu for additional information.
Parameter. One can view the code book for assistance in defining an appropriate filter.

Queries are case sensitive and require initial articles, if present, e.g., Ship name = La Concepcion. Also, entering partial words will perform automatic truncated searches. Keying "Arrar" in a query for captains, for example, will retrieve all names beginning with those letters. Researchers will easily be able to identify variants, such as Arrarte, J. B. and Arrarte, Juan Bautista. The formulated query displays in the Query window with results aside of it. Matching records display as a table at the bottom of the screen. Researchers can adjust the height of the display area and change column width and order. Double clicking any cell in a record shows the detailed display for the selected voyage.

After performing a query, clicking the "Analysis" button displays information on the number of slaves embarked and disembarked, modified tonnage, slave voyage mortality, length of middle passage (days), share of males, and share of children. It provides totals, a voyage sample, the mean and standard deviation.

A "Summary" button shows the total number, percent of total, and percentage less unspecified of slaves embarked and disembarked for each region. One can also graph the data for embarkations or disembarkations and zoom or pan the graph. One can also view a map of the data, zoom or pan it, and show or hide ports.

Learn About Methodology offers information about the database, sources, and data variables. The Code book is a lookup table containing all the names and descriptions of the fields within the database. It is useful in creating query filters and for understanding the data structure when used with SSPS. The accompanying manual provides a printed version of all this information. The CD includes a copy of the database formatted for SPSS and permits downloading data in SPSS format for use in other programs.

Learn More About The Ships offers a more detailed look at three typical vessels: the "Aurore," "Vigilante" and "Brooks." It includes a brief description of each ship and its history as well as sketches and cutaway views. The "Aurore" and the "Brooks" departed from major slave ship ports in France and England (La Rochelle and Liverpool respectively) at the height of the slave trade in the late 18th century. The smaller "Vigilante," sailed later, when the slave trade was becoming illegal. As ships had decreased in size by this time, this vessel is also typical.

In a sample search, we identified a total of 9,945 voyages originating in Britain. Gathering information on so many records takes several minutes; but retrieving information about the 937 voyages originating from Rhode Island is almost instantaneous. We found that of the Polly's total 95 slave voyages, 81 originated in Rhode Island. While we located eleven voyages by the Amistad (4 by Amistad and 7 by Amistad Habanica), these voyages all took place before 1834. We found nothing about the 1839 voyage that culminated in the famous 1841 Supreme Court case.

While many of the 226 fields in each record may contain no data, there is a wealth of information that can be mined. In fact, the accompanying documentation contains a two-page bibliography of papers written by the CD's four editors based on the data contained on it. The ease of data manipulation and analysis can provide opportunities to research topics previously inconceivable. For example, one could determine whether a particular type of vessel or a particular captain suffered more casualties. When searching for the outcome of a voyage, a researcher can determine which voyages resulted in mutiny on board or identify the fate of voyages from the perspective of either the slaves, the captains, or the ship owners. There is a wealth of information here covering the people on board and their experiences, the owners and captains, the ships' characteristics, and the geographic trajectory of each voyage. This is a very useful database for anyone researching Black studies or the slave trade. It offers great value for the price.

---

**Book Reviews - Monographic Musings**

by Debbie Vaughn (Reference Librarian, College of Charleston) <vaughnd@cofc.edu>

---


Reviewed by Debbie Vaughn (College of Charleston) <vaughnd@cofc.edu>

Andy Barnett gathered 15 of his essays and neatly packaged them into *Libraries, Community, and Technology*. Public libraries as we know them are fading fast, Barnett argues, but libraries, librarians, and the services they provide are more important than ever. This theme is threaded throughout the chapters, such as "What is a Public Library and Does It Still Have a Social Mission?" "Why I Am a Librarian," "Why the Library Should Not Be Re-engineered, Re-imagined, or Otherwise Messed With," "Digitalizing on a Budget for Public Libraries," Why the Internet Is Not a Replacement for the Public Library," and "New Competencies for Library Trustees."

Note the frequency of the phrase public libraries; since Barnett has worked in this arena for twenty-something years, it is logical that his anecdotal musings focus on this sector. However, librarians from all walks of life will benefit from his observations. As he aptly points out in his introduction, librarians often change careers three times in the same job and often in the same day: from cataloging to Internet service to reference. Because we are so multi-faceted, we can relate to others in the library field, whether they are in a small public branch or a large university. Moreover, the more we understand about the on-goings of other types of libraries, the easier it is to work with one another and to comprehend and appreciate patrons' needs as they move among school media centers, public libraries, academic institutions, and special collections.

continued on page 69
For example, every one of us can relate to "Why I Am a Librarian." In this essay, Barnett reminds readers of the hardships associated with librarianship and highlights the humble joys of public service, personal assistance, and community activity. "Why the Internet Is Not a Replacement for the Public Library" could easily be renamed "Why the Internet Is Not a Replacement for Libraries." Though it focuses on the public sector, its message is applicable to academic and school libraries. Since organization is the backbone of any library, "The Death of Cataloging" relates to all librarians as well. Likewise, "Conflict and Resolution" is omnirelative, as it focuses on missions, values, and ethics.

Occasionally, Barnett makes arguable declarations that seem either presumptuous or ill-stated. When writing about how others view librarians, he asserts, "Educators and academicians view them as accessories, necessary but also easily subordinate" (40). Because I consider all librarians to be both educators and academicians, I find this stereotypical and resonant of negative preconceived notions. Later, Barnett himself refers to librarians as educators (46). Another instance of disturbing text follows: "It is a rare librarian who chooses to parlay her experience into a high paying or prestigious position in another field. [Not] only is the profession poor preparation for powerful positions, it exposes the emptiness of seeking such power" (41). Again, I find this allegation stale, especially when comparing Madeleine L’Engle, Audre Lorde, Major Owens, or the dozens of other notable individuals who were once employed in a library.

Over all, though, Barnett makes encouraging comparisons, helpful analogies, and all-around good points. One particular reference stands out: "A library seems like a building, but it is actually a process, and a main feature of that process is that the library’s staff is there to help" (88). This passage reminds me of a verse that I learned in Sunday school that sang, "the church is not a building, the church is not a steeple, the church is not a resting place, the church is its people." A library can only be as accommodating as its workers — from the head of cataloging to the student pages to the director — and its patrons. A library is its people.

In the spirit of education and continuous learning, Libraries, Community, and Technology is a worthy acquisition. In fact, Barnett’s essays would be ideal for generating a library discussion group amongst colleagues, an outlet for the study and consideration of librarians’ roles, budget cuts, and how to survive the information age. Buy a copy (or two) for your library and share it amongst your colleagues.


Reviewed by Debbie Vaughn (College of Charleston) <vaughnd@cofc.edu>

What a pleasing survey of librarianship! Denise Fourie and David Dowell’s Libraries in the Information Age: An Introduction and Career Exploration is a thoughtful profile of modern librarianship. Each chapter offers study questions and resources. Fourie and Dowell’s writing style is unusual compared to most textbooks—it is interesting and engaging. I’ve come to expect nothing less of Libraries Unlimited titles.

The authors organize their information in a clear, logical manner. Details about different career paths in information science — academic, public, school, special-author, and reference — is compiled in an accessible format that compares patrons, services, employment practices, and other issues inherent to each specialized field. The comparison of public and corporate libraries in particular is refreshing and, together, is much more valuable than any tidbit of isolated information. Moreover, each chapter ends...
A handful of reviews have paid brief homage to Robert Hauptman’s most recent work, *Ethics and Librarianship*. Though I disagree with some of his reasoning, Hauptman’s latest work deserves a close inspection. Never have I so lively pondered such issues, lingered upon right and wrong, or considered the legal and ethical aspects of libraries and information.

This is not to say the book is perfect. At times, Hauptman takes a long time to say what he wants to say. He contradicts himself on occasion. He offers “case studies” to illustrate ethical dilemmas, but then offers no resolutions to these quandaries. Yet, Hauptman has a talent for making his readers think by applying an almost kaleidoscopic approach, examining issues from every possible angle. His examples of gray ethical matter would be good exercises for an introduction to library and information services class, largely because he highlights ethics issues in every arena of librarianship — reference, cataloging, access/ circulation, etc.

Hauptman’s chapter structure flows nicely. He begins with “Libraries, Information, and Ethics” and “Intellectual Freedom and the Control of Ideas.” In these introductory sections, he breaks down ethics, morality, and law; he applies the concept of knowledge and ideas to ethics; and he relates it all to the houses of information. In the next four chapters, Hauptman dissect libraries’ every task and views them under the ethical microscope. From technical service to public service, the author points out every way in which we might act unethically. At times, his apparent lack of faith is a bit stinging. Moving on, Hauptman’s chapters regarding

“Special Libraries” and “Special and Archival Collections” present even more situations — specific to these particular arenas — in which the ethical impasse could take center stage. The next two sections, “Research and Publication” and “Intellectual Property and Copyright,” might be of special interest to ATG readers, as these issues have been hashed out at many a Charleston Conference. Subscription prices, scholarly communication, professional growth and development, fair use, and full-text materials are all taken into consideration. At one point, Hauptman suggests that librarians should not publish in journals with high price tags, such as those owned by Elsevier (103). The author also advocates an *en masse* cancellation of all Elsevier journals (35, 103). While these outlooks are doubtlessly “outside the box,” I can think of few librarians who would risk their tenure by not publishing in well-known (and, unfortunately, expensive) serials. Furthermore, our patrons would receive the short end of the stick if we immediately halted our subscriptions to big-house journals. I do not see how it is ethical to intentionally cause such a disservice to our users to prove a point to publishers. Finally, Hauptman concludes with “Information Ethics” and “Why Ethics Matters.”

I am surprised by the absence of the term “situation ethics” in Hauptman’s exegesis. In his weekly column for the *New York Times*, ethicist Randy Cohen offers his two cents regarding readers’ dilemmas of conscience. Recently, Cohen quoted philosopher John Dewey who wrote that a moral principle is a tool for analyzing a special situation and that right-or-wrong cannot always be determined by the principle alone, but by the entire situation.¹ Hauptman’s “case studies” offer circumstantial standstills which are fodder for the situational ethicist, but he never outright claims that situations can be special. As ethicist Cohen states, “the unthinking application of a rule isn’t ethics; it’s merely heartless.”³

Admittedly, I flinched at some of Hauptman’s propositions and I felt chided by his negativity. Not knowing him personally, I can’t help but wonder if he is excited by the potential dialogues that might arise from his thoughts set forth in *Ethics and Librarianship*. In my office of three, we discussed at length privacy and information about bomb-building and how we would feel if a curious patron sought information about perverse sexual acts. Could this be the colloquy that Hauptman hopes to spark? *Ethics and Librarianship* is a must-read for all library personnel.

---


---


Reviewed by Debbie Vaughn (College of Charleston) <vaughnd@cofc.edu>

---

*Information Literacy Programs: Successes and Challenges* presents a situation that Robert Hauptman (see above) might find unethical. The publisher, *Haworth Information Press*, has created a monographic series of articles that have already been serialized, basically recycling articles into a thematic collection to rake in the one-time purchase fees for unsuspecting acquisition officers. Six hundred and eleven libraries subscribe to the parent publication, *Journal of Library Administration*, while so libraries own this individual title. Among the institutions who own *Information Literacy Programs*, there is indeed some duplication of those who subscribe to *Journal of Library Administration*. For the most part, though, the numbers reveal unique ownership of one or the other. The beauty of *Haworth’s* monographic “separates” (as the publisher calls them) is libraries can pick and choose what they want to purchase based on subject. Also, patrons who cannot check out periodicals can check out monographs. Is it duplication of material? Yes. Is it beneficial? Yes.

Editor Patricia Durisin points out in her introduction that the responsibility of teaching information literacy largely rests on the shoulders of academic librarians. I do not whole-heartedly agree. While academic librarians — especially those who instruct classes — incorporate...
information literacy into their daily lives, it is imperative to acknowledge the body of literature that responds to information literacy instruction in public and school libraries. Since Journal of Library Administration does not restrict itself solely to content concerning academic libraries, I hope that future monographic separates address the role of information literacy in other settings.

Yet even public, school, and special librarians can benefit from the tips, narratives, and how-we-did-it essays presented in Information Literacy Programs. Twelve articles cover topics from institutional collaboration to ACRL standards, from teaching retreats to Generation Y, and from curricular-based information to active learning. Each article begins with a summary and appropriate keywords and includes its own bibliography. A cumulative subject index ties the articles together.

Patricia Krajewski and Vivienne Piroli contributed “Something Old, Something New, Something Borrowed, Something Blue: Active Learning in the Classroom.” In this article, the authors go beyond their active learning lesson and explore the offspring of their success. Not only did their Library Jeopardy game engage students, it also spawned active learning in library research workshops. Krajewski and Piroli also explain the ways they evaluated their labor. Along with assessing faculty surveys and student participation in subsequent workshops, the authors additionally looked at student bibliographies to determine what kinds of sources were being used. This simple technique is nothing short of brilliant.

In “Teaching Information Literacy to Generation Y,” Kate Manuel investigates the learning styles of contemporary 17- to 19-year-olds. These visual learners have incredibly low thresholds for boredom and excel through active, peer learning. Knowing the social impacts on instruction to this age group will benefit academic librarians as well as high school media specialists and YA librarians. Though not stated, the close association of these types of libraries along with their relation to Gen Yers is sensed. Charity Hope and Christina Peterson also highlight the benefit of association in their article “The Sum is Greater Than the Parts: Cross-Institutional Collaboration for Information Literacy in Academic Libraries.” Lifelong learning and the continuous cycle of critical thinking and communication is the heart of information literacy. It makes sense, then, that “Wide-ranging cooperatives bring educators, politicians, and community leaders together to learn about information literacy and its vital link to success in college and the workplace” (28).

Information Literacy Programs should be added to your academic library collection. For librarians who manage or perform instruction in other library settings, it is a reasonable purchase for professional development and continuing education.

Book Reviews
from page 70


Reviewed by Heather S. Miller <hmiller@umail.albany.edu>

This far into the Internet era, few acquisitions librarians have not purchased a book from an online seller or at the very least gleaned information from Internet bookseller sites for use in a traditional order format. So, one might ask, why would we want this guide? The answer is simply because it is full of practical good sense, solid information and in its idiosyncratic quickness it is just plain fun.

While not aimed specifically at librarians, the author certainly takes note of them and even those librarians who are accustomed to buying books over the Internet can benefit from the book’s advice. And then many of us are book junkies who could use a little personal training in the ways of the Internet bookselling world.

Windwalker makes no bones about it— he continued on page 72
is a passionate book lover and a man of strong opinions, making clear exactly where he stands on any issue he touches. He presents a well-organized, sensible, clear guide to the joys and pitfalls of buying books online, fearlessly and with considerable detail critiquing specific Internet bookselling sites.

Windwalker leads one through the process of finding an online seller of the book (new, used or antiquarian) one wants in the most efficient manner possible, recommending specific steps, search engines and sites. Wisely, Google is the last resort. He notes the blurring of lines between new and used at online sites that offer both and counselors that "almost new" books can save one a great deal of money. He offers a paean to the neighborhood book store as "something worth saving" (and encourages specific actions that will help do just that), lists professional and regional bookseller associations as well as 18 pages of "Great Independent Bookstores," some well known, some not, widely scattered across the U.S. from Maine to Alaska. Here one learns that "Booksense Stores" are those aligned with the American Booksellers Association program that provides a Web presence for member bookstores. His advice for evaluating online booksellers can prevent a fair amount of misery and help buyers avoid ordering and paying for a book that never arrives and about which there will never be any further communication.

Some chapters will be less widely relevant for the acquisitions librarian (on the job, at least), including "Buying Books for College, Graduate or Professional School," and one on ridding oneself of books one no longer wanted. Nevertheless, all contain excellent advice (such as how to identify first editions) and references to further reading and online sites. Chapters such as these also add to the usefulness of this book in a library's reference or circulating collection where it should see much use. Students in particular can benefit from the author's sensible guidance through the pitfalls to the money-saving opportunities in the online book buying world.

Solid advice abounds — on understanding condition descriptions, how to evaluate online sellers and know which ones to avoid, clues to look for that are evidence of professionalism, and positive tips on one's own behavior such as not sending abrupt email messages, being a repeat customer, providing positive feedback and communicating with sellers about problems.

The appendices are of great value. They include a directory of some "great online booksellers" which supplements the list in Chapter III. Be forewarned, these are the author's lists and you may not find your favorites here. For instance, Powell's of Portland, Oregon is not listed. Virtually everyone will want to add to these store lists sooner or later. Let the content of Windwalker's book be your guide. He provides the name of the store and its owner, full mailing address, professional memberships, telephone, email, and Website addresses, type of payment accepted, specialties and in many cases a narrative description highlighting the store's strengths.

There is a good glossary, a list of standard abbreviations, "A Book Buyer's Bill of Rights" (from the Independent Online Booksellers Association), and perhaps best of all, an "Online Book Buyers' Transaction Checklist." Photocopy it and keep it handy!

Humor abounds in the last chapter, "A 'Test' for 'Biblegeeks.'" Many of us will be forced to answer in the affirmative to such questions as "Have you ever left skid marks stopping at a bookstore you hadn't seen before?"

All of this is written in a down to earth, readable style in which Windwalker's zeal for books is matched by his depth of knowledge about buying them online. His emphasis on professionalism and ethical behavior among both buyers and sellers as well as his conservative, careful approach to both buying and selling is refreshing in an arena noted for its Wild West ambiance. Windwalker also maintains a Website (www.OnlineBookselling.net) which is quicker and less well organized than his book, but worth a look.

Librarians using this as a guide for purchasing books for library collections will have some issues not dealt with here, namely, limitations due to the lack of a credit card, staff time needed to seek out the lowest prices and sort out those sources that accurately describe and properly supply needed books, the fact that libraries may prefer to almost new or used books and will forgo the absolutely lowest price for that reason, constraints placed on libraries by the bureaucracies of which they are a part, and the fact that they may have already developed the kind of ongoing relationship Windwalker advocates, but with a bookseller who is not online and need not forego that in order to build a new relationship with an online source of similar materials. He admonishes librarians for seeking to buy his previous book from him at full price when it was obtainable at a discount online without acknowledging the exigencies noted above.

Windwalker provides information of use to libraries, noting for instance that a site will accept purchase orders. Nevertheless, he does not deal at all with the existence of traditional library book suppliers and their Internet ordering mechanisms which generally offer services directly tailored to the needs of libraries and may offer better prices than Internet bookstores geared to a general market, at least for new books. This is a guide to booksellers who serve the world at large. Librarians who need or want to do business with some of them will find it reliable. The lack of an index and occasional typo do not seriously detract from the usefulness of this very personal book filled with the experiences, opinions, common sense, enthusiasm, advice and choices of its author. This is a good thing because those of us who are passionate about buying books do not need a dry, factual tome, but rather a conversation with someone equally passionate.

---

Devil's Advocate — Publishers/Vendor Meeting at ALA

by Robert Molyneux (Director, Statistics and Surveys, U.S. National Commission on Libraries and Information Science; Phone: 202-606-9181) <bzmolyneux@nclis.gov>

Katina asked me to attend the Publisher/Vendor Library Relations Committee session at ALA and report on it for Against the Grain. It was an excellent session. Not many people attended but that fact may have contributed to the lively discussion.

First, the bottom line. I made a prediction the last time I wrote here about serials usage data (see ATG v.15#1, p.92-94) that it would take years before the quality of data on the usage of electronic materials would make the "fastidious" happy. I was wrong. It is going to happen quicker.

Now to the details of the meeting and subsequent developments.

There were three speakers: Denise M. Davis of the Oregon State Library discussed the National Information Standards Organization's (NISO) Z39.7 draft standard, Tom Sanville of OhioLINK reported on the work of the International Coalition of Library Consortia (ICOLC) (http://www.library.yale.edu/consortia) and Richard Gedye who is Chair of the COUNTER Steering Group (http://www.projectcounter.org) discussed the recently released Code of Practice.

Ms. Davis is Chair of Standards Committee of NISO. This committee is responsible for revising the 1995 Z39.7 standard and she reviewed the state of the work of this committee. I reported on this work in the November, 2002 (volume 14 #5) issue of ATG on page 85. As I indicated, I am impressed with the work of the committee and I think its work will be the anchor around which future work with our data will build. The PowerPoint slides for this talk are linked to at the Committee ATG Web page: (http://www.niso.org/commitees/committee_ ay.html). I defer to earlier discussion for details on this committee's work at this point.

The next two speakers dealt with the problem of how to measure use of online materials. ICOLC published its revised Guidelines For Statistical Measures of Usage of Web-based Information Resources in December 2001. The original was published in 1998. (http://continued on page 73 www.projectcounter.org) discussed the recently released Code of Practice.