



The Gov Doc Kids Group and Free Government Information

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and

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Meeting:

124 — e-Government: the role of librarians — Government Information and Official Publications Section with Government Libraries

Abstract:

Free government information fuels innovation among all the world's children and has the potential to enhance every aspect of their lives. Join us as members of the Gov Doc Kids Group <http://govdocs4children.pbworks.com/> present tried-and-true, effective means of opening the doors of government information to children. We will explore international and country websites.

Paper Segments:

Joining Hands Around the World: Countries Resources for Children and Teachers

Tom Adamich

To form a better understand the world today, having good country descriptions and resources enables children to grow in their understanding of other cultures and population groups. The U.S. Department of State Countries Portal - <http://www.state.gov/countries/> /Library of Congress Country Studies - <http://lcweb2.loc.gov/frd/cs/> (both work in tandem) are two such resources and will be profiled.

We will also profile Jim and Justine Veatch's "Kids Government Documents Online" -- <http://www.worldcat.org/profiles/jveatch/lists/599894> , a collection of U.S. government e-resources.

Gov Doc Kids Group

Martha Childers

Government information is by and large reliable. As a result, the Gov Doc Kids Group was formed. The mission is to promote government information in order to engage K-12 [i.e. kindergarten through high school] students in learning about history, culture, science, and government through games and other interactive activities.

Group members are active and involved by doing presentations, writing articles, providing children's programming. Due to the nature of current information dispersal, which is primarily electronic, the Group maintains the following websites:

<http://community.fdlp.gov/govdockidsgroup>, govdocs4children.pbworks.com/, and [wikis.ala.org/godort/index.php/Gov Doc Kids](http://wikis.ala.org/godort/index.php/Gov_Doc_Kids)

FDLP Community and the Gov Doc Kids Group

Katy Davis

The Gov Doc Kids Group was interested in promoting their Constitution Day Poster Contest and the Gov Doc Kids Group on the Web by leveraging the tools available on the FDLP Community Web site.

As a result, the FDLP Community site allows the Gov Doc Kids Group to use web technologies available that were previously were not available to them (e.g. photo gallery to display posters). This creative partnership will be profiled.

How to Create a Government Documents Children's Collection.

John H. Faria

The Government Documents Department here at El Paso Public Library was doing outreach to staff with a series of informative workshops on Government Documents in early 2008. Great interest by the attendees prompted the Children's Supervisor to offer a section of the Children's Department to form the Government Documents Children's collection. This innovative project will be profiled.

Country Information for Kids/Teens

Antoinette W. Satterfield

With so much information being available on the Internet, school children often turn to the web when searching for resources to use when learning about our world. These searches should also include government information.

There are maps and educational games regarding the European Union available from the Europa's Teacher's Corner website. Information about the United States can be found on a website known as Kids.gov. The World Factbook available from the United States CIA website gives basic information about all countries around the world that could be useful for both the elementary or high school student.

Introduction:

Government information is a credible source of data, description, provenance, measurement, and – most importantly – human endeavor. Government information is the output of actions, concepts and process associated with daily, yearly, and era-based operations of government (at many levels – local, provincial, country, and hemisphere). While much of government information is easily recognized and understood by adults, government information is much harder to recognize and understand by children – who are still developing their critical thinking skills (particularly those related to information location and evaluation).

The various segments of **The Gov Doc Kids Group and Free Government Information** will seek to provide a forum for discussion as to how various types of government information are defined and made accessible for children. Three segments – Martha Childers’ *Gov Doc Kids Group Overview*, John Faria’s *How to Create a Government Documents Children’s Collection*, and Katy Davis’ *FDLP Community and the Gov Doc Kids Group* will identify historical facts, structural elements, and group dynamics which illustrate both general government information for children concepts (which are key components of successful child-based government information service strategy) and specific Gov Doc Kids Group best practices (which have enable the group to reach out worldwide to children and educators in its efforts to promote the use of government information for children).

Other segments of **The Gov Doc Kids Group and Free Government Information** will provide specific examples of resources and services which are targeted for children. Jim and Justine Veatch’s *Kids Government Documents Online* examines “child-friendly” resources from the United States Government. Tom Adamich’s *Joining Hands Around the World: Countries Resources for Children and Teachers* and Antoinette Satterfield’s *Country Information for Kids/Teens* both examine worldwide country resources which allow children to learn more about important country-related facts, concepts, and contextual relationships which influence how they will, ultimately, participate in a global social, political, economic, and environmental culture.

Segment #1: Gov Doc Kids Group and Best Practices – Government Information for Children

Gov Doc Kids Group

The Gov Docs Kids Group was conceived during a meeting of the Kansas Library Association, Government Documents Roundtable the summer of 2006. The Group is made up of government information librarians and archivists, primarily from the Visiting Library Service and the National Archives at Kansas City.

The Group is co-sponsored by the State Library of Kansas, Kansas Library Association Government Documents Roundtable (KLA GODORT), Wichita State University, the Kansas State Library, the State Library of Ohio and the Government Documents Roundtable of Ohio. Corporate sponsors include ConstitutionFacts.com and Mannington Mills. Government sponsors are the United States Defense Commissary Agency, United States Department of Energy, Office of Scientific and Technical Information, and the National Agricultural Library. In addition to providing credibility, sponsors support the

Group by providing publicity for our efforts and prizes for Constitution Day Poster Contest winners.

The Group's mission is: To promote government information in order to engage K-12 students in learning about history, culture, science, and government through games and other interactive activities; to assist teachers and school librarians with locating teaching aids, lesson plans, and exciting tools to enhance students' learning, and to provide librarians with a collection of free government resources to advance their reference interview and collection development decisions. The project was conceived as a promotional tool for the value of government documents to K-12 students and teachers in addressing the requirement to integrate Constitution Day into public school curricula. The Group fulfills its mission by making presentations to groups of children and professional organizations, writing articles, creating websites, and organizing an annual Constitution Day Poster Contest.

The Gov Doc Kids Group Constitution Day Poster Contest, which started in 2007, is a promotional tool for the value of government information to K-12 students and teachers in addressing the new requirement since 2005 to integrate into public school curricula an educational program about Constitution Day. A United States federal mandate requires schools K-12 that receive federal funds to have a program on Constitution Day, September 17 each year.

The Group creates a contest form and publicizes the event through the news releases, an e-blast to listservs, an e-blast to organizations, and an e-mail publicity notice that the Kansas State Librarian sent to other state librarians. The e-blast includes a request for individuals and group to resend the publicity to other listservs, organizations, and individuals. These become viral and provides a wide network of publicity at no cost.

ConstitutionFacts.com has designed a poster promoting the contest which was distributed to United States Defense Commissary Agency (DCA) around the world. Contest entries are received, sorted, and judged. The contest is supported on the website of ConstitutionFacts.com where images of the previous winning posters and the current entry information are provided.

Participation has increased each year:

- 2007 -- 161 entries from 8 states and 1 country (two DoD schools in Japan) with 10 winners.
- 2008 -- 1,100 entries from 7 states with 14 winners.
- 2009 -- 2,395 entries from 37 states and 3 countries (Italy, Japan, and Korea) with 13 winners
- 2010 -- 9,347 entries from 45 states and Department of Defense Schools in Italy, Japan, and South Korea with 13 winners and 9 honorable mentions.

Winning posters have been selected all three years by the judges: Mary Burtzloff (Archivist, Eisenhower Presidential Library), Brian Oertel (Graphic Designer, Johnson County Library, Overland Park, Kansas), and Jan Schall (Sanders Sosland Curator of Modern and Contemporary Art, Nelson-Atkins Museum of Art Kansas City, Missouri). Each year, three local Kansas City-area winners have been honored at a ceremony with local dignitaries speaking. Other schools have had comparable award ceremonies for their winners.

All the winners received two posters, a certificate, and a press release to a local paper of their choice. They received age appropriate promotional materials from the United States Department of Energy, Office of Scientific and Technical Information, the Government Printing Office, and the National Agricultural Library. The first 100 entrants received one copy each of the U.S. Constitution from Oak Hill Publishing Company. Articles about winners have appeared in newspapers such as the Chicago Tribune and the Stars and Stripes.

The Group supports 4 websites. The original wiki is located at <http://govdocs4children.pbworks.com/>. It provides links to some governmental agencies offering information for children. This site provides the greatest wealth of sources about government information for children and those who serve them.

ConstitutionFacts.com created a website <http://www.constitutionfacts.com/> devoted to the poster contest. Each year the site has been enhanced. Because of the user-friendly name, the Group chose to use this website as the primary site for publicity.

The Group has been the first to utilize the new Federal Depository Library Program (FDLP) Community to develop a presence for government information librarians and has worked closely with Government Printing Office staff to utilize the capabilities of the Community site (<http://community.fdlp.gov/groups/viewgroup/14-Gov+Doc+Kids+Group.html>). This site is of interest due to the availability of space. Even before the site was publicized, it was tapped for documents early in its development.

The American Library Association Government Documents Round Table (ALA GODORT) continues to support a Group wiki on its site as well (http://wikis.ala.org/godort/index.php/Gov_Doc_Kids). Space limitations exist on this site.

Tom Adamich has spearheaded publication activities for the Group. To date, Group members have published seven (7) articles in professional publications, including *Library Media Connection*, *SLK News (News & Info from the State Library of Kansas)*, *OELMA Media Spectrum*, and *DttP: Documents to the People*. The Group continues to actively engage in presentations to promote the mission. Group members have presented nearly twenty (20) programs to children as well as professional organizations, such as the American Library Association, Kansas Library Association, and the Kansas City Metropolitan Library & Information Network.

New members who are willing to be active, self-directed, and collaborative are welcome to join the Gov Doc Kids Group. To date the Group has been a national group based in the United States, but in today's electronic world, the potential of becoming an international organization is feasible. Group members are fully aware of the rich government resources available at local, regional, national, foreign, and international level and looks forward to finding ways to promote more effectively this wealth of information to children.

What follows are several images associated with the Gov Doc Kids Group's Constitution Day Poster Contest:

[Insert image here.]

Huang Maiyi

[Insert image here.]

Grace A. Walker

[Insert image here.]

One of several Gov Doc Kids Group Constitution Day Poster Contest posters

[Insert image here.]

Constitution Week Celebration – Beebe Middle School – Beebe, Arkansas U.S.A.

[Insert image here.]

Constitution Week Celebration – Beebe Middle School – Beebe, Arkansas U.S.A.

For more information, see the group's wiki at:
<http://www.govdocs4children.pbwiki.com>

How to Create a Government Documents Children's Collection.

Here at El Paso Public Library before we created the Government Documents Children's Collection we first had to do outreach to the Main Library staff, the Branches staff, and Management.

We started by going to Texas Tech University to do a Government Documents Training Seminar conducted by our Regional Depository Librarian Tom Rohrig in February 2008 in Lubbock, Texas. This was to go over the latest developments in Government Documents and to make sure staff was up to date on Government Documents processes and procedures. Then at a Management Team meeting I made a presentation focusing on the resources of the Government Documents Department both print and online. The Branch Managers in particular were surprised by what we had to offer. We then did a series of workshops to all library staff in general. Initially we started with the Main Library staff and did a broad overview of the Government Documents Collection and the Federal Depository Library Program. We did similar workshops at the Branches.

But it was at the Main Library workshops that Becky Gutierrez, Children's Supervisor, and her Children's Department staff attended that sparked interest by Becky and her staff as to whether or not such material that was held in the Government Documents collection was also available for children. The answer was yes.

I assigned Government Documents staff member Beth Patterson to go through our collection and identify those items that were suitable for the Children's Department.

This is the method she used to put together the Government Documents Children's Collection for the Children's Department. First she observed that many government agencies produce various documents that are geared toward school teachers, parents, and children. Some of the documents are curriculum based and are class ready. Other documents are full of information on how to help children read, study, etc. There are also kits that contain instructions and DVD's on how to stay physically healthy and eat the right foods. NASA and the Department of Health and Human Services have published puzzles, activity books, and board games. Many children's books have been written to teach children about numerous things from planting a seed and watching it grow to how and what to eat if they are diabetic. There are even comic books about libraries.

Within the general Government Documents collection these materials were never used to their full extent. So when Becky Gutierrez, Children's Supervisor, showed interest in these government documents materials I thought it would be a great idea to identify those materials in our collection that were geared towards children, parents, and teachers and see if we could put a children's collection together. Becky liked the idea and offered a "tree" in the

Children's Department to house such a collection. As stated previously Beth Patterson identified the items and put the Government Documents Children's Collection together. She then went into the library catalog and changed the location code for each item from Government Documents to Children's. After doing that she then transferred the whole collection to the Children's Department. This whole process took a week.

Becky Gutierrez has indicated that the Government Documents Children's Collection has been a great success and wants more of these kinds of materials. We have tried to accommodate her during the annual Item Selection Cycle process.

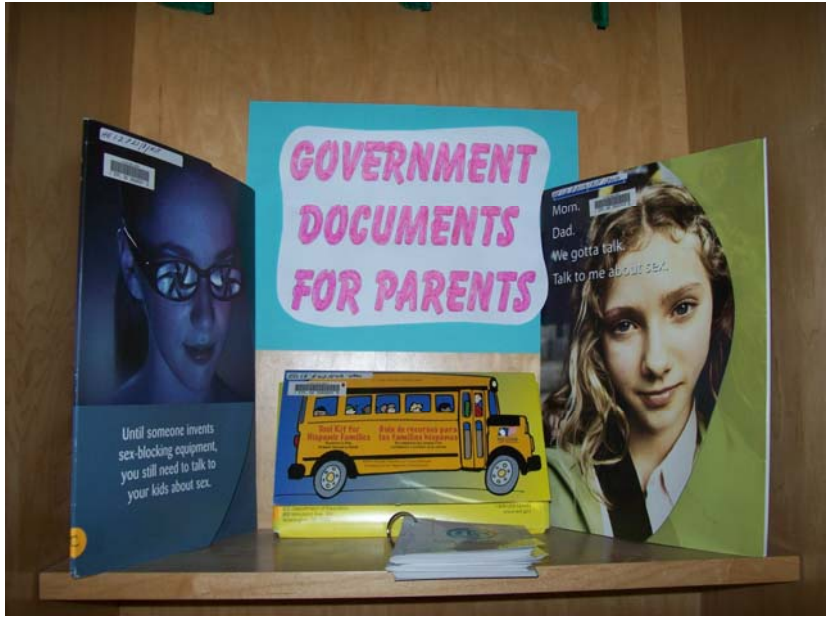
The Collection is broken down into three sections, Children's, Parents Resources, and Teacher's Resources. There are materials from NASA, the Department of Health and Human Services, the Department of the Interior, and a number of other agencies including state documents from the State of Texas. They are in many formats: books, pamphlets, A-V kits, DVD's, VHS, puzzles, games, coloring books, and binders.

Since these items were placed in the Children's Department they have seen an increase in usage and circulation. It has also allowed the Government Documents Department to reach out to children and their parents and make them aware of the Government Documents resources here at the El Paso Public Library.

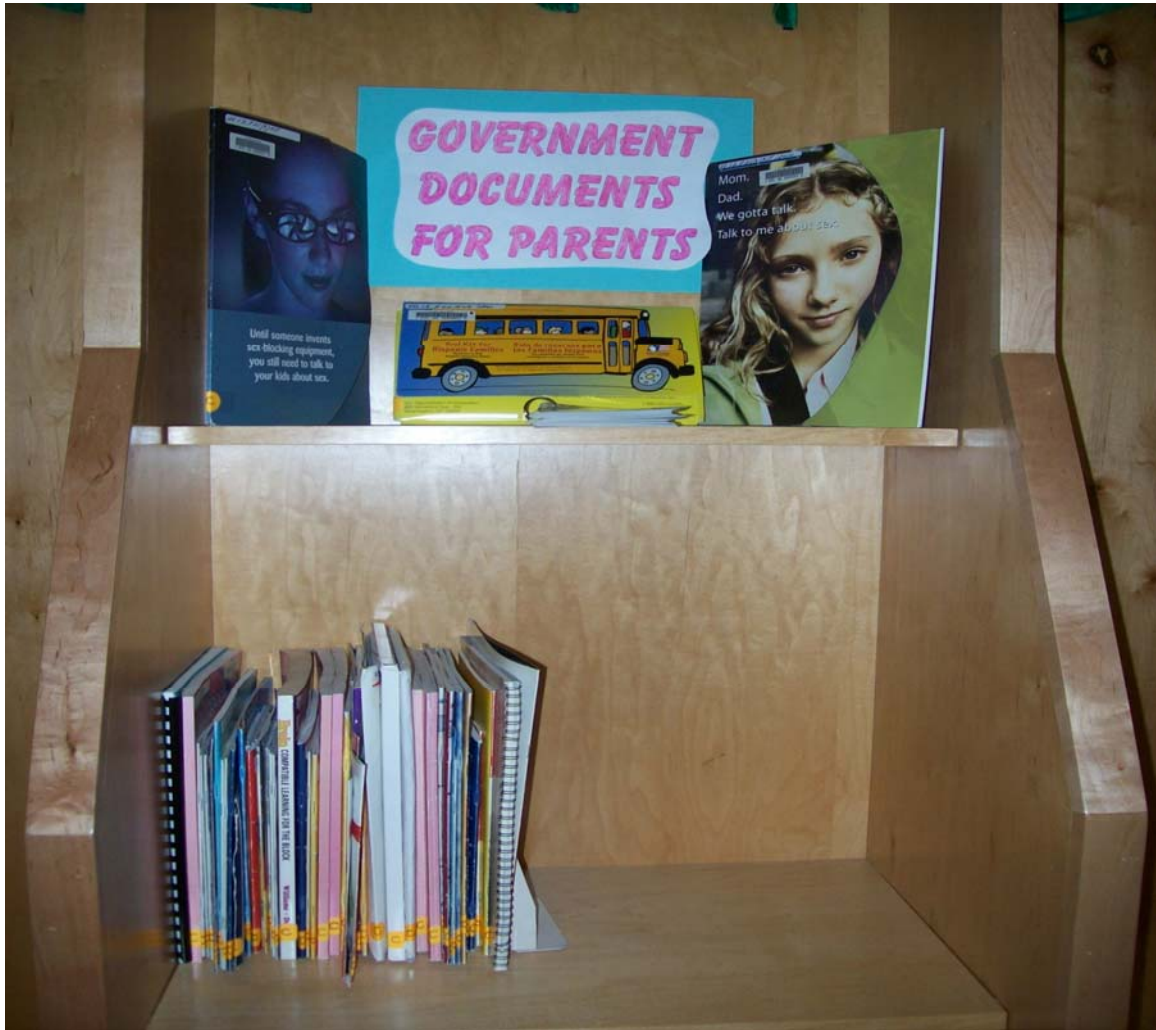
The following is a series of photos of the Government Documents Children's Collection and how it is housed in the Children's Department.



The Government Documents “Tree” in the Children’s Department of the Main Library of the El Paso Public Library.



Parent's Resources.



FDLP Community and the Gov Doc Kids Group

ABOUT THE FDLP COMMUNITY SITE

The FDLP Community, <http://community.fdlp.gov> is a site designed to create an online, interactive venue to enhance the world of Government documents. Some of the content was created by employees of the U.S. Government Printing Office (GPO), however; the content in this site is primarily created by members. Members are typically Federal documents librarians who participate in the Federal Depository Library Program (FDLP). Tapping into the knowledge of our members, the FDLP Community site can offer relevant, real-world experience, observations, and advice from the contributions of the people who work with Government documents on a daily basis. The more members share, the richer a resource the FDLP Community site becomes for those who seek or share relevant information.

FDLP Community provides a no-cost solution for members from all geographic locations to network and exchange ideas. The site is available 24 hours a day, allowing members to contribute when it is convenient for them as opposed to having to adjust an already crowded schedule.

Why not just use a free social networking tool already available?

Technologies

Similar to currently available social networking sites, the FDLP Community gives members multiple channels of communication. A member can create a profile, “friend” associates, comment, blog, upload photos, private message fellow community members, start a group, create Web links, upload documents, and search. Each of those functionalities has additional features attached to them as well. GPO is continually researching ways to improve the technologies currently provided and looking into technologies that can be added to the site in the future.

Security

Unique to other offerings is that the Community provides members with a safe, private, secure environment. Privacy concerns matter with GPO and the privacy settings will not arbitrarily be changed. Additionally there is no outside advertising or behind the scenes harvesting of your personal information.

True Community

Federal depository librarians have a very specialized role as people who build, catalog, organize, maintain, and provide public access to Government documents. GPO knows that these professionals are a close knit group and encounter unique challenges. With awareness of this knowledge and as administrators of the FDLP, GPO can insure that the proper tools for communication best suited for librarians are made available, and build an online community that meets their specific needs. GPO conforms to the needs of our audience, rather than conforming to the somewhat inflexible technologies offered by other free social networking sites. This awareness toward our audience, along with member participation will build a stronger community online.

GOV DOC KIDS GROUP AND THE CONSTITUTION DAY POSTER CONTEST

History and Objectives

A representative from the Gov Doc Kids Group contacted GPO late October/early November in 2009. The group was interested in exploring new technologies for promoting their Constitution Day Poster Contest and expanding awareness about the Gov Doc Kids Group. The group was also wanted to utilize a cost free solution. After a couple of conversations with GPO, it was agreed that the Gov Doc Kids group could leverage the tools of the FDLP Community to reach out to a targeted audience of Government librarians; along with their current audience (teachers, kids, parents, librarians, etc.).

The FDLP Community site enabled:

- collaboration between the Gov Doc Kids group and other members on the site;
- a public online presence;
- access to technologies that FDLP Community had available that other Web sites the group was using did not, and;
- the ability to leverage tools to share information about their group and the Constitution Day Poster Contest.

Implementation

The Gov Doc Kids Group used a number of tools and features on the FDLP Community Site. The following is a list of what they utilized:

Groups. Gov Doc Kids Group established an online group by forming one on the FDLP Community site. This allowed members of this group to share a mission statement, publish announcements, create and reply to discussions related to the group, create photo albums, and post to a group wall. The group can be found on the FDLP Community here: <http://community.fdlp.gov/groups/viewgroup/14-Gov+Doc+Kids+Group.html>.

Web Links. The FDLP Community has a tool that allows members to share links to Web sites they consider helpful or resourceful to other members. Gov Doc Kids Group took advantage of this feature. GPO created their own section under Community Groups where they are able to continually add links as needed. Their section is further organized by categories. The Gov Doc Kids Group links can be found here: <http://community.fdlp.gov/weblinks/community-groups/gov-doc-kids-group.html>.

File Sharing. Gov Doc Kids Group utilized the FDLP Community's file sharing feature to upload and share documents with others. They were able to make their Constitution Day Poster Contest entry form available as a pdf for those who wished to apply to the contest by filling out the form and mailing it back in. They were also able to make their Press Kit and various flyers available for anyone who wanted to download them. Their documents can be found here: http://community.fdlp.gov/files/cat_view/71-gov-doc-kids-group.html.

Gallery. Constitution Day Poster Contest winner and runner-up submissions are featured in our Gallery. You can find the top submissions from 2008-2010. All of Gov Doc Kids Group photo albums can be found here: <http://community.fdlp.gov/gallery.html>.

LESSONS LEARNED AND BEST PRACTICES

The collaboration with the Gov Doc Kids group gave the administrators of the FDLP Community a window into user experience. GPO had the opportunity to see how people are interacting with each other and with the tools made available on the site. The feedback from Gov Doc Kids Group gave GPO an invaluable understanding of where we need to improve on usability issues on the Community site. GPO also learned what features this group of members wanted either through their actions or by direct request.

The main audience is members of FDLP Community. It is necessary to keep this audience in mind when content is provided from a group. The information that is posted regarding a group may best be presented to allow other members to respond, share ideas or collaborate with a group. The general public can view most of the information on FDLP Community (unless some privacy features were enacted, e.g., setting a profile to private or making a private group), but the general public cannot utilize the tools provided for members.

If a library organization is not in the position of having its own web presence, and the members of the organization are associated with the FDLP, the Community site can be a place to provide it. However, getting an individual Web presence is recommended for the following reasons.

- Allows a group to provide information that is clearly targeted to a particular audience. In Gov Doc Kids Group, this would be teachers, kids, and parents.
- Gives the administrator of the site the ability to gather customized statistics geared toward the group who owns the site.
- Allows group to drive traffic to one main place giving the group a more unified presence.
- Eliminates posting similar information on a number of different sites, making maintenance of information easier to update and maintain.
- Provides the group's main audience with a streamlined, easy to navigate user experience.

Continually developing and improving on different features on both the front end and back end of the FDLP Community site, and by observing how the members interact, allows GPO to improve services for the members. Investing more effort to make the FDLP Community more effective and user friendly for the members will be pursued by GPO. GPO encourages the members of the FDLP Community to continue to contribute to the site to explore what possibilities are available to them and to discover options that provide them with the most appropriate solution for their objectives. Your feedback is always welcome and valuable. You can provide it by going to the Beta Feedback form at <http://community.fdlp.gov/home/contact.html>.

Segment #1: Gov Doc Kids Group - Examples of Government Information for Children Resources

Joining Hands Around the World: Countries Resources for Children and Teachers

In the global arena that exists today (as a result of cyber-communication and worldwide virtual access to information via the Internet), the need to identify and use basic information on countries of the world (in reports, cultural exchange, commerce, etc.) has become increasingly important. Knowing where to find credible and comprehensive countries of the world information (and how to use the information) is the goal of this discussion.

Additionally, understanding the overall jurisdiction of a country (including its dependencies and special areas of sovereignty) is also important. As a means of satisfying this goal, two resources that feature countries of the world information will be profiled – The U.S.

Department of State Country Profiles and Background Notes and the Library of Congress.

U.S. Department of State Country Profiles and Background Notes

The U.S. Department of State Country Profiles Database is a comprehensive database which contains basic information for over 200 countries, territories, and other special areas of sovereignty. Located at <http://www.state.gov/p/>, the Country Profiles Database is the compilation of information which identifies basic facts about a particular country which may fall within one or more of the following descriptive categories:

- General profile
- Government
- People
- History
- Political conditions
- Economy
- Foreign relations
- U.S. relations
- Travel/Business

Most of this information is found in the “Background Notes” section. Each section explores the country’s geographical, economic, cultural, and political composition from both the macro and micro perspectives. According to the website:

Background Notes include facts about the land, people, history, government, political conditions, economy, and foreign relations of **independent states, some dependencies, and areas of special sovereignty**. The Background Notes are updated/revised by the Office of Electronic Information and Publications of the Bureau of Public Affairs as they are received from the Department's **regional bureaus**.¹

In addition to current Background Notes entries (which profile over 100 countries and territories), there is access to an archive of older versions of “Background Notes” which can be found at <http://www.state.gov/outofdate/bgn/index.htm> .

¹ United States. Department of State. “Background Notes”. Retrieved 6 March 2011 from <http://www.state.gov/r/pa/ei/bgn/> .

For example, let's examine the country Austria. According to the resources found at <http://www.state.gov/r/pa/ei/bgn/3165.htm>, Austria's profile is as follows [partial listing]:

PROFILE AUSTRIA

Geography

Area: 83,857 sq. km. (32,377 sq. mi.); slightly smaller than Maine.

Cities: *Capital*--Vienna (2007 pop. 1.68 million). *Other cities*--Graz, Linz, Salzburg, Innsbruck, Klagenfurt.

Terrain: Alpine (64%), northern highlands that form part of the Bohemian Massif (10%), lowlands to the east (26%).

Climate: Continental temperate.

People

Nationality: *Noun and adjective*--Austrian(s).

Population (2007): 8,332,000.

Annual population growth rate (2007): 0.4%.

Ethnic groups: Germans, Turks, Serbs, Croats, Slovenes, and Bosnians; other recognized minorities include Hungarians, Czechs, Slovaks, and Roma.

Religions (2001 census): Roman Catholic 73.6%, Lutheran 4.7%, Muslim 4.2%, other 5.5%, no confession 12.0%.

Language: German about 90%.

Education: *Years compulsory*--9. *Attendance*--99%. *Literacy*--98%.

Health (2007): *Infant mortality rate*--3.6 deaths/1,000. *Life expectancy*--men 77.4 years, women 82.9 years.

Work force (2007, 4.2 million): *Services*--67%; *agriculture and forestry*--5%, *industry*--28%.

Government

Type: Federal parliamentary democracy.

Constitution: 1920; revised 1929 (reinstated May 1, 1945).

Branches: *Executive*--federal president (chief of state), chancellor (head of government), cabinet. *Legislative*--bicameral Federal Assembly (Parliament). *Judicial*--

Constitutional Court, Administrative Court, Supreme Court.

Political parties: Social Democratic Party, People's Party, Freedom Party, Greens, Alliance-Future-Austria.

Suffrage: Universal over 16 (reduced from 18 in 2007).

Administrative subdivisions: Nine Bundeslaender (federal states).

Defense (2010 projected): 0.75% of GDP.

Economy

GDP (2009): \$381.2 billion.

Real GDP growth rate (2009): -3.9%.

Per capita income (2009): \$45,500.

Natural resources: Iron ore, crude oil, natural gas, timber, tungsten, magnesite, lignite, cement.
Agriculture (1.5% of 2009 GDP): *Products*--livestock, forest products, grains, sugarbeets, potatoes.
Industry (29.5% of 2009 GDP): *Types*--iron and steel, chemicals, capital equipment, consumer goods.
Services: 69.0% of 2009 GDP.
Trade (2009): *Exports*--\$130.3 billion: iron and steel products, timber, paper, textiles, electrotechnical machinery, chemical products, foodstuffs. *Imports*--\$135.6 billion: machinery, vehicles, chemicals, iron and steel, metal goods, fuels, raw materials, foodstuffs. *Principal trade partners*--European Union, Switzerland, U.S., and China.²

A U.S. Department of State Country Profile may also include a link to a Library of Congress Country Study page. This resource explores further various aspects of the country, including its economic policies, laws/legal codes, era/epoch history, sociology, and ecological issues. If we use our example Austria and view the resources found in the Library of Congress Country Study page on Austria, we find some interesting facts about the country, including the following regarding their elections and political parties:

Elections and Parties

The outcome of the four parliamentary elections between 1955 and 1970 hinged on relatively small changes in the division of the votes. The ÖVP consistently held the largest number of seats in the Nationalrat and thus leadership of the ÖVP-SPÖ coalition, the so-called grand coalition, even though in the 1959 election it polled fewer votes than the SPÖ. Prior to the 1966 election, the share of the vote received by the ÖVP fluctuated between 44 and 46 percent. By achieving an increase to 48 percent in 1966, the party was able to win eighty-five parliamentary seats, an absolute majority. Julius Raab served as chancellor between 1953 and 1961, when he was replaced by Alphons Gorbach. Gorbach brought some younger politicians into the party's leadership, where they began to press for reforms. One of these younger men, Josef Klaus, replaced Gorbach as chancellor in 1964 and headed the ÖVP government between 1966 and 1970. His rise, coming about the same time as the deaths of Raab and Figl, marked the passing of party leadership to a younger generation that had not experienced the trauma of the 1930s.

The SPÖ saw its share of the vote fluctuate between 42 and 45 percent over the course of the four elections. Although the SPÖ held the position of junior partner in the coalition, the electorate consistently gave the presidency of the republic to the SPÖ

² United States. Department of State. Country Profiles – Austria. Retrieved 6 March 2011 from <http://www.state.gov/r/pa/ei/bgn/3165.htm>

following reinstatement of direct elections for that post in 1951. Theodor Körner, who had succeeded Renner in 1951, died in office prior to the 1957 presidential election. Schärf, who had been chairman of the SPÖ since 1945, handily won the 1957 election and was reelected in 1963. When he died in 1965, he was succeeded by the Socialist mayor of Vienna, Franz Jonas.

The VdU was reorganized in 1956 as the Freedom Party of Austria (Freiheitliche Partei Österreichs--FPÖ). Its share of the vote ranged from about 5 percent to 8 percent. The party drew on a diverse base of voters that included liberals, anticlerical conservatives, monarchists, and former Nazis.

The KPÖ was hurt by its association with the Soviet Union and by events in Eastern Europe, particularly the Soviet invasion of Hungary. The party's already small share of the vote continued to decline, from about 4.5 percent in 1956 to just over 3 percent in 1962. After 1959 the KPÖ held no seats in the Nationalrat.³

Both the Library of Congress Country Studies and the U.S. Department of State Country Profiles are compiled from the various reports submitted by members of the regional bureaus of the U.S. Department of State's Bureau of Public Policy and Bureau of Affairs for the appropriate geographical location (in this case, the Bureau of European and Eurasian Affairs).

"Kids Government Documents Online" --


<http://www.worldcat.org/profiles/jveatch/lists/599894>, is a collection of U.S. government e-resources – those resources accessible only via the Internet. Most of the resources found in this bibliography are accessible worldwide and profile government information resources available via the United States Government (particularly the U.S. Forest Service and the U.S. Environmental Protection Agency – EPA).

Below is an example of one of the resources:

La basura y el cambio del clima : los protectores del planeta descubren las razones escondidas para reducir, reutilizar, y reciclar.

Author: [United States. Environmental Protection Agency. Office of Solid Waste and Emergency Response.](#)

Publisher: [Washington, D.C.] : Agencia de Protección Ambiental de los Estados Unidos, Desechos Sólidos y Respuesta a Emergencias, [2002]

Edition/Format:  eBook : Document : National government publication : Spanish

Material Type: Document, Government publication, National government publication, Internet resource

Document Type: Internet Resource, Computer File

³ Library of Congress. Country Studies – Austria. Retrieved 6 March 2010 from [http://lcweb2.loc.gov/cgi-bin/query/r?frd/cstdy:@field\(DOCID+at0058\)](http://lcweb2.loc.gov/cgi-bin/query/r?frd/cstdy:@field(DOCID+at0058)) .

All Authors / Contributors: [United States. Environmental Protection Agency. Office of Solid Waste and Emergency Response.](#)

OCLC Number: 76891949

Notes: Title from title screen (viewed on Dec. 6, 2006).
"EPA530-K-00-001S."
"Enero de 2002."
Spanish version of: Trash and climate change : planet protectors discover the hidden reasons to reduce, reuse, and recycle.

Description: [10] p. : digital, PDF file

Details: Mode of access: Internet from the EPA web site. Address as of 12/6/06:
<http://www.epa.gov/epaoswer/osw/kids/pdfs/k00001s.pdf>; current access is available via PURL.

Other Titles: Trash and climate change., Protectores del planeta descubren las razones escondidas para reducir, reutilizar, y reciclar

OCLC's Worldcat is explained below:

WorldCat is the world's largest network of library content and services. WorldCat libraries are dedicated to providing access to their resources on the Web, where most people start their search for information.

What am I searching?

WorldCat.org lets you search the collections of libraries in your community and thousands more around the world. WorldCat grows every day thanks to the efforts of librarians and other information professionals.

WorldCat.org lets you:

- Search many libraries at once for an item and then locate it in a library nearby
- Find books, music, and videos to check out
- Find research articles and digital items (like audiobooks) that can be directly viewed or downloaded
- Link to "Ask a Librarian" and other services at your library
- Post your review of an item, or contribute factual information about it

You may need to have an active offline membership with a WorldCat library to view/download content or check out materials through its Web site.

What will I find?



You can search for popular books, music CDs and videos—all of the physical items you're used to getting from libraries. You can also discover many new kinds of digital content, such as downloadable audiobooks. You may also find article citations with links to their full text; authoritative research materials, such as documents and photos of local or historic significance; and digital versions of rare items that aren't available to the public. Because WorldCat libraries serve diverse communities in dozens of countries, resources are available in many languages.

Can I check something out?

It depends on whether you have an active membership with a library that owns the item, and whether that library's Web site permits remote checkout of an item. WorldCat.org lets you find an item of interest and then locate a library near you that

owns it. Usually you will link directly to the item record on the library's Web site. The actions available to you on that page will vary from one library to another. You may be able to join a waiting list, reserve the item, check it out or even have it shipped or delivered.

Can I get into electronic databases?

Some WorldCat libraries make their specialized reference databases available on their Web sites, but only to library members. Your search on WorldCat.org may produce direct links to articles and other resources in these databases. To access these resources, though, you may first be required to log in with a valid library membership.

Can I ask for help from a librarian?

Yes! WorldCat results often include a direct link to the "Ask a Librarian" help feature of a library's Web site.

Can I add information to WorldCat?

Yes! On the WorldCat page for a particular item, you can enter a rating and review under the "Reviews" tab, and contribute factual notes or a book's table of contents under the "Details" tab. Note that only you can modify or delete your own review, but other users can edit information that has been contributed under Details (similar to [Wikipedia](#)).

Can I search WorldCat at my local library?

Your library may let you search WorldCat from the online catalog on its Web site. (Again, you may have to log in with a valid library membership.) When you are physically at the library, you can search WorldCat using the **FirstSearch** reference service. Although the basic identifying information you'll find on this Web site can fulfill most needs, WorldCat at your library includes extra features such as:

- Advanced search
- "Find similar items"
- Links to published reviews and excerpts

Country Information for Kids/Teens

There was a time when most school papers were written by finding information in printed encyclopedias and other books and magazines. At that time, we would not have used the term "printed encyclopedias", because **all** encyclopedias were printed. The dining table or floor would often be covered in such material, and the young child or high school student would have pen or pencil in hand and paper on which to write the information they had recently discovered.

However, many children today retrieve their information from the Internet. Realizing the increased dependence on computers for information, governments and various organizations use the Internet to disseminate educational materials. These resources include games, videos, different languages, music, stories, as well as facts and detailed information about individual countries and continents.

An article written by Aysegul Yolga Tahiroglu, MD, et.al. and published in 2007 in the *CyberPsychology & Behavior Journal*, states that in a study involving Turkish youths, it was found that they use the computer first to play games and second to gather information.⁴ These findings could most likely be used to describe youth in any country. If they are spending so much time with the computer, than having information they need for education purposes in the same location is surely a positive attribute.

⁴ Tahiroglu, Aysegul Yolga, p. 537

Also, an article published in 2010 in *Social Behavior and Personality* focused on a playfulness trait found in adolescents. To hold their attention and create an eagerness to continue with an online game, these games must focus on the trait of playfulness.⁵ Many educational sites focus on this trait by offering interactive maps, games, and puzzles. They may use cartoon characters, bright colors, and flashing lights. By doing so there is a greater chance of holding a child's attention for longer spans of time.

For instance, the Public Broadcast Service (PBS) has a site for children titled *Africa for Kids* (<http://pbskids.org/africa>) with information about life in Africa, and two activities on the PBS site are particularly impressive. One is a link titled *My World*, which offers pictures and information about the lives of children that attend schools in four different countries in Africa. There are stories and pictures about schools in Accra, Ghana, Wundanyi, Kenya, Winterveldt, South Africa, and Kampala, Uganda. Young people can learn about how these students dress, eat, play, and live. They can easily compare some of the differences (and similarities) between themselves and those living in these areas and attending these particular schools.

There is also a link here to a site about a traditional African musical instrument titled *Thumb Piano Tunes*. Here we read that the thumb piano is "simple to make and easy to play" and that it is common in almost all parts of Africa. Users are given the opportunity to virtually play this African musical instrument using the mouse, as well as record the music they create, play it back, and listen to the tune they have just performed.

For the older child, the World Bank ([www.http://worldbank.org](http://worldbank.org)) offers a web site with basic information on 180 countries. As students dig deeper and deeper into the website, they can find tables with basic information about any of these countries, such as population numbers, literacy percentages, and mortality rates. Some of these sites are offered in more than one language. There are reports and publications about economy, industry, and agriculture, and other topics.

If just basic information is needed, the CIA Factbook is quickly available from the CIA website (<http://www.cia.gov>), where the student can find principal information about countries, such as population, currency, military, and structure of their government.

Europa is the official website for the European Union (EU) where students can find information about currency (euro), member countries, and basic information on the structure and function of the European Union. There is the *Euro Kid's Corner* (<http://www.abc.net.au/abcforkids>) where games can be played in a multitude of languages. These games offer information about the euro, the appearance of various banknotes, how to count them, and how the currency has changed since the earliest of times. By logging in the players can each keep up with their scores within each game.

Within Europa there is also a game site titled *Europa Go!*, where students can take quizzes (with noises and cartoon characters to signify whether answers were right or incorrect) about history, geography, language, and even agriculture of the various countries of the EU. Even though it is geared for children, it can be educational for older students and adults when trying to increase their own knowledge of the global community.

⁵ Chiang, Yu-Tzu. p. 629.

The Royal Embassy of Saudi Arabia in Washington, DC, offers information in great detail about Saudi Arabia, including ancient history, the birth of Islam, basic laws of governance, procedure before Shari'ah Courts, education, agriculture, sports, of other topics. Many embassies offer such pages for their countries. Information is just a "click" away for our computer generation.

And then there are websites that may be simply fun, but they encourage concentration, stimulate the senses for sight and sound, and teach basic computer skills without needing much supervision (content is safe).

Australia offers one titled *ABC for Kids* (<http://www.abc.net.au/abcforkids>) that includes videos, games, television shows, pages to print and color, crafts, and recipes. This site utilizes cartoon characters as well as humans.

The U.S. National Security Agency (NSA) publishes a fun web site mostly for older youth titled *America's CryptoKids* (<http://www.nsa.gov/kids>) that teaches users how to create and decipher codes. Focusing more on the older student, there is a Morse Code activity as well as a student resources page giving information about the history of cryptology and the listing of high school and college programs in this field. There are so many ways on this web site to encourage youth into the field of math and science.

There are many more intricate, authoritative, and useful websites for gathering information for school research papers. There are also many more that are just plain fun, with lessons to be learned even when the child does not realize it!

References

Chiang, Y., & Lin, S. S. S. J.(2010). Early Adolescent Players' Playfulness and Psychological Needs in Online Games. *Social Behavior and Personality* 38(5), 627-636.

Tahiroglu, A. Y. (2008). Internet Use Among Turkish Adolescents. *CyberPsychology & Behavior* 11(5), 537-543.