

**AMERICAN WEST BROAD TOPIC CATEGORY NAMING:  
SURVEY FINDINGS & RECOMMENDATIONS**

**MAY 2005**

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## **I. PROJECT OVERVIEW AND ASSESSMENT OBJECTIVES**

The California Digital Library (CDL) has been awarded a three year William and Flora Hewlett Foundation grant to build a virtual collection about the American West, including digital images from 30+ archival institutions. Users of the American West collection will have the ability to access the images and other harvested digital objects either through keyword-based search queries or via browsing. The browsing functionality will be structured primarily on hierarchical faceted metadata, allowing the user to select a broad topic category, and then drill down to increasingly specific topics. In May 2005, CDL undertook an assessment of the grouping and naming of the broad topic categories; objectives included the following:

- Determine whether the proposed broad topic category groupings and names are distinct, informative, and sufficiently representative of the second-level topic clusters included in the categories. Category names should be appropriate, inclusive, definitive, and unambiguous, assisting the user in determining which option best matches his or her information interest.
- Determine whether a group of *general* broad topic category names can effectively represent the content included in a *subject-specific* collection, i.e., the American West, thus assisting users in satisfactorily browsing the collection and facilitating discovery of its content.

## **METHODOLOGY**

With the assistance of the American West Project metadata coordinator, the CDL assessment team created an online survey consisting of fifteen questions, designed to assess the clarity and usefulness of the American West broad topic category divisions and names. The survey, available May 11-20, 2005, was developed and posted to the Web using the WebSurveyor online survey tool. The survey received 192 responses.

Survey questions were informed by academic content standards for grades nine through twelve as adopted by the California State Board of Education.<sup>1</sup> Initial survey planning called for the inclusion of 23 broad topic categories. However, early testing of survey prototypes quickly revealed that users uniformly experienced the browsing of 23 topic categories as onerous, and the 23 topic categories were collapsed into thirteen for purposes of the survey. After analyzing the survey results, the CDL assessment team recommends several changes to the categories, including expanding the number of categories from thirteen to sixteen, and revising three of the category names.<sup>2</sup>

## **PARTICIPANTS**

Invitations to participate in the survey were distributed via email by the American West project partners to the following listservs:

- H-California (history and culture of California)
- H-High-S (teaching high school history/social studies)
- H-NewMexico (culture and history of New Mexico)
- H-Teach (teaching college history)
- H-West (history/cultures of North American west and frontiers)

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<sup>1</sup> See Appendix II for list of survey questions.

<sup>2</sup> See Appendix I for list of all iterations of the broad topic category names.

- PubLib (public librarians)

Of the 192 total survey responses, those respondents who indicated job titles included:

- Higher education faculty and instructors (50)
- K-12 teachers (20)
- Graduate students and Ph.D. candidates (19)
- Librarians and archivists (16)
- Writers (9)

## II. BACKGROUND

### TOPICAL CLUSTERING AND THE AMERICAN WEST OAI-HARVESTED OBJECTS

In early 2005, the CDL contracted with David Newman, CEO of topicSeek, to conduct a feasibility study investigating the application of topical clustering to a collection of 360,000 American West-scoped OAI-harvested objects. In his final report on the feasibility study, Newman defines topical clustering as “the process of automatically determining the topics covered by a collection of text documents, without a priori topic definitions. Topics are automatically found by statistically determining words that tend to co-occur, and computing lists of the most likely words in each topic.”<sup>3</sup> For the American West feasibility study, the selected Dublin Core elements used to develop the topical clusters included Title, Subject, and Description.

In his discussion of the mapping of the topical clusters to the broad topic categories, Newman identifies two primary questions:

1. How well do the topics derived from the topic model map to one or more of the broad topic categories?
2. What is the best procedure for assigning topics from the topic model to one or more category?

This assessment activity focused primarily on one aspect of the first question, that is, can the topics identified in the automatic topical clustering process be adequately represented by a list of general broad topic category names? A somewhat related question is whether a group of broad topic category names developed for the American West collection can be general enough as to allow for their adoption by other non-American West collections. In either case, topic clusters must be named in order to provide a browsing scheme by which users can discover content.

### BROWSE VS. SEARCH AND CATEGORY NAMING

Within the American West collection, users will be provided the option to access content either through keyword-based search queries or via browsing. Factors influencing the decision to use browse or keyword search include user navigation preferences, whether the type of information desired has been clearly defined by the user, and overall site design. When confronted with a list of topic categories, how the user determines which option best matches their information goal depends on how specifically they have defined what they are seeking. For example, a tenth-grade teacher looking for an image of the San Juan Capistrano Mission built along California’s El Camino Real might decide to browse the American West collection in an effort to orient her/himself as to the scope of the collection. Faced with a list of broad topic categories from which to choose, how s/he decides which option will yield the best result is

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<sup>3</sup> Newman, David, and topicSeek (2005). *Metadata Enhancement Feasibility Study*. Findings presented to American West project partners at 12 April 2005 project meeting in San Diego.  
[http://www.cdlib.org/inside/projects/amwest/cdl\\_clusteringOAI\\_final.pdf](http://www.cdlib.org/inside/projects/amwest/cdl_clusteringOAI_final.pdf)

determined by how closely the category names match the information being sought.<sup>4</sup> Cognitive tasks performed by users include:

- Identity matching: If the user has a specific named target, e.g., San Juan Capistrano Mission, and if that target implicitly matches one of the category options, e.g., California Missions, then the user engages in a type of cognitive comparative activity known as identity matching. The user is likely to select a category after determining the name of the category matches the information being sought.
- Class-inclusion: A second type of determination commonly performed on category or menu options, referred to as class-inclusion, occurs when the user knows what the information s/he desires is called, e.g., San Juan Capistrano Mission, but does not know which category it will be included under, e.g., Religion. If the target information does not appear as a category name at the root level, then the user must make a judgment as to which category option is most likely to contain the information desired.
- Equivalence: Finally, if the user knows implicitly what type of information is needed, but in fact is unclear as to how that information is defined and categorized within the site, then s/he must search through the levels of the browse category hierarchy and attempt to identify an option that appears to be equivalent to the information desired. In this instance, a user looking for information on the San Juan Capistrano Mission may need to browse through several category options, e.g., Religion, Native Americans, and Exploration & Migration, before locating the desired image.

Regardless of whether the user is engaged in identity matching, class-inclusion, or equivalence searching, the naming of categories is a vital factor in determining successful information retrieval and user satisfaction. Category names should be appropriate, inclusive, definitive, and unambiguous. Category names should be distinct from other category names, and the critical features of each category should be emphasized.<sup>5</sup> Reasons menu category names may hinder information retrieval include:

- Items within a cluster cannot be adequately characterized by the category name.
- The user infers that additional items are in a category.
- Category names are ambiguous.
- Category names are synonymous or overlap.

As an increasing number of digital library projects employ OAI-harvesting coupled with metadata enhancement and automatic topic clustering, the importance of top-level category names in facilitating collection browsing is apparent. Martin Halbert of the Emory University MetaCombine Project offers the following observation:

“An unexpected finding of the clustering work was the importance of human-readable labels. Although clustering technologies like NMF [Non-negative Matrix Factorization] are very effective for generating new ontologies for ad hoc assemblages of information, no clustering system is able to automatically create elegant labels for the resulting headings... [I]t was clear from our usability studies and focus groups that classification headings that were written by human beings for comprehensibility by other human beings were far better than anything automatically generated.”<sup>6</sup>

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<sup>4</sup> Papp, K. R. & Cooke, N. J. (1997). Design of menus. In Helander, M. G. (Ed.), *Handbook of Human-Computer Interaction* (2d ed.). New York: Elsevier Press.

<sup>5</sup> Norman, K. L. (1991). *The psychology of menu selection: designing cognitive control at the human / computer interface*. Norwood, NJ: Ablex Publishing Corporation. <http://www.lap.umd.edu/POMS/>

<sup>6</sup> MetaScholar Initiative (2004). *MetaCombine Project Interim Report*. Atlanta, GA: Emory University. [www.metacombine.org/reports/project/MetaCombine-Interim-Report-final.doc](http://www.metacombine.org/reports/project/MetaCombine-Interim-Report-final.doc)

## EVOLUTION OF THE AMERICAN WEST HIGH-LEVEL BROAD TOPIC CATEGORY NAMES: 27 → 23 → 13

In mid-2004, the CDL contracted with Geneva M. Gano to analyze the content of the American West virtual collection. Gano's final report, issued in October 2004 and presented to the American West Project partners later that month, provided a valuable analysis of the scope and nature of the collection.<sup>7</sup> Included was a proposed list of 27 broad topic category names, qualified by Gano as "most suited to graduate students in history and literature." After working with the 27 broad topic category names, including early experiments in mapping a list of Library of Congress Subject Headings to the categories, the American West Project metadata coordinator decided to collapse several categories, resulting in a modified list of 23 categories. In preparation for the broad topic category naming survey, the CDL assessment team initially made only minor modifications to the list of 23 categories labels. However, after early testing of survey prototypes found that users uniformly experienced the browsing of 23 topic categories as far from optimal, the 23 topic categories were collapsed into thirteen.

### III. PRIMARY FINDINGS AND RECOMMENDATIONS

Following are the primary findings of the survey, including recommendations for change and supporting data. A post-survey version of the broad topic categories, integrating all recommendations for change, can be found at Appendix I.

**FINDING 1**                    **The creation of a distinct "Native Americans" category, including the choice of category name, did not elicit significant commentary from respondents.**

**SUPPORT DATA**            Question twelve, designed to ascertain respondents' acceptance of a specific "Native American" broad topic category, read:

*Q12. You are asked to give a presentation on the Cherokees' "Trail of Tears". Choose the category in which you would look first to find information for your presentation.*

In response to Q12, 84% of respondents selected the category "Native Americans", and 6% chose the category "Race & Ethnicity". Of the four respondents who chose "Other", none questioned the presence or labeling of the broad topic category. Of the 50 respondents who offered final additional comments, only one made note of the category, inquiring, "Why do Native Americans get their own category but other groups do not? Seems hard to defend and potentially controversial."

**RECOMMENDATION(S)**    Leave as is the category "Native Americans".

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**FINDING 2**                    **Respondents do not perceive the category "Environment" as sufficiently broad to include the subjects of mining or water rights.**

**SUPPORT DATA**            Questions two and four, designed in part to ascertain respondents' perceptions of the scope of the category "Environment", read:

*Q2. You are asked to write a report on the California Gold Rush. Choose the category in which*

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<sup>7</sup> Gano, Geneva M. (October 2004). *New Frontiers in the Digital Library: Social and Ecological Diversity of the American West, Appendix B: Institution and Content Review*. Distributed to American West Project partners at 24 October 2004 project meeting in Baltimore.

*you would look first to find information for your report.*

**Q4.** *You are asked to write a report on the importance of great rivers of the West and the struggle over water rights. Choose the category in which you would look first to find information for your report.*

In response to Q2, 49% (93) of respondents chose the category “Exploration & Migration”, and 17% (32) chose “Other”. Of the 32 respondents who selected “Other”, eight suggest a category that includes the term “mining”.

In response to Q4, 57% (109) of respondents chose the category “Environment”, and 6% (12) chose “Other”. Of the 12 respondents who selected “Other”, suggestions for alternative categories included, “Land Use”, “Water”, and “Natural Resources”. Additional final comments included suggestions for a category including the term “Natural Resources”.

**RECOMMENDATION(S)** Change the category label “Environment” to “Land & Resources”.

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**FINDING 3** **Respondents do not uniformly perceive the category “Arts” as including the subject of architecture.**

**SUPPORT DATA** Question one, designed to ascertain respondents’ ability to match a broad topic category to a well-defined information target, surfaced the need to expand the “Arts” category label:

**Q1.** *You are interested in learning about missions in the 19th century. Choose the category in which you would look first to find information.*

In response to Q1, three respondents suggest “Architecture” as a distinct category. Additionally, the challenge to future users of the American West Project in browsing for images via broad topic categories (versus American West-specific) was articulated by several users, including:

“Why not use more specific categories rather than these overly generic (and at the same time, narrow) categories? If not “Missions” then at least a category on “Spanish America” – I don’t know where to look – religion, society & culture, race & ethnicity, or Native Americans – they all seem appropriate to me. I understand the need for general categories, but I certainly hope this is not the only way in which the collection is organized.”

**RECOMMENDATION(S)** Change the category label “Arts” to “Arts & Architecture”.

Recognize the inherent challenges presented to users who must choose from *broad* category headings when searching for topics *specific* to the collection subject matter.

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**FINDING 4** **A significant number of respondents noted the lack of a broad topic category pertaining to women or gender.**

**SUPPORT DATA** Question six, designed in part to ascertain whether the category “Society & Culture” was perceived by respondents as including the experience of women in the West, surfaced the need to include the concept of gender in appropriate subtopic areas.

**Q6.** *You are asked to write a report on the role of pioneer women in the West. Choose the category in which you would look first to find information for your report.*

In response to Q6, 54% (101) of respondents selected the category “Society & Culture”, and 22% (41) chose the category “Other”. Of the 41 respondents who selected “Other”, 39 suggest a category which includes the term “women” or “gender”; of the 50 respondents who offered final additional comments, seven noted the lack of such a category, including:

- “I suggested above that ‘women’ should be added to ‘Race & Ethnicity’, but wonder if they should not have their own category?”
- “It greatly surprises me that there is no category for gender and sexuality.”
- “A category specifically for women and gender really seems like a must.”

**RECOMMENDATION(S)** Add the subtopic “Women” to appropriate broad topic categories. In the future, if the American West collection expands to include significant content pertaining to the subject of women’s experience in the West, explore the addition of “Women” as a distinct broad topic category.

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**FINDING 5** **Given the option to suggest alternative category headings, i.e., “Other”, a number of respondents offered suggestions for including geographical names as distinct categories, e.g., “California”.**

**SUPPORT DATA** Question two, designed in part to ascertain respondents’ ability to match a broad topic category to a well-defined geographic target, read:

**Q2.** *You are asked to write a report on the California Gold Rush. Choose the category in which you would look first to find information for your report.*

Of the 32 respondents who selected “Other”, eight suggest a category that includes the term “California”, surfacing the need to include geography as a facet within the faceted browse structure.

**RECOMMENDATION(S)** Include geographic location as a facet within the faceted browse hierarchical structure. Explore the possibility of “Spanish America” as a geographic facet.

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**FINDING 6** **Respondents perceive “Society & Culture” as overly broad, serving as a type of “catch-all” category.**

**SUPPORT DATA** Responses to survey questions Q8, Q11, Q13, Q14, and Q15 reveal respondents’ tendency to perceive the category “Society & Culture” as ambiguous, inferring that a broad range of subjects are included in the “Society & Culture” that may not be. Questions included:

**Q8.** *You are asked to write a report on urbanization and industrialization during the first half of the 20th century. Choose the category in which you would look first to find information for your report.*

**Q10.** *You are asked to write a report on the rise of Hollywood. Choose the category in which you would look first to find information for your report.*

**Q13.** *You are asked to give a presentation on organized labor movements, including the*

United Farm Workers in California. Choose the category in which you would look first to find information for your presentation.

**Q14.** You are asked to write a report on the Civil Rights Movement. Choose the category in which you would look first to find information for your report.

**Q15.** You are interested in learning about Cinco de Mayo celebrations. Choose the category in which you would look first to find information.

| Number of respondents who chose topic:<br>"Society & Culture" |     |            |
|---|-----|------------|
| Question  | #   | Percentage |
| 1   | 17  | 08.9%      |
| 2   | 20  | 10.5%      |
| 3   | 20  | 03.2%      |
| 4   | 12  | 01.1%      |
| 5   | 1   | 00.5%      |
| 6   | 101 | 54.3%      |
| 7   | 40  | 21.1%      |
| 8   | 155 | 82.2%      |
| 9   | 12  | 06.4%      |
| 10  | 74  | 39.8%      |
| 11  | 2   | 01.1%      |
| 12  | 2   | 01.1%      |
| 13  | 20  | 10.9%      |
| 14  | 32  | 17.3%      |
| 15  | 83  | 44.4%      |

Additionally, several respondents who included final comments addressed the broadness of the category, including:

"I suppose many of the suggestions that I made could fall under Society & Culture, but I don't find that a very useful category."

"If there were a History section, I would have chosen it over Society & Culture in most cases."

**RECOMMENDATION(S)** Leave as is the category "Society & Culture"; add the following categories:

- Family & Community
- Leisure & Travel
- Work & Labor

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**FINDING 7** Although respondents perceive the *contents* of the "Exploration & Migration" category as unambiguous, several questioned the appropriateness of the category *label*.

**SUPPORT DATA** Responses to questions Q2, Q5, and Q11, designed in part to determine whether respondents perceived the category "Exploration & Migration" as overly broad, did not reveal a perception that category contents were too far-reaching. Survey questions included:



**Q2.** You are asked to write a report on the California Gold Rush. Choose the category in which you would look first to find information for your report.

**Q5.** You are asked to give a presentation on the Lewis and Clark Expedition. Choose the category in which you would look first to find information for your presentation.

**Q11.** You are asked to write a report relating how and when California, Texas, Oregon, and other western lands became part of the United States. Choose the category in which you would look first to find information for your report.

Although the scope of the “Exploration & Migration” category content was not perceived as problematic, several respondents called into question the appropriateness of the category label. One respondent offered a passionate and well-articulated argument against the use of the category label “Exploration & Migration”:

“‘Exploration & Migration’ is a Eurocentric conceptualization that serves to perpetuate the distortion and molding of the ‘past’ into a tool for indoctrination and obfuscation, more suited to instilling mindless ‘patriotism’ than teaching critical thinking skills or intelligent analysis. Using these terms instead of ‘conquest’ or ‘colonization’ sends a not-so-subtle message that your site does not intend to lend itself to questions or analysis, but rather hopes to continue the dominant society’s celebratory accounts of American history.”

Other suggestions for alternative category labels included: Territorial Expansion & Acquisition, Colonization, Expansion, U.S. Expansion, European/American Conquest, and Western Migration.

**RECOMMENDATION(S)** Change the category label “Exploration & Migration” to “Westward Movement”.

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**FINDING 8** **A significant number of respondents noted the lack of a category labeled “History”.**

**SUPPORT DATA** Given the option to suggest alternative category headings to the ones provided, respondents consistently offered suggestions for variations of a category label including the term “History”, including: History, Nineteenth Century History, Twentieth Century History, California History, American History, Women’s History, Economic History, Chicano History, etc.

Several respondents who included final comments addressed the lack of a “History” category, including:

“Seriously, I found it very difficult to choose between the categories you presented because most of your topics made me think ‘history’ first.”

“Almost without exception I’d go to history categories first, especially since I’m most familiar with these topics in relation to history.”

“It amazes me that ‘History’ does not appear in any categories – Nineteenth and Twentieth Century History categories would be a great help.”

**RECOMMENDATION(S)** Given the historical nature of the American West content, a category of “History” would necessarily be overbroad – in a very real sense, *all* of the content could be presumed to belong to the category “History”. As such, let the decision to not include

a “History” category stand, with the caveat that the issue may need to be revisited at a later date.

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**FINDING 9**                      **Several respondents offered final reflections on the “broadness” of the categories.**

**SUPPORT DATA**              Given the opportunity to offer final open-ended comments, respondents noted the inherent difficulty in browsing a group of *general* broad topic categories to discover *subject-specific* content. Comments included:

“I think you need a greater level of detail in your categories, although I assume you will have keyword searching, etc.”

“The categories seem very broad. I would like more breakdown.”

“I don’t know that I would ever start with such broad topics such as these listed.”

“These categories strike me as inappropriate for a collection dealing with the American West. I would hope that a chronological and geographic option would be available. Why not use more specific categories rather than these over generic (and at the same time, narrow) categories.”

**RECOMMENDATION(S)**      Recognizing that many users will come to the American West site with the expectation of browsing areas of subject-specific content, consider creating small exhibit-type themed collections, highlighting subjects such as the California Missions and the Japanese American relocation.

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#### **IV. CONCLUSION**

The May 2005 survey, designed to assess the grouping and naming of the proposed American West broad topic categories, included the following objectives:

- Determine whether the proposed broad topic category groupings and names are distinct, informative, and sufficiently representative of the second-level topic clusters included in the categories.
- Determine whether a group of *general* broad topic category names can effectively represent the content included in a *subject-specific* collection, i.e., the American West.

Regarding the first objective, recommendations have been offered pertaining to the expansion of the number of categories from thirteen to sixteen, and the revision of three category names. A proposed list of post-survey broad topic categories is included in Appendix I.

The survey’s second objective, deciding the effectiveness of general category names in representing a subject-specific collection, is necessarily a more nuanced determination as compared to the first. Given the exploratory nature of the American West Project, including an interest by team members in crafting a group of broad topic categories general enough as to allow for their adoption by other non-American West collections, the team should proceed with using the post-survey categories included in Appendix I for the creation of the faceted browse hierarchy. It’s recommended that full usability testing be conducted on the American West faceted browse functionality, including category labels, after a functioning prototype is available. Results of the testing will inform the question of whether category labels hold the potential of being adopted by non-American West projects.

**Appendix I**

| <b>Broad Topic Categories (BTC): 27→23→13→16</b>   |  |
|--|--|
| <p><b>Gano-proposed BTC (27)</b></p> <ol style="list-style-type: none"> <li>1. Advertising</li> <li>2. Agriculture</li> <li>3. Architecture</li> <li>4. Arts &amp; Culture</li> <li>5. Business</li> <li>6. Education</li> <li>7. Environment</li> <li>8. Exploration &amp; Travel</li> <li>9. Gender</li> <li>10. Government</li> <li>11. Landscape</li> <li>12. Leisure</li> <li>13. Military</li> <li>14. Missions</li> <li>15. Natural Resources</li> <li>16. Pioneer</li> <li>17. Politics/ Activism</li> <li>18. Prison</li> <li>19. Race &amp; Ethnicity</li> <li>20. Race &amp; Ethnicity (Am Indian)</li> <li>21. Religion</li> <li>22. Science &amp; Technology</li> <li>23. Social &amp; Family Life</li> <li>24. Tourism</li> <li>25. Transportation</li> <li>26. Urban Life</li> <li>27. Work/ Labor</li> </ol> | <p><b>Landis-proposed BTC (23)</b></p> <ol style="list-style-type: none"> <li>1. Advertising &amp; Media</li> <li>2. Agriculture &amp; Food Production</li> <li>3. Arts &amp; Architecture</li> <li>4. Business &amp; Industry</li> <li>5. Crime &amp; Violence</li> <li>6. Education</li> <li>7. Environment &amp; Natural Resources</li> <li>8. Ethnic Groups</li> <li>9. Exploration &amp; Travel</li> <li>10. Gender</li> <li>11. Government &amp; Law</li> <li>12. Migration</li> <li>13. Military &amp; War</li> <li>14. Native Americans</li> <li>15. Political Participation</li> <li>16. Popular &amp; Domestic Culture</li> <li>17. Social &amp; Family Live</li> <li>18. Recreation &amp; Leisure</li> <li>19. Religion &amp; Philosophy</li> <li>20. Science &amp; Medicine</li> <li>21. Transportation</li> <li>22. Urban Life</li> <li>23. Work &amp; Labor</li> </ol> |
| <p><b>May 2005 survey BTC (13)</b></p> <ol style="list-style-type: none"> <li>1. Agriculture</li> <li>2. Arts</li> <li>3. Business &amp; Industry</li> <li>4. Education</li> <li>5. Exploration &amp; Migration</li> <li>6. Government &amp; Politics</li> <li>7. Military &amp; War</li> <li>8. Native Americans</li> <li>9. Environment</li> <li>10. Race &amp; Ethnicity</li> <li>11. Religion</li> <li>12. Science &amp; Technology</li> <li>13. Society &amp; Culture</li> </ol> <p><i>Note:</i> Survey respondents were given the option to select "Other", including space to record other category naming suggestions.</p>   | <p><b>Proposed post-survey BTC (16)</b></p> <ol style="list-style-type: none"> <li>1. Agriculture</li> <li>2. <b>Arts &amp; Architecture (<i>revised</i>)</b></li> <li>3. Business &amp; Industry</li> <li>4. Education</li> <li>5. <b>Family &amp; Community (<i>added</i>)</b></li> <li>6. Government &amp; Politics</li> <li>7. <b>Land &amp; Resources (<i>revised</i>)</b></li> <li>8. <b>Leisure &amp; Travel (<i>added</i>)</b></li> <li>9. Military &amp; War</li> <li>10. Native Americans</li> <li>11. Race &amp; Ethnicity</li> <li>12. Religion</li> <li>13. Science &amp; Technology</li> <li>14. Society &amp; Culture</li> <li>15. <b>Westward Movement (<i>revised</i>)</b></li> <li>16. <b>Work &amp; Labor (<i>added</i>)</b></li> </ol>   |

**Appendix II**

**Survey questions:**

- 1) You are interested in learning about missions in the 19th century. Choose the category in which you would look first to find information.
- 2) You are asked to write a report on the California Gold Rush. Choose the category in which you would look first to find information for your report.
- 3) You are asked to give a presentation on the contribution of immigrants to the building of the transcontinental railroad. Choose the category in which you would look first to find information for your presentation.
- 4) You are asked to write a report on the importance of great rivers of the West and the struggle over water rights. Choose the category in which you would look first to find information for your report.
- 5) You are asked to give a presentation on the Lewis and Clark Expedition. Choose the category in which you would look first to find information for your presentation.
- 6) You are asked to write a report on the role of pioneer women in the West. Choose the category in which you would look first to find information for your report.
- 7) You are asked to write a report on urbanization and industrialization during the first half of the 20th century. Choose the category in which you would look first to find information for your report.
- 8) You are asked to give a presentation on children's lives during the Great Depression. Choose the category in which you would look first to find information for your presentation.
- 9) You are asked to write a report on the internment of Japanese Americans during World War II. Choose the category in which you would look first to find information for your report.
- 10) You are asked to write a report on the rise of Hollywood. Choose the category in which you would look first to find information for your report.
- 11) You are asked to write a report relating how and when California, Texas, Oregon, and other western lands became part of the United States. Choose the category in which you would look first to find information for your report.
- 12) You are asked to give a presentation on the Cherokees' "Trail of Tears". Choose the category in which you would look first to find information for your presentation.
- 13) You are asked to give a presentation on organized labor movements, including the United Farm Workers in California. Choose the category in which you would look first to find information for your presentation.
- 14) You are asked to write a report on the Civil Rights Movement. Choose the category in which you would look first to find information for your report.
- 15) You are interested in learning about Cinco de Mayo celebrations. Choose the category in which you would look first to find information.
- 16) Additional comments:
- 17) Please indicate your job title: