



The JAL Guide to the Professional Literature

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This guide provides readers with the maximum amount of information with the minimum amount of reading. The aim is to bring important items from various sources to the attention of those responsible for the operation of academic libraries. We summarize journal articles both from library-related journals and those outside the library profession, particularly in higher education and information technology. We included international materials as well.

Book annotations allow the reader to decide quickly whether or not the book is worth reading; article annotations are designed to be informative, rather than descriptive. Items of special interest are indicated by shading and ** preceding the title of the source annotated.

Scope: Coverage is international, but includes only items published in English. ERIC reports and dissertations, in general, are excluded. Coverage is highly selective. Most emphasis is on issues of immediate relevance to academic libraries and higher education. Any reference books covered have implications for the operation of academic libraries.

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ABSTRACTING & INDEXING

Explorations in Indexing and Abstracting: Pointing, Virtue, and Power, by Brian C. O'Connor. Englewood, CO: Libraries Unlimited, 1996. \$37.50. ISBN 1-56308-184-189.

This work examines the basic question of how to index and abstract information so that users can actually find it. He addresses the challenges and opportunities in the field of indexing and abstracting that are posed by the information and technology exposition. The work is not intended to be a manual of indexing and abstracting, but rather a discourse that will present alternatives and foster a recognition of the importance of the user.

Indexing from A to Z, by Hans Wellisch. 2nd ed.. New York: H. W. Wilson, 1996. \$40.00. ISBN 0-82420-882-X

"The second edition retains its original format of discrete, encyclopedia-style entries. And it remains an erudite, remarkably informative, but at the same time practical and thorough directory to back-of-the-book indexing. Written for a broad audience of authors, students, and professionals, it will also appeal to committed amateurs who appreciate the art and science of organizing information."

Reviewer: Martin Dowding
Journal of Scholarly Publishing, 28, no.1, (October 1996): 60.

ACADEMIC LIBRARIES

How Recent Developments in University Libraries Affect Research, by Bob Erens. *Library Management* 17, no. 8 (1996): 5-16.

The objective of a 1995 survey of over 2,000 UK academics was to look at how well the university libraries were meeting their research needs. Results suggest that library collections are seen by their users to be deteriorating, gaining access to important journals is becoming increasingly difficult, and, as a result, satisfaction with library collections is declining. However, due primarily to the increased availability of electronic resources the level of satisfaction with library services has risen. This satisfaction varies across disciplines; medical researchers were in general much more satisfied than those in the arts and humanities.

Subject Specialization in British University Libraries: A Second Survey, by J. V. Martin. *Journal of Librarianship and Information Science* 28, no. 3 (September 1996): 159-169.

This study, following up one done by the author in 1982, examines the present state of subject

specialist librarians in UK academic libraries. The expectation from the earlier study that subject specialization would become less feasible in the future has not been realized. The present study suggests that subject specialists will be displaced by technological shifts in the ways library services are provided to users.

**** A "Disconnect" between Academic Librarians and Students**, by Maribeth Ward. *Computers in Libraries* 16, no. 10 (November/December 1996): 22-23.

Over a four-month period a research firm conducted 500 surveys, one-to-one interviews, and focus group meetings with academic librarians and students. The study showed that "while some common ground exists, most current academic library priorities do not address student needs. It is apparent that libraries are focused on addressing internal challenges and have lost sight of their original mission—to serve the student."

ART COLLECTIONS

Multimedia Databases of Fine Arts: CD-ROM and Online, by Péter Jascó & Judit Tiszai. *Data-base* 19, no. 6 (December 1996): 13-23.

The authors review a number of fine art databases accessible in CD-ROM and WWW formats. Among the former group, *Passion for Art*, *With Open Eyes* (for children) and *Great Artists* are recommended. Few Web sites are outstanding, but one of the best is WebMuseum. Many famous museums show themselves poorly on the Web.

Addresses of the CD-ROM publishers, and URLs for the Web sites are included in the article.

AUTOMATION

Introducing and Managing Academic Library Automation Projects, by John W. Head & Gerard B. McCabe. Westport, CT: Greenwood Press, 1996. \$59.95. ISBN 0-313-29633-2.

"Each of the three parts of this book begins with an introduction that briefly summarizes its theme and the topic of each chapter. Part I concerns public services in academic libraries, particularly with online and offline automated information services. Part II covers technical services, especially the organization of the library's principal database, the online catalog. Part III

**** Denotes important and interesting item.**

consists of four chapters: one setting out means of organizing for automation; another dealing with the library building; the other two are bibliographic essays." [from the Introduction]

Remotely Possible? Simple Remote Access to the Network, by Margaret Sylvia. *Computers in Libraries*, 16, no. 10 (November/December 1996): 63-67.

The author, assistant director for technical services at St. Mary's University Academic Library (San Antonio, TX), investigated a number of options for remote access to the library's resources. The selection criteria included avoiding a bank of modems in the library, the extent to which various terminals could be emulated, avoiding special client software in the users' PCs, and ability to support CD-ROM drives on the network. Among the solutions considered were the J & L Chatterbox system, using multiple CPUs, the Bulletin Board System (BBS) software in widespread use, and Everywhere Access. (EA/2) which became the option selected.

COLLECTION DEVELOPMENT

**** Data-Guided Collection Development: A Promise Unfulfilled**, by Dennis P. Carrigan. *College & Research Libraries* 57, no. 5 (September 1996): 429-437.

Despite predictions that data from automated circulation systems would allow collection developers in academic libraries to improve their work, this survey of nearly 80 academic libraries reveals that, with few exceptions, libraries are not making use of this information. Several reasons for this non-use were offered by the survey participants, but possibly the real reason is that these libraries are not yet subject to the increased accountability which some predicted, so there is as yet no incentive to change present practices.

Guide for Training Collection Development Librarians, edited by Susan L. Fales. Chicago, IL: American Library Association, 1996. \$15.00, \$13.50 for ALA Members. (Collection Development and Management Guides, No. 8.) ISBN 0-8389-3463-3.

This guide is designed to assist collection development officers, in conjunction with selectors, in developing their own training program. Training activities are centered on both traditional materials and electronic collections. It includes modules on collection development policies, the selection and review process, navigating the electronic network, and deselection.

Beyond "Cool": Analog Models for Reviewing Digital Resources, by James Rettig. *Online* 20, no. 5 (September/October 1996): 52-62.

The quality of information sources available on the Internet varies from excellent to abysmal. The services which purport to evaluate these sources are not particularly well-suited to serious users, as they put far too much emphasis on "coolness" and too little on accuracy and depth. A list of criteria now used to evaluate print sources is given, with modifications appropriate to the digital medium. While there are some serious reviews available, much more should be done along these lines to guide users to accurate and reliable sources.

COMMUNITY COLLEGES

Tech Prep at the Crossroads, by Donald W. Bryant. *Community College Journal of Research & Practice* 20, no. 5 (September/October 1996): 413-425.

The "middle majority" of high school students, the 50% who are neither planning to attend a 4-year institution or to enter the work force immediately upon graduation, are the focus of this article. "Tech-prep," a plan intended to integrate secondary school and community college education with specific training and apprenticeship programs was developed some ten years ago. It was initially popular, but has now fallen from favor, in large measure because the tech prep concept was never adequately and clearly defined. The author proposed a new model of a tech prep program which can be marketed much as a college transfer program is. It consists of an array of options at both the secondary and postsecondary level. These options allow the program to be tailored to the needs of a particular community's business and industrial strengths.

Persistence by 2-year College Graduates to 4-year Colleges and Universities, by Stephen L. Dworkin. *Community College Journal of Research & Practice* 20, no. 5 (September/October 1996): 445-454.

A study of over 3,700 holders of associate degrees from community colleges in Connecticut was undertaken to determine the extent to which members of that group went on to a 4-year institution. The results indicated that the higher the perceptions of social and institutional support in community colleges and the higher the age of the graduates, the more apt they were to persist to a 4-year institution.

CONSERVATION & PRESERVATION

Digitizing Technologies for Preservation, by Office of Management Services. Washington, DC: Association of Research Libraries, 1996.

\$40.00. \$25.00 to ARL Members (ARL Spec Kit 214).

This Kit documents the tremendous variety of digital preservation projects underway in ARL libraries. Projects are described in terms of size, scope, and types of materials being digitized, as well as hardware and software issues. Detailed information on project status, materials selection, indexing, bibliographic control, staffing and production are included.

COPYRIGHT & INTELLECTUAL PROPERTY

Copyright in the Electronic Domain: An Author's View, by Cliff McKnight. *Library Management* 17, no. 8 (1996): 30-33.

In an environment of electronic publication it is technically possible, but probably impractical, for a researcher to publish results "singlehandedly" via the Internet. McKnight describes an experiment in electronic journal publishing which follows the author-publisher-library model and in which the publisher retained copyright. He does not expect the "every-author-is-a-publisher" model to become popular. However, since universities now routinely retain patent rights to their researchers' discoveries, they could also retain copyright to those researchers' papers. Johns Hopkins University now does this. "After all, why should universities pay their staff to conduct research and then have to buy back the results from publishers" (p.33).

Electronic Copyright under Siege, by Stephanie C. Ardito. *Online* 20, no. 5 (September/October 1996): 83-88.

The status of legal rights and copyright regarding electronic materials continues to be clouded and confused. There are contradictory legal decisions on various points in both the U.S. and abroad. One of the most contentious issues is the liability of service providers for what their customers post on the service. Many questions related to electronic communication are still open. Is it, for example, a copyright violation to save HTML code received from another source and use all or part of it in one's own Web Page?

DISTANCE EDUCATION

Distance Education in North American Library and Information Science Education: Applications of Technology and Commitment, by Daniel D. Barron. *Journal of the American Society for Information Science* 47, no. 11 (November 1996): 805-810.

The similarities between the developments in distance education generally, beginning with correspondence study in the 1800s to the present day use of the Internet, compared with similar evolution by library and information science education, are stressed. Four trends are projected: (1) distance education will grow rapidly; (2) so will the use of networked technologies for this purpose; (3) learning will be done at home, and via computers rather than print; and (4) costs for this form of education will fall.

Issues and Challenges for the Distance Independent Environment, by Howard Besser. *Journal of the American Society for Information Science* 47, no. 11 (November 1996): 817-820.

The author outlines changes in infrastructure that are frequently necessary when one breaks from the traditional same time/same place instructional model. These changes are of four major kinds. The first is that classroom presentation differs. This includes changes in presentation material, instructor dress and delivery style, and in the interaction between students and instructor. The second is that more instructional support is needed, from both the technical staff and the library staff. Even teaching assistants will need new skills. Third, teaching the same course at multiple campuses requires administrative change in such matters as course credit. Fourth, the level of control which the instructor has over the students decreases dramatically.

Distance Learning and Digital Libraries: Two Sides of a Single Coin, by Charles B. Faulhaber. *Journal of the American Society for Information Science* 47, no. 11 (November 1996): 854-856.

Experience teaching a graduate class in Old Catalan language and literature from UC Berkeley to UC Irvine and UC San Diego shows that doing so can lower the per-pupil cost of teaching exotic languages. However, it would be prohibitively expensive to replicate the model used, because of the amount of staff time necessary to develop the Web site as well as to digitize materials for it. Library staff will not be able to provide the necessary support needed to digitize and load the material on the Web. The only reasonable option is to develop tools that will allow faculty members to provide such materials themselves. [Abstract]

MLIS Distance Education at the University of South Carolina: Report of a Case Study, by Gayle Douglas. *Journal of the American Society for Information Science* 47, no. 11 (November 1996): 875-879.

In 1992 the University of South Carolina's College of Library and Information Science undertook the delivery of its MLS degree program to a 3-year cohort of students in West Virginia and Georgia through a combination of live interactive telecommunications instruction and onsite class meetings in each state. "Based on initial response from students, reactions from the professional communities, and discussions among the faculty, it appears that the College's efforts

to meet the library and information science education needs of students in West Virginia and Georgia have been successful" (p. 879).

Collaborative Technologies in Inter-University Instruction, by Maurita Peterson Holland. *Journal of the American Society for Information Science* 47, no. 11 (November 1996): 857-862.

During 1995 the University of Michigan and the University of Illinois schools of library and information science offered a joint course on Information Resources. A number of electronic tools, such as e-mail and WWW sources were used for various aspects of the course, depending on the tasks to be accomplished. Among these were ISDN video conferences, phone conferences, teleconferences via PCs, and other Web tools. From the faculty viewpoint, several points emerged clearly. Among them were: technological redundancy was imperative; audio is more critical than video, course preparation is very time-consuming; developing new conversational protocols takes time; guest lecturers need guidelines; and evaluation of each session provides valuable insights.

Cognition and Distance Learning, by Marcia C. Linn. *Journal of the American Society for Information Science* 47, no. 11 (November 1996): 826-842.

Modern technologies allow instructors to design distance learning environments with all the features of traditional courses and more. The author argues that students who take an autonomous stance towards instruction tend to learn from most courses. To help designers create courses that transform passive students into autonomous learners, this article draws on recent research on instruction. The author describes the scaffolded knowledge integration framework, which consists of (1) accessible course goals; (2) making thinking visible; (3) encouraging autonomy; and (4) the social nature of learning. She uses this framework to interpret current approaches to distance learning.

The Future Is Distance Training: It's the Year 2001. Do You Know Where Your Employees Are?, by Don Picard. *Training* 33 (November 1996): s3-s10.

Exponential growth of distance learning is expected in the next five years, for three reasons: dramatically lower costs, increased pressure to cut educational expenses, and the need to diffuse information faster and more effectively. The author predicts that group videoconferences will become common; that education via the Internet will grow rapidly; and that personal computers will be increasingly used in such distance programs.

Role of Libraries in Distance Education, compiled by Carolyn A. Snyder, Susan Logue, & Barbara G. Preece. Washington, DC: Association of Research Libraries, 1996. (ARL SPEC Kit 216.)

While two thirds of the 43 libraries responding to this survey indicated that their institution is participating in distance education programs, only seven libraries have responsibility for administering this campus program. Very few are involved in the technical aspects of distance learning, but about half are involved in instructional support for faculty. Most involved with distance education support a range of library services such as ILL, phone reference service, remote access to the library's catalog, and arrangements with other libraries to support the students.

Planning for the Twenty-First Century: The California State University, by Stuart A. Sutton. *Journal of the American Society for Information Science* 47, no. 11 (November 1996): 821-825.

The San Jose State University School of Library and Information Science and the Office of the Chancellor have designed and implemented an extensive prototype network. It can support near-broadcast quality two-way interactive video with simultaneous access to multi- and hypermedia resources across the network. Faculty and student collaborative work is facilitated by desktop video teleconferencing from faculty offices and student computer labs. [Abstract]

DOCUMENT DELIVERY

**** Beyond Document Delivery**, by Janet Balas. *Computers and Libraries* 16, no. 6 (October 1996): 29-30.

There are a number of sources on the WWW which will assist librarians in both learning more about document delivery services and keeping up to date on the latest developments in the citing of documents which do not exist in a conventionally citable format. The following two web sites maintain current information on the citation issues:

<http://www.cc.emory.edu/WHSC/citation/formats.html>

<http://www.cas.usf.edu/english/walker/mla.html>

An Overview of Commercial Electronic Document Delivery Suppliers and Services, by Sandra P. Price, Anne Morris, & J. Eric Davies. *The Electronic Library* 14, no. 6 (December 1996): 523-542.

The recent rapid expansion of document delivery services is analyzed. Providers are described in three different categories. There are six services, one of which is OCLC, which do not maintain their own collection of full-text articles, but depend on other sources. A second group of seven includes those which do have their own full-text copies, such as UMI. A third group of suppliers (also seven in number) such as BIOSIS specialize in particular topics. A com-

plete table of all these sources, their particular features and their addresses is included.

The Inner Workings of a Document Delivery Pilot Project, by Jan Zastrow. *Computers and Libraries* 16, no. 6 (October 1996): 20-24.

A small project was set up to assist students in the Emergency Medical Services program at Kapiolani Community College (Hawaii). Students either conducted their own searches in, or the librarian searched, various medical databases such as MEDLINE. The student then consulted the resulting bibliography and requested documents from that list. The library staff then acquired the article from one of a variety of sites if it was not readily available nearby. The project was sufficiently successful that it is being expanded to serve other departments of the College.

EDUCATION FOR LIBRARIANSHIP

Authorship as a Measure of the Productivity of Schools of Library and Information Science, by Bert R. Boyce & Carol Hendren. *Journal of Education for Library and Information Science* 37, no. 3 (Summer 1996): 250-271.

Rankings of schools of library and information science by various measures of author productivity are consistent. The presence of a doctoral program, of an ARL library, and the fact that a school exists in a Carnegie 1 research university are all related to a high author-productivity ranking. The presence of a certificate program is not. [Abstract]

Deans Rank Indicators of Effectiveness for Schools of Library and Information Studies, by Rebecca Watson-Boone & Darlene Weingand. *Journal of Education for Library and Information Science* 37, no. 1 (Winter 1996): 30-43.

A survey of deans of departments of library and information studies was undertaken. The deans were asked to rank some 70 indicator statements as to whether the statements represented matters "essential," "highly important" "of low importance" or "not important" to know about a school. Some of these statements were; accreditation status, reputation of faculty in the profession, size of faculty and characteristics of the students. These responses were compared those of the ALA Committee on Accreditation, senior academic administrators, alumni, and employers. There is high agreement between deans and COA, but less between deans and academic administrators at institutions with library and information science programs, and between deans and alumni. The agreement is lowest between deans and employers. The latter consider it more important to *respond* to the needs of the profession, while the former put more importance on *leading* it.

ELECTRONIC LIBRARIES

Living Books and Dynamic Electronic Libraries, by Philip Barker. *The Electronic Library* 14, no. 6 (December 1996): 491-501.

Barker discusses some of the changes which have taken place in libraries as a result of the emergence of new computer technologies. He identifies four types of libraries which he terms polymedia (i.e., more or less conventional), electronic, digital, and virtual. The primary difference is that there is progressively less and less contact between patrons and librarians as one moves from polymedia to virtual libraries.

He discusses two projects he has undertaken in this area, OASIS (Open Access Student Information Service) and a personal dynamic libraries, which students created via off-the-shelf software.

ELECTRONIC PUBLISHING

**** Investigating a Full-Text Journal Database: A Case of Detection**, by Anna Grzeszkiewicz & A. Craig Hawbaker. *Database* 19, no. 6 (December 1996): 59-62.

The authors examined 130 titles which were claimed to be available online in full text. Many inconsistencies were found. Of the 130 titles, 16 had only abstracts, no full text at all. Of the others, only a few appeared to have consistent full-text coverage. They found missing articles, missing issues, incorrect citations, questionable editorial decisions, and typographical errors. They suggest that libraries should be very cautious about large scale cancellation of print versions until they have confirmed that the online coverage is accurate.

Digital Structure, Digital Design: Issues in Designing Electronic Publications, by Michael Jensen. *Journal of Scholarly Publishing* 28, no. 1 (October 1996): 13-22.

Whereas in print publications, content elements can be shown only in visual form, in digital presentation function can be expanded via hypertext. Digital designers must enrich the content appropriately, let the market guide the design, know when to stop, not recreate paper in digital form, and provide appropriate products and utilities for their audiences. Consideration of the purpose of the publication, the use of the publication, the audience and the market will help to identify appropriate design choices. [Abstract]

**** Denotes important and interesting item.**

The Librarian as Publisher: A World Wide Web Publishing Project, by Mark Stover. *Computers and Libraries* 16, no. 6 (October 1996): 40-43.

The author moved a non-profit journal to the Web so as to not merely recreate the print version, but to add value to it by using Web features that are simply not available in print, most conspicuously, the ability to insert hyperlinks to either various portions of the articles themselves, or to external sources. This can, however, easily be overdone. It is quite possible to both confuse the reader and obscure the author's purpose with excessive hyperlinking.

ELECTRONIC RESERVES

Transforming Libraries; Issues and Innovations in Electronic Reserves, by George J. Soete. (SPEC Kit 217). Washington, DC: Association of Research Libraries, 1996.

This is the pilot issue of a new ARL series, *Transforming Libraries*. The purpose of the series is to put subscribers in touch with people who are leading technological change in North American libraries. It will focus on how libraries are using technology to transform services and operations. All issues of the series will be available on the Internet, at <http://arl.cni.org/transform/>.

This initial issue covers the key issues in establishing an electronic reserves system. These are: Who will build the system? Who will do the work? What access restrictions will be implemented? How will copyright be handled? What will it cost?

Information is provided from San Diego State University, Duke University, Northwestern University, Marist College, Rochester Institute of Technology, Virginia Institute of Technology, Washington Research Libraries Consortium, Colorado State University, Santa Clara University, UMI, and the Copyright Clearing House.

ELECTRONIC RESOURCES

**** Some Thoughts on the Access v. Holdings Debate**, by John Blagden. *Library Management* 17, no. 8 (1996): 28-29.

Interlibrary loan data for 1991 through 1994 in the UK show that the volume of such loans is decreasing slightly, contrary to popularly held views that it is going up. A number of policy points need to be clarified before UK universities will be able to work out equitable ILL or other access arrangements. An experiment was undertaken at the Cranfield Biotechnology Center, in which all journals formerly taken at the Center were canceled in exchange for liberal use of the UnCover service. The total cost to the

library increased by 30 percent, even after taking the journal savings into account.

Accessing Electronic Journals and Other E-Publications: An Empirical Study, by Stephen P. Harter & Hak Joon Kim. *College & Research Libraries* 57, no. 5 (September 1996): 440-455.

Data are reported on the accuracy of information in printed directories of e-journals, the accessibility of e-journal articles, the status of e-journal archives, methods used to retrieve current and back issues, and the variety of data formats used by e-journals. Data are also presented on the accessibility of the texts of electronic publications referenced by e-journal articles. Only 45% of the attempts to connect to e-journal archives were successful on the first attempt. The bulk of these failures were caused by errors in the directory data. The findings illustrate the practical problems that can arise when users attempt to retrieve the texts of electronic publications, and reveal relatively poor accessibility and usability of the e-journals studied. Implications for academic and research libraries are considered. [Abstract]

Library Consortia Change the Rules, by Kathy Miller. *Computers in Libraries* 16, no. 10 (November/December 1996): 20-21.

Speakers at a September meeting sponsored by the National Federation of Abstracting and Information Services described new arrangements being developed between library consortia and database vendors. Those from the library profession outlined the kinds of arrangements they wish, such as the ability to serve "non-standard" patrons, while vendor speakers described the ways in which they have changed their practices in response to these requests. One publisher has, for example, changed its production processes, its corporate structure, and its editorial policies.

Banking on Information, by Marydee Ojala. *Database* 19, no. 5 (October 1996): 76-78.

Financial information about banks and related institutions is available from a wide range of Internet sources. Not only is the primary trade newspaper, *The American Banker*, online, information can be found on DataStar, DataTimes EyeQ, Dialog, NewsNet, and Lexis-Nexis, among others. In addition, many banks are themselves creating Web pages providing basic information about themselves.

New Database Products: Social Sciences, Humanities, News and General (Issue 8), by Martha E. Williams & Eric Novotny. *Online & CDROM Review* 20, no. 5 (October 1996): 239-250.

**** Denotes important and interesting item.**

This is the eighth article on social science, humanities, news and general databases in a continuing series of articles summarizing and commenting on new database products. A total of 181 are covered, of which 88% are totally new. Many of the new ones are full-text and multimedia databases. There are two companion articles: one covering science, technology, and medicine (STM) appeared in *Online & CDROM Review*, vol. 20, no. 4, and the other, covering business and law (BSL) will appear in *Online & CDROM Review*, vol. 20, no.6.

ERGONOMICS

Eyestrain: The Number One Complaint of Computer Users, by Rosmarie Atencio. *Computers and Libraries* 16, no. 8 (September 1996): 40-43.

Of the various problems associated with eye-strain, the most common one is glare, light coming directly into the user's eyes from a source, or being reflected off the VDT screen itself. Either the source of the glare must be eliminated, the screen moved to a better position, or a hood placed over it. Another common problem is that the VTD is of poor quality (flicker, poor focus) or its controls for contrast and brightness are badly adjusted. Users should take a break from using a screen every two hours or so, and perform some of the various exercises to rest and refresh one's eyes.

Ergonomic Products on Parade, by Kathy Miller. *Computers and Libraries* 16, no. 8 (September, 1996): 44-46.

A number of products are on the market to fill various ergonomic needs. Software is available which runs in the background but brings up "friendly reminders" to take a break now and then. Another software product alerts users of dangerous trends, either in repetitive keyboard and mouse movements, in failure to take breaks. Special pain-reducing gloves are available as well, to reduce the numbness and tingling often associated with prolonged keyboard work. Wrist rests of various types are also marketed. The most conspicuous devices are the various keyboards designed along nontraditional lines, some of which separate into two parts.

GOVERNMENT INFORMATION

United States Government Printing Office: Keeping America Informed. Washington, DC: Government Printing Office, 1996.

"GPO's WWW homepage [<http://www.access.gpo.gov>] featuring its flagship data-

base, GPO Access, demonstrates how even traditionally print-oriented agencies are turning to the Internet as an information dissemination mechanism.... A key feature is the Pathway Services link. Patterned after GPO's Subject Bibliography series, this service enables users to select various topics by keyword and connect to Federal agency servers containing additional information on the topic being researched.... GPO has made a positive inaugural foray into providing government information in electronic format."

Reviewer: Bert Chapman

Government Information Quarterly, 13, no. 4. (1996): 411-412.

Subject Guide to U.S. Government Reference Sources, by Gayle J. Hardy & Judith Schiek Robinson. 2nd ed. Englewood, CO: Libraries Unlimited, 1996. \$45.00. ISBN 1-56308-189-X.

Nearly 900 new titles have been added to this edition, and all other entries updated. Arranged in four broad subject categories (General Reference, Social Sciences, Science and Technology, and Humanities) the book further subdivides under each main subject and lists titles alphabetically within subdivisions. The annotations focus on scope, omissions, background notes, companion sources typical citation formats, and differentiation between similar titles. Addresses have been given for titles available free from agencies, along with many agency toll-free numbers, e-mail addresses, and Web URLs.

Finding Overseas Markets with Uncle Sam's Help: International Trade Resources on the Net, by Daniel E. Kubiske. *Database* 19, no. 5 (October 1996): 46-51.

Within the past few years, many federal agencies have put much of their data on the Internet, usually in the form of Web pages. Among the ones noted in this article are: STAT-USA (<http://www.stat.usa.gov>) publishers of the National Trade Data Bank, dealing with both exports and imports; the International Trade Association (<http://www.ita.doc.gov>) offers a view of the international trade market; the Small Business Administration (<http://www.sba.gov>); and the Office of the U.S. Trade Representative (<http://www.ustr.gov>).

Accessing U.S. Government Information: Subject Guide to Jurisdiction of the Executive and Legislative Branches, compiled by Jerrold Zwirn. Revised and expanded ed. Bibliographies and Indexes in Law and Political Science, No. 24. Westport, CT: Greenwood Press, 1996. \$59.95. ISBN 0-313-29765-7.

"This volume endeavors to answer two questions: First, over which aspects of individual, organizational, national and international affairs does the U.S. government exert authority or influence? Second, which units of the federal establishment are empowered to probe and pursue which matters? This guide aims to fully cover and maximize access to the realm of federal business. Its content and format offer a con-

cise, yet complete, overview of contemporary public affairs and governmental policy agents." [from the Introduction.]

HIGHER EDUCATION

Assessment in Practice: Putting Principles to Work on College Campuses, by Trudy Banta, Jon P. Lund, Karen E. Black, & Frances W. Oblander. San Francisco: Jossey-Bass, 1996. \$34.95. ISBN 0-7879-134-2.

The authors "relieve some of the apprehension associated with developing and implementing assessment. They skillfully move the reader from feelings of ineptness to ones of empowerment. The authors, who represent the fields of institutional research and student services, address assessment in higher education in a creative, straightforward manner that leads the reader to a clear understanding of effective assessment strategies and their utility.... The book provides an excellent guide for colleges and universities to develop successful assessment strategies based on sound principles and effective practice so that higher education can more effectively serve society."

Reviewer: Wynetta Y. Lee

Community College Review, 24, no. 1 (Summer 1996): 53.

Faculty at Work: Motivation, Expectation Satisfaction, by Robert T. Blackburn & Janet H. Lawrence. Baltimore, MD: John Hopkins University Press, 1995. \$39.95. ISBN 0-801-84942-X.

"This book provides a fascinating look into the multifaceted professional life of faculty members. It is a work of empirical substance as well as a milestone of theoretical conceptualization. The key result is that faculty members' motivation and expectation predict their behavior more strongly than sociodemographic and career variables do."

Reviewer: Gerhard Sonnert

Journal of Higher Education, 67, no. 6 (November/December 1996): 717-718.

Faculty Teaching and Research: Is There a Conflict?, edited by John M. Braxton. (New Directions For Institutional Research, No. 90). San Francisco: Jossey-Bass, 1996. \$20.00. ISBN 0-7879-9898-2.

Nine chapters in this volume express various opinions regarding the tensions or conflicts between research and teaching. Some regard research as an intrusion on teaching, while other authors argue that it contributes to better teaching. In the last of those chapters, the conclusion is reached that, with few exceptions, research activity does not hinder faculty from meeting the educational needs of students at the undergraduate level.

First Encounters of the Bureaucratic Kind: Early Freshman Experiences with a Campus Bureaucracy, by Glen J. Godwin & William T. Markham. *Journal of Higher Education* 67, no. 6 (November/December 1996): 660-691.

This research draws on observation and interview data to examine traditional-age freshmen's early encounters with a campus bureaucracy, focusing on their definitions and coping strategies. Though frustrated by lines, impersonal treatment and "run-arounds," most freshmen accepted the bureaucracy with superficial equanimity. This research helps explain how bureaucracies continue to function despite inherent strains and differences in client and staff perspectives and goals.

**** Study Strategies Have Meager Support: A Review with Recommendations for Implementation**, by Allyson Fiona Hadwin & Philip H. Winne. *Journal of Higher Education* 67, no. 6 (November/December 1996): 692-715.

Despite heavy interest in courses designed to improve students' study skills, there is virtually no evidence that these courses do in fact accomplish that aim. "Over the last seven years, only 9% of 566 articles published about study skills and learning strategies report any sort of empirical test of these interventions' effects on tasks typically undertaken by postsecondary students.... Our review documents that there is a very scant research base upon which to ground recommendations for study tactics that populate the many handbooks available or to justify mounting costly programs that promise to improve students' study skills." (p.711)

The Higher Education Act of 1992: Skills, Constraints and the Politics of Higher Education, by Susan B. Hannah. *Journal of Higher Education* 67, no. 5 (September/October 1996): 498-527.

The adoption of the Higher Education Act of 1992 (HEA '92) formalized a significant shift in federal financial aid policy from grants to loans. A case study of the federal policy-making process, HEA '92 illustrates how shifts in the power of actors and constraints in the environment shape policy outcomes. [Abstract]

Action Research into the Quality of Student Learning: A Paradigm for Faculty Development, by David Kember & Jan McKay. *Journal of Higher Education* 67, no. 5 (September/October 1996): 528-554.

A case is advanced for educational action research projects for faculty development. In these projects participants examine and seek to improve selected aspects of their own teaching. Regular meetings allow for perspective transformation through discourse. Gathering interpre-

**** Denotes important and interesting item.**

tive data provides evidence to convince uncommitted departmental colleagues and can result in publications. [Abstract]

An Alternative Definition of Quality of Undergraduate College Education: Toward Usable Knowledge for Improvement, by Robert C. Nordvall & John M. Braxton. *Journal of Higher Education* 67, no. 5 (September/October 1996): 483-497.

This article critiques traditional approaches to defining academic quality and offers an alternative perspective that overcomes the limitations of the traditional approaches. This alternative approach proposes that academic quality should focus on fundamental course-level academic processes and that quality of such processes is defined as the level of understanding of course content expected of students. [Abstract]

Reorganizing the Faculty Workforce for Flexibility: Part-Time Professional Labor, by Gary Rhoades. *Journal of Higher Education* 67, no. 6 (November/December 1996): 626-659.

This study of the collective bargaining agreements in 183 unionized institutions found that, in regard to part-time faculty, there is extensive managerial discretion; there are few professional constraints regarding their use, appointment, and retention; and few constraints regarding the ratio of full-time to part-time faculty.

Inter-Institutional Data Exchange: When to Do It, What to Look For, and How to Make It Work, edited by James F. Trainer. (New Directions for Institutional Research, no. 89) San Francisco: Jossey-Bass, 1996. \$20.00. ISBN 0-7879-9874-5.

The chapter authors highlight the benefits and risks associated with participating in inter-institutional data exchanges and describe the various types of exchanges available. They describe the mechanics of data exchange from rudimentary copying of paper surveys and reports to more technologically advanced electronic data submission and retrieval. Typically the data exchanged involves such items as SAT scores of incoming freshmen, overall GPAs. They indicate how exchanges can enhance the planning process by providing comparative data, but also identify potential problems in the process such as ensuring confidentiality.

INFORMATION LITERACY

Teaming Up to Develop a Faculty Institute on Teaching, Learning and Technology, by Janet R. de Vry, Judy A. Greene, Sandra Millard & Patricia Sine. *Cause/Effect* 19, no. 3 (Fall 1996): 22-27.

A week-long Faculty Institute on Teaching, Learning and Technology was developed at the

University of Delaware through the efforts of four different areas of the university [one of which was the library's public service department], each with significant experiences in offering faculty instruction and service. This article describes this experience and suggests some keys to success for other institutions planning similar programs.

The Critical Place of Information Literacy in the Trend Towards Flexible Delivery in Higher Education Contexts, by Rigmor George & Rosemary Luke. *Australian Academic & Research Libraries* 27, no. 3 (September 1996): 204-212.

Higher education institutions are moving from a model of face-to-face/distance education to what is called flexible delivery. Within this context, information literacy is pivotal in flexible teaching and learning because it enables individuals to engage in a variety of learning situations and opportunities. This focus on meta-skills within the educational context presents a major challenge to the institutional structures and work practices of staff within universities. [Abstract]

Understanding Scientific Knowledge and Communication: Library and Information Science in the Undergraduate Curriculum, by Brett Sutton. *Journal of Education for Library and Information Science* 37, no. 1 (Winter 1996): 11-29.

The article describes an experimental undergraduate seminar on the production and dissemination of scientific knowledge. It is suggested that courses such as this represent an opportunity for schools of library and information science, which traditionally operate at the graduate and professional level, to meet the increasing need in undergraduate curricula for new forms of information-oriented instruction.

INFORMATION MANAGEMENT

The Fourth Resource: Information and Its Management, edited by David P. Best. Brookfield, VT: Aslib/Gower, 1996. \$54.95. ISBN 0-56607-696-9.

"David Best, editor of the volume and partner with the consulting firm of Touche Ross in the U.K., argues that information is now the fourth resource taking its place alongside people, money and physical resources.... Best first notes that information management is the province of too many professions—records managers, librarians, archivists, knowledge engineers, etc. Second, he wants to bring all these disparate professions together with a focus on information management.... Best rightly points out that all of us involved in the management of information need to come together if we are to be heard."

Reviewer: James M. Matarazzo
Library & Information Science Research 18, no. 3 (1996): 277-278.

Digital Accessibility: Information Value in Changing Hierarchies, by Melanie J. Norton & June Lester. *Bulletin of the American Society for Information Science* 22, no. 6 (August/September 1996): 21-25.

The increasing use of electronic communication such as e-mail has dramatically affected the internal hierarchies of large organizations. Allowing direct customer input to various previously-insulated parts of the organization can cause serious disruption, as can allowing employees direct access to the CEO and other upper management. These new and voluminous information flows will require organizational changes so that they can be dealt with in an efficient and useful manner.

INFORMATION TECHNOLOGY

Libraries of the Future Project, by Ceris Bergen. *Library Management* 17, no. 8 (1996): 36-41.

Bergen summarizes the findings of the "Libraries of the Future" project which aimed to find out what happens if a range of multimedia and communications technologies is made available in school and college libraries. She concludes with a series of recommendations for policy makers, and for teachers and librarians. Among the suggestions for the latter group are: improving one's own computer-related skills, learning new techniques for tutorial support, and identification of local resources which can be called on if needed.

Information to Change the World: Fulfilling the Information Needs of Technology Transfer, by Josh Berman. *Database* 19, no. 5 (October 1996): 35-44.

Technology transfer, the process of adapting or adopting a technology developed in one area for the same or different use in another, can be greatly aided by using electronic information resources. A number of federal government agencies, as well as many universities, are actively using the WWW and other Internet resources to encourage technology transfer both in the United States and elsewhere.

Stowing Your Stuff: Mass Storage Options, by Walt Crawford. *Online* 20, no. 6 (November/December 1996): 85-90.

Despite predictions to the contrary, hard disk drives still remain the dominant computer storage mechanism. When buying a new one, or considering a new computer, the general rule is to get as big, and fast, a drive as you can afford.

For serious professional use, a 1 gigabyte (1000 megabyte) drive is probably needed. Disks in that range, with access times between 9 and 12 milliseconds, are commonly available from reputable suppliers.

Removable backup devices, formerly exclusively tape drives, are now available in disk formats. They range from CD-R (CD-ROMs which are locally recordable) to optical drives, and the newer "Zip" drives from Iomega. However, none of these systems have yet become industry standard, so any choice made today will run the risk of being unusable in ten year's time.

Information Technology Support Services: Crisis or Opportunity?, by J. Michael Yohe. *Cause/Effect* 19, no. 3 (Fall, 1996): 6-13.

Computer support services, like library staff, are often overrecessed. The root of most of the trouble is the users' level of expectation, so the first priority is to control those expectations. Other useful steps include re-organizing the workload, making use of student help in new ways, distributing responsibility, collaboration with other groups on campus, and communication with users via either conventional or electronic mail.

INTERNATIONAL LIBRARIANSHIP

Research in Library and Information Science in New Zealand, by Philip J. Calvert & Rowena J. Cullen. *Library Management* 17, no. 5 (1996): 36-41.

There are two main centers of library and information science research in New Zealand, the Department of Library and Information Studies at Victoria University of Wellington, and the National Library of New Zealand. Until the early 1980s, little research was being conducted in library and information science in the country, but efforts taken during the 1980s are beginning to bear fruit, in that research projects of national importance, and of international relevance in some cases are being undertaken.

INTERNET

Bandits on the Information Superhighway, by Daniel J. Barrett. Sebastopol, CA: O'Reilly & Associates, 1996. \$17.95. ISBN 1-5692-156-9.

This work "is the ultimate guidebook to sensible use of the Internet. It separates the myths and legends from reality, and includes interesting accounts about people who have been scammed and how it happened.... This is a great book with a great price. I recommend it highly."

Reviewer: Judith A. Copler
Database, 19, no. 5 (October 1996): 97.

Altering Time and Space through Network Technologies to Enhance Learning, by John F. Chizmar & David B. Williams. *Cause/Effect* 19, no. 3 (Fall 1996): 14-21.

Networking technologies offer a better learning environment for students while providing opportunities for reducing the cost of the learning process. The authors discuss their experiences from the perspective of teaching in economics and the arts. They have created learning strategies that make use of these technologies for communication and access according to a matrix showing the interaction of time and place. [Abstract]

The Library and Information Professional's Guide to the Internet, by Gwenyth Tseng, Alan Poulter, & Debra Hiom. London: Library Association Publishing, 1996. £16.95. ISBN 1-85604-151-4.

This work is "aimed specifically at the UK information professional and is designed to give practical advice and guidance on connecting to the Internet and on using the Internet 'for obtaining the kind of information that information professionals require.'... The highlight of the work is the substantial (but highly selective) resource guide of sources and services which are either aimed specifically at library and information professionals, or offer a good point of access to particular types of networked resources.... Furthermore, sources are only included which are likely to 'be around for the foreseeable future.'"

Reviewer: Alison Cooke
Journal of Librarianship and Information Science, 28, no. 3 (September 1996): 179.

LIBRARIANSHIP

Ethics: The Other Dimension of Professionalism, by Virgil L. P. Blake. *Public & Access Services Quarterly* 2, no. 1 (1996): 13-39.

Both professions and ethics are defined. The role of ethics in a profession is discussed. The role of a code of ethics is reviewed. The elements of a code of ethics are delineated and weaknesses of the American Library Association's code of ethics are indicated. Access to information, the underlying commonality, is suggested as the focal point for the development of an ethically based profession. [Abstract]

The National Electronic Library: A Guide to the Future for Library Managers, edited by Gary M. Pitkin. Westport, CT: Greenwood Press, 1996. \$55.00. ISBN 0-313-29613-8.

The purpose of this book is to focus attention on what libraries and librarians have been and will be. It does so by providing responses by various authors to four questions: (1) Is the library an enduring institution? (2) Are libraries as buildings necessary? (3) What is the National Elec-

tronic Library? (4) How does content relate to the National Information Infrastructure?

The work also defines the concept of the National Electronic Library in terms of consortia, academic institutions, the public enterprise, and library education.

Creating the Future: Essays on Librarianship in an Age of Great Change, edited by Sally Gardner Reed. Jefferson, NC: McFarland & Company, 1996. \$35.00. ISBN 0-7864-0236-9.

This collection of essays by a wide range of experts in librarianship is divided into three major sections. Part One explores the role of technology and its impact on the future of the profession. Part Two discusses possible new roles for librarians, while delivery of library services in a changing environment is covered in Part Three.

The Librarian's Companion: A Handbook of Thousands of Facts and Figures on Libraries, Librarians, Books, Newspapers, Publishers, Booksellers, by Vladimir Wertsman. 2nd ed. Westport, CT: Greenwood Press, 1996. \$65.00. ISBN 0-313-29975-7.

The main body of the volume is an alphabetical listing of countries around the world. Each entry provides data about the political and economic condition of the country, illiteracy rate, and ratio of library holdings to inhabitants. More data are provided about the number of libraries and their holdings, the number of publishers, and the number of books and newspapers published per year. Libraries of special note are indicated. Another section of the volume is devoted to librarians' special interests such as philately, Latin phrases, ALA awards, and job finding sources.

LIBRARY DESIGN

Planning Disasters for the Twenty-First Century, by David Stoker. *Journal of Librarianship and Information Science* 28, no. 3 (September 1996): 129-131.

The author reviews the technical failures, inefficiency, ineptitude, and mismanagement involved in the planning and completion of the new British Library, St. Pancras, London. He concludes that these were caused by a lack of foresight and commitment to the ideal of the project by government, rather than by any incompetence on the part of individuals.

LIBRARY HISTORY

Reclaiming the American Library Past: Writing the Women In, edited by Suzanne Hilden-

brand. Norwood, NJ: Ablex, 1996. \$24.50. ISBN 1-56750-234-2.

"Women have constituted approximately 80% of the profession of library and information science for many years. Yet the profession has been dominated by males.... Suzanne Hildebrand has, for the first time, put the history of women in our profession back into the broad historical mainstream. Hers is a major and profoundly important step in the development of library history.... [It] is a top priority read for library historians and for those interested in the status of women in librarianship."

Reviewer: Peter Hiatt

Library & Information Science Research, 18, no. 3 (1996):281-282.

LIBRARY INSTRUCTION

Teaching Critical Thinking: The Alliance of Composition Studies and Research Instruction, by Amy M. Kautzman. *Reference Services Review* 24, no. 3 (1996): 61-65.

The author describes the inclusion of a component on library skills, and critical thinking about library resources, in basic composition classes at the undergraduate level. Doing so both improves the students' critical thinking skills and teaches them more about the resources available to them. In a class session she covers a number of electronic resources, pointing out at least one flaw in every one, emphasizing that being electronic does not necessarily mean being accurate. A list of ten questions students should ask in evaluating sources is included.

Teaching Critical Evaluation Skills for World Wide Web Resources, by Marsha Tate & Jan Alexander. *Computers in Libraries* 16, no. 10 (November/December 1996): 49-55.

The authors have developed a three-part lesson plan to provide students with guidance in evaluating information found on the World Wide Web. Part 1 provides background information needed for critical evaluation; part two introduces evaluation based on page-specific checklists; and part three provides practice in using the concepts of part two.

MANAGEMENT

Fat and Mean: The Corporate Squeeze of Working Americans and the Myth of Managerial "Downsizing", by David M. Gordon. New York: Free Press, 1996. \$25.00. ISBN 0-684-82288-1

"Now here's an oddity: a readable book written by an economist that will enlighten some readers and infuriate others. [The author] delights in

methodically poking at conventional wisdom until he exposes its underbelly of half-truths and misinterpretations.... He attributes our economic problems directly to the way most U.S. corporations maintain bloated bureaucracies and mistreat their workers."

Reviewer: Anonymous

Training 33 (September 1996): 95-96.

Financial Planning for Libraries, by Ann E. Prentice. 2nd ed. (Library Administration Series, No. 8) Lanham, MD: Scarecrow Press, 1996. \$32.50. ISBN 0-8108-2974-6.

This edition retains the basic principles of the author's earlier edition; the impact of the economic environment, the interrelations of financial and service planning, attention to budgeting, and realistic appraisal of the support of libraries. She has added coverage of the developments in the 1990s, the impact of the new technologies, and the prospects of the Information Highway for libraries.

Transforming the Bottom Line: Managing Performance with Real Numbers, by Tony Hope & Jeremy Hope. Boston, MA: Harvard Business School Press, 1996. \$27.50. ISBN 0-87584-736-6.

Accounting systems are designed to measure where the money went, but are of no use in determining if the money was well spent. New ways of measuring customer service levels and rewarding value-adding work, and how to measure performance of process teams are proposed here, in a methodology called a *horizontal information system*. The system is designed to provide information relevant to both managers and workers, and is based more on knowledge and commitment of both groups than on physical assets.

ONLINE INFORMATION SYSTEMS

Which Database? Which Service?, by Mary Ellen Bates. *Online* 20, no. 6 (November/December 1996): 59-65.

In deciding which one(s) of the available online services to use, key questions are: Does it have the sources you are most likely to need? Is the interface understandable to you? Can you control the costs? Can you get the training you need? The author suggests good sources for: company background data, company financial data, computers, current news, education/humanities, health, industry overviews, investments, legal information, medicine, people, politics, reference, and science.

**** Denotes important and interesting item.**

**** LEXIS-NEXIS on Campus**, by Kevin Harwell. *Online* 20, no. 5 (September/October 1996): 30-40.

Penn State University now offers LEXIS-NEXIS searching to most users of its library system under terms of its contract with Reed Elsevier. The system is, however very complex to use, so extensive patron training is often needed. Despite the difficulties and challenges it presented, it has been heavily used. During one busy month, a search was performed, on average, once every three minutes the library was open.

Knowledge Navigation and Librarians in the Word Fray, by Karen Hovde. *Bulletin of the American Society for Information Science* 22, no. 6 (August/September 1996): 8-10.

The increasing mass of searchable data in electronic form has complicated the search process. It is important that students be made aware of these complications and the techniques for dealing with them. These include awareness of the difference between free-text and controlled vocabulary searching, synonymy, paraphrasing, hierarchical subject organization, and other techniques.

Using Statistics for Database Management in an Academic Library, by Peter Hyland & Lynne Wright. *Australian Academic & Research Libraries* 27, no. 3 (September 1996): 169-181.

Unobtrusive collection of usage statistics for networked CD-ROMs provides important data regarding, e.g., peak demand times, average search length, and popularity of individual databases. Analysis of users' search patterns revealed that the help menus were inadequate, prompting their re-design. This information not only allows better management of those resources, it also provides evidence which can support requests for additional funding.

Processing Search Results at Teltech, by Paul Sisler & Linda Cooper. *Online* 20, no. 6 (November/December 1996): 91-95.

The authors have developed a systematic way in which to process "raw" online search results into a clean, comprehensive and consistent report format which they then deliver to their clients. The four goals of their system are: to automate repetitive tasks, to create better-looking output, to integrate the editing process with internal databases, and to connect the desktop system with the shipping room, fax and email systems.

PERSONNEL & STAFF DEVELOPMENT

Industry Report 1996, *Training* 33, no. 10 (October, 1996): 37-79.

This annual statistical analysis of employer-provided training covers several topics: budgets for training, topics covered, trends in training methods, and the use of technology. Of the nine different classes of organizations (e.g., manufacturing and finance) educational services spent the least on employee training. Of the types of employees, administrative workers received the least training.

Incorporating Social Style into Administrative Team-Building in the Community College, by John R. Darling & Anne S. McNutt. *Community College Journal of Research & Practice* 20, no. 5 (September/October 1996): 455-473.

As noted in this article, there are four social styles—amiable, analytical, driver, and expressive. The concept of social style and an understanding of its elements are useful in helping to understand one's self and the interactive behaviors of others. However, it is not enough to just understand one's behavior or the behavior of others in the administrative team; one should also seek to adapt the skills of style flex that can enable the parties to function in a comfort zone congruent with the situation. [Abstract]

Engaged! The Nature of Computer Interactivity, by Bob Filipczak. *Training* 33 (November 1996): 53-58.

Interaction between student and teacher (even though the teacher may be a computer) enhances the learning process. The difficulty is in getting that interaction into the training process. Among other techniques, putting the student "at risk" in a simulation engages the mind. A medical-device manufacturer has a multimedia program which teaches how to program a pacemaker just installed in a patient's chest. Do it wrong, and you lose the patient.

Training on Intranets: The Hope and the Hype, by Bob Filipczak. *Training* 33 (September 1996): 24-32.

An intranet is an organization's internal computer network which uses the same software as used on the Internet, separated from the latter by some form of "firewall" to prevent access to internal files by external users. While there is considerable interest in using an intranet to distribute training modules to widely dispersed employees, relatively few organizations are doing so yet. However, this is expected to change rapidly. The author recommends that training staff become acquainted with the information technology staff in order to establish a basis for further cooperation. This is exactly the same strategy librarians have been urged to follow for several years.

Short of Help?, by Marc Hequet. *Training* 33 (October 1996): 81-89.

The current low unemployment rate has led to a shortage of employees in a number of areas. One way to overcome the problem is to speed up the training process so that new-hires are able to perform competently in a relatively short time. Several suggestions are given for doing so.

Academic libraries are faced with a similar high-turnover problem in hiring student assistants, so should consider improving their training methods as well.

Motivation of Staff in Libraries, by Jennifer Rowley. *Library Management* 17, no. 5 (1996): 31-35.

Rowley briefly reviews four models of individual motivation: the rational-economic model, the social model, the self-actualization model, and the complex model. These are used as a basis for reviewing motivation of staff. Possible strategies for motivation include development strategies such as appraisal, managing dissatisfiers and financial and social rewards.

Relaxed Fit, by David Stamps. *Training* 33 (October 1996): 90-100.

The Land's End mail order firm in Dodgeville, WI has a long-standing reputation for outstanding customer service. The firm had a difficult time in 1991-94 under a new CEO, who began to implement modern management techniques in an organization which typically ran on a nod and a handshake. The new CEO was asked to resign and was replaced by a person who had worked for Land's End for many years. The old management style was brought back.

Welcome to America: Watch out for Culture Shock, by David Stamps. *Training* 33 (November, 1996): 22-30.

When employees from different countries join an American firm in the U.S., they find even the most mundane tasks quite different from their expectations. Among the differences are attitudes toward meetings, e-mail, overtime work and MBA degrees. These problems are especially acute when the owning firm is non-U.S., as in the case of Seimens, a German firm, purchasing Rolm from IBM. The differences in style contributed to many of the firm's problems.

Evaluating Multimedia Developers, by Ron Zenke & Judy Armstrong. *Training* 33 (November 1996): 33-38.

There are a great many multimedia development firms (some of which are one-person operations). Before awarding a contract to one of them, take a careful look at the firm's history, try out one of the products it has created, and determine whether the firm will tie its fees to results. A sidebar of specific questions one should ask is included with the article.

PROFESSIONAL EDUCATION

Short Takes in the Digital Revolution, by Melanie J. Norton. *Bulletin of the American Society*

for Information Science 22, no. 6 (August/September 1996): 19-21.

The author raises, but does not answer, a number of questions regarding education for information professionals.

- Is it possible to define minimal core competencies within the information disciplines?
- Are there common fundamental theories that information professionals should understand?
- What practical experiences should information professionals possess?
- How can competencies be kept current?

Library and Information Science Competencies Revisited, by Lois Buttlar & Rosemary Du Mont. *Journal of Education for Library and Information Science* 37, no. 1 (Winter 1996): 44-62.

This study examined the attitudes of library school alumni regarding the value of including various competencies in the MLS program in order to improve curriculum planning. The five competencies ranked most frequently as essential include: knowledge of sources, collection management skills, conducting a reference interview, communicating effectively in writing, and the ability to apply critical thinking skills to library problems.

Career Development: Integral to Economic Development, by Patricia Stanley. *Community College Journal of Research & Practice* 20, no. 5 (September/October 1996): 433-444.

Career development that individuals should expect to adapt to changes in their work environments and be prepared to gain new competencies after formal schooling ends should be an essential component of all training and retraining programs. Educators and others involved in the training of others themselves need continuing education in order to incorporate career development into the programs they create. In-service education of this kind can be provided through technologies such as compressed video transmission, teleconferencing, and mentoring via computer networks.

PUBLISHING

Publishing at the Institute of Management's Information Centre, by Ray Irving & Cathy Smith. *Library Management* 17, no. 8 (1996): 23-27.

In common with many other libraries, the Management Information Centre (MIC) at the Institute of Management (Corby, Northamptonshire, UK) is looking for ways to supplement its income. The centre has developed a publishing program involving: a CD-ROM of abstracts of the Centre's in-house databases; reading lists on

popular topics; management checklists, which are authoritative summaries of such things as controlling budgets, TQM, and performance appraisal; and a periodical, *Management Directions*. The publishing program has been successful, generating over £150,000 in the first few years of effort. Further, it has offered development opportunities to the staff, allowed the development of new services, and brought greater respect and recognition of the Centre within the Institute.

REFERENCE SERVICE

Why Roving Reference: A Case Study in a Small Academic Library, by Eileen H. Kramer. *Reference Services Review* 24, no. 3 (1996): 67-80.

The author "roamed" the reference area of the library at Utica College for a period of about six weeks, actively asking patrons if they were finding what they needed. She generally found that the students approached had not previously asked for help at the reference desk. She also found that in roving, a higher level of library skills was required than when awaiting patrons at the reference desk. Roving multiplies opportunities to both use one's skills and improve customer contact.

Support Services for Campus Remote Users, by T. J. Lusher. *Public & Access Services Quarterly* 2, no. 1 (1996): 5-11.

Support of remote library users requires the development of new techniques and methods. A number of suggestions are given in this article. Among them are: distribution of conventional hand-outs via e-mail and remote delivery of instructional lectures. Providing real-time reference assistance, in which a reference librarian is able to "capture" a user's screen to manipulate it so as to show the user how to solve a problem is also possible, but expensive to implement. Electronic reference assistance, analogous to telephone reference but using e-mail, is also quite feasible.

SCHOLARLY COMMUNICATION

Professional Communication through Journal Articles, by Maxine K. Rochester. *Australian Academic & Research Libraries* 27, no. 3 (September 1996): 191-199.

This article reviews the work that has been done to study professional communication in the field of library and information science. The research fields of bibliometrics and content analysis have been used to study many aspects of journal articles, from their authors to their ref-

erences and citations. Citation analysis has also been used to assess research performance of institutions and individual researchers, with the warning that it needs to be supplemented by the use of other quality indicators. [Conclusion]

Electronic Scholarship: or, Scholarly Publishing and the Public, by John Unsworth. *Journal of Scholarly Publishing* 28, no. 1 (October 1996): 3-12.

The resistance to electronic scholarly publishing is clearly voiced by academic Sven Birkerts, whose criticisms of the digital world emphasize fear of depersonalizations, inauthenticity, subjugation to the mechanical and the substitution of quantity for quality. Electronic scholarly editions will alter the course of the academic profession, but will also open new opportunities for redefining scholarly inquiry and communication. Already, communication over the networks, in a variety of modes, enhances collaboration, connection, and initiative [Abstract]

SERVICE QUALITY

ISO 9000—A Managerial Approach, by Carl Gustav Johannsen. *Library Management* 17, no. 5 (1996): 14-24.

ISO 9000 is a quality management approach of considerable interest in the UK and Europe generally. It is related to, but not identical with the TQM (Total Quality Management) approach widely known in the U.S. This article covers the managerial aspects of implementing the standards in a library and information services environment.

SERVICES TO SPECIAL POPULATIONS

Library Ergonomics: Serving Special Needs, by Janet Balas. *Computers and Libraries* 16, no. 8 (September 1996): 32-34.

Resources about ergonomics and the disabled are widely available on the WWW. These include the National Library Service for the Blind and Physically Handicapped (<http://lcweb.loc.gov/nls/nls.html>); Design of HTML Pages to Increase their Accessibility to Users With Disabilities (<http://www-lib.usc.edu/~melissaa/ramp/resouces.html>); and Center for Information Technology Accommodation (<http://www.gsa.gov.coca>) among others.

Academic Library Services to Non-Traditional Students, by Mike Heery. *Library Management* 17, no. 5 (1996): 3-13.

This paper divides non-traditional students into four categories; those with disabilities, overseas students, part-time students and distance learners. Ways in which academic libraries can assist each group are suggested. One important aspect is that library staff must be able to communicate effectively with faculty members who are dealing with students in these groups.

TELECOMMUNICATIONS

Using Scripts to Automate Online Library Activities, by Rob Karis. *The Electronic Library* 14, no. 6 (December 1996): 543-548.

Nearly all telecommunications programs allow for the creation of "scripts," pre-recorded sequences of keystrokes, which can be invoked and will interact with responses from a host system. The author describes the use of the scripting language available in Procomm for Windows to simplify and automate a great number of repetitive operations connected with the task of changing library automation systems. Two major benefits result: first the process is much faster, and second, the chance for errors is much reduced. He also notes that scripts can be used to collect statistical data in a consistent and timely manner.

VIRTUAL LIBRARIES

A Guided Tour of the Internet Public Library, by Thomas Pack. *Database* 19, no. 5 (October 1996): 52-56.

The Internet Public Library, operated by the School of Information at the University of Michigan, has become, for many, the library of cyberspace. Users can ask reference questions, search a well-organized, annotated collection of links to high quality Internet resources, or to access a list of links to more than 3,000 digital magazines, books, and newspapers. The address is <http://www.ipl.org>. The opening screen offers links to Reference, Youth, and Teen divisions, a Reading Room, and a number of other features, including services for librarians.

The Virtual Library and Its Implications: Going Beyond Traditions, by Robert G. Weiner. *Public & Access Services Quarterly* 2, no. 1 (1996): 41-45.

While some see the virtual library as a threat to their job security, it is unlikely that the need for physical libraries will disappear anytime soon. The virtual library offers the potential for humanity's collective memory to be stored in digital format. However, books and journals continue to be published in print form and libraries continue to buy them. [Abstract]

WOMEN & MINORITIES

A Multicultural Library: Strategies for the Twenty-First Century, by Veronica E. Nance-Mitchell. *College & Research Libraries* 57, no. 5 (September 1996): 405-413.

Library schools and institutions of higher education must be prepared to meet the demands of an increasingly multicultural population. However, minorities are still underrepresented in librarianship. Therefore colleges and universities must be committed to affirmative actions initiatives and the recruitment and retention of minority library students, and to mentoring, networking and providing job opportunities. [Abstract]

WORLD WIDE WEB

Do-It-Yourself Web Publishing with Word, by Asha Dornfest. Alameda, CA: Sybex, 1996. \$24.99. ISBN 0-7821-1807-0.

"This book has complete instructions plus a CD-ROM that contains the Internet Assistant software from Microsoft that lets you create and publish Web pages while using Word.... This is definitely beginner level Web page creation, but there's nothing wrong with that.... Clearly written and illustrated, this is a good way to introduce people to Web page development." Reviewer: Judith A. Copley. *Database*, 19, no. 5 (October 1996): 97.

Ovid Web Gateway: Nobody Does It Better, by Péter Jascó. *Online* 20, no. 6 (November/December 1996): 25-31.

The author reviews the Ovid Web Gateway as a WWW search engine and describes its many capabilities. It delivers "a fully functional sophisticated Web product that can manage search sets, provide complex thesauri, and handle databases of a million records" (p.25).

Internet "Onesearch" with the Mega Search Engines, by Greg R. Notess. *Online* 20, no. 6 (November/December 1996): 36-39.

Given the number of search engines now available on the Internet it was inevitable that programs to search all of them at once would become available. These "megasearchers" do not create their own databases, instead they

accept a user inquiry and pass it on to search programs such as InfoSeek, Alta Vista, Lycos, and HotBot. Some of these megasearchers query each of these specific programs in turn; others send the query to all of them simultaneously.

These megasearch programs sometimes are very slow in execution, but more importantly, they sometimes fail to translate the query appropriately for the target search engines. Thus, in many cases, the retrievals are even less accurate than is usually the case.

Better Page Design for the World Wide Web, by Helen C. Strain & Pauline M. Berry. *Online & CDROM Review* 20, no. 5 (October 1996): 227-223.

Often, Web pages are haphazard, confusing and difficult to navigate. Yet, there exists a body of work and experience in the areas of hypertext design and human-computer interaction which can be applied to Web page design. Two groups of pointers are given for good design of Web pages. The first group consists of preliminary considerations: issues which should be considered before designing a page or group of pages. The second group consists of design considerations, which are measures to be incorporated into the pages themselves.

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