



# The JAL Guide to the Professional Literature

by Laura Reiner and Allen Smith

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The purpose of this guide is to highlight the important articles, books, Web sites, and reviews that come to the attention of the editors. The articles, notes, and reviews summarized below are from within and without the library profession and, although international in scope, are limited to English language publications, excluding ERIC reports, dissertations, and books reviewed by the journal. This is a highly selective review of the current literature and the editors welcome suggestions from readers <[reiner@brandeis.edu](mailto:reiner@brandeis.edu)>.

SUBJECT	PAGE	SUBJECT	PAGE
CATALOGING & CLASSIFICATION	337	HIGHER EDUCATION	339
COLLECTION MANAGEMENT	337	INFORMATION TECHNOLOGY	339
COMMUNITY COLLEGES	337	LIBRARIANSHIP	339
CONSERVATION & PRESERVATION	338	LIBRARY BUILDINGS	340
COPYRIGHT & INTELLECTUAL PROPERTY	338	LIBRARY INSTRUCTION	340
DIGITAL LIBRARIES	338	MANAGEMENT	340
DISSERTATIONS	338	MARKETING	340
DIVERSITY	338	REFERENCE SERVICE	340
ELECTRONIC RESERVES	338	REFERENCE SOURCES	340
GOVERNMENT INFORMATION	339	RESEARCH	341
		SCHOLARLY COMMUNICATION	341
		USER STUDIES	341
		WORLD WIDE WEB	341

## CATALOGING & CLASSIFICATION

**\*\*“A Dozen Primers on Standards,”** unsigned article. *Computers in Libraries* 24, no. 2 (February 2004): 18–31. Available: <http://www.infotoday.com/cilmag/feb04/primers.shtml> (accessed March 28, 2004).

This is a neat summary of a number of technical standards, complete with links for further information. Standards covered include DOI, OpenURL, RDF, RSS, and Shibboleth.

**“Knowledge Organization and Classification in International Information Retrieval,”** themed issue edited by Nancy J. Williamson and Clare Beghtol. *Cataloging & Classification Quarterly* 27, nos. 1/2 (2003): 234 pp.

This collection of articles includes some fascinating topics, such as “Stretching Conceptual Structures in Classifications Across Languages and Cultures” (by Barbara H. Kwaśnik and Victoria L. Rubin, pp. 33–47), as well as pieces on classification for the Web, text-mining and data-mining, natural language processing, searching across digitized repositories, and more.

## COLLECTION MANAGEMENT

**“Selecting Materials for Library Collections,”** by Audrey Fenner, guest editor. *The Acquisitions Librarian*, no. 31/32 (2004): 240 pp.

This is a fairly comprehensive collection of eighteen articles on selecting literature, music, art, Native American resources, Chinese studies, genealogical materials, dental science, nursing, health sciences, public health, sports and leisure, maritime resources, economics, mental health, media resources, and other areas.

## COMMUNITY COLLEGES

**“Linking Study Behaviors and Student Culture to Academic Success among Hispanic Students,”** by Leonard B. Bliss and Janice R. Sandiford. *Community College Journal of*

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

Research & Practice 28, no. 3 (2004): 281–295.

“Hispanic students are less likely to persist at community colleges than White students. The study reported in this article suggests that students with appropriate study behaviors are more likely to persist. . .” and “that student culture, rather than institutional culture, determines students’ study behaviors” (abstract).

“**Transfer Conditions of Latina/o Community College Students: A Single Institution Study,**” by Armida Ornelas and Daniel G. Solorzano. *Community College Journal of Research & Practice* 28, no. 3 (2004): 233–248.

This is a very thoughtful and thorough examination of conditions facing Latina/o students at one California community college who choose to go on to further education at a college or university. The article offers very succinct and useful recommendations for improving the support and preparation of these potential transfer students, ideas that could easily be applied elsewhere.

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## CONSERVATION & PRESERVATION

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**Conservation Online.** Online. Preservation Department, Stanford University Libraries. Available: <http://palimpsest.stanford.edu/> (accessed March 28, 2004).

“...Conservation Online (CoOL) has been providing online resources for conservation professionals since 1993... [I]t is a ‘full text library of conservation information,’ covering a wide array of topics ranging from digital imaging to reprographics, and quite a bit of material in between... [T]he mailing list archive... contains the archives of various queries submitted to different professional conservation groups, such as the Association of Moving Image Archivists, the Textiles Conservation Discussion List, and the Conservation Framer’s Mailing List...”

Reviewer: Max Grinnell

*The Scout Report* 10, no. 8 (February 27, 2004). Copyright Internet Scout Project 1994–2003.

Available: <http://scout.wisc.edu/> (accessed March 28, 2004).

“**The Safeguarding of Memory: The Divine Function of the Librarian and Archivist,**” by Brian M. Owens. *Library & Archival Security* 18, no. 1 (2003): 9–41.

Owens “presents a thought-provoking historical summary of destructions of cultural property, and the steps librarians, archivists and museum curators have taken to prevent or lessen the devastation” (p. 1).

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## COPYRIGHT & INTELLECTUAL PROPERTY

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“**The Problem with Congress and Copyright Law: Forgetting the Past and Ignoring the Public Interest,**” by Craig W. Dallon. *Santa Clara Law Review* 44, no. 2 (2004): 365–455.

This article traces copyright law from Roman times to the present and addresses current policy concerns.

Source: Mike Widener

posting on Archives and Archivists listserv (March 24, 2004). Available: [archives@listserv.muohio.edu](mailto:archives@listserv.muohio.edu) (accessed March 28, 2004).

“**The Progress of Science and Useful Arts’’: Why Copyright Today Threatens Intellectual Freedom; A Public Policy Report,**” by Marjorie Heins. Online. The Free Expression Policy Project. Available: <http://www.fepproject.org/policyreports/copyright2dexsum.html> (accessed March 28, 2004).

This well-documented and wide-ranging report covers the traditional aspects of copyright as well as more recent developments such as the so-called Sonny Bono law, the Digital Millennium Copyright Act, and file sharing and the information commons. The recommendations call for a restoration of balance between public interest and private enterprise. Source: Rory Litwin  
*Library Juice* 7, no. 6 (March 18, 2004). Available: <http://libr.org/juice/> (accessed March 28, 2004).

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## DIGITAL LIBRARIES

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**\*\*Business Planning for Cultural Heritage Institutions.** by Liz Bishoff and Nancy Allen, Washington, DC: Council on Library and Information Resources, January 2004. 56 pp. \$20 (additional copies). ISBN: 1-932326-07-3.

Authored by two noted directors of digital projects, this report addresses the issue of finding sustained funding for a long-term digital project or service. Chapters address planning, general principles and practices (doing an environmental scan, pricing, branding, and so forth), current practices in business planning (a report of a case survey analysis of trends and models), and a very helpful template chapter.

“**Digital Images and Art Libraries in the Twenty-First Century,**” edited by Susan

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

Wyngaard. *Journal of Library Administration* 39, no. 2/3 (2003): 174 pp.

This is another of Haworth’s co-published journal/monographs, containing eleven articles on various issues dealing with the acquisition and servicing of digital images, including a discussion of the profession by Amy Lucker entitled “Evolution of a Profession: The Changing Nature of Art Librarianship” (pp. 161–174).

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## DISSERTATIONS

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“**Electronic Theses and Dissertations: Enhancing Scholarly Communication and the Graduate Student Experience,**” by Susan Hall. *Science & Technology Libraries* 22, nos. 3/4 (2002): 51–58.

Susan Hall provides a history of the development of electronic theses and dissertations (ETDs) since the 1990s, issues surrounding the status of the ETD as a published document, new roles for libraries as traditional repositories give way to digital ones, and future directions.

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## DIVERSITY

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“**Interrupting the Usual: Successful Strategies for Hiring Diverse Faculty,**” by Daryl G. Smith, Caroline S. Turner, Nana Osei-Kofi, and Sandra Richards. *The Journal of Higher Education* 75, no. 2 (March/April 2004): 133–160.

After reviewing the literature of the topic, the authors report on a study of 689 searches in “three large elite public research universities” (unnamed) from 1995 to 1998. “This study was designed to investigate the hypothesis that the use of diversity indicators or special-hiring interventions will explain the bulk of the hiring to the faculty of underrepresented faculty of color. The results of the analysis ... give strong support to this hypothesis” (p. 152). The authors also include four “Implications for Institutional Policy and Practice.”

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## ELECTRONIC RESERVES

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“**Electronic Reserves and Fair Use,**” unsigned. *ARL Bimonthly Report*, no. 232 (February 2004): 7–8. Available: <http://www.arl.org/newsltr/232/ereserves.html> (accessed April 4, 2004).

This article describes “Applying Fair Use in the Development of Electronic Reserves Systems,” a statement developed “to serve as a framework within which libraries may assess risk in terms of applying the four fair use

factors to electronic reserves operations ... [and] provides information on design and operation of systems that are both compliant with Copyright Law and take full advantage of fair use and library exemptions that are central elements of the law" (p. 7).

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## GOVERNMENT INFORMATION

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**"A Snapshot of Availability of U.S. Congressional Committee Hearings: How Complete are Online Sources?"** by Barbara J. Costello. *College & Undergraduate Librarians* 10, no. 2 (2003): 73–87.

The Federal Depository Library Program is beginning to move from paper and microfiche to online distribution of government documents via GPO Access. Given the importance of congressional hearings as a research tool, the author undertook a study of coverage via GPO Access vs. alternate online sources. Costello found fuller coverage for the more recent Congress, but neither GPO Access nor congressional committee Web sites provide complete coverage of full-text hearings, and coverage varies widely among committees.

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## HIGHER EDUCATION

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**"Beliefs about Post Tenure Review: The Influence of Autonomy, Collegiality, Career Stage, and Institutional Context,"** by KerryAnn O'Meara. *Journal of Higher Education* 75, no. 2 (March/April 2004): 178–202.

"This study investigated beliefs held by faculty and administration that influenced the first-year implementation of post-tenure review and the factors that influenced those beliefs. The goal of this study was to identify patterns of beliefs and their influences across four campuses within one state system" (p. 180). The author developed "three different interview protocols for administrators, faculty, and personnel committees ... [and conducted] semistructured interviews ... [with] provosts, deans, department chairs, personnel committee members, and faculty involved in the post-tenure review process during its first year (1999–2000)" (p. 181). O'Meara provides an interesting and even-handed review and analysis of these interviews.

**"Classroom Teaching Changes in Web-Enhanced Courses: A Multi-Institutional Study,"** by Robin G. Wingard. Online. *Educause Quarterly* 27, no. 1 (2004). Available: <http://www.educause.edu/pub/eq/eqm04/eqm0414.asp> (accessed April 4, 2004).

"In the summer of 2001, the Learning Technology Consortium initiated a study to

assess the impact of Web-based enhancements on teaching and learning activities taking place in traditional classrooms." Faculty with Web-enhanced teaching experience at seven universities were selected, surveyed, and interviewed. Findings included "adjustments in the amount, focus, and difficulty level of lecturing; increased interaction; heightened student engagement; increased comfort levels; and heightened faculty expectations [of students]."

**"The Spoken Word: New Resources to Transform Teaching and Learning,"** by Anne Longmuir. Online. *D-Lib Magazine* 10, no. 3 (March 2004). Available: <http://www.dlib.org/dlib/march04/03inbrief.html> (accessed April 4, 2004).

"The Spoken Word project is a partnership between Glasgow Caledonian University and BBC Information and Archives in the UK, and Northwestern University and Michigan State University in the USA ... its most general objective is to 'transform undergraduate learning and teaching through integrating the rich media resources of digital audio repositories into undergraduate courses in history, political science and cognate disciplines in the U.S. and Britain.' It aims to improve accessibility to remote digitised resources, to make these more manageable and—crucially—to enhance the usability of such resources for educational purposes."

*University Business*. Online. Available: <http://www.universitybusiness.com/> (accessed March 28, 2004).

"For good or ill, the landscape of higher education throughout the United States is changing rapidly, and the *University Business* Web site is a good way to keep in touch with the related transformations ... special sections [include] a calendar of upcoming conferences and workshops, case studies, and white papers ... [and] the Best Of feature, which brings together the most compelling writings from *University Business* on finance and technology-related issues in higher education... [Users] may sign up to receive UBDaily, the e-newsletter delivered (at no charge) every business day."

Reviewer: Max Grinnell

*The Scout Report* 10, no. 7 (February 20, 2004). Copyright Internet Scout Project 1994–2003.

Available: <http://scout.wisc.edu/> (accessed March 28, 2004).

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## INFORMATION TECHNOLOGY

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**A Computer Called LEO, Lyons Teashops and the World's First Office Computer,** by Georgina Ferry. London: Fourth Estate, 2003. 221 pp. £5.99. ISBN: 1-84115-185-8.

"This book ... is a highly readable account of a fascinating subject of which the general public will know little ... that the world's first organisation to conceive, design and implement the use of computers for business administration was J. Lyons and Co, of London teashop fame... Georgina Ferry tells this remarkable story very well, describing how Lyons came to take on, and to succeed in, such an ambitious undertaking" (p. 107).

Reviewer: John Aris

*International Journal of Information Management* 24, no. 1 (February 2004): 107–108.

**"Turning Patrons into Partners when Choosing an Integrated Library System,"** by Terry Ryan. *Computers in Libraries* 24, no. 3 (March 2004): 6–8, 54–46.

Ryan outlines the practical steps he took in choosing an integrated library system for UCLA.

**Unlocking the Clubhouse: Women in Computing,** by Jane Margolis and Allan Fisher, Cambridge, MA: MIT Press, 2002. 172 pp. \$24.95. ISBN: 0-262-13398-9.

"The 4-year project, which tracked male and female Carnegie Mellon University students, included more than 230 in-depth interviews with students and faculty; classroom observations; and analysis of online bulletin boards, student journals, and a focus group... The difference in this book is that Carnegie Mellon started a program to do something about it—to try to reduce the experience gap and change the culture of computing so that it appealed much more to women's reasons for being interested..." (p. 75).

Reviewer: Christina L. Ogan

*The Information Society* 20, no. 1 (2004): 75–76.

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## LIBRARIANSHIP

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**\*\*A Librarian without a Library: Staying Professionally Active While Unemployed,\*\*** by Priscilla K. Shontz. Online. LIScareer.com. Available: [http://www.liscareer.com/shontz\\_activeunemployment.htm](http://www.liscareer.com/shontz_activeunemployment.htm) (accessed March 28, 2004).

This succinct and very timely article offers a number of useful suggestions for ways to stay connected when one is unemployed, "whether by choice or by chance." The links are particularly helpful.

Source: Rory Litwin

*Library Juice* 7, no. 6 (March 18, 2004). Available: <http://libr.org/juice/> (accessed March 28, 2004).

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

**\*\*Reflecting on Leadership**, by Karin Wittenborg, Chris Ferguson, and Michael A. Keller. Online. Washington, DC: Council on Library and Information Resources (CLIR), December 2003. 58 pp. ISBN: 1-932326-06-5. Available: <http://www.clir.org> (accessed April 11, 2004).

Deanna Marcum invited three innovative academic library directors to write personal essays reflecting on leadership and their own careers. The result is a compelling, highly readable set of stories that offer many useful ideas for leaders and managers at all levels in libraries.

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## LIBRARY BUILDINGS

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**\*\*“Does the Building Still Matter? Usage Patterns in New, Expanded, and Renovated Libraries, 1995–2002,”** by Harold B. Shill and Shawn Tonner. *College & Research Libraries* 65, no. 2 (March 2004): 123–150.

This very thorough article reports the findings of a 2003 survey of institutions with new or substantially renovated libraries, examining in detail “the impact of building improvements on usage of the physical facility” (abstract). The survey found that “the great majority . . . have experienced sustained increases in usage of the physical facility . . . some libraries have experienced profound increases in usage. . . . In short, a high-quality building does make a difference” (p. 149).

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## LIBRARY INSTRUCTION

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**“Competence, Confidence, and Connections: Aiding the Transition to College,”** by Mariana Regalado. *College & Undergraduate Librarians* 10, no. 2 (2003): 89–97.

In this brief article, the author describes other, perhaps-overlooked benefits from teaching first-year students in addition to the traditional concepts of information literacy. She draws on her own experiences working with students in a remedial or developmental program and shows how cultivating a personal relationship with these students helps to strengthen their confidence and increase their engagement in the learning process.

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## MANAGEMENT

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*Managing the Twenty-First Century Reference Department: Challenges and Prospects*, edited by Kwasi Sarkodie-Mensah, Bingham-

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

ton, NY: Haworth Information Press, 2004. 124 pp. \$24.95 (paper). ISBN: 0-7890-2332-6. Co-published as *Reference Librarian*, no. 81 (2003).

Articles in this themed collection appear somewhat redundant but cover core competencies and desirable traits, training, leadership styles, and the service mission. Of interest may be “From Core Competencies to Desired Traits: Hiring a Head of Reference for the New Millennium,” by Philip C. Howze (pp. 17–33), and “Collaborative Leadership: A Model for Reference Services,” by Kathryn M. Crowe (pp. 59–69).

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## MARKETING

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**“Outreach Services in Academic and Special Libraries,”** thematic issue guest edited by Paul Kelsey and Sigrid Kelsey. *Reference Librarian*, no. 82 (2003): 213 pp.

This special issue focuses on efforts to reach users outside the library walls, including marketing to previously underserved users (transfer students, staff, multicultural groups, etc.), special instruction efforts, special programming and use of multimedia technologies, proactive outreach to faculty, and librarian mentoring/recruitment efforts. Many interesting ideas are in this issue.

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## REFERENCE SERVICE

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**“Librarians Bridge Information Gap in Law Courses,”** by Barbara Gontrum. *AALL Spectrum Magazine* 8, no. 5 (March 2004): 22, 28.

The Thurgood Marshall Law Library, University of Maryland, has created an innovative course liaison program that pairs librarians not only with specific faculty, but also with the students in that faculty member’s courses. The liaisons create course-specific resource pages, invite student questions directly, and work within the class course in Blackboard. The library has seen a tremendous increase in the use of print and electronic resources as well as librarian expertise and enjoyed increased visibility within the school.

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## REFERENCE SOURCES

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***American Women’s History: A Research Guide***, by Ken Middleton. Online. Middle Tennessee State University. Available: <http://frank.mtsu.edu/~kmiddlet/history/women.html> (March 28, 2004).

Greatly revised and expanded. . . , [this site] includes over 2100 citations to print and

Internet sources and hundreds of links to digitized primary sources, as well as frequent updates and link checking to ensure the currency of cited resources. The *Research Guide* now consists of four main sections: an index to resources by subject, an index to resources by state, and two tools sections offering guidance on finding primary sources (e.g., archival, manuscript, and museum collections, historical newspapers and periodicals), as well as secondary sources. . . .

Reviewer: Debra Shapiro

*The Scout Report* 10, no. 11 (March 19, 2004). Copyright Internet Scout Project 1994–2003. Available: <http://scout.wisc.edu/> (accessed March 28, 2004).

**“ArtSTOR, a New Digital Art Library, Offers an Alternative to Slides,”** by Brock Read. Online. *Chronicle of Higher Education Daily Report* (April 12, 2004). Available: <http://chronicle.com/> (accessed April 12, 2004).

Started by the Andrew W. Mellon Foundation, ArtSTOR is a new online digital repository of art images soon to be available by subscription for academic libraries. The repository “contains nearly 300,000 digital photographs and details of paintings, sculptures, and architectural landmarks stretching from antiquity to the 20th century. Though the service will not be fully up and running until July, 35 campuses have been testing it since the beginning of the academic year.”

**“Do-It-Yourself Journalism,”** by Scott Carlson. *Chronicle of Higher Education* 50, no. 27 (March 12, 2004): A48.

This is an interesting article on zines—“small, self-published items, often photocopied onto cheap paper and stapled together in someone’s basement. They are popular in punk-rock circles and among teenagers. They generally reflect leftist politics and contain ruminations, satire, polemics, and poetry of the young and idealistic, the rebellious, and the oppressed.” Carlson describes the collection at Minneapolis Community and Technical College and notes that other institutions are beginning to collect these important sources on popular culture and political commentary.

**“Gray Literature: Resources for Locating Unpublished Research,”** by Brian S. Mathews. Online. *C&RL News* 65, no. 3 (March 2004). Available: <http://tinyurl.com/2uksy> (accessed April 4, 2004).

Mathews provides a useful guide to Web sites that will assist librarians to locate gray literature—“commonly defined as any documentary material that is not commercially published and is typically composed of technical reports, working papers, business documents, and conference proceedings” (abstract). Gray literature is often not indexed and, while some items may be found on the Web, much is not.

**The Horror Reader's Advisory: The Librarian's Guide to Vampires, Killer Tomatoes, and Haunted Houses**, by Becky Siegel Spratford and Tammy Hennigh Clausen. ALA Reader's Advisory Series. Chicago, IL: American Library Association, 2004. 176 pp. \$36.00 (\$32.40 member). ISBN: 0871-3-23330.

"We envision this book as both an introduction for readers' advisors who are unsure of how to manage their horror collections or their horror-related inquiries; and as a resource for the more horror-aware librarians to turn to for either ready reference or new ideas" (p. ix). Much of this book is a thematic annotated bibliography of reading, plus some chapters on the reference interview, marketing, and collection development.

**"Patent and Trademark Information: Uses and Perspectives,"** by Virginia Baldwin. *Science & Technology Libraries* 22, no. 1/2 (2001): 182 pp.

This is another of Haworth's co-published issues: the monograph is marketed with the same title and an index. Reference staff might be interested in a few of the "how-to" articles on finding patent data and trademarks.

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## RESEARCH

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**"Overcoming Survey Research Problems,"** edited by Stephen R. Porter. *New Directions for Institutional Research*, no. 121 (Spring 2004): 103 pp.

"This volume ... examines several aspects of the survey research enterprise in higher education, with the aim of providing readers with ways in which to increase response rates while controlling costs" (p. 1). Indeed, this is a particularly valuable collection of articles on topics such as raising return rates, using Web surveys, surveys on "sensitive topics," response rates and prizes, survey fatigue, longitudinal studies, and the "Pros and Cons of Paper and Electronic Surveys."

**"Special Issue: Questions of Research and Methodology,"** edited by Adrianna Kezar and Susan Talburt. *Journal of Higher Education* 75, no. 1 (January/February 2004): 132 pp.

These six articles, plus a review essay by Patrick Dilley entitled "Interviews and the Philosophy of Qualitative Research," pose "a multitude of questions for readers. We would like to highlight two: First, what types of research are of value in the field?... Second, if one believes that expanding methodological approaches does indeed enhance the quality of inquiry, how do we successfully integrate new approaches?... [T]hese essays ask us to consider our intellectual

lives, the ways in which our reading, concepts, and conversations affect our research" (p. 5).

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## SCHOLARLY COMMUNICATION

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**"Access for All?"** by Les Grivell. Online. *EMBO reports* 5, no. 3 (2004): 222-225. Available: <http://www.nature.com/cgi-taf/dynapage.taf?file=/embor/journal/v5/n3/full/7400107.html> (accessed March 28, 2004).

"While initiatives for self-archiving and creating new open access journals gain momentum, new questions about the legal and economic basis of scientific publishing arise." Grivell describes the tension between conflicting models of open access and the implications for scientists and scientific publishing. Source: Rory Litwin *Library Juice* 7, no. 6 (March 18, 2004). Available: <http://libr.org/juice/> (accessed March 28, 2004).

**"Scholarly Communication in Science and Engineering Research in Higher Education,"** thematic issue guest edited by Wei Wei. *Science & Technology Libraries* 22, nos. 3/4 (2002): 191 pp.

This special issue contains much of interest, starting with an article from the founder of arXiv.org, Paul Ginsparg: "Can Peer Review Be Better Focused?" (pp. 5-17), discussing how the implementation of peer review in a digital environment might be improved. Other articles look at digital repositories, conference proceedings, electronic theses and dissertations, archiving electronic journals, bibliometrics, and more. Gerry McKiernan ends the issue with a nice profile of "Scholar-Based Initiatives in Publishing" (pp. 181-191).

**Washington D.C. Principles For Free Access to Science; A Statement from Not-for-Profit Publishers.** Online. Available: <http://www.zdcprinciples.org> (accessed March 28, 2004)

On March 16, 2004, representatives from the nation's leading not-for-profit medical/scientific societies and publishers announced their commitment to providing free access and wide dissemination of published research findings. The *Washington DC Principles for Free Access to Science* is a statement representing 48 not-for-profit publishers and over 600,000 scientists and clinicians.

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## USER STUDIES

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**"Broccoli Librarianship and Google-Bred Patrons, or What's Wrong with Usability**

**Testing?"** by Debbie Vaughn and Burton Callicott. *College & Undergraduate Librarians* 10, no. 2 (2003): 1-18.

The authors of this provocatively titled article caution against Web site usability testing that tests how librarians think users should use a Web site—practicing "broccoli librarianship"—rather than reflecting users' actual patterns of Web usage. On the other hand, they also caution against dumbing down a library Web site to mimic the ease of use of Google.

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## WORLD WIDE WEB

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**Library Web Sites: Creating Online Collections and Services**, by A. Paula Wilson, Chicago: American Library Association, 2004. 160 pp. \$35.00 (\$31.50 members). ISBN: 0-8389-0872-1.

Though not specifically geared to academic libraries, there is a lot of succinct, practical information in this slender guide. Chapters cover planning, information architecture, marketing/branding, digital collections and services, catalogs and portals, databases and e-books, reader services, content for special audiences, and a final miscellany chapter on site administration, vendors, technology, and more. The appendix of resources is especially nice.

**"Organizing the Internet,"** issue edited by Andrew G. Torok. *Library Trends* 52, no. 2 (Fall 2003): 203-371.

This issue ranges widely, from articles on effective searching and various gateways or portals to searching the Invisible Web, search engine techniques, copyright law, the use of metadata to improve information access, and more.

**"Staying Up to Date in the Ever-Changing Web Search World,"** by Rita Vine. *Information Outlook* 8, no. 3 (March 2004): 30-34.

Vine provides us with "some of [her] favorite Web newsletters and update services" (p. 31).

**Web Site Design with the Patron in Mind: A Step-by-Step Guide for Libraries**, by Susanna Davidsen and Everyl Yankee, Chicago, IL: American Library Association, 2004. 128 pp. \$40.00 (\$36.00 member). ISBN: 0-8389-0869-1.

"This book is a gift for all librarians who sense, deep down, that their libraries' Web site needs a serious makeover but want to do it correctly from the ground up ... you will learn that a Web site exists first and foremost for its users—not to satisfy a designer's whim or to appease the maintainers' need for ease of use" (p. ix).

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## List of Journals Cited in This Issue of the *JAL* Guide

- AALL Spectrum Magazine**, 8, no. 5 (March 2004)  
**Acquisitions Librarian**, no. 31/32 (2004)  
**ARL Bimonthly Report**, no. 232 (February 2004)  
**C&RL News**, 65, no. 3 (March 2004)  
**Cataloging & Classification Quarterly**, 27, nos. 1/2 (2003)  
**Chronicle of Higher Education**, 50, no. 27 (March 12, 2004)  
**Chronicle of Higher Education Daily Report** (April 12, 2004)  
**College & Research Libraries**, 65, no. 2 (March 2004)  
**College & Undergraduate Librarians**, 10, no. 2 (2003)
- Community College Journal of Research & Practice**, 28, no. 3 (2004)  
**Computers in Libraries**, 24, no. 2 (February 2004)  
**Computers in Libraries**, 24, no. 3 (March 2004)  
**D-Lib Magazine**, 10, no. 3 (March 2004)  
**Educause Quarterly**, 27, no. 1 (2004)  
**EMBO reports**, 5, no. 3 (2004)  
**Information Outlook**, 8, no. 3 (March 2004)  
**Information Society**, 20, no. 1 (2004)  
**Journal of Higher Education**, 75, no. 1 (January/February 2004)  
**Journal of Higher Education**, 75, no. 2 (March/April 2004)  
**Journal of Library Administration**, 39, no. 2/3 (2003)
- Library & Archival Security**, 18, no. 1 (2003)  
**Library Juice**, 7, no. 6 (March 18, 2004)  
**Library Trends**, 52, no. 2 (Fall 2003)  
**New Directions for Institutional Research**, no. 121 (Spring 2004)  
**Reference Librarian**, no. 81 (2003)  
**Reference Librarian**, no. 82 (2003)  
**Santa Clara Law Review**, 44, no. 2 (2004)  
**Science & Technology Libraries**, 22, no. 1/2 (2001)  
**Science & Technology Libraries**, 22, no. 3/4 (2002)  
**Scout Report**, 10, no. 7 (February 20, 2004)  
**Scout Report**, 10, no. 8 (February 27, 2004)  
**Scout Report**, 10, no. 11 (March 19, 2004)
- 



---

## Reviewer Index to the *JAL* Guide

Aris, John, 339

Grinnell, Max, 338, 339

Litwin, Rory, 338, 339, 341

Ogan, Christina L., 339

Shapiro, Debra, 340

Widener, Mike, 338

---



---

## Author Index to the *JAL* Guide

Allen, Nancy, 338

Baldwin, Virginia, 341

Beghtol, Clare, 337

Bishoff, Liz, 338

Bliss, Leonard B., 337

Callicott, Burton, 341

Carlson, Scott, 340

Clausen, Tammy Hennigh, 341

Costello, Barbara J., 339

Crowe, Kathryn M., 340

Dallon, Craig W., 338

Dauidsen, Susanna, 341

Fenner, Audrey, 337

Ferguson, Chris, 340

Ferry, Georgina, 339

Fisher, Allan, 339

Ginsparg, Paul, 341

Gontrum, Barbara, 340

Grivell, Les, 341

Hall, Susan, 338

Heins, Marjorie, 338

Howze, Philip C., 340

Keller, Michael A., 340

Kelsey, Paul, 340

Kelsey, Sigrid, 340

Kezar, Adrianna, 341

Kwaśnik Barbara H., 337

Longmuir, Anne, 339

Lucker, Amy, 338

Margolis, Jane, 339

Mathews, Brian S., 340

McKiernan, Gerry, 341

Middleton, Ken, 340

O'Meara, KerryAnn, 339

Ornelas, Armida, 338

Osei-Kofi, Nana, 338

Owens, Brian M., 338

Porter, Stephen R., 341

Read, Brock, 340

Regalado, Mariana, 340

Richards, Sandra, 338

Rubin, Victoria L., 337

Ryan, Terry, 339

Sandiford, Janice R., 337

Sarkodie-Mensah, Kwasi, 340

Shill, Harold B., 340

Shontz, Priscilla K., 339  
Smith, Daryl G., 338  
Solorzano, Daniel G., 338  
Spratford, Becky Siegel, 341

Talbert, Susan, 341  
Tonner, Shawn, 340

Torok, Andrew G., 341  
Turner, Caroline S., 338

Vaughn, Debbie, 341  
Vine, Rita, 341

Wei, Wei, 341

Williamson, Nancy J., 337  
Wilson, A. Paula, 341  
Wingard, Robin G., 339  
Wittenborg, Karin, 340  
Wyngaard, Susan, 338

Yankee, Everyl, 341