



# The *JAL* Guide to the Professional Literature

Laura Reiner and Allen Smith

The purpose of this Guide is to highlight for academic librarians 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)>.

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## ACADEMIC LIBRARIES

\*\*\***"Raised By Wolves: Integrating the New Generation of Feral Professionals into the Academic Library,"** by James G. Neal. Online. *Library Journal* (February 15, 2006). Available: <http://www.libraryjournal.com/article/CA6304405.html> (accessed April 8, 2006).

"Academic libraries now hire an increasing number of individuals to fill professional librarian positions who do not have the master's degree in library science... Academic libraries are also creating a wide range of new professional assignments in such areas as systems, human resources, fundraising, publishing, instructional technology, facilities management, and other specialties that demand diverse educational backgrounds... There is also a new cohort of MLS librarians who have received their degrees through distance rather than residential programs..." James Neal discusses the implications of these trends for academic libraries."

## ARCHIVES

"**Indexing Scholarly Materials,**" unsigned entry in *The Wired Campus* blog. *The Chronicle of Higher Education* (March 6, 2006). Available: <http://chronicle.com/wiredcampus/article/1069/indexing-scholarly-materials> (accessed April 8, 2006).

RLG, a nonprofit consortium of 150 research libraries, museums and other collections, has launched a new database called ArchiveGrid, which "aims to make digging for [archival] material quicker and more fruitful. The service collects detailed data on the holdings of thousands of libraries, museums, and other archives and makes the information searchable online..." ArchiveGrid allows researchers to discover important content that might normally be hidden when searching on the open Web, said Ricky Erway, manager of digital resources at RLG."

## BOOKS

**LibriVox,** by Hugh McGuire. Online. Available: <http://www.librivox.org> (accessed April 2, 2006).

"This site 'provides free audiobooks from the public domain.' Volunteers record chapters of books in the public domain and this site publishes them on the Internet in various audio formats

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

(including MP3). Includes a catalog of books, poems, and short stories, and information about volunteering. The project was started by a writer and ex-engineer. RSS feeds available."

Reviewer: June Pilsitz

Librarians Internet Index, *LII New This Week* (March 9, 2006).

**"The Penn State Annex: The Life and Times of an Off-Site Storage Facility,"** by Ann MacKay Snowman. *Collection Management* 30, no. 1 (2005): 45–53.

Despite the less than scintillating title, this article actually covers some interesting examples of off-site storage use: shrink wrapping and storing current journal issues as an alternative to binding and shelving them, space management during construction, and a barcoding project using wireless technology. Penn State plans to build a new high-density storage facility.

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## CENSORSHIP & INTELLECTUAL FREEDOM

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**Electronic Frontier Foundation.** Online. Available: <http://www.eff.org/> (accessed April 2, 2006).

"Started in 1990, the Electronic Frontier Foundation (EFF) is an organization that is dedicated to preserving the various freedoms and rights within the digital 'frontier,' which includes blogs, online intellectual property, and so on. On their homepage, visitors can learn about news items. . . [scan the] 'Topics' section. . . [or] take a look at their white papers, which include such titles as 'Dangerous Terms—A User's Guide to End User License Agreements' . . . RSS feeds are available as well."

Reviewer: Max Grinnell

*The Scout Report* 12, no. 13 (March 31, 2006). Copyright Internet Scout Project 1994–2006. Available: <http://scout.wisc.edu/>.

**Tales From the Public Domain: Bound by Law?** by Keith Aoki, James Boyle, and Jennifer Jenkins, Online. Center for the Study of the Public Domain, Duke University Law School. Available: <http://www.law.duke.edu/cspd/comics/> (accessed April 9, 2006).

This is a wonderful comic book-style presentation of the issues surrounding fair use in creative endeavors such as documentary film. Featuring Akiko, "by day a filmmaker, by night she fought for fair use!"

Reviewer: Ray Van Diest

Librarians Internet Index, *LII New This Week* (April 6, 2006).

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## COLLECTION MANAGEMENT

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**"Creating and Maintaining Legal History Collections,"** by Laura A. Bédard. *Legal Reference Services Quarterly* 24, nos. 3/4 (2005): 1–31.

Based on a survey of law schools and their online course descriptions (2004–2005), this article "outlines four different areas that law libraries should consider in order to fully support growing scholarly interest in legal history research: collection analysis, collection development, collection formats, and rare book collecting" (abstract). Appendices include survey results and selective bibliography, and a list of rare book dealers.

**Six Key Challenges for Collection Development in Research Libraries.** Online. Janus Conference, Cornell University Library. October 9–11, 2005. Available: <http://www.library.cornell.edu/janusconference/januskeys.html> (accessed April 8, 2006).

In October 2005, Cornell University Library hosted The Janus Conference on Research Library Collections, aimed at re-envisioning collection development in research libraries. Working groups focused on six key areas in collection development, and their draft recommendations make very interesting reading.

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## COMMUNITY COLLEGES

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**"Two on Teaching in Community Colleges": The Center for Teaching Excellence.** Online. Available: <http://www.lansing.cc.mi.us/cte/> and *Del Mar College-Teaching and Learning Center.* Available: <http://www.delmar.edu/tlc/home.html> (accessed April 2, 2006).

"...The first site profiled is from the Lansing Community College's Center For Teaching Excellence, [which contains]...a number of useful documents, such as 'Classroom Strategies for Fostering Student Retention' and 'Essays on Teaching Excellence' [and] their biannual newsletter, 'Spotlight on Faculty,' which features a number of teaching tips and techniques developed by faculty at the college. The second site will take users to the Teaching and Learning Center at Del Mar College in Corpus Christi, Texas. Here visitors can find helpful 'technology tips' designed for incorporating technology into the classroom, and...podcasts [dealing] with a number of themes, ranging from mental health crises on campus to resource challenges facing community colleges."

Reviewer: Max Grinnell

*The Scout Report* 12, no. 9 (March 3, 2006). Copyright Internet Scout Project 1994–2006. Available: <http://scout.wisc.edu/>.

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## CONSERVATION & PRESERVATION

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**\*\*\*"New Consortium Will Press Agencies to Adopt Open Standard for Saving Digital Documents,"** By Dan Carnevale. Online. *The Chronicle of Higher Education* (March 6, 2006). Available via subscription from <http://www.chronicle.com>.

"Over three dozen businesses, universities, and other organizations have formed a consortium to persuade government agencies to adopt an open-standards format for storing digital documents. Currently, almost everybody in the public sector stores documents using Microsoft Word. But members of the new consortium, called the OpenDocument Format Alliance, are afraid that, years from now, such proprietary software won't be supported by anyone, and that people will have difficulty gaining access to old government records...Any application based on a given standard, for instance, can open documents stored by any other application using the same standard. This gives software developers an incentive to keep making programs compatible with the standard as they evolve over time."

**"Third Archiving Deal for Oxford Journals Guarantees Long Term Preservation of Electronic Content,"** press release. Online. Oxford University Press. March 13, 2006. Available: <http://tinyurl.com/onkyk> (accessed April 8, 2006).

"Oxford Journals, a division of Oxford University Press, has signed a key archiving agreement with Portico, an electronic archiving service launched in 2005 with funding from JSTOR, The Andrew W. Mellon Foundation, Ithaka, and The Library of Congress. The agreement assures robust long-term preservation and ongoing access to Oxford Journals electronic content." Oxford Journals signed similar agreements with the Koninklijke Bibliotheek (National Library of the Netherlands) and the LOCKSS preservation initiative of Stanford University.

**\*\*\*"Undergraduate Library Collections 40 Years Later: An Assessment of Use and Preservation Needs at the University of Illinois at Urbana Champaign,"** by David Ward and Thomas H. Teper. *Collection Management* 30, no. 1 (2005): 9–27.

"Undergraduate libraries are approaching their 40th year of existence at many major research institutions...The authors report on a detailed collection survey of the University of Illinois Undergraduate Library, which analyzed preservation needs of over 200,000 circulating monograph volumes, as well as the collection's composition and use" (abstract). The survey found that the collection was predominately older, that older materials circulated much less, and that science books circulate at a higher rate than others do. Duplicate copy purchasing of recent titles is cost-effective based on use.

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## CONSORTIA

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**"Allocation of Costs for Electronic Products in Academic Library Consortia,"** by Douglas Anderson. *College & Research Libraries* 67, no. 2 (March 2006): 123–135.

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

Anderson discusses various methods for equitable allocation of the costs of a consortial license for electronic resources, whether by equal division, usage, size of institution (FTE), proportional distribution by cost savings, or otherwise.

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## DIGITAL LIBRARIES

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**Status of Technology and Digitization in the Nation's Museums and Libraries.** Institute of Museum and Library Services. Available: <http://www.ims.gov/publications/TechDig05/index.htm> (accessed April 2, 2006).

"...What are other institutions doing in terms of technology and digitization projects? [You] need wonder no longer, as the Institute of Museum and Library Services (IMLS) has completed an update to their 2001 survey on the subject. The survey...included public libraries, academic libraries, archives, and museums...followed up...[by] telephone discussions with key participants...Some of [the] findings include the observation that digitization activities have increased for all groups, though many of these groups do not solicit user feedback to determine what their specific digitization needs might be. Overall, this is a tremendously useful document, and one that will be of particular interest to those who set or study policies at these types of organizations."

Reviewer: Max Grinnell

*The Scout Report* 12, no. 12 (March 24, 2006). Copyright Internet Scout Project 1994–2006. Available: <http://scout.wisc.edu/>.

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## DIVERSITY

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**"Factors Contributing to Faculty Incorporation of Diversity-Related Course Content,"** by Matthew J. Mayhew and Heidi E. Grunwald. *The Journal of Higher Education* 77, no. 1 (January/February 2006): 148–168.

"This study examines the factors that contribute to 336 faculty members' decisions to incorporate diversity-related content into their course materials. The final model has an 86% success rate in predicting likelihood to incorporate. Significant predictors include a race by gender interaction, participation in diversity-related activities, and perceived departmental commitment to diversity" (abstract).

**"Student Experiences with Diversity at Liberal Arts Colleges: Another Claim for Distinctiveness,"** by Paul D. Umbach and George D. Kuh. *The Journal of Higher Education* 77, no. 1 (January/February 2006): 169–192.

"This study examines the nature of student experiences with diversity at liberal arts colleges. Specifically, three questions guide the investigation. 1. How do students at liberal arts colleges compare with their counterparts at other types of institutions in terms of their

diversity-related experiences? 2. What organizational factors and conditions are related to diversity experiences at liberal arts colleges? 3. What are the relationships between diversity experiences at liberal arts colleges and other educationally purposeful activities and outcomes?" (p. 172).

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## ELECTRONIC BOOKS

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**"E-Books: Developments and Directions,"** by Byron Anderson. *Behavioral & Social Sciences Librarian* 24, no. 1 (2005): 103–108.

This is a nicely succinct summary of recent developments in the e-books world, updating a column on the topic published in this journal in 2000.

**"Sony Sets Its Sights on Digital Books,"** by Ginny Parker Woods. Online. *The Wall Street Journal* (February 16, 2006): B3. Available via subscription.

"This spring, Sony is planning to launch in the U.S. the Sony Reader, a portable device for digital books and documents, along with digitized titles from major publishers sold on a Sony online bookstore. Users can download these books and transfer them to the Reader, which is the size of a thin paperback. The screen uses a special technology that looks like real black print on paper...The Reader [will sell for] between \$300 and \$400..."

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## ELECTRONIC JOURNALS

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**"Library Leaders Press Colleges to Archive Online Journals to Avoid Loss of Data,"** by Andrea L. Foster. Online. *The Chronicle of Higher Education* (February 24, 2006). Available via subscription from <http://chronicle.com>.

"Some library leaders are urging colleges and academic libraries to take action to preserve online scholarly journals, saying they could vanish into oblivion should publishers go out of business or face other calamities...The Association of College and Research Libraries endorsed the message this month...Another recommendation...asks libraries and colleges 'to demand archival deposit by publishers as a condition of licensing electronic journals.' To accomplish that goal, 'research and academic libraries may need to seek support from university administrators and faculty governing bodies'."

**\*\*\*"The State of the Large Publisher Bundle: Findings from an ARL Member Survey,"** by Karla Hahn. Online. *ARL Bimonthly Report* 245 (April 2006). Available: <http://www.arl.org/news/245/bundle.html> (accessed April 8, 2006).

"ARL's 2005 member survey on journal bundling practices focused on the five largest publishers of journals and gathered data related to members' contract terms and perceptions of their current journal bundles...This survey documented that journal bundles have already enjoyed substantial protection from cancellation. With the majority of respondents reporting recent cancellation projects, the inescapable conclusion is that other segments of research library collections have been reduced to a greater extent in compensation for the protection afforded to bundles."

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## ELECTRONIC RESOURCES

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**\*\*\*"OpenURL,"** themed issue. *Library Technology Reports* 42, no. 1 (January/February 2006): 48 pp.

This issue focuses on link-resolvers, the use of context-sensitive linking from one item to a set of other relevant services. It includes articles on the history of the development of the OpenURL standard, discussion of various link-resolver products, the alternative of direct linking, innovative uses of link-resolvers by various libraries, issues (GoogleScholar, open access materials, etc.), and a very useful bibliography of resources.

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## ETHICS

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**"Business Ethics on the Web: Developing a Tool for Ethics Research,"** by Gene Hayworth and Paul Moeller. *Journal of Business & Finance Librarianship* 11, no. 2 (2005): 3–19.

In the wake of corporate scandals, schools have increased education in business ethics. "Library instruction sessions offer an important arena for discussion of social responsibility and ethics using...case studies, database searching, and research strategies. [The author examines] a few of the salient trends in business ethics education, consider[s] the role of the library in supporting those efforts, and illustrate[s] one tool developed to assist business students [to] evaluate corporate approaches to social responsibility" (abstract).

**The Ethical Researcher: Goals of an Ethics Policy,** by Debbie Abilock. Online. Available: <http://www.noodletools.com/debbie/ethical/policytemplate.html> (accessed April 2, 2006).

"This site presents academic integrity and plagiarism policies for educational institutions, and a collection of links to material about honor codes. Topics include the principles underlying the

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

policy, what responsibilities are required, and the relationship of various policies. Provides links to policies and related material at U.S. high schools and colleges. . ."

Reviewer: Maria Brandt

Librarians Internet Index, *LII New This Week* (March 2, 2006). Available: <http://lii.org/cs/lii/view/item/20783>.

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## HIGHER EDUCATION

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**"College Classifications Get an Overhaul,"** by Audrey Williams June. Online. *The Chronicle of Higher Education* 52, no. 26 (March 3, 2006): A25. Available via subscription at <http://chronicle.com>.

"The Carnegie Foundation for the Advancement of Teaching capped a multiple-year effort to overhaul the labels affixed to America's colleges and universities by releasing a new version of its basic classifications this week. The extensively revised framework features changes that include subcategories for two-year colleges, a first in the classification's history; three subcategories of doctorate-granting institutions, up from two; and the discontinuation of the term "liberal arts" to describe mostly undergraduate colleges. . .The foundation's method of classifying colleges has undergone four previous revisions, but none as comprehensive as this one. . ."

**"If Community College Students are So Poor, Why Do Only 16.9% of Them Receive Pell Grants?"** by Richard M. Romano and Timothy Millard. *Community College Journal of Research and Practice* 30, no. 4 (April–May 2006): 321–337.

"This paper examines seven different hypotheses that might explain this low rate. It finds that the use of Pell-grant rates for individual colleges and states is not an appropriate measure of the community colleges' service to low-income students" (abstract).

**"The Mission of the University: Medieval to Postmodern Transformations,"** by John C. Scott. *The Journal of Higher Education* 77, no. 1 (January/February 2006): 1–39.

"...The Medieval university emphasizes *teaching*. Thereafter, the early modern university adopts *nationalization* (service to the nation-state). The formative U.S. college advances *democratization*. The modern American university elevates *public service*. Today's rapid globalization suggests a new mission: *internationalization*" (abstract).

**"Salvaging 'Academic Disaster Areas': The Black College Response to Christopher Jencks and David Riesman's 1967 Harvard Educational Review Article,"** by Marybeth Gasman. *The Journal of Higher Education* 77, no. 2 (March/April 2006): 317–352.

"[Jencks and Riesman's] article dealt a stinging blow to Black colleges—labeling them 'Academic disaster areas.' Using a historical methodology, I show the strategic ways in which Black college leaders and the United Negro College Fund responded, highlighting their attempts to salvage the image of Black colleges" (abstract).

**"Towards a Theory of Choice for Community College Students,"** by Patricia Somers, Kevin Haines, Barbara Kenne, Jon Bauer, Marcia Pfeiffer, Jennifur McCluskey, Jim Settle, and Brad Sparks. *Community College Journal of Research and Practice* 30, no. 1 (2006): 53–67.

"In this article, we present the results from the first of a series of studies on 2-year college choice. We report and discuss focus groups involving over 200 community college students. We found 6 provocative themes from the interviews, and suggest a preliminary model of community college choice" (abstract). Those themes are "They Said I Couldn't Do It," "Life Happens" (a discussion of setbacks), "Educational Aspirations," "Influence of Peers and Family," "Price and Location," and "Institutional Characteristics."

**"Two on College Writing": Writing Resources.** Online. Available: [http://webware.princeton.edu/sites/writing/Writing\\_Center/WCWritingResources.htm](http://webware.princeton.edu/sites/writing/Writing_Center/WCWritingResources.htm) and *Purdue University's Online Writing Lab*. Available: <http://owl.english.purdue.edu/> (accessed April 2, 2006).

"...[H]ere are two fine online resources that may aid...[students with the writing] process. The first is offered by the Princeton Writing Center, and it contains a number of helpful essays on how to find and develop a paper topic, dealing with writing anxiety, and preparing to perform well on essay exams. The next site is the Online Writing Lab at Purdue University, which has been in existence since 1995. Here, visitors can find a number of excellent writing guides and related material, including The Writing Lab Newsletter, which brings together helpful information about tutoring theory, methodology, and training writing tutors. . ."

Reviewer: Max Grinnell

*The Scout Report* 12, no. 8 (February 24, 2006). Copyright Internet Scout Project 1994–2006. Available: <http://scout.wisc.edu/>.

**"Women and Feminism in Higher Education Scholarship: An Analysis of Three Core Journals,"** by Jeni Hart. *The Journal of Higher Education* 77, no. 1 (January/February 2006): 40–61.

"Findings from this study show [that] less than 1% of the articles in three prominent journals in higher education include the language of feminism; women are included as subjects in less than 10% of the titles. Only 15.2% of the articles are single-authored by a woman. Possible explanations for these findings are considered" (abstract). "By analyzing data collected from three leading journals in higher education, *The Journal of Higher Education (JHE)*, *The Review of Higher Education (RHE)*, and *Research in Higher Education (ResHE)*, I hope to better understand how feminist scholarship and how women are treated in the scholarly work contained in these journals" (p. 40).

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## INFORMATION TECHNOLOGY

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**\*\*The New Mobile Scholar and the Effective Use of Information and Communication Technology,** by David B. Bills, Stephanie Holliman, Laura Lowe, et al. Online. *First Monday* 11, no. 4 (April 3, 2006). Available: [http://www.firstmonday.org/issues/issue11\\_4/bills/](http://www.firstmonday.org/issues/issue11_4/bills/) (accessed April 9, 2006).

The authors of this article look at how social scientists "can use mobile information and communication technology (ICT) to work more efficiently and effectively. . .but that many lack the kinds of practical knowledge needed to do so." They then discuss wireless and universal serial bus (USB) technologies, laptops, scanners, handheld devices, cell phones and more, and how scholars can make fuller use of these tools. Librarians could learn much from this article for their own work.

**Setting Up a Wireless Library,** themed issue. *Computers in Libraries* 26, no. 3 (March 2006): 6–20, 29–35.

A number of articles in this issue dwell on wireless technology in libraries, including pieces on setting up wireless hotspots (open access or authenticated), the advantages of open access, writing policies for public-access wireless networks, wi-fi versus cell phone service, and lists of resources.

**"Staying Alert: The Wild New World of Current Awareness Services,"** by Dorothy Barr. *C & RL News* 67, no. 1 (January 2006): 14–17.

This is a brief overview of the past and present options for current awareness tools, including email news alerts, tables of contents, feeds such as RSS, blogs, and more.

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## LIBRARIANSHIP

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**\*\*The NextGen Librarian's Survival Guide,** by Rachel Singer Gordon. Medford, NJ: Information Today, 2006. 224 pp. \$29.50. ISBN: 1-57387-256-3.

This work "is a unique source of support for next generation librarians, addressing the specific needs of GenXers and Millennials as they work to define themselves as information professionals and to make their mark on a rapidly changing field. The focus throughout is on how NextGens can move their careers forward. . .[it] provides timely advice along with tips, comments, and recent survey data

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

from dozens of librarians on issues ranging from image. . . to surviving library school and entry-level positions, to working with older colleagues" (press release). "The following pages look at questions like: What is unique about younger librarians' experiences? What do they share with older recent grads—and with all new librarians? What are NextGens' responsibilities to the profession? What can NextGen librarians do now to help move their institutions—and the field as a whole—forward? How can multiple generations work together effectively in today's library? How can NextGens avoid being their own worst enemies?" (p. xiii). Indeed, this practical manual succeeds.

**The New OPL Sourcebook: A Guide for Solo and Small Libraries**, by Judith A. Siess. Medford, NJ: Information Today, 2006. 456 pp. \$39.50. ISBN: 1-57387-241-5.

This is a new edition of a standard work for management of small and one-person libraries (OPLs), by Siess, who had published a newsletter for many years and (now) a blog on this topic. Part 1 addresses management issues for a host of settings, planning, finance, communications and marketing, technology, collection development, knowledge management, and more. Part 2 is an extensive list of resources on a wide range of topics.

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## LIBRARY BUILDINGS

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**ALA Archives Digital Collections.** Online. American Library Association. Available: <http://web.library.uiuc.edu/ahx/ead/ala/digital/ala-digital.html> (accessed April 8, 2006).

"...[T]his website. . . contains a selection of digitized documents from the American Library Association (ALA) Archives, housed at the University of Illinois at Urbana-Champaign. Currently, the digitized collections include the F.W. Saxon Photographs Collection and the Library Building Photographs Collection. The Saxon Collection includes over 170 group pictures of librarians attending the ALA conferences in the US and Canada from the period 1894 to 1932. The Library Building Collection. . . contains 78 postcards of libraries. . ."  
Reviewer: Max Grinnell  
*The Scout Report* 12, no. 14 (April 7, 2006). Copyright Internet Scout Project 1994–2006. Available: <http://scout.wisc.edu/>.

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## LIBRARY INSTRUCTION

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**"Business Information Literacy Instruction: A Survey and Progress Report,"** by Martha Cooney. *Journal of Business & Finance Librarianship* 11, no. 1 (2005): 3–25.

"Business information literacy instruction, although widespread and prevalent, is evolving in the libraries of AACSB-accredited colleges and universities. Survey results indicate that librarians

across the nation are almost evenly divided in describing their business information literacy efforts so far as being just starting, mid-way, or established" (p. 17).

**"Towards Information Fluency: Applying a Different Model to an Information Literacy Credit Course,"** by Jennifer Sharkey. *Reference Services Review* 34, no. 1 (2006): 71–85.

Sharkey discusses "information literacy, critical thinking, and computer literacy in higher education through a review of the literature." She then describes Purdue's pilot Information Strategies course, which is based on a model of information fluency rather than information literacy, and analyzes the pilot's success. "The article provides ideas and concepts for enhancing the critical thinking and technology components of an information literacy course or program as well as touches on what to avoid when modifying assignments and projects" (abstract).

**\*\*\*"Using Best Practices: Librarians, Graduate Students and Instruction,"** by Eileen M. Stec. *Reference Services Review* 34, no. 1 (2006): 97–116.

Stec undertook a study of the relative efficacy of librarians vs. graduate students in teaching bibliographic instruction, as well as comparing the effectiveness of using active learning vs. traditional practices. Undergraduates in the study took pre- and post-tests to measure learning outcomes. The study found no significant difference in learning based on instructor type, but "all library instructors using at least 80 percent of the scripted, active-learning techniques showed more undergraduate learning than those instructors who did not use as many active learning techniques. In addition, undergraduate assessment showed few learning gains after participation in two library instruction sessions" (abstract).

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## MARKETING

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**"Collect 'Em All,"** by Paula Wasley. Online. *The Chronicle of Higher Education* 52, no. 26 (March 3, 2006): A8. Available via subscription from <http://chronicle.com>.

"To promote the services on offer at the reference desk, Laurence McKinley Gould Library [at Carleton College] issues trading cards inspired by Japanese anime. The cards display photos of the librarians on the front, with their features on the back, listed under categories like 'super-powers,' 'sidekicks,' 'vulnerability,' and 'sources of power' . . . The cards were first introduced in 2002, and early editions looked more like baseball cards, with stats like "question-fielding

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

average" printed on the back. The cards have been a hit with students and faculty members. . ."

**"Real-Life Marketing and Promotion Strategies in College Libraries: Connecting with Campus and Community,"** guest edited by Barbara Whitney Petruzzelli. *College and Undergraduate Libraries* 12, no. 1/2 (2005): 186 pp.

The twelve articles in this thematic issue cover focus groups, public relations campaigns, publicizing library programs, audiences for media, virtual reference, marketing resources, the use of postcards, traveling exhibits, affordable marketing techniques, ad campaigns, action plans and parties.

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## ONLINE PUBLIC ACCESS CATALOGS

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**"Locating Library Items by GIS Technology,"** by Jingfeng Xia. *Collection Management* 30, no. 1 (2005): 63–72.

Users can't find books in our libraries. This article proposes a novel and intriguing solution: integrate Geographic Information Systems (GIS) technology into the online catalog to dynamically display the location of any item as part of the item record.

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## PRIVACY

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**Privacy in the 21st Century: Issues for Public, School, and Academic Libraries**, by Helen R. Adams, Robert F. Bocher, Carol A. Gordon, and Elizabeth Barry-Kessler. Westport, CT: Libraries Unlimited, 2005. 247 pp. \$40.00 (paper). ISBN: 1591582091.

This book examines privacy protections under state and federal law, as well as threats to privacy from various federal surveillance programs, and privacy issues relating to Internet use. Separate chapters address the different library settings, and the appendices include sample privacy audits and privacy policies. The reviewer found these sample documents especially useful.  
Reviewer: Juri Stratford  
*College and Research Libraries* 67, no. 2 (March 2006): 194–195.

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## REFERENCE SOURCES

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**"Database Support for Research in Public Administration,"** by James Cory Tucker. *Behavioral & Social Sciences Librarian* 24, no. 1 (2005): 47–60.

Tucker compared a list of journals in public administration and related fields to the journal content list of six business databases. Of the

six, the best overlap was found in Expanded Academic Index ASAP (Gale), with strong showings in Business Source Premier (EBSCO) and International Academic Research Library (ProQuest).

**"Evaluating Web Sites Featuring Primary Sources on United States History,"** by Robert J. Congleton. *Behavioral & Social Sciences Librarian* 24, no. 1 (2005): 61–82.

"As student researchers use the Web more and more as their sole means of obtaining primary sources, they need to know how to evaluate the quality of a Web site. This paper discusses a five-step method for evaluating Web sites and uses this method to review several Web sites offering primary sources on United States history" (abstract). The method employs the usual criteria; the sites, however, are a useful collection.

**"Evolving Internet Reference Resources: Part II,"** edited by William Miller and Rita M. Pellen. *Journal of Library Administration* 44, no. 1/2 (2006): 495 pp.

The articles here each cover a specific topic: legal and regulatory information, maps and mapping, the environment, agriculture, consumer health and medicine, nursing, computing and engineering. Many of these were accessed at least a year ago and many were accessed over two years ago.

**"Peterson's (A Review of Peterson's MBA Web Site),"** by Laura L. Levitt. *Journal of Business & Finance Librarianship* 11, no. 1 (2005): 29–35.

This is a thorough and somewhat skeptical review of the site. "The primary purpose of Peterson's MBA site is to sell its products and services. There is only limited free content on the site and some of the more valuable free resources (such as the GMAT diagnostic test) can be difficult to find" (pp. 34–35).

**World Public Opinion.org** (WPO). Online. Program on International Policy Attitudes. (PIPA). Available: <http://worldpublicopinion.org/> (accessed April 2, 2006).

"Provides regionally organized information 'on public opinion from around the world on international issues.' Each report provides the questionnaire and methodology used in polling. Topics include development and aid, environment, trade, governance, security, justice, human rights, the United Nations, and more. Also provides links to sources for polling data."

Reviewer: Ray Van Diest  
*Librarians Internet Index, LII New This Week* (March 2, 2006).

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## RESEARCH

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**"SCI-5: Bibliometrics, Cybermetrics, Informetrics, and Scientometrics Sites and Sources,"** by Gerry McKiernan. *Science & Technology Libraries* 26, no. 2 (2005): 107–115.

The author provides definitions and Web site descriptions.

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## SCHOLARLY COMMUNICATION

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**\*\*Books in the Digital Age: The Transformation of Academic and Higher Education Publishing in Britain and the United States,** by John B. Thompson. Cambridge: Polity Press, 2005. 468 pp. \$29.95. ISBN: 0-7456-3477-X.

This book "should be required reading in all of the publishing institutes and programs...for all employees of scholarly publishing and college textbook houses, for all top administrators at every university that has a university press (at the very least), in a wide range of courses in schools of communication and the liberal arts (cultural studies and sociology most especially), and for every student who has aspirations to pursue a career in publishing. This is a book that deserves to be revised and kept in print through multiple editions as a basic handbook for the industry" (p. 153).  
Reviewer: Sanford G. Thatcher  
*Journal of Scholarly Publishing* 37, no. 2 (January 2006): 148–153.

**"Discouraging Verification: Citation Practices across the Disciplines,"** by David Henige. *Journal of Scholarly Publishing* 36, no. 2 (January 2006): 99–118.

"The purpose of reference notes in scholarly writing is to provide readers with the opportunity to learn more about an issue or to test an author's credibility. As such, they need to include whatever details are necessary to ensure that access be maximally efficient. These data should always include page numbers for both quotes and close paraphrases. Unfortunately, this practice is remarkably uncommon in the sciences and even the social sciences. Failure to include these data is also a failure of good epistemological practice" (abstract).

**\*\*"Is Peer Review Broken?"** by Alison McCook. Online. *The Scientist* 20, no. 2 (February 2006): 26–35. Available via subscription.

"...[B]ecause of the intense pressure to get into a handful of top journals, instead of sending less-than-groundbreaking work to second- or third-tier journals, more scientists are first sending their work to elite publications, where they often clearly don't belong. Consequently, ...editors at top-tier journals say they are receiving more submissions every year, leading in many cases to more rejections, appeals, and complaints about the system overall...Everyone, it seems, has a problem with peer review at top-tier journals." This article discusses in depth what's wrong and what might be done to fix the problem.

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

**"Maleficium Intra Muros, or Keep Your Paws Off My Stuff,"** by Carolyn Van Der Meer. *Journal of Scholarly Publishing* 37, no. 2 (January 2006): 145–147.

Following up on Williams Savage's earlier article in the April 2005 issue [mentioned previously in this column], an article "in which Dr. Savage tells the story of a young scholar who, in good faith, approached a prominent university press to propose a new edition of a long-out-of-print volume" (p. 145). The press editor then hands the idea to a "big name scholar." This, apparently, is precisely what happened to the author of this short column and she explains just how it happened, and concludes: "The venerable review organ editor who underhandedly 'adopted' my idea obviously knew a good thing when he saw it" (p. 147).

**"Microsoft Word's Hidden Tags Reveal Identities of Once-Anonymous Peer Reviewers,"** by Jeffrey R. Young. Online. *The Chronicle of Higher Education* (April 7, 2006). Available: <http://chronicle.com/free/2006/04/2006040701t.htm> (accessed April 8, 2006).

"The peer-review process at many academic journals is intended to be blind, meaning that authors do not know who is reviewing their work. But a little-known setting in Microsoft Word has led to the unmasking of some peer reviewers, and at least a few journals have issued guidelines for making sure that electronic documents remain anonymous...[A] forthcoming edition of Microsoft Word, part of Microsoft Office 2007, will have a new feature called Document Inspector that will help users strip unwanted identifiers from documents."

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## USER STUDIES

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**"The Influence of Task and Gender on Search and Evaluation Behavior Using Google,"** by Koiri Lorigo, Bing Pan, Helene Hembrooke, Thorsten Joachims, Laura Granka and Geri Gay. *Information Processing & Management* 42, no. 4 (July 2006): 1123–1131.

"We find that the query result abstracts are viewed in the order of their ranking in only about one fifth of the cases, and only an average of about three abstracts per result page are viewed at all. We also compare search behavior variability with respect to different classes of users and different classes of search tasks to reveal whether user models or task models may be greater predictors of behavior. We discover that gender and task significantly influence different kinds of search behaviors" (abstract).

**"Usability Testing of a Customizable Library Web Portal,"** by Steve Brantley, Annie Armstrong, and Krystal M. Lewis. *College & Research Libraries* 67, no. 2 (March 2006): 146–163.

The librarians at University of Illinois at Chicago developed a customizable library

web portal in 2001 based on MyLibrary, an open-source product developed by North Carolina State University. Here, they describe how they tested its ease of use and usefulness to students. The feedback resulted in many refinements to navigation, layout and usability. Interestingly, students had trouble understanding the discipline-specific focus of the portal. A second usability study will follow the redesign.

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## WORLD WIDE WEB

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**“Google Scholar and the Library Web Site: The Early Response by ARL Libraries,”** by

Laura Bowering Mullen and Karen A. Hartman. *College & Research Libraries* 67, no. 2 (March 2006): 106–122.

Librarians at Rutgers University Libraries describe their experience with integrating Google Scholar into their Web site, and also detail the results of a survey of all ARL members regarding their integration of Google Scholar. Indeed, Rutgers was one of only a handful who linked to Google Scholar, put it in their OPAC, listed it with their databases, or included it in subject guides. The authors discuss the implications pro and con.

**“In Google We Trust: Information Integrity in the Digital Age,”** by Lee Shaker. Online. *First*

*Monday* 11, no. 4 (April 3, 2006). Available: [http://www.firstmonday.org/issues/issue11\\_4/shaker/](http://www.firstmonday.org/issues/issue11_4/shaker/) (accessed April 9, 2006).

Shaker looks at the issue of “information safety and accuracy in the digital age using Google as an entry point...[exploring] the role media play in shaping the relationship of information, privacy, and trust between Google and the public.” Shaker undertook a content analysis of how Google was presented in *New York Times* articles from 2003–2005. He concludes that the public’s faith in Google rests on reports of its corporate profitability rather than the accuracy of its information.

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