

**Reference Management Day  
UK Online User Group Meeting  
Letchworth, 23 June 2004**

Who should take responsibility for reference management software within an organisation - computing services or the library? Most of the delegates on this one-day course were librarians interested in evaluating the software on behalf of their researchers. Cocooned in Adept Scientific's training suite on a wild, wet day, we were able to explore the functionality of EndNote and Reference Manager.

The course was led by Tracy Kent, who has developed expertise with both packages through her work as a subject librarian at Birmingham University. She took us through a well-planned programme, interspersing presentations with plenty of time for hands-on, supported by detailed workbooks. We started with looking at what could be achieved by the software. New versions are continually being developed and the latest can store references to e-journals, e-books, multimedia etc as well as traditional bibliographic references.

Next we tried the various methods of inputting data: manual, connection files (e.g. for COPAC, zetoc, or PubMed records), direct export (for ISI and Ovid databases), import filters (for other databases). As a novice this seemed very complex. I could imagine researchers who use a limited number of search tools getting familiar with the import filters, but would students know the provider of a particular database in order to select the correct filter? After an excellent lunch we tackled maintaining the database integrity and outputting into manuscripts or subject bibliographies, and finally the support issues.

It was very useful having a 'real' librarian to discuss these issues with. Tracy willingly shared her experience at Birmingham on details like the best way to run training sessions, and the difficulties that arise from not centrally funding the software. Most of the delegates were trying to compare and contrast the two products, and it was really useful to have an overview at the end from Adept Scientific staff. They saw EndNote as a writer's tool, ideal for a single user, and Reference Manager as a corporate level research tool.

Two small niggles:  
Several HEIs have found reference management software useful for undergraduate students, particularly at dissertation level, and I had hoped to compare the Adept products with CSA's RefWorks. It was an expensive day. I attended an information literacy event the same week for a fifth of the cost!

Overall though, it was an enjoyable, well-organised day. Tracy paced it well and managed to answer lots of questions besides allowing us plenty of time for exploring the software.

**Carolyn Haresign  
Health Sciences Librarian  
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## Book Reviews

**The Internet and Information Skills: a guide for teachers and school librarians  
James E. Herring. Facet Publishing. London.  
2004 ISBN 1-85604-493-9 192pp. £24.95**

Written mainly for teachers and school librarians in secondary/high schools "across the world", this book will probably also be of interest to those in primary/elementary schools and possibly to some in further education. The book's global aspirations are backed by the author's experience in working with schools in a variety of English speaking countries and, throughout the book, examples are drawn from Canada, Australia, the USA and South Africa as well as Scotland and England.

The book is comprehensive in its coverage if patchy in depth. Starting with a brief overview of learning theories and teaching techniques, especially in the context of the Internet, it goes on to an overview of the Internet, especially in the context of teaching and learning. It finishes with a brief chapter on future developments of both the curriculum and the Internet. In between is the real 'meat' of the book covering: evaluation of websites, subject gateways, information skills, the author's PLUS model and the web, developing a school website and developing an instructional website.

It is encouraging to see that the following points recur throughout the book: the usefulness of teacher-librarian co-operation, the importance of information literacy for social as well as educational reasons, and the need to integrate Internet, and other ICT training, into the curriculum. The need for information literacy training within schools was well illustrated at a recent Multimedia Information & Technology Group meeting, 'The Google factor; information seeking, users and the Internet', where it was demonstrated that many students are still entering higher education without adequate information skills. This book aims should help to remedy this.

Each chapter starts with a list of what the reader should expect to achieve by reading it - usually these are a good guide to the chapter's content, but sometimes they are a little ambitious! Chapter 2,

'The Internet', appears to be aimed at those with little knowledge in this area - it would probably take a whole book to properly cover the claims for this chapter, but it does provide a wide ranging introduction. However some basic definitions are missing, for example list-servs and the 'deep web' are both mentioned in the claims, but neither is defined, nor is there a clear explanation of how to use them - that said, useful examples are given for both. This is one of the strengths of this book – it is packed with practical examples and useful screen dumps.

An excellent chapter on website evaluation covers technical, reliability and educational criteria. As in other chapters the views of other writers in this field are summarised but the author also provides his own list of questions to ask relating to the three sets of criteria. The main example provided is the guide from Ed's Oasis, from classroom.com and the author suggests that schools each develop their own guidelines with advice on how to do this.

Subject gateways are covered briefly, with plenty of examples mainly from free, general gateways such as The Virtual Teacher Centre, Schoolzone, The Gateway, Blue Web'n and KidsKonnnect. Examples of subject specific and commercial services are also given.

Searching the web is covered in several chapters from the viewpoint of teachers and librarians and their students and in the context of the author's PLUS model of information literacy. Search engines are both defined and categorised and many common search engine features, such as Boolean searching, truncation and limits, are also defined. The subject of effective search strategies is covered in more depth, with some emphasis on selecting the most appropriate search engine/s for the task and a useful list of search engines, matched to various search requirements, is provided, courtesy of noodletools.com. Several models of the search process are presented, all stressing the importance of the planning stage, including definition of purpose before selection of keywords if relevant results are to be obtained. A useful list of planning points is provided and is followed by an example search, on "the causes of volcanoes", extracts of the results of which are displayed for 3 different search engines. Although this is given as an example of a well planned search, of the 9 results displayed from Google only one of them appears to be directly relevant (the results from Dogpile and AskJeeves fair much better). Most of the results shown for Google are fine examples of 'false-drops', and this concept, a very common occurrence in web searches, could usefully have been explained here, but is not mentioned.

Information literacy is defined as much more than just searching for relevant information – it is seen as also encompassing the ability to evaluate what is found, make notes on it, organise it and create and present a new piece of work from it. The final step is self evaluation of the skills used in the project. These steps are set out in more detail in the author's PLUS model, along with other current models.

The two chapters on developing a school, or an instructional, website provide a good, if fairly brief, introduction to the subject and outline a suggested procedure to follow. Happily the emphasis is on defining purpose and intended audience/s and content, with design following, not preceding, information architecture. Storyboarding is a suggested technique for defining the information architecture. Details of several online style guides are given along with a useful list of design elements to consider. Accessibility is mentioned but not given the importance that might be expected. Dreamweaver and Frontpage are the two editing tools featured although it is suggested that at least one member of staff should have some knowledge of HTML.

Overall this book provides a good introduction to the subjects covered and the numerous examples and four page bibliography give easy access to more detailed information, making up for the sometimes patchy coverage.

**Dot Duckworth**  
**Freelance Web Developer**

**Exploiting knowledge in health services**  
**Graham Walton and Andrew Booth (eds). Facet Publishing. London. 2004 ISBN 1-85604-479-3**  
**288pp. £49.95**

This volume is a welcome guide to the rapidly changing world of health libraries and information services:

Part I provides the context to health care and health information services  
Part II focuses on the principles required for effective delivery of services in a health library or information unit  
Part III examines the information sources and skills needed to effectively exploit the health care knowledge base.

Each chapter offers an overview of recently published literature on its topic, as well as case studies where relevant. A useful summary of government plans for the NHS is included in the

chapter on the role of library and information services in supporting learning.

There are ample references to developments in health information and services available electronically: the National electronic Library for Health (Alison Turner); virtual outreach services (Alison Yeoman); hybrid information services (Steve Rose and Angela Gunn), and portals and gateways (Susan Roe). Steve Ashwell provides a useful chapter on creating effective web pages, although it would have been relevant to mention the NHS Identity Guidelines: Websites [<http://www.nhsidentity.nhs.uk>], which govern the look of NHS Intranets and Internets. The role of technology in supporting communities of practice for knowledge management is covered by Andrew Booth and Anne Brice. Copyright in the digital environment is clearly explained in a useful chapter on managing intellectual property, by Susannah Hanlon. Roe rightly provides a note of caution: "NHS workers are familiar with new technology which goes nowhere, seeds of innovation which bear no fruit."; she advises creation of enterprise portals on which to implement knowledge management initiatives.

Walton states that 'distinctions between the roles of the health informaticist and the LIS professional will become increasingly blurred.' David Stewart, in his chapter on continuing professional development mentions ASSIST, the national network for those working in health informatics, but not the UK Council for Health Informatics Professions, which information and knowledge management specialists are being encouraged to join. It is surprising that there is no mention of the potential role of librarians and information specialists in web services in the NHS, as many are already involved in projects to manage electronic. Access by the public to information held by the NHS under the Freedom of Information Act has made this opportunity wider.

The chapters by Boynton, supporting syntheses of the literature, and Grant, on accessing the knowledge base, could perhaps have been combined as they cover some of the same ground, but both are succinct summaries. The index is useful for decoding some of the acronyms with which the NHS is riddled, but omits Zetoc, CENTRAL and ASSIST. Inevitably some of the website addresses have changed; the Department of Health is the main culprit, having recently changed its domain name from [www.doh.gov.uk](http://www.doh.gov.uk) to 'dh', with redirects only to the main page of its new site. These are minor quibbles, however.

This volume is essential reading for anyone working in health libraries and information services. I hope it is not the last from this team; the editors close by hoping that 'future offerings...will see an increased

emphasis on initiating and developing evidence-based information practice.' The conclusion mentions the new roles and challenges in widening use of PDAs and hand held devices as well as the challenge of personalising website services. No doubt these will be included in any future volume. Sue Lacey Bryant in her contribution on primary care knowledge services challenges us: "in years to come, will health librarians be remembered affectionately as a lost breed (like the leggers of the eighteenth century) or recalled as latter-day Telfords, responsible for constructing a sustainable twenty-first-century network through which knowledge flowed to the benefit of patients served by primary healthcare services?"

The pace of change in health services is shown by the fact that this book appears within only three years of Managing knowledge in health services, with the same editors. The earlier work is out of print, but is available in full at <http://www.shef.ac.uk/scharr/mkhs/>

And finally, is this the longest URL ever quoted in a publication - a report from the New Zealand Ministry of Health, apparently to be found at [www.moh.govt.nz/moh.nsf/c7ad5e032528c34c4c2566690076db9b/38dd32b7a22ca197cc256bb20081a301/\\$FILE/CLANZlitreviewfinal.pdf](http://www.moh.govt.nz/moh.nsf/c7ad5e032528c34c4c2566690076db9b/38dd32b7a22ca197cc256bb20081a301/$FILE/CLANZlitreviewfinal.pdf) [or did somebody's cat walk over the keyboard?].

**Claire Pillar**  
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**Digitizing Collections: Strategic Issues for the Information Manager.**

**Lorna M Hughes. Facet Publishing. London. 2004 ISBN 1-85604-466-1 327pp. £39.95**

Employing the term "information manager" in the sub-title of this book suggests that it is aimed at a comparatively wide audience. In my view, however, the Introduction somewhat undermines this by stating that the book is (as one might expect) really "intended primarily for librarians, archivists and museum professionals, as well as for students of these subjects..." These groups will certainly find the book a broad and useful survey. In any case the nature of the issues, problems and techniques raised by digitizing collections are such that information professionals in other sectors will also find the book a useful guide.

The book is divided into two parts: Part 1 is on Strategic Decision-Making and Part 2 covers Digitizing Collections. There are ten chapters. The first looks at the reasons for digitization and the

costs and benefits associated with it. This is followed by a chapter on selection of materials for digitization. This closes with a very useful four page survey of scenarios in which digitization should essentially not be undertaken at all – and given the fact that wrong project selection can result in expensive failures the warning signs and issues reviewed should be points well taken.

The third chapter raises the major stumbling blocks of legal issues – particularly with a round-up of what we are coming to regard as the usual suspects in information work of copyright and database right. Other potential legal pitfalls and problems (such as data protection and privacy; obscenity and pornography and defamation) are sketched in a few paragraphs. The whole area of legal issues is a major problem in digitization projects. There are a number of useful pointers and bullet point lists here but I felt that this important area of digitization lacked focus and depth. It seems to me that this was largely because the book straddles particularly UK and US interests, so this does not permit particularly in-depth discussion of important topics. The author is Assistant Director for Humanities Computing, Information Technology Services at New York University, so the book inevitably takes a American viewpoint on these issues or only addresses UK issues in a limited way, and I found this a bit unsatisfactory. There is virtually no discussion or significant mention of the important area in the UK and Europe of moral rights which are of profound concern in a digital environment. I have to say, therefore, that I found the discussion of the legal issues somewhat superficial. The chapter closed, nevertheless, with a short but interesting section on the sensitivity of dealing with cultural sensitivities in digitization projects based around sensitive materials.

The last two chapters of Part 1 deal with project management issues and the importance of collaboration. I found a great deal of useful and interesting material in the project management chapter and a range of very important issues (such as estimating, developing and controlling costs; outsourcing issues; staffing and human resource considerations; risk management and project planning etc.) are very well reviewed and explained. There are also five chapters in part 2 of the book and I again found a great deal of interesting, useful and informative material throughout. Many practical issues in digitizing collections are covered in this Part and specialist areas such as the digitization of, images, audio, moving images, and rare and fragile materials are all covered. There are many useful and educative practical examples and case studies presented or referred to here. A legion of key concerns are addressed more directly throughout

this Part including topics such as more on aspects of costs; finding funds and sponsorship; developing grant applications; the nitty-gritty of projects (managing workflows; equipment and technical issues; metadata, formats and technology standards; management of digital assets etc.); special collections and fragile materials, etc.

In terms of book navigation the book is well up to FACET's normally high standards in this area with a very good contents presentation and listing of topics, a very good index and with the book is well presented and printed. There is an extensive bibliography and well-referenced URLs and useful web sites throughout.

Although I was rather disappointed with the legal issues chapter (which in my view would have to be overhauled for a new edition) the book does covers a wide range of topics and provides substantial insight and guidance on an increasingly important area of professional information work. A further edition, I think, would also widen its appeal by addressing some of the more specific specialist needs and interests of the commercial and business sectors, or perhaps even other sectors who have other particular needs and requirements (voluntary or not for profit activities, for example). But anyone interested in the topic of digitizing collections will find a great deal of valuable material in this book, all the more value because at various points real experience of real scenarios and real problems shines through at key points.

**Laurence Bebbington**

**Introduction to modern information retrieval. 2nd ed.**

**G G Chowdhury. Facet Publishing. London. 2004**  
**ISBN 1-85604-480-7 474pp. £39.95**

This work is full of useful information in its text and the extensive references attached to each chapter. It has clear contents pages and an 8 page index that at first inspection feels a little thin. It's title is slightly misleading for it is not about information retrieval but IR systems. These are predominantly electronic systems though the author does place them in the immediate context the library systems from which they sprang in the 1960's and 70's . It is not "an introduction to ..." rather it is a manual, for the author - properly - throughout uses the vocabularies of the topics being discussed so an understanding of these is needed.

To use this manual adequately would need quite a lot of prior knowledge of the topics discussed. Also its order does not allow of a learning process and it seems to lack a structure. It declares "the user is the focal point of all information retrieval systems because the sole objective is to transfer information from the source to the user" - true of course. But why is this Chapter 10 Not Chapter 1 ? and why is it not followed by the chapters 21 and 22 on Natural [ i.e. of the users] language?. And it is here that the thinness of the index shows itself. I suspect that Boolean logic occurs in the text far more often than the 4 entries in the index to its major occurrences suggest; it would be difficult to pursue this concept and others in an alternative order to that of the author. Within these terms and for its lifetime - this is a much rewritten 2nd edition of a publication only 4 years old. - it is a very useful manual , but like an article in an encyclopaedia or an elaborate recipe in a cook book the reader may have to work at understanding the topic surveyed.

The book does not attempt to look at the whole spectrum of information storage and retrieval for that goes back some two thousand years. It does not even look at the recent outburst of information, print and literacy from 1450, even though one of the fascinating things about the growth of the Electronic Environment is the way the process is mirroring that of print - on a much faster time scale [which is part of the problem ]. The Internet and the Web are not the first widespread general access to information. That started in the 1870's with universal education, the growth of literacy and the popular press, followed by the radio and the cheap paperbacks of the 20th century and the growth of the library system as the machinery for open access to all this.

Information is transmitted knowledge; if it to be retained it must be in a document - the electronic file is only the latest container for these - and then disseminated; this is publishing. None of these processes are the business of the information practitioner though the more we understand them the better. The organisation of information in these documents for it to be retrieved is. To do this information must be stored in a collection; libraries are collections for a defined audience which can be as wide as the Nation of Great Britain. These then need organising to meet the users' demands. Part of this process is an intellectual technology - Indexing in its widest meaning. Finally these solutions will require a physical technology - shelves, filing cabinets, card catalogues, computers.

Of these elements it is the physical technology that is the most ephemeral - where now is the 5" X 3" card or the IBM main frame, the 45 r.p.m or shortly, the photograph on film ? Within the EE the emphasis is still upon physical technology and as

this is evolving so quickly the EE is finding a use for it after it appears rather than tailoring it to the needs as they evolve.

This book does mirror this: it is about "the latest developments and ... trends in research" [in IR ] (p445) and it is aimed primarily at library and information scientists not library practitioners. Research does produces new knowledge - what we did not know or were wrong about. But much research actually only tells us what we already knew more precisely and in measuring and defining this it does a useful task.

So the conclusion of the Human information behaviour research is only what any experienced reference librarian could have told. This book does discuss cataloguing and subject indexing but only insofar as they are reflected in the electronic environment. It does not look at them as solutions to the problems the IR research is defining which are not particularly new. Why did we need to invent metadata when, as the book acknowledges, librarians have been providing this to agreed standards for decades.

Librarians have been information engineers for a very long time. It was librarians that in the 1950's seized upon the value of the computer as a general purpose tool which led to the King report "Automation and the Library of Congress" -1963. Perhaps we should look harder at their existing solutions and enable them to evolve in this new electronic environment.

**Antony Croghan**

## **Books waiting for review**

The following books from Facet Publishing are awaiting reviewers - please contact Peter Chapman if you would like to do one (or more...)

Lee & Boyle building an electronic resource collection: a practical guide 2nd ed.

Brophy, Fisher & Craven Libraries without walls 5: the distributed delivery of library and information systems 2nd ed.