Dieci anni di e-book in biblioteca

Bibliografia selettiva 2000-2010

A cura di

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Dieci anni di e-book in biblioteca : bibliografia selettiva 2000-2010 = Ten years of e-books in libraries: a selective bibliography 2000-2010 / a cura di Paola Gargiulo, Domenico Bogliolo, Ilaria Fava. – Roma, AIDA 2011.

In collaborazione con Cenfor International

Contenuti

Premessa

Questa bibliografia è nata nel 2005 in occasione del Seminario "E-book: risorse attuali e prospettive future" organizzato da CENFOR, allo scopo di documentare l'evoluzione della presenza e dell'impiego degli e-book in biblioteca.

È divisa in tre sezioni: Bibliografia internazionale; Bibliografia italiana; Altri materiali. Copre il decennio 2000-2010; è selettiva, internazionale, raccoglie per la maggior pare articoli in lingua inglese divisi per anno e ordinati alfabeticamente. I contributi affrontano tematiche legate all'impatto dell'uso dell'e-book su servizi di biblioteca ed utenti, in particolare, alla selezione e sviluppo delle collezioni, alla catalogazione, al servizio di *reference*, alle licenze d'uso, e più in generale alle problematiche collegate alla biblioteca digitale.

Non sono incluse presentazioni PPT né riferimenti a seminari o convegni internazionali; nella sezione "Altri materiali", invece, sono riportate indagini internazionali, bibliografie, siti web e portali dedicati all'e-book, progetti e standard.

Si è preferito non approfondire la questione tecnologica, né quella del rapporto degli e-book con il mercato editoriale, né quella più recente dei dispositivi di lettura (iPad, Kindle, ecc.), sulla quale già esiste una letteratura ampia e in continua evoluzione, che avrebbe richiesto un'attenzione costante purtroppo non sostenibile.

Per la parte di bibliografia italiana, non essendo molti i contributi prodotti in lingua, si è ritenuto utile ampliare il repertorio, includendo anche articoli relativi all'uso degli e-book nella didattica. I contributi italiani sono riportati in ordine alfabetico senza divisione cronologica. Vengono inoltre indicati i seminari che sono stati tenuti in nel corso del decennio.

Sulla digitalizzazione e sul fenomeno Google Books vengono riportati per il passato i contributi ritenuti più importanti; si rimanda alla bibliografia curata da Charles W. Bailey, Google Book Search Bibliography per una trattazione completa dell'argomento, www.digital-scholarship.org/gbsb/gbsb.htm, aggiornata alla versione 6 del 4 Dicembre 2010.

La maggior parte del materiale è stata derivata dal LISA, Library and Information Science Abstracts utilizzando la chiave di ricerca:

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[(KW=e-books) or (KW=electronic books)] and (KW=libraries).
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Altri contributi sono ricavati da E-LIS, Eprints in Library and Information Science.

Dei riferimenti estratti da LISA (di proprietà del gruppo CSA ProQuest) è riportato l'abstract per gentile concessione dell'editore, che qui si ringrazia.

Lo stile delle citazioni segue il Chicago-style Author-date System, elaborato dal Simmons College di Boston. Sono indicati i link per le sole risorse disponibili liberamente in rete.

Questa bibliografia è pubblicata a stampa in:

E-book: risorse attuali e prospettive future. Seminario con tavola rotonda organizzato da CENFOR International. Milano, Bibliostar 2005, Palazzo delle Stelline, 18 marzo 2005 / a cura di Serena Sangiorgi e Anna Merlo. - Roma - AIDA, 2006. - 128 p. - ISBN 88-901144-7-9

Delivering e-content: contenuti elettronici a portata degli utenti. Atti dei seminari 2006 organizzati da CENFOR International / a cura di Serena Sangiorgi e Anna Merlo. - AIDA, 2007. - 122 p. - ISBN 88-901144-6-0

È disponibile inoltre:

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e su quello di AIDA in formato ePub: www.aidaweb.it/epub/

Ultima verifica dei link: 20 febbraio 2011.

Preface

Published for the first time in 2005, on the occasion of the workshop "E-book: risorse attuali e prospettive future" organized by CENFOR, this bibliography aims to trace the evolution of the presence and usage of e-books in libraries.

The bibliography consists of three parts: International Bibliography; Italian Bibliography; Other materials, and covers ten years (from 2000 to 2010). It is selective, international, it mainly collects journal articles in English divided by year and in alphabetical order. The selected articles deal with the impact of the use of e-books on library services such as on collection acquisition and development, cataloguing, reference, licenses, on users' behaviour and in general on their role in the digital library context.

Presentations at international workshops and conferences proceedings are not included; collection of International surveys, bibliographies, web sites and portals devoted to e-books, projects and standards are reported in the "Other materials" section.

Being e-books a hot topic, and given the amount of current literature available on technological issues, e-books and publishing market, on reading devices, the editors decided not to deal with these issues as they are in depth covered in professional and trade journals.

With reference to the Italian bibliography, it has been decided to widen the scope including articles dealing with the usage of e-books in learning. Italian articles are in alphabetical order only. In this section workshops organized during this decade are also included.

On digitization and the Google Books phenomenon, only the oldest articles are included. On this topic, editors refer to the Google Book Search Bibliography, edited by Charles W. Bailey, offering a complete overview and available at www.digital-scholarship.org/gbsb/gbsb.htm, (last update on the 4th December 2010, version 6).

The most part of the materials here included is derived by LISA, Library and Information Science Abstracts, using as search key:

        [(KW=e-books) or (KW=electronic books)] and (KW=libraries).

Other contributions are included into E-LIS, Eprints in Library and Information Science.

The abstract of the materials derived by LISA (owned by CSA ProQuest Group) is here reproduced by concession of the publisher.

Bibliographic style complies with the Chicago-style Author-date System, created by the Simmons College of Boston

URLs are indicated for free resources only. Abstracts, when available, are in the original language of the contributions.

The previous versions of this bibliography are available in print in:

E-book: risorse attuali e prospettive future. Seminario con tavola rotonda organizzato da CENFOR International. Milano, Bibliostar 2005, Palazzo delle Stelline, 18 marzo 2005 / a cura di Serena Sangiorgi e Anna Merlo. - Roma - AIDA, 2006. - 128 p. - ISBN 88-901144-7-9

Delivering e-content: contenuti elettronici a portata degli utenti. Atti dei seminari 2006 organizzati da CENFOR International / a cura di Serena Sangiorgi e Anna Merlo. - AIDA, 2007. - 122 p. - ISBN 88-901144-6-0

And available on the net:

on CENFOR website:
www.cenfor.net/index.php?option=com_content&view=article&id=151&Itemid=433

and on the AIDA website in ePub format: www.aidaweb.it/epub/

Last check of hyperlinks: 20 February 2011.

Bibliografia internazionale = International Bibliography

2000

Armstrong, Chris and Ray Lonsdale. 2000. Scholarly monographs: Why would I want to publish electronically?. *Electronic Library*. 18 (1): 21-28. DOI: dx.doi.org/10.1108/02640470010320407.
> Presents an examination of the implications of electronic scholarly book publishing for authors, publishers and readers, stemming from original research undertaken by the authors in 1998 as part of the JISC Electronic Libraries Programme (eLib). The project included a comprehensive literature search and review; a survey of UK and international publishers of electronic books (eBooks) by means of an interrogation of their Web sites and case studies conducted with selected UK publishers. A separate investigation of the publishers of national bibliographical sources and services was also undertaken and UK university libraries were surveyed by means of an electronic mail questionnaire. Describes the structure of electronic book publishing, including the roles of the various parties involved in the publishing process and addresses such issues as provision, costing, authoring and editorial responsibilities and challenges. An analysis of the issues associated with the characteristics of Web books is provided, together with a delineation of the nature of narrative content, added value components, subject orientations and quality control. Concludes with a brief consideration of some of the challenges that confront the user of electronic scholarly books, including issues of access.

Ballard, Terry. 2000. Adding a new dimension: E-books. The next link in the online library evolution is already here. *Information Today*. 17 (4): 48-49.
> Outlines the history of the OPAC from its beginnings as an online version of the card catalogue to its current development as a component of the virtual library and explains how it is used at Quinnipiac College, Connecticut to link to electronic books. Gives examples of sources of e-books of non copyright material and describes the NetLibrary by which libraries can access copyrighted books on a subscription basis.

Barnden, C. 2000. Format wars. *Library Technology*. 5 (4): 55.
> The range of different formats available for accessing electronic books (eBooks), including: Open E-Book (OEB); Hypertext Markup Language (HTML); Nuvomedia; Glassbook Reader; and Microsoft Reader. Discusses who will be likely to win the format war but comes to no definite conclusion.

Breeding, Marshall. 2000. NetLibrary, innovative interfaces to add e-books to library collections. *Information Today.* 17 (4): 1, 3 www.librarytechnology.org/ltg-displaytext.pl?RC=7907.
> Outlines the rapid growth of NetLibrary Inc. which began the production and distribution of electronic books in 1998 using a system which allows library users access to electronic books in a way similar to that of traditional library loans. Describes NetLibrary's arrangements with publishers and libraries and the agreement with the library automation vendor, Innovative Interfaces Inc., by which enhancements to its Innopac and Millennium systems will result in greater integration with libraries' OPACs.

Burk, Roberta. 2000. Apprivoiser le livre electronique. = Don't be afraid of ebooks. *Bulletin des Bibliothèques de France*. 45 (6): 38-42 bbf.enssib.fr/consulter/bbf-2000-06-0038-003.
> Reports on the way in which electronic book (e-book) readers and texts are used and circulated at Algonquin Area Public Library, Illinois. Discusses the usefulness of the Rocket eBook Readers that this library uses. Also reports on some other libraries' use of e-book readers. Addresses aspects such as cataloguing and circulation policy. Includes a brief evaluative overview of the e-book marketplace.

Calenge, Betrand. 2000. Doc forum. = Doc forum. *Bulletin des Bibliothèques de France*. 45 (3): 109-112 bbf.enssib.fr/consulter/bbf-2000-03-0109-002.

Connaway, Lynn Silipigni. 2000. E-books: new opportunities and challenges. *Technicalities*. 20 (5): 8-10.
> The emergence of electronic books (ebooks) in libraries has brought new opportunities and new challenges. The opportunity to provide access to full-text ebooks brings the challenges of making them available through standard library practices and systems. The integration of ebooks into libraries' collection development and acquisitions processes and into online public access catalogues

(OPACs) requires the cataloguing and classification of these materials. Some of the major issues concerning ebooks in libraries are discussed, including: cataloguing; ebook identifiers (DOI, PURL); classification; statistics; and workflow and training.

Dillon, Dennis. 2000. E-books: the UT-Austin experience. *Texas Library Journal*. 76 (3): 112-115.
> Describes the experience of the library of the University of Texas at Austin in using the netLibrary model to provide web-based electronic books for its patrons. Library users can access the purchased e-books from any Internet-connected computer in the world. They can view the ebook just as they would any other website or they can choose to check out the e-book for a circulation period which is kept as short as possible so that titles are available to the greatest number of people. Outlines the reasons for choosing the netLibrary model, and describes how the model works. Comments on the selection of titles, usage, cataloguing, pricing and publisher's concerns, online and offline reading, and the question of consortia versus individual library purchases. Concludes that the future role of the e-book in academic publishing looks promising, although among trade publishers the future appears less certain.

Dillon, Dennis. 2000. Digital books: making then work for publishers and libraries. *College and Research Libraries News*. 61 (5): 391-393.
> Reflects on the question of electronic monographs or e-books given the success of electronic reference indexes and electronic journals in a library environment. Asks whether e-books will have an impact on the balanced, productive and reasonable dialogue currently enjoyed between librarians and library vendors. Looks at the issue of finding a suitable alternative pricing model for e-books and of an approval plan for e-books.

Dillon, Dennis. 2000. Le livre electronique a l'Université du Texas. = E-books and the University of Texas. *Bulletin des Bibliothèques de France*. 45 (6): 44-49 bbf.enssib.fr/consulter/bbf-2000-06-0044-004.

Ferguson, Anthony W. 2000. Digital library selection: maximum access, not buying the best titles: libraries should become full text amazon.com's. *Journal of Library Administration*. 31 (2): 27-38. Contribution to a thematic issue devoted to research collections and digital information.
> Discusses new ways of selecting information for the digital library. Asserts that selectors need to put their emphasis on buying more information, rather than on trying to figure out what is the best information. They also need to emphasize access to a broader range, instead of a narrower range, of materials. Reviews several techniques to accomplish these goals: buying packages of publisher e-journals when available; taking advantage of serials purchase upon demand programmes; taking part in consortial e-journal purchases; letting users decide what e-books to purchase; and taking part in consortial e-book purchase programmes.

Gibbs, Nancy J. 1999. E-books: report on an ongoing experiment. *Against the Grain*. 11 (6): 23-25.
> Reports briefly on an ongoing experiment, at North Carolina State University Libraries, to evaluate electronic books, buying seven Rocket eBooks and five Softbooks and purchasing a number of electronic titles to load onto these reading devices. The Library also signed up as a subscriber to netLibrary.com to provide over 1300 titles. Two problems not anticipated at the start were: lack of complete bibliographic information; and lack of sufficient detail in the publishers' catalogues to enable book selection to made effectively.

Hawkins, Donald T. 2000. Electronic books: a major publishing revolution. part 1: General considerations and issues. *Online*. 24, (4): 14-18, 20-22, 24-26.
> Presents the historical background to the emergence of electronic books (eBooks), noting the characteristics of the three types of eBooks: downloadable eBooks; dedicated eBook readers; and Web-accessible eBooks and listing in a table the advantages and disadvantages of eBooks generally and of downloadable and dedicated readers. Other, general issues considered include: copyright; formats; the Microsoft eBook initiative; and standards. The specific problems of eBooks in libraries, including licensing, lack of standards, bibliographic control, and physical problems are discussed with particular reference to experience in actual libraries, such as North Carolina State University and Drexel University. The account concludes with statistics on the number of articles covering the subject of eBooks in online databases, over the period 1981-2000 and a list of selected eBook-related Web sites.

Johnson, D. 2000. E-books, libraries and access for the blind. *Librarians World*. 9 (3): 47-49.

Offers a positive speculation on what the continuing development of e-books will mean for libraries and their blind or otherwise print impaired users. Explains what e-books are and what they could mean for the blind, then describes open e-book standards and discusses the implications of e-books for libraries. Concludes with a list of 5 e-book related Web sites.

Helfer, Doris Small. 2000. E-books in libraries: some early experiences and reactions. *Searcher*. 8 (9) (Oct): 63-65.
> The growing popularity of electronic books (ebooks) with librarians is noted and some of the milestones along the development path are described. Particular attention is paid to the joint development of ebooks by Cindy Hill and netLibrary some of the fundamental development work undertaken by Bell and Howell.

Lynch, Clifford. 2000. Electrifying the book, part 2. *Library Journal*. (Net Connect Supplement Jan): 24-27.
> Examines the move to digital books in the commercial publishing context. The adoption of digital books will cause significant restructuring of the publishing industry. But perhaps more importantly, commercial publishing of digital books may fundamentally change the relationship between readers and their books by extending publisher control over the use of content to an unprecedented level. Book publishers are likely to be reluctant to release their books in digital form without some assurance that copying and redistribution can be controlled through technology. Discusses the implications of content control for users of e-books, looks at e-book reader technology and considers the preservation of digital content and the role of libraries in issues of preservation and continuity of access.

McVeigh, J. 2000. What's happening to the book - and why you should care. *Library Issues: Briefings for Faculty and Adminstrators*. 21 (2): 4.
> Reviews the different forms of the electronic book, reading devices and electronic publishing methods including print-electronic hybrids. Discusses the advantages for university libraries of supplying access to electronic books in the areas of space saving and the needs of distance education and the negative impact on libraries of limited access, problems of selecting and paying for readers, and copyright. Also raises questions regarding staff duties, the retention of printed materials, the changing relationship of libraries with publishers and the diversity of content in electronic formats.

Morgan, E. L. 2000. Ebooks, libraries and ownership. *Information World Review.* 164 (Dec): 52-54.
> Reviews the current state of electronic books (eBooks) and eBook development, describes the current uses for eBooks in libraries and addresses some of the issues surrounding ownership of eBooks. Presents a brief description of the salient features of some of the currently commercially available eBook systems: OEB; Rocket eBook; SoftBook Reader; Palm documents; Microsoft Reader; Adobe PDF documents; Netlibrary services; and the Alex Catalogue of Electronic Texts. Concludes with useful advice to libraries considering implementing eBooks, including: avoiding buying the hardware before starting to distribute eBook content; and letting the users get their own readers.

O'Brien, C. 2000. Creating books for the National Electronic Library for health: expected barriers and useful lessons. *Health libraries review*. 17 (4): 209-214.
> In the UK National electronic Library for Health (NeLH) the virtual branch libraries are beginning to accumulate 'books'. One of the first available was the 'Statement of fees and allowances', known as the 'Red book'. The story of its transformation from paper to Internet format is a powerful example of how much further the National Health Service (NHS) must go before it can claim to be fully exploiting the benefits of information technology (IT). Refers to experience in producing electronic books for primary care using WaX software, and an example of a process change from paper to screen that was managed within a university administrative office. To reap optimal benefits from IT, the NeLH must work with both NHS IT trainers and information providers in a 3-way collaboration to achieve efficient production of an updateable and user friendly library of electronic books.

Perrault, Anna H. 2000. The printed book: still in need of CCD. *Collection Management*. 24 (1/2): 119-136. Paper presented at the conference on creating new strategies for cooperative collection development, Aberdeen Woods Conference Center, Atlanta, Georgia, November 12-14, 1999.
> Reviews the situation of the virtual book, presents statistical research findings on the monographic collections of academic libraries, i.e. the book as a printed resource, and offers conclusions and suggestions for cooperative collection development (CCD). Identifies research reports, scholarly

texts and textbooks as the candidates for virtual book form in the immediate future and discusses the need for an international approach to CCD and the work to be done in fostering partnerships between libraries and publishers.

Summerfield, Mary and Mandel, Carol and Paul Kantor. 2000. The potential for scholarly online books: views from the Columbia University online books evaluation project. *Publishing Research Quarterly.* 16 (3): 39-52.
> From 1995 to 1999, the Online Books Evaluation Project at Columbia University, New York studied online books as resources in the academic world. Summarizes the key findings of the project which looked at: scholars' behaviour and reactions to online books; lifecycle costs of traditional print books and online books for publishers and libraries; and marketplace reactions to the concept of online books. Scholars appreciated the opportunity to use the online format to locate a book and to browse it. However, they sought a print copy for extended reading. Incremental costs of online books are small for publishers. Libraries' lifecycle costs are lower for online books than for print books. The Final Report of the project and other reports and papers, including the research protocol, are available online.

Swan, J. 2000. Teaching readers new tricks. *Library Technology.* 5 (4) (Aug): 54-55.
> Examines the introduction of electronic books (eBooks) in UK public libraries as part of a project, funded by Blackburn's Lifelong Learning Department and Darwen Council, which enabled the libraries to buy or borrow the necessary equipment and electronic music (notably MP3). Experience gained through using the Rocket eBook reader and the choice of format are briefly described. Considers several important aspects of the exercise, including: changing standards; copyright; and the role of MP3 players. Concludes that the reasons why MP3 players have not been more widely used in libraries is partly due to the resistance to anything new and partly to the perception of MP3 as a music-only format.

Tennant, Roy. 2000. The emerging role of e-books. *Library Journal.* 125 (13): 38.
> Asserts that there are still many purposes for which e-books are not the right solution (e.g. board books for toddlers and coffee table books for adults) and they are unlikely to unseat print completely as the format of choice. However, there are also niches where they are increasingly likely to replace print books (students' books, technical books, series books and genre books). Considers some implications of e-books for libraries, particularly the fact that they come in device dependent formats, so that the device, as well as the content, must be managed.

Tennant, Roy. 2000. Digital libraries: bringing out the dead (technologies). *Library Journal.* 125 (17): 24.
> States that sooner or later, almost every technology dies. The life cycles of information technologies appear to be getting shorter, even though they were not long to begin with. Suggests a few information technologies that are dead, dying, or were DOA (dead on arrival). They are: Structured Generalized Markup Language (SGML) (a good idea badly implemented); device dependent electronic books (too expensive); and client side Java. Notes a few of the most important causes of technology dying: complexity that cannot be ignored; poor marketing; competition; and inefficiency.

Wilson, Ruth. 2000. EBONI: developing guidelines for online learning and teaching resources. *SCONUL Newsletter.* 21 (Winter): 57-60.
> Article included in a Special issue devoted to the celebration of the fiftieth anniversary of the founding of SCONUL (Standing Conference of National and University Libraries). Based at the Centre for Digital Library Research, Strathclyde University, the EBONI project is a new 18-month project developing a set of recommendations for the production of educational resources on the World Wide Web. EBONI will identify and compare the variety of methods which have emerged in the publication of learning and teaching material on the Web in order to determine the most effective way of representing information in electronic books (eBooks), aiming to maximize usability and information intake by users. An evaluation of texts by an appropriate mix of key stakeholders including education professionals from higher education and the National Grid for Learning and students from a range of disciplines and backgrounds will be utilized to develop guidelines for best practice in the publication of (non-periodical) educational material on the Internet. The project will also attempt to obtain access to portable eBooks to test the applicability of these Web-based guidelines to other media. EBONI aims to: evaluate different approaches to the design of learning and teaching resources on the Web; identify and report on the individual requirements of academics, students and NGfL professionals in learning and teaching on the Web; and compile and promote a set of best practice guidelines for the publication of guides, tutorials and textbooks on the Internet for the UK higher education community.

2001

Abbott, Kate. 2001. Ebook = MC2: Ebooks at Maroochy libraries. *LASIE*. 32 (2-3): 21-27
search.informit.com.au/fullText;dn=750448010361643;res=IELHSS.
> Maroochy Libraries is a large regional public library service with 4 branches, a mobile and business centre which has embraced e-books as an entry point into the arena of electronic reading. Feedback indicates that users are taking up this technology with enthusiasm. While the emphasis is currently on hardware dependent e-books, the future of electronic formats could well include e-book software such as the netLibrary model. Investigates the issues, challenges and processes of introducing e-book services to a large regional library from both a technical and a lending perspective with emphasis on the findings of user feedback.

Albanese, A., J. Berry, E. Bryant, N. Oder, and M. Rogers. 2001. Looking back, looking ahead. *Library Journal*. 126 (20): 72-74.
> The editors of Library Journal magazine offer their thoughts about what may be in store for US libraries in 2004, covering a range of issues, including: the Children's Internet Protection Act; privacy; improved budget positions; scholarly communication innovations; electronic books (ebooks); virtual reference services; OpenURL; special libraries; and library and information science (LIS) education.

Albanese, R. A. 2001. Moving from books to bytes. *Library Journal*. 126 (14): 52-54.
> Discusses the results of Library Journal's 2001 Academic Library Book Buying Survey. The purchasing behaviour of all academic libraries surveyed showed a marked shift towards the collection and usage of digital resources and away from traditional print resources. In particular, the survey showed the remarkable popularity of full-text aggregated databases which are seen as a cost-effective way to provide access to information. The growth of distance education, the move to online courses, and student demand are other factors contributing to the shift. Most libraries were cutting print serials subscriptions in favour of electronic. While circulation figures saw a slight decrease, personal and electronic reference queries increased. Only about 1 per cent of libraries' materials budgets went toward the purchase of e-books but this was expected to rise in the next few years.

Allen, Bonnie. 2001. E-books, the latest word: proceedings from the acquisitions institute at Timberline Lodge. *Library Collections, Acquisitions, and Technical Services*. 25 (4): 469-471.
> Apanel of the Acquisitions Institute at Timberline Lodge in 2001, which included a librarian, publisher and e-book providers, presented issues confronting the growth of e-books in the academic library market place. The e-book market projections are a small part of the higher education book market. Frontlist titles are demanded by libraries and suppliers eager to supply them. However, publishers are feeling their way through various rights and contract issues as well as business models as they select titles to provide in electronic form. The instability of business partners has contributed to publisher delays in releasing e-books. No one among librarians, suppliers or publishers is throwing in the towel but the position this format takes in publishing and therefore in library collections in the near future is unsettled.

Armstrong, Chris and Ray Lonsdale. 2001. Research into electronic information resources at the Department of Information and Library Studies, University of Wales, Aberystwyth. *Information Research Watch International*. (Aug): 2-3.
> Describes the HEINUS-Web project, which investigates the management of higher education institutions' web sites, and HEINUS-Net, both of which are financed by the Joint Information Systems Committee, and are part of HEINUS (Higher Education Institutions Network) project. The JISC Usage Surveys: Trends in Electronic Information Services (JUSTEIS) is a periodic survey of Electronic Information Services uptake and use. Reports for both HEINUS and JUSTEIS were published in 2001. Describes a study of the impact of electronic monographs on collection development in libraries of higher education institutions.

Badke, William B. 2001. Questia.com: Implications for the new McLibrary. *Internet Reference Services Quarterly*. 5 (3): 61-71.
> The advent of Questia.com, a full text electronic library of up to 250,000 volumes, is raising many questions for users and managers of undergraduate libraries. Implications for students involve

assessing the benefit of a resource that is generic and thus limited, yet offers many conveniences. Among academic administrators, the desire for financial savings will need to be balanced against new opportunities to improve library holdings. Librarians will need to evaluate both their response to uestia.com and the potentially dramatic changes that Questia will bring to their roles. Faculty should have an important function in critiquing Questia. Questia.com itself must accept its responsibilities and develop its resource with great wisdom.

Bennett, Liz. 2001. Electronic publishing in the new millennium. *Learned Publishing*. 14 (4): 243-246.
Recent developments in electronic publishing are reviewed, covering a brief history of electronic periodicals and electronic books (eBooks). Concludes that scholarly publishing as it is currently known, with its long history and sense of tradition, is rapidly becoming unrecognizable. Changes in technology mean that where once libraries could be relied upon to purchase what publishers wanted them to have, the latter are now faced with customers telling them what they want, what they are willing to pay and how they want to receive it. To survive, scholarly publishers must address those needs and, in doing so, must be willing to cooperate with each other, and with academic libraries, scholarly societies and other information providers, in a way that has heretofore been considered unfeasible, if not unthinkable.

Backham, D., F. Boyle, and M. Wiechers. 2001. Electronic journals in the real world: A practical approach to cataloguing. *VINE*. 31 (4): 38-42.
Article included in a special issue devoted partly to the theme: E-content: electronic books and journals. Liverpool University Library like other large academic libraries is constantly looking at the resource implications of supporting and maintaining a growing portfolio of electronic resources within the hybrid library. The streamlining of the maintenance of electronic journals within the Innovative Interface Inc. Innopac environment is described, as are local cataloguing procedures. The practical solution of one point of record maintenance hilst maintaining two routes to resource-linking is outlined.

Blackwell, Philip. 2001. Taming disruptive technologies, or how to remain relevant in the digital age. *Journal of Library Administration*. 35 (3): 33-49.
Paper presented at the 2001 University of Oklahoma Libraries annual conference, held 1-2 March in Oklahoma City, Oklahoma. Electronic books are an example of a 'disruptive technology', that is, a technology that has great appeal to its users but upsets the traditional models. Notes the questions that electronic book technology raises for traditional publishers and asks whether answers to these questions can be found by adapting publishing processes and values to accommodate new ways of doing business.

Brown, Gary J. 2001. Beyond print: reading digitally. *Library Hi Tech*. 19 (4): 390-399.
Article included in a special issue devoted to the theme: E-books. The development of reader devices and the improvement of screen technology have made reading on screens less cumbersome. However, acts of reading are not univocal, as people read in many different ways with many different goals in mind. Reader software can provide different levels of navigation support for the manipulation of digital text, presenting capabilities for analytic reading not available in the print-on-paper reading experience and compensating for our lack of orientation and feeling of omnipotent dominance of text. The parameters of eText reading and the issues of access remain central to readers and researchers, whether the electronic text is designed and packaged as an 'eBook' for portable reading devices, or resides on a server for distribution to library terminals to be downloaded to desktop personal computers (PCs), laptops or tablet PCs. The power and functionality of reading software, in terms of note-taking, highlighting and indexing capabilities, robust open searching across databases, are ultimately linked to open access issues, including: interoperability; text standards; and digital rights management. These remain key questions for libraries, publishers and researchers.

Buehler, Marianne and Elizabeth Dopp and Kerry A. Hughes and Jen Thompson. 2001. It takes a library to support distance learners. *Internet Reference Services Quarterly*. 5 (3): 5-24.
The philosophy at the Wallace Library, Rochester Institute of Technology, New York, is to create and provide resources and services designed to support all library users. Consequently, distance learners and distance faculty have a wide range of online resources available to them, some of which are 'pushed out' to users, so saving time and effort for the library users. The evolution of these online services, designed to use the Internet and World Wide Web to serve distance learners dispersed across 45 US states and many countries, is continuous and focused on the student's or

professor's research needs as viewed from a geographic distance. Typical online resources include: electronic course reserves (as part of the Wallace Library's Electronic Reserve pilot project); interloans; research databases and online catalogues; electronic books (eBooks); and online library instruction using guides and video and audio streamed library instruction.

Cannon, Ellen and Beth Watson. 2001. Taking e-books for a test drive. *Computers in Libraries*. 21 (3): 24-27.
> Describes the formation of Librare, an electronic book (ebook) cooperative collection development project, undertaken by the 31 libraries belonging as members of the Tampa Bay Library Consortium (TBLC). The project was undertaken by TBLC at the instigation of and in cooperation with netLibrary for the latter to supply ebooks on the basis of an initial purchase of 500 titles. The scheme's financial basis was the commitment on the part of sufficient numbers of libraries to cover the initial investment and continuing costs. It is concluded that Librare has been successful in that it has been well received by library users. Usage statistics increase each month and the collection continues to grow.

Chrzastowski, Tina E. 2001. Electronic reserves in the science library: tips, techniques, and user perceptions. *Science and Technology Libraries*. 20 (2-3): 107-119.
> Electronic reserve programmes ('e-reserves') have brought a new perspective to a traditional library service. Reserve services hold materials for a certain population's use and circulate them for short periods in special collections. Stresses on the collection are legion, and include vandalism and theft, endless fines and billing. This notoriously difficult collection has now been moved online in many institutions, offering users better access and eliminating, or at least redirecting, many of the collection management challenges. The technology is relatively inexpensive and easily mastered. Libraries offering e-reserves can simply move existing programmes online, or expand the service by offering e-books, videos, and links to related sites. Presents tips for implementing an e-reserve service in a science library addressing copyright issues and examining use and perceptions of e-reserves at the UIUC Chemistry Library.

Connaway, Lynn Silipigni. 2001. A web-based electronic book (e-book) library: the netLibrary model. *Library Hi Tech*. 19 (4): 340-349.
> Article included in a special issue devoted to the theme: E-books. Despite some scepticism about the adoption of electronic books (eBooks) in libraries, there has been substantial growth in eBook acquisitions and usage. The eBook task force for the California University digital library identified eight elements that are important to the evaluation of academic eBook usage: content; software and hardware standards and protocols; digital rights management; access; archiving; privacy; the market and pricing; and enhancements and ideal eBook features. There are currently several eBook models available to libraries that can be assessed and described in relation to the above-mentioned elements or criteria. Using these elements, the netLibrary eBook model is described.

Cox, Andrew and Sarah Ormes and H. Mohammed and M. Kerr. 2001. E-books. *Library and Information Briefings*. (96): 1-14.
> Discusses the nature of electronic books together with their pros and cons, such as portability, instant access, accessibility, attitudes, searchability, annotation, linking, multimedia possibilities, currency, self-publishing, usage studies, environmental aspects. Considers the problems posed by electronic books, expense, technological change, low availability of titles, complex systems, cost of purchasing titles, compatibility, printing, limited rights, screen resolutions. Reports results of an investigation into user experiences with some specific electronic book systems: Microsoft Reader; MobiPocket Reader; Rocket ebook; netLibrary; and Questia. Summarizes the evaluation criteria, particularly as they apply to the readers and value added features.

Dearnley, James and Cliff McKnight. 2001. The revolution starts next week: The findings of two studies considering electronic books. *Information Services and Use*. 21 (2): 65-78.
> Reports on two pilot studies undertaken in the UK, in 2000, at Loughborough University and Market Harborough public library. The first study was conducted at Loughborough University in May 2000. It considered staff and student evaluation of two electronic reader products, NuvoMedia's 'Rocket eBook' and Glassbook Inc's 'Glassbook'. A second study in Dec 2000 used a focus group at Market Harborough public library to consider potential use of the 'Rocket eBook' for lending services. Considers the products, their history and current capabilities. Presents the results of the studies. Concludes that, while the findings raised concerns on the usability of the products, the interest shown by users, plus the development of new, enhanced devices, points to a positive future for electronic books.

Dillon, Dennis. 2001. E-books: The University of Texas experience, part 1. *Library Hi Tech.* 19 (2): 113-124.
Describes the electronic book (e-book) programme of Texas University at Austin, surveys the state of the e-book market and e-book technology, provides e-book usage statistics for three different consortia and offers guidelines for e-book acquisitions, as well as e-book issues to be considered. Relevant specification, standards, and working groups are explained, as are the future e-book plans of Texas University. Concludes that e-books are to printed books, as television is to radio and movies: another format with its own strengths and weaknesses.

Dillon, Dennis. 2001. E-books: The University of Texas experience, part 2. *Library Hi Tech.* 19 (4): 350-362.
Article included in a special issue devoted to the theme: E-books. Follows-up on an earlier Library Hi Tech article on the eBook program at Texas University (Library Hi Tech, 19 (2) 2001, 113-124). It notes changes in usage that have occurred with the addition of eBook cataloguing records in the library online catalogue and changes in selection patterns as librarians have gained more experience with eBooks. It also surveys the current digital information environment, notes the increasing commodification of information, details the eBook efforts of the Association of American Publishers and examines potential future eBook directions.

Dillon, Martin. 2001. Good ideas are not enough. *Portal: Libraries and the Academy.* 1 (2): 169-176.
Discusses the emergence of new ideas for the development of libraries in the age of the Internet and World Wide Web. In practice, ideas that are fully implemented but fail to reach their intended audience are very expensive in resources and in time, with considerable opportunity costs. Examines the reasons why ideas fail to be realized and the difficulties arising from efforts to differentiate between good ideas and bad ideas. Many ideas are not implemented at all as they never emerge from the idea stage. An implementation could reach the prototype stage and go no further; while an idea could be fully implemented but then fail to be generally adopted. Poor execution is an important reason for this kind of failure, while bad timing is another. The pains associated with attempts to launch electronic books (e-books) illustrate these types of problems. Reviews some of the library ideas that have been carried through to implementation, noting the reasons for the causes of their success or failure, including: library cooperation and cooperatives; electronic information (EIDOS, OCLCs Guidon); online reference services; and Library.org

Hattery, Maxine. E-books for easy reading. 2001. *Information Retrieval and Library Automation.* 36 (11): 2-4.
Reports on a project carried out by the University of Rochester, New York, USA, to incorporate e-books into 6 academic, public and school libraries. Rocket eBooks and SoftBooks were used. Problems were experienced with encryption, cataloguing, order and downloading and browsing, but users enjoyed leisure reading with the devices. Currently e-books are focusing on the leisure market but textbooks are now becoming available and e-books may be suitable for certain special needs.

Edwards, Louise and Hazel Woodward. 2001. Shaping a strategy for e-books. *SCONUL Newsletter.* 23: 20-22.
Although electronic books (eBooks) are beginning to make their way into libraries collections, the question remains as to why it has taken so long for this to happen. The hard knocks taken by venture capitalists in investing in commercial Internet operations and Dot.coms is a major reason for this holding back. The background to the development of eBooks is described in terms of the arguments that have been involved in issues relating to the degree of added value inherent in eBooks. (*Electronic Library; 23 (1) 2005*).

Engle, John. 2001. Checking out the downloads: e-books and the library market. *Assignation.* 18 (2): 18-21.
Far from replacing traditional libraries, digital research libraries seek to augment collections and enhance research abilities for libraries and their patrons while providing new revenue sources for publishers and libraries. Looks at each of these benefits and explains how the following digital research libraries operate: (ebrary.com); (www.netLibrary.com); (www.bartleby.com); and (www.questia.com).

Gibbons, Susan. 2001. Growing competition for libraries. *Library Hi Tech.* 19 (4): 363-367.
Article included in a special issue devoted to the theme: E-books. In an analysis of Questia's online collection of digitized books and articles, although the collection is not found to be a strong one, Questia's strength lies in its ability to utilize the digital format to overcome many of the barriers and inconsistencies that undergraduate students encounter in a traditional brickand-mortar academic

library. Concludes that librarians can learn a lot from Questia and perhaps use that knowledge to improve their own services.

Hattery, Maxine. 2001. E-books and a universal archive: will they exist?. *Information Retrieval and Library Automation*. 37 (7): 1-3.
Discusses comments on ebooks at the Electronic Book 2001 Conference, held in Washington, DC in Nov 2001, and a presentation about the Internet Archive at the ASIST Annual Conference. At E-Book 2001, Alberto Vitale (former Random House Chairman and CEO) described the ebook as a 'new concept for presenting and disseminating information'. Mitch Freedman, president elect of the American Library Association, listed the problems with ebooks. Alan Adler of the Association of American Publishers said that the publishing industry feels digitally threatened by the emergence of P2P technology for distributing files through networks, and that librarians fear that if ebooks are successful patrons may not need libraries. Both Freedman and Adler pointed out that libraries play a role in publicizing ebooks. At the ASIST meeting, Web innovator Brewster Kahle described the Internet Archive, a project undertaken to begin the compilation of all human knowledge.

Hillebrand, Timothy. 2001. Instituting an eBook Program. *PNLA Quarterly.* 65 (4): 12-14.
Describes the recent developments in the technology of electronic books (eBooks) and the challenges they pose to libraries. Illustrates the ways in which libraries can approach this medium with particular reference to Moscow Library, Idaho, which received a Latah County Community Foundation grant of 5,000 dollars to enable it to launch an eBook programme. Concludes that one advantage of eBooks is the fact that considerably more eBooks than printed books may be bought for 5,000 dollars (5,000 versus 177, respectively).

Hyams, Elspeth. 2001. Bringing e-books to journal. *Library Association Record.* 103 (5): 280-281.
Reports on the UK Library and Information Technology Centre's conference on electronic books held in Mar 2001. The meeting addressed the redefinition and redistribution of the roles of intermediaries in the electronic information chain. Discusses the reluctance of many publishers to digitize their best print titles, and considers the prospects for commercial electronic libraries like netLibrary, Questia and ebrary.

Jantz, Ronald. 2001. E-books and new library service models: an analysis of the impact of e-book technology on academic libraries. *Information Technology and Libraries.* 20 (2): 104-113 www.ala.org/ala/mgrps/divs/lita/ital/2002jantz.cfm.
Analyzes the implications of electronic book (e-book) technology on academic libraries. Although these are at a very early stage of e-book evolution, business models, standards and supporting technology are under development that will dramatically affect libraries and librarians. Librarians and administrators therefore must understand thoroughly these trends in order to apply effectively the resulting innovations within their institutions. Librarians must begin to design an imaginative, easily identifiable space in cyberspace as the centrality of the library as a physical phenomenon slowly fades. Improving library service by extrapolation from existing services, doing the same things faster and better, will provide incremental improvements but will not move libraries quickly to that 'identifiable space' of which Martrell writes.

Line, Maurice B. 2001. The future researcher and the future library: from the viewpoint of an independent user. *DF Revy.* 24 (4): 103-108.
The author, a researcher unattached to an institution, identifies four problems of Internet usage: the volume of material; the lack of quality discrimination; the removal of websites; and the need for payment for access. The main difficulty lies with non-specific subject searching, but it is likely that all significant journals will eventually be accessible online. As for books, it is often cheaper to buy for the independent researcher than to use the library, and electronic books could make library use still less necessary. But libraries will still be needed for documents which are not digitized or have to be seen in the original, the electronic version may be slow and inconvenient to use, and help may be needed with computer problems. No successful electronic surrogate for browsing is available, although better ways of identifying useful material in advance could be developed. But the main reason for using libraries is that it is cheaper than using a computer at home. Libraries can give value-added services and respond to individual needs. Concludes with a user's wish list.

Lonsdale, Ray and Chris Armstrong. 2001. Electronic books: challenges for academic libraries. *Library Hi Tech.* 19 (4): 332-339.

Article included in a special issue devoted to the theme: E-books. Summarizes the results of three recent research projects and addresses some of the issues that are central to the acceptance and integration of electronic scholarly monographs and textbooks (eMonographs) into the academic library. The findings suggest that the almost casual use of terms like 'digital library' and 'hybrid library' belies the reality of a slow acceptance of nearly all digital textual resources other than periodicals and a demonstrable lack of user take up of most kinds of electronic library and information resources.

Lynch, Clifford. 2001. The battle to define future of the book in the digital world. *First Monday.* 6 (6). firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/864/773
Commercial publishing interests are presenting the future of the book in the digital world through the promotion of e-book reading appliances and software. Implicit in this is a very complex and problematic agenda that re-establishes the book as a digital cultural artifact within a context of intellectual property rights management enforced by hardware and software systems. With the convergence of different types of content into a common digital bit-stream, developments in industries such as music are establishing precedents that may define our view of digital books. At the same time we find scholars exploring the ways in which the digital medium can enhance the traditional communication functions of the printed work, moving far beyond literal translations of the pages of printed books into the digital world. This paper examines competing visions for the future of the book in the digital environment, with particular attention to questions about the social implications of controls over intellectual property, such as continuity of cultural memory.

Lynch, Clifford. 2001. What do digital books mean for libraries?. *Journal of Library Administration.* 35 (3): 21-32.
Paper presented at the 2001 University of Oklahoma Libraries annual conference, held 1-2 March in Oklahoma City, Oklahoma. Addresses topics revolving around digital books and electronic books, focusing to some extent on issues as they relate to libraries, but also recognizing that fundamentally these issues are about communication: authors and readers, and how authors communicate with readers. Just as libraries have always been the facilitators of access to that record of communication and the stewards of that communication, they will inevitably, through the debates around what happens to the book in a digital world, become involved in this in numerous different ways.

Maynard, Sally and Cliff McKnight. 2001. Electronic books for children in UK public libraries. *Electronic Library.* 19 (6): 405-423.
Reports results of a questionnaire survey, which investigated the opinions of children's librarians on the subject of electronic books (eBooks). A questionnaire was sent by post to those responsible for public library services for children at each of the 208 local government authorities in the UK (77 per cent response rate). It was concluded that there was a positive attitude towards including eBooks as part of the children's library service and a high proportion of libraries offered access to them, the majority through main libraries. A small majority of libraries were offering eBooks for reference use within the library, rather than lending them out like printed books. Many of the librarians believed that electronic books can attract new members to the library and that offering eBooks will change their role. Respondents believed that eBooks are durable and can exist alongside the printed items within the library.

Nardini, Bob. 2001. Johannes Gutenberg and the twenty-first century. *Against the Grain.* 12 (6): 88-89.
Considers the possible future role of the traditional book vendor in the dissemination of electronic books. Identifies those current vendor-based structures that might transfer well to the world of e-books, as well as new processes, such as rights transactions, that will need to be developed. Vendors' future roles will be dependent on the model that libraries will use to acquire e-books.

Nelson, Leslie and Frances O'Neil. 2001. Electronic monographs in the academic library: an implementation story. *LASIE.* 32, (2-3): 13-20. search.informit.com.au/fullText;dn=750429377390385;res=IELHSS
Describes some of the practical issues involved in the implementation of electronic monographs, in particular netLibrary eBooks, in the library of Victoria University, Australia. Issues include integration in the library catalogue, materials selection, licensing of access, and client use and experience of the service. Considers the potential and benefit of the service to library clients.

O'Leary, Mick. 2001. Ebook scenarios. *Online.* 25 (1): 62-64.
Offers some observations on electronic books (E-Books) and the likely impact that they can be expected to make in the short term. Focuses particularly on textbooks, technical manuals and

professional books, reference books, general fiction and non-fiction. Concludes with notes on how libraries may use E-Books and the economic factors that will be involved.

Ormes, Sarah. 2001. It's the end of the world as we know it (and I feel fine) or how I learned to stop worrying and love the e-book. *ARIADNE.* 26 (Jan). www.ariadne.ac.uk/issue26/e-book/
> Defines what is meant by an electronic book (E-book) and the three main types of E-book readers: dedicated readers; handhelds (Personal Digital Assistants or Palmtop computers); and personal computers (PCs). Discusses the ways in which E-books are bought, what they cost, and what is available. Considers the two main ways in which they can be integrated into libraries: existing systems suppliers will develop new modules for current library management systems which allow the integration of E-books into the acquisition and circulation process; and new organizations that specialise in supplying E-books to libraries will manage the administration of the E-books on the library's behalf. Concludes that libraries are faced with a number of challenges from e-books, particularly in the way that they circulate, acquire and manage their collections.

Ormes, Sarah. 2001. Public libraries focus: lights out and silver boots on. *ARIADNE.* 27 (Mar). www.ariadne.ac.uk/issue27/pub-libs/
> Reviews the previous five years of Internet development in UK public libraries and makes five predictions for future developments in the areas of: electronic reference; electronic books (eBooks); the death of community information; reader development; and competition between libraries.

Peters, Thomas A. 2001. Gutterdammerung (twilight of the gutter margins): ebooks and libraries. *Library Hi Tech.* 19 (1): 50-62.
> Several aspects of the electronic book (ebook) revolution are reviewed, together with some related issues confronting libraries. Regardless of format, texts and textbearing devices have relationships of mutual dependence, and readers simultaneously experience both. The dominant relationship between texts and text-bearing devices is shifting from static to dynamic. The ebook revolution is more about new distribution systems for content, new digital rights management systems, and perhaps an unwitting or inchoate power struggle among the principal interested parties, than it is about the design and diffusion of dedicated reading devices. The ebook revolution opens up possibilities for new and improved post-retrieval processing of texts, defined as anything a person can do with a text after it has been retrieved. librarians need to reassert especially to the fledgling ebook industry the enduring principle of libraries as a social good. The two biggest challenges facing libraries are how to make the transition to an era dominated by dynamic relationships between texts and text-bearing devices, and how to foster and facilitate robust and complex post-retrieval processing of texts.

Pfohl, Dand and Sherman Hayes. 2001. Today's systems librarians have a lot to juggle. *Computers in Libraries.* 21 (10): 30-33.
> Describes the many library technologies that have been introduced to the Randall Library, North Carolina University at Wilmington, in recent years and the ways in which the interlocking nature of the technologies have posed a serious challenge to librarians in operating such systems as a single, integrated whole. The technologies covered include: proxy servers; video editing equipment and software; filtering software; network/paid printing; digital security cameras; wireless networks; electronic books; interloans software; Web page management; electronic mail systems; supporting classroom instruction; electronic reserves; digitizing archival materials; and writing local scripts. Concludes that these complex and interactive technologies should alert managers, educators and participants in the library computing field to several key trends: the skill sets that computer staffs need are expanding significantly; the scope of responsibility is not narrowing but broadening for everyone using technology; and it is now expected that library computing staff have very sophisticated technical and people skills. Having the ability to introduce, integrate and juggle diverse technologies is rapidly becoming the key requirement for a successful technology-oriented library.

Ramirez, Diana and Suzanne D. Gyeszly. 2001. netLibrary: a new direction in collection development. *Collection Building.* 20 (4): 154-164.
> Texas A and M University (TAMU) Libraries, College Station, USA, is a member of two consortia that include academic and public libraries and both of these consortia purchased access to netLibrary e-books for their members. Reports a project that explored the use of netLibrary as an electronic collection development tool by comparing TAMU's usage (based on subject categories) to that of the combined consortia. Suggests that the results obtained could be used to fine-tune the future growth of TAMU and the consortium collections.

Randolph, S. E. 2001. Are e-books in your future?. *Information Outlook*. 5 (2): 22-6.
> Discusses the future of ebooks in libraries. Library readers who benefit from ebooks include: visually impaired people for the adjustable type size and font; users of technical manuals for the bookmarking, hyperlinking and annotating capabilities; and researchers for keyword searching. Distinguishes between closed, dedicated device ebooks and open, multipurpose device ebooks, and describes their use in Arlington Public Libraries, Algonquin Area Public Library in Illinois and the Chicago Public Library. Also considers the cataloguing and lending of ebooks.

Renear, Allen and Gene Golovchinsky. 2001. Content standards for electronic books: the OEBF publication structure and the role of public interest participation. *Journal of Library Administration*. 35 (1-2): 99-123.
> Contribution to a thematic issue entitled 'Libraries and electronic resources: new partnerships, new practices, new perspectives'. In the emerging world of electronic publishing, how books are created, distributed and read will be in large part determined by an underlying framework of content standards that establishes the range of technological opportunities and constraints for publishing and reading systems. The Open eBook Forum's 'Publication Structure', an XML based specification for electronic books, is an example of the sort of timely and innovative problem solving required for successful real world standards development. As a result of this effort, the electronic book industry will not only happen sooner and on a larger scale than it would have otherwise, but the electronic books it produces will be more functional, more interoperable, and more accessible to all readers. Public interest participants have a critical role in this process.

Rodgers, Christine Love. 2001. Opening the book: developing e-book resources at the Open University Library. *VINE*. 31 (4): 12-17.
> Article included in a special issue devoted partly to the theme: E-content: electronic books and journals. A range of different types of electronic texts are being offered to the distributed users of the Open University library, including free out-of-copyright texts, online versions of reference works, and collections of full text and academic texts from netLibrary. Indications are that they are well used. Some indications of the criteria for evaluating different collections are emerging.

Seefeldt, J. 2001. E-books - das Medium der Zukunft auch für Bibliotheken? = E-books - the medium of the future also for libraries?. *Buch und Bibliothek.* 53 (5): 329-333.

Snowhill, Lucia. 2001. E-books and their future in academic libraries. An overview. *D-Lib Magazine*. 7 (7/8) www.dlib.org/dlib/july01/snowhill/07snowhill.html.
> The University of California's California Digital Library (CDL) formed an Ebook Task Force in August 2000 to evaluate academic libraries' experiences with electronic books (e-books), investigate the e-book market and develop operating guidelines, principles and potential strategies for further exploration of the use of e-books at California University. This article, based on the findings and recommendations of the Task Force Report, briefly summarizes task force findings and outlines issues and recommendations for making e-books viable over the long term in the academic environment, based on the long-term goals of building strong research collections and providing high level services and collections to its users.

Sottong, Stephen. 2001. E-book technology: waiting for the 'false pretender'. *Information Technology and Libraries*. 20 (2): 72-80. www.ala.org/ala/mgrps/divs/lita/ital/2002sottong.cfm
> Raymond Kurzweil proposed seven stages in the 'life cycle of a technology'. Libraries can use the technology life cycle concept to determine when to invest in newer technologies. Kurzweil gave no criteria for determining what stage a technology had achieved in the life cycle. Presents a set of criteria to evaluate new technologies within the framework of the life cycle, demonstrating their applicability using Kurzweil's example of audio technology and then applying the criteria to current e-book technology.

Summerfield, Mary and Carol Mandel, and Paul Kantor. 2001. Perspectives on scholarly online books: the Columbia University online books evaluation project. *Journal of Library Administration.* 35 (1-2): 61-82.
> Contribution to a thematic issue entitled 'Libraries and electronic resources: new partnerships, new practices, new perspectives'. The Online Books Evaluation Project at Columbia University studied the potential for scholarly online books from 1995 to 1999. Issues included scholars' interest in using online books, the role they might play in scholarly life, features that scholars and librarians sought in online books, the costs of producing and owning print and online books, and potential marketplace arrangements. Scholars see potential for online books to make their research, learning, and teaching

more efficient and effective. Librarians see potential to serve their scholars better. Librarians may face lower costs if they can serve their scholars with online books instead of print books. Publishers may be able to offer scholars greater opportunities to use their books while enhancing their own profitability.

Tennant, Roy. 2001. The other e-books. *Library Journal*. 126 (15): 31-32.
> When people refer to e-books, they usually mean device-dependent e-books or books delivered for a fee over the Internet. But there is a third category of e-book - those published on the Internet for free by universities, libraries, and other not-for-profit publishers. Describes two web publishing projects: the National Academy Press (NAP) (www.nap.edu) and eScholarship and the University of California Press (escholarship.cdlib.org/ucpressbooks.html). These projects are built on the assumption that the books will be used online and only parts will be printed or copied and they include options such as automated searching, linkages to additional content, and alternative displays for particular needs, such as large print. Their use of open, nonproprietary formats also promotes and enhances preservation and access.

Wilson, Ruth. 2001. E-books for students: EBONI. *ARIADNE*. 27 (Mar) www.ariadne.ac.uk/issue27/e-books/.
> The concept of the electronic book (eBook) has faced much criticism from the end user point of view. Explains how EBONI (Electronic Books ON-screen Interface) will look into the usability of eBooks through user evaluations using students and lecturers from a range of disciplines and backgrounds. The results of all user evaluations will feed directly into a set of best practice guidelines for producing educational material on the World Wide Web. Available in January 2002, these will be sent to relevant organizations, targeting publishers of electronic material, similar or related programmes, libraries and museums involved in digitizing collections and interested parties in the higher education community in general. In addition, they will be available from the project Web site, together with an example of a text on which they have been implemented. EBONI is based at the Centre for Digital Library Research, Strathclyde University.

2002

Algenio, Emilie R. 2002. The virtual reserve room: extending library services offcampus. *Journal of Library Administration*. 37 (1-2): 15-25.
> This paper explores the challenges of implementing an electronic reserves program which extends library services to off-campus distance education students. Using the University of Massachusetts Amherst as a case study, the paper briefly describes the project's context and history, with a focus on the practicalities, problems, and solutions in starting an electronic library reserves service. The discussion also covers issues integral to the service and which affect offcampus learners, including budgeting, staffing, partnering with affiliated campuses, addressing faculty concerns, managing copyright permissions, utilizing e-books and incorporating full-text databases.

Armstrong, Chris and L. Edwards and Ray Lonsdale. 2002. Virtually there? E-books in UK academic libraries. *Program*. 36 (4): 216-227.
> Reports results of a survey into the provision of electronic books within academic libraries in the UK. Where relevant the results are supplemented by data from two other surveys concerned with e-book provision and electronic information services undertaken by the authors. Incidence of provision of e-books from individual publishers and through aggregators is reported. Reasons for non-provision and attitudes towards the medium are discussed, and issues concerned with bibliographical access are explored. The article concludes with a discussion of the role and influence of the E-book Working Group set up by the UK body responsible for networking and electronic resources in higher and further education: the Joint Information Services Committee (JISC).

Arot, Dominique. 2002. Le colloque virtuel de la Bibliothèque Publique d'Information. *Bulletin des Bibliotheques de France*. 47 (4): 93-97 bbf.enssib.fr/consulter/bbf-2002-04-0093-001.

Bell, Lory and Virginia McCoy and Tom Peters. 2002. E-books go to college. *Library Journal*. 127 (8): 44-46.
> Provides a brief report of a field study of the use of e-book devices by college students, professors and librarians at two colleges in Illinois, USA during an 8-week period in September and October 2001. Undergraduate students enrolled in English courses used handheld e-book devices to read literary works assigned as part of their course reading. The two devices used were the Franklin eBook Man 911 and the Gemstar/RCA REB 1100. A large majority of the students enjoyed reading

on these devices, being particularly impressed by the devices readingrelated functionalities such as an embedded dictionary, the ability to underline passages, and note-taking. Discusses the practical and theoretical challenges librarians face in managing e-texts and reading devices and integrating them into the collection and service programmes of academic libraries and outlines the policies and procedures developed by one of the college libraries during the study. Concludes that handheld reading devices do have a future in higher education and provides recommendations for the e-book industry, publishers and librarians.

Bertrand, Anne-Marie. 2002. Nouvelles pratiques de lecture. = New reading practices. *Bulletin des Bibliothèques de France*. 47 (4): 100-102 bbf.enssib.fr/consulter/bbf-2002-04-0100-004.

Cleyle, Susan. 2002. E-books: should we be afraid?. *Serials Librarian*. 41 (3-4): 281-292.
> Contribution to a thematic issue devoted to e-serials cataloguing: access to continuing and integrating resources via the catalogue and the Web. States that the electronic book revolution is finally here. E-books are the last area of a library to leave the paper frontier and venture into the virtual world. Libraries are looking at a future filled with non paper resources and the role of keeping safe the archival paper resources of the past. Asks, is this something that should be feared by libraries, or embraced? Reviews the current e-book players and the state of the technology with a look at how libraries can be involved in this revolution and in so doing ensure their place in the e-book future.

Crawford, John. 2002. A study of issues in administering library services to nursing studies at Glasgow Caledonian University. *Health Information and Libraries Journal*. 19 (2): 90-97.
> At Glasgow Caledonian University, Scotland, nursing students seemed dissatisfied with the library service and there were frequent complaints. A major study was undertaken during 2000 which showed the concerns of nursing studies students to be similar to those of other students but more strongly felt. The four main issues were textbook availability, journal availability, opening hours and staff helpfulness. Working conditions, placement requirements, study requirements, and domestic circumstances were all found to be important factors. IT skill levels tended to be low but there is a growing appreciation of the need for training in this area. It was concluded that: services to nursing students have become enmeshed with the problems of delivery and assessment of education for nurses; greatly extended opening hours are essential: the problem of access to textbooks is so severe that programmes of core text digitization and the promotion of e-books are needed: and reciprocal access programmes with local hospital libraries is essential.

Dillon, Dennis. 2002. Fishing the electronic river: Disruptive technologies, the unlibrary, and the ecology of information. *Journal of Library Administration*. 36 (3): 45-58.
> Paper presented at the 2002 University of Oklahoma Libraries annual conference, Oklahoma City, 7-8 March. The theme of the conference was electronic resources and collection development in academic libraries. Presents ways in which to successfully locate, hook and retrieve needed information in the electronic world. Discusses how libraries, the Internet and electronic books are all interrelated parts of the information ecology.

Dodero, Juan Manuel and Ignacio Aedo and Paloma Diaz. 2002. Participative knowledge production of learning objects for e-books. *Electronic Library*. 20 (4): 296-305.
> Article included in a special issue devoted to the theme: Electronic books for teaching and learning. In a distributed learning environment, the development of learning objects is a participative task. Considers learning objects as knowledge pieces, which are subject to the management processes of acquisition, delivery, creation and production. A multiple-tier architecture for participative knowledge production tasks is introduced, where knowledgeproducing agents are arranged into knowledge domains or marts and a distributed interaction protocol is used to consolidate knowledge that is produced in a mart. Knowledge consolidated in a given mart can be in turn negotiated in higher-level foreign marts. The proposed architecture and protocol are applied to coordinate the authoring of open ebook packages as learning objects by a distributed group of authors.

Edwards, Louise. 2002. Shaping a strategy for e-books: the JISC e-books working group. *LIBER Quarterly: the Journal of European Research Libraries*. 12 (2-3): 240-244
liber.library.uu.nl/publish/articles/000458/article.pdf.
> JISC is the Joint Information Systems Committee of UK education funding councils and its E-Book Working Group includes publishers, librarians, academic staff and the British Library. Its objectives focus on maximizing the benefits of electronic publishing for higher and further education by, e.g.

monitoring the industry, acquiring and promoting content and developing sustainable economic models. Reports the findings of a paper published by the group in September 2001 which covered industry status and forecasts, the publishers' perspective, distribution and the role of intermediaries, economics, technology and standards. The paper analysed the phases in the development of electronic publishing and the impact on libraries in changes in the supply of e-books. Notes that the group has secured a number of contracts and outlines its market mapping study now under way. Also in: *New Review of Information Networking*; 8, pp.81-87.

Outlines the strategy being developed for the growth of electronic books within the UK academic community and provides a broad analysis of the e-book industry and critical factors affecting developments. Describes the role of JISC E-Books Working Group and gives an overview of its programme of activities.

Gelfand, Julia. 2002. User input, experiences in assigned reading from e-books: one netLibrary experience. *Library Hi Tech News*. 19 (1): 17-18.

Gives an account of a year long pilot of electronic books by the libraries of the University of California, Irvine (UCI). The libraries took out a one year subscription to the 750 books from netLibrary and elicited feedback from students. Focuses on the feedback which was mainly negative and the proposals that students offered regarding the provision of electronic books.

Gethin, Peter. 2002. Promoting the use of e-books by the use of electronic enrichment. *LIBER Quarterly: the Journal of European Research Libraries*. 12 (2-3): 234-239 liber.library.uu.nl/publish/articles/000457/article.pdf.

Looks at the ways in which cover design, summaries, and quoted reviews, commonly used by publishers and booksellers to promote sales, have been adopted for online bookselling and how libraries are now seeking to enrich their catalogues with these promotional elements visible on, e.g. the Amazon site. Looks at the drawbacks in offering free chapters as an inducement to purchase electronic books and suggests that the promotional techniques which have proved effective for print might well be applied to e-books.

Hawkins, Donald T. 2002. Electronic books: reports of their death have been exaggerated. *Online*. 26 (4): 42-48.

When e-books were launched, market research predicted massive growth in their use, but the market has not developed as predicted. Some e-book companies have already collapsed or been taken over. There is still hope for e-books, if companies proceed carefully and consider the appropriate markets for the product. Students, travellers, and users with special needs are some of the appropriate markets. Reviews some of the e-book companies which have survived, and some which have not. Also looks at legal issues affecting e-book use in public libraries.

Hutley, Sue. 2002. E-books in public libraries: experiences from Oz. *Multimedia Information and Technology*. 28 (1): 23-24.

Offers a practical assessment of the current state of the application of e-books in public libraries in Australia where experiences to date have been fraught with problems. Provides some information about the positive and negative features of e-books as an aid to more informed decision-making for librarians considering this technology.

Hyatt, Shirley and Lynn Silipigni Connaway. 2002. Utilizing e-books to enhance digital library offerings. *ARIADNE*. 33 (Aug) www.ariadne.ac.uk/issue33/netlibrary/.

Describes the rationale and background of OCLC's acquisition of netLibrary, the major electronic books (eBooks) producer, the information environment that is being pursued and the resulting benefits that libraries may experience.

Jantz, Ronald and Rudolph Bell. 2002. English advice manuals online at Rutgers: a partnership in a new course using digital books and web technology. *Library Hi Tech*. 20 (3): 318-324.

The authors' experiences in launching a new course at Rutgers University, New Jersey, are described. The new honours course resulted from a collaboration between the History Department and Rutgers University Libraries (RUL), in which academic instruction, a unique source of digital books, and Web/Internet technology were brought together to provide a new learning experience for undergraduates. Students used the Early English Books Online (EEBO) collection at RUL and were challenged to learn as much as possible in a single semester about some facet of early English advice manuals. The course objectives, technology platform, and student experiences are discussed.

Jonchere, Laurent. 2002. Livres electroniques en ligne et bibliothèques universitaires: Situation aux Etats-Unis, projets en France. = Online e-books and university librarians: status in the USA, plans in France. *Documentaliste*. 39 (4-5): 202-207.

Klugkist, Alex C. 2002. The research library and scholarly information: a future for librarians? *LIBER Quarterly: the Journal of European Research Libraries*. 12 (2/3): 138-151
liber.library.uu.nl/publish/articles/000309/article.pdf.
> Draws a parallel between the effects of the printing press on scholarly communication and the effects of the development of information technology. Discusses user demand and finance as factors influencing libraries in the use of electronic resources and the sometimes heated discussions with publishers. Speculates on the developments in electronic books and journals which are likely to take them further away from the traditional models on which they are still based and looks at quality assessment and the continuing role of publishers. Discusses the position of libraries as every library becomes a digital library, thus creating the need for staff to have special abilities in database selection and archiving but offering them greater opportunities to play a central role in scholarly communication.

Lahary, Dominique. 2002. Le témoignage d'un invité : six mois de vécu. *Bulletin des Bibliotheques de France*. 47 (4): 95-97 bbf.enssib.fr/consulter/bbf-2002-04-0095-002.

Le Loarer, Pierre and Jean-Michel Salaun. 2002. Librarians working with publishers on e-book provision. *LIBER Quarterly: the Journal of European Research Libraries*. 12 (2-3): 219-227
liber.library.uu.nl/publish/articles/000457/article.pdf.
> Categorizes the contents of the virtual library as local, licensed and free collections and free access publishing and discusses the implications of the virtual library for the user, author, librarian and publisher. Describes the French and Belgian project MANUM (des manuels numeriques pour le premier cycle - electronic textbooks for undergraduates). Partners include publishers, academic and research institutions and an information technology laboratory. The aim is to investigate how to provide electronic sources and what they should contain in order to give easy access to social science students and teachers. A layered model is to be followed consisting of an online version of a text, documentary sources such as articles and data and hyperlinks to exercises and documents for teachers. This pattern is to be validated from the editorial, educational, technical, economic and legal aspects. The project's first phase consisting of surveys has been completed and the second, experimental, phase is under discussion.

Maxymuk, John. 2002. E-books. *Bottom Line*. 15 (1): 33-6.
> Quotes predictions of the decline in the use of the printed book for purposes of information, defines and describes electronic books, points to Web sites which provide an overview of e-books and evaluates the advantages and disadvantages of the medium. Indicates some free e-book collections and also some copyrighted works, marketed for a fee.

Cobos Pérez, Ruth and Xavier Alamán. 2002. Creating e-books in a distributed and collaborative way. *Electronic Library*. 20 (4): 288-95.
> Article included in a special issue devoted to the theme: electronic books for teaching and learning. Describes how groups of authors may create electronic books (ebooks) about the knowledge area of their interest by means of unsupervised collaborative work. Proposes a web based groupware system that allows the building of web sites that can be considered as electronic books. In these web sites it is possible to find in a structured way the relevant knowledge about an area or topic. The system allows the creation of ebooks in the web, in an asynchronous and distributed way, and without the need of an editor for managing the task. This is possible through a knowledge crystallization process supported by virtual communities of experts. Currently, there are several active ebooks, which have been created by groups of students at Universidad Autonoma de Madrid. Examples include the operating systems ebook and the uncertain reasoning ebook and these are described.

Rosy, Richard. L. 2002. eBooks for libraries and patrons: two years of experience. *LIBER Quarterly: the Journal of European Research Libraries*. 12 (2-3): 228-233
liber.library.uu.nl/publish/articles/000456/article.pdf.
> Describes the progress of netLibrary in electronic publishing and its efforts to reconcile the opposing goals of content providers and users. Having begun with a cautious offer of digitized monographs

from backlists to academic libraries, netLibrary now supplies academic institutions, public libraries and special libraries with an increasing proportion of materials from the front lists of the top US and European publishers. Describes how usage patterns are monitored and lists subscription and other access models which are being tested. netLibrary became part of OCLC in January 2002 and integration with OCLC's WorldCat has already begun.

Sawyer, Susan K. 2002. Electronic books: their definition, usage and role in libraries. *LIBRES.* 12 (2).
Examines the literature to establish a definition of electronic books (eBooks) and discovers this is currently related more to hardware and software (viewing technology) than content. Reports the potential advantages and disadvantages of this format compared to print and outlines what is currently known about the use of different types of eBooks by users, examining who the most likely users are, detailing what studies reveal about the use and usability of eBooks and the features users want; as well as what factors are inhibiting their use. Additionally the review details what is known about the opportunities and issues arising from the inclusion of electronic books in library collections. It addresses questions regarding the existing models for the use of eBooks in libraries, what studies reveal about the realities of their use and what strategies and policies need to be adopted by libraries for their implementation. Finally it examines the degree of take-up of eBooks by individuals and libraries and what trends and predictions for the future are emerging with respect to viewing technology, content and role in libraries

Secker, Jane and Louise Plewes. 2002. Traditional and electronic study packs: a case study of the production process. *Program.* 36 (2): 99-109.
Reports on research undertaken at University College London (UCL) for two projects funded by Higher Education Funding Council for England's (HEFCE) Teaching Quality Enhancement Fund (TQEF). Documents the production processes, costs and resources for both traditional (printed) and electronic study (course) packs. Focuses on a comparison of in-house and outsourced copyright clearance and digitization services for electronic study packs. UCL's use of the HERON service is evaluated. Concludes that electronic study packs would provide a valuable addition to teaching support services, but there are implications for equipment and staff which are also discussed. Although this paper is based on a case study from UCL, it is hoped that other academic libraries considering introducing an electronic course pack service or electronic reserve will find some useful evidence of the integration of electronic and traditional library activities.

Waller, Nicole. 2002. You are here. *American Libraries.* 33 (6): 72-74.
Describes VisualNet for Libraries, a program that can turn a library's Web catalogue into a browsable, customizable map. The program supplants the search and retrieval model of the online public access catalogue with a graphical map that can show how a library's varied resources - print books, electronic books, video, audio, and Web databases - relate across subjects and categories. Advocates of such knowledge visualization software believe that current OPAC interfaces, which do not allow for significant browsing, have driven student researchers to Web only sources. By encouraging browsing within the levels of a Web based data map, products like VisualNet may reveal the richness of library collections and entice students and other users back into the stacks.

Warnock, Christopher. 2002. ebrary: building bridges between islands of information. *VINE.* 32 (2): 52-54.
Reports an interview with Christopher Warnock, the founder and current CEO of ebrary http://www.ebrary.com/, which offers products and online services for libraries and publishers of all types and aims to bridge the gap between libraries and other institutions that need to provide online access to authoritative information and publishers who require a secure and effective way to distribute and promote their publications online. Details are given of the service's vision, business, collection, infotools, integration, pricing, and user statistics.

Weihs, J. 2002. Forgotten media, part 7: conclusion. *Technicalities.* 22 (5): 3-5.
Concluding part in a series of articles on forgotten non-book media. Points to 4 questions that a library should consider before purchasing materials in a new format: is the format commercially viable; is the format hardware-specific; will the high purchase price of the format inhibit sales potential; and, can this format withstand public use? Predicts that DVDs will replace videocassettes in libraries, but that e-books in their present form will not last.

2003

Abbott, John Parson. 2003. Publishing trends and libraries. *DESIDOC Bulletin of Information Technology*. 23 (1): 7-12 publications.drdo.gov.in/gsdl/collect/dbit/import/v23/dbit2301007.pdf.

> Contribution to a special issue of this journal on future publishing technologies. Argues that the death of books and their replacement by ebooks has not happened and that libraries will sur-vive into the foreseeable future. Discusses the advantages and disadvantages of ebooks, the evolution of printing, the role of libraries and the impact on libraries of on-demand materials. Draws a parallel between libraries and those who predicted the demise of cinemas when cable delivery was introduced

Ariew, Susan and Virginia Bailey and Carolyin Coates and Jeannie Colson and Katherine S. Dabbour, Joseph Fennewald, Sandy Folsom, and Smiti Gandhi. 2003. Learning to make a difference: Coverage from ACRL's 11th national conference, part 1. *College and Research Libraries News*. 64 (6): 372-377, 409.

> An overview and 7 reports of sessions at the 11th National Conferenceof the Association of College and Research Libraries held in Charlotte, North Carolina 10-13 April 2003. Covers: "Information literacy and student engagement: what the National Survey of Student Engagement shows about your campus"; a panel which addressed the need for engagement with students and collaboration between faculty and libraries in education; a presentation on the college's use of the assessment cycle model based on outcomes; a workshop on resulting in the 21st century; 2 papers on research in library and information science; a poster presentation on cross training reference librarians to catalogue; an account of the management of a large collection of e-books made available by SOLINET; a paper on cataloguing electronic resources; and a presentation on integrating information literacy into the curriculum through faculty librarian collaboration, based on the experience of the Five Colleges of Ohio in applying funds granted by the Mellon Foundation.

Bélisle, Claire and Christian Ducharme. 2003. Contrats de lecture: Une experience de pret de livres electroniques en bibliothèque. = Reading contracts: An experiment with the loan of electronic books in a library. *Bulletin des Bibliothèques de France*. 48 (3): 74-86 bbf.enssib.fr/consulter/bbf-2003-03-0074-001.

Budd, John and Corrie Christensen. 2003. Social sciences literature and electronic information. *Portal: Libraries and the Academy*. 3 (4): 643-651.

> Most colleges and universities have expanded, and are expanding, access to electronic information resources. A question remains: to what extent are researchers making use of these resources as part of their inquiry and publishing activities? The present study investigates citation practices by authors of journal articles and includes a study of the potential incorporation of full-text and full-image resources into published work in eight social science disciplines. It also includes a brief survey of a sample of authors of the examined journal articles.

Conhaim, W. W. 2003. E-books are not dead yet. *Information Today*. 20 (1): 40-41.

> Reports on the conference,"eBooks: What's the Story?", held in Nov 2002 in St. Paul, Minnesota. The event was sponsored by the MINITEX Library Information Network, a group with a growing e-book collection. It provides bibliographic, interlibrary loan, cooperative purchasing, reference, document delivery and other services to its 200 participating libraries in Minnesota and the Dakotas. According to keynote speakers, e-books are still alive and kicking in libraries, regardless of what pundits are saying about their viability in the consumer marketplace. Libraries with e-book programmes are learning about patron usage and are moving from pilot experimentation to adoption. The main problems seem to be insufficient promotion and a lack of awareness by patrons.

Dearnley, James and Cliff McKnight. 2003. Electronic book use in a public library. *Journal of Librarianship and Information Science*. 35 (4): 235-242.

> This article reports on a study which aimed to investigate the potential for portable electronic book (e-book) devices within a public library context. The main method of data collection was a questionnaire distributed to all readers who borrowed a device during the project. Results are discussed in terms of (a) the users' reaction to the device and the process of reading from it, and (b) the institutional considerations encountered by the collaborating librarians. It is not clear from the outcomes that portable e-books provide a viable delivery mechanism within a public library.

Deschatelets, Gilles and Zeineb Gharbi. 2003. Les livres electroniques dans le milieu universitaire: Formes et usages. = Electronic books in a university environment: forms and uses. *Documentation et Bibliothèques.* 48 (3): 83-97.

Falk, Howard. 2003. Electronic campuses. *Electronic Library*. 21 (1): 63-66.
> Provides an overview of the technology being employed at some US colleges which is leading to the paperless campus. For example, the use of wireless networks to connect PCs and Internet displays in classrooms and laboratories that lack conventional network wiring, providing access to online libraries and other resources from laptop PCs and handheld devices. Looks at Web-based technology and its use by faculty and students, not only for information gathering, but also for tutoring services. Shows how live chat sessions with teachers are heavily over-subscribed. Looks at the use of e-books (4 million e-book units sold in 2000: predicted figure by 2005 - 140 million). Provides results of a study comparing print text books and e-text books, and from another study which show undergraduates spend only a third of their study time in the library and faculty members only 10 per cent. To counteract these trends, online library resources are being expanded for 200,000 students and faculty at seven academic institutions in a unified students' portal, with links to local online course materials and consultations with reference librarians.

Garrod, Penny. 2003. Ebooks in UK libraries: where are we now?. *ARIADNE.* 37 (Oct) www.ariadne.ac.uk/issue37/garrod/.
> Reviews the recent developments that have taken place in the field of electronic books (ebooks). E-books are well established in US libraries and it is just a matter of time before Europe catches up. One of the key factors affecting the take-up of e-books in the UK has been that content and services have been developed by US companies for the US market and this represents a sizeable market to e-book publishers and aggregators. Content suitable for UK and European markets was, until recently, in very short supply, although pricing and access models also put ebooks out of reach for many UK public libraries. In some subject areas it may not matter if materials have a US bias, but it is important in subjects such as law and medicine, especially in the academic sector, where booklists are made up of titles from leading international publishing houses. netLibrary is now trying to remedy this situation and has recently added content from a range of international publishers including Kluwer, Blackwell, John Wiley and University presses (e.g. Oxford, Cambridge, Edinburgh). The public library sector is waiting for reports from these projects before taking further action.

Green, Kirsty. 2003. Introducing e-books at the University of Surrey. *SCONUL Newletter.* 29 (Summer-Autumn): 54-56 www.sconul.ac.uk/publications/newsletter/29/14.PDF.
> In autumn 2001 the Surrey University Library (UniS) began a project to test the viability of the use of electronic books (e-books) for learning and teaching. The fundamental question was whether the use of e-books would contribute positively to undergraduate students' learning experience at UniS. Allied to this were a number of library management issues, including space management and the need to ascertain if e-books would bring added value to the short loan collection in the Library. Handheld and desktop e-book readers were considered but, owing to problems purchasing readers from the USA, it was decided to concentrate on desktop readers and to investigate the viability of handheld e-book readers at a later stage, if they became widely available and reasonably priced in the UK. The pilot study used a collection of engineering reference e-books, published by CRC Press, and also identified some civil engineering e-books which were already available at UniS through the RIBA Construction Information Service. The pilot study was directed at students on a distance-learning postgraduate civil engineering course and consisted of titles which were on the reading lists of several course modules currently running. A short questionnaire was prepared to obtain student feedback about using the e-books involving a group of students on campus before publishing it on the library Web site. Two years after the introduction of the scheme, the e-books are seen as just another information resource, sitting happily alongside printed books, online databases and e-journals.

Hodgkin, A. 2003. Forget the e-book, it's the e-library that matters. *Information World Review.* 196 (Nov): 13.
> Despite the early promise shown by electronic books (e-books), this medium has appeared to stall, with Barnes and Knowles announcing that they plan to have nothing more to do with them and other publishers appearing to have lost faith in them. It is suggested that the original e-book model, involving a dedicated reader and a "book-type" distribution model, was never wanted by the users and this explains its demise. Suggests that a better approach is to look away from the old focus on e-books in their own right and look towards extending the successful concept of the digital library to include e-books as one part of an all-embracing idea of information accessibility.

Hodgkin, A. 2003. Libraries on the web: collections or services?. *Library + Information Update*. 2 (7): 48-49.
>Reflects on the nature of collections, conceived as constituting the genetic element in the library as a system while the service and usersrepresent the environmental factors. Viewing the electronic library from the position of an electronic book publisher sees it as a collection of e-books and gives 7 reasons to support this approach, including its constant availability to all and the diminished importance of physical location. Examines the implications of this service approach on the management and content of library collections. Forecasts that bookswill still be in use in 10 years time but that in the area of the electronic library there will be extraordinary advances.

Van Hoorebeek, Mark. 2003. eBooks, libraries and peer-to-peer file-sharing. *Australian Library Journal*. 52 (2): 163-168.
>Discusses the effects of Napster clones on the future of academic electronic books (eBooks). Napster was constructed around one simple concept: to allow members of a "community" to share computer files on the World Wide Web. The peer-to-peer (P2P) file sharing concept allows a user to request a certain file, search listings of other community members and transfer the file through cyberspace. Describes a range of activities associated with this file sharing and eBooks, including: scanning eBooks, cracking the code of commercial eBooks, piracy control, the law relating to these activities, and academic eBooks.

Horrocks, Gary. 2003. JIBS User Group: serving the interests of online resource users in higher education, further education and research. *SCONUL Newsletter*. 30 (Winter): 22-23
www.sconul.ac.uk/publications/newsletter/30/10.PDF.
>The JIBS User Group (JIsc (assisted) Bibliographic dataserviceS) is a collective of information professionals and end users in the higher education, further education and research sectors that seeks to articulate concerns and feedback about Internet resources provided by Joint Information Systems Committee (JISC). The original JIBS remit, to encourage feedback on the use of has evolved in order to accommodate the concerns and interests of students, teachers and research staff confronted with the extensive and continuously expanding portfolio of Internet resources that make up JISC's Information Environment. This environment, a comprehensive collection of scholarly and educational materials, already provides a rich landscape of content, including bibliographic and full text resources (including e-journals and e-books), moving pictures and sound, learning materials, geospatial information, primary research data, images and resource discovery tools.

Jordan, Jay. 2003. E-content in the OCLC global library co-operative. *Serials*. 16 (2): 137-140.
>In the next stage of the digital library, co-operation will be more important than ever. OCLC, the world's largest library cooperative, intends to help institutions manage their e-content from e-journals to e-books to emerging collections of digital objects. WorldCat, co-operatively built and maintained by OCLC and its member libraries, is being transformed from a bibliographic database to a knowledge hub that will help people identify and connect diverse content in a networked world. Emerging standards, new linking tools, and new techniques for harvesting metadata are among the topics explored.

Langston, Marc. 2003. The California State University e-book pilot project: implications for cooperative collection development. *Library Collections, Acquisitions, and Technical Services*. 27 (1): 19-32.
>The California State University conducted a year-long study of the use of a collection of NetLibrary e-books in its libraries in order to introduce e-books, and develop a model for cooperative collection development of a shared electronic monograph collection. Title usage and subject usage statistics were examined as well as a user survey. Discusses challenges in analysing e-book usage statistics and reports positive user feedback. Presents strategies for cooperatively developing a shared collection of electronic monograph literature.

Lee, Steve and Dave Monk and Laurence Patterson. 2003. Supporting e-learners 24x7 throughout Wales and beyond: a case study looking at the development of a knowledge base to support e-learners and at other issues deriving from the first two years of operation of E-college Wales. *SCONUL Newsletter.* 29 (Summer/Autumn): 48-53 www.sconul.ac.uk/publications/newsletter/29/13.PDF.
>E-College Wales (ECW) started in 2001and is now one of the biggest e-learning providers in Europe. It is an online education project supported by the National Assembly of Wales and the European Commission. It offers a degree course in enterprise, a foundation degree course, and a master in professional development. It is run by the University of Glamorgan (UoG) and by its partner colleges all over Wales. These are Bridgend College, Llandrillo College, Coleg Sir Gar (CCTA),

Pembrokeshire College, Coleg Morgannwg, Coleg Gwent, and Trinity College Carmarthen. Course materials are available on-line via the Blackboard Virtual Learning Environment (VLE) and accessible to any enrolled student in Wales who has a computer and software meeting the minimum specification. Students can study flexibly when and where they wish but must take part in on-line discussion and must submit work and assignments within a laid down period. Learning materials are, where possible, embedded in the module, content having been copyright cleared by UoG Learning Resources Centre (LRC) staff using Heron and other options. Items that cannot be cleared are purchased in hard copy by the UoG LRC and dispatched to students all over Wales. Other electronic course materials are accessed via the UoG LRC electronic gateway FINDit www.glam.ac.uk/findit This is used to access a large collection of electronic periodicals, databases and datasets, newspapers and news sources, electronic books, OPACs, current awareness services, and still and moving images. (Further information on the project started in September 2001 when the first cohort of 180 students enrolled on the BA Enterprise course. At the start each was given an ISDN connection and a free laptop Library Hi Tech; 19 (4) 2001, p.311-99 Special issue devoted to the theme: E-books.

Line, Maurice B. 2003. The potential role of e-books in remote document supply. *Interlending and Document Supply*. 31 (3): 184-18.
> Presents an overview and evaluation of the technical options available for e-books and their potential for document supply.

Long, Sarah Ann. 2003. The case for e-books: an introduction. *New Library World*. 104 (1-2): 29-32.
> This article explores some of the applications of the e-book in the modern library. With over 30 years of history, recent computing advances have finally made electronic book technology a viable option to both publishers and libraries. The advantages libraries gain from the medium are many, but companies such as NetLibrary and ebrary have shown that the industry still needs to establish a definitive means of making their products successfully usable in the library environment. Library networks and consortia, such as the Golden Gateway Library Network and the Marion County (Indiana) Internet Library, have found practical ways to share e-book subscriptions with their members; by obtaining subscriptions for the consortium, the individual members can all make use of the same collection. E-books continue to be a matter of debate in library discussions, and the benefits and disadvantages are being weighed in libraries across the country.

McGrath, Mike. 2003. Interlending and document supply: a review of recent literature - XLIV. *Interlending and Document Supply*. 31 (1): 35-41.
> Reviews 156 journals and some electronic lists and newsletters for issues relevant to interlending and document supply. The review deals with: scholarly communication, copyright, the British Library, e-books, remote document supply, site licensing, search engines, open access, e-journal usage and institutional repositories.

McGrath, Mike. 2003. Interlending and document supply: a review of recent literature - XLIV. *Interlending and Document Supply*. 31 (3): 202-207.
> The consequences of electronic publishing continue to manifest themselves in the 110 journals scanned for this literature review. Pricing, access, e-books and e-journals are amongst the issues considered in this issue's literature review. Further criticism of the publishing sector is identified and the potential for micro payments.

Rao, Siriginidi Subba. 2003. Electronic books: a review and evaluation. *Library Hi Tech*. 21 (1): 85-93.
> This paper discusses the genesis of e-books and derives a comprehensive definition from various definitions reported for them. It lists the various types of e-books with their characteristics and the major players in the market. It also highlights the pros and cons of e-books, and compares select e-book reader hardware and software with their specifications, requirements and characteristics. The impact of e-books on the publishing industry, on libraries and librarians, and digital rights management is discussed. The author concludes that e-books are rapidly becoming a viable alternative and provide growing advantages over the traditional medium.

Romano, Frank. 2003. E-books and the challenge of preservation. *Microform and Imaging Review*. 32 (1): 13-25.
> (An updated version of an article that appeared in Building a National Strategy for Preservation: issues in Digital Media Archiving www.clir.org/pubs/reports/pub106/ebooks.html). The trend toward electronic publishing has been based on factors such as the following: technological advances that

provide increased computing functionality at lower cost (generally summarized under the name Moore's Law); the development of new channels of information distribution (Intranet and Internet); the desire to reduce costs by eliminating paper, printing, and physical storage; the ability to search electronic files efficiently and retrieve information quickly; the ability to reuse information in other documents and other formats (with appropriate content rights management); the acceptance of reading on-screen by growing segments of the population; the convergence of text, imagery, audio, video, animation, and interactivity in new kinds of documents; the ability of virtually anyone to become his or her own publisher; the immediacy of content acquisition through electronic transactions and data downloading; and the demand for storage space in libraries. The degree to which these issues relate to the user acceptance and commercial viability of electronic books (eBooks) is discussed.

Vidana, Monica. 2003. E-books in public libraries. *Library + Information Update*. 2 (5): 36-37.

> Discusses the place of electronic books (ebooks) in public libraries and reports on the implementation of the 1st pilot service in the UK in Richmond. Benefits of ebook services in public libraries include: no overdues and fines; no theft or damage; ebooks are more environmentally friendly; greater choice for housebound users; and access to material outside library hours. Describesthe implementation process in Richmond: choosing ebook formats and providers; selecting titles; resolving the technical issues; training and involving staff; developing evaluation processes; launching the service; publicizing the service; and monitoring and assessing the impact on the library service.

Worth, Robert F. 2003. Online library wants it all, every book. *Publishing Research Quarterly*. 19 (2): 57-59.

> The Alexandria Library Scholars Collective is a project undertaken by the Alexandria Library, Egypt, to provide access to large numbers of electronic books and link the world's other major digital archives and make the electronic books more accessible through new software. It is planned to start using the Alexandria software in 2003, African Virtual University's 34 campuses in 17 African countries, but the scheme faces staggering logistical, legal and technical obstacles, including: copyright infringement, high costs and language barriers. Its success will depend on its ability to raise money from foundations and to forge links with governments and major universities that can offer access to their own books and materials.

2004

Appleton, Leo. 2004. The use of electronic books in midwifery education: The student perspective. *Health Information and Libraries Journal*. 21 (4): 245-252.

> The objectives of this paper are: (i) to illustrate the use of e-books by health studies students at a college of higher education; (ii) to provide a demonstration of how e-books may be facilitated by library and information services staff working across the health and academic sectors; (iii) to comment upon the experiences of health studies students, in using e-books. A focus group of 10 student midwives was used to gain insight into how e-books may be used in an academic context for health professionals. The findings of the student midwives' focus group are reported and discussed. In this instance, the student midwives were encouraged to use e-books as part of a structured information skills programme. The paper concentrates on how the e-books were used within this context and addresses the potential benefits and disadvantages from a student perspective. The results provide evidence of a largely positive experience of using e-books as an electronic information resource. The focus group reveals many benefits and advantages in the facilitation and use of e-books, as well as addressing areas for development. It is concluded that ebooks have a place in health library and information resources, but further development of e-books and e-book collections is required and subsequent investigation into their most effective use.

Ashcroft, Linda and Chris Watts. 2004. Change implications related to electronic educational resources. *Online Information Review*. 28 (4): 284-291.

> E-books are a relatively recent addition to the online electronic resources market, and commentators are still debating their efficacy. Access to e-books continues to develop, with numerous platforms available, and lack of standardisation an ongoing problem. However, there are potential advantages to e-books, including easier access, speed of publication, space-saving, and lower costs. Many university libraries are beginning to have e-books in their collections. A research project being undertaken at Liverpool John Moores University is investigating the provision of e-books in 127 academic libraries in the UK. Many academic libraries are providing access to e-book resources that

are free-of-charge, and those libraries offering e-book subscriptions are using the World Wide Web for their platform. There are similar issues in the take-up of e-books to those regarding the take-up of other electronic resources, such as e-journals. These include changes in professional and management skills, such as collection development, marketing and evaluation, user education, technological skills and communication skills.

Azeez, Abdul. T. A. and B. Premlet. 2004. E-publishing: Need of the hour. *DESIDOC Bulletin of Information Technology.* 24 (2): 3-7 publications.drdo.gov.in/gsdl/collect/dbit/import/v24/dbit2402003.pdf.
> Electronic journals and electronic books play a crucial role in the changing scenario of libraries and information centres. This paper deals with the emerging technology of electronic publishing. The paper covers e-journals, e-books, advantages of e-journals and e-books, publishers of scholarly e-journals and important e-publishing initiatives.

Bedi, Shailoo and Rosie Croft. 2004. eBooks for a distributed learning university: The royal roads university case. *Journal of Library Administration.* 41 (1-2): 113-137.
> Royal Roads University library, in implementing the institution's distributed learning model, purchased its first eBook collection in April 2000. Now, three years into subscription commitments and active development of an eBooks collection, the library conducts a study to determine: Who is accessing the collection? For what purposes is it being used? Is the collection adequate to meet the academic program needs? Is there a preference for the open access model over single user access? How does the learning community find reading on screen versus print? In short, is an eBook collection a vital resource for distributed learning? This paper focuses on the discoveries made through a quantitative and qualitative research study.

Connaway, Lynn Silipigni and Justin Littman. 2004. A circulation analysis of print books and e-books in an academic research library. *Library Resources and Technical Services.* 48 (4): 256-262.
> In order for collection development librarians to justify the adoption of electronic books (ebooks), they need to determine if e-books satisfy the information needs of patrons. One method to determine this is to measure e-book usage. This study compared the usage of 7,880 titles that were available in both print and e-book format at the Duke University Libraries. Although the results of this study cannot be generalized, it does provide information on the use of e-books in one academic research library and implications for e-book collection development.

Conyers, Angela. 2004. E-measures: ready for the count? *SCONUL Focus.* 31 (Spring): 53-56 www.sconul.ac.uk/publications/newsletter/31/18.pdf.
> A group of 25 higher education libraries are acting as pilot sites for the e-measures project run by evidence base , a research and evaluation unit based at the Library Services, University of Central England. They are testing out a range of measures relating to their collections of electronic information services and their use of electronic resources. For the four-month period February-May 2004, each library is collecting data on numbers and costs of eserials, databases, e-books and digital documents, on the usage of electronic information services, on virtual visits and electronic enquiries. They will be reporting monthly on the statistics collected, the methods used and any difficulties or issues encountered. The e-measures project is funded by the Higher Education Funding Council for England (HEFCE) under the Good Management Practice (GMP) programme and forms part of the larger Libraries: Outcomes and Measures project at evidence base which will look also at matching library outcomes to institutional aims and is being developed alongside eVALUEd, which was set up to produce an evaluation model for e-library developments.

Cox, John. 2004. E-books: challenges and opportunities. *D-Lib Magazine.* 10 (10) www.dlib.org/dlib/october04/cox/10cox.html.
> Electronic books (e-books) are commonly perceived as offering great potential for learner support but also as struggling to compete with print due to poor on-screen presentation, restrictive licensing and limited range of titles offered. The experience of a group of Irish university libraries shows that, with the right combination of product and subjects, e-books can thrive among students and faculty, while librarians can create more dynamic, relevant and flexible collections than for print. Subscription management is demanding for libraries, however, and licensing issues remain highly problematic, representing a formidable obstacle to full exploitation.

Crawford, Walt. 2004. Books and beyond: evolving libraries and media. *North Carolina Libraries.* 62 (1): 6-15.

Examines the possible future development of libraries in terms of the main issues: books and other resources (including electronic books (e-books)); the crisis in periodicals acquisitions; issues and possibilities; distinguishing types of libraries; library missions (long term missions versus short term needs). Concludes with a nine point plan for libraries to predict their development based on what has occurred over the past few years.

Dearnley, James and Cliff McKnight and Anne Morris. 2004. Electronic book usage in public libraries: a study of user and staff reactions to a PDA-based collection. *Journal of Librarianship and Information Science*. 36 (4): 175-182.

This article reports on one aspect of a Laser Foundation-funded research project that tested different models of e-book delivery and offered guidelines for developing e-book collections in UK public libraries. An e-book collection was offered to library users (primarily, users relying on a mobile library service) on Personal Digital Assistant (PDA) devices at Essex County Libraries. The article considers reaction from both library users and staff. A number of positive and negative reactions to e-books were noted, and the indicative results point to the conclusion that dedicated PDA collections still offer questionable benefits for use in public libraries.

Ferguson, Tony and Angela Ko. 2004. eBooks in China. *Against the Grain*. 16 (5): 42, 44, 46, 50.

Reviews the current trends in the growth and development of electronic books (e-books) in the Chinese People's Republic by means of a survey of the e-book collections in the libraries of the ten major Chinese universities to determine the which ones use books from one or more of the three major Chinese e-book producing companies: Apabi; Superstar; and Scholars. The user operational functions built into the products of these three producers are tabulated and compared. Concludes with notes on other Chinese e-book related activities and projects.

Garrod, Penny. 2004. E-books: are they the interlibrary lending model of the future? *Interlending and Document Supply*. 32 (4): 227-233.

This article assesses the likely impact of e-books on interlibrary lending in the UK. It examines a range of factors that are likely to impact on the lending of e-books to other libraries, for example, digital rights management systems designed to protect copyright and publishers' profits, and the limited take-up of e-book services in UK libraries. It analyses the reasons behind this poor take-up including unsuitable pricing and delivery models and lack of appropriate content. The article also gauges current levels of demand for books requested via interlibrary loans, and questions whether books are different from documents in terms of copying and distribution, and what the likelihood is of e-books being able to satisfy interlibrary loan requests. A new hybrid model of interlending, aimed at solving the problem of lending e-books in academic libraries, is reviewed.

Hall, Julie. 2004. Living up to expectations: public library perspective. *Serials.* 17 (3): 263-266 http://uksg.metapress.com/app/home/content.asp?referrer=contribution&format=3&page=1&pagecount=4.

Richmond upon Thames is an outer London borough providing library and information services to a population of 173,000 people. Since 1999 it has moved from a pre-ICT state to providing eight subscription services electronically, plus e-books and e-audio. This presentation looks at the provision of electronic resources through a public library service perspective (what we did and why, how we did it, what worked and what didn't), focusing on the importance of staff input and training, marketing and promotion, accessibility and increasing user take-up.

Khode, Subhash and Divik Kumar. 2004. Free information sources and services on Internet for libraries: a selective compilation. *DESIDOC Bulletin of Information Technology*. 24 (4): 13-18 publications.drdo.gov.in/gsdl/collect/dbit/import/v24/dbit2404013.pdf.

Over the last few years, the internet has revolutionised the ways by which librarians can provide information sources and services to their users. This paper describes how with the help of the internet, librarians provide access to the various types of online information sources and services to their users, which are freely available on internet including e-journals, e-books, online databases, encyclopaedias, virtual libraries etc. The paper also contains various examples of these sources with their URLs.

Kukulska-Hulme, Agnes. 2004. Editorial preface: usability: a common theme for developments in e-learning at the UK open university. *International Journal of Distance Education Technologies.* 2 (3): I-VI www.igi-global.com/Files/Ancillary/JDET%20preface%202%283%29.pdf.

This editorial preface highlights a selection of recent e-learning developments at the UK Open University with which the author has had direct involvement as a project leader or evaluator, and

offers some reflections on progress and lessons learned. The three projects described are concerned with student me of course websites, e-books, and digital video. A common theme running through the projects is investigating and ensuring the usability of new technologies for teaching and learning.

Le Saux, Annie. 2004. La bibliotheque face aux mutations de la chaine du livre. The library in the face of a changing book distribution chain. *Bulletin des Bibliotheques de France.* 49 (4): 114-115 bbf.enssib.fr/consulter/bbf-2004-04-0114-003.

Le Saux, Annie. 2004. Le livre electronique dans l'enseignement superieur.= The electronic book in higher education. *Bulletin des Bibliothèques de France.* 49 (3): 99-100 bbf.enssib.fr/consulter/bbf-2004-03-0099-006.

McGrath, Mike. 2004. Interlending and document supply: a review of recent literature - 49. *Interlending and Document Supply.* 32 (2): 126-131.
> Reviews the recent literature in document supply. Looking in particular at e books and journals, resource sharing, scholarly communication, unmediated delivery and pricing.

Moore, Thomas L. 2004. The future of the book in the public library. *North Carolina Libraries.* 62 (1): 23-26.
> Notes the existence of two different schools of thought with regard to books in the public library: that books in paper form will cease to exist and they will be replaced shortly by electronic materials; and that the traditional book will continue to exist as a viable, and the preferred, format for conveyance of ideas and information. Discusses these viewpoints in relation to the current debate at San Francisco Public Library, California, about the role of the book in its present and future forms. Examines the potential future of electronic books and their readers in terms of four criteria for any reader to be successful, that the reader must be portable, ecologically friendly, economical, and easy to use. Concludes that the book in its present form is likely to continue to exist but there will be technologies developed which will enhance the book but not replace it.

O'Leary, Mick. 2004. Knovel makes e-books act like books. *Information Today* 21 (3): 35,39.
> Reports the advances in electronic book publishing as evidenced by the innovations of the Knovel Corporation, "Knovel" standing for "novel way to knowledge". While the collection of technical books is not in itself different from those available on other sites, Knovel's interface is notable for its tools for retrieving and manipulating data and the clarity of its screens.

Patez, Alain. 2004. Bibliotheque lecture en mobilité. = Libraries and mobile reading. *Bulletin des Bibliothèques de France.* 49 (6): 98-104 bbf.enssib.fr/consulter/bbf-2004-06-0098-001.

Perez Arranz, Fernando. 2004. Brevisima historia de la lectura electronica. = Abbreviated history of electronic reading. *Profesional de la Informacion.* 13 (3): 179-190 www.elprofesionaldelainformacion.com/contenidos/2004/mayo/2.pdf.

Petrick, Joseph. 2004. The Electronic Library: responses from the State University of New York (SUNY). *OCLC Systems and Services.* 20 (4): 174-182.
> Illustrates the methods of pointing to remotely-accessible electronic resources in libraries in a university system ranging from research centers to community colleges. The online catalogs of libraries in the State University of New York (SUNY) system were tested for remotely-accessible electronic resources. Each library's internet home page was also searched for means of linking to journal titles. The libraries at SUNY campuses have shown different responses to the issues of making available aggregator databases, web sites, and e-books. Amarked decrease in the use of the online catalog to make available remotely-accessible electronic resources at academic libraries other than those at the research level was noted. The findings are limited insofar that no effort was made to determine the reasons why each library did or not include records for remotelyaccessible electronic resources in their online catalogs. Academic libraries find desirable a single search interface for remotely-accessible electronic resources, and this may include the library's online catalog. This study will be of value to those who are concerned with the ways in which remotely-accessible electronic resources are made available in various sizes of academic libraries, particularly those engaged in decision making about online resources.

Rao, Siriginidi Subba. 2004. E-book technologies in education and India's readiness. *Program.* 38 (4): 257-267.

This paper provides background information on e-books, and outlines their implementations, advantages and disadvantages. Details are given of the e-book technologies of hardware and software with tables comparing the features of various products on the market. The role of e-books in education in general is outlined. The specific case of India is described in more depth with details of initiatives for utilising e-books for a national literacy mission. The paper concludes that, at present, viewing technology is a limiting factor but that in future content will become paramount.

Rao, Siriginidi Subba. 2004. Electronic book technologies: an overview of the present situation. *Library Review*. 53 (7): 363-371.

> The continued presence of electronic books or e-books has significantly affected the publishing industry in recent years. The growing popularity of the Web and public acceptance of new e-book technologies is facilitating their spread. However, initial optimism about the growth of the medium has been tempered by a measured uptake of the medium and the withdrawal of some e-books products from the market. This paper attempts to update the position with e-books and provide an overview of e-book technologies by defining types of e-books, listing their implementations, their advantages and disadvantages, hardware, software, management software and their future. The paper concludes that the success or failure of e-books depends not only on acceptance by users but also on the publishing industry's ability to see beyond traditional business models. The e-book readers are still in early stages of development but the hope is that common industry standards will soon be adopted and the medium will reach its full potential.

Stewart, David C. 2004. Electronic textbook vendors: an evaluation. *Journal of Electronic Resources in Medical Libraries*. 1 (3): 1-11.

> As more electronic textbooks appear, libraries need to be aware of their key features in order to develop good collection development standards for these materials. This article looks at five vendors and discusses cost, searching capabilities, print functions, statistics gathering, PDA platforms, and the advantages and disadvantages of each one.

Stockton, Christine. 2004. Acquiring and marketing eBooks at University College Chester: it's all down to teamwork and communication. *SCONUL Focus*. 31 (Spring): 16-18
www.sconul.ac.uk/publications/newsletter/31/6.pdf.

> On 9 March 2004 the Learning Resources department at University College Chester launched its new 10,000 plus electronic books (eBooks) collection purchased through a deal with NetLibrary, negotiated by NoWAL (North West Academic Libraries). Describes the promotional exercise successfully undertaken by the Library.

Storey, T. 2004. NetLibrary: a flavorful blend of services. *OCLC Newsletter*. 265 (Jul-Sep): 15-16
www.oclc.org/news/publications/newsletters/oclc/2004/265/downloads/netlibrary.pdf.

> NetLibrary, Colorado, is the major publisher of electronic books (e-books), selling to over 12,000 libraries in 41 countries, with 75,000 titles from 450 publishers, and a strong commitment to non-English language books. In recent years, NetLibrary has expanded its services to include audio books, popular materials, subject-specific collections; and TitleDiect, a profiling tool that alerts libraries to new e-book content added to NetLibrary. In future, there are plans to integrate e-books, electronic periodicals and special content collections to enable libraries to enhance their collections with individual products.

2005

Appleton, Leo. 2005. Using electronic textbooks: promoting, placing and embedding. *Electronic Library*. 23 (1): 54-63.

> Purpose: The paper illustrates the experiences of both academic and support staff in the use of electronic books within a higher education setting. The case studies report upon practice at Edge Hill College of Higher Education, which has allowed for successful e-book development strategies to be employed in teaching and learning within the college. The paper will deal particularly with e-book marketing, implementation and evaluation strategies, as well as embedding e-books into virtual learning environments (VLEs). Design/methodology/approach: The paper reports upon two significant chapters within e-book development at the college. The first of these is an initial evaluative e-book research project, from which strategy and policy were formulated. The second part of the paper introduces case studies in which the findings of the initial research impact upon the embedding of e-books into teaching and learning and subsequently into the college's VLE. Findings:

User evaluations provide qualitative analytic data into the benefits and disadvantages of using e-books in higher education teaching and learning activity. Research limitations/implications: The findings are limited to one particular higher education institution and specific curriculum areas within. Originality/value: The evaluative data, as well as particular e-book strategies identified, make the paper of value to those researching e-book usage and activity, in particular within online learning.

Armstrong, Chris and Ray Lonsdale. 2005. Challenges in managing e-books collections in UK academic libraries. *Library Collections, Acquisitions, & Technical Services*. 29 (1): 33-50.
> This paper reports on research into issues surrounding the collection management of e-books in tertiary education libraries in the UK. Focus groups were conducted with university librarians representing three disciplines - business and management; engineering; and health and medicine, and librarians in post-16 education. Semistructured interview schedules were employed, and the proceedings were recorded and transcribed. The research identified the types and levels of e-books required. The nature of bibliographical control and the selection, acquisition, modes of access, and issues surrounding the licensing of e-books were delineated. The study identified problems associated with these fields and confirmed the need for a national model licence

Aucoin, Marsha and Marylin Christianson. 2005. Electronic or print books: Which are used?. *Library Collections, Acquisitions, & Technical Services*. 29 (1): 71-81.
> The first SOLINET netLibrary Shared Collection duplicated numerous print books held by Louisiana State University. The library identified over 2,852 print/ebook equivalents in its catalog. Use statistics for both formats were collected monthly for a year. A t-test of the differences in the pairs' circulation found a low correlation. Ebook accesses followed the academic year. University press ebooks garnered a smaller share of accesses relative to title count than those of commercial publishers. Differences in format preference were found by subject and classification. Acquiring an ebook thus means something different for patrons than acquiring its print equivalent.

Barker, Philip. 2005."Using e-books for knowledge management. *Electronic Library*. 23 (1): 5-8.
> Purpose: Aims to introduce the articles in the special issue which demonstrate the many important uses to which electronic books are now being put. Design/methodology/approach: The article combines narrative and analysis. Findings: Knowledge is one of those important "commodities" which we (as individuals, groups and communities) accumulate during the process of living. There is likely to be a growing demand for highly portable, dynamic electronic books that are able to supply data, information and knowledge "on demand". The latest wireless, satellite and server technologies now make this possible. Originality/value: Provides a brief overview of the e-book environment (for knowledge management).

Bennett, Linda and Monica Landoni. 2005. E-books in academic libraries. *Electronic Library*. 23 (1): 9-16.
> Purpose: This paper provides an analysis of the current state-of-the-art in e-books, and attempts both to set the scene and provide reasons for their low uptake. Design/methodology/approach: The different approaches to e-books of academic librarians, authors, publishers and readers are considered, using the results of a recent survey commissioned by the Joint Information Systems Committee. Findings: The findings of this study make it clear that those who know about e-books see them as potentially useful tools. However, a number of users of ICT resources are still unaware of e-books even when their academic libraries' e-book holdings is high. The lack of promotion from within the university, particularly from the academics, and to a certain extent from the librarians, is indeed a major reason for this knowledge gap. Practical implications: Publishers, e-book providers and aggregators, academics and intermediaries (i.e. librarians and information specialists) should concentrate on raising awareness of what is available and what are the advantages related to e-books for specific categories of users. At the same time e-book suppliers should make e-books easier to find and purchase. Crucially, both the research and commercial development communities have to address these major issues: definition of common bench marks for research to progress; usercentred design as a paradigm; better and stronger links with all stakeholders. Originality/value: This paper offers a stepping stone for all parties interested in moving forwards to achieve this common goal.

Berube, Linda. 2005. E-books in public libraries: A terminal or termination technology?. *Interlending and Document Supply*. 33 (1): 14-18.
> Purpose: Aims to present a background to the use of electronic resources, especially e-books, in public libraries, which appears to threaten some basic activities that define a reading culture dependent on the print book. Design/methodology/approach: There are initiatives afoot which are

working to integrate e-books into the culture and process of resource-sharing. This paper reviews some of the issues with e-books, and specifically how the Co-East partnership proposes to contribute to the initiatives concerned with improving accessibility. Findings: It is important that public libraries do take that first step in implementing an e-books service and take care in its promotion. Their traditional role, after all, is providing the bridge between rights holders and the public and, with the advent of "disruptive technology", this role is more crucial than ever. Originality/value: An important precedent for this project has been the findings from the Essex e-books project, and especially user feedback. Although no one was asking about e-books, users from all age groups were curious enough to participate in the project, and forthcoming in offering their opinion, much of it positive, about the reading experience and the mobile technology.

Bin, Feng and Qihao Miao. 2005. Electronic publications for Chinese public libraries: challenges and opportunities. *Electronic Library*. 23 (2): 181-188.

Purpose: Although a large number of Chinese libraries keep some sort of electronic publications, mainly formal publications on CD-ROM and online, the usage is quite different from one library to another. While the hardcopy business process is mature, the rules and regularities of electronic publications in libraries are under development; many business models are on a trial basis. This paper plans to investigate what and how many of these electronic materials should be bought and brought to the users, and how they are used, which are still embarrassing questions for librarians. Design/methodology/approach: The authors made an inquiry into the current status of formal electronic publications, including e-books and e-journals at the two major library groups: public and university libraries, as found out from the explanation of the gap by literature analysis and interview. Findings: Through the survey on a few leading libraries of China, we found the big usage gap of e-journals in public versus university libraries in China. The factors that cause the usage difference are that public libraries have diversified reader needs, lack of general-purpose e-publication, inferior skill in using epublications, a charging service model of e-publications, less negotiating power and pricing. Originality/value: The authors believe that if the improvements outlined in the paper are introduced, then public libraries can lift their e-publication service to a higher standard, including extension of the subject scope, building of consortia, upgrading of the reading environment, and enhancing of the user training and service.

Dawson, Alan and Jake Wallis. 2005. Twenty issues in eBook creation. *Against the Grain*. 17 (1): 18, 20, 22.

Discussion of electronic books (eBooks) in libraries and universities covers a range of issues such as selection, purchasing, licensing, management and user support. One topic that rarely arises is that of eBook creation. Most librarians see themselves as consumers rather than creators of eBooks. Yet libraries have a mass of books and other materials that may be suitable for digitization. Summarises many of the issues that arise when creating eBooks and publishing them in open access XHTML format on the World Wide Web, and describes policies that can help resolve these issues. Discusses such issues as: eBook formats; digitization issues; text management issues; image management issues; publication issues; cataloguing and indexing issues; and the principles of eBook creation. Notes how Google is taking the lead in this process by working with major libraries to carry out automatic digitization of their collections on a large scale and there is considerable scope for this lead to be taken up by smaller libraries.

Falk, Howard. 2005. Temple of the computer. *Electronic Library*. 23 (2): 244-248.

Purpose: Aims to investigate the new use of libraries by the public. Design/methodology/approach: Begins by describing the facilities at Seattle Central Library which represents a general escalation of public interest in libraries. Goes on to examine how other libraries are making use of computers and the internet. Findings: It appears that computerbased services are the force behind the increase in library use. Discovers that there is an increase in the use of e-books and that library circulation and maintenance has been improved by the use of radio frequency identification (RFID) tags. Originality/value: This paper provides a useful insight into how computer-based services can be used to benefit libraries.

Gall, James E. 2005. Dispelling five myths about e-books. *Information Technology and Libraries*. 24 (1): 25-31.

Some considered 2000 the year of the e-book, and due to the dot-com bust, that could have been the format's high-water mark. However, the first quarter of 2004 saw the greatest number of e-book purchases ever with more than $3 million in sales. A 2002 consumer survey found that 67 percent of respondents wanted to read e-books; 62 percent wanted access to e-books through a library. Unfortunately, the large amount of information written on e-books has begun to develop myths

around their use, functionality, and cost. The author suggests that these myths may interfere with the role of libraries in helping to determine the future of the medium and access to it. Rather than fixate on the pros and cons of current versions of e-book technology, it is important for librarians to stay engaged and help clarify the role of digital documents in the modern library.

Gedeon, Randle and Bettina Meyer. 2005. eBooks at Western Michigan University: a case study. *Against the Grain*. 17 (1): 52-54.
> Describes the activities of Western Michigan University Library in the provision of access to electronic books (eBooks), noting: some of the major eBook series databases available to library users; acquisitions and access; cataloguing; eBook applications; eBook usage; and some of the successes and disappointments experienced. Concludes that the overall experience of eBooks has been successful, particularly in terms of overcoming the problems of theft and damage, and the addition of tens of thousands of quality titles to the collection has been.

Haarhoff, L. 2005. Books from the past: an e-books project at Culturenet Cymru. *Program*. 39 (1): 50-65.
> Purpose: To describe the open-source solution developed by Culturenet Cymru, for the Welsh Books Council, for presenting digitised books and other printed material online. Design/methodology/approach: The challenges faced in the implementation of a pilot e-book collection of nine out-of-print books is described. Findings: The adoption of a number of international standards for the presentation, coding, conversion, metadata and searching of texts have resulted in a working pilot project. Practical implications: It is hoped that many publicly funded bodies such as libraries and archives will make use of the system. A small collection of ebooks may be of some use, but it is the ability to search for, and access, e-books across distributed collections which will provide real educational benefit. Originality/value: Culturenet Cymru hopes to play a role in co-ordinating the adoption of common standards for text digitisation in Wales.

Heye, D. 2005. Next stop: global? A study in globalization at Shell Exploration and Production BV, Rijswijk, Netherlands. *Information Outlook*. 9 (2): 29-31.
> Describes the project, undertaken by Shell International Exploration and Production BV, Netherlands (EP), to implement a recommendation to merge all information management (IM) activities concerned with the delivery of information technology (IT) systems and services into the EP IT organization. The goal of the project was to develop a detailed design for the new global IM services, with particular reference to the high priority opportunities as defined in the global IT study, resulting in: cost reduction through leverage of global scale; business need driven quality and service levels; leverage of external service offerings where this is sensible; providing best support the new global IM processes; and integration with the new global IM applications and infrastructure. Presents details of the study in terms of: evaluating the current situation at Shell EP Libraries; benchmarking; the required result; requirements; and opportunities. Concludes that the globalization study revealed specific needs in the areas of: literature and information searching and analysis; books and electronic books; electronic periodicals; and a global setup of the EP library organization.

Howell, D. 2005. Mobiles ring e-book sales. *Bookseller*. 5177 (May): 24.
> After a somewhat shaky start, e-books are starting to establish a market presence, and the development of an e-book reader for mobile phones could provide the impetus needed for it to start growing fast. With millions of phone handsets ready to receive e-book content, this could be the innovation that publishers have been waiting for.

Kubilius, Ramune. 2005. eBooks in the health sciences: trends and challenges. *Against the Grain*. 17 (1) : 36, 38-40.
> Reviews current developments in the availability of electronic books (eBooks) in the healthcare and medical fields that may reflect other, similar experiences in other types of libraries. Discusses what eBooks are available, electronic hybrids and supplements, personal digital assistants (PDAs), and some of the remaining challenges.

McLuckie, Ann. 2005. E-books in an academic library: implementation at the ETH library, Zurich. *Electronic Library*. 23 (1): 92-102.
> Purpose: To provide some insight into the phenomenon of e-books and their potential application in general, and to describe how the ETH-Bibliothek, an academic library, has integrated web-based e-books into its collection. Design/methodology/approach: The concept of e-books was examined and the success (or failure) of their integration into library collections evaluated. How web-based e-books have been integrated into the ETH-Bibliothek's collection was evaluated, as there were different

formats and pricing models for e-books. Other important issues relevant to e-books were considered, such as usage statistics, how to discover new e-books for integration into a collection, and whether web-based e-books are likely to be applied successfully in academic libraries. Findings: The implementation of e-books at the Swiss Federal Institute of Technology (Eidgenossische Technische Hochschule) in Zurich is described, and information is provided on publishers or aggregators through which the ETH has subscribed to e-books, different formats and pricing models for e-books and usage statistics. How the number of e-books to which an institution subscribes can be increased, is described, together with the benefits of e-books in the academic environment, which will in all likelihood ensure the ongoing future of web-based e-books. Originality/value: The paper provides introductory information on e-books in general and on their suitability to an academic library in particular.

Notess, Greg R. 2005. Searching books between the covers. *Online.* 29 (3): 41-44.
> Innovative Interfaces' Electronic Resource Management (ERM) system has been chosen by New York University to aid in the evaluation, acquisition, and maintenance of its electronic resources. The Library's collections include 24,057 electronic periodicals from publishers, an additional 15,951 aggregated in commercial databases, 407 reference databases, and many electronic books and primary source material.

Rao, Siriginidi Subba. 2005. Electronic books: their integration into library and information centers. *Electronic Library.* 23 (1): 116-140.
> Purpose: To highlight the salient features of e-books, challenges that arise in integrating ebooks into library and information centers (LICs), e-books business models and licensing, and future of e-books. Design/methodology/approach: Discusses the emergence of e-books and a comprehensive definition for them. Lists various implementations of e-books, their advantages and disadvantages in LICs and compares select e-book reader hardware and software with their specifications, requirements and characteristics. Findings: Examines several issues to integrate ebooks into LICs to find workable solutions based on identification, selection, circulation, maintenance, quality assurance, pricing, fair use, standards and interoperability, business models and licensing. Research limitations/implications: E-books are a new convergence of various traditional works and functions based on the application of new information technology. Practical implications: The issues causing concerns to users and LICs can be sought by collaborating with industry to ensure LICs play a continuous role in communication information and act as repositories of knowledge, for the benefit of society. Originality/value: This paper offers practical solutions for LICs in integrating e-books in their collection.

Thompson, John B. 2005. *Books in the Digital Age.* Polity: Cambridge (UK). ISBN: 9780745634777.
> The book publishing industry is going through a period of profound and turbulent change brought about in part by the digital revolution. What is the role of the book in an age preoccupied with computers and the internet? How has the book publishing industry been transformed by the economic and technological upheavals of recent years, and how is it likely to change in the future?
> This is the first major study of the book publishing industry in Britain and the United States for more than two decades. Thompson focuses on academic and higher education publishing and analyses the evolution of these sectors from 1980 to the present. He shows that each sector is characterized by its own distinctive `logic' or dynamic of change, and that by reconstructing this logic we can understand the problems, challenges and opportunities faced by publishing firms today. He also shows that the digital revolution has had, and continues to have, a profound impact on the book publishing business, although the real impact of this revolution has little to do with the ebook scenarios imagined by many commentators.
> Books in the Digital Age will become a standard work on the publishing industry at the beginning of the 21st century. It will be of great interest to students taking courses in the sociology of culture, media and cultural studies, and publishing. It will also be of great value to professionals in the publishing industry, educators and policy makers, and to anyone interested in books and their future.

Widmark, Wilhelm. 2005. Textbooks as eBooks: a case study from the University Library of Stockholm, Sweden. *Against the Grain.* 17 (1): 55-56.
> Presents a case study based on the project, undertaken by Stockholm University Library (SUB) and eLib, one of the largest producers and distributors of eBooks, to provide students at the University with textbooks in electronic form. The main objective of the provision of electronic books (eBooks) was to find new ways to manage textbooks and the University Library was set up to accept and

handle eBooks. Pays particular attention to the technical and economic solutions developed by the project in creating its eBook system and reports on the evaluation of the pilot project, which determined the reactions of students, only 3 per cent of whom thought the scheme was bad/very bad. Concludes that the project has answered many of the questions associated with eBook textbook provision and the Library has continued to acquire eBooks from ebrary, netLibrary and directly from publishers.

Wicht, Heather. 2005. Selecting and acquiring eBooks: so many choices, so many processes. *Against the Grain.* 17 (1): 26, 28.

Discusses the issues involved in the acquisitions and collection development processes and the purchasing models used by libraries when dealing with electronic books (eBooks). The account focuses on World Wide Web based eBook content but does not discuss portable eBook reading devices. An overview of the eBook purchasing models is presented and extensive discussion of provided focusing on: eBook subject areas; title-by-title purchases; subscriptionbased eBook purchases; the cost of eBooks; and considerations for eBook selection. With so many different types of products available, access models and content can vary widely but librarians can evaluate these resources using a common set of criteria.

Woo, Helen. 2005. The 2004 user survey at the University of Hong Kong libraries. *College & Research Libraries.* 66 (2): 115-135.

An online user survey, with the option to complete in the print format, was conducted between February 9 and February 22, 2004. The aim of the survey was for users to evaluate the performance of the main library and the six branch libraries, to identify any performance gaps, and to find out user preferences for print and electronic materials. A total of 2,564 returns were received. The results showed that 68.8 percent of the respondents prefer to use journals online compared to 31.2 percent who prefer to use print journals; and 71.8 percent of the respondents prefer to use printed books compared to 28.2 percent who prefer to use electronic books. Eighty-eight pages of written comments were received covering a wide array of issues.

2006

Anuradha, K. T. and H. S. Usha. 2006. Use of e-books in an academic and research environment: A case study from the Indian Institute of Science. *Program.* 40 (1): 48-62 eprints.iisc.ernet.in/5890/1/ebook1-final.pdf.

Purpose: The purpose of this study is to investigate the use and usability of e-books from the perspectives of users in an academic and research environment. Design/methodology/approach: This study involved an e-mail questionnaire to survey researchers in the academic and research environment of the Indian Institute of Science regarding their use of e-books. Findings: The responses indicated that the students tend to use this new technology more often than faculty members and staff. Those who did use e-books mostly used reference and technical material. The highest response was from the Centre for Ecological Science, followed by the Supercomputer Education and Research Centre, and then the Department of Molecular Reproduction and Development and Genetics. The majority of the respondents have used computers for over five years for a variety of purposes including e-mail communication, internet browsing and text processing as well as for other advanced uses such as numerical computing and DNA sequence analysis. However, the use of e-books appears to be very low, indicating a requirement for creating awareness and user education about both software and hardware related to e-books. Only 37 of the 104 respondents had used the free trial offer from Kluwer and Edutech eBooks during July 2004. Originality/value: There has been no previous study reported which has investigated users' perspectives of e-books in an academic and research environment in India using a questionnaire method.

Ball, David. 2006. Innovative models for procuring e-books. *Serials.* 19 (1): 28-31.

This paper gives some background on e-books and UK library purchasing consortia, before discussing in detail an innovative tender for e-books undertaken for higher education in the UK. The main aims of the tender were to provide members with agreements that were innovative in terms of business models giving value for money; were flexible, offering those with differing requirements appropriate options; exploited the electronic medium in terms of granularity and multi-user access; focused on users' needs rather than libraries' requirements; and encouraged the addition of library-defined content. The success of the tender demonstrated that libraries are not prepared to accept

the restrictive and expensive business models, often based on hard-copy practice, which some aggregators seem to be forcing on us. In terms of content, it also showed libraries taking the lead in influencing what aggregators are making available.

Band, Jonathan. 2006. The Google Library Project: both sides of the story. *Information Outlook*. 10 (6): 35-36, 39-40, 43, 45-48, 51-52, 54 (Reprinted from the online version of Plagiary, 1 (2). www.plagiary.org/Google-Library-Project.pdf).

> Google's announcement that it will include in its search database the full text of books from five of the world's leading research libraries through its Google Book Search project (formerly the Google Print project) has provoked newspaper editorials, public debates, and two lawsuits. Some of this attention can be attributed to public fascination with any move taken by Google, one of the most successful companies in the digital economy, while the sheer scale of the project and its possible benefits for research have also captured the public imagination. Finally, the controversy over copyright issues has been fuelled by Google's willingness to pursue this ambitious effort notwithstanding the opposition of the publishing industry and organizations representing authors. It is argued that much of the press coverage confuses the facts, and the opposing sides often talk past each other without engaging directly. Attempts to set out the facts and review the arguments in a systematic manner. Concludes that, although both sides have strong legal arguments, the applicable legal precedents support Google's fair use position.

Banks, Michael A. 2006. The author looks at Google Book Search. *Online.* 30 (2): 15-17.

> An author of non-fiction books expresses some of his concerns about Google Book Search [books.google.com/(Beta)] (formerly Google Print), the full text service provided by publishers, as copyright owners, who give Google permission to scan their books, and large libraries (Stanford University, Harvard University, Oxford University, Michigan University, and New York Public Library) that allow the scanning of books, both older out-of-copyright books and newer in-copyright books, held in their collections. While the author acknowledges the usefulness of the service, he also draws attention to two concerns: the fact that Google Book Search is using copyrighted material for profit without paying for it; and likelihood that the service dissuades users from buying certain kinds of non-fiction books. The business model for Google Book Search is very similar to that used by radio stations since the 1920s, where copyrighted music is played to attract advertising, just as Google will use its scanned books to attract advertising. The broadcasters pay copyright fees for playing the music but Google will pay anything for scanning the books. There are fears that Google Book Search will change the public's attitude to copyright and come to regard the scanning and posting of books. Concludes that the way in which Google Book Search works will discourage some users from buying certain non-fiction books since the small extract retrieved may be sufficient to satisfy the user's requirements, a situation that does not apply in the same way to works of fiction.

Bailey, Timothy P. 2006. Electronic book usage at a master's level I university: a longitudinal study. *Journal of Academic Librarianship*. 32 (1): 52-59.

> From 2000-2004, the Auburn University Montgomery Library measured electronic book usage. Electronic book usage increased while use of the printed collection decreased. Subject areas most used resembled those reported by larger institutions, supporting the idea that some subjects are amenable to electronic use regardless of institutional size and mission.

Bengston, Jonathan B. 2006. The birth of the universal library. *Library Journal*. 131 (Supplement 15 Apr): 2-4.

> Net Connect Supplement Spring 2006. Describes the aims and purposes of the Open Content Alliance (OCA), which is a collaborative venture which seeks to develop a process for scanning books and information rapidly for the public domain and has similar objectives to Google's plan for scanning books which has attracted more attention and publicity than OCA. The OCA is driven by the vision of Brewster Kahle, who founded the Internet Archive, to create an archive that provides free access to the world's written heritage that is in the public domain via the World Wide Web. During 2006, the aim of OCA is to scan a large amount of material that reflects the history, culture and ecology of North America.

Berinstein, Paula. 2006. The day of the author has arrived: rights and business models for online books. *Searcher*, 14 (4): 26-32 www.allbusiness.com/technology/software-services-applications-internet/10536902-1.html.

> The emergence of electronic books and new publishing models associated with the open access and related developments looks set to shift the balance of power between the author and the publisher in

favour of the former. The types of hybrid access to books that have been pioneered by Amazon.com, through such developments as Amazon Pages and Amazon Shorts are likely to alter the traditional approach to the use of books in libraries by accessing and storing only those parts of books that are necessary to satisfy the particular needs of library users. Random House plans to sell book content on a pay-per-page-view basis. Other players in this hybrid access market include: HarperCollins, Google (Google Book Search), and Microsoft (MSN Book Search). It is not yet clear what will happen to the sales of physical books when these new approaches become widely available.

Cope, Bill and Angus Philips (ed.). 2006. *The Future of the Book in the Digital Age*. Chandos: Oxford. ISBN: 9781843342403.
> With contributions from some of the world?s leading authorities, this publication considers the future of the book in the digital age. As more books are published than ever before, this timely publication addresses a range of critically important themes relating to the book - including the present and future for publishing, libraries, literacy and learning in the information society.In the early 1990s the printed word appeared to be facing a terminal crisis, threatened from all sides by new media and other forms of entertainment. Subsequently the book has proved to be resilient in the face of these challenges, confounding the predictions of those who saw its replacement, whilst digital technology is providing mechanisms that enhance our ability to produce and distribute printed books. New developments, such as the growth of self-publishing and print on demand, and initiatives from major players such as Amazon and Google, mean that the printed book is in the middle of great changes.

Corinna, Baksik. 2006. Fair use or exploitation? The Google Book Search Controversy. *Portal: Libraries and the Academy.* 6 (4): 399-415.
> The Google Book Search Library Project, in which millions of books from libraries will be scanned and made searchable on the Web, has led to controversy and legal action. Publishers are suing Google for copyright infringement, while Google claims their use falls under the fair use privilege of the Copyright Act. An overview of the library project is followed by an examination of the controversy and a look at the beta program in practice.

Dames, K. Matthew. 2006. Library organizations should support Google Book Search. *Online.* 30 (2): 18-19. www.redorbit.com/news/technology/412990/library_organizations_should_support_google_book_search/
> Comments on the criticisms made in the Wall Street Journal by Michael Gorman, president of the American Library Association (ALA), concerning Google Book Search [URL: books.google.com/(Beta)] (formerly Google Print), the full text service containing digitized books provided by publishers (as copyright holders) and large libraries (Stanford University, Harvard University, Oxford University, Michigan University, and New York Public Library) that allow the scanning of books, both older out-of-copyright books and newer in-copyright books, held in their collections. Gorman's criticisms characterized Google's digitization projects as potentially disastrous since it reduces scholarly texts to paragraphs and flaunts the intellectual property rights of authors. It is argued that the main problem with Gorman's criticisms resides in the fact that the ALA, together with the other library representative organizations, including the Special Libraries Association, Medical Library Association, and Association of Research Libraries, have long been active in fighting the efforts of "Big Content" to gerrymander public copyright legislation for private, protectionist interests. Concludes that the litigation skills of the ALA would be better applied to deriving a more consistent approach to digital copyright and supporting the efforts of such innovations as Google Book Search.

Dillard, David. 2006. Librarians, jelly beans and Google Book Search. *Online.* 30 (2): 20-21.
> It is argued that the emergence of search tools such as Google Book Search [URL: books.google.com/(Beta)] (formerly Google Print), the full text service containing digitized books provided by publishers (as copyright holders) and large libraries (Stanford University, Harvard University, Oxford University, Michigan University, and New York Public Library) that allow the scanning of books, both older out-of-copyright books and newer in-copyright books, held in their collections, will revolutionize research my providing access to content in books, no matter how obscure. Concludes that the service will lead to increased sales of books and increase the revenues for publishers as they become able to sell parts of the contents of the books electronically.

Eaton, Jonathan. 2006. Google and copyright. *Managing Information.* 13 (1): 10.
> Open Content Alliance (OCA) is emerging as a competitor to the Google Book Search project (formerly called the Google Print project), taking the form of a collaborative scheme involving the

Internet Archive, California University, Toronto University, The European Archive, O'Reilly, the major book publisher, and Yahoo! and Microsoft. The new service is based on a different basic operational model to the Google service and avoids the legal confrontation with publishers that is currently plaguing Google Book Search. The model also minimizes the cost of scanning the printed pages. It is concluded that, while the OCA model looks attractive, the Google model is expected to produce a larger database and will also befit from starting earlier.

Fox, Megan K. 2006. Product pipeline: latest ebook devices and what they mean for librarians. *Library Journal.* 131 (Supplement 15 Apr): 18-20.
> Net Connect Supplement Spring 2006. Reviews the range of readers and other equipment for reading electronic books (eBooks) currently available, noting that the standalone personal digital assistant (PDA) is declining in popularity in favour of smart phones and similar devices. The emergence of digital music devices, such as the iPod, is influencing the technology of e-text publishing. Describes briefly some of the individual hardware, such Mobipocket, Nokia 770, Treo 700w, Pepper Computer, Amida Simputer, and One Laptop Per Child to illustrate the trend towards multifunction devices and readers dedicated to eBooks.

Gillfillan, Nancy and Penny O'Rourke. 2006. Ebooks on a shoestring. *Library Journal.* 131 (Supplement 15 Apr): 36.
> Net Connect Supplement Spring 2006. The authors draw on their experiences as librarians of public libraries that were neither large nor well-funded, to indicate ways in which it is possible to provide electronic books (eBooks) even in small, poorly funded libraries.

Hillesund, Terjeand and Noring, Jon E. 2006. Digital libraries and the need for a universal digital publication format. *The Journal of Electronic Publishing.* 9 (2) DOI: dx.doi.org/10.3998/3336451.0009.203.
> Reports have revealed low uses of electronic books (e-books) and other lengthy texts held in digital libraries. It is claimed that one of the main reasons for the lack of interest is the current multitude of end-user text formats, some oriented towards print, others proprietary, and few optimized for sustained reading of text-intensive publications. Although the International Digital Publication Forum (IDPF) currently maintains the Open eBook Publication Structure (OEBPS), a universal e-book production and exchange format, first developed in 1999, it is noted that the IDPF has been reluctant to develop a common digital publication format, discuss requirements for a universal, open-standard end-user format, and present the effort to establish such a format by the OpenReader Consortium. The main objective of the article is to examine the pros and cons of a universal, reader-oriented text format for different types of critical text editions and digital libraries. Concludes that the minimal use of e-books in digital libraries has been disappointing and one reason could be the current e-book formats; many of which have their roots in traditional print publishing which are unsuitable for flexible, high-quality screen presentation needed for digital library use, particularly for intentional reading. In addition, the very existence of multiple and mutually incompatible formats, many of which are specific to particular hardware and open standards (OS) platforms, is itself an inhibitor. None of the existing formats meets all the well-recognized requirements (that a format must meet to become universal. Research indicates that the open standard, XML-based Open eBook Publication Structure framework (OEBPS), developed in 1999, is an excellent starting point for developing such a universal, OS, e-book and digital publication format. The OpenReader Consortium is currently developing a universal, end-user digital publication format based on the OEBPS framework model.

Holder, Warren. 2006. E-books - reinventing the wheel?. *Serials.* 19 (1): 15-17.
> To quote Carole Moore, the Chief Librarian at the University of Toronto Libraries (UTL): "One solution we have decided on is to invest in a pilot project in electronic books." At UTL, we believe that our users do not care whether the information they are looking for is in a journal article, a section of a reference work, or a chapter of a book; they want the information online 24/7/365. To that end, we intend to undertake a pilot project with a critical mass of e-books, from as many publishers as we can afford, with the purpose of ascertaining how users discover the e-books, how they use the e-books and what they do after they get the information they were looking for. This article will discuss the current thinking of one large research-intensive university library as it pertains to current academic e-books.

Johnson, Charlotte and William Harroff. 2006. The new art of making books. *Library Journal.* 131 (Supplement 15 Apr): 8-10.
> Net Connect Supplement Spring 2006. Considerable advances are being made in the development of electronic books (eBooks) that promise to encourage their further penetration into the book

publishing market, particularly the market for children's books. These advances include: the work of companies such as LeapFrog to produce products for young children that combine the features of books and communication toys; and projects/initiatives such as the 21-campus Visible Knowledge Project, focusing on learning and technology-enhanced environments, and the 2006 Horizon Report, a collaboration between the New Media Consortium and the EDUCAUSE Learning Initiative. Teachers at all levels in US education are being asked to move from traditional forms of instruction to multimedia and active eLarning, supported by the establishment of digital learning object repositories. Typical of these repositories is MERLOT (Multimedia Educational Resource for Learning and Online Teaching), which is one of the best know and was created by teachers and featuring peer-reviewed content. Lists the top ten eBook authoring systems, the top ten free eBooks, the top ten current evolutionary/revolutionary eBooks, and the top ten classic evolutionary/revolutionary eBooks.

Jones, Elisabeth. 2006. Pushing the digitization dialogue forward: Scholarship and Libraries in Transition at the University of Michigan. *JEP: the Journal of Electronic Publishing*. 9 (2) DOI: dx.doi.org/10.3998/3336451.0009.204.

In March 2006, Michigan University Libraries and the National Commission on Libraries and Information Science (NCLIS) sponsored a symposium entitled "Scholarship and Libraries in Transition: A Dialogue About the Impacts of Mass Digitization Projects", dedicated to extending the public discourse on mass digitization beyond the existing adversarial debate over copyright law and the activities of Google in such mass digitization projects as the Google Books Library Project. Notes that word "Google" was completely absent from the symposium title, the event cast a broad conceptual net, taking into consideration the many nuanced possibilities and problems that digitization can raise for a diverse range of stakeholders; not only the publishing industry, but also librarianship, research, and public policy.

Levine‑Clark, Michael. 2006. Electronic book usage: a survey at the University of Denver. *Portal: Libraries and the Academy*. 6 (3): 285-299.

In the spring of 2005, the University of Denver's Penrose Library conducted a survey of its users to determine their degree of awareness of electronic books, how and why they use them, and their level of satisfaction with the format. It is clear from vendor-supplied usage statistics that electronic books are used, but it is not clear how or why they are used. The survey addressed electronic books in general and netLibrary specifically. Survey results show that e-books are used by about half of the campus community. Of these users, most utilize them only occasionally. These e-book users like the convenience of being able to access materials from home and the ability to search within the text. Most respondents read only small portions of e-books, suggesting perhaps that print volumes are a better alternative for immersion in the text. Most respondents (over 60 percent) indicate a preference for print books over electronic, but an even larger number (over 80 percent) indicate a degree of flexibility between the two formats. Respondents are generally pleased with the e-book format.

MacCall, Steven L. 2006. Online medical books: their availability and an assessment of how health sciences libraries provide access on their public Websites. *Journal of the Medical Library Association (JMLA)*. 94 (1) www.ncbi.nlm.nih.gov/pmc/articles/PMC1324775/pdf/i0025-7338-094-01-0075.pdf.

Objective: The objective of this study was to determine the number and topical range of available online medical books and to assess how health sciences libraries were providing access to these resources on their public Web sites. Method: The collection-based evaluative technique of list checking was used to assess the number and topical range of online medical books of the six largest publishers. Publisher inventory lists were downloaded over a two-day period (May 16-17, 2004). Titles were counted and compared with the 2003 Brandon/Hill list. A sample of health sciences libraries was subsequently derived by consulting the 2004 "Top Medical Schools-Research" in U.S. News & World Report. Bibliographic and bibliothecal access methods were evaluated based on an inspection of the publicly available Websites of the sample libraries. Results: Of 318 currently published online medical books, 151 (47%) were Brandon/Hill titles covering 42 of 59 Brandon/Hill topics (71%). These 151 titles represented 22% (N = 672) of the Brandon/Hill list, which further broke down as 52 minimal core, 41 initial purchase, and 58 other recommended Brandon/Hill titles. These numbers represented 50%, 28%, and 12%, respectively, of all Brandon/Hill titles corresponding to those categories. In terms of bibliographic access, 20 of 21 of sampled libraries created catalogue records for their online medical books, 1 of which also provided analytical access at the chapter level, and none provided access at the chapter section level. Of the 21 libraries, 19 had library Web site search engines that provided title-level access and 4 provided access at the chapter level and none that at the chapter section level. For bibliothecal access, 19 of 21 libraries provided title-level

access to medical books, 8 of which provided classified and alphabetic arrangements, 1 provided a classified arrangement only, and 10 provided an alphabetic arrangement only. No library provided a bibliothecal arrangement for medical book chapters or chapter sections. Conclusions: This study shows that the number and topical range of online medical books is reaching a point where collection-level consideration is warranted to facilitate efficient use and to prevent the problem of split files. However, the results also show that few efforts are underway on the publicly available Websites of the surveyed health sciences libraries to provide the analytical access necessary to meet the structural needs of clinical information seekers.

McClelland, Robert J. and Nick Hawkins. 2006. Perspectives on the use and development of a broad range of e-books in higher education and their use in supporting virtual learning environments. *Electronic Library*. 24 (1): 68-82
www.emeraldinsight.com/Insight/viewPDF.jsp?contentType=Article&Filename=html/Output/Published/EmeraldFullTextArticle/Pdf/2630240106.pdf.
Purpose: The paper aims to examine the problems, tensions, contrasts and complementarities surrounding the use of e-books in developing learning environments for students in UK higher education. Design/methodology/approach: The authors use four case studies and a questionnaire to highlight developments. Findings: It was found that users want some features of paper books to be preserved in the electronic medium, while also preferring electronic text to be written in a scannable style. Originality/value: The authors suggest some recommendations for successful design based on an analysis of all experimental data and suggests that hand-held devices and web site use in universities is probably secure for at least the next five years.

Middleton, Ian. 2006. Expanded role for the agent paves way to new partnerships. *Managing Information*, 13 (7): 46-49.
Reviews the work of EBSCO Information Services in the development of electronic books (e-books), journals and other media, in 2005-2006, through the sue of strategic partnerships with other publishers. These strategic partnerships include: MPS Technologies (selling the ScholarlyStats usage consolidation tool; WebFeat and offering the WebFeat Express federated search engine as a companion to EBSCO A-to-Z); Springer; and partnerships with Taylor and Francis, Cambridge University Press and Wiley, in the development of e-book purchasing options for libraries, including the Springer eBook Collection, and Wiley InterScience OnlineBooks. Concludes with a brief description of the partnership with Pan American Health Organization (PAHO) to supply the PAHO Electronic Collection, which provides direct access to public health information.

[NextGen ebooks]. 2006. *Library Journal*. 131 (Supplement 15 Apr): 2-36.
Special issue devoted to the theme: NextGen ebooks; reviewing the latest developments in electronic books (eBooks) and their use in libraries in the USA. Abstracts of individual articles are included in LISA.
[Tutti gli articoli sono stati inclusi in questa bibliografia].

Ojala, Marydee. 2006. Reviewing Google Book Search. *Online*. 30 (2): 12-14.
Presents a general discussion of the aims and facilities of Google Book Search [URL: books.google.com/(Beta)] (the new name for Google Print) with a view to clarifying the heated debate that has been generated by this service, caused by a mixture of facts and misconceptions. The content for Google Book Search comes from two sources: publishers and libraries. The publisher portion, which provided the original impetus for Google Print, is a partnership programme involving publishers, as copyright owners, who give Google permission to scan their books and provide searchers with the ability to view as many pages of the books as individual publishers contractually allow. The library portion of Google Book Search, introduced in December 2004, is the most controversial one and involves Google entering into contracts with a number of very large libraries (Stanford University, Harvard University, Oxford University, Michigan University, and New York Public Library) to allow the scanning of books, both older out-of-copyright books and newer in-copyright books, held in their collections. Describes the search facilities provided for users and the errors that appear due to the scanning process. Google has not disclosed either the number of books covered by the database or the algorithms used to rank the results by relevance, with no means for the user to investigate either property. Suggests that the algorithm may involve some sort of text analysis. The author notes the early concerns of Europeans (notably the French) that the service would be biased towards English language books and expresses the hope that, as it grows from its infancy, Google Book Search will improve the searchability and provide the capability of sorting the search results by date.

Ownes, Dodie. 2006. Listen for success!. *Library Journal.* 131 (16): 43-45
www.libraryjournal.com/article/CA6373305.html.
> Briefly discusses some of the issues facing libraries in collection development work involving talking books (audiobooks) in the form of electronic books in the field of business studies and management. Focuses on the problems of the circulation of downloadable business talking books and the collection tools that are available. Provides an annotated listing of 14 electronic books arranged according to the following broad categories: follow the leader; many roads to enlightenment; teamwork; and how they did it.

Rice, Scott. 2006. Own or rent? A survey of eBook licensing models. *Against the Grain*. 18 (3): 28, 30
www.against-the-grain.com/TOCFiles/ATG_Reprint_18_3_S_Rice.pdf
> Discusses three basic models of electronic book (e-book) licensing that appear to cover the needs of most e-book vendors: the print model; the database model; and the open access (OA) model. Examples taken from actual vendors are cited to illustrate the application of each model. Points to EBL (Ebook Library) as a notable exception to these three models through its "non-Linear Lending" model that allows a certain number of "loan instances" per year. Concludes that the print model of licensing appears to be becoming less popular as it neither takes into account the way users like to access content nor does it seek to accommodate the electronic environment. Database models, and their variations, are by far the most popular arrangement and the future points to more innovative licensing models such as EBL's Non-Linear Lending model becoming much more popular as librarians and vendors seek to balance the needs of users and the desires of copyright holders.

Sandler, Mark and Suzanne BeDell and Alicia Wise and Daniel Greenstein. 2006. Comments on the Publishing Panel from "Scholarship and Libraries and Transition" Symposium. *JEP: the Journal of Electronic Publishing.* 9 (2) DOI: dx.doi.org/10.3998/3336451.0009.207.
> Reports some of the comments that were made on the Publishing Panel of the symposium entitled "Scholarship and Libraries in Transition: A Dialogue About the Impacts of Mass Digitization Projects", held in March 2006, by Michigan University Libraries and the National Commission on Libraries and Information Science (NCLIS) and dedicated to extending the public discourse on mass digitization beyond the existing adversarial debate over copyright law and the activities of Google in such mass digitization projects as the Google Books Library Project. The speakers on the Publishing Panel represented three kinds of publishing activity: republishing through digitization of historically significant works; front-list publishing of scholarly and trade books; and alternative campus publishing or distribution of both historical material and new works of scholarship. Representing as they do different sectors of publishing, they provided a diversity of views within the publishing community about the role World Wide Web search firms, libraries, and rights-management agencies play in scholarly and creative communication. The panellists made several important points that add to the international dialogue about Book Search and related initiatives, notably that commercial publisher resistance might be mitigated by appropriate remuneration.

Sanz Domingo, Pedro. 2007. Libros electrónicos, el nuevo concepto del libro. hdl.handle.net/10760/8751.

Shepherd, Peter T. 2006. The COUNTER Code of Practice for books and reference works. *Serials*, 19 (1): 24-27 uksg.metapress.com/app/home/content.asp?referrer=contribution&format=3&page=1&pagecount=5
> The draft of the new COUNTER Code of Practice for online books and reference works was published in January 2005. Its overall format and structure are consistent with the existing COUNTER Code of Practice for journals and databases. Only the content of the usage reports has been changed and the set of definitions of terms expanded. One of the main challenges we faced in developing the new Code of Practice was the lack of consistency among publishers in the ways in which they define, structure and distribute online books. Some publishers make online books available only as a single file that can be downloaded in its entirety. Other publishers allow the downloading of individual chapters or entries, such as dictionary definitions. The COUNTER Code of Practice has to cover these and other scenarios.

Taylor‑Roe, Jill. 2006. Acquiring e-books for academic libraries - a modern Grail quest?: based on a paper presented at the UKSG seminar "E-book the new serial?", The British Library Conference Centre, London, Wednesday 9 November 2005. *Serials*, 19, (2): 133-141
uksg.metapress.com/app/home/content.asp?referrer=contribution&format=3&page=1&pagecount=9.
> Initial attempts by academic librarians to build e-book collections may be seen to have certain parallels with the traditional Grail quest. Like the knights of old, we know what it is we seek, but there

are many challenges to be overcome before we can achieve our goal. Changes in teaching and learning methods, expanding student numbers, and the growth of CPD are amongst a number of key factors which are driving librarians' pursuit of e-textbooks. The success of e-journals means that many users now expect 24/7 access to a much wider range of library resources. Thus far, the market has been comparatively slow to respond. We need better dialogue with publishers to identify the e-book content which libraries and their users want, together with further work on licensing models and usage data. Only then may our quest be fulfilled.

Tonkery, Dan. 2006. E-books come of age with their readers. *Research Information*. (24) (Aug-Sep): 26-27 www.researchinformation.info/features/feature.php?feature_id=18

> Electronic books are emerging as valuable new resources from STM publishers. The director of business development for EBSCO Information Services gives an overview of some of the materials that are available and suggests that, with such a range of e-books and resources becoming available, there should be plenty to please the new generation of students and researchers who are born in the digital age.

UC, U of T to take part in Windows Live Book Search. 2006. *Advanced Technology Libraries.* 35 (7): 10-12 site.ebrary.com/pub/atl/docDetail.action?docID=10135088&page=10.

> California University and Toronto University have agreed to participate with Microsoft in its Windows Live Book Search programme, an online search service for books that is currently in its beta version and is expected to be launched in 2006. The participation of the two universities will result in the addition of digitized book records, mainly from out of copyright books, to the database. Authors and publishers can add their content to Windows Live Book Search through the Windows Live Books Publisher Program, at no cost. Only those books with a valid ISBN that meet Microsoft's standards for acceptable content are accepted in all languages.

Watkinson, Anthony. 2006. SuperBook Research Project at UCL. *Against the Grain*. 18 (3): 38.

> Reports briefly on the aims of the SuperBook project (www.publishing.ucl.ac.uk/superbook.html), to be undertaken by University College London, UK, which include the creation of a live research laboratory to study electronic books (e-books) in practical usage in a real-life setting. It is hoped that useful lessons will be learned by academics, publishers, users and librarians. The impact on usage and satisfaction by selected subject groups will be evaluated to determine whether they behave differently from the general population. Possible interventions that might be studied in the project include: cataloguing of e-books; e-book recommendations to staff by librarians and to students by course leaders; subject librarians acting as advocates; links added to online reading lists; and links from the online resources area of the library's Web site.

Wheatcroft, Andrei. 2006. 20/20 vision? E-books in practice and theory. *Serials*. 19 (1): 10-14.

> In the United States "20/20" means normal vision, being clear-sighted. In the digital book community, "2020" now has a different meaning - the British Library's prescient understanding of "the book" 15 years from now, in the year 2020. It is based on first-rate research, the best that we have. But it is a partial view. This paper suggests where we have come from, where we are now, and where - perhaps - we might be going. It highlights the importance to publishers of product life cycle management and all that entails, and explains the concept of the publisher-producer. The short history of the e-book has embraced both vision and the visionary but we need to be sceptical of technology's wilder promises for the period up to 2020. Yet the future prospect is positive: there should be every confidence that the new generation joining the industry will rise to the publishing challenges outlined.

Whalley, Brian. 2006. e-Books for the future: here but hiding?. *ARIADNE.* 49 (Oct) www.ariadne.ac.uk/issue49/whalley/.

> Outlines some developments in e-book technologies for education and links them to existing ways of presenting textbook information, covering: hardware; books, magazines and scholarly monographs; Reusable Educational Objects (REOs); digital asset repositories and management systems; personal learning environments; Wikipedia and "portal Wikis; publishers and textbooks; the nature of future textbooks; Wiki-books. The developments suggested in the article are available now and e-texts could easily be integrated with comprehensive, although expensive, learning tools such as Tegrity's "Campus. Digital, reusable assets will also become increasingly common and their integration into learning environments, together with some form of e-book (or wikibook), offers a better student experience than conventional teaching practices with textbooks.

Wicht, Heather. 2006. Buying ebooks. *Library Journal*. 131 (Supplement 15 Apr): 15-17
www.accessmylibrary.com/article-1G1-145065783/buying-ebooks-heather-wicht.html.

> Net Connect Supplement Spring 2006. Despite the fact that electronic books (eBooks) still often lag behind the publication of the printed versions and the array of access and pricing models can be confusing, eBooks are currently emerging that are packaged and sold in ways that offer librarians and their users unprecedented flexibility and functionality. One of the latest vendors to offer eBook packages us EBSCO Information Services, which provides subscriptions to eBooks from Wiley Interscience and Pan American Health Organization. NetLibrary, the earliest vendor in the business, now has over 10,000 titles and has maintained its one book-one user access model. Some companies, such as Knovel (Engineering), Safari (IT) and Books 24x7 have eBook collections that have a narrow bit deep subject focus. Gale offers eBook versions of hundreds of its reference titles via the Gale Virtual Reference Library (GVRL). Some vendors and publishers have eBook databases with annual subscriptions and this model may be attractive to libraries that need constantly updated collections of content.

Wilkie, Tom and Nick Morris. 2006. E-books stir up discussion. *Research Information*. 23 (Jun-Jul): 11-12
www.researchinformation.info/features/feature.php?feature_id=22.

> The impact of electronic publishing on the book industry aroused a huge amount of interest at the London Book Fair in Spring 2006. Many speakers agreed that, within as little as five years, the print-on-paper academic journal would have disappeared, to be replaced by electronic publications, but whether reference books will follow the same route is a matter for debate

Zhao, Lisa. 2006. How will Google Print Library Project affect the use of books?. *Journal of Library and Information Science*. 32 (1): 18-24 jlis.glis.ntnu.edu.tw:8080/pdf/32_1_481.pdf.

> Since its announcement in December 2004, Google Print Library Project has attracted many reactions, optimistic and pessimistic. Google as a corporation enters the library domain by digitizing millions of library books and providing them online. Many questions have been raised from various aspects since. This essay aims to join and enrich the discussion by tackling the follow three questions: (1) Based on the analysis of the usage of print collections in libraries, it questions how much this million-dollar project will change the use of the scanned books. (2) By looking at the problems in searching methods, ranking of retrievals and users' search behaviour on the Web, it examines how the project will provide better search results to users. (3) It examines the impact and limitations on the project, when a corporation's provision of free information conflicts with profit pressures.

2007

Busby, Lorraine. 2007. Turning pages: reflections on eBook acquisitions & access challenges. *Against the Grain*. 19 (2): 28, 30, 32.

> Discusses the advent of electronic books and their implications for libraries in terms of access to collections. Evidence so far suggests that links to eBooks through the library catalog are providing insufficient access. Treating eBooks like print equivalents, with perhaps added descriptors to acknowledge electronic features, fails to recognize the systemic limitations of OPACs in providing access to electronic content. Despite the slow introduction to electronic books, the current proliferation of purchasing options is waiting to be embraced while progress in managing these resources has stagnated. Since staff comprises the largest component of operating budgets, good business practices suggest that designing workflow processes, which allocate minimal staff and time in handling resources, is to be desired provided that there is no negative impact on identification and access for users. It is up to library staff to ensure eBook access to users is successful to the extent that it matches users wants and needs. (Quotes from original text).

Davy, Tom. 2007. E-textbooks: opportunities, innovations, distractions and dilemmas. *Serials*. 20 (2): 98-102.

> This article explores the evolution of the textbook and examines why, despite huge investments by publishers, today's students are spending less on textbooks and are not yet using electronic resources to replace them, relying instead on free handouts and Google. This is in stark contrast to the progress that has been made in professional markets where publishers like Thomson, Reed and Wolters Kluwer now derive the majority of their revenues from digital products and services. Academics, it is argued, need to embrace digital courseware solutions, librarians need to offer new

services and market themselves more effectively, and publishers need to think beyond e-books to deliver superior learning solutions.

Dooley, Jim. 2007. From print to electronic: the UC Merced experience. *Against the Grain*. 19 (3): 22, 24, 26.
Describes how the University of California (UC) at Merced made the shift from print to electronic collections. When the library opened in September 2005, UC Merced librarians were immediately faced with the fundamental question of what a 21st century research library collection should be. In 2003 the library identified several significant barriers to the adoption of electronic books. Hardware and software standards and protocols were in the early stages of development, with many vendors employing proprietary systems. UC Mercedâs first eBook collection was a subscription to the History E-Book Collection, now the Humanities E-Book Collection, from the American Council of Learned Societies. The first foray into the world of commercial eBooks was a subscription to ebrary. (Quotes from original text).

Garcia-Marco, Francisco-Javier. 2008. El libro electronico y digital en la ecologia informacional: avances y retos. *El profesional de la información.* 17 (4): 373-389.
The problems, context, concept and design trends of electronic books are discussed. The advantages and disadvantages of the electronic book versus the traditional one are analyzed. Finally, its impact in the ecology of book production, preservation and dissemination and in its different stakeholders is assessed, both market-oriented firms and libraries.

Gee, William. 2007. The conundrum of eBooks and interlibrary loan. *Against the Grain*. 19 (2): 22, 24, 26, 28.
Looks at the current relationship between electronic books and interlibrary loan (ILL), and explores prospects for the future. On the positive side, eBooks certainly can reduce the demand for ILL services and quickly and cheaply satisfy patron needs. Distance education patrons, in particular, can have instant access to eBooks that in their print form would require nearly a week to arrive. Problems arise when ILL encounters eBooks in commercial collections, most notably NetLibrary, ebrary, EBL, and Questia, and through research databases such as PsycBOOKS and the Springer eBook Collection. It is with these eBooks that deep concerns surface over user preferences, cataloging, resource sharing settings, accessibility, and "loanability". Discusses a three-pronged approach that libraries can adopt in case eBook publishers do not agree to freer use of their content. (Quotes from original text).

Levine-Clark, Michael. 2007. Electronic books and the approval plan: can they work together?. *Against the Grain*. 19 (2): 18, 20, 22, 24.
Most academic libraries have acquired a variety of electronic books from numerous vendors. The ideal situation would be to blend acquisition of eBooks and print books into one process, allowing better control over which sorts of arrive in either format, and allowing for less duplication or for a substantial discount in price for libraries opting to purchase a print and electronic bundle: eBooks should be brought the control of the approval plan. It is clear that the approval vendors are making significant headway toward integration of eBooks into the approval process. In order for eBooks to be successfully and meaningfully integrated into the approval process, approval vendors need to have a significant amount of frontlist eBooks available to them at the time of publication. Publishers need to develop consistent and fair pricing models for packages, allowing libraries or consortia to duplicate print and electronic versions of titles. (Quotes from original text).

Levine-Clark, Michael. 2007. Electronic books and the humanities: a survey at the University of Denver. *Collection Building*. 26 (1): 7-14.
The purpose of this article is to identify levels of awareness and patterns of usage of electronic books by scholars in the humanities. A survey was submitted to the University of Denver community to assess the knowledge about and usage of electronic books; the results of this study are presented here. Scholars in the humanities have a higher level of awareness of e-books than their colleagues across campus but use e-books at the same rate. Their patterns of use are different, with humanists using less of the e-book than do other groups. Humanists still prefer printed books to electronic texts at a higher rate than do other groups and care less about added features, such as searchability, than they do about content. Humanists conduct research differently than do most other scholars, using the library catalog and browsing as primary means of finding information, and valuing the book more than other resources.

Nicholas, David and Paul Huntington and Ian Rowlands. 2007. E-books: how are users responding?. *Library + Information Update.* 6 (11): 29-31.

> Describes the SuperBook project, which analysed how students used some 3,000 electronic books (e-books) at University College London. SuperBook is an action research study funded by Emerald and Wiley publishers, which involved 'dropping' more than 3,000 carefully selected e-books from OUP (Oxford Scholarship Online), Wiley (Interscience), and Taylor and Francis into the University College London (UCL) information environment. What in effect was being created was an e-book observatory in which behaviour could be observed by librarians, publishers and academics, and changes introduced and then evaluated. This article concentrates on just one of the e-book collections, that of Oxford Scholarship Online. (Quotes from original text).

Ribes-Llopes, Inmaculada and Olga Muñoz-Navarro and Gloria Colomina-Fons. 2007. E-books in MetaLib. The PoliBuscador experiment. *Igelu Newsletter.* 2 (1) hdl.handle.net/10760/11377.

> If many aspects of a perfect management system for e-journals still have to be defined, this is more than true in the case of e-books. E-books are new and the immaturity of existing models is even greater. This lack of maturity is evident in the integration of e-books in MetaLib and SFX. The limitations of SFX for the administration of the ISBN restrict the functionalities of this link technology. On the other hand the interoperability of the portals of e-books leaves much to be desired.

Rowlands, Ian and Nicholas David and Hamid R. Jamali and Paul Huntington. 2007. What do faculty and students really think about e-books? *Aslib Proceedings.* 59 (6): 489-511.

> The purpose of this article is to report on a large-scale survey that was carried out to assess academic users' awareness, perceptions and existing levels of use of e-books. The survey also seeks to find out about the purposes to which electronic books were put, and to obtain an understanding of the most effective library marketing and communication channels. The survey is part of an action research project, CIBER's SuperBook, that will further investigate the issues raised in this initial benchmarking survey using deep log analysis and qualitative methods. The paper partly fills the gap in the literature on e-books which has mainly focused on usage and not the users. DOI: 10.1108/00012530710839588.

Soules, Aline. 2007. E-Books: acquisitions, the user, and the future. *Against the Grain.* 19 (2): 34, 36, 38.

> Discusses the impact of electronic books on library acquisitions and user behavior. Experiences with users and eBooks are important considerations in contract negotiations and lobbying for improvements. Negotiations often center on issues critical to the library and regardless of how necessary or legitimate, they are not necessarily user-focused. A classic example is cost, which is key for the library and determines whether the user has access at all. Once a package is acquired, however, users do not know or care about cost. Other negotiating points include items both visible and invisible to users: needed technical improvements to enable eBooks to "handshake" with the rest of the libraryâs technology, digital rights that determine print and download restrictions, archiving issues, etc. These may affect users attitudes about eBooks and their ability to use them. But users do not connect these conditions to such things as print annoyances. It is the negotiator who must determine the priority to give to issues that directly affect the user. If the acquisitions librarian is not the negotiator, he/she can be proactive about identifying and communicating user priorities to the negotiator on the users behalf. This is where acquisitions and the user are clearly connected. In larger libraries where acquisitions is more divorced from the public interface, it can be particularly difficult to remember that actions and a sense of urgency about these issues are as important to users as the face-to-face interactions they have with public services librarians. (Quotes from original text).

2008

Abdullah, Noorhidawati and Gibb Forbes. 2008. Students' attitudes towards e-books in a Scottish Higher Education Institute: part 1. *Library Review.* 57 (8): 593-605.

> Purpose - The purpose of this paper is to present the first part of three inter-related studies investigating the use and usability of e-books in higher education based on experiments conducted at the University of Strathclyde. Design/methodology/approach - A self-selected sampling method was employed from undergraduate and postgraduate instructional students registered with the University of Strathclyde for academic year 2005/2006. An announcement email was posted to the student web portal for a period of three weeks inviting them to participate in the survey. Findings -

This survey found that e-book awareness and the level of e-book usage amongst students was lower than anticipated: 57 per cent of students were not aware of the availability of e-books from the library and 60 per cent of them had not used an e-book. Non-users commented that e-books were not widely advertised or promoted. Despite the low levels of e-book awareness and usage non-e-book users indicated their desire to learn more about e-books. Research limitations/implications - This survey was dependent on self-selection and, therefore, there was no central control over the sample profile (e.g. gender, level of studies, academic discipline); hence, generalisation of the results should be treated with caution. Practical implications - This survey is beneficial in terms of obtaining a better understanding of e-book usage among students and the reasons why students do, and do not, use e-books. The findings should be of value to academic libraries in terms of emphasising the need to increase e-book awareness and usage amongst students. Originality/value - The findings should be of value to academic libraries in terms of emphasising the need to increase e-book awareness and usage amongst students.

Alijani, R. and M. Nikkar. 2008. Evaluation and comparison of free and commercial user interfaces of Digital Libraries. *International Journal of Information Science and Technology*. 6 (1): 45-57 www.srlst.com/ijist/ijism-Vol6No1/ijism61-45-57.pdf.
> In this study, at first, different free and four fee book-based Digital Libraries (DLs), available via www were reviewed. Four Dls Gutenberg, 24x7, Netlibrary and Ebrary were chosen. A comprehensive inventory consisted of general information, search features, display options and unique features was composed for comparing the interfaces of these DLs. Then chosen interfaces were compared and evaluated. Results showed that Netlibrary scored higher according to the specified criteria. However, in designing interface for such Dls, designers should take into considerations all the criteria proposed in this study.

Anglada, Lluis. 2008. A proposito de libros electronicos. *El profesional de la información*. 17 (4): 414-415 www.elprofesionaldelainformacion.com/contenidos/2008/julio/07.pdf.
> The author comments on some aspects of electronic books: ergonomics, market models, languages, etc., which explain why there is still time for e-books to reach a wide acceptance.

Armstrong, Chris. 2008. Books in a virtual world: the evolution of the e-book and its lexicon. *Journal of librarianship and information science*. 40 (3):193-206 hdl.handle.net/10760/12277.
> Over recent years there has been considerable confusion over the use of the term "e-book," and this article examines the variety of definitions used to date while proposing a definitive construct. Beginning by examining the definitions of "book," the paper moves on to consider the essential element of a book -- the content, and to examine publishing and structural aspects of e-books, as well as their place in libraries, before arriving at a final definition. The definition and its derivation embrace all of the issues that affect the way in which e-books are understood and used today. In conclusion, the article looks at both the genesis of e-books, and the stage of acceptance and adoption that they have reached, with brief reference to 3rd-generation e-book readers available at the time of writing. [Reprinted by permission of Sage Publications Inc., copyright 2008].

Carlock, Danielle M. and Maughan Perry Anali. 2008. Exploring faculty experiences with e-books: a focus group. *Library Hi Tech*. 26 (2): 244-254.
> Purpose -The purpose of this paper is to describe how, in the spring of 2007, Arizona State University Libraries held a focus group of selected faculty to discover their perceptions and use of electronic books (e-books) in their research and teaching. Design/methodology/approach -The services of the Institute of Social Sciences Research were employed to recruit and moderate the focus group. Major themes explored were: use of e-books as textbooks; use of e-books for personal research; comparison between e-books and print; disciplinary differences in perceptions of e-books; and motivators for future use. Findings - Overall, the focus group revealed that faculty had generally unsatisfactory experiences in using e-books in their research and teaching owing to the unreliability of access, lack of manipulability, and the steep learning curve of the various interfaces. However, most faculty agreed that e-books would be a very viable and useful alternative if these issues were resolved. Research limitations/implications -The focus group consisted of only six faculty members and hence is not representative of faculty as a whole. A larger survey of a more diverse faculty population would greatly serve to clarify and expand upon the findings. Practical implications -The implications for academic libraries include providing better outreach and training to faculty about the e-book platforms offered, provide better course support, and advocate to e-book vendors to consider faculty's teaching and research needs in their product development. Originality/value - This is believed to be the first published study of faculty opinions and use of e-books utilizing focus group

methodology and offers detailed information that would be useful for academic libraries and e-book vendors for evidence-based decisions.

Cleto, Cynthia. 2008. 10 steps to implementing an ebook collection: a guide for librarians. *Against the Grain*. 20 (1): 47-48.
Electronic books and periodicals provide flexibility, economy, and efficiency traditional publications cannot match. However, a wrong move during planning or acquisition can negate these advantages, increasing costs, creating interdepartmental tension, and leaving users with inadequate research tools. To avoid these pitfalls and ensure that libraries enjoy the smoothest possible transition to e-books, Springer advises libraries to: determine its collection development strategy; evaluate different business models; gain internal support; plan policy changes with subject specialists /librarian liaisons; discuss implementation with technical staff; choose collections and vendors; link e-books to the online public access catalogue; communicate to users; download usage statistics; and review and review contracts.

Cox, John. 2008. Will books ever go out of print? Printing technology and the future of the book. *Against the Grain*. 20 (3): 76-78.
While e-books have gained ground in science and medicine, where researchers already do much of their work online, it is clear that such books represent a much diminished service as far as scholars in the humanities and some social sciences are concerned. Digital printing technology may have come to the rescue of the printed monograph by giving publishers the opportunity to meet scholarly needs better. It makes low print runs cost-effective, meets continuing demand for back list titles, and reduces costs by matching printing to actual sales. It also provides a more rational way of meeting worldwide demand by local printing. In short, the printed book is by no means dead. It has just become modern.

Gomez, Jeff. 2008. *Print is Dead. Books in Our Digital Age*. Palgrave: New York.
For over 1500 years books have weathered numerous cultural changes remarkably unaltered. Through wars, paper shortages, radio, TV, computer games, and fluctuating literacy rates, the bound stack of printed paper has, somewhat bizarrely, remained the more robust and culturally relevant way to communicate ideas. Now, for the first time since the Middle Ages, all that is about to change.

Newspapers are struggling for readers and relevance; downloadable music has consigned the album to the format scrap heap, and the digital revolution is now about to leave books on the high shelf of history. In *Print Is Dead*, Gomez explains how authors, producers, distributors, and readers must not only acknowledge these changes, but drive digital book creation, standards, storage, and delivery as the first truly transformational thing to happen in the world of words since the printing press.

Gregory, Cynthia L. 2008. "But I want a real book": an investigation of undergraduates' usage and attitudes toward electronic books. *Reference & User Services Quarterly*. 47 (3): 266-273.
During the fall of 2004, the Head of Electronic Resources at the College of Mount St. Joseph's Archbishop Alter Library conducted a survey using a paper-based questionnaire and administered it to several randomly chosen undergraduate courses. The goal of the study was to investigate the college's undergraduates' usage and attitudes toward electronic books. The study grew from the college librarians' informal observations of students' reactions, many times negative, to e-books over a four-year period. Results ran counter to what one might expect of undergraduates belonging to the Millennial or "net" generation. The findings show that students have mixed feelings about using e-books; students will use e-books but prefer using traditional print books. The study gives insight into where electronic and print media are in the current academic realm.

Hammerl, Michaela and Klaus Kempf and Hildegard Schaffler. 2008. E-Books in wissenschaftlichen Bibliotheken: Versuch einer Bestandsaufnahme. *Zeitschrift fur Bibliothekswesen und Bibliographie*. 55 (2): 68-78.
This article aims to provide a practice oriented overview of the current situation of commercially sold or fee-based e-books from the perspective of academic libraries. Given the expectations which both users and libraries hold for this relatively new form of electronic media and the potential which e-books are presumed to have, this article sheds light on what has actually been achieved so far. This survey covers not only a general assessment of the market, but also the current options for access, the price levels and purchase conditions, methods of distribution, options for research and use, and methods of indexing and cataloguing. The essay concludes with examples of actual experiences with e-books in academic libraries and an outlook on possible future developments.

Hawkins, Donald T. 2008. Seattle Public Library: keeping the focus on the customer. *Information Today*. 25 (8): 24-25.

> Presents an interview with Andra Addison, communications director for the Seattle Public Library in Washington. Addison reveals the library's many innovations and shares her views about its ability to draw patrons besides its unique architecture, whether people have to wait to use a computer in the library, rules for photographers not disrupting normal library operations, future plans and future directions for the library, and electronic books.

Henry, Elizabeth and Rachel Longstaff and Doris Van Kampen. 2008. Collection analysis outcomes in an academic library. *Collection Building*. 27 (3): 113-117.

> Purpose -The intent of this article is to illustrate outcomes and results of a collection analysis done by a smaller academic library. Design/methodology/approach -The collection was evaluated using an online analysis tool combined with a physical inventory of the collection. Findings -Peer group comparisons revealed some of the problems with this particular collection were also widespread among the comparison libraries. The value of the e-book collection to patrons was clear: not only did e-books provide resources to remote students; they help compensate for shortfalls in the print collection. Practical implications -The catalog more accurately reflects what is on the shelf and also what is reported to OCLC. Access to the collection has been improved and enhanced. Steps were taken to refocus the library's collection development procedures and management. The changes made have led to increased faculty involvement in selection and a more balanced, more comprehensive collection management plan. Originality/value -For any library considering whether they can or should do an analysis, the article illustrates that the benefits are well worth the time and expense. The analysis had a positive impact on collection development and management.

Herther, Nancy K. 2008. The ebook reader is not the future of ebooks. *Searcher*. 16 (8): 26-40.

> E-books are everywhere today on the Web (Google Book Search, Project Gutenberg), and more are on their way, growing both in number and the richness of access and design. However, the e-book reader is a different species. These are proprietary devices, developed by entertainment, computer, or other companies intent on replacing the physical book. Today, the world is experiencing the third generation of e-book readers, driven by huge media giants Amazon and Sony. This article summarizes the first two ebook generations (what worked and what largely did not) and wonders if the third time is the charm or if history will just repeat itself.

Lewis, Suzanne. 2008. E-book discovery and use behaviour is complex. *Evidence Based Library and Information Practice*. 3 (2): 38-41 ejournals.library.ualberta.ca/index.php/EBLIP/article/view/1355/1244.

> A review of: Rowland, Ian, David Nicholas, Hamid R. Jamali, and Paul Huntington. "What do Faculty and Students Really Think about E-books?" Aslib Proceedings: New Information Perspectives; 59.6 (2007): 489-511.Objective - To assess academic user awareness, perceptions and levels of use of e-books. Also to discover the purposes for which e-books were used and identify the most effective library marketing strategies for e-books. Conclusion - This study reveals a significant level of interest in and use of e-books in one academic community, but with differences determined by age, gender, academic sub-group and subject area. it builds on the findings of previous studies of e-book usage and indicates key areas for further study. These include whether real-life information behaviour correlates with the self- reporting of respondents, and the intersection of gender and self-reported information behaviour. This information, plus the patterns of book discovery behaviour emerging from this study, will be of interest to publishers, booksellers and libraries.

Lonsdale, Ray and Chris Armstrong. 2008. Aggre-culture: what do e-book aggregators offer?. *Library + Information Update*. 7 (4): 28-33.

> The market for e-books has taken off, particularly in the world of education. Aggregators provide easy access to large collections of titles form many publishers, through a single interface. Consultants Ray Lonsdake and Chris Armstrong compare the offerings of the largest providers and point to emerging trends.

Martin-Gonzalez, Juan-Carlos and Emma Pivetta. 2008. Factores clave en el proceso de adquisicion de libros electronicos. *El profesional de la información*. 17 (4): 408-413 www.elprofesionaldelainformacion.com/contenidos/2008/julio/06.pdf.

> After the introduction of electronic journals collections in academic libraries the next step is to expand the existing collections of books and reference materials with new content in digital format. The international publishing industry is currently offering their books in digital format. The present

article reviews the key factor to be considered in the selection and acquisition stages of electronic books as well as the existing international publishing offer. It is shown also a comparison of electronic books aggregators with strong presence in Spain.

McKnight, Cliff and James Dearnley and Anne Morris. 2008. Making e-books available through public libraries: some user reactions. *Journal of Librarianship and Information Science*. 40 (1): 31-43.
> This paper considers the results of an online questionnaire survey that collected user data on e-book collections held at Essex County Libraries over a two-year period between April 2004 and June 2006. The research was funded by the Laser Foundation, and specifically considered e-book collections held on Personal Digital Assistant (PDA) devices, as well as collections viewable on Personal Computers with Internet access. Questionnaire responses from 58 individuals indicated clearly that marketing of e-book collections needs serious consideration, that certain genres were popular with users (notably Science Fiction), and that the largest number of respondents were aged between 21 and 30. As we discuss, the findings of this questionnaire survey offer few insights into e-book usage that have not been reported in other research. However, what the findings do illustrate clearly is that publicity afforded to e-book and other electronic collections remains crucial. From perusal of the data, 47 of the 58 respondents found out about the e-book collections after browsing the website. Whilst this obviously indicates that the website is indeed useful, the fact that only nine respondents investigated the collections having seen publicity material tells another story. [Reprinted by permission of Sage Publications, Ltd., copyright 2008]

Millan, Jose-Antonio. 2008. El polimorfo libro electronico. *El profesional de la información*, 17 (4): 369-371 jamillan.com/librosybitios/polimorfo.htm.
> A review of the major characteristics of e-books, both as reading appliances and as content, includes a description of advantages and disadvantages, functionality, intellectual property, acceptance, market, and other considerations. The multiple different formats, devices and prices, and the absence of an important social base of users of this kind of device dedicated only to reading, make the e-book a product with a still uncertain future.

Milloy, Care. 2008. Promoting and embedding e-textbooks: the library challenge. *Against the Grain*. 20 (1): 48-51.
> In 2007, JISC Collections held a workshop with UK higher education librarians to acquire a deeper understanding of the issues that librarians and information professionals face when promoting and embedding electronic textbooks into learning and teaching processes. The workshop took into account the local issues that librarians face on a daily basis in order to identify how JISC Collections, publishers and electronic book aggregators could assist and coordinate with librarians. A publisher, an aggregator, a librarian and a virtual learning environment expert were invited to present case studies of how they promote e-textbooks and the challenges and issues that they face. What was evident from these presentations was that the lack of available e-textbooks and e-books for taught course students meant that there was little or no current practice to discuss.

Morris, Carolyn. 2008. Issues in vendor/library relations -- Buying ebooks: does workflow work? Part I. *Against the Grain*. 20 (4): 85, 87.
> Part 1 of an article on issues associated with the acquisition of e-books and its implications for library/vendor relations. As the demand for e-books grows, libraries are struggling to develop strategies to accommodate them within current ways of doing business. The method of e-book acquisition can have a profound impact well beyond workflow, bearing even on the future success of the entire library. To protect the library from pitfalls, library administration may want to take an active role in the e-book vending decision. All of this does not mean acquisition and selection workflows should not be taken into consideration when choosing an e-book vendor, but they should not drive the decision at the expense of everything else.

Nicholas, David. 2008. The information-seeking behaviour of the virtual scholar: from use to users. *Serials*. 21 (2): 89-92.
> The case is presented for moving on from monitoring activity in the virtual scholarly space to studying the virtual information seeking of users and then relating that to diversity, satisfaction and scholarly outcomes. The article shows that, thanks to new methodological techniques that enable us to obtain deep and robust insights of what goes on in the virtual environment, it is now possible to obtain such data. These methods, using deep log analysis, are outlined and results illustrated in regard to CIBER'S Virtual Scholar Research Programme and their use in three major, national research studies - the Joint Information Systems Committee (JISC)-funded "National E-books

Observatory Project," The JISC/British Library (BL)-funded Google Generation study and the Research Information Network (RIN)-funded "Evaluating the Usage and Impact of E-journals in the UK".

Nicholas, David and Ian Rowlands and David Clark and Paul Huntington and Hamid R Jamali and Candela Olle. 2008. UK scholarly e-book usage: a landmark survey. *Aslib Proceedings: New Information Perspectives*. 60 (4): 311-334.
> Purpose -This JISC funded UK National E-Books Observatory study is a benchmarking survey of e-book usage and perceptions in more than 120 participating universities. The paper aims to present the results that investigated: use of e-books in general (methods of obtaining e-books, reasons for using, viewing/reading behaviour in connection with e-books); use of e-books provided by the library; use of JISC collection texts (use and awareness); use of the library and print material in general. Design/methodology/approach -The study is based on an online survey which was conducted between 18 January and 1 March 2008, over which period 22,437 full or partial responses were received. Findings -The study shows that e-book penetration is very strong (61.8 per cent of all students are already using them in connection with their scholarly work, as teachers or students), so the e-book revolution has already happened but clearly it has some way to go. Originality/value -The paper presents the results of the biggest survey of its kind ever conducted, which represents a huge advance in one's knowledge of e-book use on a national scale.

Rowlands, Ian and David Nicholas. 2008. Understanding information behaviour: how do students and faculty find books?. *The Journal of Academic Librarianship*. 34 (1): 3-15.
> Faculty and students at University College London (UCL) were polled online in November 2006 as part of a wider investigation into the impact of e-books in UK higher education. One of the survey questions probed the strategies that members of the academic community use to identify the conventional printed books that they need for work, study, or leisure. This article reports on a quasi-experimental statistical investigation of the survey findings for this single question. Multivariate data analysis suggests that book discovery is very highly structured, with gender, subject discipline, and academic status offering powerful predictors of certain underlying behavioural strategies. A model of book discovery strategies is developed and this is used to help segment the survey population into those with high or low levels of dependence on formal library systems or nonlibrary-based solutions. The paper concludes with a discussion of some of the practical implications of these findings for librarians, publishers, and booksellers.

Sottong, Stephen. 2008. Are e-books finally ready for prime time?. *American Libraries*. 39 (5): 44-48.
> E-books come in two types: computer-based and portable. A computer-based e-book uses a fixed or semi-mobile device such as a laptop computer, whereas a portable one uses either a dedicated reader like the Sony Reader and Amazon Kindle or a mobile device such as a PDA or cell phone for which reading books is a secondary function. E-books are sold either as individual books or through subscriptions. Subscription services like NetLibrary are the primary providers to libraries, and such services use computers rather than portable devices to display their content. Whether e-books become popular depends on user preference, availability of high-quality content, cost, intuitive interface, and standardized methods of encoding and downloading.

Taylor, Lisa. 2008. Cutting edge books: the impact of digital books on public library acquisitions. *Journal of Electronic Resources Librarianship*. 20 (1): 51-61.
> The book has made the transition to the digital age; that much is certain. However, the jury is still out on what form or forms the book of the future will take and how libraries will adapt. This article is a look at the impact of digital books on public library acquisitions, including available formats, purchasing considerations, functional concerns, terms, pricing, and future trends.

Tracy, Toni. 2008. What about ebooks? *Against the Grain*. 20 (4): 40, 42, 44.
> In response to a growing number of requests from the publisher and library communities to preserve non-journal scholarly literature such as e-books, Portico developed a study in late 2007 to help offer insight to the community about the current e-book landscape, including business models, data formats, and preservation needs. While libraries are still experimenting with e-books and how to properly include them in their collection development strategies, e-book publishers are immediately ready to implement a preservation strategy. The technological analysis of the study shows that even the more difficult e-book content will be no more difficult than e-journals.

Vassiliou, Magda and Jennifer Rowley. 2008. Progressing the definition of "e-book". *Library Hi Tech*. 26 (3): 355-368.

> Purpose -- This paper aims to propose a definition for the concept "e-book" on the basis of an analysis of existing definitions. The e-book marketplace is growing rapidly and the potential impact of e-books on publishers, librarian and users is increasing in significance. Yet, there is agreement that despite a few widely accepted definitions there is no consensus on the definition of the term e-book, and, further that consensus on the definition would be beneficial for both researchers and practitioners. Design/methodology/approach -- This paper starts with a brief overview of the developments in e-books, covering technologies, marketplaces, and the attractions and challenges associated with e-books for users and libraries. It then reports on a content analysis of existing definitions of e-book. A collection of definitions was compiled through an exhaustive literature review. Content analysis was performed to identify the frequency of occurrence of key words and phrases across these definitions. Findings -- There is a consensus that definitions of e-book should include reference to: The digital or electronic nature of e-books, analogy to printed book, some indication of the content of e-books, and some allusion to e-book technologies. We propose a two-part definition that embraces these themes, but also reflects the in-use features of the e-book. Conclusions and recommendations make proposals for further discussion on the concept of e-book and, more widely, into the publication, acquisition and use of e-books. Originality/value -- In the rapidly developing e-book marketplace it is essential to have agreement on the definition of e-book, and furthermore, such a definition needs to reflect both the persistent characteristics of e-books, and their dynamic and developing nature.

Wilkie, Tom and Sian Harris. 2008. E-books are here to stay. *Research Information*. 35: 16-18 www.researchinformation.info/features/feature.php?feature_id=167.

> Electronic books are gaining popularity, especially amongst researchers. However, the way in which e-books are used could have a big effect on the role of librarians and information professionals, with publishers in effect replacing librarians as intermediaries between reader and content. The reason behind the popularity of e-books in research compared with other types of books is simple: researchers already do their day-to-day work online. Universities and corporate research libraries are moving to a preference for e-books because they are very familiar with digital content. Despite this enthusiasm amongst researchers, however, there are formidable barriers to the wider acceptance of e-books. One issue is that of file format, as publishers continue to struggle with which formats and devices to standardise and what kind of format.

Woods, Bronwen and Michael Ireland. 2008. Ebook loans: an e-twist on a classic interlending service. *Interlending & Document Supply*. 36 (2): 105-115.

> Purpose - In April 2007, the Canada Institute for Scientific and Technical Information (CISTI), in collaboration with Ingram MyiLibrary, launched the eBook Loan Service. The paper describes the management of challenges associated with the project as well as the background and context of the aims to eBook Loan Service model. Conclusions and future activities by the partners with regard to e-book lending are discussed. Design/methodology/approach - The paper addresses two main topics: how the eBook Loan Service model was developed, the challenges and risks, the outcomes and benefits; and to evaluate whether a project stretching across boundaries of geography and time as well as between public and commercial partners can be managed successfully. Through a literature review, the context of the e-book lending model for libraries is addressed, as well as the challenges of virtual project management. Findings - The challenges and risks associated with implementing the new service were resolved and the project was a success. Originality/value - The new service delivered by this project underlines the richness of new ideas emerging in the library community to improve access to scholarly literature in the digital age. With this model of affordable short-term access to scholarly e-books, libraries will be in a better position to serve the just-in-time needs of users in the electronic environment and end-users will have better access.

Živković, Daniela. 2008. The Electronic Book: Evolution or Revolution? *Bilgi Dünyas*. 9 (1): 1-20 hdl.handle.net/10760/11419.

> The aim of the paper is to show the most important developments of the e-book in the last 10 years. Special emphasis is on the activities contributing to the creation of favorable condition for the production, distribution and reading electronic books. Successful information management with regard to e-books means defining the term e-book itself, developing identification systems, digital rights management and legal deposit as a part of digital libraries and cultural heritage.

2009

Ball, Rafael. 2009. E-books in practice: the librarian's perspective. *Learned Publishing*. 22 (1): 18-22 DOI: 10.1087/095315108X378730.

> According to the the author it has become unimaginable to provide information - particularly scientific information - without e-books. They have become part of today's combination of media, which includes printed books and journals, e-journals, e-books, and databases. When e-books first appeared on the market, librarians very quickly formulated their key requirements. The most important requirement is functionality: it must be possible to look through a book chapter by chapter, and also to get a quick overview of a comprehensive monograph. Usage arrangements, including concurrent usage and use for interlibrary loans, are also important. The use of uniform technical standards increases the acceptance of e-books.

Clavero, Javier and Codina, Miquel and Pérez, Andrés and Serrat-Brustenga, Marta. 2009. Estudio de caso de servicio de préstamo de libros electrónicos (A case study of lending service of electronic books). *El profesional de la information*. 18 (2).

> The Rector Gabriel Ferraté Library (BRGF) at the Technical University of Catalonia (UPC) has recently launched an electronic books lending service. This paper describes the experience of evaluating the e-book readers in the current market, the content to be made available on these devices, and how well they actually work, as well as the results of 2 months of ongoing service. Finally, it points to short-term future actions with all four copies of iRex iLiad 2nd Edition available in the library.

Darnton, Robert. 2009. *The Case for Books*. Past, Present, and Future. Public Affairs: New York. ISBN 978-1586488260.

> The era of the printed book is at a crossroad. E-readers are flooding the market, books are available to read on cell phones, and companies such as Google, Amazon, and Apple are competing to command near monopolistic positions as sellers and dispensers of digital information. Already, more books have been scanned and digitized than were housed in the great library in Alexandria. Is the printed book resilient enough to survive the digital revolution, or will it become obsolete?

Estelle, Lorraine and Milloy Caren. 2009. JISC National E-Book Observatory: Initial Findings from the Project and How We Might Use Them. *Serials*. 22 (2): 104-107.

> The national *e-books* observatory is undertaking vital research to inform the development of the *e-*textbook market in UK higher education in line with user requirements. Funded by JISC, the project is observing the behaviours of students and staff as they use a selection of *e-books* specially selected to meet undergraduate courses in four subject areas. In addition to finding out how the *e-books* are discovered and used, the project is measuring the impact of making the *e-books* freely available through the university library on traditional print sales revenue and library circulation data. Understanding the behaviours of users of *e-books* and the potential impacts on print sates is essential in developing a sustainable and effective market that will provide users with the *e-books* they need for teaching and learning.

Estelle, Lorraine; Woodward, Hazel. 2009. The National E-Books Observatory project: Examining Students Behaviors and Usage. *Journal of Electronic Resources Librarianship*. 21 (2): 172-177.

> The Joint Information Systems Committee National *e-Books* Observatory Project will assess the impacts, observe behaviors, and develop new models to stimulate the UK higher education *e-books* market. The project has licensed a collection of *e-books* that are highly relevant to UK higher education in four disciplines and will evaluate the use of the *e-books* through deep log analysis. Knowledge acquired during the project will be shared with publishers, aggregators, and *libraries* to help encourage the development of an *e*-book market that has appropriate business and licensing models.

Harris, Sian. Redefining E-Book. 2009. *Research Information*. 41: 16-21.

> *E-books* are a hot topic among publishers and librarians. This article presents the views of some people involved with *e-books* in different ways what the situation is like at the moment and what they predict for the future. Martin Richardson, managing director of the UK academic and journals divisions of Oxford University Press, says that the ability to access and search *books* online is transforming scholarly research. Maxim van Gisbergen, product manager for *e*-books at Swets, argues that when *e*-book readers really become a success, there will be library demand for them,

too. Rich Rosy, vice president and general manager of institutional solutions for Digital Ingram, believes that the role of *e-books* is starting to solidify, with *libraries* starting to spend money on them.

Miller, William. 2009. Libraries and E-book: Perception and Reality. *Library Issues: Briefings for Faculty and Administrators*. 30 (1).

> *Electronic books* raise numerous issues for *libraries*. In academia, a common concern is how quickly the shift to *electronic* textbooks will occur. For *libraries*, the shift is as profound and inevitable as the shift to *electronic* journals was. *Libraries* must have the systems infrastructure to enable users easy access to *e-books* via their Web sites. Interlibrary lending protocols must be completely rethought because *e-books* are mostly leased or rented rather than purchased. The shift to *e-books* will also have major implications for society as a whole. It will broaden overall access, but may also widen the digital divide between those who have access and those who have not. This article looks at issues associated with the shift to *e-books*, the role of academic *libraries* in the new *e*-book environment, the *e*-book landscape, Google *Books* and copyright, accessibility, and library collection development.

Mincic-Obradovic, Ksenija. 2009. Ten Years in: E-Books at the University of Auckland Library. *Serials*. 22 (supplement): S23-S29.

> The University of Auckland Library has over 80 *e*-book databases and nearly 350,000 *e-books* listed in the Library catalogue alone. Over the last ten years *e-books* have proven to be an excellent support for teaching and learning, and they have altered the ways the Library provides services. However, managing this vast number of *e-books* is not easy. The variety of purchase models that vendors offer, varying formats of *e-books*, obtaining bibliographic records, bibliographic control, and choosing avenues to provide access, are just some of the problems the Library has to deal with. This paper looks into both positive and negative experiences with *e-books* and discusses solutions found by the University of Auckland Library.

Muhlberger, Gunter and Gstrein, Silvia. 2009. eBooks on Demand (EOD): A European Digitization Service. *IFLA Journal*. 35 (1): 35-43.

> Within the framework of the European Union funded project Digitization on Demand (2006-2008), the eBooks on Demand service (EOD) is currently available in more than eighteen *libraries* in ten countries. EOD enables users to order public domain *books* as PDF eBooks. The requested *books* are digitized, delivered as an eBook and saved long-term in a digital library. The EOD service is implemented within the framework of a network. The individual library is responsible for the processing of the order and the digitization. The ordering of eBooks, delivery to the customer, *electronic* payment and automatic text recognition even for old and gothic font texts are supported through a central database with web access. The basic advantages of the network lie on the one hand in the reduced workload of individual *libraries* and on the other hand in the recognition value of the EOD service for the user and the public.

Perrone, Agnese. Electronic Book Collection Development in Italy: A Case Study. *IFLA Journal*. 35 (4): 305-312.

> The paper reports the results of a research project that aimed to investigate how academic librarians are managing the integration of *electronic* book collections in their library holdings and focuses on the selection criteria and collection development issues. The background is represented by the Italian academic *libraries* that have been lately involved in *electronic* book collection development projects, and by the Italian digital publishing *e-books* offer.

Soules, Aline. 2009. E-Books and Users Assumptions. *Serials*. 22 (supplement): S1-S5.

> *E-books*, in all their forms, are now a core element of library collections, but even as they become a larger part of the publishing world and library holdings, users face new realities that they did not expect. Many are unable to deal with n-*books* in the way creators envision. There are issues of many kinds related to technology, readability, access, borrowing, and the level of knowledge about special features. Undergirding these is a subtle issue that is becoming more obvious as n-*books* evolve, namely, user assumptions and perceptions about *e-books*. The author discusses these issues based on various studies and on her experience with students, both in her credit courses and in the general library, and proposes that we rethink the fundamental concept of an *e*-book.

Soules, Aline. 2009. The shifting landscape of e-books. *New Library World*. 110 (1-2): 7-2. DOI:10.1108/03074800910928559.

The purpose of this paper is to review the current state of e-books, describing their potential scope, highlighting information from recent ebrary surveys in connection with the author's on-the-ground experience with students, and discussing the challenges of these evolving works.

2010

Barlow, Steve and Skidmore Steve. 2010. To *E* or Not to *E*? That and a Lot of Other Questions... *The School Librarian*. 58 (2): 70.
> Apple's release of the iPad demonstrates that sales of *e-books* can generate a reliable revenue stream for publishers. *E-books* offer an excellent alternative to traditional paper and ink delivery systems. One of the advantages of *e-books* over their printed counterparts is their potential to inspire reading in children who are lazy to go to a library or a bookshop. Although paper *books* will not totally disappear, *e-books* provide so much more in terms of value and choice. *E-books* are also environment-friendly because they can save on paper, ink, and transport costs and reduce carbon dioxide emissions. *Libraries* will still be relevant because they can loan titles based on demand, instead of having patrons take out what is on the shelf. Adapted from the source document.

Bierman, James and Ortega, Lina and Rupp-Serrano Karen. 2010. E-book Usage in Pure and Applied Sciences. *Science & Technology Libraries*. 29 (1/2): 69-91.
> University of Oklahoma librarians invited faculty in the pure and applied sciences to discuss current and potential e-book use in research and instruction. The study consisted of an online survey followed by individual interviews featuring e-book demonstrations. Faculty viewed e-book titles on a variety of platforms. Opinions were solicited on current publisher or aggregator interfaces, essential and desirable features or functionalities in platforms, and the future of the e-book in academia.

Buczynski, James A. 2010. Library E-Books: Some can't find them, Others find them and Don't Know what they are. *Internet Reference Services Quarterly*. 15 (1): 11-19.
> When discussing *e-Books*, people generally fall into two camps: they either don't know what *e-Books* are or know what they are but cannot find them at their local library. *Libraries* are beginning to successfully address the gap between patron awareness of *electronic books* in general and a library's holdings and circulation options. *E-Books* are a relatively new format, and many rights and business model issues between authors, publishers and distributors remain unresolved. *E*-Book readers to a large degree receive more media attention than *e-Books* themselves. More and more people are looking to *libraries* to fill their *e*-Book needs. OverDrive (overdrive.com) offers *libraries e-Books* with true to expectations portability. *Libraries* are beginning to successfully market their *e*-Book collections and make discovery easier.

Cordón-Garcia, José Antonio and Alonso-Arévalo, Julio and Martín-Rodero, Helena. 2010. Los libros electrónicos: la tercera ola de la revolución digital. *Anales de Documentación*. 13: 53-80 eprints.rclis.org/18554/.
> After reference books and scientific journals, electronic books represent the next level of evolution in the digital revolution. Its presence in libraries and their level of knowledge on the part of users is still low. But the development of specific collections by the editors, the development of online distribution systems increasingly refining and improvements in portable reading devices (e-book readers) are causing a change in this situation, so being checked with a turnaround on the production and consumption of such documents.

Cordon, José-Antonio. 2010. Libros electronicos: una realidad emergente (E-books: emergent reality). *Anuario ThinkEPI*. 4: 130-138.
> After years of failures and hesitations, electronic books have consolidated their market presence, representing an increasingly important segment of the publishing sector. This launch is due to several factors: implementation of the electronic edition as an inseparable part of content production, primarily in science and reference works; technological improvements, advantages, and greater variety in reading devices; an increasingly large and diverse catalog of works developed by publishers of all kinds; and the responsiveness to new media demonstrated by the reading public. Despite this, there are several problems, mainly related to format and to management of the electronic rights, that the industry must resolve to ensure that this trend will continue permanently.

Chiun-Sin, Lin and Tzeng Gwo-Hshiung and Chin Yang-Chieh and Chang Chiao-Chen. 2010. Recommendation sources on the intention to use e-books in academic digital libraries. *Electronic Library*. 28 (6): 844-857.

Few library studies have investigated recommendation classifications for e-book (electronic book) usage, while none have directly compared what recommendation sources (word-of-mouth, advertising, and expert recommendation) might influence e-book usage intentions. To fill this gap in the literature, the main purposes of this study are to: examine how users perceive the influence of recommendations on the intention to use e-books for academic purposes; and to measure the level of the perception of trust and perceived risk when users receive e-book recommendations from peers, advertisers, and experts. Data for this study were collected from 382 academic digital library users between the ages of 18 and 25. A multiple regression analysis was then conducted to identify the key causal relationships. The comparison of three recommendation sources (word-of-mouth, advertising, and expert recommendations) revealed that word-of-mouth (WOM) played a more important role than other recommendations in determining the intention to use e-books in an academic digital library. In addition, enhancing the perceived trust and reducing the risk towards the use of e-books can mediate the relationship between recommendation sources and the behavioural intentions to use e-books. This study assessed self-reported behavioural intention as part of its survey and, as a result, could have introduced unintentional inaccuracies. Librarians should emphasise e-book advantages (e.g. easy searching, easily accessible index) to get positive recommendation if users follow all of the recommendations of the source. They can also create online discussion forums to provide usage intention discussions, which can influence users' perceptions of trust and risk and increase the willingness of potential users to read e-books. Little has been written on the intentions of using e-books. Therefore, this conceptual model is novel. This model is also useful in explaining how recommendations stimulate the intentions of using e-books by enhancing the perceived trust and reducing the perceived risk; these findings may generally be applicable to librarians, current users, and potential users.

Harris, Lesley Hellen. 2010. E-Book Publishing Creates New Responsibilities. *Information Outlook*. 14 (1): 55.

The opportunities for *electronic* self-publishing are allowing authors, *libraries*, and organizations to become publishers themselves. However, this new role comes with new business and legal responsibilities. For example, *e*-book publishers should recognize copyright issues associated with materials such as cover artwork, tables, maps and charts, and excerpts from other works. After the *e*-book is finished and ready to for publication, the aspiring publisher must carefully inspect the wording of the copyright notice/warning to include on the book. The book should also be registered with the U.S. Copyright Office.

Hodges, Dracine and Preston, Cyndi and Hamilton, Marsha J. 2010. Resolving the Challenge of *E-Books*. *Collection Management*. 35 (3-4): 196-200.

The authors identify the major issues associated with *e-books* and their expanding role in *libraries*, especially in patron-driven acquisitions. *E*-book access began when NetLibrary entered the patron-driven acquisitions arena in the late 1990s with a business model that raised concerns for some *libraries* and their patrons. Since then, other models and variations abound. Today the library community would prefer far greater uniformity across *e*-book publishers in areas such as simultaneous publishing, printing ability, access models, resource sharing use, and compatibility with handheld reading devices, among others. *Libraries* would acquire even more *e-books*, providing even more revenue for publishers, if these issues could be resolved. Adapted from the source document.

Joint, Nicholas. 2010. The Electronic Book: A Transformational Library Technology? *Library Review*. 59 (2): 83-91.

Purpose -- The purpose of this paper is to form one of a series which will give an overview of so-called "transformational" areas of digital library technology. The aim will be to assess how much real transformation these applications are bringing about, in terms of creating genuine user benefit and also changing everyday library practice. Design/methodology/approach -- An overview of the present state of development of the *electronic* book (*e*-book), looking at perceptions in the popular press, statistical data from reputable sources, recent findings from the publicly funded quango Joint Information Systems Committee (JISC), consultants funded by JISC, individual comment from well-informed writers and observations from contemporary library practice. Findings -- The paper finds that the *e*-book has not proven itself as a transformational technology in the context of library services, nor as a consumer product to be sold directly to end users. It does have the potential to be so, if certain problems related to usability, business models and library finding tools are addressed. Research limitations/implications -- This paper does not engage in a research level investigation of the subject, but does acknowledge and support JISC's recommendations for future research, while

putting these into the context of everyday library practice. Practical implications -- This paper outlines some of the practical challenges faced by librarians in the implementation of *e*-book services. These are not always sufficiently acknowledged by publicly funded research that takes place away from the arena of everyday practice. Originality/value -- The approach in this investigation is to present the broader possibilities of *e*-book services in a way that is both familiar to library practitioners, and which favourably contrasts the insights and perspectives of the working library profession with those of the higher profile popular press or generously funded research community.

Kimball, Rusty and Ives, Gary and Jackson, Kathy. 2010. Comparative Usage of Science e-book and Print Collections at Texas A&M University Libraries. *Collection Management*. 35 (1): 15-28.

This study compares usage figures between equivalent *e-books* and print *books* owned by the Texas A&M University *Libraries* in the physical sciences and technology. For NetLibrary, the top 10 science *e-books* were used over six times more than the print *books*, and the top 10 chemistry *e-books* were used over three times more than their print counterparts. For ebrary, the top 17 science *e-books* were used at least 17 times more than the same print *books*. In Safari, the top 10 computer science *e-books* were used 207 times more than their print counterparts. Usage statistics such as these can help librarians make informed *e*-book purchase decisions, especially in times of retrenchment.

Milloy, Caren. 2010. Why *E-Books* Mean Business. *Research Information*. 47: 17.

After the two-year long *e*-book observatory project, JISC's Caren Milloy reports on a new project to investigate the best business models for *e-books* and their potential impact on print sales.

Mincic-Obradovic, Ksenija. 2010. *E-books in Academic Libraries*. Chandos: Cambridge (UK) ISBN: 978 1 84334 586 2.

Written from the perspective of a librarian, this book offers a comprehensive overview of the impact of e-books on academic libraries. The author discusses advantages to both researches and librarians and provides current examples of innovative uses of e-books in academic contexts. This book reviews the current situation in e-book publishing, and describes problems in managing e-books in libraries caused by the variety of purchase models and varying formats available, and the lack of standardisation. It discusses solutions for providing access and maintaining bibliographic control, looks at various initiatives to publicise and promote e-books, and compares e-book usage surveys to track changes in user preferences and behaviour over the last decade. E-books have already had a huge impact on academic libraries, and major advances in technology will bring further changes. There is a need for collaboration between libraries and publishers. The book concludes with reflections on the future of e-books in academic libraries.

Polanka, Sue (ed). 2010. *No Shelf Required: E-books in Libraries*. ALA Editions. ISBN: 9780838910542.

E-books have been around for more than 10 years but are still a relatively new phenomenon to many librarians and publishers. With the introduction of e-book readers, the e-book has become mainstream, with recent triple-digit annual increases in sales. But what place do they have in the library? In this volume, Sue Polanka brings together a variety of professionals to share their expertise about e-books with librarians and publishers. Providing forward-thinking ideas while remaining grounded in practical information that can be implemented in all kinds of libraries, the topics explored include: an introduction to e-books, the different types, and an overview of their history and development; e-book technology: general features of interfaces and e-book readers, best practices for acquisition, data standards, and how to track usage; why e-books are good for learning, and how librarians can market them to a wide range of users, as illustrated by case studies and examples.

Pomerantz, Sarah. 2010. The Availability of E-Books: Examples of Nursing and Business. *Collection Building*. 29 (1): 11-14.

Purpose -- The purpose of this paper is to determine whether aggregator packages might be appropriate to replace or supplement print collections in business and nursing, it aims to identify *e*-book equivalents for print *books* acquired for an academic library's collections. Design/methodology/approach -- This paper provides a list of the library's acquisitions in two disciplines checked against *e*-book aggregators' holdings. The comparison is analyzed and discussed. Findings -- The results confirm findings of a previous study showing that less than one-third of print *books* acquired for this library's nursing and business collections have *e*-book equivalents available from aggregators, so the aggregators' holdings do not strongly match the library's collecting profile. Research limitations/implications -- The present study applies previous

research to a different type of collection, and tests previous conclusions. Originality/value -- This paper contributes to assessment of the value of *e*-book collections for academic *libraries*.

Romero-Otero, Irene-Sofía and Elena Giménez-Toledo and Juan-Carlos Martín-González. 2010. El *e-book* científico-técnico en el mercado español a partir del análisis de las agencias de suscripciones (The scientific-technical e-book in the Spanish market: an overview from the subscription agent perspective). *El profesional de la información*. 19 (1).
> Management, trade strategies, marketing and users of scientific-technical e-books in the Spanish market are analysed in this paper, from the point of view of the main subscription agents. Swets and Ebsco country managers in Spain were interviewed to obtain a general overview. The most widely held opinion in the scholarly context –researchers, librarians, publishers and subscription agents- is that the scholarly e-book is being accepted much more slowly than e-journals but will become more and more important.

Stern, David. 2010. EBooks from Institutional to Consortial considerations. *Online*. 34 (3): 29-35.
> Although *electronic books* have been available for several years now, selection, payment, cataloging, searching, and presentation remain extremely complex. The options and decisions are confounded by consortial considerations, with only a few large consortia exploring or testing these new issues. A number of small consortial arrangements are expected to provide some guidance, but large consortial approaches vary when it comes to standard pricing models, cooperative profiling, and shared payment methods. Academic *libraries* that are considering the utility and acceptance of *e-books*, either as replacements or supplements to paper monographs, should look at the implementation issues for consortial purchases and/or leases of *e-books* as early as possible.

Tonkin, Emma. 2010. eBooks: Tipping or Vanishing Point? *ARIADNE*. 62
www.ariadne.ac.uk/issue62/tonkin/.
> Due in large part to the appearance since mid-2006 of increasingly affordable devices making use of e-Ink technology (a monochrome display supporting a high-resolution image despite low battery use, since the screen consumes power only during page refreshes, which in the case of ebooks generally represent page turns), the ebook has gone from a somewhat limited market into a real, although presently still niche, contender. Amazon sold 500,000 Kindles in 2008; Sony sold 300,000 of its Reader Digital Book model between October 2006 and October 2009. In September 2009, ebooks represented between 1% and 3% of the total US publishing market. Following the JISC National eBooks Observatory Study in the UK, one participant, David Nicolas, was quoted as stating that ebooks have 'reached the tipping point'. Keeping in mind Bohr's statement that, 'prediction is very difficult, especially about the future', it's nonetheless safe to say that publicity about these devices is currently at a high point. But for ebook readers, as Figure 1 shows, this is not their first time in the spotlight.

Wilkie, Tom and Harris, Sian. 2010. E-Books Face Bright Future. *Research Information*. 46: 9.
> At the Online Information show held in December 2009 in London, England, there was enthusiasm towards the potential of *electronic books* despite near-term challenges. According to Maxim van Gisbergen, product manager for *e-books* at Swets, *electronic books* have a bright future and *libraries* are expected to double their expenditures for such materials within the next three years. Although roughly 97 percent of academic *libraries* in the United States already have some *e-books*, adoption is predicted to be slower and to work differently from the adoption of *electronic* journals. Another speaker, David Nicholas of UCL's CIBER group, discussed the *E*-book Observatory project in the UK.

Wu, Annie and Mitchell, Anne M. 2010. Mass Management of *E*-Book Catalog Records: Approaches, Challenges, and Solutions. *Library Resources & Technical Services*. 54 (3): 164-174.
> *Electronic* book collections in *libraries* have grown dramatically over the last decade. A great diversity of providers, service models, and content types exist today, presenting a variety of challenges for cataloging and catalog maintenance. Many *libraries* rely on external data providers to supply bibliographic records for *electronic books*, but cataloging guidance has focused primarily on rules and standards for individual records rather than data management at the collection level. This paper discusses the challenges, decisions, and priorities that have evolved around cataloging *electronic books* at a mid-size academic library, the University of Houston *Libraries*. The authors illustrate the various issues raised by vendor-supplied records and the impact of new guidelines for provider-neutral records for *electronic* monographs. They also describe workflow for batch cataloging

using the MarcEdit utility, address ongoing maintenance of records and record sets, and suggest future directions for large-scale management of *electronic books*.

Bibliografia italiana = Italian Bibliography

Caminito, Maurizio. 2010. Gli e-book in Italia: la parola agli editori. *Biblioteche oggi*. 28 (7).
> L'autore analizza il modo in cui gli editori italiani stanno affrontando la sfida dell'E-book che si sta sempre di più affermando nel mercato italiano. Quattro piattaforme per la distribuzione degli e-book sono state introdotte dagli editori: Giunti; EDIGITA; the Mondadori Group; Book Republic. I 4 progetti rappresentano le differenti strategie utilizzate per far fronte alle richieste del mercato italiano della disseminazione dei contenuti.

Delle Donne, Roberto (ed). 2005. *Libri elettronici. Pratiche della didattica e della ricerca*. Napoli: Clio Press eprints.rclis.org/handle/10760/15314

Ferrieri, Luca. 2010. L'ebook in biblioteca: una sfida culturale. *Biblioteche oggi*. 28 (7)
> L'articolo riprende e rielabora alcuni temi oggetto di un intervento nell'ambito del seminario "E-book e biblioteche pubbliche" organizzato dal Goethe Institut Mailand con la collaborazione della biblioteca Sormani di Milano il 9 giugno 2010. In particolare l'articolo offre delle riflessioni su vantaggi e rischi legati all'utilizzo dell'e-book nell'ambito del servizio di prestito bibliotecario con particolare attenzione alle biblioteche pubbliche.

Fiorentini, Barbara. 2006. Gli e-book entrano in biblioteca. *Biblioteche Oggi*. 24 (10): 45-47 www.bibliotecheoggi.it/2006/20061004501.pdf

Fiorentini, Barbara. 2006. Recensione a "E-book: risorse attuali e prospettive future. Seminario con tavola rotonda organizzato da Cenfor International, Milano, Bibliostar 2005, Palazzo delle Stelline, 18 marzo 2005, a cura di Serena Sangiorgi e Anna Merlo. *Bollettino AIB*. 3 (279) www.aib.it/aib/boll/2006/0603279.htm

Fiorentini, Barbara. 2006. "E-books: una reale opportunità per le nostre biblioteche?". *Bibliotime*. 9 (3) didattica.spbo.unibo.it/bibliotime/num-ix-3/fiorenti.htm

Fiorentini, Barbara. 2006. Il libro elettronico entra in biblioteca. Piacenza: Università Cattolica del Sacro Cuore.

Gaggini, Luisa. 2002. L'editoria italiana in formato elettronico, stato dell'arte e prospettive: un punto di vista. *AIDAinformazioni*, 20 (1): 61-75. Relazione presentata alla Sessione italiana dell'Online Information Meeting 2001 (Londra, 5 dicembre 2001) e al Seminario AIDA di replica "L'editoria elettronica: nuove leggi e vecchia economia" (Milano, Palazzo delle Stelline, 15 marzo 2002).

Longo, Brunella. 2001. *La nuova editoria: mercato, strumenti e linguaggi del libro in Internet*. Milano: Editrice Bibliografica. (in particolare la Parte Seconda: Gli E-Book). ISBN: 9788870755503.

Longo, Brunella. 2001. L'e-book in biblioteca e il modello netLibrary. = E-books in the library, and the netLibrary model". *Biblioteche Oggi*. 19 (2): 34-42. www.bibliotecheoggi.it/2001/20010203401.pdf

Maffei, Lucia. 2002. Scholarly communication reconsidered: priorities in the academic world and born digital-born again digital publications. Firenze 21 gennaio 2002. *AIDAInformazioni*. 20 (1) www.aidainformazioni.it/pub/maffei12002.html.

Manni, Stefania e Susanna Zatterin. 2006 . "E-book nelle biblioteche accademiche". *Biblioteche Oggi*, 24 (10): 48 www.bibliotecheoggi.it/2006/20061004801.pdf.

Reale, Luigi Maria. 2004. "La "nuova economia" del libro elettronico. Prospettive per una sostanziale qualità dell'informazione". *L'Istrice* 15 marzo www.simonel.com/ebook/eBook02.html.

Reale, Luigi Maria. 2005 Libro elettronico, editoria digitale, accesso aperto: riflessioni e prospettive. *Nuova Informazione Bibliografica*. 1 (gennaio-marzo). hdl.handle.net/10760/6059

Revelli, Carlo. 2002. A proposito dei libri elettronici. = Concerning electronic books. *Biblioteche Oggi*. 20 (6): 38-43 www.bibliotecheoggi.it/2002/20020603801.pdf.

Roncaglia, Gino. 2001. Gli e-book sono davvero dei libri. Otto tesi su che cosa non dovrebbero essere i libri elettronici. *Mediamente*. www.mediamente.rai.it/divenirerete/010504/index.asp

Roncaglia, Gino. 2001. Libri elettronici: problemi e prospettive*. Bollettino AIB.*41 (4): 409-439 www.aib.it/aib/boll/2001/01-4-409.htm.

Roncaglia, Gino. 2001. Quali e-book per la didattica? In Roncaglia, Gino. *Attorno all'e-book. Interventi, articoli riflessioni*. www.merzweb.com/testi/articoli/quali_e-book_per_la_didattica.htm

Roncaglia, Gino. 2010. I dispositivi sono migliorati ma sono ancora imperfetti. *Stilos*. 9.

Roncaglia, Gino. 2010. *La Quarta Rivoluzione. Sei lezioni sul futuro del libro*. Laterza.

Sangiorgi, Serena. 2005. E-books e oltre: scenari e tecnologie dell'editoria digitale nella società dell'informazione. Milano, Università di Milano Bicocca, 25 maggio 2005". *AIDAinformazioni* 23 (4): 105-107 www.aidainformazioni.it/pub/sangiorgi1-42005.html

Sala, Virginio B. 2001. *e-book. Dal libro di Carta al Libro Elettronico.* Apogeo: Milano. ISBN: 9788873038832

Sangiorgi, Serena e Anna Merlo (ed.). 2006*. E-book: risorse attuali e prospettive future*. Atti del Seminario con tavola rotonda organizzato da CENFOR International. Milano, Bibliostar 2005. Palazzo delle Stelline, 18 marzo 2005. Roma: AIDA. ISBN: 8890114479.
> Contiene interventi di: Sangiorgi, Serena. *Ebooks: un primo panorama di esperienze italiane*; Akeyrod, John. *E-books?;* Cirulli, Carmen. *E-Books per l'utenza accademica*; Roncaglia, Gino e Federico Meschini. *E-book per gli studenti: problemi di supporto, di formato e di distribuzione;* Perrone, Agnese. *Indagine sull'uso dell'e-book presso le Facoltà di Lettere e Filosofia e di Ingegneria dell'Università di Parma;* Casalini, Michele. *I testi di ricerca in EIO – Editoria Italiana Online*; Volpi, Vittorio. *L'Editrice InFonte;* Cotoneschi, Patrizia. Firenze *University Press e i suoi ebooks: filosofia e formati;* Zani, Maurizio. *Prime esperienze di e-book. L'utilizzazione di Engnetbase presso la Facoltà di Ingegneria dell'Università di Bologna;* Zucconi, Angelica. *Gli e-books CRC Press alla Sapienza.*
> [Il link alle presentazioni della giornata è disponibile alla voce Seminari].

Sangiorgi, Serena e Anna Merlo (ed.). 2007. *Delivering e-content: contenuti elettronici alla portata degli Utenti.* Atti del Seminario con tavola rotonda organizzato da CENFOR International. Milano, Bibliostar 2006. Palazzo delle Stelline, 10 marzo 2006. Roma: AIDA. ISBN: 8890114460.
> Contiene interventi di: Akeroyd, John. *Library Portals e Meta Searching*; Lauridsen, Helle. *Centinaia di risorse – un unico punto di accesso - un'unica interfaccia. E' possibile?*; Mornati, Susanna. *Nuove tecnologie a supporto del delivering e dell'information retrieval: PLEIADI e gli Open Archives*; Cornero, Alessandra. *Biblioteche per la PA: contenuti elettronici e servizi web*; Tosato, Massimiliano. *OneGate: nuovi orizzonti per l'informazione professionale*; Perrone, Agnese. *Creazione e Gestione di una collezione di e-book: problematiche DRM e proposte di discussione*; Cirulli, Carmen. *Un anno di esperienza con gli e-book.*
> [Il link alle presentazioni della giornata è disponibile alla voce Seminari].

Santoro, Michele. 2005. Paperless variations: le alterne vicende della lettura elettronica. Biblioteche Oggi 23 (5): 7-18 www.bibliotecheoggi.it/2005/20050500701.pdf.
> Paper presented at a conference on library reading in the Internet age ("Le teche della lettura: leggere in biblioteca al tempo della rete"), Milan, Italy, 17-18 March 2005. While the celebrated pianist Glenn Gould had a "dialectical" relationship with technology and used studio recording techniques to improve his musical performances, many economists and sociologists who believe in technological determinism claim that technology is not merely a tool for putting ideas into practice but is the principal factor in the transformation of society. They assert that in the information society new technologies will not only determine social relationships but also create unlimited progress, and that the advent of the paperless society will spell the end for traditional, print-based libraries. The current

shortcomings of e-books, such as their cumbrousness and poor legibility, will, supposedly, be overcome by technical means. Suggests that this attitude of technological determinism is a trap to be avoided: the public has so far shown little interest in electronic reading tools, notably e-books, and is not yet ready to adopt them, because of social and cultural practices that e-publishers, despite their promotional efforts, have failed to take into account.

Zaninelli, Massimo. 2001. La lunga gestazione del libro elettronico. *Le Scienze.* 398 (10/01)

Seminari = Workshops

Quali e-book per la didattica e la ricerca? Il libro elettronico entra all'università. Giornata di studio organizzata dall'Università della Tuscia in collaborazione con MediaMente ed eSchola www.unitus.it/confsem/ebook/. 8 Maggio 2001.

E-Book: introduzione e prospettive. Università LUMSA, Facoltà di Giurisprudenza. Seminario organizzato dalla Sezione AIB Lazio in collaborazione con l'Università LUMSA. www.aib.it/aib/sezioni/lazio/co020221.htm. 21 Febbraio 2002.

E-book: risorse attuali e prospettive future. Palazzo delle Stelline. Seminario sugli E-book organizzato da CENFOR International in collaborazione con AIDA, Associazione Italiana Documentazione Avanzata. 18 marzo 2005 tinyurl.com/CENFOR2005

E-book: alcune nuove esperienze e stato dell'arte in Italia (all'interno del Seminario Delivering e-content: contenuti elettronici alla portata degli Utenti). Secondo Seminario sugli E-book organizzato da CENFOR International in collaborazione con AIDA, Associazione Italiana Documentazione Avanzata. 10 marzo 2006 tinyurl.com/CENFOR2006.

E-book nelle biblioteche accademiche. Ancora un cambiamento da governare. Centro Congressi CNR Area della Ricerca di Bologna. Seminario organizzato da E.S. Burioni con la collaborazione del CNR Area della Ricerca di Bologna www.burioni.it/seminario_bologna_06/programma.htm. 9 novembre 2006.

Evoluzione nell'utilizzo delle risorse elettroniche da parte degli utenti della Biblioteca. Roma, venerdì 27 giugno 2008, Biblioteca Centrale "G.Marconi" del CNR Consiglio Nazionale delle Ricerche. Seminario organizzato da Elsevier Science in collaborazione con CENFOR International e dalla Biblioteca Centrale "G.Marconi" del CNR. La seconda parte del seminario dal titolo" E-books nuovo strumento per gli utenti e analisi del comportamento sul loro utilizzo" è stata dedicata alle esperienze di alcuni atenei italiani.

La conoscenza che viaggia: Ebook e didattica universitaria. Centro Congressi Federico II, Napoli. 20 Novembre 2008. Convegno promosso da Liguori Editore e dal Dipartimento di Informatica e Sistemistica dell'Università Federico II di Napoli. http://www.liguori.it/schede/default.asp?c=banner4.
> Scenari, prodotti e sperimentazioni: il punto di vista sullo sviluppo dell'ebook come strumento di diffusione di conoscenza, di studio e di ricerca da parte di esperti, docenti universitari, autori, operatori e aziende delle reti e delle telecomunicazioni. Perché un convegno sull'ebook? In primo luogo per fare chiarezza sulle caratteristiche dell'ebook e sugli sviluppi del settore in Italia, delineando scenari e prospettive future. Il focus del convegno è il rapporto tra prodotto e fruizione dell'ebook nel contesto della produzione editoriale dei testi per l'università e in relazione agli strumenti tecnologici attualmente disponibili. Contenuti digitali, supporti, prodotti di rete, diritti d'autore digitali nel mondo dei libri elettronici e dei testi per l'università.

Gli e-book nella Biblioteca accademica: modelli organizzativi, problematiche e gestione. Università degli studi di Macerata, 14 giugno 2010. Docente: Anna Ortigari, Università degli studi di Bologna. Corso organizzato dall'Università degli studi di Macerata tinyurl.com/2u6yv75.
> Il programma, diviso in quattro moduli, prevedeva un'introduzione di contesto (mercato editoriale e tipologia di pubblicazioni), per poi passare al processo di acquisizione, gestione rispetto a periodici elettronici e basi dati, costi, contenuti, finalità degli e-book in una biblioteca accademica, alle competenze necessarie, per concludersi con una panoramica sul servizio Google Books.

E-book e biblioteche: dalla tecnologia al servizio. Goethe Institut – Milano. Seminario organizzato dal Goethe Institut in collaborazione con Biblioteca Sormani. 9 giugno 2010. www.goethe.de/ins/it/mai/wis/sbi/it6209440.htm.

Molti contenuti sono già - o in un prossimo futuro saranno solo - disponibili come e-book o altra forma digitale. Il tema, che fino a pochi anni fa riguardava quasi esclusivamente le biblioteche universitarie o specialistiche, acquista una rilevanza sempre maggiore anche per le biblioteche pubbliche. Quali conseguenze ha questo sviluppo per le biblioteche pubbliche nonostante le restrizioni nel budget e la riduzione del personale? Come si prospetta il futuro di questo mercato dell'e-book, quali cambiamenti sono prevedibili nel modo di leggere degli utenti, come devono adeguarsi le biblioteche?

XV Workshop DEA: "E-book: il sapere nel digitale" 30 settembre 2010
http://www.deamediagroup.com/workshop/28/e-book-il-sapere-nel.html.

XVI Workshop DEA: "E-book: il sapere nel digitale" 24 novembre 2010
http://www.deamediagroup.com/workshop/29/e-book-il-sapere-nel.html

«Il workshop è un'occasione per fare il punto sullo stato dell'arte del mondo degli e-book, sia per quanto riguarda la produzione editoriale che per la diffusione nel mondo accademico, alternando presentazioni di novità editoriali con le esperienze degli Opinion Leader del settore».

AIDA: Conversazione sul libro elettronico

In collaborazione con l'American University of Rome, AIDA organizza per il 29 ottobre una giornata dedicata al libro elettronico. AIDA è lieta di coinvolgere i soci e tutti coloro che sono interessati in una vera e propria "conversazione" a più voci sul libro elettronico. A partire dal volume "La quarta rivoluzione: sei lezioni sul futuro del libro", Laterza, 2010, www.ebooklearn.com/libro/, Francesco Antinucci, Marco Calvo, Fabio Ciotti e Giuseppe Granieri affronteranno con i presenti alcuni dei temi trattati nel volume. L'incontro sarà introdotto dai saluti di Andrew Thompson, Provost dell'American University of Rome e del presidente di AIDA Ferruccio Diozzi. Presente all'incontro anche Gino Roncaglia, autore del volume e uno dei maggiori esperti di e-book a livello internazionale.

Altri materiali = Other materials

Indagini = Surveys

2007. Global Faculty E-book Survey – "Ebrary".
> In Fall 2007, ebrary worked with more than 200 librarians from around the world to develop an informal survey to better understand faculty experience with e-resources and print materials. Libraries of all types, worldwide, were encouraged to invite their faculty members to participate in the survey. A total of 906 respondents completed the survey, representing nearly 300 individual higher education institutions, from approximately 38 countries www.ebrary.com/corp/collateral/en/Survey/ebrary_faculty_survey_2007.pdf.

2007. Global Librarian E-book Survey – "Ebrary".
> In Spring 2007, ebrary conducted an informal survey to better understand the digital content needs of the library community. A total of 583 respondents from 552 individual libraries completed our survey. site.ebrary.com/lib/librarycenter/docDetail.action?docID=80000723

2008. Global Student E-book Survey – "Ebrary".
> In Spring 2008, ebrary collaborated with more than 150 college and university librarians throughout the world to develop an informal survey to better understand students' usage, needs, and perceptions with regard to e-books www.ebrary.com/corp/collateral/en/Survey/ebrary_student_survey_2008.pdf.

2008. eBooks – The End User Perspective –*Springer & Business Media*.
www.springer.com/cda/content/document/cda_downloaddocument/eBooks+-+the+End+User+Experience?SGWID=0-0-45-608298-0
> In 2007, Springer surveyed librarians at six institutions to understand their views on eBook adoption and benefits. In 2008, Springer followed up that study with a survey of end users at five institutions to gauge their usage of and attitudes toward eBooks.

2008. JISC National E-Books Observatory Project, Results of First User Survey – "Joint Information Systems Committee" (JISC)
www.jiscebooksproject.org/wp-content/e-books-project-first-user-survey-a4-final-version.pdf.
> JISC has funded CIBER to gather all this evidence through a Deep Log Analysis (DLA) Study. The DLA study not only analyses the log data to identify real time patterns of discovery and use for the 36 course texts JISC has made freely available, but gathers quantitative data from users through surveys and case studies. This first user survey provides an initial benchmark against which to measure changes as the JISC national e-books observatory project progresses. The survey was circulated to the 127 HE institutions participating in the project and gathered information on current user awareness, perceptions and attitudes towards e-books. Over 20,000 responses were received to the survey making it one of the largest e-book surveys ever undertaken. JISC Collections truly appreciates the effort that each participating library made to promote the survey to their staff and students.

2009. JISC National E-Books Observatory Project. Key Findings and Recommendations www.jiscebooksproject.org/reports/finalreport.
> This is the final report of the Observatory project and includes key findings and recommendations for stakeholders. It brings together the data from the deep log analysis, the user surveys, the focus groups and the print and library circulation analysis.

2009. JISC National E-Books Observatory Project. Scholarly e-books usage and information seeking behaviour: a deep log analysis of MyiLibrary www.jiscebooksproject.org/reports/understanding-e-book-users.
> This report includes detailed data from the deep log analysis of the MyiLibrary platform that took place from September 2007 to December 2008. The deep log analysis looked at how users discovered, navigated through and used the 26 course text e-books that were made available on the MyiLibrary platform. In addition, the use of 10,000 other e-books on the MyiLibrary platform were analysed for comparison. There is an executive summary for quick reference that highlights findings on subject differences, reading times, searching, user locations etc.

2009. Information Automation Limited Establishing Methods for future studies on the impact of e-books www.jiscebooksproject.org/reports/future-e-book-research.

> This report looks at possible areas of research that would be beneficial based on the findings of the focus groups and the user surveys.

2010. Highwire Stanford University 2009 Librarian ebook Survey highwire.stanford.edu/PR/HighWireEBookSurvey2010.pdf.

> With the recent explosion in the ebooks arena—diversity of products and business models, increase in market demand, and the emerging technological options—HighWire Press has found itself in the position of both looking forward and looking back. This survey represents one facet of the research they are conducting into ebooks, which also includes interviews with scholars and publishers.

2010. Primary Research Group, Library Use of E-Books www.primaryresearch.com/view_product.php?report_id=280 (a pagamento).

> The report presents 145 pages of data and commentary on a broad range eBook issues, including: spending on eBooks in 2010 and anticipated spending for 2011; use levels of various kinds of eBooks; market penetration by various specific eBook publishers; extent of use of aggregators vs, offering by specific publishers; purchasing of individual titles; use of various channels of distribution such as traditional book jobbers and leading retail/internet based booksellers; use of eBooks in course reserves and interlibrary loan; impact of eBooks on print book spending; use of eBooks in integrated search; price increases for eBooks; contract renewal rates for eBooks; use of special eBook platforms for smartphones and tablet computers; spending plans and current use of eBook reader such as Nook, Reader and Kindle; the role played by library consortia in eBooks. Data is broken out separately for public, academic and special libraries. The data in the report is based on a sample of academic, public and special libraries in the United States, Canada, Australia and Europe.

Croft, Rosie and Davis, Corey. 2010. *E-Books* Revisited: Surveying Student *E*-Book Usage in a Distributed Learning Academic Library 6 Years Later. *Journal of Library Administration*. 50 (5-6): 543-569.

> This article is the result of a 2009 survey of student usage of *e-books* at Royal Roads University (RRU) Library. The authors found that the proportion of students using RRU Library *e-books* has gone up since a similar 2003 survey, although only just above half of students are using RRU Library *e-books*. An almost identical number of student respondents (approximately 54%) said "no" to preferring a print version of the book over the *e*-book version of the book in both the 2003 and 2009 surveys. The majority of students rated the ability to download an *e*-book to a hand-held device as not important. There has been a notable increase in the use of *e-books* for course readings from 2003 to 2009. A lack of awareness of RRU Library *e-books* remains the top reason cited by students for not using them. Adapted from the source document.

Gargiulo, Paola e Anna Ortigari. 2010. Riflessioni sugli eBooks ed il loro sviluppo negli atenei italiani a partire dall'indagine condotta dal gruppo di lavoro CARE. Seminario Springer – Bibliostar 2010. 12 marzo 2010 http://hdl.handle.net/10760/15385.
Il Gruppo di lavoro CARE della Commissione Biblioteche della CRUI nel corso del 2009 si è fatto promotore di una iniziativa volta ad avviare una riflessione sulle problematiche e sulle sfide che gli e-book pongono alle Biblioteche. A tale scopo ha inviato un Questionario ai Sistemi Bibliotecari e ai responsabili delle acquisizioni di risorse elettroniche a livello di Ateneo delle Università afferenti alla CRUI. Il questionario non era rivolto agli utenti finali. Due gli intenti principali. Il primo è di rappresentare lo stato dell'arte delle scelte organizzative e gestionali operate dalle Biblioteche e dai SBA. Il secondo di suggerire possibili scenari in un contesto caratterizzato da una crescente offerta e da modelli di acquisizione di libri in formato elettronico per le biblioteche accademiche, da un crescente utilizzo da parte degli utenti e da rapidi cambiamenti tecnologici. Gli e-reader erano esclusi dall'indagine del 2009 a causa della scarsa diffusione sul mercato italiano di dispositivi in grado di leggere i formati degli e-book presenti nelle biblioteche accademiche al momento dell'indagine.

Bibliografie generali = General Bibliographies

Ramaiah, Chennupati K. 2005. An overview of electronic books: a bibliography. *Electronic Library*. 23 (1): 17-44.

> Purpose: The purpose is to bring together all bibliographic references of the published literature on electronic books (e-books) and related technologies in one source so that it will save time for others

in conducting literature searches and reviewing the developments. Design/methodology/approach: The information included in this bibliography is collected systematically from all the published sources in the world such as journal articles, conference papers, conference proceedings, books, reports and PhD theses on e-books until the last quarter of 2004. Mainly it covers e-books, e-books publishing, the impact of e-books on different types of users, e-book publishing techniques and trends, e-book user interfaces and other technologies related to e-publications. Findings: As computer usage continues to grow exponentially, the desire of users to use electronic publications (e-publications) has also increased tremendously. This has led to the publication of materials in electronic form as e-publications on both CD-ROMs and web. The e-book is one of the several forms of e-publications and its popularity has been growing steadily for the past decade. Originality/value: This bibliography will be useful to all researchers conducting research in any areas related to e-books and e-book publishing.

Reale, Luigi Maria. 2004. E-Book Italia dossier. Il libro elettronico e l'editoria digitale umanistica. Cap. 9: Bibliografia italiana ragionata (tradizionale e online) sui libri elettronici e sull'editoria digitale (1995-2003) www.italianisticaonline.it/e-book/dossier_09.htm.

Siti web e portali dedicati = Web sites and portals

E-books in academic libraries mailing list. https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=LIS-E-BOOKS

Reale, Luigi Maria. 2003. E-Book Italia dossier. Il libro elettronico e l'editoria digitale umanistica. Versione 3.0, 01 settembre 2003 www.italianisticaonline.it/ebook/.
> Sommario: Premessa; Convegni ed eventi italiani sull'editoria digitale e il libro elettronico; Siti web italiani dedicati al libro elettronico e all'editoria digitale: portali, biblioteche digitali, librerie virtuali; Forum italiani aperti sul tema del libro elettronico e dell'editoria digitale; Editori italiani produttori di libri elettronici distribuiti in Internet; Editoria digitale universitaria online; Libri elettronici gratuiti in Internet: testi di letteratura italiana e in lingua italiana; Software e hardware; Bibliografia italiana ragionata (tradizionale e online) sui libri elettronici e sull'editoria digitale (1995-2003); Webliografia/sitografia internazionale di riferimento; Documentazione; Aggiornamenti

text-e www.text-e.com/
> text-e è il primo convegno interamente virtuale dedicato a esplorare l'impatto di Internet sulla lettura, la scrittura e la diffusione delle conoscenze. Il simposio si è tenuto dal 15 ottobre 2001 alla fine di marzo 2002 [abstract derivato dal sito web].

Simplicissimus Book Farm, a cura di Antonio Tombolino www.simplicissimus.it

Università degli studi della Tuscia. Ebooklearn www.ebooklearn.com: accesso al sito web del corso e-learning, forum e community sul mondo del libro elettronico.

Ebook.it, portale per la promozione e la diffusione del libro elettronico, è stato lanciato ufficialmente il 19 luglio 2010. www.ebook.it.

Ebook. TelecomItalia, piattaforma digitale per la distribuzione degli e-book ebook.telecomitalia.com/.

Sulla CIBER Newsletter vengono riportate le notizie più interessanti sul panorama degli e-book, in biblioteca e non solo bib04.caspur.it/cibernewsletter/?tag=e-books.

FAQ sugli e-book all'Università degli studi della Tuscia www.unitus.it/virtual/e-book/faq.htm

Standards

Electronic Book Exchange Working Group xml.coverpages.org/ebx.html.

International Digital Publishing Forum www.openebook.org/
> The International Digital Publishing Forum (IDPF), formerly the Open eBook Forum (OeBF), is the trade and standards association for the digital publishing industry. Our members consist of

academic, trade and professional publishers, hardware and software companies, digital content retailers, libraries, educational institutions, accessibility advocates and related organizations whose common goals are to advance the competitiveness and exposure of digital publishing [abstract derivato dal sito web].

Progetti = Projects

SuperBook Research Project at UCL 2000-2005. www.ucl.ac.uk/slais/research/ciber/superbook.
Since 2000 Professor Dave Nicholas and his colleagues at the Department of Information Studies (DIS) at UCL have been applying new methodologies to user studies in the field of electronic journals, leading to a better understanding of the behaviour of the `virtual scholar'. The evaluations have been based on deep-log analysis of the digital `fingerprints' left by the users of e-journals. In late 2005 discussions took place between Professors Dave Nicholas and Anthony Watkinson (DIS), Chris Armstrong (IAL), Ray Lonsdale (UWA) and Professor Barrie Gunter from the University of Leicester to explore the feasibility of combining research methodologies in a study of e-book usage, the SuperBook Project. This is the first time that this confluence of methodologies has been applied to the field of e-books, using the UCL community as a test bed. The SuperBook Project is the first large-scale national user study of e-book use by academic staff and students in higher and further education institutions in the UK. SuperBook will:

- provide UCL Library Services and academic staff with information on student take-up and use of e-books, enabling them to devise appropriate selection and acquisition policies, and to develop pertinent collections. Library staff also need help in establishing effective promotional activities to exploit their e-book collections
- help the library profession re-evaluate existing information literacy programmes with a view to improving the skills base of students
- illuminate the issues surrounding the integration of e-books within e-learning. Already, some institutions are beginning to integrate e-books within virtual learning environments, and how this can be achieved, as well as the efficacy of the result, is of concern to both academic and UCL Library Services staff
- inform academic staff in their choices about scholarly publishing, and in the selection of e-books for use by students
- inform the publishing industry of the attitudes towards e-books and offer insights into their authorship and design.

JISC National E-Books Observatory Project 2007-2009. www.jiscebooksproject.org/
The national e-books observatory project is about exploring impacts, observing behaviours and developing new models to stimulate the e-books market, and to do all this in a managed environment. There is a demand for course texts including textbooks in e-format from UK HE course taught students and their teachers which is not being met; E-book publishers are nervous about providing course texts online as there is a lack of evidence about demand and concerns over impacts on print sales; JISC Collections, e-book publishers, librarians and aggregators are unsure about what are the most realistic and sustainable pricing and licensing models for providing students with online access to course texts. The project aims to licence a collection of e-books that are highly relevant to UK HE course taught students in four discipline areas: Business and Management Studies; Engineering; Medicine (not mental health or nursing); Media Studies. It aims to evaluate the use of the course text e-books though deep log analysis and analyse the impact of the free at the point of use course text e-books upon publisher, aggregator and library processes; to transfer knowledge acquired in the project to publishers, aggregators and libraries to help stimulate a course text e-books market that has appropriate business and licensing models.

Analisi e valutazione di piattaforme = Platforms analysis and evaluation

JISC Compare eBook Platforms http://www.jisc-adat.com/adat/adat_ebooks.pl
The JISC Academic Database Assessment Tool (ADAT) aims to help libraries to make informed decisions about future subscriptions to bibliographic databases. The site provides access to detailed information and title lists for major bibliographic and full text databases, and key service information for database and eBook content platforms. [abstract derivato dal sito web].
List of e-book platforms:
- Credo Reference

- EBL Ebook Library
- Gale Virtual Reference Library
- MyiLibrary
- NetLibrary (OCLC)
- Palgrave Connect
- Taylor & Francis eBookstore
- Dawsonera (Dawson Books)
- Ebrary

COUPERIN Comparateur de l'enquête du pôle livre électronique
http://www.couperin.org/fr/component/flexicontent/items/item/525-comparateur-de-lenquete-du-pole-livre-electronique

Présenté lors de la 4e journée Couperin sur le livre électronique le 31 mars 2008 et dans le cadre du Pôle Livres électroniques du consortium coordonné par Catherine Forestier un comparateur de plateformes d'e-books a été mis au point par le groupe de travail. Nous remercions en particulier la bibliothèque de l'Ecole Nationale des Chartes qui héberge ce comparateur et Guillaume Hatt concepteur de l'application. Les données du comparateur ont été mises à jour le 22 mars 2008.
Liste des collections examiné
- MyiLibrary
- Ebook Library
- NetLibrary
- Dawsonera
- Ebrary
- Numilog
- Wiley
- ENI
- Encyclopédie l'Etat de Monde
- Elsevier Referex Ebooks
- Elsevier ScienceDirect ebooks
- Oxford Scolarship Online
- Digital Reference Shelf (OUP)
- Oxford University Press - Banques de données
- Dictionnaires Le Robert
- Springer ebooks
- Safari books online
- Knovel
- Dictionnaires Collins
- Ovid Technologies
- Cyberlibris