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Book Reviews -- Monographic Musings

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parameter. One can view the code book for assistance in defining an appropriate filter.

Queries are case sensitive and require initial articles, if present, e.g., Ship name = La Concepcion. Also, entering partial words will perform automatic truncated searches. Keying "Arrar" in a query for captains, for example, will retrieve all names beginning with those letters. Researchers will easily be able to identify variants, such as Arrarte, J. B. and Arrarte, Juan Bautista. The formulated query displays in the Query window with results aside of it. Matching records display as a table at the bottom of the screen. Researchers can adjust the height of the display area and change column width and order. Double clicking any cell in a record shows the detailed display for the selected voyage.

After performing a query, clicking the "Analysis" button displays information on the number of slaves embarked and disembarked, modified tonnage, slave voyage mortality, length of middle passage (days), share of males, and share of children. It provides totals, a voyage sample, the mean and standard deviation.

A "Summary" button shows the total number, percent of total, and percentage less unspecified of slaves embarked and disembarked for each region. One can also graph the data for

embarkations or disembarkations and zoom or pan the graph. One can also view a map of the data, zoom or pan it, and show or hide ports.

Learn About Methodology offers information about the database, sources, and data variables. The Code book is a lookup table containing all the names and descriptions of the fields within the database. It is useful in creating query filters and for understanding the data structure when used with SPSS. (The accompanying manual provides a printed version of all this information.) The CD includes a copy of the database formatted for SPSS and permits downloading data in SPSS format for use in other programs.

Learn More About The Ships offers a more detailed look at three typical vessels: the "Aurore," "Vigilante" and "Brooks." It includes a brief description of each ship and its history as well as sketches and cutaway views. The "Aurore" and the "Brooks" departed from major slave ship ports in France and England (La Rochelle and Liverpool respectively) at the height of the slave trade in the late 18th century. The smaller "Vigilante," sailed later, when the slave trade was becoming illegal. As ships had decreased in size by this time, this vessel is also typical.

In a sample search, we identified a total of 9,945 voyages originating in Britain. Gathering information on so many records takes several minutes; but retrieving information about the

937 voyages originating from Rhode Island is almost instantaneous. We found that of the Polly's total 95 slave voyages, 31 originated in Rhode Island. While we located eleven voyages by the Amistad (4 by Amistad and 7 by Amistad Habaneira), these voyages all took place before 1834. We found nothing about the 1839 voyage that culminated in the famous 1841 Supreme Court case.

While many of the 226 fields in each record may contain no data, there is a wealth of information that can be mined. In fact, the accompanying documentation contains a two-page bibliography of papers written by the CD's four editors based on the data contained on it. The ease of data manipulation and analysis can provide opportunities to research topics previously inconceivable. For example, one could determine whether a particular type of vessel or a particular captain suffered more casualties. When searching for the outcome of a voyage, a researcher can determine which voyages resulted in mutiny on board or identify the fate of voyages from the perspective of either the slaves, the captors, or the ship owners. There is a wealth of information here covering the people on board and their experiences, the owners and captains, the ships' characteristics, and the geographic trajectory of each voyage. This is a very useful database for anybody researching Black studies or the slave trade. It offers great value for the price.

Book Reviews — Monographic Musings

by Debbie Vaughn (Reference Librarian, College of Charleston) <vaughnd@cofc.edu>

Column Editor's Note: In 1999, the American Library Association set forth a plan: *ALAction 2005*. In brief, this project proposes four major action goals that focus on five key areas: diversity, equity of access, intellectual freedom, 21st century literacy, and education and continuous learning. By

2005, the *ALAction* plan anticipates that, among other things, "*ALA will be a leader in continuing education for librarians and library personnel*" (for more information, see <http://www.ala.org/work/alaction2005.html>).

ALA's efforts to offer workshops, conferences, and other educational venues for librarians are applause-worthy. Unfortunately, the increasing trend of institutional budget cutting makes it difficult for most to attend even moderately-priced training seminars (and the like), whether they are or aren't *ALA*-sponsored. In money-weary epochs, it is even more timely to read, learn, and soak up as much information as possible from each other through email lists, professional discourse, and, of course, the written word.

The titles reviewed hereafter are only a minute representation of recent library literature. These four books — all geared towards those in the library profession — seek out the meat of contemporary issues and serve up something to chew on to heavily supplement (or, frighteningly, substitute for) continuing education workshops, conferences, and colloquia. As *ALAction* implies, perpetual learning is of utmost importance to our ever-evolving profession; keeping up with our reading is the least we do. Happy reading, everyone! — DV

Barnett, Andy. *Libraries, Community, and Technology*.
Jefferson, NC: McFarland, 2002. 0786413794.
166 pages. \$35.00.

Reviewed by Debbie Vaughn (College of Charleston)
<vaughnd@cofc.edu>

Andy Barnett gathered 15 of his essays and neatly packaged them into *Libraries, Community, and Technology*. Public libraries as we know them are fading fast, Barnett argues, but libraries, librarians, and the services they provide are more important than ever. This theme is threaded throughout the chapters, such as "What is a Public Library and Does It Still Have a Social Mission?" "Why I Am a Librarian," "Why the Library Should Not Be Re-engineered, Re-imagined, or Otherwise Messed With," "Digitizing on a Budget for Public Libraries," "Why the Internet Is Not a Replacement for the Public Library," and "New Competencies for Library Trustees."

Note the frequency of the phrase *public libraries*; since Barnett has worked in this arena for twenty-something years, it is logical that his anecdotal musings focus on this sector. However, librarians from all walks of life will benefit from his observations. As he aptly points out in his introduction, librarians often change careers three times in the same job and often in the same day: from cataloging to Internet service to reference. Because we are so multi-faceted, we can relate to others in the library field, whether they are in a small public branch or a large university. Moreover, the more we understand about the on-goings of other types of libraries, the easier it is to work with one another and to comprehend and appreciate patrons' needs as they move among school media centers, public libraries, academic institutions, and special collections.

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For example, every one of us can relate to "Why I Am a Librarian." In this essay, Barnett reminds readers of the hardships associated with librarianship and highlights the humble joys of public service, personal assistance, and community activity. "Why the Internet Is Not a Replacement for the Public Library" could easily be renamed "Why the Internet is Not a Replacement for Libraries." Though it focuses on the public sector, its message is applicable to academic and school libraries. Since organization is the backbone of any library, "The Death of Cataloging" relates to all librarians as well. Likewise, "Conflict and Resolution" is omnirelative, as it focuses on missions, values, and ethics.

Occasionally, Barnett makes arguable declarations that seem either presumptuous or ill-stated. When writing about how others view librarians, he asserts, "Educators and academics view them as accessories, necessary but also easily subordinate" (40). Because I consider all librarians to be both educators and academics, I find this stereotypical and resonant of negative preconceived notions. Later, Barnett himself refers to librarians as educators (46). Another instance of disturbing text follows: "It is a rare librarian who chooses to parlay her experience into a high paying or prestigious position in another field. [Not] only is the profession poor preparation for powerful positions,

it exposes the emptiness of seeking such power" (41). Again, I find this allegation stale, especially when considering Madeleine L'Engle, Audre Lourde, Major Owens, or the dozens of other notable individuals who were once employed in a library.

Over all, though, Barnett makes encouraging comparisons, helpful analogies, and all-around good points. One particular reference stands out: "A library seems like a building, but it is actually a process, and a main feature of that process is that the library's staff is there to help" (88). This passage reminds me of a verse that I learned in Sunday school that sang, "the church is not a building, the church is not a

steeple, the church is not a resting place, the church is its people." A library can only be as accommodating as its workers—from the head of cataloging to the student pages to the director—and its patrons. A library is its people.

In the spirit of education and continuous learning, *Libraries, Community, and Technology* is a worthy acquisition. In fact, Barnett's essays would be ideal for generating a library discussion group amongst colleagues, an outlet for the study and consideration of librarians' roles, budget cuts, and how to survive the information age. Buy a copy (or two) for your library and share it amongst your colleagues.

Fourie, Denise K. and David R. Dowell. *Libraries in the Information Age: An Introduction and Career Exploration*. Library and Information Science Text Series. Greenwood Village, CO: Libraries Unlimited, 2002. 1563086344. 330 pages. \$45.00.

Reviewed by Debbie Vaughn (College of Charleston) <vaughnd@cofc.edu>

What a pleasing survey of librarianship! Denise Fourie and David Dowell's *Libraries in the Information Age: An Introduction and Career Exploration* is a thoughtful profile of modern librarianship. Each chapter offers study questions and resources. Fourie and Dowell's writing style is unusual compared to most textbooks—it is interesting and engaging. I've come to expect nothing less of Libraries Unlimited titles.

The authors organize their information in

clear, logical manner. Details about different career paths in information science—academic, public, school, special-authors, and reference—is compiled in an accessible format that compares patrons, services, employment practices, and other issues inherent to each specialized field. The comparison of public and corporate libraries in particular is refreshing and, together, is much more valuable than any tidbit of isolated information. Moreover, each chapter ends

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when I was in library school or while even considering a career in librarianship). Perhaps most useful to those exploring careers in library service is the list of questions to ask—either of oneself or of the library—to get a fuller scope of the institution.

The “Job Search Basics” chapter helps seekers determine what kind of setting they prefer so that they can apply for positions that best match their preferences. **Fourie** and **Dowell**’s considerations for résumés and discussion of interviewing skills is down to earth and level-headed advice for any job seeker. Later in the chapter, the authors present a list of characteristics and skills embodied by library personnel that potential employers have difficulty finding (244). **Fourie** and **Dowell** could almost advise librarian-hopefuls with this list alone. It is as if they are hinting, “Do you possess these characteristics? Can you generate several potential solutions to complicated problems? Are you intellectually curious and service oriented? Can you see the big picture and balance many activities simultaneously? If not, perhaps you might consider boning up on these skills.” **Dowell** and **Fourie** have the tact to get to the point without being negative or condescending.

Information about different services—preparing materials for use, circulation and access to materials and reference services—provides insight not only into job duties, but important staffing issues and job skills that are needed for each service. Especially interesting is the chapter “Ethics in the Information Age,” an examination of “one very specific slice” of ethics: access to information in a library setting (199). The last chapter, “Impact of the Internet,” almost seems like an afterthought, only because it is placed last in the book’s chronology. Though it seems a little out of place, all information therein is relevant. Also, as is their style, the authors reference issues previously discussed in the book in light of the Internet: staffing issues, patron services, and even ethics of access.

If **Andy Barnett** (see above) is accurate and library employees do, in fact, swap trades several times within the same job, this book serves as a superb brush-up for all of us in Library Land. *Libraries in the Information Age* merits purchase by library students, library technical assistants, librarians, and library administrators.

Hauptman, Robert. *Ethics and Librarianship*. Jefferson, NC: McFarland, 2002. 0786413069. 162 pages. \$35.00.

Reviewed by **Debbie Vaughn** (College of Charleston)
<vaughnd@cofc.edu>

A handful of reviews have paid brief homage to **Robert Hauptman**’s most recent work *Ethics and Librarianship*. Though I disagree with some of his reasoning, **Hauptman**’s latest work deserves a close inspection. Never have I so lengthily pondered such issues, lingered upon right and wrong, or considered the legal and ethical aspects of libraries and information.

This is not to say the book is perfect. At times, **Hauptman** takes a long time to say what he wants to say. He contradicts himself on occasion. He offers “case studies” to illustrate ethical dilemmas, but then offers no resolutions to these quandaries. Yet, **Hauptman** has a talent for making his readers think by applying an almost kaleidoscopic approach, examining issues from every possible angle. His examples of gray ethical matter would be good exercises for an introduction to library and information services class, largely because he highlights ethics issues in every arena of librarianship—reference, cataloging, access/circulation, etc.

Hauptman’s chapter structure flows nicely. He begins with “Libraries, Information, and Ethics” and “Intellectual Freedom and the Control of Ideas.” In these introductory sections, he breaks down ethics, morality, and law; he applies the concept of knowledge and ideas to ethics; and he relates it all to the houses of information. In the next four chapters, **Hauptman** dissects librarians’ every task and views them under the ethical microscope. From technical service to public service, the author points out every way in which we might act unethically. At times, his apparent lack of faith is a bit stinging. Moving on, **Hauptman**’s chapters regarding

with suggestions for library visits (something I shamefully never did

“Special Libraries” and “Special and Archival Collections” present even more situations—specific to these particular arenas—in which the ethical impasse could take center stage. The next two sections, “Research and Publication” and “Intellectual Property and Copyright,” might be of special interest to *ATG* readers, as these issues have been hashed out at many a **Charleston Conference**. Subscription prices, scholarly communication, professional growth and development, fair use, and full-text materials are all taken into consideration. At one point, **Hauptman** suggests that librarians should not publish in journals with high price tags, such as those owned by **Elsevier** (103). The author also advocates an *en masse* cancellation of all **Elsevier** journals (35, 103). While these outlooks are doubtlessly “outside the box,” I can think of few librarians who would risk their tenure by not publishing in well-known (and, unfortunately, expensive) serials. Furthermore, our patrons would receive the short end of the stick if we immediately halted our subscriptions to big-house journals. I do not see how it is ethical to intentionally cause such a disservice to our users to prove a point to publishers. Finally, **Hauptman** concludes with “Information Ethics” and “Why Ethics Matters.”

I am surprised by the absence of the term “situational ethics” in **Hauptman**’s exegesis. In his weekly column for the *New York Times*, ethicist **Randy Cohen** offers his two cents regarding readers’ dilemmas of conscience. Recently, **Cohen** quoted philosopher **John Dewey** who wrote that a moral principle is a tool for analyzing a special situation and that right-or-wrong cannot always be determined by the principle alone, but by the entire situation.¹ **Hauptman**’s “case studies” offer circumstantial standstills which are fodder for the situational ethicist, but he never outright claims that situations can be special. As ethicist **Cohen** states, “the unthinking application of a rule isn’t ethics; it’s merely heartless.”²

Admittedly, I flinched at some of **Hauptman**’s propositions and I felt chided by his negativity. Not knowing him personally, I can’t help but wonder if he is excited by the potential dialogues that might arise from his thoughts set forth in *Ethics and Librarianship*. In my office of three, we discussed at length privacy and information about bomb-building and how we would feel if a curious patron sought information about perverse sexual acts. Could this be the colloquy that **Hauptman** hopes to spark? *Ethics and Librarianship* is a must-read for all library personnel.

Endnotes

- ^{1,2} Cohen, Randy. “The Ethicist.” *New York Times Magazine*, 2 Mar. 2003. <http://www.nytimes.com>.

Durisin, Patricia, ed. *Information Literacy Programs: Successes and Challenges*. New York: Haworth Information Press, 2002. 0789019590. 244 pages. \$29.95.

Reviewed by **Debbie Vaughn** (College of Charleston)
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Information Literacy Programs: Successes and Challenges presents a situation that **Robert Hauptman** (see above) might find unethical. The publisher, **Haworth Information Press**, has created a monographic series of articles that have already been serialized, basically recycling articles into a thematic collection to rake in the one-time purchase fees for unsuspecting acquisition officers. Six hundred and eleven libraries subscribe to the parent publication, *Journal of Library Administration*, while 30 libraries own this individual title. Among the institutions who own *Information Literacy Programs*, there is indeed some duplication of those who subscribe to *Journal of Library Administration*. For the most part, though, the numbers reveal unique ownership of one or the other. The beauty of **Haworth**’s monographic “separates” (as the publisher calls them) is libraries can pick and choose what they want to purchase based on subject. Also, patrons who cannot check out periodicals can check out monographs. Is it duplication of material? Yes. Is it beneficial? Yes.

Editor **Patricia Durisin** points out in her introduction that the responsibility of teaching information literacy largely rests on the shoulders of academic librarians. I do not whole-heartedly agree. While academic librarians—especially those who instruct classes—incorporate

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information literacy into their daily lives, it is imperative to acknowledge the body of literature that responds to information literacy instruction in public and school libraries. Since *Journal of Library Administration* does not restrict itself solely to content concerning academic libraries, I hope that future monographic separates address the role of information literacy in other settings.

Yet even public, school, and special librarians can benefit from the tips, narratives, and how-we-did-it essays presented in *Information Literacy Programs*. Twelve articles cover topics from institutional collaboration to ACRL standards, from teaching retreats to Generation Y, and from curricular-based information to active learning. Each article begins with a summary and appropriate keywords and includes its own bibliography. A cumulative subject index ties the articles together.

Patricia Krajewski and Vivienne Piroli contributed "Something Old, Something New, Something Borrowed, Something Blue: Active Learning in the Classroom." In this article, the authors go beyond their active learning lesson and explore the offspring of their success. Not only did their Library Jeopardy game engage students, it also spawned active learning in library research workshops. Krajewski and Piroli also explain the ways they evaluated their labor. Along with assessing faculty surveys and

student participation in subsequent workshops, the authors additionally looked at student bibliographies to determine what kinds of sources were being used. This simple technique is nothing short of brilliant.

In "Teaching Information Literacy to Generation Y," Kate Manuel investigates the learning styles of contemporary 17- to 19-year-olds. These visual learners have incredibly low thresholds for boredom and excel through active, peer learning. Knowing the social impacts on instruction to this age group will benefit academic librarians as well as high school media specialists and YA librarians. Though not stated, the close association of these types of libraries along with their relation to Gen Yers is sensed.

Charity Hope and Christina Peterson also

highlight the benefit of association in their article "The Sum is Greater Than the Parts: Cross-Institutional Collaboration for Information Literacy in Academic Libraries." Lifelong learning and the continuous cycle of critical thinking and communication is the heart of information literacy. It makes sense, then, that "Wide-ranging cooperatives bring educators, politicians, and community leaders together to learn about information literacy and its vital link to success in college and the workplace" (28).

Information Literacy Programs should be added to your academic library collection. For librarians who manage or perform instruction in other library settings, it is a reasonable purchase for professional development and continuing education.

Buying Books Online: Finding Bargains and Saving Money at Booksense Stores, Amazon's Marketplace, and Other Online Sites. Stephen Windwalker. Belmont, MA: Harvard Perspectives Press, 2002. 0-9715778-4-6. 175 pages. \$15.95.

Reviewed by Heather S. Miller <hsmiller@uamail.albany.edu>

This far into the Internet era, few acquisitions librarians have not purchased a book from an online seller or at the very least gleaned information from Internet bookseller sites for use in a traditional order format. So, one might ask, why would we want this guide? The answer is simply because it is full of practical good sense, solid information and in its idiosyncratic quirkiness it is just plain fun.

While not aimed specifically at librarians, the author certainly takes note of them and even those librarians who are accustomed to buying books over the Internet can benefit from the book's advice. And then many of us are book junkies who could use a little personal training in the ways of the Internet bookselling world.

Windwalker makes no bones about it — he

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is a passionate book lover and a man of strong opinions, making clear exactly where he stands on any issue he touches. He presents a well-organized, sensible, clear guide to the joys and pitfalls of buying books online, fearlessly and with considerable detail critiquing specific Internet bookselling sites.

Windwalker leads one through the process of finding an online seller of the book (new, used or antiquarian) one wants in the most efficient manner possible, recommending specific steps, search engines and sites. Wisely, Google is the last resort. He notes the blurring of lines between new and used at online sites that offer both and counsels that "almost new" books can save one a great deal of money. He offers a paeon to the neighborhood book store as "something worth saving" (and encourages specific actions that will help do just that), lists professional and regional bookseller associations as well as 18 pages of "Great Independent Bookstores," some well known, some not, widely scattered around the U.S. from Maine to Alaska. Here one learns that "Booksense Stores" are those aligned with the **American Booksellers Association** program that provides a Web presence for member bookstores. His advice for evaluating online booksellers can prevent a fair amount of misery and help buyers avoid ordering and paying for a book that never arrives and about which there will never be any further communication.

Some chapters will be less widely relevant for the acquisitions librarian (on the job, at least), including "Buying Books for College, Graduate or Professional School," and one on ridding oneself of books no longer wanted. Nevertheless, all contain excellent advice (such as how to identify first editions) and references to further reading and online sites. Chapters such as these also add to the usefulness of this book in a library's reference or circulating collection where it should see much use. Students in particular can benefit from the author's sensible guidance through the pitfalls to the money-saving opportunities in the online book buying world.

Solid advice abounds — on understanding condition descriptions, how to evaluate online sellers and know which ones to avoid, clues to look for that are evidence of professionalism, and positive tips on one's own behavior such as not sending abrupt email messages, being a repeat customer, providing positive feedback and communicating with sellers about problems.

The appendices are of great value. They include a directory of some "great online booksellers" which supplements the list in Chapter III. Be forewarned, these are the author's lists and you may not find your favorites here. For instance, **Powell's of Portland**, Oregon is not listed. Virtually everyone will want to add to these store lists sooner or later. Let the content of *Windwalker's* entries be your guide — he provides the name of the store and its owner, full mailing address, professional memberships, telephone, email, and Website addresses, type of payment accepted, specialties and in many cases a narrative description highlighting the

store's strengths.

There is a good glossary, a list of standard abbreviations, "A Book Buyer's Bill of Rights" (from the **Independent Online Booksellers Association**), and perhaps best of all, an "Online Book Buyers' Transaction Checklist." Photocopy it and keep it handy!

Humor abounds in the last chapter, "A 'Test' for 'Bibliogeeks.'" Many of us will be forced to answer in the affirmative to such questions as "Have you ever left skid marks stopping at a bookstore you hadn't seen before?"

All of this is written in a down to earth, readable style in which *Windwalker's* zeal for books is matched by his depth of knowledge about buying them online. His emphasis on professionalism and ethical behavior among both buyers and sellers as well as his conservative, careful approach to both buying and selling is refreshing in an arena noted for its Wild West ambiance. *Windwalker* also maintains a Website (www.OnlineBookselling.net) which is quirkier and less well organized than his book, but worth a look.

Librarians using this as a guide for purchasing books for library collections will have some issues not dealt with here, namely, limitations due to the lack of a credit card, staff time needed to seek out the lowest prices and sort out those sources that accurately describe and properly supply needed books, the fact that libraries may prefer new to almost new or used books and will forgo the absolutely lowest price for that

reason, constraints placed on libraries by the bureaucracies of which they are a part, and the fact that they may have already developed the kind of ongoing relationship *Windwalker* advocates, but with a bookseller who is not online and need not forego that in order to build a new relationship with an online source of similar materials. He admonishes librarians for seeking to buy his previous book from him at full price when it was obtainable at a discount online without acknowledging the exigencies noted above.

Windwalker provides information of use to libraries, noting for instance that a site will accept purchase orders. Nevertheless, he does not deal at all with the existence of traditional library book suppliers and their Internet ordering mechanisms which generally offer services directly tailored to the needs of libraries and may offer better prices than Internet bookstores geared to a general market, at least for new books. This is a guide to booksellers who serve the world at large. Librarians who need or want to do business with some of them will find it reliable. The lack of an index and occasional typos do not seriously detract from the usefulness of this a very personal book filled with the experiences, opinions, common sense, enthusiasm, advice and choices of its author. This is a good thing because those of us who are passionate about buying books do not need a dry, factual tome, but rather a conversation with someone equally passionate. 🐼

Devil's Advocate — Publishers/Vendor Meeting at ALA

by **Robert Molyneux** (Director, Statistics and Surveys, U.S. National Commission on Libraries and Information Science; Phone: 202-606-9181) <bmolyneux@nclis.gov>

Katina asked me to attend the **Publisher/Vendor Library Relations Committee** session at **ALA** and report on it for *Against the Grain*. It was an excellent session. Not many people attended but that fact may have contributed to the lively discussion.

First, the bottom line. I made a prediction the last time I wrote here about serials usage data (see *ATG* v.15#1, p.92-94) that it would take years before the quality of data on the usage of electronic materials would make the "fastidious" happy. I was wrong, it is going to happen quicker.

Now to the details of the meeting and subsequent developments.

There were three speakers: **Denise M. Davis** of the Oregon State Library discussed the **National Information Standards Organization's (NISO) Z39.7** draft standard, **Tom Sanville** of **OhioLINK** reported on the work of the **International Coalition of Library Consortia (ICOLC)** (<http://www.library.yale.edu/consortia/>), and **Richard Gedye** who is Chair of the **COUNTER Steering Group** (<http://www.projectcounter.org/>) discussed the recently released **Code of Practice**.

Ms. Davis is Chair of Standards Committee AY of **NISO**. This committee is responsible for revising the 1995 Z39.7 standard and she reviewed the state of the work of this committee. I reported on this work in the November, 2002 (volume 14 #5) issue of *ATG* on page 85. As I indicated, I am impressed with the work of the committee and I think its work will be the anchor around which future work with our data will build. The **PowerPoint** slides for this talk are linked to at the Committee AY Web page: (http://www.niso.org/committees/committee_ay.html). I defer to my earlier discussion for details on this committee's work.

The next two speakers dealt with the problem of how to measure use of online materials. **ICOLC** published its revised **Guidelines For Statistical Measures of Usage of Web-based Information Resources** in December 2001. The original was published in 1998. (<http://www.projectcounter.org/>)

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