a valuable snapshot of the serials field in the year of their publication. Each volume covers a wide range of topics in the area and provides instructive reading for the advanced, as well as the novice, serials librarian. The volumes themselves are well bound and expertly produced. The NASIG proceedings are a valuable addition to the field.—*John E. Adkins (johnadkins@ ucwv.edu), University of Charleston, W. Va.*

Institutional Repositories. University of Houston Libraries, Institutional Repository Task Force, Charles W. Bailey Jr., chair. Washington: Association of Research Libraries, 2006. 174p. $45.00 softbound (ISBN 1-59407-708-8). SPEC Kit 292.

Institutional Repositories, number 292 in the Association of Research Libraries (ARL) SPEC Kit series, is based on the findings from a survey that was distributed to 123 member libraries of ARL in January 2006. The survey was implemented to collect baseline information regarding ARL members' activities about institutional repositories. The authors explain that the survey defines "institutional repository" as a "permanent, institution-wide repository of diverse locally produced digital works" (23) for public use that also supports metadata harvesting. Their definition also includes repositories that are shared among institutions.

The SPEC survey was designed by an impressive team of individuals from the University of Houston who represent a wide array of expertise, including electronic resources acquisitions, metadata creation, Web development, and special libraries (law and pharmacy). That team included Charles W. Bailey Jr., who was the Assistant Dean for Digital Library Planning and Development at that time (Bailey left the University of Houston in January 2007), and Jill Emery, director or the Electronic Resources Program, both recognized experts in their respective

fields of work.

An examination of the survey responses yields some interesting figures. First, there was a 71 percent response rate (eighty-seven libraries responded), which is quite high. While the responding libraries are primarily American institutions, respondents also included Canadian member libraries.

When the survey was implemented, thirty-seven institutions had an operational institutional repository, another thirty-five had a target date of 2007 to make their repositories fully operational, and nineteen libraries had no immediate plans to develop an institutional repository. The volume was published in 2006, and it would be worth investigating how these libraries are now faring in terms of content (both level of content and success in recruiting it), if their policies have changed in any way and why, and how many of them are still using their original repository software. Additionally, it would be an interesting exercise to determine if any of the responding libraries that have indicated that they had no immediate plans to develop a repository have changed their plans and how.

Institutional Repositories is divided into three broad areas: (1) survey results, which includes an executive summary, the survey questions and responses, and a list of the institutions that responded to the survey; (2) representative documents from various responding libraries, which include institutional repository home pages, usage statistics, deposit policies, deposit agreements, metadata policies, digital preservation policies, institutional repository proposals, and promotion; and (3) the last section, which consists of selected resources, including general works and information specific to DSpace, eScholarship, and Fedora. The documents in the second section, such as deposit policies and agreements, are quite detailed and provide a wealth of infor-

mation for institutions seeking sample documents for use in formulating their own policies.

The bulk of the volume consists of the full questionnaire, responses, and selected comments from the responses. The survey questions address a range of topics that include planning, implementation, assessment, staffing, units responsible for ongoing operation of the repository, budget, hardware and software, policies and procedures, content recruitment, and assessment. The executive summary examines these topics in detail and provides analysis and percentages.

The questions run the gamut of potential issues an institution needs to consider when planning to launch an institutional repository or when assessing progress and addressing areas of need.

Another notable fact about the survey results is that the predominant repository software used by respondents is DSpace. This is quite logical given that the first version of DSpace was released in November 2002, giving it ample time to capture some share of the market by 2006. In contrast, Fedora repository software was created late in 2003, and libraries would not have as much exposure to this software. A review of the Fedora Commons Community Registry indicates 127 known Fedora projects as of June 2008.[1] In comparison, the DSpace Foundation's Web site indicates that it has the largest community of developers and users worldwide, and reports that over 250 institutions are currently using the DSpace software.[2] The last point becomes more significant in light of the fact that in June 2008, DSpace and Fedora actively engaged in conversations regarding a possible collaboration.

The text is well organized, comprehensive in scope, and provides a wide variety of examples that may be consulted for comparison and guidance. *Institutional Repositories* is appropriate for libraries with an operational

institutional repository as well as those institutions that are in the planning or investigation stage. Since repositories are a fairly new development (despite the fact that the executive summary notes that one responding library had an operational repository in 1999) and a culture change for libraries, a follow-up survey and a comparable summary of the results would be very beneficial to the profession.—*Mary Beth Weber, (mbfecko@rci.rutgers.edu), Rutgers University, New Brunswick, N.J.*

References

1. Fedora, "Fedora Commons Community Registry," www.fedora.info/wiki/index.php/Fedora_Commons_Community_Registry (accessed July 11, 2008).
2. DSpace Foundation, "Community," www.dspace.org/index.hp?option=com_content&task=view&id=305&Itemid=142 (accessed July 11, 2008).

Library 2.0 and Beyond: Innovative Technologies and Tomorrow's User. Ed. Nancy Courtney. Westport, Conn.: Libraries Unlimited, 2007. 152p. $45.00 softbound (ISBN 978-1-59158-537-4/1-59158-537-6).

One of the challenges facing any reader investigating "Web 2.0" is the seeming lack of consistent terminology. The introduction to this volume states that Web 2.0 refers to the technologies or tools available to expand into the newer realms available to libraries. Yet my own previous understanding of the term Web 2.0 is that it refers to the participatory Web in general. Then there is the term "Library 2.0" (yet to be globally accepted) that the author of the preface defines as "a reasonably good term to express how Web 2.0 concepts, practices, and technologies can be integrated into the library domain" (i). Fortunately, many of the seeming inconsistencies and confusing terminology concerning Web 2.0 are cleared up in the first chapter of the book.

Library 2.0 and Beyond consists of eleven chapters, each focusing on a different topic and each authored by an individual well versed in that area. Each chapter includes a separate reference section, and the book concludes with a bibliography of suggested background readings. Brief biographies of contributing authors appear at the end of the book.

Chapter 1 was written by Elizabeth Black, a systems librarian for Ohio State University Libraries who, along with responsibility for the Web site, institutional repository, and Knowledge Bank, works to apply Web 2.0 technologies in those libraries. The main theme of Black's chapter is explaining in considerable detail the variety of definitions of Web 2.0 and Library 2.0. She explains the consistencies and contradictions within those definitions and proceeds to describe the various technologies, their functions, capabilities, and applications. Black's chapter is an excellent primer and overview, especially for those librarians who are exposed to Web 2.0 technologies at work without understanding their broader implications. Her chapter puts the technologies into theoretical context and helps to fill in the gaps. It is a great way to begin the book and could serve as a stand-alone introduction to Web 2.0.

Michael Casey's chapter on library catalogs demonstrates clearly how current online catalogs are as antiquated as the paper card catalogs of the past. Drawing examples from Google, Amazon, Internet Movie Database, and other popular sites, Casey makes recommendations for what the library catalog of Library 2.0 should look like and how it should function. After reading Casey's chapter, I no longer feel guilty for surreptitiously checking Amazon to verify a correct title, ISBN, or the correct spelling of an author's name, or to find a mystery similar to those of my favorite authors. Casey's chapter, although he does say it explicitly, is a cautionary tale. If librarians persist in imposing a static, unidirectional catalog on our users, we will

have only ourselves to blame for being viewed as irrelevant.

Chad Boeninger's chapter on wikis defines them as Web sites "in which the content can be created and edited by a community of users" (25). He discusses three potential uses for wikis in libraries: internal communication, institutional collaboration, and research guidance. He includes a discussion of the two kinds of wiki software available, the self-hosted option and "wiki farms," Web-based wiki hosting services. Two great wiki research sites are recommended in this chapter, also. I found particularly helpful the references to WikiMatrix (www.wikimatrix.org), a site that helps librarians choose the best way to host a wiki for their particular circumstances, and Wiki Index (www.wikiindex.org), a directory of wikis that are topic-specific. Reference librarians would do well to remember Wiki Index as a potential point of entry for queries for which traditional resources are few or nonexistent.

Christ Kretz writes about "Podcasting in Libraries." He explains that the term evolved from the words iPod and broadcasting and that it grew from bloggers placing audio files on blogs. Kretz talks about different ways that libraries are applying podcasts, such as booktalks, displays, library education, instruction and professional development, story times, teen shows, and tours, and he includes legal issues surrounding podcasts, software applications, and how to get started. His concluding list of references includes resources for producing podcasts.

The title of Christopher Strauber's chapter, "Handheld Computers in Libraries," is deceptively simple. He has compiled a comprehensive list of devices that he defines as "any device weighing less than 2 pounds that is capable of performing one or more of the library-relevant functions of a computer" (49). The variety of devices, their capabilities, price ranges, and applications are overwhelming. The author explains everything from MP3 play-