

2012

# Citation Analysis of Journal and Format Preferences from Master's Projects at the University of Southern Mississippi's School of Library and Information Science from 2004-2005

Karen Boney Rowell

Follow this and additional works at: <http://aquila.usm.edu/slisconnecting>

 Part of the [Library and Information Science Commons](#)

---

### Recommended Citation

Boney Rowell, Karen (2012) "Citation Analysis of Journal and Format Preferences from Master's Projects at the University of Southern Mississippi's School of Library and Information Science from 2004-2005," *SLIS Connecting*: Vol. 1: Iss. 1, Article 9.

DOI: 10.18785/slis.0101.08

Available at: <http://aquila.usm.edu/slisconnecting/vol1/iss1/9>

This Article is brought to you for free and open access by The Aquila Digital Community. It has been accepted for inclusion in SLIS Connecting by an authorized administrator of The Aquila Digital Community. For more information, please contact [Joshua.Cromwell@usm.edu](mailto:Joshua.Cromwell@usm.edu).

# Citation Analysis of Journal and Format Preferences from Master's Projects at the University of Southern Mississippi's School of Library and Information Science from 2004-2005

By Karen Boney Rowell

Master's Research Project, May 2007

Readers: Dr. M.J. Norton

Dr. Teresa S. Welsh

## Introduction

A citation analysis can provide useful data for collection development in libraries. It can be used to determine collection usage and to make decisions such as which items to discontinue and which to add to existing collections. A rise in popularity of digital format paired with dwindling library budgets has made selection and exclusion of collection materials an all too regular routine in many libraries. Evans (2000) states that citation analysis should be an ongoing process and considered part of collection development (p. 41). This study compiled citations of master's projects completed from the years 2004-2005 by graduate students of The University of Southern Mississippi's School of Library and Information Science to determine the most frequently cited journals as well as to identify patterns of format and currency in citations.

## Purpose of the Study

A citation analysis indicates some of a collection's most used sources, as a work cited is a recording of the final stage of research. Stankus and Rice determined that citation is most unreliable when analyzed from different subject fields, and becomes more reliable when surveyed among journals of "similar subject scope, purpose, and language" (1982, p. 96). The purpose of this study was to determine the most used journals and formats of information by both the distance learning and traditional graduate students of the School of Library and Information Science at The University of Southern Mississippi. It surveyed information that covered the same "subject scope" of library and information science.

Further study will be needed to combine the citation statistics with other variables such as citations studies from similar universities offering the master's in library and information science (MLIS) program to evaluate similarities and differences.

## Statement of the Problem

Because libraries are moving towards digitization of information and the price of scientific journals is on the constant rise, it is important that librarians know which materials are most used. Research shows that citation analysis, when combined with other data such as circulation statistics and statistics from similar universities, can provide helpful insight when making collection development decisions (Beile, Boote & Killingsworth, 2004; Davis, 2002; and Haycock, 2004).

A current citation analysis study had not been conducted at The University of Southern Mississippi to determine MLIS graduate student journal preference; therefore, this study provided statistics that will help with future studies. The data provided an understanding of the journals most used by graduate students of the school of library and information science and indicated usage by the traditional and distance learners. It also looked for patterns of citation formats for the graduate students that would indicate a difference of resource preferences between the traditional and distance learner.

## Hypotheses

According to Bradford's Law of Scattering, there are only a few core journal titles in each field that produce the majority of cited articles. Therefore, after compiling the citations from the master's projects it was apparent which journals the students at The University of Southern Mississippi use most. Because of the large percentage of distance learners in the MLIS program at The University of Southern Mississippi, the following hypotheses were tested to determine what elements of the collection were most popular with the distance learning students.

*Hypothesis 1:* More than 75 percent of sources cited in the master's projects in this study are materials published in the last five years.

*Hypothesis 2:* Distance learners cite journal articles more than traditional students.

### **Delimitations**

This study only covered the master's projects from the School of Library and Information Science at The University of Southern Mississippi. It did not cover any other work done during the graduate studies of this or any other school of the university and did not in any way attempt to be a defining judgment on the collection's quality, the quality of the students' work, or the methods through which the students gathered research data. Impact factors were not addressed.

### **Definitions**

*Bradford's Law of Scattering* states that journals in a field can be divided (1) into a nucleus or core of journals that is devoted to the subject and will produce about one-third of the articles, and (2) into two successive zones that will each contain the same number of articles as the nucleus (Potter, 1988).

*Citation* is a reference to a text or part of a text identifying the document in which it may be found (Prytherch, 1995).

*Distance Learning* is an organizational education program that utilizes one or more media tools to deliver instruction to students, who for various reasons, are either unable to utilize the on-campus style of education or have a preference for this high-tech instructional format (Steiner, 1997).

*Stare Decisis* [Latin "to stand by things decided"] The doctrine of precedent, under which it is necessary for a court to follow earlier judicial decisions when the same points arise again in litigation (*Black's Law Dictionary*, 1999).

### **Assumptions**

It is assumed that each of these citations had equal weight on its respective paper. In other words, all citations are of equal research value. It is also assumed that as the work of graduate students, the research cited within the master's project reflects a thorough investigation of the current issues in librarianship. The student citations, when grouped as

traditional and distance, are assumed to display their respective group's researching preferences.

### **Importance of the Study**

Because the last citation analysis of master's projects in the School of Library and Information Science at USM was completed in 2004, further study was needed to understand the current material usage of the graduate students at The University of Southern Mississippi's School of Library and Information Science. With the increase of distance learning opportunities it is essential that the needs of the distance learner be researched and understood. Identifying the most used formats and journals provides a helpful tool in the future if decisions must be made to discontinue certain journals. This study also provides a starting point for future study of the information-seeking behavior of students, graduate researching skills, or studies involving the distance learner.

### **Literature Review**

The literature review concerning the topic of citation analysis addresses the following two areas relevant to this study: citation analysis and distance learning.

#### *Citation Analysis*

Citation study, although not always accurate, provides a means of identifying relationships between documents according to the *Encyclopedia of Library and Information Science* (1971). Citation indexing found its first use linking legal documents together in the legal reference book *Shepard's Citations*. Because of the legal rule *stare decisis*; "all courts must follow their own precedents as well as those established by higher courts... The precedents are the decisions handed down in previous cases," meaning that citing previous rulings on similar cases is an essential element in legal work (*Encyclopedia of Library and Information Science*, 1971, Vol. 5, p. 16).

Citation analysis is based on the belief that "an article cited many times is more likely to have scientific value than an uncited one" (Thelwall, 2004, p. 93). The first citation analysis was performed to evaluate the collection of the Smithsonian Institute in 1848.

The results of the survey revealed what Jewett considered an “inadequate” collection (Nisonger, 2004).

In 1934, Samuel C. Bradford developed Bradford’s Law of “exponentially diminishing returns of extending a library research.” Bradford, a British scientist and librarian, found that it was difficult to locate articles of importance in a single field because most relevant articles were “scattered” throughout current materials. A strong advocate of documentation and bibliographic control, Bradford evaluated patterns in the places scientific literature were being published and developed the Law of Scatter, also known as Bradford’s Law. The law states that a small percentage of journals on an academic subject contain the most relevant research on that subject, or basically that there is a relatively small core set of journal titles essential to an area of research (*World Encyclopedia of Library and Information Science*, 1993, p. 142).

Today, citation analysis has helped many librarians make decisions on which materials are “deemed critical to the research needs of [their] institution” (Wallace and Van Fleet as quoted in Beile et al., 2004, p. 347). A study in 2002 determined that core journals could be determined through analyzing “citation frequency as a measure of journal importance” (Davis, p. 157). Davis’s citation analysis surveyed the frequency of Cornell-authored publications to identify the journals in which Cornell researchers publish most articles. The study found that upon analyzing five years of citations, patterns emerged that followed Bradford’s Law and correctly identified the “lower limits” of their collection (Davis, 2002). In 2004, Beile, Boote, and Killingsworth conducted a study to test the validity of citation analysis and found consistency with Bradford’s Law, identifying seventeen “core journal titles” (p. 351). Also in 2004 a study of corruption literature in South Africa from 1990-2001 found that Bradford’s Law was correctly reflected (Onyanha and Ocholla).

The use of graduate-level dissertations comes from their level of research being considered an “invaluable road sign” to the literature of a discipline

(Herubel as quoted in Haycock, 2004, p. 103). In 2001 and 2002, a search was conducted including a citation analysis to determine the effects of increasing the e-resource budget at the University of Georgia. Erin Smith compared graduate theses and dissertations from 1991 and 2001 and determined that Web site citations increased from zero percent to three and one-half percent, surpassing the citation totals of both newspapers and magazines. Also from 1991 to 2001, citations from ERIC documents in education theses and dissertations decreased while citations to publications from the same year as the theses/dissertation increased. The study also determined that students relied on in-house holdings the same amount for their citations in 1991 as they did in 2001; meaning that the budget increases kept the library useful to its patrons. In this case, citation analysis settled the concerns that the shift to a periodical-dominated library collection was a sound decision (Smith, 2003).

In 2004, Laurel Haycock performed a citation analysis of 43 education dissertations completed from 2000 to 2002 for collection development purposes. Haycock recorded journal titles, citation dates, and the amount of journal and non-journal citations and found results that supported Bradford’s Law of Scattering. The study also determined that funding needed a more balanced distribution. The analysis found a ratio of journal and monograph citations were 44 percent to 56 percent respectively, while funding for educational acquisitions was 85 percent for serials and 15 percent for monographs.

Although citation analysis has been a helpful method in determining core journal titles, studies have shown that this is not always the case. A study published in the *Journal of American Librarianship* in September of 2004 showed that using citation analysis to determine essential materials based on dissertations is founded on the assumption that all graduate level work is a reflection of the best and most current works of the respective scientific field’s research. The study found that graduate work is falsely assumed to be “the capstone to the formal academic training process” (Beile et al., 2004, p. 347). The same study also showed that a citation analysis of a

select field's master's project could sometimes provide a mirror of the institution's available collection rather than a true survey of the most useful titles (Beile et al., 2004). *The Encyclopedia of Library and Information Science* defines the relationship between citation frequency and use of materials "moderately correlated" (1998, Vol. 61, p. 62).

Problems with citation analysis arise when data collected are not used in conjunction with other information. A citation analysis in 1999 of music dissertations from institutions across the nation and from a single institution found that the lists of core journals varied from the national to institutional level. The study determined that "studying a single institution's dissertation citations may not reflect the needs of the user at either the institutional or national level" (Kuyper-Rushing, 1999, p. 161). Combinations of non-related factors such as several users choosing the same journal within the set time of the citation study would result in an exaggerated value placed on the said journal. Students also tend to use locally held resources, making comparisons of dissertations of several institutions beneficial (Kuyper-Rushing, 1999). The results of the Kuyper-Rushing study also supported Bradford's Law of Scattering.

Citation analysis can also offer misleading results when not put into proper perspective. A 2004 study by Beile, Boote, and Killingsworth brought to light problems of assuming that graduate level "bibliographies are high quality, comprehensive in scope, and reflect emerging research areas" (347). The study examined 30 education dissertations from three separate institutions, two with similar features and one dissimilar for comparison. The study upheld Bradford's Law of Scattering and also found that the citations of all three institutions "held the majority of sources cited by [its] doctoral students" (Beile et al., 2004, p. 352). Over half of each institution's journal citations were unique to the respective institutions' holdings.

Each institution's core journals vary from the overall list, yet the study showed that the three institutions

were ranked according to quality, "students across all institutions cited a remarkable number of sources of questionable quality" (Beile, Boote, and Killingsworth, 2004, p. 352). Thus, the quality of the educational program, graduate work, or any measure of collection quality should not be established from a single institutional study. Despite its mixed reviews, however, citation analysis provides concrete information that reveals usage patterns.

### *Distance Learning*

Distance learning is a form of non-traditional study that is seeing a rapid increase in popularity and is being met with varied attitudes. Opinion articles such as a 2002 UK study by Gurmak Singh debate that by eliminating a set time and place of study, distance learning becomes a "threat... on the traditional campus" (p. 223). Singh hints at the globalization of distance learning that could force universities to use competitive business tactics to survive, resulting in a lowered quality of education. Another problem addressed by Singh, O'Donoghue, and Betts is the deterioration of social skills resulting from the lack of contact gained in the university setting.

Distance learners, due to time restraints and limited access to a physical campus, must rely on the university's online collections and other distance learning services. Raddon (2006) shows that although physical absence from print collections may have a negative connotation to many, it is this absence that opens the availability to continuing education and unlimited opportunities to the distance learner. According to several studies, working full-time is a common characteristic of the distance learner (Grill, 1999; Singh, 2002; Raddon, 2006).

Because of this, access remains an essential element in the success of the distance learner. The distant learner cannot fully utilize the freedom from the university setting without access to the same information resources as the traditional students. Studies like one conducted by Janette Shaffer assess the services provided to distance learning students. Shaffer's 2004 study revealed a lack of relevant

electronic resources to distance learners. According to the Association of College and Research Libraries' *Guidelines for Distance Learning Library Services*:

Access to adequate library services and resources is essential for the attainment of superior academic skills in post-secondary education, regardless of where students, faculty, and programs are located. Members of the distance learning community are entitled to library services and resources equivalent to those provided for students and faculty in traditional campus settings (2004, n.p.).

Distance learning benefits individuals with constraints such as time and location by providing the opportunity of advancements in education in the absence of the brick-and-mortar university. To ensure these new "click-and-mortar" students receive the same services and fully benefit these advancement opportunities, the Association of College and Research Libraries division of the American Library Association's *Guidelines for Distance Learning Library Services* (2004) has undergone many revisions and expansions in the last ten years. It currently places the responsibility of evaluating the library resources and services provided to distance learners with the libraries.

Karen Hunter states that the role of the collection developer now includes the role of access manager to ensure that librarians can provide "anything, anytime, anywhere" (2005, p. 58). These tactics benefit the library's services to all students, as Anne Savage points out that in today's information society many patrons are accustomed to the Internet and expect instant information access (1999).

National University in California has a distance-learning program with learning centers, off-site programs, and an online program. Their move to making services better suited to the distance learner can be seen in the Strategic Plan of the university, developed after a 12-month self study. One of eight mission statements promises to purchase electronic resources and to "provide quick access to what it

does not own" while two of the six core values of the National University are "access" and "accelerated pace" (Secord, Lockerby, Roach, & Simpson, 2004, p. 409).

Although the Kansas State University does not have a distance services librarian, its Library Services Project Team created a Web-based survey in 2001 to evaluate its services to distance faculty and students. The survey found that "less than one-third of the [students] indicated they were aware of any of the [available library] services. Usage data were even more disappointing with 25 percent or fewer reporting that they had used any of the services" (Stockham & Turtle, 2004, p. 444). Libraries serving distance learners must make services to distance learners a priority. In this case, this means a push toward publicizing existing services.

Faculty members, in addition to librarians, must be prepared to address the needs of the distance learner. Anne Savage points out in a 1999 paper that faculty must be able to communicate effectively through technology as "they interact with their distance students more frequently than with their on-campus ones" (p. 210). Savage also stresses that successful distance programs must promote faculty development "in the domain of electronically supported distance teaching and learning" (p. 211).

### **Methodology**

This study sought to determine patterns in citations from master's projects of graduate students of the School of Library and Information Sciences at The University of Southern Mississippi. It analyzed citations from master's projects turned in from 2004-2005.

### **Data Collection**

The study began with an attempt to collect all master's projects turned in to the School of Library and Information Science at The University of Southern Mississippi from 2004 and 2005. Forty-two master's projects were recovered and the bibliographies from each project were examined. Seven of the 42 students were Hattiesburg residents. An Excel spreadsheet was created and for each

project, the first and last names of the author were recorded along with the year of confirmed graduation and location of the author. This information was copied onto two additional spreadsheets so that a total of three spreadsheets were created: one to include citation formats as journal, Web site, book or other; one including the publication year of each citation, and one including the cited journal titles. Six additional spreadsheets were created so that the spreadsheets listing the previous information were separated into two groups of three spreadsheets by master's project author location: three with distance learner information and three with Hattiesburg resident information. The six additional spreadsheets were created so that three of the spreadsheets listed distance learner citation formats, distance learner citation years, and distance learner journal titles and three spreadsheets listed Hattiesburg resident citation formats, Hattiesburg resident citation years, and Hattiesburg resident journal titles.

### Data Analysis

For each citation format spreadsheet, the Excel function "COUNTIF" was used to tabulate the total types of citations used in the master's projects. For each citation year spreadsheet, the data were separated into the two years of master's project publication. For the master's projects completed in 2004, the citations published within the last five years were tabulated, using the "COUNTIF" function for all citations published after 1998. The citations published over five years were tabulated, using the "COUNTIF" function for all citations published before 1998. This process was repeated for the distance learner citation year spreadsheet and the Hattiesburg resident citation year spreadsheet.

For the journal title spreadsheet, the author information was removed from the Hattiesburg resident spreadsheet, leaving only the journal titles. Each column was then cut and pasted onto one column. The Excel "sort ascending" function was used to arrange the journal titles alphabetically. The Excel "PivotTable and PivotChart Report" function was then used to count the total number of unique journal entries as well as the total number of each

journal used by Hattiesburg residents. This process was repeated for the distance learner journal title spreadsheet. The Hattiesburg resident and distance learner journal title spreadsheets were then combined for a total journal title spreadsheet. Data from the spreadsheets were then compared between distance learning students and those living in Hattiesburg to find patterns of citation format, currency, and core journal titles.

### Results

#### Type of Citations

In this study, 996 citations from 42 library and information science master's projects completed in 2004-2005 were identified. Of these, 60 percent (602) of the citations were from journals, 13 percent (126) were from books, 21 percent (209) were from Web sites, and six percent (59) were from other sources (see Table 1).

Table 1  
Total Citation Formats

Type of Citation	Count	Percentage
Journal	602	60
Book	126	13
Web site	209	21
Other	59	6
Total	996	100

For the Hattiesburg resident citations, 216 total citations were identified. Of these, 59 percent (128) of the citations were from journals, 11 percent (23) were from books, 15 percent (33) were from Web sites, and 15 percent (32) were from other sources (see Table 2).

Table 2  
Hattiesburg Resident Citation Formats

Type of Citation	Count	Percentage
Journal	128	59
Book	23	11
Web site	33	15
Other	32	15
Total	216	100

For the distance learner citations, 780 total citations were identified. Of these, 61 percent (474) were

from journals, 13 percent (103) were from books, 23 percent (176) were from Web sites, and 3 percent (27) were from other sources (see table 3).

Table 3  
*Distance Learner Citation Formats*

Type of Citation	Count	Percentage
Journal	474	61
Book	103	13
Web site	176	23
Other	27	3
Total	780	100

#### *Currency of Citations*

In this study, 950 citations were identified with publication information. Of these, 58 percent (555) of the citations were published less than five years from the publication of the master's project and 42 percent (395) of the citations were published more than 5 years from the publication of the master's project (see Table 4). The oldest citation identified was published in 1632.

Table 4  
*Currency of Total Citations*

Currency range	Citation count	Percent
Less than 5 years since publication of project	555	58
More than 5 years since publication of project	395	42
Total	950	100

For the Hattiesburg resident citations, 201 total citations were identified with publication information. Of these, 40 percent (80) of the citation were published less than five years from the publication of the master's project and 60 percent (121) were published more than five years from the publication of the master's project (see Table 5). The oldest citation identified in the Hattiesburg resident citations was published in 1890.

Table 5  
*Currency of Hattiesburg Resident Citations*

Currency range	Citation count	Percent
Less than 5 years since publication of project	80	40
More than 5 years since publication of project	121	60
Total	201	100

For the distance learner citations, 713 total citations were identified with publication information. Of these, 62 percent (439) were published less than five years from the publication of the master's project and 38 percent (274) were published more than five years from the publication of the master's project (see Table 6). The oldest citation identified in the distance learner citations was published in 1632.

Table 6  
*Currency of Distance Learner Citations*

Currency range	Citation count	Percent
Less than 5 years since publication of project	439	62
More than 5 years since publication of project	274	38
Total	713	100

#### *Core Journals*

Results from all of the three citation currency spreadsheets displayed Bradford's Law of Scattering as each groups citations could be divided into three zones of equal amounts of citations. Of the 592 journal titles identified in this study, 11 unique journal titles made up one-third of the total citations (198), 53 unique journal titles made up another one-third of the total citations (197), and 181 unique journal titles made up the remaining third of the total citations (197). The 11 most cited journals (zone 1 of Bradford's Law) are listed in Table 7.



Table 7  
Total Journal Titles in Zone 1

Journal Title	Citations
<i>College and Research Libraries</i>	35
<i>American Libraries</i>	35
<i>Library Trends</i>	25
<i>Journal of Academic Librarianship</i>	22
<i>Library Resources and Technical Services</i>	16
<i>Serials Review</i>	15
<i>Library Journal</i>	12
<i>Journal of the American Society for Information Science</i>	10
<i>Folklore</i>	10
<i>Teacher Librarian</i>	9
<i>Computers in Libraries</i>	9

From the 125 Hattiesburg resident journal titles identified, three unique journal titles made up one-third of the total citations (40), 17 unique journal titles made up another one-third of the total citations (42), and 42 unique journal titles made up the remaining third of the total citations (43). The three most cited journals (zone 1 of Bradford's Law) by Hattiesburg residents are listed in table 8.

Table 8  
Hattiesburg Resident Journal Titles in Zone 1

Journal Title	Citations
<i>College and Research Libraries</i>	20
<i>Journal of Academic Librarianship</i>	10
<i>Folklore</i>	10

From the 467 distance learner journal titles identified, 12 unique journal titles made up one-third of the total citations (155), 48 unique journal titles made up another one-third of the total citations

(155), and 148 unique journal titles made up the remaining third of the total citations (157). The 12 most cited journals (zone 1 of Bradford's Law) by distance learners are listed in Table 9.

Table 9  
Distance Learner Journal Titles in Zone 1

Journal Title	Citations
<i>American Libraries</i>	34
<i>Library Trends</i>	21
<i>College and Research Libraries</i>	15
<i>Serials Review</i>	13
<i>Journal of Academic Librarianship</i>	12
<i>Library Journal</i>	11
<i>Library Resources and Technical Services</i>	10
<i>Journal of the American Society for Information Science</i>	9
<i>Teacher Librarian</i>	8
<i>Journal of Information Science</i>	8
<i>Computers in Libraries</i>	7
<i>Community College Journal of Research and Practice</i>	7

### Hypotheses

*Hypothesis 1: More than 75 percent of sources cited in the master's projects in this study are materials published in the last five years.*

The results of the study did not support this hypothesis. Fifty-eight percent of the sources were cited five years or less from the date of publication of their master's projects. Results varied slightly from Hattiesburg residents and distance learners as Hattiesburg residents were 22 percent less likely to cite more current materials than distance learners (see Figure 1). This may be due to the tendency of the distance learner to be more reliant on online resources, which tend to be more current in nature.

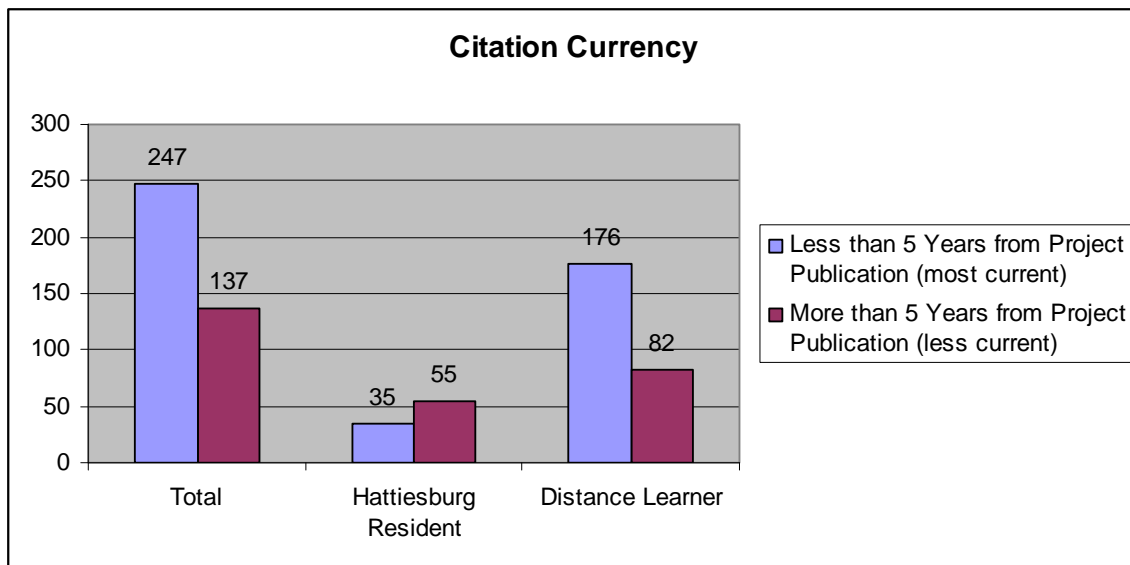


Figure 1

*Hypothesis 2: Distance learners cite journal articles more than traditional students.*

This hypothesis was not supported because distance learners cited both journals and books each only two percent more than Hattiesburg residents. Both groups cited journals considerably over all other formats; however, indicating that all students in the School of Library and Information Science share this preference. The numbers of the Hattiesburg residents' projects were considerably smaller than that of the distance learner (seven to 35, respectively), indicating again the possibility of misleading results found by Kuyper-Rushing.

### Discussion and Conclusion

Findings from this study supported previous studies involving citation analysis. Students at The University of Southern Mississippi, whether distance or traditional, prefer journals as their primary source format. Core journals varied slightly between distance and traditional learners, as only five out of the top 10 journals used by Hattiesburg residents were listed in the total core journals for all groups. One master's project accounted for all citations of the journal *Folklore*, and because it was highly cited,

it placed ninth among the total journal titles (see Appendix 1). If collection development decisions were based on this sole study, *Folklore* would be considered a core journal for The University of Southern Mississippi's School of Library and Information Science, regardless of the fact that only one student used it.

Improvements could be made to future studies by the inclusion of a larger number of Hattiesburg residents. A broader scope in years of study would increase the results for comparison. Also simply combining the distance and traditional students may prove beneficial, as all courses are available online for the School of Library and Information Science master's degree program at The University of Southern Mississippi.

This study provided insight into the use of The University of Southern Mississippi collection by its graduate students of the School of Library and Information Science. When compared to results from citation studies of institutions with similar programs, these results will greatly benefit librarians in providing better access to the most beneficial information to their students, both traditional and distance learning.

## References:

- Association of College & Research Libraries. (2004). *Guidelines for distance learning library services*. Retrieved from <http://www.ala.org/ala/acrl/acrlstandards/guidelines/distancelearning.htm>
- Beile, P. M., Boote, D. N., & Killingsworth, E. K. (2004). A microscope or a mirror?: A question of study validity regarding the use of dissertation citation analysis for evaluating research collections. *Journal of Academic Librarianship*, 30(5), 347-353.
- Bradford, S.C. (1993). *World encyclopedia of library and information services*. Chicago: American Library Association.
- Encyclopedia of library and information science: Vol. 5*. (1971). N.Y: Dekker.
- Davis, P. M. (2002). Where to spend our e-journal money? Defining a university library's core collection through citation analysis. *Portal: Libraries & The Academy*, 2(1), 155-166.
- Evans, G. E., & Saponaro, M. Z. (2000). *Developing library and information center collections*. Englewood, Colo: Libraries Unlimited.
- Garner, B. A., & Black, H. C. (1999). *Black's law dictionary*. St. Paul, Minn: West Group.
- Haycock, L. A. (2004). Citation analysis of education dissertations for collection development. *Library Resources & Technical Services*, 48(2), 102-106.
- Hunter, K. (2005). Access management: Challenging orthodoxies. *Journal of Library Administration*, 42(2), 57-70.
- Kent, A., & In Hall, C. M. (1998). *Encyclopedia of library and information science: Vol. 61*. New York: M. Dekker.
- Kuyper-Rushing, L. (1999). Identifying uniform core journal titles for music libraries: A dissertation citation study. *College & Research Libraries*, 60(2), 153-163.
- Nisonger, T. E. (2004). The benefits and drawbacks of impact factor for journal collection management in libraries. *Serials Librarian*, 47(1/2), 57-75.
- Onyanha, O. B., & Ocholla, D. N. (2004). An informetric analysis of the corruption literature based on Africa between 1990 and 2001. *South African Journal of Library & Information Science*, 70(2), 86-98.
- Potter, W.G. (1988). Of making many books there is no end: Bibliometrics and libraries. *Journal of Academic Librarianship*, 14(4), 1-3.
- Prytherch, R. J., & Prytherch, R. J. (1995). *Harrod's librarians' glossary: 9,000 terms used in information management, library science, publishing, the book trades, and archive management*. Aldershot, Hants., England: Gower.
- Raddon, A. (2006). Absence as opportunity: learning outside the institutional space and time. *Journal of Further & Higher Education*, 30(2), 157-167
- Savage, A. R. (1999). Assuring quality distance learning programmes: The emergence of a new faculty. *Higher Education in Europe*, 24(2), 209.
- Secord, A., Lockerby, R., Roach, L., & Simpson, J. (2004). Strategic planning for distance learning services. *Journal of Library Administration*, 41(3/4), 407-411.
- Shaffer, J., Finkelstein, K., Woelfl, N., & Lyden, E. (2004). A systematic approach to assessing the needs of distance faculty. *Journal of Library Administration*, 41(3/4), 413-428.
- Singh, G., O'Donoghue, J., & Betts, C. (2002). A U.K. study into the potential effects of virtual education: Does online learning spell an end for on-campus learning? *Behaviour & Information Technology*, 21(3), 223-229.

Smith, E. T. (2003). Assessing collection usefulness: An investigation of library ownership of the resources graduate students use. *College & Research Libraries*, 64(5), 344-355.

Stankus, T., & Rice, B. (1982). Handle with care: Use and citation data for science journal management. *Collection Management*, 4(1/2), 95-110.

Stockham, M., & Turtle, E. (2004). Providing off-campus library services by "team": An assessment. *Journal of Library Administration*, 41(3/4), 443-457.

Thelwall, M. (2005). Scientific Web intelligence: Finding relationships in university Webs. *Communications of the ACM*, 48(7), 93-96.

Appendix 1  
Total Journal Titles

Journal Title	Citations
<i>College and Research Libraries</i>	35
<i>American Libraries</i>	35
<i>Library Trends</i>	25
<i>Journal of Academic Librarianship</i>	22
<i>Library Resources and Technical Services</i>	16
<i>Serials Review</i>	15
<i>Library Journal</i>	12
<i>Journal of the American Society for Information Science</i>	10
<i>Folklore</i>	10
<i>Teacher Librarian</i>	9
<i>Computers in Libraries</i>	9
<i>Library Quarterly</i>	8
<i>Journal of Information Science</i>	8
<i>Community College Journal of Research and Practice</i>	7
<i>The Macon beacon</i>	6
<i>Science and Technology Libraries</i>	6
<i>Reference and User Services Quarterly</i>	6
<i>Library and Information Science Research</i>	6
<i>School Library Journal</i>	5
<i>Public Libraries</i>	5
<i>Journal of the Medical Library Association</i>	5
<i>Journal of Librarianship and Information Science</i>	5
<i>Journal of Documentation</i>	5
<i>Children's Literature in Education</i>	5
<i>APLIS</i>	4
<i>South African Journal of Library and Information Science</i>	4
<i>Science</i>	4
<i>Rural Libraries</i>	4
<i>Online</i>	4
<i>Journal of the American Society for Information Science and Technology</i>	4
<i>American Journal of Speech-Language Pathology</i>	4
<i>Journal of Library Administration</i>	4
<i>Information Research</i>	4
<i>ERIC</i>	4
<i>Collection Management</i>	4
<i>The Serials Librarian</i>	3
<i>The Electronic Library</i>	3
<i>School Library Media Quarterly</i>	3
<i>Collection Building</i>	3
<i>Reading Teacher</i>	3
<i>Online Information Review</i>	3
<i>North Carolina Libraries</i>	3
<i>NAASP Bulletin</i>	3
<i>Mississippi Libraries</i>	3
<i>Library Talk</i>	3

<i>Library Hi Tech</i>	3
<i>Libraries and Culture</i>	3
<i>Journal of the Association of History and Computing</i>	3
<i>Canadian Journal of Information and Library Science</i>	3
<i>Information Technology and Libraries</i>	3
<i>Information services and Use</i>	3
<i>The Reference Librarian</i>	2
<i>T H E Journal</i>	2
<i>Art Documentation</i>	2
<i>Australasian Public Libraries and Information Services</i>	2
<i>Noxubee County Mississippi Quarterly Bulletin</i>	2
<i>College and Research Libraries News</i>	2
<i>New Directions for Community Colleges</i>	2
<i>Libri</i>	2
<i>Communication Research</i>	2
<i>Education and Training in Mental Retardation and Developmental Disabilities</i>	2
<i>Amerian Libraries</i>	2
<i>Education for Information</i>	2
<i>Library Research</i>	2
<i>Library Collections, Acquisitions, &amp; Technical Services</i>	2
<i>Law Library Journal</i>	2
<i>Language, Speech, and Hearing Services in Schools</i>	2
<i>Knowledge Quest</i>	2
<i>Kentucky Libraries</i>	2
<i>Journal of Visual Imparement and Blindness</i>	2
<i>Journal of the Society of Archivists</i>	2
<i>Australian Academic and Research Libraries</i>	2
<i>Bulletin of the Medical Library Association</i>	2
<i>California Law Review</i>	2
<i>Journal of Digital Information</i>	2
<i>Health Information and Libraries Journal</i>	2
<i>Journal of Consumer Affairs</i>	2
<i>Journal of American Folklore</i>	2
<i>Journal of Advanced Nursing</i>	2
<i>Journal of Adolescent and Adult Literacy</i>	2
<i>Change</i>	2
<i>Yale Law Journal</i>	1
<i>Information Processing and Management</i>	1
<i>Contemporary European History</i>	1
<i>American Psychologist</i>	1
<i>InfoWorld</i>	1
<i>INSPEL</i>	1
<i>International Information &amp; Library Review</i>	1
<i>International Journal of Instructional Media</i>	1
<i>International Journal of Selection and Assesment</i>	1
<i>International Journal of Special Libraries</i>	1
<i>International Journal of the Classical Tradition</i>	1

<i>International Security</i>	1
<i>Internet Reference Services Quarterly</i>	1
<i>Intervention in School and Clinic</i>	1
<i>IPIMAP</i>	1
<i>Journal Adolescent and Adult Literacy</i>	1
<i>Against the Grain</i>	1
<i>Individual Psychology: The Journal of Alderian Theory and Practice</i>	1
<i>Journal of Adolescent and Adult Literature</i>	1
<i>Indiana Law Journal</i>	1
<i>Journal of American and Comparative Cultures</i>	1
<i>Illinois Library Association Reporter</i>	1
<i>Journal of Communication</i>	1
<i>Howard Journal of Communications</i>	1
<i>Journal of Consumer Research</i>	1
<i>Journal of Counseling and Development</i>	1
<i>Journal of Criminal Justice Information</i>	1
<i>Herald of Library Science</i>	1
<i>Journal of Distance Education</i>	1
<i>Behavioral and Social Science Librarian</i>	1
<i>Journal of Education for Librarianship</i>	1
<i>Journal of Education for Library and Information Science</i>	1
<i>Journal of Educational Research</i>	1
<i>Journal of Health Communication</i>	1
<i>Journal of Health Communication Research</i>	1
<i>American Sociological Review</i>	1
<i>Journal of Interactive Learning Research</i>	1
<i>Journal of Librarian Administration</i>	1
<i>Australian Journal of Political Science</i>	1
<i>Computers in Human Behavior</i>	1
<i>Journal of Liesure Research</i>	1
<i>Journal of Management Information Systems</i>	1
<i>Journal of Personality &amp; Social Psychology</i>	1
<i>Journal of Personality Assessment</i>	1
<i>Journal of Political Economy</i>	1
<i>Journal of Research on Computing in Education</i>	1
<i>Journal of Social Work Education</i>	1
<i>Journal of Sociology</i>	1
<i>Journal of Southern History</i>	1
<i>Graduate Journal of Social Science</i>	1
<i>Government Information Quarterly</i>	1
<i>Computers and Libraries</i>	1
<i>Geopolitics</i>	1
<i>Fordham Urban Law Journal</i>	1
<i>Adult Education Quarterly</i>	1
<i>Journalism and Mass Communication Quarterly</i>	1
<i>Katharine Sharp Review</i>	1
<i>Feliciter</i>	1

<i>Federal Probation</i>	1
<i>European History Quarterly</i>	1
<i>Law and Society Review</i>	1
<i>Essays of an Information Scientist</i>	1
<i>Learning Disability Quarterly</i>	1
<i>Libraries and Computing Centers, Issues and Mutual Concern</i>	1
<i>Community College Week</i>	1
<i>Library Acquisitions: Practice and Theory</i>	1
<i>Ashe-ERIC Higher Education Report</i>	1
<i>Children and Libraries</i>	1
<i>Library Collections: Acquisitions, and Technical Servies</i>	1
<i>Annual Review of Information Science and Technology</i>	1
<i>American Journal of Public Health</i>	1
<i>Library Mosaics</i>	1
<i>American School and University</i>	1
<i>EduccomReview</i>	1
<i>Educational Psychology</i>	1
<i>Library Resources and Technical Servies</i>	1
<i>Education Digest</i>	1
<i>Library Technology Reports</i>	1
<i>Adult Learning</i>	1
<i>Libres: Library and Information Science</i>	1
<i>Education</i>	1
<i>Lore and Language</i>	1
<i>Louisiana Libraries</i>	1
<i>Management Science</i>	1
<i>Maternal and Child Health Journal</i>	1
<i>Medical Informatics and Internet in Medicine</i>	1
<i>Medical Teacher</i>	1
<i>Commerical Appeal</i>	1
<i>Mississippi Library News</i>	1
<i>College of Information Science and Technology</i>	1
<i>Natural History</i>	1
<i>Econtent</i>	1
<i>Nordic Yearbook of Folklore</i>	1
<i>Early Childhood Education Journal</i>	1
<i>Distance Education Report</i>	1
<i>NSWA Journal</i>	1
<i>Bulletin of Information Technology</i>	1
<i>Acta Sociologica</i>	1
<i>Oxford Economic Papers</i>	1
<i>Physiotherapy Research International</i>	1
<i>Police Studies: The International Journal of Police</i>	1
<i>Policy Studies Journal</i>	1
<i>Problems of Post Communism</i>	1
<i>Distance Education</i>	1
<i>Public Library Quarterly</i>	1



<i>Public Relations Quarterly</i>	1
<i>Qualitative Analysis</i>	1
<i>Quarterly Bulletin of the International Association of Agricultural Information Specialists</i>	1
<i>Quarterly Journal of Economics</i>	1
<i>Quarterly Review of Distance Education</i>	1
<i>Reading</i>	1
<i>READING Literacy and Language</i>	1
<i>Reading Research and Instruction</i>	1
<i>College &amp; Research Libraries News</i>	1
<i>Diabeties Care</i>	1
<i>Reference and User Servies Quarterly</i>	1
<i>Reference Services Review</i>	1
<i>Religious Education</i>	1
<i>British Medical Journal</i>	1
<i>School Libraries</i>	1
<i>Austrailian Library Journal</i>	1
<i>School Library Media Activities Monthly</i>	1
<i>BMC Medical Research Methodology</i>	1
<i>SCI Journal Citation Reports</i>	1
<i>Bookmobiles and Outreach Services</i>	1
<i>Architectural Record</i>	1
<i>Searcher</i>	1
<i>American Behavioral Scientist</i>	1
<i>Sex Roles: A Journal of Research</i>	1
<i>Social Forces</i>	1
<i>Social Science Quarterly</i>	1
<i>Social Work</i>	1
<i>Social Work Research</i>	1
<i>Society for Social Studies of Science Newsletter</i>	1
<i>South African Journal of African Languages</i>	1
<i>Book Report</i>	1
<i>South African Journal of Psychology</i>	1
<i>Southeastern Librarian</i>	1
<i>Special Libraries</i>	1
<i>Stanford Law Review</i>	1
<i>Studies in Higher Education</i>	1
<i>Systems and Services</i>	1
<i>Depression and Anxiety</i>	1
<i>American Medical News</i>	1
<i>Teaching Exceptional Children</i>	1
<i>Technicalities</i>	1
<i>Texas Law Review</i>	1
<i>The 21st Century Art Librarian</i>	1
<i>The ALAN Review</i>	1
<i>The American Journal of Distance Education</i>	1
<i>The Behavior Analyst Today</i>	1
<i>The Curriculum Journal</i>	1

<i>Clinical and Experimental Opthamology</i>	1
<i>The Georgia Librarian</i>	1
<i>The International Electronic Journal of Health Education</i>	1
<i>The Journal</i>	1
<i>Book List</i>	1
<i>The Prison Journal</i>	1
<i>Creativity Research Journal</i>	1
<i>The Review of Economics and Statistics</i>	1
<i>Clearing House</i>	1
<i>Time South Pacific</i>	1
<i>Web Ecology</i>	1
<i>Western Folklore</i>	1
<i>Wilson Library Bulletin</i>	1
<b>Grand Total</b>	<b>592</b>

Appendix 2  
Hattiesburg Resident Journal Titles

<b>Journal Title</b>	<b>Citations</b>
<i>College and Research Libraries</i>	20
<i>Journal of Academic Librarianship</i>	10
<i>Folklore</i>	10
<i>The Macon beacon</i>	6
<i>Library Resources and Technical Services</i>	6
<i>Library Trends</i>	4
<i>Journal of the American Society for Information Science and Technology</i>	3
<i>The Serials Librarian</i>	2
<i>Serials Review</i>	2
<i>Public Libraries</i>	2
<i>Computers in Libraries</i>	2
<i>Noxubee County Mississippi Quarterly Bulletin</i>	2
<i>North Carolina Libraries</i>	2
<i>Mississippi Libraries</i>	2
<i>Library Quarterly</i>	2
<i>Journal of the Society of Archivists</i>	2
<i>Journal of American Folklore</i>	2
<i>Western Folklore</i>	1
<i>International Journal of the Classical Tradition</i>	1
<i>American Libraries</i>	1
<i>Information Services and Use</i>	1
<i>Journal of Education for Librarianship</i>	1
<i>Journal of Librarian Administration</i>	1
<i>Journal of the American Society for Information Science</i>	1
<i>College &amp; Research Libraries News</i>	1
<i>Journal of the Association of History and Computing</i>	1
<i>Herald of Library Science</i>	1

<i>Law and Society Review</i>	1
<i>Law Library Journal</i>	1
<i>Libraries and Culture</i>	1
<i>Library Acquisitions: Practice and Theory</i>	1
<i>Library Collections: Acquisitions, and Technical Servies</i>	1
<i>Library Hi Tech</i>	1
<i>Library Journal</i>	1
<i>American Medical News</i>	1
<i>Library Research</i>	1
<i>Architectural Record</i>	1
<i>Library Resources and Technical Servies</i>	1
<i>Behavioral and Social Science Librarian</i>	1
<i>Lore and Language</i>	1
<i>Feliciter</i>	1
<i>Natural History</i>	1
<i>Nordic Yearbook of Folklore</i>	1
<i>European History Quarterly</i>	1
<i>Educational Psychology</i>	1
<i>Problems of Post Communism</i>	1
<i>Contemporary European History</i>	1
<i>Qualitative Analysis</i>	1
<i>Reference and User Services Quarterly</i>	1
<i>Science</i>	1
<i>Science and Technology Libraries</i>	1
<i>Commerical Appeal</i>	1
<i>Social Forces</i>	1
<i>South African Journal of African Languages</i>	1
<i>Stanford Law Review</i>	1
<i>Studies in Higher Education</i>	1
<i>Teacher Librarian</i>	1
<i>Texas Law Review</i>	1
<i>The 21st Century Art Librarian</i>	1
<i>The Electronic Library</i>	1
<i>American School and University</i>	1
<i>The Reference Librarian</i>	1
<i>Acta Sociologica</i>	1
<b>Grand Total</b>	<b>125</b>

Appendix 3  
Distance Learner Journal Titles

Journal Title	Citations
<i>American Libraries</i>	34
<i>Library Trends</i>	21
<i>College and Research Libraries</i>	15
<i>Serials Review</i>	13
<i>Journal of Academic Librarianship</i>	12
<i>Library Journal</i>	11
<i>Library Resources and Technical Services</i>	10
<i>Journal of the American Society for Information Science</i>	9
<i>Teacher Librarian</i>	8
<i>Journal of Information Science</i>	8
<i>Computers in Libraries</i>	7
<i>Community College Journal of Research and Practice</i>	7
<i>Library Quarterly</i>	6
<i>Library and Information Science Research</i>	6
<i>Science and Technology Libraries</i>	5
<i>School Library Journal</i>	5
<i>Reference and User Services Quarterly</i>	5
<i>Journal of the Medical Library Association</i>	5
<i>Journal of Librarianship and Information Science</i>	5
<i>Journal of Documentation</i>	5
<i>Children's Literature in Education</i>	5
<i>South African Journal of Library and Information Science</i>	4
<i>Rural Libraries</i>	4
<i>Online</i>	4
<i>American Journal of Speech-Language Pathology</i>	4
<i>Journal of Library Administration</i>	4
<i>Information Research</i>	4
<i>ERIC</i>	4
<i>APLIS</i>	4
<i>Collection Management</i>	4
<i>Science</i>	3
<i>School Library Media Quarterly</i>	3
<i>Reading Teacher</i>	3
<i>Collection Building</i>	3
<i>Public Libraries</i>	3
<i>Online Information Review</i>	3
<i>NAASP Bulletin</i>	3
<i>Library Talk</i>	3
<i>Information Technology and Libraries</i>	3
<i>Canadian Journal of Information and Library Science</i>	3
<i>The Electronic Library</i>	2
<i>T H E Journal</i>	2
<i>Amerian Libraries</i>	2

<i>Australasian Public Libraries and Information Services</i>	2
<i>Australian Academic and Research Libraries</i>	2
<i>College and Research Libraries News</i>	2
<i>New Directions for Community Colleges</i>	2
<i>Libri</i>	2
<i>Communication Research</i>	2
<i>Bulletin of the Medical Library Association</i>	2
<i>Art Documentation</i>	2
<i>Library Hi Tech</i>	2
<i>Education and Training in Mental Retardation and Developmental Disabilities</i>	2
<i>Library Collections, Acquisitions, &amp; Technical Services</i>	2
<i>Education for Information</i>	2
<i>Libraries and Culture</i>	2
<i>Change</i>	2
<i>Language, Speech, and Hearing Services in Schools</i>	2
<i>Knowledge Quest</i>	2
<i>Kentucky Libraries</i>	2
<i>Journal of Visual Impairment and Blindness</i>	2
<i>Journal of the Association of History and Computing</i>	2
<i>California Law Review</i>	2
<i>Health Information and Libraries Journal</i>	2
<i>Journal of Digital Information</i>	2
<i>Journal of Consumer Affairs</i>	2
<i>Journal of Advanced Nursing</i>	2
<i>Journal of Adolescent and Adult Literacy</i>	2
<i>Information services and Use</i>	2
<i>Yale Law Journal</i>	1
<i>Community College Week</i>	1
<i>Children and Libraries</i>	1
<i>InfoWorld</i>	1
<i>INSPEL</i>	1
<i>International Information &amp; Library Review</i>	1
<i>International Journal of Instructional Media</i>	1
<i>International Journal of Selection and Assessment</i>	1
<i>International Journal of Special Libraries</i>	1
<i>International Security</i>	1
<i>Internet Reference Services Quarterly</i>	1
<i>Intervention in School and Clinic</i>	1
<i>IPIMAP</i>	1
<i>Journal Adolescent and Adult Literacy</i>	1
<i>American Behavioral Scientist</i>	1
<i>Information Processing and Management</i>	1
<i>Journal of Adolescent and Adult Literature</i>	1
<i>Individual Psychology: The Journal of Alderian Theory and Practice</i>	1
<i>Journal of American and Comparative Cultures</i>	1
<i>Journal of Communication</i>	1

<i>Indiana Law Journal</i>	1
<i>Journal of Consumer Research</i>	1
<i>Journal of Counseling and Development</i>	1
<i>Journal of Criminal Justice Information</i>	1
<i>Illinois Library Association Reporter</i>	1
<i>Journal of Distance Education</i>	1
<i>Book List</i>	1
<i>Journal of Education for Library and Information Science</i>	1
<i>Journal of Educational Research</i>	1
<i>Journal of Health Communication</i>	1
<i>Journal of Health Communication Research</i>	1
<i>American Sociological Review</i>	1
<i>Journal of Interactive Learning Research</i>	1
<i>BMC Medical Research Methodology</i>	1
<i>Howard Journal of Communications</i>	1
<i>Journal of Liesure Research</i>	1
<i>Journal of Management Information Systems</i>	1
<i>Journal of Personality &amp; Social Psychology</i>	1
<i>Journal of Personality Assessment</i>	1
<i>Journal of Political Economy</i>	1
<i>Journal of Research on Computing in Education</i>	1
<i>Journal of Social Work Education</i>	1
<i>Journal of Sociology</i>	1
<i>Journal of Southern History</i>	1
<i>Adult Education Quarterly</i>	1
<i>Journal of the American Society for Information Science and Technology</i>	1
<i>Graduate Journal of Social Science</i>	1
<i>Australian Journal of Political Science</i>	1
<i>Government Information Quarterly</i>	1
<i>Journalism and Mass Communication Quarterly</i>	1
<i>Katharine Sharp Review</i>	1
<i>Geopolitics</i>	1
<i>Fordham Urban Law Journal</i>	1
<i>Federal Probation</i>	1
<i>Law Library Journal</i>	1
<i>Learning Disability Quarterly</i>	1
<i>Libraries and Computing Centers, Issues and Mutual Concern</i>	1
<i>Essays of an Information Scientist</i>	1
<i>Ashe-ERIC Higher Education Report</i>	1
<i>EduccomReview</i>	1
<i>Education Digest</i>	1
<i>American Journal of Public Health</i>	1
<i>Library Mosaics</i>	1
<i>Education</i>	1
<i>Library Research</i>	1
<i>Econtent</i>	1
<i>Early Childhood Education Journal</i>	1

<i>Library Technology Reports</i>	1
<i>Adult Learning</i>	1
<i>Libres: Library and Information Science</i>	1
<i>Distance Education Report</i>	1
<i>Louisiana Libraries</i>	1
<i>Management Science</i>	1
<i>Maternal and Child Health Journal</i>	1
<i>Medical Informatics and Internet in Medicine</i>	1
<i>Medical Teacher</i>	1
<i>Mississippi Libraries</i>	1
<i>Mississippi Library News</i>	1
<i>College of Information Science and Technology</i>	1
<i>Distance Education</i>	1
<i>North Carolina Libraries</i>	1
<i>NSWA Journal</i>	1
<i>Bulletin of Information Technology</i>	1
<i>Diabeties Care</i>	1
<i>Oxford Economic Papers</i>	1
<i>Physiotherapy Research International</i>	1
<i>Police Studies: The International Journal of Police</i>	1
<i>Policy Studies Journal</i>	1
<i>Against the Grain</i>	1
<i>Public Library Quarterly</i>	1
<i>Public Relations Quarterly</i>	1
<i>Quarterly Bulletin of the International Association of Agricultural</i>	
<i>Information Specialists</i>	1
<i>Quarterly Journal of Economics</i>	1
<i>Quarterly Review of Distance Education</i>	1
<i>Reading</i>	1
<i>READING Literacy and Language</i>	1
<i>Reading Research and Instruction</i>	1
<i>Book Report</i>	1
<i>Depression and Anxiety</i>	1
<i>Reference and User Servies Quarterly</i>	1
<i>Reference Services Review</i>	1
<i>Religious Education</i>	1
<i>British Medical Journal</i>	1
<i>School Libraries</i>	1
<i>Creativity Research Journal</i>	1
<i>School Library Media Activities Monthly</i>	1
<i>Clinical and Experimental Opthamology</i>	1
<i>SCI Journal Citation Reports</i>	1
<i>Clearing House</i>	1
<i>Austrailian Library Journal</i>	1
<i>Searcher</i>	1
<i>Annual Review of Information Science and Technology</i>	1
<i>Sex Roles: A Journal of Research</i>	1

<i>Social Science Quarterly</i>	1
<i>Social Work</i>	1
<i>Social Work Research</i>	1
<i>Society for Social Studies of Science Newsletter</i>	1
<i>Bookmobiles and Outreach Services</i>	1
<i>South African Journal of Psychology</i>	1
<i>Southeastern Librarian</i>	1
<i>Special Libraries</i>	1
<i>Systems and Services</i>	1
<i>Computers in Human Behavior</i>	1
<i>American Psychologist</i>	1
<i>Teaching Exceptional Children</i>	1
<i>Technicalities</i>	1
<i>The ALAN Review</i>	1
<i>The American Journal of Distance Education</i>	1
<i>The Behavior Analyst Today</i>	1
<i>The Curriculum Journal</i>	1
<i>Computers and Libraries</i>	1
<i>The Georgia Librarian</i>	1
<i>The International Electronic Journal of Health Education</i>	1
<i>The Journal</i>	1
<i>The Prison Journal</i>	1
<i>The Reference Librarian</i>	1
<i>The Review of Economics and Statistics</i>	1
<i>The Serials Librarian</i>	1
<i>Time South Pacific</i>	1
<i>Web Ecology</i>	1
<i>Wilson Library Bulletin</i>	1
<b>Grand Total</b>	<b>467</b>