

**University Rare Book Collections on the Web:
Analysis and Recommendations**

by
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The virtual library overall represents a blend of tradition and innovation: tradition in the sense of preserving and fostering benefit from what has come before, innovation in the sense of rearranging relationships, roles, and locations among users, materials, ideas, and knowledge workers.

--Philip Brook Manville

Introduction

Most American library systems have had some involvement with the Internet for the past decade. As the technology improves and gets more complex, librarians are beginning to find ways to make Internet use better and to serve diverse groups of users more effectively.

Major university library web sites have grown immense in a very short time span, serving up not just hundreds of databases but also all kinds of specialized content for each field of academic study. One of the ways university libraries serve their users is through the hosting of sites for the various library departments or branches, which help patrons delineate the specific types of information housed at each location. The online public access catalog (OPAC) and a university logo graphic may be the only unifying features of each branch site.

University library special collections are becoming increasingly well-represented on the web. Advances in Encoded Archival Description (EAD)

are helping to standardize the creation of web-based archival finding aids. Major digitization efforts have led to the establishment of electronic libraries in which all of the materials are fully available online to anyone in the world with Internet access. Development of multimedia tools that allow fast access to sound, video and static imagery on the Internet have changed the ways in which scholars find and manipulate primary source materials in their research.

The creation and maintenance of web sites for rare book collections are tasks which fit neatly into the spectrum of current university electronic efforts. Some of the rarest materials might languish in a card catalog index and a non-circulating system. But on the web, they can be publicized, described, viewed in part or in full, and even linked to related local and external research materials very easily.

This paper is concerned with the most effective creation of a web site for a university's rare book collection, one that visually represents its materials as well as describes the collections and policies of the library. It will consider the wealth of recent information on developing quality library web sites, and incorporate some of the features and values specific to rare books and their users, to create an evaluation system. Three existing rare book library sites will be analyzed using the criteria established. The sites will also be discussed individually to point out any innovative elements being used.

Why Put Rare Book Collections on the Internet?

Increased access is one of the major reasons why it is desirable to represent an academic library's rare book collection on the Internet. Rare materials most likely will not circulate outside a library, and will be subject to strictly controlled interlibrary loaning if loaned at all. Therefore, patrons from great distances will benefit considerably from being able to access research materials at their home locations. They would easily be able to relate their own reference items and materials within their local physical collections to what other libraries have put online, saving travel expenses and expediting the production of their research. As well, any patron from any location will also be able to access collection information after the library's often limited business hours have ended each day.

A rare book collection online, whether involving full access to digitized materials or just extensive information about specific holdings, will far surpass a public access catalog alone in helping patrons understand collections. Even though the machine-readable cataloging (MARC) format has been extended to facilitate more elaborate description of rare materials, there are many details about a rare book collection that cannot be easily included. For example, if a library has developed subject strengths, or has received a gift of a very thorough collection of a particular author's work, these things may not be evident in a MARC record. On its website, however, descriptions of special collections, important donors or high-spot items can be as lengthy and dynamic as a rare book collection is able to make them.

Patrons of a rare book collection often want copies of part or all of materials they are working with. This need for duplication is an area in which a thorough web page can be of benefit to both patrons and a library. Cultural institutions often make images or text copies of some of their most commonly-used items available online, both to conserve the source materials and to increase scholarly use. This will involve consideration of copyright issues in all cases, and may not always be the best choice. But it can protect the library from disputes with patrons over fragile materials, and could contribute to a sense of the library as willing to share instead of control its items.

Another advantage to a well-developed rare book collection web page is its ability to publicize events and exhibits that the library may host. Rare book libraries periodically mount exhibits of special materials, and an Internet site can serve many purposes in complementing these displays. Further information and images of related materials can be put online to add to an exhibit; the library might wish to show leaves of books which are too delicate to be constantly exposed to light, or include a list of reference materials that were relied upon to assemble the exhibit. A "virtual exhibit" could even be created, which would especially benefit libraries without display space and resources.

Linking to other resources is one of the great advantages of the Internet. If rare book patrons want to check related holdings at another library during the research process, all they need to do is a quick lookup in an online public access catalog (OPAC). When rare materials are available on the

Internet, users with questions can consult online dictionaries and encyclopedias, as well as rare-book-specific tools such as printers' mark and watermark identification databases, within a few clicks. The Internet allows for faster synthesis of information.

A library will benefit from the awareness it can generate about its collections through the Internet. Search engines will direct researchers quickly to a rare book home page that includes appropriate keywords and Metadata tags. The added visibility that comes with a quality home page can lead to better funding and support from the university and the community, and even gifts that expand or round out collection holdings.

The most common-sense reason why an academic library should be considering representing its rare book collection on the Internet is to maintain currency with the rest of the scholarly world. Most major and minor libraries have some kind of presence on the Internet now, and the best of those sites offer many and diverse ways in which patrons can electronically access information.

Important Distinctions

I. Meaning of "Rare Books on the Web"

A line must be drawn between rare books on the web and digitization projects, although the two efforts are related in many ways. For the purposes of this paper, putting rare books on the Internet does not mean establishing an entire collection of online, full-text books. Providing information about the

rare book collection, some digitized materials such as representative items from major collections, and linkages to carefully selected related Internet resources should be the most important goals of a rare book library's web page.

II. Rare Books Versus Special Collections

One fact that must be noted is that rare book collections frequently make up only one branch of a library's special collections division. Sometimes the management of rare books is handled by a separate individual or team within the organization, or there are people with responsibilities for rare books as well as manuscripts, archives, maps, audio-visual materials, or ephemera. Often the organizational "map" of a library system is not evident to the user, and the library's home page can reinforce potential confusion over responsibility and service for the different material types. The rare book collections reviewed in a later section were chosen based on a perceived level of independence within their library systems, as evidenced by their web pages.

This paper considers elements of librarianship that are specific to rare book collections, but may also apply to other aspects of special collections. Ultimately, the results of the study should benefit anyone wishing to publicize a rare book library via the Internet, regardless of its relationship with a greater organization or system.

III. Rare Book Collections Versus Traditional Libraries

All public libraries are founded on the principle of equal access for every patron. Rare book collections in state universities are a part of this value system, but when dealing with unique and valuable items, some differences in the ways materials are accessed and used are necessitated. It is necessary to consider specific elements of difference between rare book collections and traditional libraries, in order to incorporate some of those ideas into how rare books can best be represented on the Internet.

Books and materials in a rare book library most likely do not circulate outside of a monitored usage area. There are many reasons why special controls exist, including fragility, rareness of items or editions, special or unusual illustrations or physical elements, inscriptions made by persons of importance, desirable or unique subject matter, provenance of items, or monetary value. Many of these reasons would make digitizing part or all of an item desirable. For example, damage from frequent handling can be avoided by providing an electronic "surrogate" of an item, especially useful for graphic features or when the text is the most important research element. However, the condition of items could also prevent all but the most elaborate, expensive methods of scanning and duplication for the web, so it is a decision which has to be made carefully.

Literature Review: General Library Web Page Analysis

Hundreds of print and electronic articles have been published dealing with creating and evaluating quality on the Internet. This paper relies on those specifically related to library web site development and maintenance. Some articles are oriented to technological elements of a site, whereas others are geared toward user-focused web development. Not all of the articles surveyed are focused on academic library situations, and no articles could be isolated dealing specifically with special collections or rare book library sites. Most of the articles include suggested standards for a library web site; these have been synthesized in order to analyze rare book sites later in the paper.

One of the most frequently cited studies of library web sites is “World Wide Web Home Page Design: Patterns and Anomalies of Higher Education Home Pages” (Stover and Zink, 1996). The article provides a history of computer hypermedia since its advent in 1942, as well as a look at the current ideas about web design. The authors repeatedly emphasize that “the importance of having a goal in mind when designing a home page cannot be overstated” (p.9). Forty university library web pages were reviewed based on ten questions the authors created. They were ranked, and patterns and oddities in design were tracked. The study concluded that few standards existed, a “sense of false urgency” had led to quickly but poorly created sites, organization was often bad, and many of the sites contained too much information. The authors believe that librarian web designers should “take more care in presenting their information ‘expertise’ if librarianship is to be a

profession in the forefront of processing and organizing information for optimal accessibility and usability in the twenty-first century” (p.16).

After Stover and Zink’s article appeared in 1996, many others were published which tried to establish needed standards for an academic library web page, or to discuss the virtues of a particular library site. One brief guide to writing standards came from the University of Wisconsin-Madison, which in the mid-1990s was trying to get control of several very different campus library sites (McClements and Becker, 1996). A working group reviewed existing university pages, then established required and recommended elements of content, design, and procedural/technical responsibilities.

Another university created suggestions for site design as a result of the temporary closure of its main library in 1997. (Connolly, Golderman, and LeClair, 1997). When Union College’s Shaffer Library was scheduled to close, the librarians felt that their home page would be the most effective way to keep users in connection. The Librarywide Web Committee worked together to consider design, function and content in light of the need for more online services. Their efforts, along with faculty and student input, led to a much more content-rich site which taught users how to use the Internet more effectively for research—well before other library systems incorporated such information.

The 1997 article “World Wide Web Page Design: A Structured Approach” (Gregory and Brown, 1997), attempts to create rules for the technical features of a web site, based on the structured programming model

used in the 1970s for computer languages such as COBOL or FORTRAN. A practical approach to design is suggested, starting with a paper “flowchart” to map out the site, and a design that is essentially static unless the library can afford the staff time to continuously maintain the site.

This idea of a mainly static site is echoed in David R. Goudsward's essay “Designing a Library Web Page” (1997). Although the focus of this article is on public libraries, Goudsward notes that many patrons are still getting used to electronic systems: “Convincing patrons to utilize the Internet is not happenstance—it must be done by design” (p.17). A similar sentiment may exist among rare book users who are accustomed to printed bibliographies and collections rather than online information to help them access materials.

In the past two to three years, the literature has taken a significant shift away from building quality sites from a library perspective. Now, the focus is on incorporation of the user's views; studies of specific user populations are being recommended by many scholars. In the rare book and special collections field nothing of the sort has currently been undertaken, but one study was done in a university setting that provides some insight (Abels, White and Hahn, 1999). The authors chose an academic business school setting to test home page development at several stages using faculty and student input. The criteria they hoped to establish came not from expert inside opinion but from those who would actually use the online resources in their information-gathering efforts.

This angle of approach will be highly beneficial for special collections web design. As soon as relevant user-focused studies are made available, librarians should plan to incorporate results into their rare book collection home pages. Ideally, the rare book collection wishing to redesign its site will plan to involve users in the process as much as possible.

Analysis of Three Existing Rare Book Collection Web Sites

Elements from several of the above reviewed articles on library web page analysis were compiled to create a "master" library site review form (see Appendix 1). Additional points, highlighted in bold text, have been added to allow for a more careful survey of rare book library web sites specifically. Many of the points of consideration are especially pertinent for a library that wishes to publicize books and materials that are important due to their rarity or visual qualities. Some examples of the added points, also found in bold text in the analysis chart, follow:

- Circulation and access policies clearly stated
- Information for visiting scholars provided
- Links to university digitization projects given if available
- Methods of cataloging and classification explained if different than traditional online MARC or card catalog
- Separate sub-pages to describe each special collection or area of subject strength
- Images of library's most unique or popular items
- Contacts for specialists (librarians, professors) within university system

Three Internet sites dealing with university rare book collections were chosen for analysis. The sites were selected by doing keyword searches

through the search engine Google (<http://www.google.com>), using the terms "rare book", "collection", and "university." Sites were reviewed for inclusion based on how distinct the rare book collections or departments seemed from their larger university library systems. Many rare book libraries were excluded due to a lack of depth and breadth on their web sites. Some, such as the University of California-Berkeley's, had only a single descriptive page with no links to external information.

I. Indiana University Lilly Library
(<http://www.indiana.edu/~liblilly/lillyhome.html>)

Lilly Library, a rare book and manuscript library that holds over 400,000 volumes and more than six million manuscript items, has an elaborate web site made up of hundreds of pages. On first visit to the site, the user finds that the site's creators have employed a navigation system of consistent, well-explained graphical links throughout. There is a logo for the Lilly Library's home page the top of every sub-page, and a menu of the most important links at the bottom. The graphics throughout have been limited to 100 kilobites or less, and there is a text-only version of the site available.

This library's site has several features which set it apart from others. The use of a style guide to help standardize the page design is evident, and the programmers included many instructional notes in the source code for future users. On the pages for each special collection, there are lists of related exhibit catalogs and the high spot items within the collection, in addition to

short descriptive essays, imagery, and links to related resources such as digitized materials. The library has provided thorough information for visiting scholars, down to recommended area hotels (see Appendix 2, image 1). There is also an entire page dedicated to listing the copyright holders for each image in the site.

Like the other libraries, the Lilly Library home page makes minimal use of Metadata tags or keywords in its source code. When using a search engine to find the site, an introductory page is first encountered that leads to the "real" home page. The site does not include change or update notes for the pages with significant content, or a mention of what version of HTML the site conforms to.

II. The University of Chicago Libraries
(<http://www.lib.uchicago.edu/e/spcl/rare.html>)

The rare book collection at the University of Chicago is part of a larger special collections division, and therefore may not be as well-developed as the Lilly Library. The library lists its rare book holdings at about 250,000, with significant collections in the history of philosophy, Lincolniana, children's literature, Judaica and other areas. The home page for special collections is graphically very elaborate, using Javascript coding that allows a continually-changing quote to appear below a scanned manuscript image. The main page for the rare book collection is quite different, made up mainly of text with a simple logo graphic at the top (see Appendix 2, images 2-3).

Some of this site's strong points include a better use of Metadata and keywords in the source code, conformity to the latest version of HTML (4.0), and a search engine available even though the site is smaller than many others. The library has provided about 40 very thorough subject-area pages with appropriate staff and faculty contacts at the university, to assist patrons in locating relevant information within special collections and on the Internet (see Appendix 2, image 4).

Many authors of web-review articles suggest using seven links or less on a page, but the University of Chicago rare books page has 33 links embedded in a bold-font descriptive essay. A table or menu would make the site much easier to understand at first glance. The sub-pages for special collections do not include any images of materials, links to digitized items, or related Internet information. The biggest problem this site has is the inability of some pages to be read correctly by Netscape browsers higher than the 4.0 version.

III. The University of Florida George A. Smathers Libraries
(<http://web.uflib.ufl.edu/spec/rarebook/rarebook.html>)

With about 70,000 rare books, the University of Florida's Rare Book Collection is the smallest collection reviewed. Like the University of Chicago, rare books are a division of the special collections unit in the library system. Although the collection is smaller, it has a significant presence on the Internet. Its home page is the only of the three reviewed which uses frames, to provide

a standard menu for all the special collections divisions on the left side of the screen. At this point, the University of Florida does not list a digitization project on its web site.

There are many useful resources both for researchers and librarians to be found on the web site. An introductory description to how rare books are cataloged and lists of terms from various specialized thesauri are given on a page instructing patrons how to search the online catalog for rare books. The University of Florida's LUIS catalog can be limited by location to eliminate holdings outside the rare book collection, and thesaurus terms are keyword-searchable. This site has pages of reference materials developed for university courses; the rare book librarian has created a searchable database of printers' marks; and there is an analysis of rare book holdings by classification (both Dewey and Library of Congress). Additionally, the site offers an online registration form, which is especially useful in preparation for both visiting patrons and librarians (see Appendix 2, image 5).

While the site contains considerable information, it is lacking in design. The layout of most pages is rather busy, with several different-colored elements on each page. There is no standard background or font, and a great deal of seemingly random clip art has been used. Links to related Internet resources, both local and external, are few; several of the existing links are dead. The descriptive introductory texts for specific collections are brief.

Areas for Improvement

From the review of these three sites, it is easy to see that the Lilly Library has the strongest university rare book Internet presence. This may be due to the fact that the library as a whole is exclusively for rare book and manuscript materials, while the other universities have grouped rare books in with all special collections. It also may be tempting to think that the size of a collection relates directly to its quality on the Internet, but this brief study shows that it is not necessarily true. Although the University of Chicago holds considerably more materials than the University of Florida, it is far behind both Florida and Indiana in the development of its site.

In terms of content, all of the libraries succeeded in providing at least a brief description of all major collections. More imagery, and perhaps more rare book-specific links to local and Internet resources for different types of users would help a browsing patron make decisions about using the collection. The libraries did not include dates of changes or updates on every page of significant content.

All library web sites must choose the items in their home page menus carefully to avoid overload and confusion. The menu and the links to related references found within a page are some of the most significant features of a web site, so librarians must establish them with the utmost clarity in mind. The use of Metadata and keywords in site source code is becoming increasingly necessary as the Internet grows. Rare book collections should incorporate as

many of these elements as possible on every page of substantial content, and follow the development of Dublin Core and related Metadata description programs. Graphically, the sites reviewed could benefit from a little more standardization in font use and page layout.

None of the sites reviewed incorporated evidence of user involvement in the design process. While this is not something that would necessarily be apparent from a web site, it may be worth noting on a home page so that users get a sense that the site was developed with them in mind.

Increasing Necessity of Metadata

As the Internet grows beyond millions into billions of web pages, finding one's way to the most relevant information is becoming a greater challenge. Two programs are currently working to develop standards for the indexing or classification of the Internet: Resource Description Framework (RDF), a system that integrates sitemaps, content ratings, search engine data collection and other information using XML; and Dublin Core, an interdisciplinary effort based at the Online Computer Library Center (OCLC) that involves thirteen metatags to be included in the source code of a document. Both of these efforts are international in scope.

Some libraries such as the University of Chicago are already using Dublin Core although it is still in development. The Metadata tag elements, including such things as title, creator, subject, format, or rights, can easily be added to the encoding of any web page. Dublin Core was originally

developed for description of web information, but is simple enough that some consider it to be an alternative to MARC cataloging.

In order to assure that a rare book collection's web site is being accessed effectively, librarians should include Metadata tags in the source code for every page that consists of significant information. These tags also contribute to universal standards in content description, and the overall efficiency of the Internet as a research tool.

Conclusion

This paper has many limitations. The conditions established for rare book collection web site review were not broad enough to include the hundreds of sites currently in existence, although these sites may involve many creative approaches to putting their collections on the Internet.

Electronic information management and longevity are continuing problems for librarians and can cause considerable hesitation when planning for rare book web sites. The costs of creating and maintaining content-rich Internet sites can be very high, especially for publicly funded institutions. Metadata implementation is still in a trial stage, but librarians should consider it one of the most important features in site development if they wish to have a recognizable Internet presence.

User-based studies of rare book patrons have not been undertaken. Many academic libraries have not confronted creating web sites that can accommodate special-needs users. Traditional library service and Internet

library service are quite different, forcing librarians to reconsider their roles and duties as information providers.

The ownership of intellectual property is a challenge to librarians who wish to provide imagery and text online. Web sites bring an increased demand to the library, both in physical and online transactions, which can be difficult to manage. And with web sites, it is still very hard to track the types of patrons who browse the site and how they use the information found within.

There are many angles of exploration and discovery which remain before rare book librarians who wish to use the Internet as another channel for access. Some libraries have been brave enough to confront the challenge early on, and from them other libraries may learn how best to proceed.

Appendix I:

Checklist of Rare Book Home Page Site Features

The sites chosen for review are Indiana University's Lilly Library (No. 1 in the chart below); The University of Chicago Library (No. 2); and The University of Florida's George A. Smathers Libraries (No. 3). The six categories for analysis in the chart below come from the article "Beyond Cruising: Reviewing" (Collins, A bullet in the numbered columns represents the library's successful implementation of that element on their web site. A question mark denotes a problem area.

1	2	3	Content
•		•	•Concise, descriptive title
•		•	•Header includes name of responsible organization
•	•		•Overview of library goals and services
•	•		•Information about library access policies
•	•		•Information about Internet projects undertaken in the library
•	•	•	•Links to Internet resources for specific types of users (students, faculty, visitors, etc.)
•			•Most substantial information listed high on menu and placed high within site hierarchy
•	•		•Content never more than three links away from home page
			•"What's New" link on home page or highlights on new sections in menu
•	•	•	•Information contained is of reasonable quantity (no overload)
•	•	•	•Sensible link text ("To Introduction" rather than "Click Here", etc.)
•	•		•Acronyms and jargon avoided

•			•Recent photograph or illustration of library
•	•	•	• Descriptions of individual special collections, subject strengths, authors represented, etc. within the rare book collection
•	•		• Detailed information about current/upcoming exhibits
•	•	•	• Information about specific special items (high spots) in collection
•	•	•	• Links to university digitization project sites if available
•	•	•	• Links to collection-related information and resources elsewhere on Internet (university or external)
•	•	•	• Method(s) of collection access if different from OPAC
•	•	•	• Information for visiting scholars
•	•		• Explanation of rare book collection position within library hierarchy
•	•		• Information about significant donors, Friends of the Library, trustees, etc.
•	•	•	• Information about how to acquire rare book library publications
1	2	3	Authority
•	•	•	•Name, mailing address, telephone number and email address of responsible person and/or entity on home page
•	•	•	•Hours of physical library operation
		•	•Date of last update for every page with significant content
•	•	•	•Copyright statement, if appropriate; rules given about restrictions on graphic and other content reuse
•	•	•	•Link to email address for reference questions, site feedback, etc.
•	•	•	• Name/contact information for rare materials or collection specialists within library or university
•	•		• Detailed description of security, access, and circulation policies of library

1	2	3	Organization
•			•Table of contents or menu listed on home page
•		•	•No more than seven links per page
•	•	•	•Link to larger library unit/system using standard icon
•		•	•Link to main university home page
•	•	•	•Links from all subpages back to home
		•	•Navigational aid links ("back to top" etc.)
•		•	•Tangential information links not embedded in text, but listed at end of page
•		•	•Source documents manageable for future maintainers (use of white space, comments to programmers, etc.)
•	•	•	•High-level elements in all documents (<HTML>, <HEAD>, etc.)
•	•		•Separate subpages for description of individual special collections
1	2	3	Searchability
	•	•	•Metadata tags in home page and all subpage source code
	•	•	•Keywords listed in home page and all subpage source code
•	•	•	•Link to library's online public access catalog (OPAC), from home page and elsewhere within site
	•	•	•If site is large, search engine offered on home page
1	2	3	Graphic Design
	•	•	•Avoid use of "introductory page" that links to real home page
•		•	•Short, simple home page that fits in 1-2 screens
•	•		•General style guideline evident on all pages (similar fonts, wallpaper, icons, etc.)
•	•		•Text-only or low-graphics mode available
		•	•Warnings on links to large file downloads (byte size listed)
•	•	•	•Consistent use of library-specific logo or graphic on all pages
•	•	•	•No excessively large graphics; minimal use of small graphics
•		•	•Minimal text in lists, tables or menus; minimal embedded links

•		•	•Scrolling through long pages avoided
•	•		•Logical tags (<H1>, etc.) used as intended instead of forcing them to serve as a graphical device
•			•Sparing use of bold, italics, blinking, etc.; no distracting images or theme colors
•	•	•	•Text-embedded links of a consistent, readable color throughout site
?	•		•Conformity to latest version of HTML
•			•Use of graphics subdirectory to serve images
•	•		• Sample image(s) of library's special materials
1	2	3	Innovative Elements
•			•Evidence of user involvement in design and maintenance
			•Javascript, imagemaps, special formats (video, sound) when appropriate

Appendix II:

Screen Images of Rare Book Site Elements

Visiting the Lilly Library

The Lilly Library is open to all who wish to view its exhibitions or to use its holdings for research. As a closed stack library, the collections are non-circulating and must be used in the Reading Room. All readers are required to present photo identification and complete a registration card on their first visit. Prior notification of an impending visit is not necessary but is advised. The Reading Room is open Monday through Friday 9 a.m. to 6 p.m. and Saturday 9 a.m. to 1 p.m. These hours may be shortened during holiday and academic vacation periods.

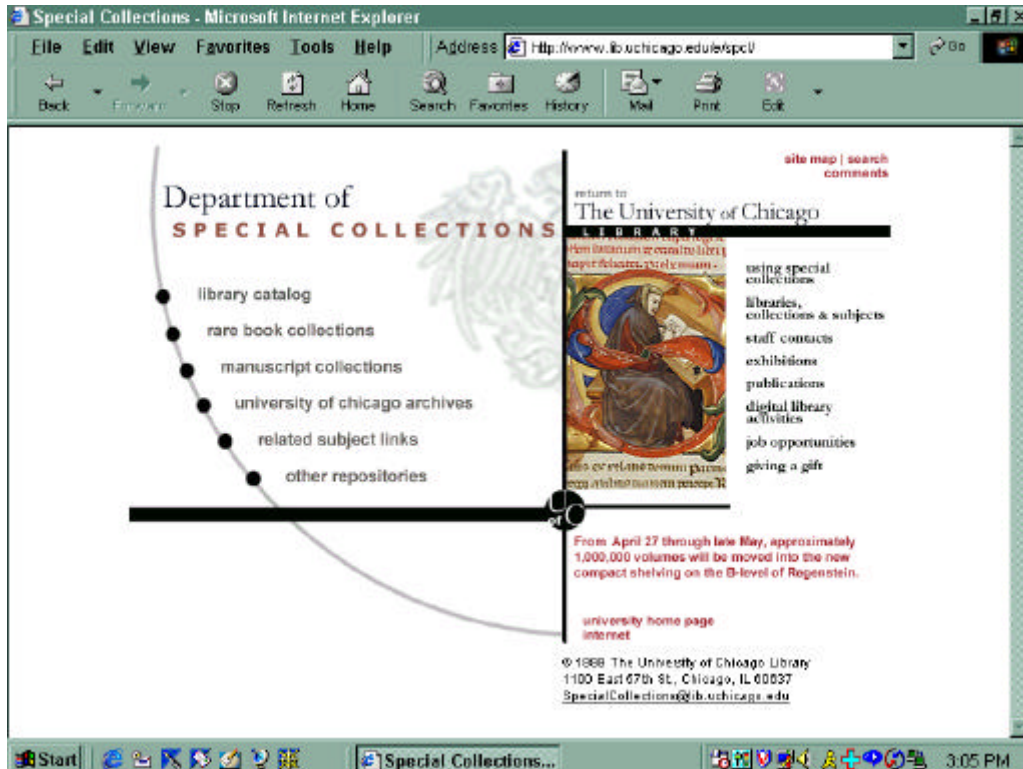


Getting to the Lilly Library

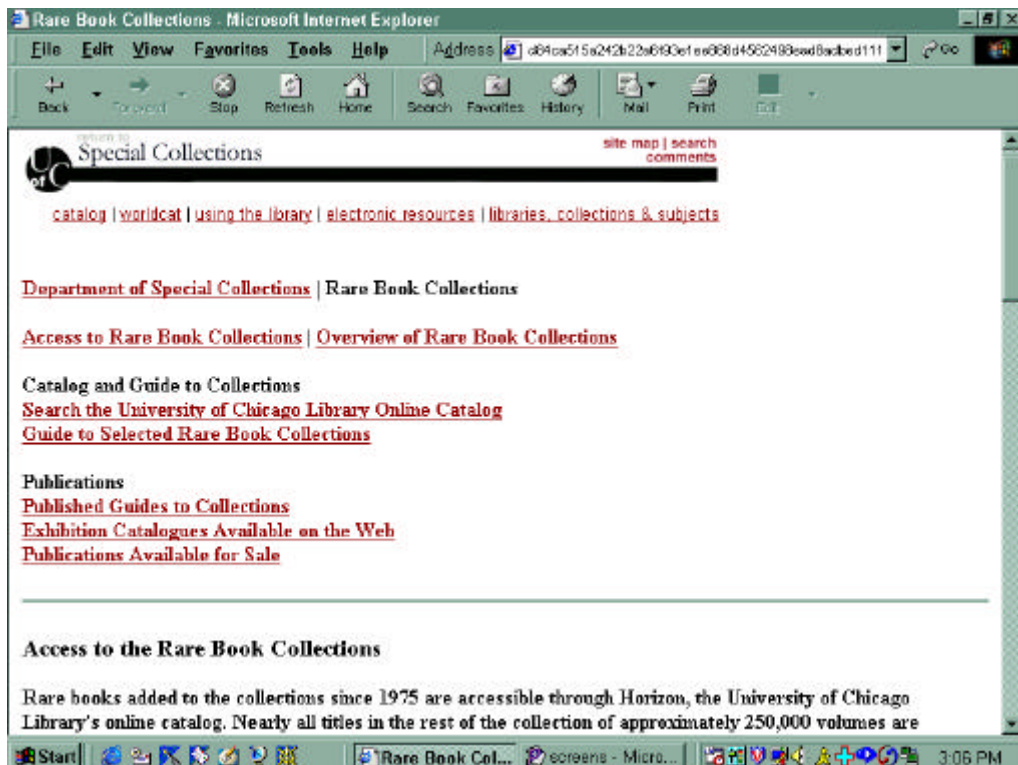
- Location and contact information
- Travel arrangements
- Accommodations

At the Lilly Library

- Guidelines for use of materials
- Access for persons with disabilities
- Instructional services available



**The University of Chicago Special Collections Home Page (above),
and Rare Book Collections Page (below)**
(<http://www.lib.uchicago.edu/e/spcl/>)



libraries, collections & subjects



return to
site map | search
comments

Libraries:

- [Regenstein](#)
- [Crerar](#)
- [Law](#)
- [Harper](#)
- [Eckhart](#)
- [Chemistry](#)
- [SSA](#)
- [Yerkes](#)

Collections:

- [Art Reserve](#)
- [Business and Economics](#)
- [Chicago Jazz Archive](#)
- [East Asia](#)
- [Map Collection](#)
- [Recordings Collection](#)
- [Special Collections](#)
- [Test Collection](#)
- [Videos](#)

Subject Web Pages:

- [Ancient Near East](#)
- [Anthropology](#)
- [Art, Architecture, and Photography](#)
- [Astronomy and Astrophysics](#)
- [Biology](#)
- [Business](#)
- [Chemistry](#)
- [Cinema and Media Studies](#)
- [Classics](#)
- [Computer Science](#)
- [Contemporary Fiction](#)
- [Education](#)
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UNIVERSITY OF FLORIDA SPECIAL COLLECTIONS

ELECTRONIC REGISTRATION FORM

If you wish to register with us electronically, you may use this form. All patrons using the collections in person must register; if you plan to do so, you may register here or at the Research Room reference desk.

Name:

Last Name: First Name: MI:

Address (Fill in as applicable):

Department:
Street/PO Box:
Organization:
City: State: Zip Code:

Appendix III:

Sample Metadata Used in Reviewed Sites

I. Indiana University Lilly Library home page

```
<html>
<!-- designed & coded by Cindy Lee Stokes: cstokes@indiana.edu
Jan-May 1997-->

<head>
<title>Lilly Library Homepage</title>
<meta NAME="keywords" CONTENT=" Lilly Library, rare books, rare manuscripts,
homepage">
</head>
```

II. University of Chicago Libraries Rare Book home page

```
<!doctype html public "-//W3C//DTD HTML 4.0 Transitional//EN">
<!-- template: simple (PRODUCTION) -->
<html>
<HEAD>
<title>Rare Book Collections</title>
<meta name="DC.title" content="Rare Book Collections">
<meta name="DC.date" content="1999-11-24">
<meta name="DC.identifier" content="http://www.lib.uchicago.edu/e/spcl/rare.html">
<meta http-equiv="Content-Style-Type" content="text/css">
<style type="text/css">
BODY {background: white; color: black}
</style>
</head>
```

III. University of Florida Rare Books home page

```
<HTML>
<HEAD>
<META NAME ="Keywords" CONTENT="rare books">
<TITLE>University of Florida Rare Books</TITLE>
</HEAD>
```

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