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THE NEWSLETTER OF THE WAIDNER-SPAHR LIBRARY, DICKINSON COLLEGE

SPRING 2015

GOODYEAR ENDOWMENT SUPPORTS RARE BOOK ACQUISITIONS



Through the centuries, the library has often received generous gifts from donors. Sometimes those gifts come in the form of books or collections of personal papers and memorabilia, and other times those gifts come in the form of financial support for new purchases. Last spring, we became aware of a bequest from years ago that had gone largely unnoticed for nearly 20 years, and we are now beginning to reap the benefits of one alumna's thoughtfulness.

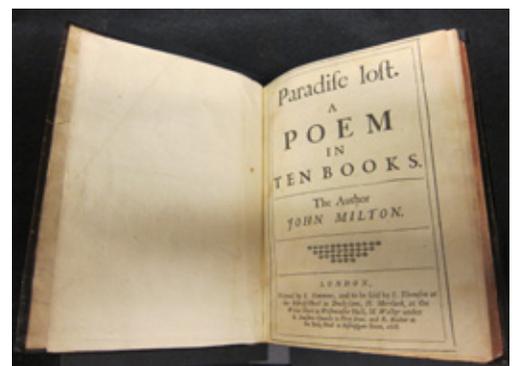
Mary P. Goodyear, a graduate of Dickinson's class of 1928, chose to include the library in her will when she first began drafting it in 1977. Following her passing, the assets for the trust Mary set up were disbursed, and

Dickinson received a little more than \$160,000 in 1997. The funds, according to her will, were to be used "to acquire rare books, special editions and/or other materials for the Dickinson College Library in the memory of Ruth E. Goodyear."

The "rediscovery" of these funds allowed the library to purchase several unique and rare editions in support of classes being taught at Dickinson. Last summer, the first such items acquired included a copy of the first edition of John Milton's *Paradise Lost* (1668), a copy of the first illustrated edition (1688), and a copy of volume 2 of the first American edition (1777). These three items were complemented by purchases of an early 20th-century edition of the work by the Doves Press and an early 21st-century edition by Arion Press.

In more recent months, the Goodyear Endowment funded the acquisition of different copies of Miguel de Cervantes' *Don Quixote*, including two editions in the original Spanish dating from 1797 and 1969, as well as English language editions from 1742, 1819, 1853 and 1864. A limited edition facsimile of an illuminated manuscript, *Cantigas de Santa Maria*, was also purchased in support of teaching in the Spanish department.

We are very excited that Mary Goodyear's generosity is making it possible to purchase these valuable, special editions in support of classes at Dickinson College, and we look forward to working with faculty members to identify and acquire other rare and unique items that may be useful in the classroom.



Above: Hand-colored engraving from an 1819 edition of *Don Quixote de la Mancha*, printed in London by T. McLean.

Below: Title page from first edition of John Milton's *Paradise Lost*, printed in 1668.



Students enjoy the PB&J event in the library.

COME TO STUDY, STAY FOR THE MUSIC: EVENTS, EXHIBITS AND WELCOME DIVERSIONS IN THE LIBRARY

While students come to the library for a variety of reasons—study, research, resources, technology, help—they often encounter something unexpected and, we hope, rewarding. The Events and Exhibits Committee provides the creativity and the coordination for a lively calendar of programs that reflects the diversity of interests on campus. Some of the high points this year included the acclaimed James Balog photographic exhibit, *ICE: Portraits of Vanishing Glaciers*; a reading by artist/poet Emily Newberry, class of 1967; a performance by the Amernet String Quartet; the First-Year Seminar Writing Awards *StudenTea*; the Global Studies & Engagement photo contest and reception; and, of course, our *FaculTeas*, brief informal talks showcasing current faculty research (and fueled by delicious hors d'oeuvres and pastries). The increasing visibility and success of the events and exhibits in the library have made it the go-to venue for faculty, administrators and student groups, and the number and variety of requests to hold programs here is increasing annually. We now initiate a limited number of events and exhibits, and provide the space and logistical support for many others.

In addition to managing all the fine details of an event or an exhibit, the committee also tries to make our students feel at home in the library. Small touches, such as a chess and game table and jigsaw puzzles, are made available as stress relievers. Halloween is marked by a theme (this year, *Willy Wonka and the Chocolate Factory*) and bowls of candy. In February, the library provides a Valentine-making station to allow students to use glue, scissors and ribbon to create their own special cards. The peanut butter sandwiches served during finals week have become a tradition (this is the 10th year!) and provide some comfort food during a stressful time.

The committee continuously strives to improve programming, gathering input from our community and implementing changes as needed. Our unique environment at the center of campus enables us to deliver a variety of programs and exhibits that reflect the diverse interests of our students and faculty.



StudenTea on internships.



Students participate in a Valentine's Day card-making event.

A BUSY FIRST YEAR FOR DICKINSON SCHOLAR

It has been a little over a year since library staff first began uploading faculty and student scholarly and creative work into the college's new institutional repository, Dickinson Scholar (<http://scholar.dickinson.edu/>). A total of 64 items (39 of those items being made available as full-text documents) comprised the inaugural batch of content, which was made openly accessible to a global audience during the last week of February 2014. Since those first uploads 14 months ago there have been over 22,000 page views, and full-text items have been downloaded more than 8,500 times.

Thus far, we have added 149 articles and other scholarly works (45 of those available full-text), the work of 33 faculty members and administrative staff from 18 departments. The 45 articles that are available in full text have been downloaded more than 2,200 times. Many of the articles not yet available in full text are simply waiting for embargo periods to pass, while some of the articles require a pre-print version to be provided by the author. In a few cases, publishers will not allow sharing of the content in any form through an institutional repository. In such instances, we may link to the publisher's webpage for that item, or simply make the abstract and citation for the work available, so researchers can more easily acquire the publication on their own.

Dickinson students from the classes of 2010 through 2014 who graduated with departmental honors were invited to deposit their honors theses in Dickinson Scholar. Of the 218 alumni we contacted, 101 have agreed to share their honors thesis online (with an additional alumna from 2003 also asking to share her honors thesis after learning of Dickinson Scholar). Of those 102 theses available in full text, 20 have been downloaded more than 100 times, and 4 have been downloaded more than 300 times.

Academic departments and disciplines producing the most frequently downloaded 20 papers span the full range of the Dickinson liberal arts curriculum, as follows: biology, English, environmental studies, German, medieval & early modern studies, political science, psychology, sociology, Spanish and women's & gender studies.

Among other student-generated content, we are uploading exhibition catalogs produced by

senior art & art history majors from the past 15 years. Those catalogs are already proving popular. We have also begun to add content from community-based-empirical-research projects dating back to 2009, so that the reports and other research findings can be more widely shared and easily accessible to our community partners and other interested researchers.

We are exploring the functionalities for sharing content in journal format. We have digitized *The Collegian*, a student-authored publication from 1849, and the earliest literary magazine known to have been produced solely by Dickinson undergraduates. Once we have worked through the technical and design issues and uploaded the issues of *The Collegian*, we will proceed with adding other student-authored publications to Dickinson Scholar. Titles that have already been digitized and are "in the queue" include the *Hornbook* (1932–62), the *Literary Bulletin* (1955–60) and the *Belles Lettres Revue* (1961–84). We have also digitized the 16 issues of *John and Mary's Journal* (1975–2003), a publication of the Friends of the Library that included articles by Dickinson College faculty and other scholars. As we secure permissions from authors, we plan to make that content available as well.

As we set our goals for the coming year, we are eager to explore the capabilities of sharing audio-visual content, which opens the possibility for sharing performances, lectures, oral histories, and special events through the repository. We are also looking forward to adding more scholarly work authored by our faculty and students.

As we witness the increased number of visits to Dickinson Scholar and the downloading of original work by researchers all over the world, we are excited by the impact that Dickinson students and faculty can have by sharing their creativity and advancing scholarly inquiry.



BECOMING HISTORIANS: A CLOSE LOOK AT HOW DICKINSON STUDENTS DO RESEARCH



Our goal is not to memorize material but to develop skills, and to reflect and sharpen our intellectual process through discussion, peer review and continual work with primary and secondary sources. –Dickinson College history student

Since 1970, when then-Professor Henry Young developed a research course called “History 190 – Introduction to History,” librarians and archivists have worked closely with the history faculty to shape and enrich the students’ research experience for history majors. Through the research component of History 190, or 204 as it is now called, students have learned how to create family histories, revive the biographies of notable but forgotten Dickinsonians, write histories of college events and activities and conduct oral history interviews with alumni and faculty. In recent years, the staff of the library and the archives have been challenging students to research at a higher level, asking them to not only find resources, but critically analyze them, contextualize them and, ultimately, answer important historical questions. Students in History 204 begin this process by taking intellectual ownership of a set of resources in our archives and building a story around that material by contextualizing it with additional primary and secondary source material using the library’s numerous historical catalogs and databases.

In 2014, students taking History 204 and several senior seminars participated in a study during which they were asked to reflect on their research ability and determine whether they were meeting the goals of the history major. This study, called “Understanding Library Impacts,” (ULI), helped us better understand what students do when

they encounter obstacles or breakthroughs in their research. Our history students demonstrated high levels of awareness of the goals of the history major as well as definite progression in learning the skillsets of professional historians. Students in early stages of the major reported that they were grasping the mechanics of research and writing as burgeoning historians, while students at higher levels demonstrated mastery of those skills.

The ULI survey asked students to consider three important aspects of their performance as history majors. First, they were asked, “What do you think your professor wanted you to learn during this project?” Students responded that they were encouraged to:

- ask relevant questions about history;
- demonstrate acquisition of research skills using primary and secondary sources;
- analyze and contextualize historical sources;
- demonstrate organizational and disciplinary skills;
- provide proper attribution for sources consulted;
- sustain an argument;
- use and create historiography; and
- write like a professional historian.

One student added that the professor “wanted us to love both history and the process by which it is made and recorded.”

As a follow-up to that question, students were asked, “Did you achieve these learning objectives?” All 53 of the students who participated in the study indicated that they had, though not entirely without difficulty. Finally, when asked, “What would you do differently the next time you face a project like this?” many of the students said they would start researching sooner. Others said that they would search for more resources held outside of Dickinson and that they would pay more attention to the historiography of their selected topic.

The partnership among the library, archives and history department represents highly distinctive programming that has been cited repeatedly as a model of good information-literacy practice. Students who took part in the ULI survey expressed high levels of satisfaction with the library’s resources, services and assistance, even offering some good suggestions for improving our facilities. Following instruction, they expressed familiarity with the necessary processes and tools they use throughout their studies as history majors.



Alex Fernandez '15

HIRING RIGHT WITH SKYPE

Student supervisors are essential to this night-owl library, because they are responsible for maintaining services in the evenings and on weekends, when full-time staff are not working. The library employs 12 student supervisors each academic year. However, many of our eligible candidates are abroad during their junior year, when most students are hired for this position. In order to provide each applicant with the opportunity to interview for this prestigious library position, whether here or abroad, we began using Skype to bring our distant candidates into the room.

“Having the ability to Skype in for an interview for the student supervisor position at Dickinson while studying abroad reminded me of the home I had waiting for me once I left Italy. Being immersed in Italy and everything that it has to offer, I lost touch with Dickinson and some of the people, which made me feel like I was slightly disconnected. That feeling changed when I had the interview. Seeing Maureen, Nidia, and the student supervisor at the time, Crystal Chong '14, allowed me to feel like I was still part of Dickinson's campus, and their brief updates made me look forward to returning once my junior spring semester was over.”

Alex Fernandez '15
library student supervisor 2014–15

We have successfully connected and interviewed applicants on six continents. This year we reached students studying in Australia, Great Britain, Denmark, France, and Italy (via Spain, where this applicant was vacationing). Not only does the Skype interview provide a level playing field for all supervisor applicants, but it has an added advantage of easing the student's transition from their study abroad program back into the campus community.

WHAT RESEARCHERS WANT, WHEN THEY WANT IT

In a typical year, the Waidner-Spahr Library buys approximately 5,000 print books, and interlibrary loan actively fills an additional 6,000 requests for print books. However, there are tens of thousands of scholarly books published each year which are of potential interest. To expand our offerings while limiting our costs, the library subscribes to two large, interdisciplinary collections that provide unlimited access to more than 200,000 scholarly e-books. In addition, with our demand-driven acquisition program, we add approximately 125 records to our catalog each week for newly published scholarly e-books, through an innovative purchasing arrangement. When they click on the link to a title from the library catalog or JumpStart, users have instant access. For the first three uses we “rent” the e-book, paying a percentage of list price. On the fourth use of an e-book, the library purchases it. If a title is never used, the library pays nothing.

We have been delighted by the diverse array of books downloaded on demand. The librarians could not have predicted in advance the many titles being used, but through demand-driven acquisitions Dickinson researchers get what they want, when they want it.

Some e-books accessed at Dickinson on demand:

Mojo Hand: The Life and Music of Lightnin' Hopkins
Trans Pacific Partnership, China and India: Economic and Political Implications
Cyberthreats and the Decline of the Nation-State
In Meat We Trust: An Unexpected History of Carnivore America
Education Under Siege: Frauds, Fads, Fantasies and Fictions in Educational Reform
Kreutzer Sonata Variations: Lev Tolstoy's Novella and Counterstories
Silence and Concealment in Political Discourse
Literature and the Creative Economy
Look Closer: Suburban Narratives and American Values in Film and Television
Muslim Women in Postcolonial Kenya: Leadership, Representation, and Social Change
Food, Sex and Strangers: Understanding Religion as Everyday Life
Sustainability: A History
Safe Space: Gay Neighborhood History and the Politics of Violence
Qualifying Times: Points of Change in U.S. Women's Sport
Global Families: A History of Asian International Adoption in America
Global Health: HIV/AIDS and the South African State: Sovereignty and the Responsibility to Respond
Theories of International Politics and Zombies (revised edition)



SUPPORTING OPEN ACCESS TO THE SCHOLARLY RECORD

Timothy Gowers at the Priestley Awards lecture in March 2015.

This year's Priestley Award was presented to mathematician Timothy Gowers, a professor at the University of Cambridge and the 1998 recipient of the Fields Medal. During the "Academic Spring" of 2012, Gowers called for a boycott of Elsevier publishing, expressing concerns about commercial publishers that "exploit our volunteer labor to extract very large profits from the academic community" (<http://thecostofknowledge.com/>). During a talk at the library while visiting Dickinson, Gowers expressed his belief that "publishing should mean making public; instead, it means locking [information] behind a paywall."

For decades librarians and scholars have had growing concerns about the cost and accessibility of scholarly work. From 2004 to 2008, the cost of subscriptions for college and university libraries increased 39 percent—nearly 8 percent per year. In 2015, prices are projected to increase 5 to 7 percent. For context, the for-profit scholarly publisher Elsevier has reported an annual profit margin of over 30 percent in recent years. Since libraries rarely get a budget increase to match the increased prices, they have responded by canceling subscriptions each year.

How does scholarly publishing work? Following the traditional academic publishing model, established before the Internet existed, scholars submit their work to journals managed and produced by for-profit publishers. The publishers facilitate peer-review, copy

editing, layout, publication, marketing and distribution to paying subscribers. Authors are typically required to sign their copyright over to the publisher without compensation. In some cases authors must make additional payments to the publisher to pay for reproduction of special graphics, color or lengthy articles. When most subscriptions were for print journals, publishers' revenues covered the costs of production, printing and mailing, in addition to their profit. While servers and software must be maintained to provide access to online articles, subscription charges by for-profit publishers continue to vastly outstrip inflation, and they rise even as the cost of computing declines.

Open access (OA) publication provides an alternative to either funding runaway subscription increases or losing journal access. Open access publications operate under alternative funding models that do not require the reader to pay anything. Authors and peer-reviewers continue to do their work at no cost, as they always have. The cost of production and hosting content on publicly available websites is supported by various models. Thirty to 40 percent of OA publications are supported by the work of volunteers, institutional subsidies and grants, with no charge to the author or the reader (e.g., *Journal of Buddhist Ethics*). Another common model for funding OA is through an article processing charge (APC), which is paid by the author after peer review but before publication (e.g., *Public Library of Science*). Some institutions and grants will cover individual APCs. A third

model for OA funding is via membership dues, through which funds from multiple libraries or institutions collectively finance maintenance of a central publishing and hosting service (e.g., *Open Library of Humanities*). Recently, for-profit publishers have begun to offer hybrid OA journals, in which an author may opt to pay an APC to make an article OA, while other articles in the journal require a subscription. This model is troubling to libraries, because it can result in an author's institution funding the cost of both APCs and a subscription to maintain full access to the content.

The declining cost and wide availability of computers, software and Internet access has democratized the ability to publish. Scholars can now make their work quickly and easily available online for a wide audience without reliance on for-profit publishers. OA services and publications provide a means to maintain the peer-review and editorial processes, increase discoverability and access to scholarship and reduce long-term costs for libraries and institutions.

To foster awareness and discussion of these issues, the library sponsors an annual fall lunch for faculty and librarians to gather and discuss scholarly communication. At the November 2014 lunch, the audience discussed the advantages of OA publishing for authors. Professor Karl Qualls described the experience of having his article on Russian history, first published in 2003, find a new audience when it was posted openly on the Dickinson Scholar institutional repository. Professor Qualls writes:

Scholars' work is of limited value if it is not communicated to a larger audience. Open access challenges the many limitations of print and for-profit publications in that a scholar's work is now accessible to a global audience. My work on Dickinson Scholar has all been thoroughly vetted in peer-reviewed presses, so the work has the same credibility as a print journal or book.

However, open access allows readers, regardless of means (e.g. the income to pay for a journal or book or access to a library that holds the publication), to read my work.

Because my research deals with parts of the world where access and disposable income can be real limitations, but where computer penetration is high, open access has allowed me to reach many more people than "traditional" academic publishing. Between Dickinson Scholar and Academia.edu, my research has found readers across the world. Because I write in English, Russian and Ukrainian, open-access publishing is essential in trying to reach audiences where those languages are spoken. I also have had some readers in Spain reading my English-language publications, and that readership will increase many times over next year, after I publish a pre-print version of my article in Spanish on Dickinson Scholar.

In short, open-access publishing has allowed scholars to contribute more directly and broadly to global intellectual concerns. One cannot get a larger potential audience than all readers on earth. Any scholar with ambitions to shape knowledge and be part of the conversation in her/his field should commit to open-access publications.

OPEN ACCESS AT DICKINSON COLLEGE

Open access (OA) publishing is being actively supported by the Waidner-Spahr Library in various ways, including:

- Funding of OA article processing charges through a collaboration with the Research & Development Committee.
- Membership in *BioMed Central*, which entitles Dickinson authors to a 15 percent discount on article processing charges for *BioMed Central's* peer-reviewed OA journals.
- Membership in the Open Library for Humanities, an initiative through which libraries worldwide pool funds in support of OA publishing without author fees.
- Participation in Knowledge Unlatched, a program which so far has funded OA publication of 28 original scholarly monographs by pooling funds from contributing libraries.
- Administering Dickinson Scholar, the College's institutional repository, featuring OA scholarly and creative works by Dickinson faculty, administrators, staff and students.

To learn more about these Library initiatives and about open access in general, visit:

<http://libguides.dickinson.edu/copyright/openaccess>.



“THIS JUST IN!”— ONLINE

“This Just In!” is a collection of newly arrived books still in their tempting, colorful covers. Fresh off the press, these titles span the breadth of disciplines and entice readers to delve into areas beyond their custom. How could we provide similar visibility for recent e-book and online video purchases? We developed a visually arresting display, using PowerPoint slides looping on a large screen monitor near the main entrance of our library. Now library visitors can see an array of new library materials, no matter what format—print, film, and electronic—as soon as they walk in the door. Our users say they like it: “Nice to see new e-items,” and “This is cool.” We think so, too.

