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I Hear the Train A Comin' -- ALCTS: Part 1

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Technology Left Behind from page 81

According to **Solar** and **Radovan**, the project was broken down into three phases:

- 1) the geo-rectification and overlaying of historical maps of Slovenia and Ljubljana with contemporary maps;
- 2) the creation of a place-name point layer for historical and contemporary place names; and
- 3) the insertion of pictorial items (portrait images and views) at appropriate locations.” (197)

The geo-rectification process entailed aligning historical maps with contemporary, **GIS** readable maps. Beginning with “*Special—Karte des Herzogthums Krain*,” a Slovenian map of historical significance, **NUL** began the process of geo-rectification first by converting the historical map to current longitude and latitude. Then, ten ground control points were defined on “*Special—Karte des Herzogthums Krain*” and, using **ArcMap**, they were matched to the same ten ground control points on a contemporary military map. (**Solar** and **Radovan** 197) This same process was followed to geo-rectify several other historic maps.

A gazetteer that was originally published in 1846 as a supplement to “*Special—Karte des Herzogthums Krain*” provided the basis of the place-name point layer. “It enabled users to query current and historic Slovenian and German names from the ‘*Special—Karte des Herzogthums Krain*’ referencing the same geographic location, linking the name of the place to the map image.” (**Solar** and **Radovan** 197-8)

For the last component of its service, the **NUL** inserted hyperlinks on the maps connecting to other digitized content of historic value, including views of the city of Ljubljana from the same time period as the maps; portrait images of the Slovenian poet, **France Prešeren**; and the national anthem, which was written by **Prešeren**. (**Solar** and **Radovan** 198)

The resulting map is zoomable and matched with contemporary coordinates. The spatial data on the map “are the basis for the digital archive in which other pictorial material is connected by hyperlinks.” (**Solar** and **Radovan** 199) The case study at **NUL** was selective, and there is potential to extend the project to other collections. **Solar** and **Radovan** note that future development of the project will be dependent upon several factors such as the loading time required to view the map images, the creation of bibliographic data to accompany the maps and hyperlinked materials, and the training required for the staff working on the project. (**Solar** and **Radovan** 199)

Conclusion

The four projects highlighted here show only a few of the ways that **GIS** services can be used by libraries. While only pilot projects, the preliminary research of both **Kinikin** and **Xia** demonstrate that **GIS** could prove a valuable tool to libraries in the evaluation of their collections and services. The **Arizona**

Electronic Atlas and the digitization project at the **National and University Library of Slovenia** both use **GIS** to provide access to collections and materials that might normally be inaccessible to the average user. For further information on any of the projects described above, please see the list of references below.

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I Hear the Train A Comin' — ALCTS: Part 1

Column Editor: **Greg Tananbaum** <gtananbaum@gmail.com>

Of all the feedback I have received regarding this column, two things seem to garner the most attention. The first is **Web 2.0**. I wrote an essay about this several issues back, and I was pleased to engage in a dialog with a number of readers about the finer points of this wave and its implications for the scholarly communication space. What is **Web 2.0**? What is not **Web 2.0**? What are some examples? How do repositories and open access fit in? And where are we going here? The second item about which I have frequently been asked is my somewhat colorful experience as an author. You'll recall from references in past columns that I am the author of the humor book *Atomic Wedgies, Wet Willies, and Other Acts of Roguery*. In this and next issue's essays I am revisiting both **Web 2.0** and *Atomic Wedgies*, with the ambitious intent of analyzing the former through the lens of the latter.

Recently, I had the wonderful opportunity to speak in front of the **Association for Library Collections & Technical Services** in commemoration of their 50th anniversary. In doing so, I was asked to discuss the changing nature of scholarly communication and the role libraries play and will play as new publication models are unveiled. As a narrative conceit, I decided to periodically compare the challenges and opportunities we face as information providers with some of the most annoying and

embarrassing pranks ever practiced at summer camp and on the playground. This column is adapted from that session.

I am sure you are all familiar with the Kick Me Sign, the art of taping a provocative message to a person's back, typically a missive urging the general public to, in fact, kick the unwitting sign wearer. I would argue that we are in the Kick Me Sign era of scholarly communication. As with the Kick Me Sign, there is an expert conveying information, knowledge, instruction, and so forth. The connection is a one-to-many connection. It is definitive, authoritative, and often authoritarian. Likewise, today's scholarly journal, textbook, or monograph circulates one person's work into the hands of many people. The one communicates with the many in unidirectional fashion. The marked socialization and collaboration that defines **Web 2.0**, along with its emphasis on the egalitarian sharing of information, data, content, expertise, and opinions, are far removed from the top-down nature of traditional scholarly communication.

So if the current state of scholarly communication is the Kick Me Sign era, what is the **Web 2.0** phase we seem to be entering?

continued on page 83

I Hear the Train A Comin'
from page 82

Perhaps it is best compared to the lesser known act of roguery known as the Soda Exploda. This refers to the shaking of a carbonated beverage can to the point that it explodes when opened by an unsuspecting party. The Soda Exploda is messy, goes everywhere, and is difficult to control. It is kind of refreshing, somewhat unnerving, and difficult to stop once it gets going.

What are some emerging examples of the **Web 2.0** philosophy in the scholarly communication space? **Public Library of Science's PLoS One** is a very recent example of a 1.0, or perhaps a 1.x, moving into the 2.0 realm. You will recall that **Public Library of Science (PLOS)** began as a movement by scientists to protest the closed access policies of many biomedical journals. The feeling was that important scientific information should be shared with as many people as possible, as quickly as possible, to promote further investigation and discovery. With a generous grant from the **Moore Foundation**, **PLoS** began launching journals earlier this decade. With the exception of their open access and born-digital nature, the publications were very much rooted in the 1.0 world. **PloS One**, launched at the end of 2006, is an attempt to move beyond this paradigm. It starts with a fundamental reinterpretation of the role of the scholarly journal. With **PLoS One**, submissions are vetted with a focus on technical rather than subjective concerns. If a manuscript is technically sound and worthy of publication somewhere, it will be accepted into **PLoS One**. In lieu of traditional peer review, papers are rated by readers *after* publication. **PLoS One** also allows readers to annotate the text of the paper with their own opinions and contributions, as well as to start discussions about the paper. What is the essential 2.0-ness of **PLoS One**? The editorial touch is light, emphasizing the quick dissemination of technically sound information. The fundamental belief is that the audience will be able to make intelligent determinations of quality. And the functionality transforms readers from passive recipients of information into direct participants in an open discussion.

Another example of an initiative bringing elements of **Web 2.0** to the scholarly communication space is the **Social Science Research Network (SSRN)**. Founded by a professor from **Harvard Business School**, its core mission is to disseminate working papers on a mass scale. Some 100,000 documents are accessible freely in the database today, growing at a rate of 30% per year. In **SSRN**, authors can freely submit their prepublication materials to specific networks such as **International Law or Entrepreneurship & Marketing**. Upon posting to the Web, the content is discoverable as part of that subject network. Also aiding content visibility is a robust emailing system that noti-

fies interested parties of new bundles of posted papers in these specific subjects.

Why is this **Web 2.0**? In this case, the authors themselves decide what should be made publicly available. Unlike the isolated personal Web page or departmental site, however, **SSRN** is a prolific content resource. It is a highly popular community. Last year, **SSRN** logged more than three million full-text downloads, and 33,000 new papers were posted. This mass sharing of unvetted scholarship breaks significantly from the quality over quantity world of the 1.0 journal.

Some initiatives have been 2.0 all along without perhaps knowing it. The **Inter-university Consortium for Political and Social Research (ICPSR)** began as a hard copy data cataloging project 45 years ago. It has evolved to serve, since 2001, as a digital repository for raw social science data. Operating out of the **University of Michigan**, the **ICPSR** site serves as a valuable resource for both research and instruction. Anyone can submit data for presentation and preservation. More than 325,000 datasets are part of **ICPSR**, doubling since 2002. **ICPSR** is supported by more than 500 institutions, which provide an appointed Official Representative to assist individuals at their school with the uploading process. Again, why is this **Web 2.0**? Like **SSRN**, the content creators themselves decide what should be made publicly available, although it should be noted here that there is at least some light gate-keeping based on technical requirements. Like **SSRN**, the **ICPSR** site is a visible, centralized content destination. Somewhat uniquely, **ICPSR** facilitates free-form dissemination of the building blocks of scholarly communication — that is, the experimental data. **ICPSR** increases access to the raw information from which many of society's most important scientific conclusions are being drawn.

An important component of the **Web 2.0** movement, as mentioned above, is socialization. What are you into, what do you like, what do you recommend? These are pillars of **Web 2.0** success stories like **MySpace** and **del.icio.us**. Several examples of this social contextualization are popping up within the scholarly communication realm. One is **RefShare**. **RefShare** is an offshoot of **RefWorks**, a bibliographic database program like **EndNote** and **Reference Manager**. **RefShare** enables researchers to share their **RefWorks** bibliographic databases with anyone via the Web. Interested parties can view my citation database, export specific records, and generate bibliographies directly from my page. In doing so, **RefShare** allows professors to tell the world what they are referencing, or, in essence, what is on their virtual bookshelves. Taking this concept to the communal level is **CiteULike**. Users freely register and then are able to share, store, and organize the academic papers they are reading. When a user sees a paper on the Web that interests her, she can click one button and have it added to her personal library. **CiteULike** automatically extracts the citation details, so there is no need to type them by hand. Once she grabs a paper, it appears not just in her personal library, but also in a virtual subject library based on the freeform tags and controlled vocabulary subject headings the user assigns it. The caveat at this point is that this one-click citation posting is not universally supported. **PubMed**, **HighWire**, **MetaPress**, **ScienceDirect**, and the physics **ArXiv** are among the 30 or so sites that are compatible. I broach this as an example separate from **RefShare** for two reasons. The first is that its tagging mechanism encourages collaboration and socialization. If I see an interesting paper in your library, I can add it to my own, and add my own tags, which get added to the base reference for this paper. The second reason I cite it here is that it is a bottom up initiative. This is a one-man shop started by a program-

continued on page 84

Web 2.Uh-oh?

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mer who thought that reference sharing should be easier. So he started tinkering. The site maintains a "let's figure it out together as we go along" that is common among grassroots 2.0 initiatives.

These are but a few examples of scholarly communication meets **Web 2.0**. Perhaps the biggest reason we are seeing **Web 2.0**'s growing influence in our space is because the **Web 2.0** world is influencing everything. It is everywhere you turn. You can't get away from it. The third grade class at **Gilham Elementary School** has its own blog, for gosh sake (<http://gilham.teacherhosting.com/blog/>). In this regard, **Web 2.0** calls to mind another lesser known act of roguery, the Pace Match. For

those folks unfamiliar with this particular act, it entails walking in very close proximity to, and at a matching pace with, another person. As person A speeds up or slows down, so, too, does person B. There is simply no escaping the pace match. Similarly, 2.0 behaviors and technologies are becoming too widespread in other areas of the Web to ignore. I have previously argued in these pages that as these technologies have moved into the mainstream, their ease of use, ease of implementation, and cost of implementation have improved dramatically. Implementation beyond core consumer services becomes compelling at this convergence. It also becomes expected.

Another reason why **Web 2.0** is spilling into our space is that certain information sharing and social networking tools advance the fundamental scholarly communication experience. Community rating systems and annotation mechanisms remove the partitions that separate readers from one another. So, too, do folksonomies, in which readers and site visitors help categorize the content which they are reading. Tools like **SSRN** and **ICPSR** that create compelling, disintermediated aggregations of specific content types allow researchers to probe a deeper wellspring of potentially valuable source materials.

In Part II of this column, I will discuss how institutional repositories and open access fit into this discussion. I will also offer some perspective as to how all these changes are affecting the role of the library. All that, plus a look into the world of **Web 3.0**, in the next issue. 🐙

Wandering the Web — Multicultural Literature

by **Tadayuki Suzuki, Ph.D.** (Assistant Professor of Literacy, Western Kentucky University)

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Introduction

Teachers and teacher trainees often wonder how they find a good multicultural story. There is no perfect answer to this question. Obtaining information and developing accurate knowledge of multicultural literary works through specialized Websites is a good initial step. Online recommendations are a fast and useful way to select quality multicultural literature. I recently researched Websites that offered comprehensive information related to multicultural literature. It was disappointing to find that many Web links were broken and not easily traced to newer sites. Below is a selective list of the Websites for multicultural literature I recently explored. These sites are reliable, current, and useful for literature-based literacy practices in K-12 instructional settings, and the sites are selected based on the quality of information and frequency of updating information:

General Information Regarding Multicultural Literature

Lisa Bartle's Database of Award-Winning Children's Literature — <http://www.dawcl.com/> — This Website is maintained by **Lisa Bartle**, who is a reference librarian at California State University, San Bernardino. In this database, you can search award-winning children's books based on ages of readers, authors/illustrators/translators, the types of awards, ethnicity, genders, genres, historical periods, keywords, types of languages, publication years and settings. As of December 2006,

information on nearly 6,000 children books can be found in this database.

Cooperative Children's Book Center (CCBC) — <http://www.education.wisc.edu/ccbc/books/multicultural.asp> — The **Cooperative Children's Book Center** is a unique and comprehensive online library about children's literature. The site is maintained by the **University of Wisconsin-Madison School of Education**. This information-rich online library provides information about authors and illustrators, and books for children and young adults, literary events held by the CCBC, and periodicals published by the CCBC. Multicultural literature is listed under a specialized information link. This section provides annual statistics on the numbers of multicultural books published by both cultural insiders and outsiders. The statistical data are reported based on the racial groups such as Asian, Latino, Native American, and African American.

Carol Hurst's Children's Literature Site — <http://www.carolhurst.com/> — In this Website, many types of children's literature are listed with brief annotations. You can search the books based on titles, authors' names, and curriculum areas. The site also offers the titles of related books and teaching suggestions and activities using children's and/or multicultural literary works. For instance, many books regarding the Civil War, slavery, and the Civil Rights Movement are found under the U. S. history section. Other multicultural literary works such as Appalachian and Native American

stories are found under the culture section.

Cynthia Leitch Smith Official Author Website — <http://www.cynthialeitchsmith.com> — This Website is an official homepage of **Cynthia Leitch Smith**, who is a prominent children and young adult book author. One of the links in this site, **Children's and Young Adult Literature Resources: Diverse Reads**, is replete with information about multicultural literary works on Asian Americans, Native Americans, discrimination, tolerance, and interracial issues. Annotations of the books are offered based on either reader's grade levels or ages.

The Reading Room — <http://www.sldirectory.com/libsf/genre.html#top>, and **School Library Services for the Spanish Speaking Student** — <http://www.sldirectory.com/libsf/resf/hispanic.html> — These Websites are housed in the useful Website, **Resources for School Librarians** (<http://www.sldirectory.com/index.html>). The Reading Room and School Library Services for the Spanish Speaking Student pages are maintained by **Linda Bertland**, a retired school librarian from Philadelphia. This site mainly offers the external links for research journals and history of children's literature, collection development and cataloguing links for award-winning books, multicultural literature, vendors, and books in a variety of genres.

Kathy Schrock's Guides for Educators — <http://school.discovery.com/schrockguide/> — This Website exists under **Discovery.com** and is managed by **Kathy Schrock**, who is the Administrator for Technology at Nauset

continued on page 85