Colorado College students know where their textbooks come from: the campus bookstore. But in a First Year Experience course this fall, 12 first-year students were asked to look beyond the bookstore, and to consider how texts from Plato, St. Augustine, Goethe, and others were written, published, and survived to the present day.

The history course, “Civilization in the West: Cultures of the Book,” came about after the two of us — Humanities Librarian Steve Lawson and Curator of Special Collections Jessy Randall — had spoken to History Professor Carol Neel about collaborating on a course on the history of the book. Excited by the chance for collaboration and innovation, Carol revised her existing two-block Western Civilization course to fit the theme of the spread of the written and printed word. Along the way, Carol pulled in Colin Frazer, printer of the Press at Colorado College, as another collaborator on a part of the course that would take students outside the classroom and into the print shop.

The new course had the CC first years reading classic texts in European history and thought such as Plato’s Dialogues, “The Rule of St. Benedict,” “Candide,” and many others. As they would in any history course, the students discussed and debated the meaning of the texts and what they had to say about humanity and history. But in this course, they were also asked to consider what those texts had to say about how we write and communicate across time; what role writing or printing played in the text; and what this all means about thought, history, and memory.

The two of us and Colin attended as many classroom sessions as our work schedules would allow. It isn’t easy to hold down a full-time job and attend a class on the Block Plan, but we managed to be present more often than not. While Carol was clearly the professor and the authority in the classroom, she fostered an open, collaborative atmosphere, where the three of us could find a role somewhere between teacher and student, bringing our respective professional experience as librarians and printer to bear on the subject. We brought in books from the Tutt Library stacks as examples and extensions of the classroom readings, and several times the class came to see and handle and use works in Special Collections. The students got a thorough introduction to Tutt Library, from the 4,000-year-old Sumerian clay tablets and sheepskin scrolls they held in Special Collections, to the modern critical books in the open stacks and articles in online journals they needed for their research. With two librarians embedded in the classroom day after day, students had a chance to ask questions and get a better understanding of the research library than they might have had through just a quick library tour or scheduled library session.

But the classroom work was only part of the First Year Experience for these students. Along with their reading and writing, the students were in charge of producing a book of their own at the Press at Colorado College. Students chose the historical text they wished to set — “Slang of the Day,” an amusing 1901 typescript from the Century Chest time capsule in Special Collections. They then learned from Colin how to set type, run the press, and bind their printed sheets into a book. The students even added their own contemporary versions of the 1901 slang, resulting in the finished book, “Slang of the Day: 1901/2008.” The work

Continued on next page
at the Press was challenging for the students as they learned new skills (such as placing tiny pieces of metal type in the right order while reading them upside down and backwards), and challenging for Colin (to keep so many brand-new printer’s devils learning and working). At the end of Block 2, though, the hard work paid off with a handsome volume produced in an edition of 40 copies: enough for each of us in the class to have one or two copies, with enough to spare to give as gifts to the dean, the director of the library and others, and to add a copy to Tutt Library Special Collections.

With this enlightening experience behind us, the two of us are proposing a spinoff course for January Half-Block of the 2009-2010 school year. Entitled “History and Future of the Book,” that course will stay more focused on the culture and technology of writing, printing, and the still-emerging digital and networked word. It will incorporate historical examples of book technologies, an experience at the Press, and informed speculation about digital reading technologies, and will support the college’s newly proposed thematic minor in The Book.

Students of History 105 pose in the Press at Colorado College with Professor Carol Neel, librarians Steve Lawson and Jessy Randall, and Printer of the Press Colin Frazer.
WEB OF KNOWLEDGE TOOLS SHOW IMPRESSIVE CC FACULTY PERFORMANCE
—Rebecca Harner, Natural Sciences Librarian

The Web of Knowledge (WoK) is a citation index database for peer-reviewed articles in all disciplines of the sciences, social sciences, and humanities. Indexing nearly 8,000 scholarly journals, it is the oldest and best-known of such citation indexes. Web of Knowledge not only lists the references included in each article, but also tracks how many times a particular article is cited by others, making it a most useful tool to study the impact a particular article may have. Web of Knowledge also possesses statistical analysis tools that can be used to generate graphs and charts for visual impact of data.

Running a search on WoK for articles coming from Colorado College is relatively easy to do using the limiting features of the database. Once done, the “Create Citation Report” link provides interesting analysis of the results of the search. Figure 1 shows the total number of publications in WoK by CC authors over the last 20 years. Although WoK does now index some books and book chapters, monographs, and conference proceedings, its focus is primarily scholarly, peer-reviewed journal articles, and only ones from journals it indexes. Therefore, the graph does not represent all scholarly publishing from CC faculty, but the numbers are impressive nonetheless.

For comparison, a similar search can be run for other sister institutions.

Figure 1: Colorado College
The “Create Citation Report” feature also provides a graph to better understand the impact these articles have in the research community.

Figure 2: Colorado College
Figure 2 shows the total number of times these same CC faculty articles have been cited by other scholars.

Table 1: Top 10 Colorado College Subject Areas in Numbers of Published Articles, 2004-2009.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Number of Publications</th>
</tr>
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<tbody>
<tr>
<td>History</td>
<td>36</td>
</tr>
<tr>
<td>Literary Reviews</td>
<td>21</td>
</tr>
<tr>
<td>Area Studies</td>
<td>20</td>
</tr>
<tr>
<td>Sport Sciences</td>
<td>20</td>
</tr>
<tr>
<td>Biochemistry &amp; Molecular Biology</td>
<td>19</td>
</tr>
<tr>
<td>Anthropology</td>
<td>18</td>
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<tr>
<td>International Relations</td>
<td>17</td>
</tr>
<tr>
<td>Biology</td>
<td>14</td>
</tr>
<tr>
<td>Cell Biology</td>
<td>14</td>
</tr>
<tr>
<td>Ecology</td>
<td>14</td>
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</tbody>
</table>

Web of Knowledge offers many other benefits for users. A recent development is the “ResearcherID” function which allows scholars to register free for a personal research identification number and URL in order to collect and analyze their publications and collaborate with other researchers. “Scientific Web Plus” is a search engine that retrieves scholarly authoritative Web sites only, as an alternative to search engines that attempt to retrieve all Web content. The beta version of “Citation Map” allows you visually to see how an individual article’s citations are tracked backwards, forwards, or both.

If you are interested in learning more about these new features or about the statistical analysis tools in Web of Knowledge, please contact Rebecca Harner at rharner@coloradocollege.edu or x6672.
The library community has been abuzz about electronic books (e-books) for many years. One of the first major e-book projects, *Project Gutenberg*, founded in 1971, is still going strong. The project now consists of over 100,000 books available via the Internet, 27,000 of which are free. The free titles are primarily classic works within the public domain. *Google Books* is the newest, most ambitious player in the e-book matrix, but they are far from providing “free” online books, and even farther from sounding the death knell to libraries! The library world is closely watching to see how *Google Books* will evolve in light of the significant legal obstacles they face.

Many first-generation commercial e-book ventures were plagued by technological problems and other limitations that did not endear them to users. Tutt Library received a gift of thousands of e-books from NetLibrary in 1999, but library users complained about the awkwardness of using them, and we never purchased additional titles. Today, better-designed interfaces, ease of use, and 24/7 demand have prompted libraries to take a second look at e-books. Lack of physical space and the high cost of print books have also contributed to today’s e-book renaissance.

Despite the advancements in monitor resolution, one of the main criticisms of e-books by both students and faculty is the discomfort of reading long passages of text online. Many users still enjoy and desire printed books, but see a need and place for both formats in today’s library. Recent studies examining trends in e-book user behavior reveal that e-books are mostly used for research and study (rather than leisure) and that reference books and textbooks in e-book form are especially valued. Tutt Library continues to have a commitment to printed books, but e-resources, both journals and books, have a growing role in cost containment, space conservation, and ‘round-the-clock provision of information.

**Why e-books?**

In a nutshell, the main reasons e-books are popular today:

- No check-in/check-out
- No late returns
- No torn pages
- 24/7 remote access — from anywhere with an Internet connection
- Unlimited, simultaneous use of books by multiple users
- Precious library shelf space freed up
- Ecological benefits if not printed!

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**Springer e-books at Tutt**

Tutt Library recently subscribed to its first major e-books package with the publisher Springer. Springer is the largest science, technology, and medical publisher in the world. The library will have perpetual access to over 3,370 Springer books (and associated press imprints) that will be published in 2009. In addition, we will be receiving an additional 10,300 titles published from 2005-2008. The collection consists of monographs, series, major reference works, and textbooks. This is an ownership model: these titles and their content will be owned in perpetuity by Tutt Library, just as we own physical books. All titles will be accessible by title or subject in the Tiger Catalog with a link to the full content of the book, including the table of contents, index, and separate chapter links.

The Colorado Alliance of Research Libraries negotiated the Springer e-book purchase, leveraging the collective buying power of the 12 member libraries. Springer print titles average over $90 per title. Astoundingly, CC’s cost per title for 13,670 e-books is a mere $ .70 per title! Of course, the real value of the collection can only be measured by relevance and use. The library will be tracking usage statistics, and we plan to review these carefully before purchasing additional years of Springer titles or other e-books. Once all the records for Springer titles are loaded in Tiger, users will discover these e-books just as they find print books now.

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**Reference e-book collections at Tutt**

**Gale Virtual Reference Library**

500 reference books searchable by topic across all titles, or one title at a time. The reference books cover a wide variety of subject areas in the humanities, social sciences, and sciences.

**Oxford Language Dictionaries Online**

Hundreds of language dictionaries. It also includes an audio pronunciation feature.

**Gale Literary Criticism Online**

Online versions of literary criticism series published by Gale, including “Contemporary Literary Criticism,” “Nineteenth-Century Literary Criticism,” “Drama Criticism,” “Poetry Criticism” and more…

**Oxford Reference Online Premium**

Includes over 175 fully indexed, cross-searchable dictionary, language reference, and subject reference works published by Oxford University Press, including titles in the world-renowned Oxford Companions Series.
Since the last library newsletter, Special Collections has acquired three collections of particular note: an album of photographs of Helen Hunt Jackson’s extended family; a collection of images of Colorado and other Western towns; and an archive of CC student films.

A dealer in Philadelphia called our attention to a recently surfaced album of photographs of Ann Scholfield (Fiske) Banfield, sister of Helen (Fiske) Hunt Jackson. Colorado College has the single largest collection of papers of HHJ, 19th-century writer and activist for the rights of American Indians. This album, dated 1913, was put together for Samuel Avery, ASB’s brother-in-law, married to her husband’s sister Mary Banfield, and is inscribed “A few pictures showing where Mary is when she is away from home.” It includes photographs of HHJ’s northeastern relatives, including Banfield’s grandchildren, born to HHJ’s widower William S. Jackson and his second wife, HHJ’s niece (ASB’s daughter) Helen Banfield Jackson.

The Jackson family had close ties with CC from its beginning: William S. Jackson donated money to establish the first dormitory on campus, and five of his children attended Colorado College. The album contains never-before-available photographs of those children, including several photographs of a college-age Edith Banfield Jackson, who later trained with Freud and became a noted pediatrician and psychoanalyst. Special Collections purchased this album with funds from the Archer Butler Hulbert fund.

Former Development staff member Elaine Freed donated hundreds of black-and-white photographs and color slides of landscapes and architecture in Colorado and other Western towns from the 1980s. The images show houses, storefronts, schools, movie marquees, water towers, gas stations, adobe buildings, and more. Many were published in Freed’s book “Preserving the Great Plains & Rocky Mountains” (University of New Mexico Press, 1992). Records for both the collection of photographs and the book are now in the library’s online catalog.

Tom Sanny, who has taught film at CC since 1993, donated almost a thousand films made by students over the last 15 years. Some films are two minutes long; others last an hour or more. A few intriguing titles include “Blue Velveeta,” “Inside Herman’s Suitcase,” “Chicken Pox Pal,” and “Alice in Legoland.” Sanny has donated the original master films along with DVD copies of selected titles. Full lists of filmmakers and titles are available in the Tiger Catalog — just search “Colorado College student films.” The films do not lend out, but visitors are welcome to view them in Special Collections.
Open Access publishing offers many advantages for an author. Benefits include making an article visible to a much larger audience than with traditional print journals, and having the information distributed much faster than with print journals, therefore granting authors a citation advantage over colleagues in the discipline.

Despite these advantages, the belief remains among faculty that one will have to pay money from one’s own pocket in order to publish articles in Open Access journals. And although this is one business model, it is not the only one available. There are actually several ways that faculty can publish in Open Access journals at little or no cost to themselves:

• Fee-based or “author pays” models exist, but often those fees are paid by a research grant from a funder interested in broadly disseminating that knowledge.
• Academic institutions that support Open Access initiatives will often pick up the cost of publishing for their faculty. A college or university establishes a system to pay the cost of publishing because the administration understands the value in having their faculty members publish in Open Access journals.
• Some Open Access journals, like the peer-reviewed Beilstein Journal of Organic Chemistry (BJOC), do not charge any fee for publishing. Journals such as these are funded by an organization (the Beilstein-Institut, in the case of BJOC) or they often recoup costs from advertising dollars. These journals may also collect revenue from a variety of added-value services, such as customized searching capabilities, charging for supplementary material or reprints, or even from print subscriptions.
• Many Open Access journals will waive the fee, if the determination is made that it would be a financial burden on the author, although this most likely happens in cases where the author is from a developing nation. Peer reviewers do not know whether an author has received a fee waiver.
• Some Open Access journals receive subsidies, either directly or indirectly, from colleges and universities, research institutions, libraries, organizations’ and societies’ foundations, laboratories, and even government agencies.
• Many academic institutions and academic libraries support Open Access initiatives by becoming members of the publishing organization, either individually or through a consortium. For this continued support, there is a reduced fee for faculty members wishing to publish in those journals. For example, Colorado College’s Tutt Library is a founding member of PLoS — The Public Library of Science. Our faculty members receive a reduction in the fee charged to publish in this journal.