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Call for submissions and instructions for authors

Authors should include a 100-word biography and mailing address with their submissions. Submit feature articles of approximately 1,000-6,000 words on any topic in librarianship or a related field. Issue deadlines are October 1 (Fall), January 1 (Winter), April 1 (Spring), and July 1 (Summer). Please email submissions to mbolin2@unl.edu in rtf or doc format.

President's Message

Samantha Hines



At our November Board Meeting, talk of the Oregon Library Association's surprising decision to leave PNLA dominated our time. We are still attempting to figure out what this means for PNLA and for our valued members in the state of Oregon. We are trying to define how this affects providing our services such as the Young Readers' Choice Award, the Leadership Institute, and our conference to our members in Oregon and to the library community in that state. I anticipate that our upcoming meeting will once again be colored by reaction to OLA's abrupt decision, which was based on the current financial crisis.

PNLA is and continues to be a strong association with good financial health, a well-defined and important mission, and a provider of beloved programs such as YRCA and Leads. We know that we offer great resources and services to the Pacific Northwest and have been reawakened to the need to better show our value—something that many library associations struggle with in these hard economic times.

You will be hearing from us! We are in the final stages of a transfer to new membership software that will make contacting members, paying dues, and registering for conferences easier than ever. And our upcoming joint conference with WLA in Victoria is shaping up to be one of the best ever. We are investigating a move to peer-review for the Quarterly, an action that will only improve its usefulness as a journal of librarianship for the Pacific Northwest. And we will continue to help sponsor programs at our state and provincial conferences.

We hope to hear more from you, too. Last year PNLA President Kathy Watson went on a bit of a listening tour around the states and provinces of PNLA. We asked a few questions of you. What can we do for you? What can we do for each other? What do you see as your PNLA membership benefits? We are building on the strengths that you identified and

working to make that worth more apparent. Please don't hesitate to let us know what more we can do.

I will be visiting with many of our states and provinces during your annual conferences this spring and I also hope to see you at the upcoming PNLA conference in Victoria, BC, from August 11-14. Corks and Cans will take place at the Canoe Restaurant and Brewpub on Thursday night, and there will be much to do and more to learn. You can find out more at the conference website, <http://pnla.org/events/conference10/index.html>.

From the Editor

Mary Bolin

I feel excited about this issue! There are a range of topics represented, and all of them are fascinating. Thanks very much to all of the authors. You can find advice about setting up author visits in your library, information about OAIster, the open access digital repository, a wonderful account of encouraging the love of reading in ELL students (as well as a survey of the literature on that topic), and an article on something remote in time but very current and crucial: the use of metadata to represent disability in medieval marginalia. Finally, as a cataloger, I naturally agree that it's "all guts, no glory." Read about it and find out why!

What are you going to submit for the Spring issue? The deadline is April 1. (No, really. Actually, it might stretch a little farther into the month.) You know you have some great ideas. Let's hear about them.

"All Guts, No Glory": A Practicum in Cataloging and Classification

John Sankey

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Introduction

Those of us who have played on and/or coached a football offensive line can empathize with the charge of a cataloger. Offensive linemen, like a cataloging department, are individual pieces operating as one mission-critical component without whom nothing else functions. Linemen and catalogers do all the hard work but receive little, if any, credit. It's not easy. It's not glamorous. There's little chance of being the hero who's carried off on colleagues' shoulders at the end of the day. Think about it: when was the last time you saw a lineman spike a football after a touchdown? When was the last time a patron came into the Technical Services Department to say thank you after finding a title? And, both operate in relative anonymity until ... (I think you know where this is headed) ... something goes wrong. So expect to be first to get the "chewing out" and one of the last to receive credit. But, that's part of the job. You have to accept that going in and take pride in the fact that everything else runs because of you.

Such was the life I lived while during a practicum in cataloging. I currently teach 7th Grade Social Studies at Peotone Junior High School in Peotone, Illinois, and my path to library science has been a bit unconventional. After teaching Social Studies for a few years prior at PJHS, four years ago I was hired as the Junior High's Dean of Students and Athletic Director. Two years ago I decided to abdicate my administrative position to return to teaching in anticipation of the arrival of our first child so I could dedicate myself to the responsibilities and time demands at home.

One of my supervisory responsibilities as an administrator was oversight of the Junior High's Library/Media Center (LMC). Claire Rademacher, as the District Media Services Director, would come to me to discuss issues and topics related to the Media program. As part of my personal administrative philosophy, I wanted to know as much as possible about the jobs and responsibilities of those whom I oversaw, like a ship captain knowing how to perform every job on a vessel. Mrs. Rademacher gave me a crash course in librarianship. It was enough for me to know how to run the circulation desk and to shelve items if I needed to. I would visit the LMC periodically and sometimes lend a hand when classes were visiting. I started to realize that working with students in the manner of a library media specialist was just as much fun as being in front of the classroom. Therefore, concurrent with my return to the classroom was the start of my pursuit of library media specialist certification.

During the time when I was an administrator, one of my first priorities was to work with Mrs. Rademacher to help rejuvenate the LMC and increase teacher and student use. While I claim only a very, very, very small bit of credit in our LMC's revitalization, Mrs. Rademacher's efforts have been nothing short of heroic. Such a triumph has, however,

come at a price. The perfect storm formed over our LMC in the past almost half-decade: as our District's only certified LMS, Mrs. Rademacher is obligated to travel to our District's five other LMCs and occasionally to the Peotone public library, while remaining LMS for Peotone Junior High, meeting obligations to teachers and classes in their regularly-scheduled LMC visits. More books, A-V material, and software titles came in through community donations and purchasing. Despite the economy, more students are moving in by the week and the subsequent growth in student and teaching staff populations has applied more pressure to the LMC. To meet the increased demands upon the LMC, Mrs. Rademacher focused cataloging priorities on in-demand print titles. As a result, the LMC became awash in uncataloged A-V, software, and learning tool titles as the years ticked by.

As our LMC stands today, our 507 6th, 7th, and 8th graders and 40 staff members have access to 9,782 volumes in circulation, 1,000 reference titles, and eleven serial subscriptions. Additionally, our titles are available via intra-district loan to the District's 185 5th grade students and staff as well as more than 600 high school students and staff. Collections are managed through an automated database program called Alexandria. It is the nerve center of the circulation desk. An average of 5,700 items are circulated each year with trends indicating a sharp increase in circulation.

Cataloging Practicum

As the last school year was shaking off winter's cold and edging to Spring, I proposed the idea of cataloging the non-print titles to Mrs. Rademacher as my practicum project. She threw up her arms and said, "Oh, thank God! You don't know how much help that'll be!" So, we sat down and crafted the following objectives:

- Screen the titles to eliminate those that are defective, technologically obsolete, obsolete in their information, no longer applicable to the curriculum, or are not age appropriate.
- Construct "information tags" for each title.
- Sort by general Dewey categories.
- Input each title and the following information into the database: Title, author/producer, Dewey/call number, subject headings, media format, and summary information.
- Assign and place spine and bar code labels for/on each title.
- Shelf the titles.

Mrs. Rademacher gave me the following framework directives:

1. Classify non-fiction, learning tool, and software titles with Dewey classifications. Our LMC rarely, if ever, uses LC Classification. Mrs. Rademacher gave me leeway to determine the actual Dewey number.
2. Create appropriate prefixes for the media types. Audio-Visual material will be "AV". Software titles will be "SFW". Learning tools will be "LT".
3. Audiobook fiction titles are to be cataloged using the first three letters of the author's last name. For example, the call number for Michael Crichton's *The Lost World* is cataloged, "AV FIC CRI". VHS and DVD fiction titles are to be cataloged per the title's producer. For example, our LMC's copy of Disney's *Hercules* is to be cataloged "AV FIC DIS". Other Disney titles will be classified in alphabetical order per the title's name. All biographies are to be classified "92" with the suffix consisting of the first three letters of the individual's last name.

4. A title's suffix must reflect the producer. For example, the History Channel's *The War of 1812* will be cataloged "AV (Dewey Number) HC". National Geographic's suffix will be "NGO". "ACT" will be the suffix for the software company Activision.

Anything else that I encountered was my responsibility to solve. Above all, I needed to ensure that the titles were found when patrons search the database. Therefore, I needed to include subject heading(s), format of the title, summary information, author/publisher/producer information, call number, accolades and awards, and age target if necessary.

Directives 1-4 were fairly standard in procedure, but Directive 5 caused me some apprehension: making sure that the titles were found. What did I need to do? What was the "must" I had to incorporate when constructing each record? I did a literature review on cataloging procedures for a catalogue that is mostly geared to students.

Literature Review

ACRL's guidelines on cataloging Audio-Visual materials stress the need for a new record to be created with the goal of maximum effectiveness in addressing user needs. I decided to focus on creating records tailored to the needs of school-aged students. Todd (2003) provides a survey-style approach to a variety of adolescent searching situations and behaviors. Todd believes that there is a disconnect between what adults accept as normal language and what adolescents understand. Information in a database (such as wording for subject headings) might be logical to adults, but means nothing if students do not understand it or do not use the same lexicon during a search. Todd specifically states that school librarians must be the bridge between what and how adults think and what and how students think. Librarians must understand how students search and what students want as a result. Todd implores school libraries to construct a database catering to the needs of students and to stay current on research.

Druin, et al. (2009), studied the Internet search behaviors of children aged 7 to 11. In their research, the students encountered problems, including

- Not all of the words in the search were in the results
- The results were not what they were looking for
- Results unrelated to the search were returned.

Students usually achieved the desired results when using simple keywords, but encountered difficulty with more complex searches, because students were more apt to use their own natural language when performing complex searches. A majority of the students did not go beyond the first page of search results. Some did not even go beyond the top half of the first results page, leaving a few students to assume that if they did not find what they were looking for, it did not exist on the Internet. We can learn two points from this article:

- Keep it simple. Aim to present the desired information near the top of the search results.
- Help ensure an item is found by constructing records that use the language students use.

Dresang (2005) states that children's opinions on information searching have been largely ignored. Electronic frameworks are constructed without consideration of the skills,

opinions, and points-of-view of adolescents. This article leads us to empathize with the student conducting the search and ask, "If I were a junior high student today, how would I search for this title/topic? What results would I want from this search?"

Intner, Fountain, and Gilchrist (2006) was my personal Rosetta Stone in learning about cataloging. Three chapters were most pertinent in application to the practicum. Chapter 5, written by Kay E. Lowell and entitled "Authority Control", states that authority control helps ensure coherence amongst the records so the desired search results are returned. For a children's catalog, the author recommends a consideration of a child's vocabulary and use of language. A student's understanding of language is not as broad and deep as an adult's, so a cataloger cannot build an adolescent-targeted catalog as if adults were the sole users. The recommendation is made to construct the catalog in a student's natural language as much as possible or at least provide cross-referencing written in children's natural language. The chapter concludes with advice to the cataloger to keep the user in mind by constructing the catalog around, or at least with consideration of, the users' abilities.

Intner's contribution, Chapter 9, "Cataloging Nonbook Materials," Intner, recommends that, no matter the format, all nonbook material should be cataloged with the same standards as print material and should be contained in the same general catalog. Doing so allows nonbook material the same opportunity to land in search results and also allows the patron to view available all titles and formats. In addition, nonbook subject heading assignment, aboutness, and classification criteria should be identical to those used for print material. Finally, leeway should be provided for a patron's potential use of natural language and as such be incorporated into the record.

Chapter 2, entitled "How Children Search" and by Lynne A. Jacobsen, applies most to Mrs. Rademacher's final directive: "Make sure they can find them". The chapter is only four pages long but its information was the cornerstone of the project. Children navigate their way through catalog systems in public and school libraries that are written and coded without them in mind. Jacobsen recommends that the cataloger use both broad and specific subject terms with the title's aboutness as a backdrop. Most importantly, the reader is implored to consider and incorporate a young patron's use of natural language. The cataloger should use information on how students search as a tool when assembling the catalog.

The recurring theme and primary tool taken from the literature review is simple: use as much natural language as possible when constructing the new catalog records. Students will search in the same way that they speak and write. When I entered the titles into the database/catalog, I kept the student in mind by using as much of their natural language as possible. Having spent seven years at that point with middle school-aged students, I think I was successful in replicating adolescent natural language. Six months after the project's end, that approach seems to have worked. Non-print and print titles are both appearing in search results.

As the project went forward, I was given a crash-course on weeding. We evaluated titles for relevancy, age-appropriateness, technical/computer applicability, and functionality, and then separated the titles by format. We eliminated more than 25 titles, mostly software. After the purge, there were 337 titles left to catalog. And little did I know there were more titles lurking.

I called the first significant phase of the project "Descriptions" and it lasted several weeks and through the month of May. My tool for this phase was a "Print Screen" snapshot of the actual screen for inputting titles into the Alexandria software catalog. I photocopied the page and wrote a unique description for each record that included the title, author/producer, format, Dewey number, subject headings, awards/accolades, and summary. There was nothing glamorous or earth-shattering about "Descriptions". It was basically grab a title, write its description. Grab a title, write its description. When the "described" titles were returned to the LMC, they were placed in separate A-V, software, and learning tool groups and then separated per their Dewey classification, 000-100, 200, 300, 92, etc.

Since I had to be at home to watch my son, especially on weekends, I stuffed my car with boxes of titles on Friday afternoons and returned the described titles on Monday. I did what I could during the week and then loaded up again on Friday afternoons. As monotonous as this phase could be, it went off with very few complications and I thought I was making real progress, if not perhaps seeing the light at the tunnel's end. But the light that I saw was *a* light, not *the* light, because the light ahead was an oncoming train. Mrs. Rademacher combed our LMC's very large storage closet and unearthed dozens upon dozens of additional non-print titles. I was given leeway to purge whatever I needed to, but time was of the essence so I did not purge any titles because of subject or relevancy. I decided that if a title did not circulate after a given period of time, then it may be a candidate for elimination. Only titles with broken audio or VHS shells were eliminated. All told, the grand total of uncataloged titles rose to 447.

Drawing from the literature review, the subject headings written on the Description sheet were in the form in which they appeared in the Sears list and in online databases. However, when they were entered into our LMC's database, I entered subject information in the presumed natural language of a middle school student and also how a teacher would search. For example, subject headings for the US Civil War would state, "Civil War" and "United States Civil War" and "American Civil War" as well as "United States—History—Civil War, 1861-1863".

As the calendar advanced into through June, I hit new and more ominous road bumps. I had to. It was going all too well. The first bump was the aforementioned closet titles and I took it as, "Eh, whatta you gonna do- I'm an intern and that's what happens." But bumps two and three hung over my head like Thor's hammer. Bump two was when the District purchased new staff computers and the subsequent process of replacing desktop systems and updating the servers loomed. That was going to lead to rolling interruptions in server access for undetermined lengths of time seven days a week. Bump three was the summer cleaning crew moving from the second floor to the first floor and was making its way towards the LMC.

With bumps two and three threatening server access and physical access to the LMC, mid-June to mid-July was my big push to bring the project to a close with the latter two weeks being my own personal Invasion of Normandy, spending 82 hours on the practicum both on site and at home. The actual inputting of titles was, thankfully, easier than expected. When everything went correctly, I could enter a title in about five minutes. After every thirty titles I would print the spine and barcode labels and keep the titles in their thirty-unit stacks. The titles were placed in boxes so I could take them home where I applied the barcode, spine, and lock labels when I was home with my son.

The project drew to a close by the middle of July. Working in the shadows of the summer cleaning crew, and with the servers mercifully fully engaged, I cataloged and labeled the final items. Titles were again separated into their respective formats (A-V, software, learning tool) and then sorted into Dewey numeric order. Most of the titles were shelved in the LMC's secure storage closet. However, there wasn't enough space to place all 447 titles in the storage closet so I made the executive decision to place all nonfiction, software, and learning titles in the storage closet and the fiction titles on open shelves in a location not accessible to students. The fiction titles do not circulate as often as nonfiction so I decided I would take the gamble until secured shelving is available.

The cataloging of the titles has helped our LMC in several ways. First, it helped to reduce the backlog of titles stressing the cataloging process. Second, there was no way to track who was borrowing non-print titles. In tandem with cataloging the titles, a new policy was implemented starting this school year that requires staff members to formally check-out non-print titles and be responsible for their return. This will help track inventory and prevent titles from being lost by staff members. Third, staff and students will be able to see all available formats on a topic or search.

Cataloging is all guts, no glory. The brunt of library functionality rests in the hands of the cataloger. If the cataloger fails, the library fails. If the cataloger succeeds, the library succeeds. But do not expect to be the hero, although there is abundant opportunity to be the goat if things go wrong. I am glad that I had the opportunity to do this project. It gave me training (and helped develop a marketable skill) in carrying out the most essential duty of a librarian. Cataloging also gives one an insight into the contents of the library's holdings and allows the librarian a way to perform more precise searches and/or ways to aid a patron.

Acknowledgments

I wish to express my gratitude to Mrs. Rademacher for being my mentor through my library science coursework. I owe an even larger debt of gratitude and appreciation to my wife Cyndy and son Ben for being so patient and understanding during the Practicum.

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Simplifying Access: Metadata for Medieval Disability Studies

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Introduction

In December, 2006, the University of York hosted the first conference devoted to the new field of medieval disability studies (Baswell, 2006, n. p.). The conference, “Historicising Disability: The Middle Ages and After” included a number of international scholars in Anglo-Saxon, medieval and Renaissance disability including Irina Metzler, author of *Disability in Medieval Europe: Thinking about Physical Impairment During the High Middle Ages, c. 1100-1400* (2006) which is considered the “first general study of medieval disability” (Baswell, 2006, n. p.). In 2009, the University of Nottingham held a smaller conference, Disease and Disability in Northern Europe 400-1200 (<http://disease.nottingham.ac.uk/doku.php>), which “explore[d] sickness and the status of the afflicted from a range of different angles, such as archaeology, palaeopathology—the study of ancient diseases—as well as linguistics and historical evidence [of burial grounds]”. As Christina Lee, one of the co-organizers of the Disease and Disability in Northern Europe conference, states, “there [wa]s this idea that in the medieval period, disabled and disfigured babies were smothered at birth, but that is not the case—the evidence suggests the birth of a child, any child, was something celebrated even when the disability was severe.”

And, recent archaeological studies of medieval burial grounds have shown that the “burial of diseased people presents us with contradictory evidence as well” (<http://disease.nottingham.ac.uk/doku.php>). For example, in a number of burial grounds lepers were deliberately laid to rest as the ‘eaves-drip’ in a churchyard—at the point where rainwater would drip off the church roof and onto their graves. This may represent the need for ‘additional baptism,’ with water that had holy status because it had fallen onto the church. (<http://disease.nottingham.ac.uk/doku.php>) Such evidence suggests that “many of our ideas about attitudes to people with impairments in the Middle Ages are based on

misconceptions about medieval life, rather than historical evidence”
(<http://disease.nottingham.ac.uk/doku.php>)

Cross-disciplinary scholars working in this newly recognized field have discovered that “the ‘able’ body was neither quite so frequent nor so dominating in the Middle Ages or Renaissance as it became later.... Eccentric bodies abounded in the Middle Ages and Renaissance, as illness increased the proportion of the deaf, blind, and lame” (Baswell, 2006, n. p.). In fact, “Medieval manuscripts and Renaissance prints have many images of the blind and of people using crutches” or “small hand trestles” and they are represented in the “general crowds of ordinary civic life, neither institutionalised nor hidden away” (Baswell, 2006, n. p.). Depictions of medieval disabled people participating in “ordinary civic life” (Baswell, 2006, n. p.) challenge previously held beliefs that such individuals were largely segregated and hidden from society and provide potentially empowering historical evidence for scholars and students of disability studies including those that are disabled/differently-abled.

Background

According to Prescott (2008), “[i]t is only thirteen [now fifteen] years since the first digital images of medieval manuscripts were made available over the Internet” and “[t]oday, digital images of hundreds of medieval manuscripts are freely available” (http://www.arts-humanities.net/event/digital_manuscripts_retrospect_prospectus_andrew_prescott). Nichols (2008) reflects on his pedagogical interest in creating the *Roman de la Rose* Digital Library “of all known [300] manuscript copies of the *Roman de la Rose*” (The *Roman de la Rose* is “probably the most influential work written in Old French vernacular” and originally dates back to 1230 [<http://romandelarose.org/#rose>]. To date over one hundred full digital facsimiles are available online; [<http://romandelarose.org/#home>].) He recalls thinking that if students/scholars saw “what these manuscripts looked like in ‘living color’” it just might “put the zing back into reading romance” (<http://quod.lib.umich.edu/cgi/t/text/text-idx?c=jep;view=text;rgn=main;idno=3336451.0011.104>). In his words:

Instead of limiting student's experience to one dimension of the work, a black and white printed text, we wanted to offer an historical encounter with medieval codices. Faced with images of the real thing, scholars and students would be able to see the colorful pictures depicting scenes recounted in the poetry, the headings reminding readers of the subjects discussed in different sections, and the colorful marginal decorations, some of them fanciful or even downright racy. (Nichols, 2008, n. p., [<http://quod.lib.umich.edu/cgi/t/text/text-idx?c=jep;view=text;rgn=main;idno=3336451.0011.104>])

Yet, it is (somewhat) ironic as Nicholas (2008) points out that “[t]o make a digital library of *Rose* manuscripts requires more people and far greater material resources than medieval scribes would ever have imagined” (<http://quod.lib.umich.edu/cgi/t/text/text-idx?c=jep;view=text;rgn=main;idno=3336451.0011.104>). Digital archivists are well aware that “[p]roducing digital surrogates of medieval codices is even more labor-intensive than the production of the original manuscript” which is somewhat of a “paradox” (Nichols, 2008, n. p.). This is largely due to the fact that there is,

no overall standard for the cataloguing of manuscript material, analogous to the MARC record and AACR2 for the printed book. The nearest thing to a *de facto* standard to have emerged in the UK and USA is the set of recommendations drawn up by Neil Ker in his *Medieval*

Manuscripts in British Libraries [1969-92, Oxford University Press]. (Gartner, Burnard, & Kidd, 1997, n. p.)

In 1996, Bodleian Library at Oxford was one of the first institutions to explore the “possibility of extending the TEI [Text Encoding Initiative] to incorporate more detailed metadata for manuscript cataloguing” and they created manuscript-specific elements as “TEI extensions” for a “previously uncatalogued Western medieval manuscripts in its collection” (Gartner, et. al, 1997, n. p.). These manuscript-specific elements, referred to as, “mssStmt” were sub-elements of the “sourceDesc” (Gartner, et. al, 1997, n. p.) and modeled on Ker’s (1969-92) recommendations (noted above; see also, Ker, Cunningham, & Watson’s *Medieval Manuscripts in British Libraries*, Vol. 5, Oxford U.P., 2002) that Medieval manuscript catalogue descriptions should include the following sixteen elements: date, contents, number of leaves, foliation, material, dimensions of leaf and written space, pricking, ruling, quiring/collation, quire signatures and leaf signatures, catchwords, script, punctuation, decoration, binding, and *secundo folio* (Gartner, et. al, 1997; see the discussion below on the TEI Special Interest Group on Manuscripts/TEI MS SIG and the more recent [2007] *TEI MS P5: Guidelines for Electronic Text Encoding and Interchange*).

Just over a decade ago Faulhaber (1999) noted in reference to the Digital Scriptorium originally a joint project between the Bancroft Library at the University of California, Berkeley and the Rare Book and Manuscript Library of Columbia University), that “[o]ne of the great virtues of digital technology is the facility with which properly encoded materials can be manipulated or repurposed for a variety of different levels and fields” (p. 18). The Digital Scriptorium was the “first project to present both digitized facsimiles and machine-readable transcriptions of a large corpus of material” [of medieval and renaissance manuscripts] (Faulhaber, 1999, pp. 14, 11). This ever expanding online image database “unites scattered resources from many institutions into an international tool for teaching and scholarly research” (as of September 30, 2008 there were 25,371 digital images available online from 5,300 manuscripts; see, (<http://SCRIPTORIUM.COLUMBIA.EDU/ABOUT/STATS.HTML>) and includes “[b]asic descriptive elements... encoded in an Access database [DS-Access) written in SGML (Standard Generalized Markup Language) using materials developed by the Text Encoding Initiative (TEI)” (Faulhaber, 1999, pp. 14-15). (DS-Access is “a data capture utility created to facilitate the contribution of metadata for the [Digital Scriptorium](#) online web database project. Based on the Microsoft Access platform, it was originally developed in 1997 at the University of California, Berkeley by John Hassan and Merrilee Proffitt, with content specifications by Consuelo Dutschke” (https://www1.columbia.edu/sec/cu/libraries/bts/digital_scriptorium/technical/ds-access/about.html).

The goal of the Digital Scriptorium (and similar online medieval manuscript collections including: Vivarium at the Hill Museum and Manuscript Library (HMML); Digital Medieval Manuscripts at Harvard University’s Houghton Library ; the Index to Medieval Medical Manuscripts at the University of California, Los Angeles [UCLA], and the new Catalogue of Digitized Medieval Manuscripts, also at UCLA) is to provide a “visual union catalog of medieval manuscripts” (Faulhaber, 1999, p. 15) and “encourage interaction between the knowledge of scholars and the holdings of libraries to build a reciprocal flow of information” (<http://SCRIPTORIUM.COLUMBIA.EDU/ABOUT/>). However, metadata description for manuscripts seem to focus more attention on “paleographical and codicological elements, or primitives” rather than on detailed descriptions of images (Faulhaber, 1999, p. 17).

Given the increased desire and need to locate images in digital collections, “automated metadata generation for images, automated image annotation, and object recognition are currently important research topics” in the field of computer information retrieval (Hanbury, 2008, pp. 617-618). However, “object recognition algorithms” (the programs written for “discovery”) cannot yet perform these tasks as well as “human annotators” (Hanbury, 2008, p. 618). For the purposes of locating images, iconclass ontologies organized hierarchically are extremely useful (i.e., Digital Scriptorium’s element, ICONCLASS, originally constructed by Henri van de Waal [1973], see (<http://www.iconclass.nl/>); see also, *ICONCLASS HANDBOOK*, 2007), yet it seems that many digital collections of medieval manuscripts use “*annotation*” where “keywords or detailed text descriptions are associated with an image,” or “*categorisation*” where “each image is assigned to one of a number of predefined categories” (Hanbury, 2008, pp. 620-621; italics in the original).

These two types of methods severely limit medieval image searches in digital facsimiles due to the keywords or categories used and the fact that many medieval images are not described (Hanbury, 2008, p. 625; also personal research). In support of the ongoing interdisciplinary metadata constructions inspired by the information retrieval goals of the Semantic Web (W3C), Attig, Copeland and Pelikan (2004) “foresee the need for a system to permit the attachment of multiple, discipline-centric descriptive records to images” (p. 257). The purpose of descriptive metadata is “to support discovery” (Attig, et al., 2004, p. 253) which means “to simplify access” (Hanbury, 2008, p. 617). However, the addition of more descriptive metadata elements for Medieval manuscripts will no doubt burden catalogers and metadata librarians/archivists therefore it may be (somewhat) realistic to advance Krause and Yakel’s (2007) recent proposal to include “Web 2.0 features allowing users to add comments, descriptions, and corrections (sent to the collections archivist for review) as options in online digital libraries” (pp. 282-283, 295).

With the unprecedented and (arguably) unanticipated uses of digital images in educational activities and scholarly research in the last ten years, particularly in the new field of medieval disability studies, it seems appropriate to suggest that metadata standards for medieval images need to be improved. As Williams (2009) argues (perhaps a little too enthusiastically) “technological resources can help bring the Middle Ages to life in all of its complexity for twenty-first-century students” (p. 83).

Metadata for Medieval Manuscript Marginalia

[By the second decade of the sixteenth century] the printer’s provision of all the aids that had previously been added [by hand] ... effected the final step in the transformation of reading. In antiquity reading had implied an active role in the reception of the text... Throughout the Middle Ages readers, even long after a book had been confected, felt free to clarify its meaning through the addition of ... marginalia. Under the influence of printing, reading became increasingly an activity of the passive reception of a text that was inherently clear and unambiguous. (Paul Saenger and Michael Heinlen, “Incunable Description and its Implication for the Analysis of Fifteenth-Century Reading Habits,” 1991, cited in Sherman, 2008, n. p.)

Carlquist’s (2004) research on Old Swedish manuscripts from Vadstena Abbey is partially a study of the uses of medieval manuscript marginalia. Such “traces of the historical reading situation; for example, pointing hands, marginal notes, etc.” or “paratextual notes” served “important function[s]” for Medieval readers (i.e., mnemonic functions) yet they are

often not included in printed editions (pp. 105, 111). The multiple functions of Medieval manuscripts as outlined by Carlquist (i.e., status symbols, referential texts, ideological/legal treatises, entertainment, moralizing, educational, etc.) act as a “witness of medieval mentality” (2004, pp. 106-107) and together with “paratextual notes” including “meta-marginal notes” (in headlines) reveal “how medieval manuscripts were meant to be read” (Carlquist, 2004, p. 108).

For these reasons, Carlquist suggests that Medieval manuscripts are akin to hypertexts (2004) since many pointers/references to other passages/books are incomplete (i.e., sometimes only the first words or letters of the first words are noted) thus they “indicate a highly skilled literate environment where the readers can allude to certain books or texts just by some simple keywords” (2004, p. 110). Although Carlquist is interested in combining digital technology with new philological theory to develop a more social/cultural experience of editing/reading/viewing digitized facsimiles of Medieval manuscripts, the concept of a “medieval product of literacy” can be useful for conceptualizing metadata for manuscript marginalia to enhance Medieval Disability Studies (2004, p. 110).

In medieval manuscripts, “decorative borders evolved from pen flourishes and extenders on decorated initial letters” (see reference to “accidentals” above) and can also include “zoomorphic, anthropomorphic, and/or zoo-anthropomorphic designs in the margins and sometimes in the space between columns of text” *Online Dictionary for Library and Information Science* [ODLIS], Reitz, 2007). In addition, “[b]orders are sometimes decorated with grotesques and drolleries” (ODLIS, Reitz, 2007). The ODLIS defines “marginalia” as:

Latin for ‘things in the margin.’ Headings or notes printed in the margins of a page, usually in type of a size or style distinct from that of the text. Marginalia include footnotes, side notes, and shoulder notes. Also included are glosses, annotations, diagrams, doodles, etc., added by a commentator or reader. In manuscripts, corrections are sometimes made in the margins. In the case of medieval manuscripts and incunabula, the term includes notes and commentary written in the margins... but not ornamental borders and other marginal decoration. (Reitz, 2007)

In a somewhat contradictory definition, “grotesque” is defined by the ODLIS as “a distorted, fantastic, or incongruous figure drawn or painted in the margin of an illuminated manuscript, incorporated into the decoration of an initial letter, or hidden in an ornamental border” (Reitz, 2007). And, similarly, a “drollery” is defined by the ODLIS as “a small comic figure (or part of a figure) drawn or painted in the margin of an illuminated manuscript or hidden in a border or in the decoration of an initial letter” (Reitz, 2007). (The *Oxford English Dictionary Online* defines “wen” as: 1) a lump or protuberance on the body, 2) a knot, bunch, wart; a sebaceous cystic tumour under the skin, occurring chiefly on the head, 3) applied to the swelling on the throat characteristic of goitre” (http://dictionary.oed.com/cgi/entry/50283465?query_type=word&queryword=wen&first=1&max_to_show=10&sort_type=alpha&result_place=1&search_id=cA6N-i7DfgR-14791&hilite=50283465).

While “ornamental borders and other marginal decoration” in Medieval manuscripts are not technically “marginalia,” the kinds of images (including grotesques and drolleries) contained in these marginal/border spaces may be of particular interest to Medieval Disability Studies scholars given Medieval (and later Renaissance) beliefs about illness, disease, and birth “deformities.” For example, the French surgeon, Ambroise Paré in *On Monsters and*

Marvels (1573) defined “monsters” as “things that appear outside the course of Nature (and are usually signs of some forthcoming misfortune), such as a child who is born with one arm, another who will have two heads, and additional members over and above the ordinary” (reprinted in Pallister, 1982, p. 3). Paré contrasted “marvels” to “monsters,” which he stated were “things which happen that are completely against Nature as when a woman will give birth to a serpent, or to a dog, or some other thing that is totally against Nature (reprinted in Pallister, 1982, p. 3). Further, Paré created a third category labeled “maimed persons” which in his framework included:

The blind, the one-eyed, the humpbacked, those who limp or [those] having six digits on the hand or on the feet, or else having less than five, or [having them] fused together; or [having] arms too short... or because they are hermaphrodites [sic]; or those having spots or warts or wens, or any other thing that is against Nature. (reprinted in Pallister, 1982, p. 3; capitalization in the original)

Therefore, given that Paré's (1573) descriptions and illustrations (mostly gathered from other authors such as Hippocrates, Galen, Aristotle, Pliny, and Lycosthenes (reprinted in Pallister, 1982, p. 3) as well as numerous other contemporaneous Medieval and Renaissance treatises evoke some of the kinds of grotesques and drolleries often found in marginal spaces of Medieval manuscripts it seems plausible that they would be of particular interest to Medieval Disability Studies scholars. For images of “monsters and marvels” and “maimed persons,” in particular may have also served (as yet unexplored) “important function[s]” (Carlquist, 2004, p. 105) for moralizing Medieval readers and viewers.

TEI Special Interest Group on Manuscripts/TEI MS SIG

In 2003, the newly formed TEI Special Interest Group on Manuscripts (TEI MS SIG) held its first meeting to discuss some of the challenges of creating (more) manuscript-specific metadata elements/tags. A number of issues were raised that focused on expanding descriptive metadata elements to include more specific references to manuscript marginalia. For example, TEI-MS SIG participants noted that “[n]on-critical editing or the transcription itself can be a goal” (<http://www.tei-c.org/Activities/SIG/Manuscript/mssigr01.xml?style=raw>). In relation to this aspect of encoding, Mirko Tavosanis made the distinction between encoding for “transcription, or of codicology” (<http://www.tei-c.org/Activities/SIG/Manuscript/mssigr01.xml?style=raw>). SIG participants also recognized that the “transcription of a manuscript interprets the writing process of an author/scribe” therefore “techniques are needed to encode absolute and relative time in manuscript transcriptions” (<http://www.tei-c.org/Activities/SIG/Manuscript/mssigr01.xml?style=raw>). And they acknowledged that writing is “also a topological process” so encoding “needs also to take account of the position of the text on/in the manuscript” (<http://www.tei-c.org/Activities/SIG/Manuscript/mssigr01.xml?style=raw>). Therefore, a “more detailed set of tags is needed to describe the accidentals of the text: for example, a change in ink, or a change in writing utensil” (<http://www.tei-c.org/Activities/SIG/Manuscript/mssigr01.xml?style=raw>).

The TEI MS P5 Manuscript Description Element

In the (2007) *TEI MS P5 Guidelines for Electronic Text Encoding and Interchange*, the Manuscript Description <msDesc> element includes a “second group of elements within a

structured physical description” that can be used to describe, aspects of the writing, illumination, or other notation (notably, musical) found in manuscripts, including the additions made in later hands—the ‘text’, as it were, as opposed to the carrier. www.tei-c.org/release/doc/tei-p5-doc/en/html/MS.html)

Under the *TEI MS P5 Guidelines* (2007), in section “10.7.2: Writing, Decoration, and Other Notations” these sub-elements are: 1) <handDesc> (to describe hands/different kinds of writing), 2) <handNote> (for additional notes on hands/different kinds of writing), 3) <typeDesc> (to describe typefaces if printed source), 4) <typeNote> (to describe particular fonts if printed source), 5) <decoDesc> (to describe the decoration of a manuscript “either as a sequence of paragraphs [<p>...</p>], or as a sequence of typically organized decorative note <decoNote> elements”), 6) <decoNote> (to describe notes on decorations), 7) <musicNotation> (to describe types of musical notation), and 8) <addition> (to describe “any significant additions found within a manuscript; such as marginalia or other annotations”) www.tei-c.org/release/doc/tei-p5-doc/en/html/MS.html).

Both the Decoration Description <decoDesc> and the Decoration Note <decoNote> elements are especially useful for providing more detailed descriptions of images in manuscripts because as the *TEI MS P5 Guidelines* (2007) note:

It can be difficult to draw a clear distinction between aspects of a manuscript which are purely physical and those which form part of its intellectual content. This is particularly true of illuminations and other forms of decoration in a manuscript. www.tei-c.org/release/doc/tei-p5-doc/en/html/MS.html)

For this reason, the Decoration Description <decoDesc> element can be used to “contain simply one or more paragraphs summarizing the overall nature of the decorative features and these summary descriptions are bounded by “a sequence of one or more paragraphs tagged using the TEI <p> element” (<http://www.tei-c.org/release/doc/tei-p5-doc/en/html/MS.html>) and presented in a hierarchical fashion “using the standard TEI <list> element, embedded within a paragraph” (<http://www.tei-c.org/release/doc/tei-p5-doc/en/html/MS.html>). Below is an example of its use:

```
<decoDesc>

<decoNote type="miniature">

<p>One full-page miniature, facing the beginning of the first Penitential Psalm.</p>

</decoNote>

<decoNote type="initial">

<p>One seven-line historiated initial, commencing the first Penitential Psalm.</p>

</decoNote>

<decoNote type="initial">
```

<p>Six four-line decorated initials, commencing the second through the seventh Penitential Psalm.</p>

</decoNote>

<decoNote type="border">

<p>Four-sided border decoration surrounding the miniatures and three-sided border decoration accompanying the historiated and decorative initials.</p>

</decoNote>

</decoDesc>

<http://www.tei-c.org/release/doc/tei-p5-doc/en/html/MS.html>

The Decoration Description <decoDesc> element may also contain a series of Decoration Note <decoNote> components to describe individual decorations and their accompanying text/terms (if any), as well as the location/reference (in the text) as a <locus> sub-element. They are also presented in a hierarchical fashion "using the standard TEI <list> element, embedded within a paragraph" (<http://www.tei-c.org/release/doc/tei-p5-doc/en/html/MS.html>). For example,

<decoDesc>

<decoNote type="miniatures">

<p>Two large miniatures with arched tops, above five lines of text:

<list>

<locus>fol. 14r</locus>Periscopes.<term> St. John writing of Patmos </term>, with the Eagle holding his ink-pot and pen-case; some flaking of pigment, especially in the sky</item>

<item>

<locus>fol 26r</locus>Hours of the Virgin, Matins.<term>Annunciation</item>; Gabriel and the Dove to the right</item>

</list>

</p>

</decoNote>

</decoDesc>

(shortened and edited example; (<http://www.tei-c.org/release/doc/tei-p5-doc/en/html/MS.html>))

Expanding the Decoration Description Element with Disabled Tag Components

For my interests in Disability Studies I developed two optional Disability tag components: Disability <disab> and Assisted/Prosthetic Devices <assist> to be used with the Decoration Description element <decoDesc> and Decoration Note <decoNote> element. These Disability tags might encourage more detailed sub-elemental tagging of medieval images of disabilities and medieval forms of assisted/prosthetic devices and lead to more standard descriptions of disability-related images. Medieval manuscript illustrations show individuals that are amputees (or have missing limbs), blind, cripple, deaf, mute, emaciated, hemiplegic (paralysis on one side/half of the body), and those suffering from leprosy and mental illness (this may be depicted with facial contortions, and/or use of restraints, isolation, punishment, segregation) (personal research to date). Many images of disabled people also show the presence of assisted/prosthetic devices such as: canes, crutches, prostheses (i.e., carved pieces of wood used as leg braces/supports or as artificial limbs), trestles (i. e., small wooden hand devices used to help those with crippled or paralyzed legs move around), and various forms of body wraps (i. e., cloth/rag wrappings around a limb, usually over a shortened or missing limb). Note that these preliminary lists are not exhaustive and can be easily expanded.

To illustrate how my two optional Disability tag components <disab> and <assist>) could be used to enhance the new field of Medieval Disability Studies, I offer a number of brief examples below. For my first example, I include a digital facsimile of f. 278 from *Codex Claustroneoburgensis 185* (12 th century, Latin), part of HMML's online digital collection that is archived on their *Vivarium* website (<http://www.hmml.org/research08/vivarium.htm>). HMML uses the Dublin Core metadata elements and their images are viewed through CONTENTdm. HMML's description states: "Inhabited initial P. Zoomorphic, anthropomorphic and inhabited initial P. Bird with nimbus. Animals. Man with crutch" (http://cdm.csbsju.edu/cdm4/item_viewer.php?CISOROOT=/HMMLClrMicr&CISOPTR=15894&CISOBOX=1&REC=9 ; Copyright© Stift Klosterneuburg and the Hill Museum & Manuscript Library.) The term "crutch" is used by HMML and this should be noted given that most online digital manuscript archives reviewed do not include this term or similar terms, such as "canes" in their keyword searches.



Below I demonstrate how my optional Disability tag components can improve the coding of descriptive metadata relevant to Medieval Disability Studies:

```
<decoDesc>
```

```
<decoNote type="initial">
```

```
<p>One inhabited initial P; bird with nimbus.
```

```
<locus>fol. 278</locus>
```

```
</p>
```

```
</decoNote>
```

```
<decoNote type="initial">
```

```
<p>One inhabited initial P; two zoomorphic, anthropomorphic figures and a man with a crutch.
```

```
<locus>fol. 278</locus>
```

```
<disab>crippled</disab>
```

```
<assist>crutch</assist>
```

```
<assist>wrapped leg</assist>
```

```
</p>
```

</decoNote>

</decoDesc>

While HMML's description included reference to the "crutch" it did not note the presence of a wrapped leg.

Next, I provide a digital facsimile of f. 115 from HMML's *Codex Claustroneoburgensis 4* (15 th century, German). This image is described as a "Historiated initial E. Jesus Christ heals a man who is blind" (http://cdm.csbsju.edu/cdm4/item_viewer.php?CISOROOT=/HMMLClrMicr&CISOPTR=16401&CISOBOX=1&REC=5; Copyright© Stift Klosterneuburg and the Hill Museum & Manuscript Library).



Below are my metadata tags for this image.

<decoDesc>

<decoNote type="initial">

<p>One historiated initial E; Jesus heals a blind man.

<locus>fol. 115</locus>

<disab>blind</disab>

<assist>cane</assist>

</p>

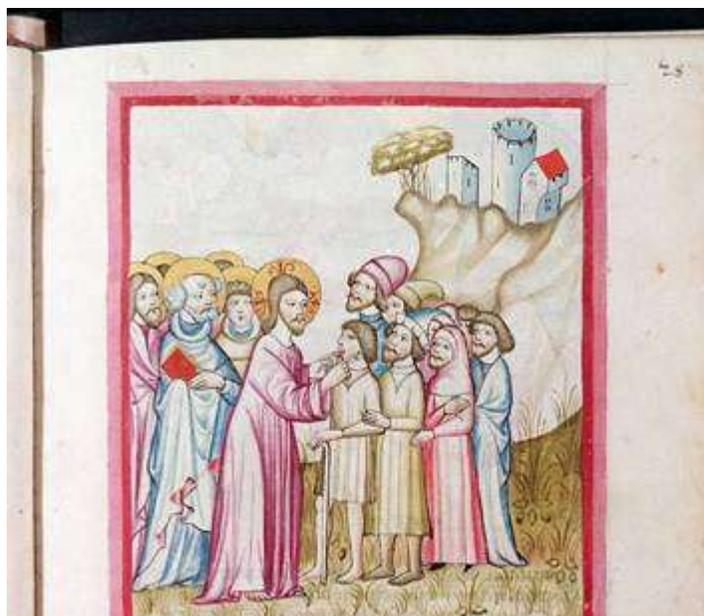
</decoNote>

</decoDesc>

In this description there is no mention of a cane which might be of interest to Disability Studies scholars since not all medieval blind people are depicted with canes. For example compare the image above (f. 115) with f. 365 (below) from the same *Codex* that depicts the same kind of event “Jesus heals a man who is blind”) without a cane (http://cdm.csbsju.edu/cdm4/item_viewer.php?CISOROOT=/HMMLClrMicr&CISOPTR=16479&CISOBOX=1&REC=3 ; Copyright© Stift Klosterneuburg and the Hill Museum & Manuscript Library).



The next digital image (below) is also part of HMML's collection and is f. 86 taken from *Codex Vindobonensis Palatinus 485* (15 th century?, Latin). It is described as: “Jesus Christ cures the man who was deaf and mute. Apostles. People watching” (http://cdm.csbsju.edu/cdm4/item_viewer.php?CISOROOT=/HMMLClrMicr&CISOPTR=18557&CISOBOX=1&REC=1 ; Copyright© Österreichische Nationalbibliothek and the Hill Museum & Manuscript Library). In this image there is a cane in view but it was not included in the descriptive metadata. Perhaps this is just an oversight due to the fact that many archivists/scholars don't perceive that this kind of detail is important enough to code.



<decoDesc>

<decoNote type="miniature">

<p>Jesus Christ cures the man who was deaf and mute. Apostles. People watching

<locus>fol. 86</locus>

<disab>deaf</disab>

<disab>mute</disab>

<assist>cane</assist>

</p>

</decoNote>

</decoDesc>

While the examples shown above don't require the creation of new metadata tags because they could have just as easily been added to the existing descriptions, I would like to suggest that optional Disability tags might encourage digital archivists to look for/see disability-related details and incorporate additional keywords that could be integrated into searches. This would no doubt benefit cross-disciplinary scholarship in this new field. In my last example below (also from the HMML digital collection) I demonstrate how depictions of disability and assistive/prostheses devices are (too) often ignored in descriptive metadata.

The digital image below also from HMML's collection is f. 443 from Ms. 33 (15 th century Latin) and is described as: "Historiated initial A. Bishop with young person. Saint

Martin sharing his cloak” (http://cdm.csbsju.edu/cdm4/item_viewer.php?CISOROOT=/HMMLClrMicr&CISOPTR=18254&CISOBOX=1&REC=1 ; Copyright© Stadtbibliothek Mainz and the Hill Museum & Manuscript Library). However, when looked at more closely we see that the “young person” appears to be a boy who is crippled (note the absence of his right foot) and has a wooden leg brace.



Here is another way that this image could be described:

<decoDesc>

<decoNote type="initial">

<p>Historiated initial A; Bishop with young boy.

<locus>fol. 443</locus>

<disab>crippled</disab> <assist>wooden leg brace</assist>

</p>

</decoNote>

</decoDesc>

Summary

In this exploratory descriptive metadata project I developed two optional Disability tag components: Disability <disab> and Assisted/Prosthetic Devices <assist> that could be integrated into the TEI MS Manuscript Description <msDesc> element and used as components or sub-elemental tags with the Decoration Description <decoDesc> element and/or the

Decorative Note <decoNote>element. The goal of my enhanced descriptive metadata is “to simplify access” (Hanbury, 2008, p. 617) and retrieval of medieval images of disabilities and medieval depictions of assisted/prosthetic devices (and this would also require updating and expanding online keyword search options in digital collections, etc.). If my Disability tags were adapted by TEI MS it might encourage archivists/scholars to use standard descriptions of disability-related images since they would be more likely to look for and “see” disability-related details.

However, I recognize that the addition of more descriptive metadata elements for Medieval manuscripts will no doubt burden catalogers and metadata librarians/archivists and this too concerns me. Digital archivists are well aware that “[p]roducing digital surrogates of medieval codices is even more labor-intensive than the production of the original manuscript” (Nichols, 2008, n. p.). Therefore, digital manuscript collections might also integrate “Web 2.0 features allowing users to add comment, descriptions, and corrections (sent to the collections archivist for review) as options in their online digital libraries” (Krause & Yakel, 2007, pp. 282-283, 295).

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Cultivating the Enjoyment of Reading: The Prospects of Using a Leveled Library to Support English Language Learners

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Introduction

Three years ago, I started teaching business classes at Bonanza High School in Las Vegas, Nevada. I started the 2009-2010 school year with the same schedule as the last several years. Due to the downturn in the economy, our English Language Learner (ELL) teacher was assigned to another nearby school. Since I have a TESL endorsement, I was asked to teach the intermediate ELL reading class. The task of teaching second language learners can be daunting. I need to teach them the basics of writing and reading in English so that they can be successful in all the rest of their classes, pass the state proficiency test, and then graduate. More than that, though, I want to encourage them to read more books with the hope that they will find it as enjoyable as I have.

Professional Literature

In her article titled *Motivating ELL Student Readers*, Kristina Robertson wrote about an experience that many ELL students go through. She checked out a book from her library titled *Like Water, for Chocolate* by Laura Esquivel. This book was in Spanish, but Robertson describes herself as being a fairly fluent Spanish speaker. Robertson enjoyed seeing the movie by the same title. Robertson ended up only reading three pages of the book because she only understood about 20 percent of what she read. She returned the book and checked-out a romance novel by Danielle Steele. This book was also written in Spanish. This time Robertson understood about 90 percent of the Spanish. Robertson wrote that this reading experience was fun and she felt challenged reading the Spanish.

From this experience, Kristina Robertson reminds educators that "our challenge is to help ELL students discover books that are interesting and at a readability level that allows them to enjoy reading while exposing them to new vocabulary and making sure that they don't become too frustrated." (Robertson, 2000). Kristina Robertson now realizes why education researcher Stephen Krashen emphasized that it's not how many library books are in the library, but how many "readable" and interesting books are in the library. Robertson summarized Krashen's premise:

The only way to improve reading skills is to do a lot of reading, and most people will only do a lot of reading if they enjoy it. For many of our students, however, they don't have access to enough materials at their reading level to motivate them to read a lot." (Robertson, 2000).

Elia Corona and Lauren Armour wrote how media specialists can assist ELL learners in their article titled *Providing Support for English Language Learner Services* (2007). According to these authors, encouraging literacy and academic success for ELL students is becoming an increasingly common challenge for educators. They included statistics from the U.S. Department of Education that show how limited English proficient (LEP) students are the fastest growing student population. There were 5.4 million LEPs in the U.S. in 2007 and the number is expected to increase to one out of every four student by 2025 (Corona and Armour, 2007). There are 91,827 ELL students in my school district (the Clark County School District). Our ELL population increases 3.44 percent per year. Our ELL students came from 148 different countries, but 88.9 percent of them speak Spanish. There are 254 Limited English Proficiency (LEP) students at my school (Bonanza High School Accountability Summary Report, 2008-2009).

Corona and Armour believe that the resources of a school library media center are invaluable for ELL students. Even though ELL students are conversationally fluent, they need to master the formal academic English needed for school. They also need to learn specialized vocabulary in other content areas like math, science, and social studies. There is often a gap between the ELL students' grade level and their reading level. Corona and Armour feel that the library media specialist can help provide resources that the ELL educators can use to bridge the gap between grade level and reading level.

Curriculum materials in the students' primary language (L1) can help those ELL students who have concept knowledge. For those students who do not have such background, the library media specialist should have picture collections, dictionaries, and thesaurus. Curriculum tools for oral practice, graphic organizers, and computer programs that teacher vocabulary are also helpful. Corona and Armour recommend several factors to remember that are related to library resources and activities:

- Students should be able to build from their native language, not be forced to ignore their native language. There should be some library books in their native language.
- We should provide high interest books and appropriate level books.
- Provide age-appropriate material. Do not give students materials that are clearly for young children. Teachers and librarians should remember the "bunny rabbit" factor: high school and middle school ELL students do not want to read elementary books about bunnies.
- Encourage students to read as widely as possible so that they can be exposed to a greater quantity and variety of words. (Corona and Armour, 2007).

Regarding Corona and Armour's first recommendations listed above, our library does have a Spanish section. This section has mainstream fiction books that are in Spanish. When funding becomes available, more foreign titles should be ordered that are fiction and nonfiction. ELL students should be able to use their native language in the classroom and library, as Corona and Armour suggested. I allow my ELL students to use their native language when they are helping each other learn their English lesson. When my students start to use their native language as a way to talk to their friends about something not related to our English lesson, then I will remind them why we are in class. I even have the benefit of having one student who likes to remind his peers that "we are here to learn English."

Survey of ELL Students

Before I approached the issue of using leveled books that are high-interest and age-appropriate (the core of Corona and Armour's recommendations), I decided to learn more about my ELL students reading habits. After all, how can I encourage them to read a wider variety of books (Corona and Armour's last recommendation), unless I know what they read and how often they read. I used a reading survey template from Donalyn Miller's *The Book Whisperer*. I surveyed my 14 students that are in my ELL Reading class. Most of the students in my class have recently moved from Mexico. Some of them have lived in the United States for several years. One of my students is from South Korea, one is from China, one is from Hong Kong, and one is from Iran. A summary chart of the survey results are in Appendix A of this practicum report. The results indicate that less than half of my students are reading for pleasure. More than half of them have a public library card but most of them are not checking-out books from the public library or the school library. They are interested in a variety of books. When surveyed about what book they would like to read, 4 out of 14 wrote mystery books, but another 4 of them did not even respond to this question. My conclusion is that my students need to read what Stephen Krashen referred to as a "homerun" book. This is a book that will excite them and motivate them to keep reading more books. The ultimate goal is for students to become lifelong readers.

One way for teachers and librarians to find "homerun" books may be through book leveling. Irene C. Fountas and Gay Su Pinnell have highlighted the benefits of using leveled books in their book titled *Leveled Books (K-8) – Matching Texts to Readers for Effective Teaching*. According to these authors, students need to understand, analyze, and think critically about a wide range of texts. Describing a book as "hard" or "easy" is relative. A book is easy or difficult only in terms of a particular reader or group of readers. Fountas and Pinnel outlined some devastating results when students are forced to read books that are too hard for them:

- Students begin to think reading is simply a matter of saying one word after another.
- Students lose the meaning of the text, "tune out", and have little attention for details, plot, and comprehension.
- Students find it difficult to bring their knowledge of language structure to the reading process.
- Students practice inappropriate reading behavior and give up searching for meaning.
- Students become frustrated with reading and avoid it.

Reading easy books can have some benefits. For instance, students who read easy books can enjoy the reading process and focus on the meaning of the text. As Fountas and Pinnel put it, easy reading can enable readers to enjoy the humor or suspense of the book, but students need to read increasingly challenging texts. These authors recommend "just right" books that are just demanding enough to provide a few opportunities to work out problems and enable readers to strengthen their processing power. "Working out," according to the authors, helps readers develop the skills and strategies that will make them independent.

Leveled Collections

Having a leveled book collection can do more than just provide a good set of books for students to read. According to Fountas and Pinnel, a leveled book collections can:

- Make it easier to select appropriate books for guided reading.
- Help assess and record students' progress over time.
- Help students select books for independent reading.

- Match books to readers so that they will be successful readers at home.
- Provide a “ladder” that students can use to increase their reading abilities.

Fountas and Pinnel described the general characteristics of readers in five levels. The characteristics that follow are used in their universal book leveling gradient:

- *Emergent readers* can read simple texts with only one or two lines of print. They are figuring out what a word is and how letters go together.
- *Early readers* have achieved control of early reading behaviors and have acquired a small core of high frequency words that they can read and write. They can read books with several lines of print and they can keep the meaning in mind while they use some strategies to solve unfamiliar words. They can monitor their reading to make sure that it makes sense.
- *Transitional readers* have early reading behaviors under control. They can read a variety of texts with many lines of print. They do not need to rely on illustrations. They read fluently using multiple sources of information while reading for meaning. They have a large core of frequently used words. They use word-analysis and can anticipate text.
- *Self-extending readers* can apply reading strategies to fiction and nonfiction texts. They have a large core of high frequency words. They can analyze and attempt multisyllable words. They are still building background knowledge and learning how to apply what they know to longer and more difficult texts.
- *Advanced readers* are advanced in reading and have read a wide variety of fiction and nonfiction texts. They read for different purposes. They can read most texts, but using prior knowledge, word-solving strategies, and understanding the nuances of complex text are still under development. Advanced readers can sustain their interest and understanding of long texts over time. Advanced readers are in the final years of elementary school or are reading at the middle school level. They have word-solving abilities that approach adult levels.

As Fountas and Pinnel mentioned, no one child will exactly fit one of the categories and many students will exhibit behaviors in more than one category. The categories are meant to help us think about the broad characteristics of readers. The authors remind us that teaching is an art, “We observe and describe children’s reading behaviors and, in so doing, build a working understanding of each child as a reader at a particular point in time. In this way, we can trace changes in behavior as students learn and grow, and we can plan sensitive instruction that supports them every step of the way.” (Fountas and Pinnel, 2006)

According to Fountas and Pinnel, the purpose of matching books to readers is to find the right books that provide reading opportunities that will help student develop an effective reading process. For this process to work, books need to be accessible. Teachers and librarians need to select books that are within the reach of readers. Teachers can select levels for large and small group reading that require teacher support. Teachers can also guide students to choices for independent reading. The authors recommend using a gradient of text to select appropriate levels of books. They defined a gradient as an arrangement of books from easiest to hardest, defined by a set of characteristics. Texts are grouped by how they offer readers a similar level of support and challenge. The challenges in each level are not the same. Challenge may be based on technical language, long sentences, archaic language, or mature content. The different challenges in a level allow the reader to meet many different demands and become more flexible. Students do not have to read all the books at a level. When they can read with ease, fluency, and understanding, the authors recommend increasing the level. Before moving up a level, student should be able to

increase their breadth of reading by experiencing different types of texts and a range of content, authors, fluency, and genres (Fountas and Pinnel, 2006).

Fountas and Pinnel developed a universal gradient that has levels A through Z. Their gradient shows approximate grade levels, but the authors mentioned that grade levels are not the important factor when selecting books. Teachers already know that they have to start at the reading level of students and then bring them up to grade level. The following is a summary of the Fountas and Pinnel gradient:

LEVEL	GRADE	SHIFTS IN READING PROCESS
A	Kindergarten and Grade 1	Emergent Readers
B	Kindergarten and Grade 1	Emergent Readers
C	Kindergarten and Grade 1	Early Readers
D	Grade 1	Early Readers
E	Grade 1	Early Readers
F	Grade 1	Early Readers
G	Grade 1	Early Readers
H	Grade 1/Grade 2	Transitional Readers
I	Grade 1/Grade 2	Transitional Readers
J	Grade 2	Transitional Readers
K	Grade 2	Transitional Readers
L	Grade 2/Grade 3	Transitional Readers
M	Grade 2/Grade 3	Transitional Readers
N	Grade 3	Self-Extending Readers
O	Grade 3/Grade 4	Self-Extending Readers
P	Grade 3/Grade 4	Self-Extending Readers
Q	Grade 4	Self-Extending Readers
R	Grade 4	Self-Extending Readers
S	Grade 4/Grade 5	Advanced Readers
T	Grade 4/Grade 5	Advanced Readers
U	Grade 5	Advanced Readers
V	Grade 5/Grade 6	Advanced Readers
W	Grade 5/Grade 6	Advanced Readers
X	Grade 6/Grade 7/Grade 8	Advanced Readers
Y	Grade 6/Grade 7/Grade 8	Advanced Readers
Z	Grade 7/Grade 8	Advanced Readers

This universal gradient, according to the authors, allows you to select levels of books from a variety of publishers. Some publishers have created their own leveling systems, but as Fountas and Pinnel mention, no one publisher can supply the entire variety that is needed. Teachers and librarians can select high-quality texts that they already own and organize them into a gradient of difficulty. This will allow teachers and librarians to create their own instructional sequences (Fountas and Pinnel, 2006).

Leveling Process

Fountas and Pinnel outlined the process they took to level books:

1. They gathered a selection of books.
2. "Leveling teams" selected books they thought were appropriate for the collection for guided reading.
3. Teams placed books in groups by difficulty. They talked about the characteristics of each book using the following characteristics. These characteristics are related to accessibility or readability.
 - Genre and format
 - Structure or text organization
 - Content
 - Themes and ideas
 - Language and literary features
 - Sentence complexity
 - Vocabulary
 - Words to decode
 - Illustration support
 - Print features such as layout
4. Teams selected prototype texts for each level and descriptions for each group. Attempts were made to include fiction and nonfiction.
5. Teachers tested the prototypes with students at several grade levels.
6. Teams reconvened to share observations of students' reading behaviors. Adjustments were made to prototypes.
7. Teams eliminated some texts and selected others. Texts were grouped into categories.
8. Teams tested prototypes again. Added to the texts in each category along the gradient.
9. Reexamination and adjustments to the levels is an ongoing process.
10. Teams continue to sort texts by genre and discuss the range of texts within each level to assure variety.

Most of my ELL students would be in the N to S levels of the Fountas and Pinnel universal gradient. Two of my students would be below N and one student would be above the S level. These levels are related to my students' second language skills in English. If they were still in their home country, many of them would undoubtedly be at a higher level in their first language skills (L1). The readers in the N through S levels are considered self-extending readers. These readers, according to Fountas and Pinnel, are expanding their system of strategic actions by encountering and solving the problems of complex and varied texts. They are learning more about reading by reading. They still need instruction and selected books to support their learning. Self-extending readers can sustain silent reading over longer periods and they can read longer texts. These readers are finding out what they like to read and they need to spend more time reading a variety of books. They should be introduced to new genres as well as topics, themes, and settings. They should be challenged so that they are thinking deeply about character, plot, and theme.

Fountas and Pinnel recommended books for each of level of their universal gradient. Below is a summary chart for the books they recommended for levels N to S (Self-Extending Readers) that I can use for most of my ELL learners.

Level	Title	Description
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N	Shoeshine Girl	Realistic fiction, 84 pages, 11 chapters
N	My Name Is Maria Isabel	Realistic fiction, 57 pages, 10 chapters
N	Helen Keller: Courage In The Dark	Biography, 47 pages, five chapters
N	Unusual Spiders	Informational Text, 16 pages.
O	Aldo Peanut Butter	Realistic fiction, 113 pages, 10 chapters
O	Look What Came From Russia	Informational text, 32 pages, 13 short stories
O	Henry And The Paper Route	Realistic fiction, 192 pages, six chapters
O	Beezus and Romona	Realistic fiction, 159 pages, six chapters
O	Mieko And The Fifth Treasure	Realistic fiction, 79 pages, 11 chapters
O	Hairy Little Critters	Informational text, 31 pages
O	The History of Machines	Informational text, 24 pages
P	Harry's Mad	Fantasy, 123 pages, 15 chapters
P	Incredible Places	Informational text with aspects of fiction, 32 pages
p	Yang The Youngest And His Terrible Ear	Realistic fiction, series book, 134 pages, 8 chapters
P	Shoebag	Fantasy, 136 pages, 22 chapters
P	Maps and Codes	Informational text, 31 pages
P	Penguins Of The Galapagos	Informational text with aspects of fiction, 46 pages
Q	Anastasia Krupnik	Realistic fiction, 114 pages, 11 chapters
Q	Ocean Life	Informational text, 32 pages
Q	Dear Mr. Henshaw	Realistic fiction, 134 pages
O	Bunnica	Fantasy, 98 pages, 9 chapters
O	Amazing Spiders	Informational text, 31 pages
O	Kayaking	Informational text, 48 pages, 5 chapters
R	Spider Boy	Realistic fiction, 183 pages, 17 chapters
R	Landslides	Informational text, 18 pages
R	Fig Pudding	Realistic fiction, 136 pages
R	Sadoko And The Thousand Paper Cranes	Information text/history, 64 pages
R	Measuring The Weather	Informational text, 32 pages
R	The Chocolate Flier	Informational text/history/biography, 47 pages
S	Letters From Rifka	Historical fiction, 148 pages
S	Alice's Diary: Living With Diabetes	Informational text, diary, 32 pages
S	The Star Fisher	Historical fiction, 150 pages, 14 chapters
S	Cry Of The Crow	Realistic fiction, 149 pages, 14 chapters
S	Endurance: Shackleton's Antarctic Expedition	Informational text
S	The Crocodilians: Reminders Of the Age Of Dinosaurs	Informational text, 64 pages

Advantages of a Leveled Library

Carl A. Harvey II is a library media specialist who helped create a leveled library. In his article titled *Leveling For Leverage*, Harvey explained why he decided to participate in his school's creation of a guided reading library that was based on the research of Fountas and Pinnell. Harvey is co-chair of school improvement and realized that it was important to collect data on the use of materials. As a librarian, he also knew it was important to create an organized library so he could track the materials. The teachers and the Title I staff donated books to their leveled library. The Title I staff leveled the books. Harvey cataloged the books into the library automation system. Teachers could search for books by author, subject, title, key word, and by level. As the leveled book collection grew, they realized that the library media center did not have enough room so the leveled books were moved to a nearby conference and was called "The Leveled Library Branch." Harvey knew that the Leveled Library Branch could have been set up without the library media specialist being involved. He listed several reasons for participating in the process:

1. It demonstrated that the library media center program was part of the solution by helping the school meet its school improvement goal.
2. Organizing the Leveled Library using the media center automation program helped provide data related to material use and purchases.
3. The cataloging of the leveled materials provided a searchable format for the teachers so they could make informed selections.
4. If anyone ever suggested that the school needed leveled resources, it could be stated that the school already created a leveled library. (Harvey, 2006).

Edna Greene Brabham and Susan Kidd Villaume have researched the advantages and disadvantages of using leveled books. In their article titled "Leveled Text: The Good News And The Bad News", they presented opinions from listserv members as well as teachers that they met face-to-face. According to their research, the good news about leveled books is that:

- Progressions of leveled text encourages teachers to select books that are just right for students. Struggling readers can have opportunities to read comfortable books rather than experience frustration. Proficient readers can be motivated with books that challenge them and stimulate their growth and engagement.
- Access to leveled books frees teachers from grade-level materials that may not match the instructional needs of students.
- Guided reading with leveled books can be part of a balanced literacy program.
- Teachers can use leveled books as benchmarks of reading progress.
- Leveling books is an alternative concept to text progression based on formulas that estimate readability (Fry's formula and Flesch-Kincaid readability statistics).

The bad news about leveled books, according to the Brabham and Villaume research, is that:

- Some schools are caught up in a "leveling mania" in which teachers lose sight of other important aspects of effective reading instruction. For example, insufficient attention is given to the construction of meaning and self-regulation.
- Focusing on the movement of students to higher book levels can distract teachers from monitoring and addressing word-solving and comprehension strategies.
- Some schools are confining students to browsing in a color-coded or level-designated range.

- Book leveling may not fit the instructional needs of all students at all points in their literacy development. Some teachers prefer text progressions that place emphasis on developing phonics skills.
- Trying to match levels from different text progressions can be confusing.
- Some books in the leveled collection can be out-of-order; in other words, not in order of simple to more complex.

Brabham and Villaume concluded that the best news about leveled texts is “that this concept has involved teachers in questioning how they select texts for reading instruction. If teachers examine leveling criteria and engage in the leveling process, they build a base of knowledge that can increase the effectiveness of teaching and assessment that enables students to take charge of their own learning.” (Brabham and Villaume, 2002).

Conclusion

My goal after completing my library practicum is the same as before my practicum: to find “homerun” books that my ELL students will enjoy enough so that they will keep reading and become lifelong readers. I now have a deeper outlook on how to accomplish this. Using a leveled library offers a great opportunity for me to match books to the appropriate reading level of my ELL students. It is important to remember that creating a leveled library can be done in a number of ways. A leveled library can be created as a school-wide effort that is organized by a school improvement team and the school librarian, as in the case with Carl A. Harvey. In the alternative, a teacher or a librarian can start creating their own leveled library by using the leveling categories and book recommendations of Fountas and Pinnel or any of the leveling systems that are being offered by book publishers. In my case, I am going to start reviewing books that are in the Fountas and Pinnel universal gradient level N through S. I will then create a book list that can be used for future book purchases for my leveled library. The end result is the same for any process that is used to create a leveled library: collecting “homerun” books and cultivating the enjoyment of reading.

APPENDIX A: A Reading Survey of My ELL Students at Bonanza High School

1. Are you currently reading a book for pleasure?	4 out of 14 responded yes
2. Do you ever read a book for pleasure?	8 out of 14 responded yes
3. When I read for pleasure, I pick the following:	Novels/chapter books – 3 out of 14 Newspapers - 2 Poetry - 2 Cartoon/comic books - 2 Humorous books - 3 Magazines - 5 Fantasy books - 2 Scary books - 4 Sports books - 4 Science books - 2 History books - 1 Mystery books - 3 Fiction books - 1 Non-fiction books - 1 Picture books - 1 Biography - 1 Other: Racing 1
4. I am more likely to read a book for pleasure that:	a teacher suggests - 3 a librarian suggests - 3 is by an author whose books I have read - 2 my friend suggests - 3 I just happened to see or hear about - 3
5. Three favorite books that I would take on a month-long trip are:	Harry Potter - 2 Twilight - 4 New Moon - 2 Scooby-Doo -1 Bless Me Ultima - 1 History of Mexico - 1 Macarro - 1 A book on how to find good friends - 1 Comic books - 1 I'm A Girl Computer Applications - 1 Breaking Down - 1 Marley and Me - 1 Where the Wild Things Are - 1 No response - 5
6. In the past week, I have read for least half an hour:	No days - 6 1-2 days - 4 3-4 days - 2 6-7 days - 2
7. In the past month, I have read ____ book(s) for pleasure.	No books - 3 1 book - 6 2 books - 2 3 books - 2 More than 3 books - 1
8. My favorite time to read for pleasure is:	Never - 2 Whenever I can - 6 Before falling asleep - 4 After school - 2 Whenever I can - 1 In the evening - 1
9. When I read I like to:	Read one book - 13 Read more than one book at a time - 0 No response - 1
10. I like to receive books as presents:	Yes - 6 No - 7 No Response - 1
11. I have a public library card.	Yes - 8 No - 6
12. I borrow books from the public library:	Once a week - 1 Twice a week - 0 A couple of times a month - 0 Every few months - 0 A few times a year - 2 Hardly ever - 1 Never -10
13. I borrow books form the school library:	Once a week - 1 Twice a week - A couple of times a month - Every few months - A few times a year - 2 Hardly ever - 1 Never - 10
14. The number of books I have at home:	None - 4

	0-9 - 6 10-19 - 2 20-29 - 1 30-50 - 1
15. I would like to read a book about:	Mystery - 4 Love - 1 Teens and God - 1 Joy, good life - 1 Computer applications - 1 Horror - 1 U.S. History - 1 No response - 4

Survey template from *The Book Whisperer* by Donalyn Miller. Source: Reis et al., 2005. "Reading Interest-A-Lyzer." Copyright 2005 by Sally M. Reis. Based on the Interest-A-Lyzer by Joseph S. Rensulli.

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Globalization and the Challenges of Library and Information Services in Africa

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Introduction

Globalization remains a popular and controversial topic. The controversy stems from inequities in the way globalization has developed and spread. Globalization does not just relate to economic matters. According to Daouas (2001) it is multi-dimensional, affecting all aspects of life: economic, cultural, environmental, social, and political. Globalization is the process by which ideas, people, goods, services, and capital integrates economies and societies worldwide (Aninat, 2002). It creates an increase in the flow of trade, information, and capital, and gives people more mobility.

Globalization has brought about integration of production and investment decisions, breakdown of trading and investment barriers, truly global companies with a large capital base, sharing of international trade, and heightened mobility. In spite of these positive points, there are problems with globalization, especially in Africa. The problems come from a deep and widespread development crisis in Africa. Omoweh (2000) describes the situation as legacies of colonialism and neo-colonialism, the politics of the post-colonial state, poverty, foreign domination, instability, institutional and infrastructure decay, and dislocation. The benefits of globalization have not accrued equally across countries.

Africa has had slow economic growth in recent times, and has lagged behind other continents. It is the least integrated into the global economy. According to Gondwe (2001), the chances for Africa's integration are unfavorable and marginalization may result. Globalization has favored the rich countries and has worsened the plight of Africa.

The development of libraries and information centers and their work has suffered from the poor economic situation in many African countries. This slow economic growth points to a bleak future for Africa's libraries. A poor economy has led to inadequate budget allocations, the slow pace of technology infusion, inadequate human resources development and capacity, insufficient and obsolete infrastructure, and the exorbitant cost of information materials have all had a negative impact on library and information services in Africa. Globalization has also had a negative effect. Rather than helping to bring Africa's library and information services out of the doldrums, the inequalities and barriers to trade and development further aggravate the situation.

This article explores Africa's library and information infrastructure development and the impact of globalization on Africa, including how it can address the problems.

Globalization and Antiglobalization

The controversy surrounding globalization is based on whether the continued integration of economies will help the poor in developing countries. Those in favor of globalization argue that the benefits of globalization far outweigh its demerits. It has

brought rising prosperity to the countries who have participated in the global economy, boosting incomes and raising the standard of living. It has been argued that globalization not only promotes economic development, but has also increased the income of the poor and reduces poverty (Daouas, 2001). The diffusion of technologies has contributed to improvement in health, life expectancy, and literacy in poorer countries (Ajayi, 2001).

Growth in world trade, foreign direct investment, and international financial flow have been the main manifestations of the increasing globalization of the world economy (Rugumamu, 1994). In addition, greater integration may foster human freedom by spreading information and increasing choice. Globalization has been facilitated by the ease of exchanging and processing information because of breakthroughs in computer and telecommunications technologies (Aninat, 2002). This has expanded the services that can be traded, moving us toward a globally-integrated economy. Proponents of globalization see it as the key to an interconnected, independent, and prosperous world.

At the same time, there is concern about the negative aspects of globalization. The dissenting voices question whether globalization has benefits for the world's poorest people, who may live on less than \$1 per day. Daouas (2001) observes that, "although globalization has helped increase economic growth and wealth in recent times, it has not done so for all continents and countries. In the least developed countries and on the African continent in particular, a worsening of existing imbalances has impeded development and aggravated poverty."

According to Rugumamu (1999), globalization in sub-Saharan Africa has come about "through the power of coercion exercised by international creditors and multilateral financial institutions." A significant argument is put forward by Walkins (2002), who asserts that "what really matters for the debate on globalization is why some countries have been successful than others in combining export growth with poverty reduction." Ajayi (2001) believes that there is not a level playing field in international trade and that industrialized countries should eliminate restrictions against imports of African products.

The State of Library and Information Services Development in Africa

The economic realities of Africa in a globalized world are also reflected in the underdeveloped state of library and information infrastructure and services. The extent of development depends in part on information needs and uses dictated by economic activities and the ability of the economy to support information systems and services. Africa runs a depressed and an ailing economy with information resources often unavailable and prices soaring. The effect of this is what Edeka (1991) vividly pointed out when he wrote that:

the nauseating effects of this economic crunch on overall library and information services are not far to see, new books are hardly purchased, journals subscriptions cannot be renewed, worn-out resources are not replenished, staff vacancies cannot be filled.

Budget allocations to African libraries and information systems have remained inadequate for decades. This has continued despite significant achievements recorded on globalization in developed nations. According to Adeyemi (1991), library services in developing countries have not progressed beyond traditional services such as circulation, reference, interlibrary loan, etc. Adeyemi further corroborates the views of O'Brien and Helleiner (1983) regarding the information situation of the developing countries:

the basic information resources of libraries, databanks, and the like that are available to the poorest countries are hopelessly inadequate, frequently taking the exclusive form of published sources arriving sporadically by sea-mail to understaffed libraries.

Infrastructure is another problem. Effective information management requires information and communication technology. Many countries in Africa lack the required information infrastructure to aid development, including Internet and telephone. This makes it difficult to monitor information flow in a country or the mood of its people. In Nigeria, for example, the problem is further worsened by the poor electricity supply in the country, which has impaired the use of computers and Internet access.

Other obstacles are lack of indigenous information handling capacity and the absence of information policy in many African countries. The absence of a national information policy (NIP) is particularly worrisome, and is traceable to Africa's unresolved development crisis. Lundu and Mbewe (1993) identify actors contributing to the lack of a NIP in Zambia as lack of acceptance of information as a national resource, the political structure in Zambia, low level of information production infrastructure, the role of information institutions, and the absence of an enlightened information profession in Zambia. Uhegbu (2001) discusses information policy, observing that it will stipulate what to acquire, how to disseminate it, the role of libraries, and the development of information infrastructures. The lack of information policy is partly responsible for the lack of funds, human resources, and current library resources. According to Lor (1996), even if bibliographies and indexes are compiled, their publication is inhibited by the same publishing problem that inhibits the publication of scholarly and scientific publications. It is regrettable that though serial titles emanating from African are of value, many are not covered by the indexing and abstracting publications found in America and Europe.

Inequality and Openness

Proponents of globalization would argue that, as it affects library and information services in Africa, increased integration of countries can be a powerful catalyst to provide the poorer countries of Africa access to markets in information products and services, with the transfer of information technologies and knowledge them. A thorough examination of the prevalent situation reveals serious North-South inequalities. Global income inequalities appear to be worsening. High-income countries that represent about 14 percent of the world's population account for a substantially higher percentage of world income.

According to Walkins (2002), international trade and integration reinforce inequalities. Three quarters of every dollar generated through export activity goes to the world's richest nations. Low income countries receive about \$0.03. Globalization is exacerbating inequalities, including the development of library and information services in many African countries. Income gaps based on access to information products and services, its productive assets and education, are widening, and acting as a brake to development.

Those championing openness assert that renewed liberalization is the key to making globalization work in Africa. But loans from the international financial bodies such as the IMF always come with onerous trade policy conditions. On the balance sheet of winners and losers from trade liberalization, African countries are too frequently on the losing side. Openness and globalization are selective, especially when directing policies to poor countries. In the global market for library and information products and services, African countries face tariffs four times higher, on average, than those other industrial countries.

The unevenness of globalization is why industrial countries have continued to capture the lion's share of the benefits.

Challenges for Globalized Library and Information Services in Africa

Making globalization work for Africa require actions that do something more than reflect the self interests of rich nations. One problem is capacity building, i.e., the development and use of library and information skills and institutions. If libraries are to benefit from globalization, then there is the need to raise the capacity of information professionals in areas such as those identified by Ojiambo (1992): management and information technology skills, electronic publishing skills, management information systems, and institutional development through international cooperation. This is critical to the survival of Africa in a globalized and increasingly knowledge-based world economy.

There is a need for increased foreign direct investment (FDI) in areas such as library and information infrastructure and services. Franklin (2002) argues that too much global investment is concentrated in rich countries and less than one third goes to the poor ones, including Africa. There is an urgent need to create conditions under which developing countries can capture a larger share of FDI and trade.

Africa's library and information profession can also make gains in globalized environment through adequate information infrastructural policies and development. Infrastructure policy must continue to focus on maintenance and rehabilitation of libraries and information infrastructure. Africa urgently needs to substantially raise the level of domestic investment in infrastructure and services.

Conclusion

Double standards and unevenness which have been the hallmark of globalization, made worse by the poor economic situation of African states. This has ensured the continued deterioration of Africa's library and information profession. Despite the gains often claimed to be inherent in globalization, Africa's share of the largesse has been lamentable. Library and information services in Africa have suffered as a result, in a world where information is abundant and where information and communication technologies are always improving.

It is imperative that library and information services, infrastructure, and information workers in Africa become truly integrated and truly benefit from globalization. The playing field must be leveled, and Africa's local investment in library and information infrastructure, training, education, and knowledge must be increased so that it can be complemented by FDI, which should be directed and concentrated more in Africa.

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Author Visits: The Elements Defined

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Introduction

While this writer's workplace is the school setting, my plan now always includes getting the visiting writer both to the public library and the local bookstore. Regardless of your workplace, this article should hold some relevance for you. Hosting a successful author visit, like many of our endeavors in libraries, is partly science and partly art. Yet, regardless of any flair we muster, a great deal of planning is required for a well orchestrated author visit that ends as a healthy blend of facility promotion and literacy celebration. That requires reflection. Hundreds of tiny details can confound the coordinator. For instance, author Deborah Hopkinson (email 09/09/09) writes, " I do appreciate it when people think ahead, so that if they know I am doing a Powerpoint show and there are known problems with rooms that cannot be darkened we discuss it in advance so I am not struggling at the last minute to find a work-around. It is also helpful to have equipment tested in advance."

Novelist Virginia Euwer Wolff (email 09/16/2009) refers of an email she read on a listserv from [Catherine Balkin](#), author appearance agent for Balkin Buddies and representing illustrator James Ransome. The posting is highly detailed and contractual in tone. Wolff writes, "It's detailed, telling what the author requests and what he promises. It would sound overwhelming to the person who had never hosted an author visit, but the details are extremely clear and helpful. And it points out how much better off everyone is when the author is specific."

Despite the obstacles of scores of logistical decisions, it is all worth it, if you define for yourself what exactly is it you hope to accomplish with this author visit? Be ruthless in your analysis; it will lead you to the truth that shall drive all the details of your planning. Take a few moments again and again to reflect on past events you've hosted. What parts of those were especially joyful to orchestrate? Did you receive insightful critiques? Somehow did your work stimulate fund raising, or perhaps elicit praise from the city council, trustees, Friends of the Library, or school board? Did a discussion begin that your current facility is too small for the big vision you have crafted?

Trolling For Talent

If you are a novice at this you will be asking about sources for authors, for recommendations of gifted speakers. You will worry about finding quality within your price range, and as you journey deeper into the engagement, you will probably worry about a hundred or so little details. Athletes and musicians know the power of positive imagery. It works for us too! Picture what the perfect event looks like in your venue. Then, like a sculptor, shape it.

There are lots of library listservs out there; these are often guides for tracking down an author. As an electronic word of mouth, they can be very helpful in locating a speaker in the neighborhood or one who is passing through (and someone who wants to share costs).

Posting a query is a dynamic way to begin. You may come across an email seeking to share expenses among facilities or between school districts. A sure bet to find good author leads is to attend your associations' annual conferences. Your state library may have resources for you as well. You may want to tap into the expertise of businesses or organizations that could assist in securing authors. One such business is [Provato Marketing](#) of Vancouver, Washington which arranges real and Skype visits for dozens of writers, illustrators, and artists. Provato owner Michel Kopfs wrote (email 11/06/2009), "Once a school schedules an event, I create a contract/invoice which clearly outlines the expectations and agreement between the author and the school including rescheduling if weather or illness makes that necessary. (I would highly recommend the school create a document like this if the author does not offer one prior to the event.)" Contact Provato at info@provatomarketing.com. Another such service is [Authors To Go from Class of 2K9](#). Rosanne Parry, author of *Heart of a Shepherd*, of Portland, Oregon is the regional contact at rosanne@rosanneparry.com. While contact with authors can be penpal, blog, chat, or a Skype focused, they also arrange author meet and greet sessions. The [Society of Children's Book Writers and Illustrators](#) at has chapters throughout the west, and they could aid you in seeking the perfect person for your visit and who may live in your own community. Their email address is scbwi@scbwi.org. Another such guild is the [Pacific Northwest Writers Association](#). PNWA may be emailed at pnwa@pnwa.org. An organization dedicated to writers and their artistic development is Fishtrap, located in Enterprise, Oregon. At www.fishtrap.org you can access their Directory of Fellows for a possible literary artist, or email their executive director, Rich Wandschneider at rich@fishtrap.org. Oregon has

been celebrating its sesquicentennial, and one literacy resource has been a list of links to authors. This list has three parts: for picture book authors, for chapter book authors, and for authors with books with Oregon settings. Find this site at orkidlit.pbworks.com/. Scholastic offers a great site, its [Author and Illustrator Index](#). One last website worth visiting is Author Visits By States, authorbystate.blogspot.com/ which provides links to hundreds of authors currently doing school visits. While this short list has no way exhausted the possible resources, it does aid the process of exploration of options. A great print resource is *Terrific Connections with Authors, Illustrators, and Storytellers: Real Space and Virtual Links* by Toni Buzzeo and Jane Kurtz (Libraries Unlimited, 1999). Sample chapters include "Choosing the Right Bookperson," "Vision of a Successful Visit," and "Creative Curriculum Connections."

Crafting the Partnering

For this school librarian, author visits, like any library initiative, are about partnering. You may see this as fund raising-centered, or you may just want to bring more on board the literacy bandwagon. From the school perspective, your public and academic neighbors will be helpful. The Friends of the Library, the PTA, and fraternal organizations may all be willing allies in your ventures. Your local book store or your children's social services professionals might have ideas. All possible partners are valuable throughout the process. And in a general sense, keeping these relationships healthy is just good administrating. The responsibility of fostering these relationships, from the perspective of your facility's well being, rests on your institution's shoulders. If the author visit is a resource, explore ways of sharing this wealth. Perhaps offer to have the autograph party at the book store or the public library; at the very least, it's great publicity for your library, and much of that will be word of mouth.

Shaping Your Paradigm

Before you attempt to contact the author, ask yourself, "What exactly do I want this event to look like?" In other words, how many assemblies or seminars do you expect the author to lead? Do you envision autographing throughout the day, or at a single session? Do you want book sales, again, day-long, at a single event, or perhaps something gala in the evening for the whole community? What about lunch time logistics? Back when I worked in Hood River in a single building I would have some kind of contest to select a child to dine with the author, then the three of us would go to a nice place in town. Now, with five schools in my work world I make a luncheon date with the school beat reporter of our local paper, which gives the author and reporter a chance to engage in an interview. Susan Fletcher (09/30/2009 email), "I have exceeded my lifetime corn dog limit." She goes on to say, "It has been mathematically proven that small, torn-up pieces of notebook paper are infinite; this has consequences in the autographing arena." So, as you're mulling over food issues, jump back to the autographing. Post-its? Pencils? Table space? Adequate lighting? Susan has a wonderful [website](#) and may be reached at SusanFletcher@Centurytel.net for her very helpful "Tips for a Successful School Visit With Susan Fletcher."

One author has told me he is tired of being confused for an entertainment celebrity. For keeping issues in perspective, keep in mind (in your promotion to the audience) that pretending that these literary artists are rock stars may likely confuse young minds and the focus of his or her aspirations. What is crucial is some thoughtful planning that prepares the audience for this artist's visit. Michael Hoeye, author of the *Hermux Tantamoq Adventures*

wrote 9/28/2009 in an email, "The problem with the "no prep" approach is that the only basis the kids have for interacting with me is that I must be a celebrity of sorts -- "a real life author" -- and that must mean that I won some sort of "reality TV show" for writers. Which is probably closer to the truth than most of us would like to think."

Your diplomatic preparation must include pointedly asking your colleagues to model the behavior they hope to foster in their children. In public schools prep time is sacred ground for the classroom teacher. Encourage teachers in any assembly setting to model the behavior they desire to see in their students. Ask them to leave their plan books, Blackberries, and papers to grade in the classroom. Authors expect this common courtesy, and some of them will demand it from their bully pulpit.

It's All About Partnering

Author visits are really about literacy. But a really successful visit is about partnerships. Know your media. The newspaper and radio station and cable tv scanner channel are always looking for meaningful public service announcements and story ideas. Whether it's a new feature of your website, or a Battle of the Books tournament results, or an author visit, keep the story ideas flowing. Keep avenues of communication open with your public and academic library counterparts. The community at large and parents of your children frequent these institutions. Perhaps most importantly, foster a strong business relationship with your local book store. Often for visits we host the day's end with an autograph party at the public library where the local bookstore is present selling the author's books. And, of course, there's food.

Lastly, some parochial schools are more outspoken than others. Your public dollars that may help to fund such events are also dollars to which private school and home school children are entitled. An invitation to these entities only increases the benefits you bring to your community by scheduling an author visit. Often the public library is a great place to connect to the home school community.

Oh yes, the political issues? Consider this small piece. Who's introducing the speaker? Are you asking the mayor, the board chair, the president of the Friends? Here is another partnership! Be benevolent. Give that individual an adequate biography to study, adequate time to prepare, and of course, adequate coaching on the pronunciation of the guest's name!

Venue Over the Rainbow

If you are coordinating for a single site, that simplifies your world. Where is the venue? Will this space somehow disrupt a colleague, for instance, the janitor and his or her cleaning schedule, the PE teacher using the gymnasium, or the kitchen staff and their tasks around serving lunch? I am editing this less than twenty four hours before I host [Carmen T. Bernier Grand](#). We will be speaking to English Language Learners in five very different venues, and then there are the media interviews and the autograph party. And there are details that I've forgotten and likely ones that will be neglected and come back to haunt me. And now the weather man predicts snow and my cell phone just broke! Despite the trepidations, all the work is very worth it.

P.S.

I suppose it is only fair for me to share the results of my work with the Bernier-Grand visit. In our five venues, the kids were marvelously behaved, a sure sign that teachers had adequately (and enthusiastically) prepared them. But there had been changes of staff at both the book store and the newspaper, and so books didn't get ordered and we had no newspaper interview, but this just gives me precision in my reflection as I prepare for our April 18th poetry slam and visit from poet Shaindel Beers. I just have to proofread whether I really did dot my I's and cross my T's.

OAIster: The Roots and the Resource

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Introduction

A well-designed information retrieval system lies at the heart of any successful search for resources. In an attempt to streamline and maximize relevant data-retrieval information specialists have long been working on creating metadata standards that allow for system interoperability. Dublin Core has set the core standards by which most other systems that came after have followed, including the Open Archives Initiative (OAI) and OAIster. This paper aims to define and discuss OAIster, the information retrieval system, which harvests archival resources from compliant institutions and repositories, as well as the OAI, upon which it is based. The history and functionality of both will be discussed, and then the features, problems, impact, and future of OAIster will be further explored.

OAI: History

According to the OAI mission statement the project "develops and promotes interoperability standards that aim to facilitate the efficient dissemination of content. The Open Archives Initiative has its roots in an effort to enhance access to E-Print archives as a means of increasing the availability of scholarly communication" (OAI website, n.d., About OAI page, Mission statement section, para. 1). OAI began under the simple premise of creating greater access to E-Print, or unpublished scholarly materials, by way of implementing metadata guidelines and standards using Dublin Core. The OAI is "guided by the goal to define a low-barrier and widely applicable framework for cross-repository interoperability and believe that exposing metadata is the most plausible route to such a goal" (OAI website, n.d., FAQ page, Is the Open Archives... section, para. 1).

The OAI was created in 1999 when a group of like-minded information science researchers and technologists gathered together for a meeting on the E-Print community's

resources. The E-Print community had sprung up in response to a need for disseminating scholarly research by way of online forum, which got results out in a speedy and timely fashion, something which is not always possible when using traditional scholarly publishing outlets. E-Prints had been born in the hard sciences, but were gaining popularity in other disciplines, and had caught the attention of information specialists as being extremely dynamic, high quality, and free from the limiting boundaries of subscription databases. The fledgling OAI meeting was a brainstorm "organized under the belief that the interoperability among these E-Print archives was key to increasing their impact" (Lagoze & Van de Sompel, 2001, E-print origins section, para. 2), as well as "establishing them as viable alternatives to the existing scholarly communication model" (Van de Sompel, 2000, From individual archives to... section, para. 2). Soon after the OAI had their initial meeting and began establishing metadata standards other institutions, such as research libraries, began expressing interest in becoming participants in the project in order to give users greater access to their own resources. So when OAI reconvened they expanded their narrow E-Print focus. And to reflect their greater flexibility, and future growth potential "an organization and an effort explicitly in transition" (Lagoze & Van de Sompel, 2001, Beyond E-Prints section, para. 13) was added to their mission statement.

It was decided that the OAI would use a metadata harvesting approach to interoperability. The approach is based upon a simple Dublin Core metadata framework design, which addressed "two well-known metadata requirements: interoperability and extensibility" (Lagoze & Van de Sompel, 2001, Metadata section, para. 1). The group also hoped this standard element set would prove easy for others to implement.

It is impossible to know how many repositories are using OAI protocols currently, because the service is free and relatively anonymous in that registration is optional. However according to their data provider and service provider registration pages on OAI's website there are approximately 800 data providers that use OIA standards, and 33 service providers that connect users with OAI compliant metadata. One of those 33 service providers is OAIster.

OAIster: History

OAIster is an information retrieval system that was born out of the same basic principles and frustrations that were behind the OAI movement, increasing access to valuable, and difficult to find resources. The group's initial goal was to "establish a broad, generic retrieval service for information about publicly available digital library resources provided by the research library community" (OAIster website, 2009, About page, How the service got... section, para. 1). OAIster wished to unify digital library resources, and make them accessible to users who would not otherwise be able to locate them using a regular search engine. OAIster embraced the Open Access philosophy and was "intended to encompass as broad a collection of resources as possible (i.e., with no subject parameters), and was to be accessible to the entire Internet community, without bounds" (Wilkin, Hagedorn, & Burek, 2003, Background section, para 1).

In 2001, under an Andrew W. Mellon Foundation grant, the first incarnation of OAIster would come together. The core people in the group were from the University of Michigan Library. The group discussed how they could create a resource that would be able to tap into the rich resources housed in research library websites, which are normally only found by searches done within the home website, and almost never discovered while using a typical search engine.

The group felt that the key to OAIster's success would not only be providing access to unique library resources, but also bringing back another valuable searching aid, descriptive metadata records. In their original Mellon grant proposal the group speaks to this notion stating that a "large body of valuable, "authoritative," and rich material is lost to many users" (Wilkin, Hagedorn, & Burek, 2001, Purpose section, para. 5). They felt that by implementing a simple Dublin Core metadata element set they would be providing researchers a service that search engines weren't, and also describing and putting into context collection pieces that would be otherwise lost on the Internet, just as libraries had been doing within their own physical collections for years.

The University of Michigan's OAIster group almost immediately teamed up with the University of Illinois, Urbana-Champaign (UIUC) in order to collaborate on the harvesting technology end of the project. Initially the retrieval system was set-up using a harvesting mechanism devised by UIUC's.

In January of 2003 after nearly two years of researching, studying, and implementing test runs of their harvesting information retrieval system OAIster's staff, which at that point primarily consisted of two people, Kat Hagedorn a project librarian, and Mike Burek a project programmer, was ready to present a final report of their findings to the Mellon Foundation. The group was also ready to set their fledgling project loose in the real world, and see if it could attract both participants and their records, and users. OAIster would also need to see if it could carve out a place for itself amid popular Internet search engines, and tried and true subscription databases.

Initial testing and surveys by users (most of whom were other librarians) revealed nearly unanimous positive and enthusiastic feedback about OAIster. The key to the site's success seemed to be in its simple interface and searching and sorting functions, the full text and unique resources, and the records themselves, which yielded detailed, rich, and helpful information.

Metadata Standards

OAIster's metadata harvesting standards are based upon a protocol project that was established by OAI, the aptly named OAI-PMH (protocol for metadata harvesting). On OAI's website they describe the standards as a "low-barrier mechanism for repository interoperability" (OAI website, n.d., Protocol for metadata harvesting page, Interoperability through metadata exchange section). More specifically OAI's website describes OAI-PMH as a "set of six verbs or services that are invoked within HTTP" OAI-PMH is currently available in both its original version as well as a revised version, and is one of two protocol projects that OAI has developed. The other project is OAI-ORE (object reuse and exchange). OAI-PMH allows "data providers to make their metadata available to services, based on the open standards HTTP (Hypertext Transport Protocol) and XML (Extensible Markup Language" (Open Archives forum website, 2003, OAI for beginners tutorial page, OAI Protocol for metadata harvesting section, para. 1), which in turn creates harvestable records, which have Dublin Core standardized metadata.

OAI-PMH was developed for ease of use and implementation. In OAI's website's FAQ section the group addresses comparisons to other more complete, but complicated protocols, such as Z39.50, as follows, "the OAI technical framework is not intended to replace other approaches but to provide an easy-to-implement and easy-to-deploy alternative for different constituencies or different purposes than those addressed by existing interoperability solutions" (What is the relationship... section, para. 1) .

OAIster: Features

OAIster is an extremely user-friendly system for researcher of any level to access and search for resources on. At their [website](#), the eye is immediately drawn to the "search" button in the center of the home page, another one is also located at the top with the other tabs. This is helpful because often non-mainstream website's search features seem to be buried within the homepage amongst an overload of text and other features and images.

The search page has three free text entry boxes where the user has the choice of searching the entire record, title, author/creator, subject, and/or language fields. A user can then limit the search by resource type by searching for text, image, audio, video, dataset, or all. The user can then choose how he wants his records sorted. The site also has a many searching tips, and also a section with a guide on how to become OAIster compliant and contribute data.

OAIster: Problems

According to their final report, which was presented to the Mellon Foundation in 2003, OAIster's initial problems mainly had to do with technical difficulties such as, duplicate records, and unreadable records due to encoding issues, as well as works being added that had restricted licensing rights. These issues seemed to be fairly wrinkle-like problems in comparison to the advancements that had been made, and it was generally expected that they would be smoothed out with additional system tweaking over time. Although according to a review of OAIster by Gale Cengage Learning company done in 2008 the duplicate problems still existed, mainly because "the same paper may have been deposited in several pre-print and reprint archives covered by OAIster." (The content section, para. 8).

Other suggestions for improvement that have been made about the system over the years have been that full text searches would be a helpful option, as well as having the option to show results that are not full metadata records in order to be able to browse through large quantities of results faster. However the real question on reviewer's minds after OAIster's initial inception seemed to be how this system would stack up to other information retrieval systems as far as search results and relevant resources retrieved.

In a study, which was done in 2008 by researchers Norris, Oppenheim, and Rowland, on how effective open archives harvesting services were at retrieving self-published academic papers, OAIster's search results took a backseat to both Google and Google Scholar. The authors took a pool of 967 research papers that were determined to have Open Access versions available online from three subjects: ecology, economics, and sociology. Of the 967 papers Google retrieved 8.79 percent, Google Scholar retrieved 68.04 percent, OAIster retrieved 2.38 percent, and OpenDOAR, another Open Access retrieval system, retrieved 11.67 percent. This was a truly dismal showing on OAIster's part.

The authors of this study surmised that this was probably mainly due to the fact that authors/professors who were self-archiving their works were doing so on "on non-compliant or unregistered repositories" or on their "personal or departmental web pages where metadata harvesters such as OAIster cannot readily find them" (Conclusion section, para. 1). However even they couldn't be sure there wasn't an entirely different explanation for the poor results from OAIster. It would be interesting to find out how many of OAIster's resources are unique to its retrieval system, or rather what percent of 967 of OAIster's holdings could be found using Google Scholar or another Open Access retrieval system.

OAIster: Impact

OAIster sends a powerful message, and one that happens to be close to the heart of any information professional and that is, access for all. In a Gale Cengage Learning company review of the resource done in 2008 it is pointed out that OAIster allows “users who are not affiliated with any higher education institutes or are not members of academic, special, public or school libraries to enjoy digital access to tens of millions of primary documents in any disciplines can enjoy much of the benefits of the educational and research domains of the digital world for free” (Introduction section, para.1).

A resource like OAIster really breaks down some of the barriers between the haves and have nots, which is something librarians strive to do when they provide equal access to all patrons. An online subscription and affiliation free service such as OAIster also works to overcome a user's geographic access barriers to information, since one does not need to be at any specific physical location or have an user identification number to be able to retrieve full text, audio, and visual resources, they just need to have access to a computer, and Internet connection.

OAIster: The Future

When OAIster debuted its first website incarnation back in 2002 it had a bank of 274,062 records from 56 contributors. Currently OAIster “provides access to 23,094,888 records from 1139 contributors” (OAIster website, 2009). Over the years OAIster has worked to refine and improve access to online archival materials, and this year has been no exception. In the next month OAIster will be experiencing one of its most radical, and potentially explosive, changes to date when it will be taken over by (OCLC), and its website moved over to Worldcat's website. In January of 2009 the announcement was made in a news release on OCLC's website that the University of Michigan and OCLC had “formed a partnership that will ensure continued public access to open-archive collections through the OAIster database, and will expand the visibility of these collections to millions of information seekers through OCLC services” (para. 1). According to John Wilkin, a University of Michigan librarian, OAIster approached OCLC with the idea to form the partnership in order to “ensure its long-term viability” (para. 4). As of January 2010, OAIster is available at: <http://www.oclc.org/oaister/>. The OAIster URL <http://www.oaister.org> redirects there. Although OAIster will still be run by the same core team at the University of Michigan, moving onto such a high profile Internet platform should prove to infinitely raise their visibility, users, and contributors, a truly winning combination.

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