Shaping the Repository

Paul Royster
University of Nebraska-Lincoln, proyster@unl.edu

Follow this and additional works at: https://digitalcommons.unl.edu/library_talks

Part of the Communication Technology and New Media Commons, Other Communication Commons, Other Education Commons, Scholarly Communication Commons, and the Scholarly Publishing Commons

https://digitalcommons.unl.edu/library_talks/112

This Article is brought to you for free and open access by the Libraries at University of Nebraska-Lincoln at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Library Conference Presentations and Speeches by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.
This conference is made possible by a grant from the AALL/Bloomberg Continuing Education Grants Program and by the sponsorship of bepress and LIPA.
Presenter:

Paul Royster
Coordinator of Scholarly Communications
University of Nebraska-Lincoln

Manager, http://digitalcommons.unl.edu
Institutional Repository (IR) established 2005
  850 series, 255 communities
  78,250 documents
  28.5 million downloads (to date)
Our University

- Established 1869
- 6 blocks from state capitol
- 24,500 students, 1650 faculty, 3700 staff
- Degrees awarded: 3700 BA, 800 master’s, 300 PhDs
- **Annual budget:** $ 1.2 billion
- **Research budget:** $ 250 million
- **Library budget:** $ 15 million
Why repositories are critical:

Budgets are down, acquisitions are down, foot traffic is down, reference visits are down, ...

How can we relate to the faculty—other than to say “We have cancelled your favorite journal”? 
Why repositories are critical:

We want to share ideas and experience, especially our educational, legal, and political experience.
What is the repository, really?

- not the servers or hardware or software
- not the staff
- but the set of services it provides

“Opportunity is missed by most people because it is dressed in overalls and it looks like work.” — Thomas Edison
There are two roles:

1. Collection

2. Dissemination
Noah’s Ark, Simon de Myle, 1570
“Expert” Advice

1. Use open source software
2. Expect faculty to self-archive
3. Seek campus “mandate” or deposit policy
4. Promote author-rights addendum
5. Provide funds for gold OA fees
6. Participate in Open Access events
7. Promote Creative Commons licenses
8. Require peer review for original publishing
9. Assign all possible identifiers

We have followed none of this advice.
I could go through each one and explain why, but I only have 45 minutes.

Instead, I will describe the road we have taken, and where it has led us:

1. Provide services
2. Make it easy
3. Give immediate feedback
4. Maximize content upload
5. The IR belongs to the depositors

http://www.corcohightways.org/highways/wy/wyroutes/?p=2683
1. Services provided:

permissions & copyright clearance
hunting & gathering
scanning
typesetting
metadata-ing
uploading & posting
usage reporting
promoting
POD publishing

“Beyond Mediated Deposit”
2. Participation made easy

“Send us your vita, and let us do the rest.”
3. Immediate Feedback

From: DigitalCommons@University of Nebraska - Lincoln, Digital Commons, and Journal of Librarianship and Scholarly Communication

Dear Author,

You had 6760 new downloads in February 2015 across your 261 papers in DigitalCommons@University of Nebraska - Lincoln, Digital Commons, and Journal of Librarianship and Scholarly Communication. Your current readership:

393365 Total Downloads

Automatic monthly reports. Detail down to article level.
4. Maximize Content Upload

This may seem obvious, but it bears emphasizing:

*If you are not posting documents, you are not approaching the goal → 100% of scholarship freely accessible online.*

This is how the struggle to free scholarly communications will be won.

**Our mission:** Shovel as much free content as possible onto the Internet.
5. The IR belongs to the faculty

Not to the library; not to the university; not to the public.

All policies derive from this principle.

We are not gatekeepers, arbiters, enforcers, approvers, censors, regulators, or judges.

We do not use the IR to track faculty grants or productivity.
Our function: disseminate faculty content, as widely as possible
Have we been successful?

2nd-largest institutional repository in United States (after Michigan’s “Deep Blue”)

78,000 full-text documents
- 65,000 free access
- 13,000 campus-only ETDs

28 million downloads since 2005
- 6 million in past year, or 500,000/month
- to more than 210 countries

In recognition, I have awarded us this trophy.
## We are the university’s most visited subdomain

<table>
<thead>
<tr>
<th>Subdomain</th>
<th>Percent of Visitors</th>
</tr>
</thead>
<tbody>
<tr>
<td>digitalcommons.unl.edu</td>
<td>11.68%</td>
</tr>
<tr>
<td>unl.edu</td>
<td>7.90%</td>
</tr>
<tr>
<td>droughtmonitor.unl.edu</td>
<td>6.88%</td>
</tr>
<tr>
<td>lancaster.unl.edu</td>
<td>5.53%</td>
</tr>
<tr>
<td>cse.unl.edu</td>
<td>4.50%</td>
</tr>
<tr>
<td>food.unl.edu</td>
<td>4.04%</td>
</tr>
<tr>
<td>dwb4.unl.edu</td>
<td>3.65%</td>
</tr>
<tr>
<td>ianrpubs.unl.edu</td>
<td>3.39%</td>
</tr>
<tr>
<td>cba.unl.edu</td>
<td>2.57%</td>
</tr>
<tr>
<td>dwb.unl.edu</td>
<td>2.12%</td>
</tr>
</tbody>
</table>

Our content ranks above Elsevier’s in Google search results

UNL DigitalCommons version of article

Elsevier version of same article

(Because we get more traffic than the subscription and paywall sites.)
We have more faculty participation than we can handle

Our staff:
3 librarians, full time
3 work-study student assistants

Faculty repeat participation rate: 99%

Candy Hermosillo is a sophomore from Cozad, Nebraska (pop. 3977). I said I would make her famous.

If we can get one article from Professor X, there is a 99% chance he will come back with more.
Experimental confirmation that avian plumage traits function as multiple status signals in winter contests

Alexis S. Chaîne 1, Allison M. Roth 2,3, Daizaburo Shizuka 4,5 and Bruce E. Lyon 2

1. Station d’Écologie Expérimentale du CNRS, UMR2895, Moulins, France
2. Department of Ecology and Evolutionary Biology, University of California, Santa Cruz, CA, USA
3. Cincinnati, OH, USA
4. School of Biological Sciences, University of Nebraska–Lincoln, Lincoln, NE, USA
5. Corresponding author – A. S. Chaîne, Station d’Écologie Expérimentale du CNRS, UMR2895, 03000 Moulins, France, email alexis.chaine@ceha.montp.univ.fr

Physical conflict over limited resources can be costly in terms of both time and health. These costs can favor the evolution of signals that can resolve conflicts without physical aggression, namely “status signals” or “badges of status” (Rowe 1977, 1979; Maynard Smith & Harper 2003). Numerous studies identify traits that function as status signals, in both breeding and nonbreeding contexts, and for a wide diversity of taxonomic groups (Senar 1999, 2006; Whiting et al. 2003; Tibbetts & Saffran 2009). Near all studies of status signals to date have focused on investigating a single trait or badge that indicates dominance in a given species (Senar 2006; Tibbetts & Saffran 2009), in contrast to multiple signals. This may be due to the assumption that status signals should be directly linked to fighting ability and that a single badge should be sufficient to convey this information. In contrast, studies of traits selected through mate choice have focused on multiple signals for the past two decades (Müller & Pienemann 1993; Marchetti 1998; Andersson et al. 2002; Uritz & Roberts 2002; Candolin 2003; Desport & Montgomerie 2003; Chaîne & Lyon 2000a; Dunn et al. 2008). In this context, receivers are thought to benefit from attending to a number of different traits that reflect different aspects of individual quality (“multiple messages”) in a mate, or if multiple cues aid in more accurate assessment of quality (“backup cues”; Marchetti 1998; Rowe 1999; Candolin 2003). However, signaling in nominating contexts should entail similar selection pressures as sexual signaling and thus could resemble sexual signals in many respects. In this paper, we test whether the ability of multiple signals to influence sexual signals can be more common than previously thought.

Status signals have been particularly well studied in birds, yet studies that investigate the function of multiple status signals are rare. In dark-eyed juncos, Junco hyemalis (Balph et al. 1978), two traits were found to correlate with social dominance, but it was unclear whether the two signals function differently.
Exploit the “Public Domain”

Works by United States government employees are not subject to copyright.

Our university has research programs with USDA, USGS, USF&WS, NOAA, NASA, NIH, CDC, which we actively harvest and re-post.

Many publishers improperly attach copyright notices to such works. These are erroneous and without force.
“State Sovereign Immunity”

Under the 11th Amendment (1795) to the US Constitution, states (and their agencies, such as our university) are immune from being sued for damages in federal court.

We do not abuse this, but it serves as a safety net in case of unintentional violation.
The Story of the Tractor Tests
1918 Fast-talking Eastern salesman sells no-count tractor to honest and unsuspecting Nebraska farmer.

1919 Nebraska Legislature passes Tractor Test Law requiring all tractors sold in state to be tested at university lab.

1998 University establishes Lester F. Larsen Tractor Test Museum.

2007 Museum webmaster invites me to visit.
Lester F. Larsen Tractor Test & Power Museum

- Old barn & shed on ag campus
- Old farm equipment
- Room-full of paper files (88 years of test reports)
EXPLANATION OF TEST REPORT

GENERAL CONDITIONS
Each tractor is a production model selected for common usage. Power consuming accessories can be disconnected only when it is convenient for the operator to do so in practice. Additional weight can be added as ballast if the manufacturer regularly supplies it for sale. The static tire loads and the traction pressures must conform to recommendations in the TIRE STANDARDS published by the Society of Automotive Engineers.

PREPARATION FOR PERFORMANCE RUNS
The engine crankcase is drained and refilled with a measured amount of new oil conforming to specifications in the operation manual. The fuel used and the maintenance operations must conform to the published information delivered with the tractor. The tractor is then leveled up for hours on drawbar work in accordance with the manufacturer's published recommendations. The manufacturer's representative is present to make appropriate decisions regarding mechanical adjustments.

This report is prepared by use the amount of added ballast that is used during maximum drawbar tests. The tire treaded width must be at least 65%, of new tread length prior to the maximum power run.

BELT OR POWER TAKE-OFF PERFORMANCE
Maximum Power and Fuel Consumption. The manufacturer's representative makes fuel consumption tests, payload, ignition and governor control settings which remain unchanged throughout all subsequent runs. The governor and the manually operated governor control lever is to provide the high-speed speed specified by the manufacturer for maximum power. Maximum power is measured by the manufacturer using the drawbar pull or the power take-off to a dynamometer. The dynamometer load is then gradually increased until the engine is operating at the rated speed specified by the manufacturer for maximum power. The corresponding fuel consumption is measured.

Varying Power and Fuel Consumption. Six different horsepower levels are used to show corresponding fuel consumption rates and how the governor causes the engine to react to the following changes in dynamometer load: 85% of the dynamometer torque at 85% of the maximum; 75% of the maximum; 65% of the maximum; 55% of the maximum; 45% of the maximum; and 35% of the maximum. Since a tractor is generally subjected to varying load, the average of the results in the test serve well for predicting the fuel consumption of a tractor in general usage.

DRAWBAR PERFORMANCE
All engine adjustments are the same as those used in the high-speed take-off tests. If the manufacturer specifies a different rated crankshaft speed for drawbar operations, the position of the manually operated governor control is changed to provide the high-speed speed specified by the manufacturer in the operating instructions.

Varying Power and Fuel Consumption With Ballast. The varying power runs are made to show the effect of speed-controlled drawbar power on geometry, automatic transmission (if any) on horsepower, speed and fuel consumption. These runs are made over the entire test course which has 180 degree turns with a minimum radius of 50 feet. The drawbar pull is set at 3 different levels as follows: (1) as near to the pull at maximum power as possible and still have the tracton maintain the travel speed at maximum horse power on the straight sections of the test course; (2) 75% of the pull at maximum power; (3) 50% of the pull at maximum power. Prior to 1954, fuel consumption data (10 hour test) were shown only for the pull obtained at maximum power for tractors having torque converters and at 75% of the pull obtained at maximum power for gear-type tractors.

Maximum Power Without Ballast. Maximum power is measured on a straight level section of the test course. Data are shown for not more than 12 different gears or travel speeds. Some gears or travel speeds may be omitted because of high slippage of the traction members or because the travel speed may exceed the ad-limit for the test course. The maximum safe speed for the Nebraska Test Course has been set at 15 miles per hour. The slippage limits have been set at 15% and 7% for pneumatic tires and steel track, Tires and wheels, respectively. Higher slippage gives wider varying results.

Maximum Power Without Ballast. All added ballast is removed from the tractor. The maximum drawbar power of the tractor is determined by the same procedure used for getting maximum power with ballast. The gear (or travel speed) is the same as that used in the 10-hour test.

Varying Power and Travel Speed with Ballast. Travel speeds corresponding to drawbar pulls beyond the maximum power are obtained by choosing the "gaging ability" of the tractor. The run starts with the pull at maximum power; then additional drawbar pull is applied to cause increasing speeds. The run is ended by one of three conditions: (1) maximum pull is obtained; (2) the maximum slippage limit is reached; or (3) some other operating limit is reached.

For additional information about the Nebraska Tractor Tests write to the Department of Agricultural Engineering, University of Nebraska, Lincoln, Nebraska.
They also had:

- Scanner
- Volunteers
- Cat
2,200 test reports went online in 2007-2008
2.8 million downloads to date
Avg = 35,000 – 40,000 per month, > 1,000/day

http://digitalcommons.unl.edu/tractormuseumlit/
What resources do you have access to ...

... that might have unexpected global appeal?

I had no idea the tractor tests would be at all popular, but I said “Yes” to everything and let the Internet audience decide.
<table>
<thead>
<tr>
<th>Series</th>
<th>Avg. per day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Philosophy and Practice (e-journal)</td>
<td>1,215</td>
</tr>
<tr>
<td>Nebraska Tractor Tests</td>
<td>1,067</td>
</tr>
<tr>
<td>Historical Materials from University of Nebraska-Lincoln Extension</td>
<td>527</td>
</tr>
<tr>
<td>Great Plains Quarterly</td>
<td>476</td>
</tr>
<tr>
<td>Electronic Texts in American Studies</td>
<td>436</td>
</tr>
<tr>
<td>Faculty Publications, Department of Psychology</td>
<td>427</td>
</tr>
<tr>
<td>Robert Katz Publications (Physics)</td>
<td>411</td>
</tr>
<tr>
<td>USDA National Wildlife Research Center - Staff Publications</td>
<td>361</td>
</tr>
<tr>
<td>Publications from USDA-ARS / UNL Faculty</td>
<td>352</td>
</tr>
<tr>
<td>Management Department Faculty Publications</td>
<td>340</td>
</tr>
<tr>
<td>Open Access Theses and Dissertations from the College of Education</td>
<td>299</td>
</tr>
<tr>
<td>and Human Sciences</td>
<td></td>
</tr>
<tr>
<td>Textile Society of America Symposium Proceedings</td>
<td>284</td>
</tr>
<tr>
<td>USGS Staff -- Published Research</td>
<td>208</td>
</tr>
<tr>
<td>Agronomy &amp; Horticulture -- Faculty Publications</td>
<td>201</td>
</tr>
<tr>
<td>Great Plains Research: A Journal of Natural and Social Sciences</td>
<td>185</td>
</tr>
<tr>
<td>Educational Administration: Theses, Dissertations, and Student Research</td>
<td>182</td>
</tr>
<tr>
<td>Faculty Publications, UNL Libraries</td>
<td>179</td>
</tr>
<tr>
<td>Nebraska Law Review</td>
<td>176</td>
</tr>
<tr>
<td>Leadership Institute Faculty Publications</td>
<td>139</td>
</tr>
<tr>
<td>Educational Psychology Papers and Publications</td>
<td>138</td>
</tr>
<tr>
<td>Insecta Mundi</td>
<td>131</td>
</tr>
<tr>
<td>Publications, Agencies and Staff of the U.S. Department of Commerce</td>
<td>130</td>
</tr>
<tr>
<td>Faculty Papers and Publications in Animal Science</td>
<td>121</td>
</tr>
<tr>
<td>Papers in Natural Resources</td>
<td>119</td>
</tr>
<tr>
<td>Sociology Department, Faculty Publications</td>
<td>115</td>
</tr>
<tr>
<td><strong>Total daily avg.</strong></td>
<td><strong>16,567</strong></td>
</tr>
</tbody>
</table>
It is the plain, humble, simple, and homely content that gets the widest distribution.
Except when it isn’t
Finally put 43+ years of backlist online. Now getting 200+ downloads daily.
Law, College of

Documents on Outer Space Law

2008

PDF  United Nations Treaties and Principles on Outer Space, United Nations Office for Outer Space Affairs

1995

PDF  The National Space Transportation Policy: Issues for Congress, U.S. Congress, Office of Technology Assessment

1990

PDF  ACCESS TO SPACE: The Future of U.S. Space Transportation Systems, U.S. Congress, Office of Technology Assessment

PDF  AFFORDABLE SPACECRAFT: Design and Launch Alternatives, U.S. Congress, Office of Technology Assessment
FBI Files of

Aaron Swarz
Jimi Hendrix
Betty Page
Groucho Marx
Marilyn Monroe
Diana, Princess of Wales
James Brown
Walter Cronkite
Sonny Bono
Rock Hudson
Lucille Ball
Elizabeth Taylor
Ernest Hemingway
Louie, Louie (the song)
Taking on some issues
Recruitment strategies

1. **Build it & they will come.**

2. **Make it cool & they will come.**

3. **Make a rule & they will follow it.**

4. **Do it for them & they will approve.**
Open Access

Free to access, download, save, print, link, & make “fair use”

Free to re-post, re-distribute, use commercially, & make derivative works
Paying for open access
Questions:

1) Does scholarly communication have to be a commercial transaction?

2) Is “open access” just a way to provide an alternate income stream for commercial publishers?
My beef with Gold and Hybrid OA:

• We are giving our money to the same folks who have been holding our content for ransom for the past 50 years.

• What if we put these resources into developing our own cooperative means of production and distribution?
Creative Commons

Great for OER textbooks, teaching resources, etc.

Great, if the author wants to.

Not good as a requirement imposed on the author.
<table>
<thead>
<tr>
<th>Creative Commons</th>
<th>Copyright Clearance Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>• not-for-profit corporation</td>
<td>• not-for-profit corporation</td>
</tr>
<tr>
<td>• defines re-use licenses used by publishers</td>
<td>• sets and collects usage fees for publishers</td>
</tr>
<tr>
<td>• no fees</td>
<td>• retains a 15% commission</td>
</tr>
<tr>
<td>• supported by grants &amp; donations</td>
<td>• funding Georgia State infringement case</td>
</tr>
<tr>
<td>• used for open access</td>
<td>• used for paywalled content</td>
</tr>
</tbody>
</table>
Institutional open access policies or deposit mandates

If you want to spend time and energy getting one in place, that’s your choice.

We decided against it and have not regretted that.

In practice, they have all the force of a New Year’s resolution.
Except your university can end up owning “a piece of the action”

“... a nonexclusive, irrevocable, worldwide license to exercise any and all rights under copyright ... in any medium ... and to authorize others to do the same.”
Our role as Repositorians ...

• To give scholars and researchers control over the intellectual property they create.

• Not to regulate or stipulate or legislate what they do with it.
Instead of rules and requirements, a trust relationship.

Instead of monitors and enforcers, let librarians be partners and co-conspirators.
Summary:

A repository ...

... is not a technology program or a collection development operation.

It is a services program and a publishing operation.
How librarians see publishers:

Wise, inscrutable wizards wielding great powers and enchantments.
How publishers see themselves:

Noble gallant defenders of intellectual property (theirs) against scurvy pirates (us).
How publishers see universities:

Perpetually renewable sources of large funding.

Money Tree, Winston Smith, 1983
How publishers see libraries:

What’s for dinner.
Publishers’ view of library publishing:

Turnip Communications
But we use our IR as a platform for original publishing.

**Zea Books** is the monograph publishing imprint of the University of Nebraska-Lincoln Libraries.

Print (on-demand) from [Lulu](http://digitalcommons.unl.edu/zeabook/)

and via Lulu from [et al.](http://digitalcommons.unl.edu/zeabook/)

E-books online in institutional repository:

[DigitalCommons@University of Nebraska - Lincoln](http://digitalcommons.unl.edu/zeabook/)

“Zea” is for *Zea mays*, commonly known as “corn.”
Production Tools

MS Word/Office  editing, fonts
Adobe Acrobat  manipulate PDF’s
Adobe Photoshop  manipulate graphics
Adobe InDesign  layout text & graphics
33 titles to date

- 9 in 2013; 4 in 2014; 3 in 2015 (so far)
- plus 14 in Am.Studies E-texts series

2013 income = $ 3,545
Lulu $ 2,344; Amazon (Kindle) $ 1,201
Dictionary of Invertebrate Zoology

Mary Ann Basinger Magenti, Armand R. Magenti, Scott Lyell Gardner

85,165 downloads
(9/05–3/15) avg 25/day

Hopi Nation
Essays on Indigenous Art, Culture, History, and Law

21,649 downloads
(10/08–3/15) avg 9/day
From an emeritus music professor who had spent 20+ years on the translation—
with no real hopes of getting it published.
Loris Malaguzzi and the Teachers
Reflective Practice in Reggio Emilia 1990
Compiled and Edited by Carolyn Pope Edwards, Lella Gandini, & John Nimmo

Michael Praetorius
SYNTAGMA MUSICUM II
De Organographia
Parts III – V, with Index
Translated and edited by Quentin Faulkner
Historical Common Names of Great Plains Plants

Volume I: Common Names

Elaine Nowick

504 pages
10 MB pdf
$35 pb, $50 hc

Volume II: Scientific Names Index

Historical Common Names of Great Plains Plants

Elaine Nowick

472 pages
10 MB pdf
$35 pb, $50 hc
Música de las Grullas
Una historia natural de las grullas de América

Global Warming and Population Responses among Great Plains Birds

Paul A. Johnsgard
Remarkable Russian Women in Pictures, Prose and Poetry

Marcelline Hutton

Resilient Russian Women in the 1920s & 1930s
La grande misère

Great Misery

Maisie Renault

translated by Jeanne Armstrong

Leon Malmed

We survived

... at last I speak
Q: Where was *schistosomiasis* first reported in sea lions?

Q: Where can I see a prairie chicken lek near Broken Bow?
THE
CONSTITUTIONS
OF THE
FREE-MASON.
CONTAINING THE
History, Charges, Regulations, &c. of that most
Ancient and Right Worshipful FRATERNITY.
For the Use of the LODGES.
BY JAMES ANDERSON,
as edited and published by Benjamin Franklin, 1774

SINNERS
IN THE HANDS
OF AN
ANGRY
GOD
A Sermon Preached at Enfield, July 8th, 1741
Jonathan Edwards

71,848 downloads
since February 2006

220,032 downloads
since January 2011
The Negro Christianized

COTTON MATHER

1706

John Cotton

MILK for BABES
Drawn out of the Breasts of Both Testaments

1646
Why get involved in publishing “original” content?

1) Current state of publishing
2) Opportunity for disruptive innovation
3) Service relationships with the faculty
4) Expanding roles for librarians
The publishing business model: select → invest → recoup

Select products you think will be popular (and bet on how popular they will be).

Invest $15,000 or more to put copies in a warehouse

Attempt to recoup by selling off inventory to recover capital investment.
Current publishing is characterized by

• high rates of rejection  (> 70%)

• high prices  (avg book $100; avg e-book $142)

• long schedules  (9 – 36 months)

• copyright hoarding

• limited distribution
Who Are We Reaching?

- US college students & faculty
- Worldwide internet users

Potential Readers
If our collection policies align with products we already have the technology to produce ... 

... we could stop relying on 3rd-party profit-taking suppliers.
My “Objective”

For the colleges and universities to **regain**, **liberate**, or **occupy** scholarly communication.
Libraries are the market

If libraries support their own publishing—by collecting and distributing—they will not simply put pressure on the commercial publishers, they will ultimately replace them.
Repositories & Scholarly Communications

Can we leverage a publishing platform into a “disruptive innovation” in the commercial marketplace?

Law repositories have an opportunity—and even a responsibility—to blaze a trail to a new era.
Personal computers have been in common use for 30 years.

Internet has been widely used for more than 15 years.

But our market and value network is still based on the technology of the printing press.
But now could be the time

We have an opportunity to tip an unstable market and value network towards ...

a scholarly communications system that favors the universities – instead of exploiting the faculty and bleeding the libraries.
The Law Review Model

• Published from within the academy.

• Students acquire professional skills and contacts.

• Re-use permissions that are easy and generous.

• Reasonable and stable pricing.
Important now:

• demonstrate the will to publish
• establish libraries as legitimate players
• support other libraries who publish
• build an aggregator/distributor network outside the existing commercial market
A new day is coming for libraries.

They will become the active enablers, co-producers, and distributors of scholarly content, and the founders of a radically new system of sharing and communication.
The Whore of Babylon “with whom the kings of the earth have committed fornication.” (Rev. 17)

“The more people smoke herb, the more Babylon fall.”
—Bob Marley

“Babylon” represents the powerful things of this world that hold us in bondage and deny us our spiritual growth and intellectual inheritance.
Don’t get me wrong ...

• Elsevier is **not** the Scarlet Whore of Babylon

• Smoking weed **will not** solve the crisis in scholarly communications
But Moses saw hope and deliverance in a burning bush.

... and the Israelites were brave enough to pack up and leave an oppressive state on an unknown and uncertain path.
And they lived happily ever after.

(Right?)

Don’t tell me ... I haven’t finished the book yet, so don’t spoil it.
They suffered through many dangers, privations, misdirections, and betrayals.

They were lost for 40 years (but as Daniel Boone said, “If you don’t care where you are, you ain’t lost.”)

*The Israelites gathering Manna,* Hendrick de Clerck, 1620s
They came out of Babylon/Egypt because it was the right thing to do.

We need to bring scholarship out of the commercial marketplace because that is the right thing to do—for ourselves, for our students, for our faculty, for our institutions, for the sake of the progress of knowledge.
And if it takes 40 years ...

... it will have been worth it.
Because scholarship will be

Free, widespread, easy to produce, easy to share
And then we can rest.
... or celebrate

The Wedding Dance, Pieter Bruegel the Elder, 1566
THE END

Thank you for your patience and indulgence.