FOOTNOTES[1]

The Scoop on *Google Scholar*

In November 2004, Google debuted the beta version of *Google Scholar (http://scholar.google.com).* This Web search tool is designed to find scholarly literature, "including peer-reviewed papers, theses, books, preprints, abstracts and technical reports from all broad areas of research."

With *Scholar*, Google pulls together all that it has indexed on the free Web from academic publishers, professional societies, preprint repositories, and universities. Additionally, agreements with several academic publishers (including the Association of Computing Machinery, the Institute of Electrical and Electronics Engineers, and *Nature*) allow the Google search robots to crawl and index articles that are normally blocked from view on the free Web. If any of these items are retrieved in a search, an article abstract is given as well as a link to the publisher's Web site where an opportunity to purchase an article is provided.

Google Scholar has other interesting features. It retrieves citations to works it finds in scholarly articles even when the document being cited is not available online. Similar to regular Google searches, search results are ordered based on relevancy. For *Google Scholar* the number of citations to the document are factored in. Also, search results include books. An agreement with OCLC WorldCat provides a link to "Library Search" which identifies a nearby library owning a given book.

All of this is promising indeed—a free, online search engine indexing scholarly material of all types and across all disciplines. However, caution is warranted. Given that this is a relatively new tool, experience using it has been limited. Concerns include:

- What is Google's definition of "scholarly"? Search results often include material that does not meet the typical standard of peer-review.
- How extensive is the indexing of material not available on the free Web? Google has not disclosed who its collaborating publishers are, making it impossible to know how complete a search within a given discipline can be.
- Search functionality is modest compared to the mainline research databases (e.g., *BIOSIS*, *Citation Indexes*, *ERIC*, *Inspec*, *MEDLINE*, *PsycINFO*).
- Users may fail to realize that their home library can provide access to full-text that is otherwise only available through payment of a fee.

Our bottom line recommendation: *Google Scholar* is at best a supplementary search tool, but should not replace use of established research databases for anyone needing the best possible or comprehensive information. For examples from a *Google Scholar* search, see page 6.

Join Us in Celebrating Black History Month

William B. Allen, Professor of Political Science at Michigan State University, will speak on "Radicals and Librarians: Finding Inspiration in Black History" on Tuesday, February 22nd, at 7:30p.m., in Room 306 of the Kent Student Center. His newest book is *Habits of Mind: Fostering Access and Excellence in Higher Education* (with Carol Allen; Transaction Publishers, 2003). A reception and book signing will follow the lecture.

Dr. Allen has served as a member of the National Council for the Humanities and as a member and chair of the United States Commission on Civil Rights. He has published on a range of topics including higher education, citizenship, Machiavelli, ideas of global community, and religious liberty.

Dr. Allen undertook undergraduate study at Pepperdine College and obtained a Ph.D. in government from Claremont Graduate School. During his graduate study, he became a Fulbright Fellow, providing him the opportunity to teach French university students American culture, while completing a dissertation on Montesquieu and the founding of America.

He served as Director of the State Council of Higher Education for Virginia (SCHEV) and as Dean and Professor at James Madison College, Michigan State University, and Professor of Government at Harvey Mudd College in Claremont, California. Recognized for excellence in liberal education on the 1997 Templeton Honor Roll, Dr. Allen has also been a Kellogg National Fellow and received the international Prix Montesquieu.

Database Updates

Libraries Connect

Keep in mind all that Ohioans have access to a common set of electronic resources through either their public library, K-12 schools, or academic library. This exceptional collection of resources is made possible through a Federal grant to the three cooperating Ohio library consortia (InfOhio, OhioLINK, OPLIN) and includes:

AccessScience. Encyclopedia covering all areas of science and technology.

American National Biography. More than 18,000 articles about famous, deceased Americans.

AMICO Library. Nearly 95,000 images from works in more than 25 North American museums.

Annals of American History. More than 2,000 primary source documents and 700 pieces of multimedia.

Britannica Online School Edition. Three encyclopedias, atlas, dictionary, images and video clips, reviewed Web sites, magazine articles and more.

EBSCOhost. Includes 22 indexes to more than 6,000 periodicals, most in full text, from children's magazines to professional research.

Enciclopedia Universal en Español. Online version of the Spanish language encyclopedia published by Encyclopaedia Britannica.

Literature Online from Chadwyck-Healey. Full-text, searchable works of poetry, drama and fiction.

NewsBank Newspapers. A collection of full-text newspapers, including more than 15 Ohio titles.

Ohio Landsat 7 Satellite Images. Satellite views of Ohio.

Oxford Reference Online. More than 100 complete reference titles, fully indexed and cross-searchable, from a wide range of disciplines.

Sanborn Fire Insurance Maps. More than 40,000 maps (1847-1970) of Ohio towns and cities.

SIRS Discoverer. Database of full-text articles for the young researcher.

Cochrane Library Access Restored

Cochrane Library provides gold standard literature reviews in support of evidence-based health care practice. The Library is actually comprised of three resources:

Cochrane database of systematic reviews (CDSR)

Database of abstracts of reviews of effectiveness (DARE)

Cochrane controlled trials register (CCTR)

These are now available through the EBSCO search interface. Due to cost considerations, access is available only through the Kent campus.

Reproductive Physiology Animations Now Online

The Reproductive Physiology Animations Collection has been added to the OhioLINK Digital Media Center. This resource contains learning modules on human reproduction from the University of Cincinnati College of Medicine and is searchable by subject or title.

Thirty modules are currently available in the collection, and more will be added in March 2005. The modules are animated and some have sound. Users may stream the animations or download them for educational use. The description of each animation includes guide questions.

The collection is the fifth addition to the DMC's Science Collections database. It is freely available to anyone worldwide through the Digital Media Center's Science Database (*http://worlddmc.ohiolink.edu/Science/Login*).

Communication & Mass Media Complete

Recent enhancements to this database include:

- A Communication Thesaurus, with over 7,300 terms, improving topical access with controlled subject terms.

- Capability to search by People, Company/Entity, Products/Books, Geographic Terms, and more.

- Additional backfile content for certain titles, e.g., *Journal of Communication & Religion*, (now back to 1986).

netLibrary Access

OhioLINK has purchased a selection of books published by various scholarly and university presses from *netLibrary* which makes them available online. If you have been a *netLibrary* user in the past, you will be pleased to learn that remote authentication now works with this resource making it accessible from off campus.

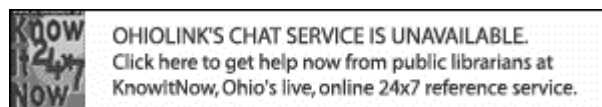## Westerville to Join Pilot Project

Westerville Public Library will join Cuyahoga County Public Library in a 12 month pilot project to provide books from OhioLINK institutions to Westerville users. This service will complement the existing program in which the Westerville Public Library delivers library materials daily to each of the district's 24 school facilities. The combination of the two projects will bring all the resources of the public library, school libraries, and OhioLINK together. OhioLINK users can also borrow from these participating public libraries.

Update on Services

24 Hour Library Assistance

When the OhioLINK Chat Reference service is closed, users are now directed to a 24-hour chat service offered by Ohio public libraries. The KnowItNow online reference service is available to all Ohio citizens and is funded through a federal grant. This collaboration with KnowItNow provides OhioLINK users with assistance from a professional librarian 24 hours a day, 7 days a week.

When OhioLINK reference chat is unavailable, users will see the following button:

OHIOLINK'S CHAT SERVICE IS UNAVAILABLE. Click here to get help now from public librarians at KnowItNow, Ohio's live, online 24x7 reference service.

Clicking on this will take users to an intermediate page that reiterates that OhioLINK Chat with a Librarian is closed, describes the KnowItNow service, and offers them other means of contacting their home library. For questions that fall outside the scope of their service guidelines or that require additional resources, KnowItNow librarians will refer patrons to their local OhioLINK libraries for additional assistance and resources.

We are pleased that this new collaboration extends service to our users. Please advise your students that this chat help from a librarian is always available through the "Ask a Librarian" link on the Libraries' home page.

More Convenient Book Borrowing

Two new features are in place that can make the process of borrowing and getting needed books more convenient.

Feature #1: Request KSU Books through OhioLINK

In the past, users frequently tried to request KSU items through the OhioLINK Library Catalog, only to receive the message "Materials held at your institution may not be requested through OhioLINK." Now this limitation has been removed. This saves you from having to go from the OhioLINK catalog to KentLINK to request a book that may be on another Kent State campus, for example.

Feature #2: Pickup Anywhere

"Pickup Anywhere" is an OhioLINK loan feature that allows an OhioLINK user to have a book from another OhioLINK institution delivered to yet a third OhioLINK institutional location. For example, a Kent State student living in Columbus can have a book from Miami University delivered for pickup at an Ohio State library. This is of special benefit to students enrolled in distance learning programs who need Kent State books sent to another OhioLINK library. In fact, Kent State students, faculty, and staff led the state this fall in OhioLINK "Pickup Anywhere" transactions.

Tutoring in the Library

Tutoring services from the Academic Success Center and the Writing Center will again be offered in the Libraries' Information Commons in Spring semester. Math tutoring will now also be available on Fridays.

The schedule for these services is included in the Libraries' printed schedule and on the Web. The basic schedule is as follows:

Math Tutoring (MATH 10004 thru 12003)	**Writing Tutoring**
Mon.-Thur.: 2 – 7 pm Fri.: 10 am– 2 pm	Mon.-Thur.: 5 – 7 pm

New Look for Electronic Reserves

This Spring semester, the Libraries' electronic reserve system, ERes, will sport a new look. ERes v5 is more user-friendly and requires less clicking with the mouse. Features with this new version include:

- Notifying instructors and students via email after any course updates. This means no more guessing as to when an article is available online.
- Capability to create folders within folders based on instructor's organization of the course.
- Centralized location of a document's information and bibliographic information--now available on one Web page, making it easier to locate and view the required document.
- Option to "Search for Document by Title/Author".

Reserve Services is also offering Sixty-Minute+ Seminars to demonstrate the new ERes v5 system. System advantages and limitations will be explained, leaving plenty of time to address individual questions and concerns. To register, go to *http://www.library.kent.edu/60min.*

To learn more about the new ERes, visit *http://www.library.kent.edu/page/10241* or contact the Reserve Services staff, Judy Midamba or Karen Ronga, at 330-672-7906.

Reminder from the Student Multimedia Studio

If you will be assigning any multimedia projects to your classes (e.g., PowerPoint, Web pages, video), check with Gary Mote in the Student Multimedia Studio to discuss how your students can best be supported (gmote@kent.edu, 672-1851).

RefWorks
Web-based Bibliographic Management
http://www.refworks.com

The Libraries now provide an 8-campus subscription to *RefWorks*, a Web-based tool for managing references and creating bibliographies. *RefWorks* works with any major Web browser on any platform (Windows, Mac, Unix). There is no cost to Kent State University students, faculty, or staff in using this service.

RefWorks allows you to:

1. **Create a personal database online**:- Store an unlimited number of references accessible from any computer linked to the Internet. No downloading software or installation required.
   - Import references directly from online databases or saved text files.
   - Import records from other bibliographic management programs.
   - Add references or personal notes manually.
2. **Manage your references**
   - Organize references using folders.
   - Easily sort and edit.
   - Search and browse references for quick data retrieval.
3. **Generate bibliographies and footnotes**: Save typing time in creating bibliographies. Easily make changes to your paper and reformat in seconds.
   - WriteNCite - This function allows you to use *RefWorks* while writing your paper to integrate references and compile a bibliography.
   - Output formats - A wide variety of bibliographic styles are available for outputting references, including *APA, Chicago, MLA*.
   - AccuCite - This online guide serves as an aid to formatting as you enter data.

Who can benefit from using *RefWorks*:

Researchers - Useful tool for storing a personal database of references, sharing with colleagues, and creating bibliographies based on the needs of specific journals.

Students - Provides folders for storing information by class or project. Citing tools help in making certain that all necessary information is present to generate an accurate, concise bibliography.

Faculty - In addition to serving as a research tool, it allows read-only access for class-related bibliographies.

Other important information:

What *RefWorks* does not do: This tool is an aid, but not a substitute, for creating accurate bibliographies. An author still needs to know the requirements of a given bibliographic style and to revise the generated bibliography as needed.

What happens when I leave the University? You can download your database as a text file for importing into a stand-alone bibliographic management software program or you can get an individual subscription to *RefWorks*.

Can I move my existing database that is in a stand-alone software program (e.g., EndNote, ProCite, Reference Manager) to *RefWorks*? Yes, it is possible to move your database to or from *RefWorks*. Consult *RefWorks* online help.

How secure is my data? The *RefWorks* software and all data saved using the program reside on *RefWorks* servers which are hosted at an off-site location that is monitored 24/7. Data backups are performed on a regular basis and stored in a separate location.

What about my privacy? *RefWorks* uses reasonable commercial efforts to protect the privacy of the data saved by users of the *RefWorks* software. Access to the data is only allowed through the *RefWorks* program and requires the use of a login name and password.

How do I get started?
- Go to *http://www.refworks.com* and click on the *User Login* tab.
- Click *Sign up for an Individual Account* under the "New to *RefWorks*?" Statement. Your login and password can be anything of your choosing.
- Under *Help* you will see a link to both a *Quick Start* Guide and a *Tutorial*. Both of these provide good information for getting started.

Is other help available?
1. The Libraries will offer introductory sessions through the 60-Minute+ Seminar program this Spring. Check the schedule at *http://www.library.kent.edu/60min*.
2. Supporting materials are available on the Libraries' Web site at *http://www.library.kent.edu/refworks*.
3. If you would like a demonstration for a departmental meeting or a brown bag lunch, contact Mary Lee Jensen (mjensen@kent.edu, 672-1661) or your liaison librarian listed at *http://www.library.kent.edu/liaisons*.

"Neither Victims Nor Executioners"

I. Over the Thanksgiving break, I attended a Sunday afternoon reception in a friend's Cleveland Heights home near Case Western Reserve. Without much luck or skill, I attempted to steer clear of heated conversations on the recent presidential election, literary postmodernism, and Paul Goodman and Gestalt Therapy. My friend and hostess noticed that I was inching ever closer to the television in a corner of her large living room. While pretending to admire a drawing on the wall, I positioned my hand only inches from the TV's "on-off" switch. As my fingers edged ever closer to the power button, a voice behind me said, "They don't play today. They play Monday night."[1] "Who?...oh, what do you mean?" I stammered. She responded, "Green Bay silly...the Packers...they play on Monday night." Then she whispered, "Don't act so surprised, you have been found out." Then she led me into a discussion of the degrees of evil of such men as Hitler, Stalin, and Pol Pot. As I listened, one erudite man announced that there are two sides to every question; that we ought to shy away from making "subjective" moral judgments about people or events; that we have no right to come to a conclusion without "all the data;" and that, anyway, moral judgments are purely the products of cultural circumstances. After receiving these lofty pronouncements, I took stock of my lamentable situation: my favorite football team wasn't playing, baseball season was over, the hockey players remain locked out, and the makeshift bar was in another room. In solace, I have penned a few lofty pronouncements of my own.

II. About twenty-five years ago, folk singer Joan Baez led a protest against the genocide in Cambodia perpetrated by the Khmer Rouge regime. The estimated death toll in Cambodia (briefly called Kampuchea back then) was estimated to be between 1.5 and 2 million people. Pol Pot's "revolutionary" regime banned all institutions whether they were educational, political, cultural, or economic. Then a bloody ethnic cleansing occurred across the tiny country. This horrible time is vividly portrayed in Roland Jaffe's 1984 film, "The Killing Fields," starring Sam Waterson, Haing S. Ngor, and John Malkovich. When Joan Baez called upon some anti-Vietnam War activists to join her protest against the genocide in Cambodia, she was met with a number of polite refusals and others that were not so polite. Jane Fonda declined and the erudite gentleman mentioned above was one of several Cleveland area antiwar activists who denounced Baez for her protest against the massacre in Cambodia.

What conclusions can we draw from this incident, a mere footnote in the history of post-Vietnam United States? Well, perhaps it brings us to a discussion of "enduring norms." I guess I would call these norms standards.[2] By this term, I am not referring to a professor's expectations of his/her students, important as those are. A standard is an enduring norm... something basic that we ignore at our peril. It is a rule of human conduct and a measure of public and civic virtue. A standard does not define what is average or the minimum expectation. It is not a measure of average performance within a group. A standard exists and even though we may ignore it, forget about it, or denounce it, it still exerts influence. We may understand a standard or we may fail to understand it; but we cannot destroy important standards. If we should have learned anything from the sorry record of the 20th Century, it is that unspeakable horrors such as the Holocaust, the Purges, and the Cambodian genocide happen when standards are defied...when secular or religious ideology substitutes for moral standards and principles of justice. Sometimes this means that men and women of learning and intelligence advance arguments to justify events that are morally indefensible. This happened in the 1930s when some prominent writers and intellectuals apologized for and sought to justify the Soviet purges that killed 20 million people. It happened again in the late 1970s as some celebrities and intellectuals refused to denounce the genocide in Cambodia. It also happened frequently before the collapse of the Soviet Union in the early 1990s. It was OK to criticize human rights abuses in some countries but not in other countries.[3] This is what happens when ideology, either secular or religious, is used to tell us that certain standards we thought were universal are actually relative and situational.

The point is to emphasize that moral and humane standards in learning and in life are timeless and often live outside the private speculations of men and women whether we be learned scholars or rank and file workers. Attempts by men and women, out of expediency or the thrill of innovation, to create new "standards" usually fail. Why? Because a new generation or group will seek to replace the "new" standards with even "newer" standards, usually for the same reasons of expediency or the romance of change. Either moral and humane standards are universal and have a reality apart from an immediate social utility or they are polite fictions. If we assume that these standards are frequently merely fabrications set up to serve the interests of a particular group, social class, or political faction, then each new generation will challenge humane and moral standards and will achieve understanding and wisdom through a much more painful process.

I would conclude by saying that humane standards cannot be invented out of whole cloth. What we can do

as we begin a new year is to reacquaint ourselves to the existence of these standards and perhaps to recognize that some of these standards might even be superior to our own limited supply of rationality.

Okay, fine. But what are these standards? Where are they written down? The Bible? The editorial page of the *New York Times*? Can they be put on a disk and sent out electronically? Perhaps this is a conversation for another time. But the French writer, Albert Camus (1913-1960), described one standard in one of his essays when he challenged his readers to create a world in which "there are neither victims nor executioners." Vague but also worthwhile, don't you think? Even better than watching the Green Bay Packers...and we have the entire new year to bring it about.[4]

———————————————

[1.] Green Bay won on Monday night, beating St. Louis 45-17.

[2.] To my way of thinking, a standard is not a "value." A value seems to imply the quality of worth. A value usually means some activity we feel is worthwhile. A college education is a value for some families but not for other families. A standard has value; but it has more than value, it stands on its own. It exists whether or not we like a particular standard or whether we find it troublesome. It is usually the element against which a value is measured.

[3] The decision of the UN to reappoint the Sudan to membership on the UN Human Rights Commission might fall into this category.

[4] Albert Camus. *Neither Victims Nor Executioners*. (Berkeley, California: World Without War Council, 1968) Preface by Robert Pickus. This first appeared as an essay in several Fall 1946 issues of *Combat*, a publication that Camus edited. The essay was translated into English by Dwight McDonald (1906-1982). It then appeared in the July-August, 1947 issue of *Politics* which was edited by McDonald. It was reprinted as a "stand-alone" pamphlet by the World Without War Council in 1968.

Sample *Google Scholar* Results for Search on "tsunami"

1. Article abstract with full article available only through subscription or fee. In this example, a user would have to check KentLINK or another library tool to identify this is available through through the OhioLINK Electronic Journal Center. Google identified 41 citations to this article.

   Mechanism of **tsunami** earthquakes
   H Kanamori - Cited by 41
   Title: Mechanism of **tsunami** earthquakes Authors: Kanamori, Hiroo
   Affiliation: Earthquake
   Research Institute, Tokyo University, Tokyo, Japan Journal: Physics of **...**
   Phys. Earth Planet. Inter, 1972 - adsabs.harvard.edu

2. Article for which full-text is freely available online.

   Extreme **inundation** flows during the Hokkaido-Nansei-Oki **tsunami**
   VV **Titov**, CE Synolakis - Cached - Cited by 14
   Extreme Inundation Flows During The Hokkaido-Nansei-Oki **Tsunami**.
   Vasily V. **Titov**
   PMEL, NOAA, Seattle,Washington Costas Emmanuel Synolakis University of Southern **...**
   Geophys. Res. Lett, 1997 - pmel.noaa.gov - agu.org - adsabs.harvard.edu

3. Cited article for which Google found 38 citations, although there is no available link to the article or its abstract. "Web Search" will look for related material on the Web.

   [CITATION] The **Storegga** slides: evidence from eastern Scotland for a possible **tsunami** - Web Search
   AG Dawson, D Long, DE Smith - Cited by 38
   Marine Geology, 1988

4. Book reference that was found to be cited 16 times. Clicking on "Library Search" reveals holdings within OhioLINK, including KSU Libraries.

   [BOOK] **Tsunami**. The Underrated Hazard - Library Search - Web Search
   E Bryant - Cited by 16
   Page 1. **Tsunami**. The underrated hazard. E. BRYANT (ed.). **...** The word '**tsunami**'
   derives from the Japanese meaning 'harbour wave'. **...**
   Cambridge University Press, 2001 - doi.wiley.com

Library Orientation for Freshmen

The library component of University Orientation provides freshmen their first experience with the Library. Because first impressions can create lasting results, our work with University Orientation is the cornerstone of the Libraries' First Year Experience Program. The goals of the University Orientation library component are to (1) orient students to the Libraries' facilities and resources, (2) reduce student anxiety regarding the library, and (3) introduce the importance of information skills for academic success. In their Orientation classes, students view a video about the library and its resources, followed by a skills assessment. Out of class, students are required to take a tour of the library. This past semester librarians gave 241 tours to over 3500 students, reaching more than 94% of the incoming freshman class.