

## Problematic: "Nothing from the Web"

Class assignments that advise students not to use any content that is taken from the Web are problematic as more and more library resources are becoming electronic and accessible only via the Web. We need to begin to differentiate between types of Web content. There is the "free Web" or "surface Web" that is accessible through search engines such as Google or Alta Vista. Beyond the reach of search engines, however, is the "invisible Web" or "deep Web."

Michael Bergman in "The deep Web: Surfacing hidden value" (<http://www.press.umich.edu/jep/07-01/bergman.html>) estimated in 2001 that the deep Web is huge compared to what is on the surface Web—7,500 terabytes of information compared to 19 terabytes on the surface Web. As Bergman says, "content in the deep Web is massive -- approximately 500 times greater than that visible to conventional search engines -- with much higher quality throughout."

Virtually all library content is beyond the reach of conventional search engines. Because it is licensed content, it is in a gated portion of the deep Web. That is, not only is it impossible for a search engine to access this quality material, but user authentication is required for access. Included in the Libraries' gated portion of the Web are 100 research databases, thousands of electronic books and texts, and millions of journal articles. User authentication is automatically accorded to any on-campus user, making it difficult to differentiate between what is a gated resource and what is not. Any off-campus user is made aware of the distinction when prompted to authenticate.

The bottom lines are:

- Much quality, scholarly content is only available through the gated Web.
- The Libraries' Web site serves as an important gateway to the scholarly, peer-reviewed literature found only on the gated portion of the deep Web.

Classroom faculty are encouraged to contact their liaison librarians with any questions or to discuss how assignments might be framed to take advantage of the growing body of quality, electronic content licensed by the Libraries. The listing of liaison librarians by subject area can be found at: <http://www.library.kent.edu/reference/subjects.html>.



## The Annual Friends Dinner

The Annual Friends of Libraries and Media Services dinner will be held on Wednesday, April 14th in Room 306 of the Kent State Student Center.

Cocktails from 6:00-6:45 p.m. will be followed by dinner served at 7:00 p.m.

This year's speaker is Jeffrey Wallin, President of the American Academy for Liberal Education (AALE), a national organization dedicated to strengthening and promoting liberal education through accreditation and research. His topic is "The Importance of Liberal Education in an Age of Specialization." Dr. Wallin, is the former director of programs at the Center for the Study of Democratic Institutions and a senior fellow at the Institute for Foreign Policy Analysis. He has taught at the University of Dallas and the University of California, Santa Barbara.

The cost per person is \$20. To make reservations contact the Office of the Dean (330-672-2962; [lpapoi@lms.kent.edu](mailto:lpapoi@lms.kent.edu) or [crasmuss@lms.kent.edu](mailto:crasmuss@lms.kent.edu))



## RefChat Use in Fall 2003

Offering reference assistance through online chat is a relatively new service. Users are able to connect to a librarian in real time to receive assistance finding needed information. The service is available over 60 hours each week, with added service hours provided specifically for those with questions relating to business or health. In fall 2004, there were 5,075 queries made via chat to the collaborative OhioLINK service. KSU users represented nearly 14% of the total use statewide. Comments from a user survey included:

- ❖ "EXTREMELY HELPFUL because i could get help AT the computer."
- ❖ "That was quite an enjoyable experience. I generally don't talk to people."
- ❖ "Thank you soooo much! THis chat session helped me find exactly what I needed. I was totally lost, but I got everything. Thank you!"

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A set of quality books in history are now available electronically through the *History E-Book Project* at the Libraries' Web site or at <http://www.historyebook.org/>. The *History E-Book Project* is produced by the American Council of Learned Societies and contains almost 800 full-text, electronic history books. Titles chosen were deemed to be of major importance to historical studies and frequently cited in the literature. Over the next few years, the Project plans to add approximately 250 books annually to the collection, as well as the balance of 85 new electronic titles that have the potential to use Web-based technologies to communicate the results of scholarship in new ways.

ACLS is collaborating in this initiative with eight Learned Societies and a select group of University Presses "to assist scholars in the electronic publishing of high-quality works in history, to explore the intellectual possibilities of new technologies, and to help assure the continued viability of the history writing in today's changing publishing environment."



### *American Periodicals Series Online* 1740-1900

*American Periodicals Series Online* contains page images of more than 1,100 historic American magazines, journals, and newspapers. These resources illuminate the development of American culture, politics, and society across some 150 years. Articles can be searched by author, source, and words

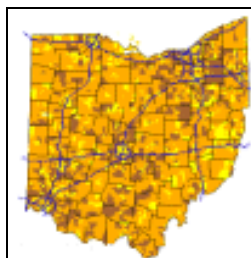
in the complete text. Updated quarterly. (1741-1900)  
Available through the Libraries' Web site.

## New Limit Capabilities in KentLINK

Thanks to cooperative efforts by Cataloging and Systems staff and online catalog vendor, new limits are in place for sound recordings and motion pictures. It is now possible to limit or modify a search to "all sound recordings" or to "all motion pictures." This is in addition to limiting by specific formats (are working, as well as limits for specific formats (CD, LP, audiocassette, videocassette, DVD, and streaming video).

## KentLINK Factoid

The KentLINK database was moved to a new machine in January with 7 gigabytes of data being transferred in less than an hour. The new machine is twice as fast as the one it replaces, reducing the time for regular backup and verification from two hours to 40 minutes.



## GIS in the Information Commons

The Libraries now offer assistance with geographical information systems (GIS) in the Information Commons. GIS allows researchers to map data, making such visual display of data of potential use

across many disciplines. In addition to the GIS workstation in the Information Commons, assistance is available in identifying and using GIS data found online and in the Libraries' collection of Federal government data sets. The Libraries will offer an introductory seminar entitled *Mapping Census Data with GIS* on March 15<sup>th</sup>. Consultations are also available by contacting Joe Salem at (330) 672-4440 or via e-mail at [jsalem@lms.kent.edu](mailto:jsalem@lms.kent.edu).

## Industry Profiles in *Business Source Premier (BSP)*

Industry profile information is a relatively new and growing component of *BSP*. Currently, *BSP* offers approximately 1,800 quality full-text industry profiles from three different content providers. This includes: 1,600+ full text industry profiles averaging 10-12 pages in length from DataMonitor, 22 industry almanacs from Plunkett Research, and more than 100 industry yearbooks from Global Insight. An additional 1,000 profiles will be added in the next months.

To retrieve these, conduct a search query and sort result lists by "industry profiles." Or, via the advanced search screen, you can limit searches to industry profiles. It is also possible to search by publication to retrieve profiles from specific sources.

## New Electronic Journals

The following journals from the Institute of Physics are being added to the OhioLINK Electronic Journal Center:

- \**Journal of Cosmology and Astroparticle Physics*
- \**Journal of Geophysics and Engineering*
- \**Journal of Neural Engineering*
- \**Journal of Statistical Mechanics: Theory and Experiment*
- \**Physical Biology*

## MEDLINE Reloaded

Each year the *MEDLINE* database is reloaded to reflect changes in the subject heading thesaurus. Along with those updates, the "current" file available through OhioLINK has been adjusted and now covers 1999-present. The "complete" file covers 1966 to present.



# A Note from the Dean

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## History As a Weapon

Last year, I was approached by an earnest young man who politely requested that several books be removed from the library because, in his words, the books “distort the history of my people.” Now, thinking of this incident, it causes me to reflect on the uses of history. With the rise of nations and of people who wish to be considered nations, history has been seen as an indispensable tool.<sup>1</sup> Through the writing of history, a people's past can be reconstructed, its sense of purpose defined, and the ideals outlined.

Clearly history has been put to many uses within this general framework. Historian Arthur M. Schlesinger, Jr. points out that for some, including the young man mentioned above, history is used to shape the future. One form of this view of history is what might be called compensatory history. Schlesinger describes compensatory history as follows:

[Compensatory history] is underdog history, designed to demonstrate what Bertrand Russell called the ‘superior virtue of the oppressed’ by inventing or exaggerating past glories and purposes.<sup>2</sup>

Another approach to history is what Schlesinger calls “exculpatory” history. In this case, history is written to justify the policies, actions, or crimes of those in power.<sup>3</sup> Soviet historians practiced this kind of “scholarship” until the collapse of the U.S.S.R. When history is put into uniform in defense of a political program or in order to raise the self-esteem of peoples long marginalized or oppressed, it becomes less a search for truth and more a vehicle for the achievement of a particular end. Certainly, the achievements of women and people of color must be recognized as being commonplace in the story of our nation's development.<sup>4</sup> However, when history is seen only through the lens of a particular identity, then several difficulties become, while not inevitable, at least much more likely.

1. A poverty of public discussion. A common intellectual discussion becomes much more difficult to foster and nurture when students from different backgrounds have “different histories.” Without a common historical identity and orientation, students will talk past each other or refuse discussion altogether because “you don't know my history.” This kind of intellectual balkanization ultimately erodes the sense of a common civic culture essential to the survival and functioning of a multi-racial and multi-ethnic society.

2. The decline of general knowledge. My friend Jack has a 23-year-old son who goes to college. The kid wears an Ohio State cap backwards, drives a sports car, and either listens to music or watches television almost all of the time. He has never voted, doesn't read a newspaper,

and (as far as I can tell) doesn't read books or even own any. Jack and his son joined us for Thanksgiving dinner this year. During coffee and dessert, those of us who had not dozed off were arguing about the new prescription drug bill passed by Congress. One elderly guest made the mistake of asking Jack's son for his views on the matter under discussion. His response was something like: “uh...I got no problem getting the drugs I need.” An uncomfortable silence followed these remarks.

Of course not all students are like this, but all too many are. The decline of civic education is unmistakable. It is not just that millions of American students do not fully understand the mechanics of their own government nor the seminal events of American history (57 percent of American entry college students are now deemed “not proficient: in basic American history”), but that they also have little idea of what it is to be an American. Ask a high-school student to define an “American” and you will be met either by silence or by hollow catchphrases such as being “nonjudgmental” and allowing others to “do their own thing.”<sup>5</sup>

This condition can only be exacerbated when we are taught, not a common history that has been broadened or enriched by including the contributions of those who have been excluded, but rather different histories reflecting different “identities”.

II.

History will not stay written. Every age demands a history written from its own standpoint.  
William Sloane

Well, yes...up to a point. However, what we don't need is an emphasis on the various revisionist approaches to history that would remake and shape the past so that it is more pleasing to consciousness and self-esteem of people and groups today. What we do need is “critical history.” This is aptly described by Gertrude Himmelfarb:

Critical history puts a premium on archival research and primary sources, the authenticity of documents and the reliability of witnesses, the need to obtain substantiating and countervailing evidence; and, at a more mundane level, the accuracy of quotations and citations, prescribed forms of documentation in footnotes and bibliography, and all the rest of the methodology that goes into the “canon of evidence.” The purpose of this methodology is twofold; to bring to the surface the infrastructure, as it were, of the historical work, thus making it accessible to the reader and exposing it to criticism; and to encourage the historian to a maximum exertion of objectivity in spite of all the temptations to the contrary.<sup>6</sup>

(Continued on page 4)

## Research Collection Awards: Call for Proposals

As part of the continuing effort to support the research mission of the University, Libraries and Media Services established a budget line in 1990 with the objective of strengthening the Libraries' collections in primary research materials.

Faculty members are invited to submit proposals for the purchase of primary research collections in any format and that cost over \$1000. Secondary research materials (e.g., journal indexes) or materials requiring a continuing commitment of funds (e.g., new journal subscriptions) will **not** be considered. For a copy of the proposal guidelines and form go to [www.library.kent.edu/whatsnew/research](http://www.library.kent.edu/whatsnew/research).

Proposals will be accepted through Friday, March 19, 2004. Send proposals to Melissa Spohn, Collection Development Librarian, 370 Library or [mspohn@kent.edu](mailto:mspohn@kent.edu). Funded proposals will be announced in April.

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### ***(Note from the Dean, continued from page 3)***

This critical or "objective" history does not seek a particular outcome or conclusion. Its cornerstone is that conclusions follow the evidence rather than conclusions being shaped by current political or therapeutic agendas. It has been the cornerstone of disinterested scholarly research and a key element in the mission of the modern research library as well.

As I reflect again on my encounter with the very earnest student and would-be censor, it seems to me that once the writing of history has a compensatory mission, then "error knows no right" and the research library, as it seeks to maintain the older values of critical history, is seen as "taking sides." The result will be both to change our view of history and also to impoverish intellectual conversation and dialogue. Too high a price, don't you think?

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<sup>1</sup>Arthur M. Schlesinger, Jr. *The Disuniting of America* (W.W. Norton and Company, 1988), 54.

<sup>2</sup>*Ibid.*, 55

<sup>3</sup>*Ibid.*, 55

<sup>4</sup>Daniel C. Littlefield. "Politics and Multiculturalism" in *Reconstructing History: The Emergence of a New Historical Society*. Edited by Elizabeth Fox-Genovese and Elisabeth Lasch-Quinn (Routledge, 1999), 19.

<sup>5</sup>Schlesinger, 55.

<sup>6</sup>Gertrude Himmelfarb. "Postmodernist History." *Reconstructing History: The Emergence of a New Historical Society* edited by Elizabeth Fox-Genovese and Elisabeth Lasch-Quinn (Routledge, 1999), 74.



## Tax Season is Coming

It is that time of the year again, and commonly used tax forms and instructions are available in the Reference Center, Main Library. If you cannot find the form you need, the Reference Desk has a notebook of reproducible tax forms, suitable for photocopying.

Check out this Web page with useful links for tax information: <http://www.library.kent.edu/govtdocs/govtax.html>. The page has links to forms, publications, and tax tips.

The Main Library also has the 2003 edition of a book that is very popular this time of year, *Tax & Financial Guide for College Teachers and Other College Personnel for Filing Tax Returns*. We have two copies, one copy in the Main Reference Collection and one at the Reference Desk (call number for both is HJ4652.A8 T23x 2003).

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## New Acquisitions by the Center for Research Libraries

The Center for Research Libraries (CRL) is a shared resource among research libraries. Through its program of cooperative collection development, CRL addresses the needs of scholars beyond what individual libraries could do. Because the Libraries hold membership in CRL, any KSU user can borrow an item from CRL for extended loan by placing an Interlibrary Loan request. Recent CRL acquisitions include selections of the following:

- Arab-American Newspapers
  - Confidential U.S. State Dept. Central Files: Mexico
  - Creation of Modern Iraq. India Office: Political & Secret Files
  - FBI Reports of the FDR White House
  - International Population Census Publications 2003
  - Latin American History and Culture: An Archival Record Series IV: Mexican Rare Monograph Collection, 1548-1890.
  - Russian Archives: Cold War and the Central Committee.
  - Seventeenth and Eighteenth Century Periodicals and Academy Publications
  - Sotheby's Catalogues
  - Times of India (Bombay, India)
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