

# FOOTNOTES<sup>1</sup>

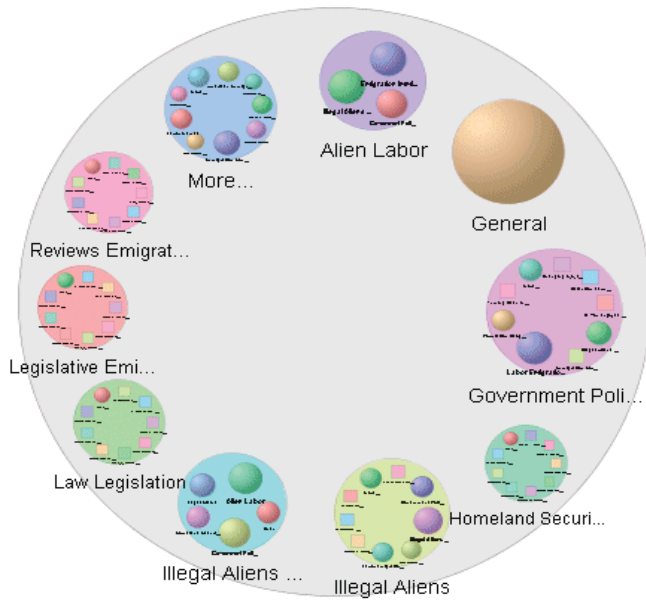
## Understanding the Mix: Google and Standard Library Tools

Google has established itself as a premier Internet search tool. Its *Google Scholar* (<http://scholar.google.com>) was introduced to address the needs of scholars and researchers. When and how can these tools be used most effectively? What is the role of the standard library tools?

*Google* is responsive to almost any query with information that extends from the highly relevant to questionable. It can be a **key starting place** and particularly effective if you need just a **few items** or material that is **not in the formal journal literature**. *Google Scholar* aims to cover the scholarly literature, although because it does not reveal the publishers or years covered, we do not know how comprehensive it is. It does provide the OLINKS link so that you can determine what is available in full-text or print through OhioLINK or Kent State (you will need to be authenticated from off-campus for this to work for you). Some disciplines receive more in-depth indexing than others.

The standard library research databases provide a good balance to Google by offering **comprehensive coverage** for a discipline, more **options for searching and refining** search results, and the capability for downloading to **bibliographic management software**.

The key to successful searching with either of these types of sources is the same--formulate the topic, explore the best terms to use, refine as needed, and evaluate results. Users are always encouraged to seek help from a librarian (<http://www.library.kent.edu/askus>).



### Visual Search Option

Database producers are beginning to acknowledge different learning styles and preferred ways of searching for information. In its latest release, database vendor EBSCO began providing a *Visual Search* option. This function allows you to search across broad subjects. It then displays a visual map of results, organized by topic.

The example above is the display resulting from a search on "immigration" in *Academic Search Premier*. Circles represent categories of results that can include subcategory circles. Clicking on a circle (category) makes it possible to explore its contents. Squares represent links to articles. Clicking on a square provides information on the article and a link to EBSCO full-text when available.

To explore *Visual Search* go to any EBSCO database or choose a database through the list of databases (<http://search.epnet.com/>). Then at the top of the database screen, click on the tab marked *Visual Search*.

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## Updates: A Bit of This and That

### Statistical Software Support Now in LMS

Jan Winchell, who has been providing support for University-licensed statistical packages and research databases for 20 years, has joined the Public Services staff of LMS. Jan's services range from answering simple questions about how to run procedures using various software packages to providing in-depth planning prior to data collection and complex programming solutions. She meets individually with faculty and students and is especially interested in working with specific classes that have forthcoming assignments.

The following statistical packages are supported: SPSS, SPSS Text Analysis for Surveys, SAS, BMDP, LISREL, EQS 6.1, IMSL Fortran Subroutine Libraries, AMOS, N6 (Nud\*st) / Nvivo. The research databases supported are: CRSP, Compustat Bank, FDIC, Research Insight. Jan is located in Room 313, Main Library (phone 330-672-8548). or e-mail [winchell@kent.edu](mailto:winchell@kent.edu).

### Customizing Quick Search@OhioLINK

Quick Search, the new "federated" search system available through OhioLINK, is customizable. This means it is possible for you to create your own set of databases of interest to search against. The advantages include obtaining a few good articles and determining the most productive databases for a more thorough search.

To customize Quick Search:

1. Go to OhioLINK (<http://www.ohiolink.edu>) and click on the "more options" link to the right of the Quick Search box.
2. At the next screen, click on "Multi-Database Search."
3. In left column, under Identify Database, choose "Locate," which means to identify databases of interest.
4. Leave all boxes (Title, Vendor, etc.) blank.
5. Click on the "Go" button, which will retrieve an alphabetic list of all databases available for Quick Search.
6. Check the databases you want to search. This set will remain selected until your session ends. Proceed with your query.

### Website of Interest: The Genographic Project at National Geographic

DNA analysis forms the basis of *The Genographic Project* being undertaken by The National Geographic Society, IBM, and the Waitt Family Foundation. This is a five-year effort to create a genetic atlas chronicling human migration over the past 60,000 years. Ten research laboratories around the world are collecting DNA from different populations to map where we came from and how we got to where we live today. To learn more, go to <http://www.nationalgeographic.com/genographic>.



### Now Available Online: *Encyclopedia of Statistical Sciences*

The Libraries have purchased 8-campus online access to the 2nd edition of the *Encyclopedia of Statistical Sciences*. This includes the entire original edition, plus supplements and updates, in one searchable source.

This online resource corresponds to the 16 volumes that comprise the print reference. New statistical methods are presented by recognized leaders in statistics. Additionally, those topics receiving more prominence since publication of the 1st edition in 1985 receive expanded discussion. Altogether there are 300 new articles in this edition and 1,500 updated entries.

This encyclopedia is designed to serve those who work in statistics, probability theory, biostatistics, quality control, and economics. To access, do a title search on KentLINK or go directly to <http://www3.interscience.wiley.com/cgi-bin/mrwhome/109561249/HOME>.

### The National Archives and Google Become Partners

The National Archives (NARA) and Google announced a partnership in February 2006 to provide historic films online. Allen Weinstein, Archivist of the United States, called the agreement "...an important step for the National Archives to achieve its goal of becoming an archive without walls....For the first time, the public will be able to view this collection of rare and unusual films on the Internet."

Through this partnership, 101 historical videos are available for viewing and downloading on the Google Web site (<http://video.google.com/nara.html>). This includes the earliest film held at NARA: *Carmencita—Spanish Dance* by Thomas Edison in 1894. Also available are 60 government newsreels documenting World War II (1942-1946), 17 NASA films on the history of its space program (1962-1981), and 23 documentaries on the history of national and state parks (1933-1970).

Each of these videos has a description in the NARA online Archival Research Catalog (<http://www.archives.gov/research/arc/>). The description includes additional information about each film. From the catalog you will be able to link directly to the video on the Google web site.



## A Note from the Dean

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### The Friday Night Fights Are on the Air!

“A foolish consistency is the hobgoblin of little minds, adored by little statesmen and philosophers and divines.”

-Ralph Waldo Emerson

#### I.

I have always been uncomfortable with public declarations, especially those with a kind of confessional quality to them. However, I cannot contain myself any longer. I must confess that I love boxing. Not that I have ever boxed...no...I never have. So actually, I should probably say that I love to watch boxing on television. Here, I must qualify this shameful pronouncement even further...I used to love boxing. I grew up watching boxing on TV and before my family purchased our first TV set, I listened to boxing matches on the radio. Boxing today is but a shadow of what it once was due in part to big money and the domination of the sport by agents and promoters. However, boxing in the 1950s and 60s was a sport I loved to watch. My heroes were Floyd Patterson, Sugar Ray Robinson, Rocky “The Rock” Marciano, and Muhammad Ali. But I also watched Sonny Liston, George Foreman, Ken Norton, Ingemar Johansson, Rubin “Hurricane” Carter, and others. In the little town where I grew up, there wasn’t much else to do...so I went to the movies for fifty cents and saw most of the great boxing films: *Requiem for a Heavyweight*, starring Anthony Quinn and Jackie Gleason; *The Joe Louis Story*, starring Ossie Davis; *The Fighter* with Lee J. Cobb and Richard Conte; and later films like *Raging Bull*, starring Robert De Niro. I received this passion for pugilism from my father, a kindly bookish man who sold shoes and men’s hats in the days before Wal-Mart, when small Midwestern towns were still economically self-sufficient. Although Friday nights were supposed to be a special time for our family, my father and I would sneak away and huddle next to a radio or later a television and hear an announcer like Jack Drees proclaim: “Ladies and gentlemen: the Friday night fights are on the air!” When TV finally entered our home (for the avowed purpose of watching the historic Nixon-Kennedy debates in 1960), my father and I were mesmerized by the footwork, the feigning, the lightning fast jabs, and the powerful knockout punches of the boxers. We admired finesse, agility, speed, and stamina. We admired Floyd Patterson. We didn’t admire brute power, strength, and punching ability as much. We didn’t admire Sonny Liston. We watched in awe as he punched and pounded his way to a victory over the champion Floyd Patterson, bringing the latter’s boxing career to a close. Every so often my mother would enter the room, shake her head sadly, and leave quietly. How, she once asked, could her husband and son, both bookish and noncombatants in the real world, enjoy such “organized violence” on TV? Her motto: “less boxing and more books!” My father and I both kept quiet and glanced at the TV to see if round seven had started yet.

#### II.

Perhaps there is some loose connection between the violence of the ring or violence in general and the world of reading and reflection. Since the horrible carnage of September 11th, I have often remembered those days of innocence when a boy and his dad watched or listened to the ringside exploits of prizefighters. How do we reconcile a world which values learning and reading and which also features violence on a level of savagery not previously known? We now have war, sectarian violence, and suicide bombings against civilians in the name of G-d. What does this mean for those of us who prepare students for life? Perhaps this means that we in higher education, who view reading as more than a way to pass our leisure time, will now have to read with a renewed sense of purpose. First, we need to continue drawing analogies between our past policies and our current behavior to figure out what is the best course of action. At the same time, we should definitely recognize the inherent weaknesses and limitations of any analogy. The lessons of Vietnam were and perhaps still are very important. Perhaps they have some application in Iraq and perhaps not. However, they are not a timeless script of all future foreign policy actions of the United States. The Normandy invasion and the invasion of Cambodia have certain similarities...but they are not identical. Secondly, we must attempt to see things as a whole and not simply in part...figuring that is good enough. We want our students to do this as well. This is critical if we want to read and understand the best thinking about the world and its injustices. Through Dickens, B. Traven, or Elie Wiesel, we learn of the endless variety of suffering in the world. We must insist that an injustice in Singapore and one in Bolivia, though both are horrible, do not necessarily share moral parity. We must also recognize that for the victims of each...these fine distinctions are something they cannot afford.

#### III.

So what about Muhammad Ali, Floyd Patterson, or Rocky Marciano? Well, many years ago, I was inspired by the elegance of their movements, the way they could establish dominance, and then define an outcome. Inspired...but why? Well, perhaps because they have achieved in the ring that which it is often so difficult to attain in life...especially the life of the mind.

# FRIENDS'

## CORNER

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Main Library Card Catalog with  
Catalyst Terminal, 1989

### Tell Us about Your Library Experiences

We continue to experience almost constant change in the ways we can search for information and in the sources that are available. For some of us, the memory of searching the card catalog, using print periodical indexes, and browsing print collections is still vivid. There was a time when the only external connection was the phone and materials were “copied” by taking notes.

We would like to get your recollections about doing library research and to make them available in future columns. Consider including the following: which KSU library you used, the general time period, and what was memorable (both good and bad). You can send your comments to:

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161 Library  
Kent State University  
Kent, OH 44242

OR

by email to:  
mlovin@kent.edu

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### McGilvrey Era Photos Online

A select group of historical images of Kent State University dating from the McGilvrey Era (1910-1926) is available online through the Department of Special Collections and Archives. This pilot project represents a small step toward the Department's goal of building an online archive of historical institutional images. It features fourteen photographs documenting the early history of KSU. Available on the Web at: [http://speccoll.library.kent.edu/univ\\_photos/mcgilvrey](http://speccoll.library.kent.edu/univ_photos/mcgilvrey).



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