FOOTNOTES[1]

News from Libraries and Media Services

Unique Photo Services

The Photo Services unit of Instructional Graphics offers a complete range of photography related services to students, faculty, and university departments. Our 15' x 20' studio is designed to photograph objects of various sizes. There is a freight elevator located nearby so that very large objects can be brought in. Also, our equipment is configured to allow us to do on-location photography.

We have photographed drawings, paintings, weavings, jewelry, pottery, glass, sculpture, advertising layout pieces, 3-D packaging objects, architectural models, even garments designed by students in Fashion Design and Merchandising.

Photo Services uses the following formats: 35mm, 4x5, and digital (4.0 megapixels). It also offers a full array of duplicating services (i.e., slides from book and magazine illustrations, and from prints). This area also has an Agfa film recorder that takes digital files from scans, PowerPoint, and other graphics software applications and images them directly to 35mm slide or negative film. Customers can receive their images on the following media: 35mm slides or negatives, 4x5 transparencies or negatives, or digital images on CD. The images can also be copied to the customer's zip disk, or Jaz disk. Photo Services can also make digital prints of any size up to 36 inches wide by 120 inches.

In order to achieve professional results when photographing flat art, we had a special black felt backboard designed and built for this purpose. This innovative device allows us to photograph flat art of any size up to five feet by six feet. To secure large pieces to the board we use small, rare earth magnets that are extremely powerful. The small size of these magnets makes them unobtrusive and eliminates the need for inserting pins through the artwork, which is the traditional method for affixing flat art to a solid background. These magnets will easily hold a large piece of flat art, that is mounted to half-inch foam-core, to this backboard. This backboard also features a moveable, full-length, narrow, felt-covered shelf for holding framed art and stretched canvas paintings. This magnetic board and magnets are also used to hold specialty backdrops in place for shooting jewelry and other fine art objects.

For more information, please contact Diane Sperko, Manager of Instructional Graphics, at dsperko@kent. edu.

Old Wine in New Bottles: The Case of JSTOR

As announced earlier, the Libraries recently obtained access to 117 journals in the JSTOR Arts and Sciences I collection. This is an electronic archive of journals that provides <u>complete</u> journal back runs, current to within two to five years. Some 15 disciplines are represented in this collection.

The JSTOR project was originally undertaken to address shelving needs and archival costs in libraries. Underwritten by the Andrew W. Mellon Foundation, the pilot project digitized the back runs of 10 journals--5 in history and 5 in economics. The positive response to the project by users, along with the development of a sustainable economic model, has resulted in an established, growing resource.

Experience to date across the subscribing JSTOR libraries indicates:[1]
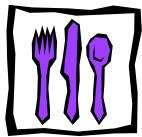
- Articles available electronically through JSTOR are used more frequently than print versions.
- Usage increases each year with a reported cumulative rate of increase for a 3-year period of 740%.
- Users typically choose to search across disciplines.
- A "surprising number" of older articles have been among the most used in some fields.

These use patterns suggest that electronic availability of older journal articles can increase the use of this material. We are grateful that funding from University Academic Affairs has made the subscription to JSTOR possible. To review the list of available titles, go to: **http://www.jstor. org/about/phaseI.list.html**. To search or browse journals, start at the JSTOR homepage: **http://www.jstor.org/** .

[1] Guthrie, Kevin M. (2000, March 23). Revitalizing older published literature: Preliminary lessons from the use of JSTOR." PEAK Conference. [Available **http://www.jstor.org/about/ preliminarylessons.html**. Last accessed March 19, 2002].

Food and Drink Policy for the Main Library

Libraries and Media Services recently revised its food and drink policy. To promote a more welcoming environment, Libraries and Media Services now permits the consumption of food and drink on the premises.

The move is intended to encourage the University community to use the Main Library as a place for research, study, reflection, and leisure. The policy endeavors to accommodate our users and to encourage the use of library resources while protecting the University's substantial investment in the collections and technology. Some restrictions on the consumption of food are necessary because the presence of food and drink in the Library introduces the potential for damage.

Food and drinks are permitted in all areas of the Main Library, except the Student Multimedia Studio, the Electronic Classrooms, and the Special Collections Reading Room. Food and drinks should not be stored in the library overnight or carried into the book and periodical stacks. Drinks are permitted in covered containers only. Food and drink refuse is to be discarded in trash receptacles with spilled food or drink cleaned immediately with paper towels available in all restrooms.

The change in policy mirrors a national effort to promote libraries as places for research, study, reflection, and leisure. Concerns about damage to collections from pests or spills have proven to be largely unfounded, as libraries that currently allow the consumption of food and drink report few problems of this type.

EJC Problems

OhioLINK began having problems with the Electronic Journal Center (EJC) in late February, coinciding with a migration to new hardware and the installation of new software. The migration problems resulted in some existing data being "lost."

Since then, a reload has been underway, including replacements for missing issues and the normal updates. Additionally, the entire database is being reindexed. Efforts are also being made to optimize the system for faster response time.

OhioLINK regrets the frustration that users may have had during this period and looks forward to smoother sailing ahead.

Changes in Government Documents

In May, a significant change in our handling of government documents will be underway. The service desk and key materials will be incorporated into the 1st floor Reference Center operation. Processing of documents will move to the 3rd floor Collection Management unit. These changes will enable us to provide more service hours for these materials by merging service points. The majority of the collection will remain publicly accessible on the 10th floor, with microforms likely going to the second floor, CD-ROMs to the Circulation Desk, and selected titles to basement storage. All Documents service will be handled through the Reference Center beginning May 13.

Kent State University has been a federal depository library since 1962 and a State of Ohio depository since 1958. The depository status will not change. The collection consists of federal, state of Ohio, and United Nations publications, as well as state and Canadian geological publications.

It is our goal to continue to give users complete and responsive service relating to government documents as they have been used to with the strong staff effort now on the 10th floor. As Mark Weber, Dean of Libraries and Media Services, noted, "Users can be assured that we are doing everything possible to maintain the quality service and collections that have been the hallmark of the Government Documents operation for many years."

New Interface for Art & Architecture Files

OhioLINK is pleased to announce an improved interface and the addition of 20,000 new art and architecture images from the AMICO Library to the Art & Architecture Database. The new interface includes a new color scheme, accelerated browsing, the ability to limit searches by collection, and the ability to view supplied media files.

Some of the new AMICO Library additions include media files (audio and video). The total number of media files is around 500. Media files types included in the AMICO Library within the Digital Media Center (DMC) are: Real Video, Quicktime, Wave, and MPEG-1 Audio Layer 3 (formats end in .mov, .wav, .rm, and .mp3, etc.). These are very common formats and most computers will have applications to play them. Browsers will often automatically install necessary software, or direct a user to a site where the appropriate programs can be downloaded.

For a sample of a record that includes a working audio file (.wav format), connect to: **http://dmc.ohiolink.edu/art/Details?oid=LACM.M.84.183**

What is Liberal Education?

In his new book, *Smiling Through the Cultural Catastrophe: Toward the Revival of Higher Education*, Jeffrey Hart reflects on his undergraduate days right after World War II. As a student at Dartmouth, Hart studied with Eugen Rosenstock-Huessy, a philosopher and refugee from Nazi Germany. Professor Rosenstock-Huessy asserted that the goal of education ought to be the citizen. He felt that, as a result of the undergraduate experience, the student ought to be able to re-create his civilization.[1] Professor Rosenstock-Huessy claimed that the student, who is the product of a genuine liberal education, ought to "understand his civilization in the large, its shape and texture, its narrative, and its important areas of thought…the citizen need not know quantum mechanics, or the details of the twelve-tone scale, but he should know that they are there and what they mean."[2]

Recently, at a cocktail reception in Cleveland, in conversation with an academic from a nearby small college, I expressed these sentiments. She responded by wondering if I wasn't perhaps being somewhat elitist. Interesting. Well, I would argue that the thrust of a vibrant liberal arts education is both populist and egalitarian. Why? Because if we seek to expose as many students as possible to the content and values of liberal democracy, then they can play a meaningful role in civic and public life. They, in turn, can perform the critical function of passing along these values and this understanding to their children…or perhaps their students.

It seems to me that, at bottom, a liberal education should provide students with a sense of the human experience throughout history. Without this, according to Donald Kagan, with no sense of the human project, students have little sense of "what has been tried, of what has succeeded and what has failed, of what is the price of cherishing some values as opposed to others or of how values relate to one another…They are inclined to see other people's values as mere prejudices, one no better than another, while viewing their own inclinations as entirely valid, for they see themselves as autonomous entities entitled to be free from interference by society and from obligation to it."[3] This sense of the human project, its triumphs, its tragedies, and its complexities provides students with an opportunity to reflect on public values… those they are willing to live for and perhaps those they are willing to die for.

II.

There is another element of a liberal education we ought to consider: critical thinking. When liberal education meets the digital age, critical thinking needs to be seen in a new key. As students walk from the classroom to their computer to do "research," we need to wonder: do they know what a search strategy is? Can they critically evaluate electronic sources of information to determine which are appropriate for a research paper and which are not? Do they understand how to responsibly use information located electronically? These competencies and values are part of what we call information literacy. The goal of information literacy as a companion to a liberal education is to make students competent researchers and learners—not for an assignment, a course, or a degree—but for a lifetime. More than "computer literacy," information literacy is about being able to visualize a process of locating, evaluating, and responsibly using electronic resources. As such, it is a matter much more of the head than of the fingers.

III.

A final element of a liberal education is the art of argument. Many have felt that with the revolution in information technology and the availability of more information, students would be better informed. This is false. Clearly, students ,and their elders as well, know less about public affairs than they used to. Christopher Lasch asserted that "instead of blaming the (public) schools for this disheartening ignorance of public affairs, as is the custom, we should look elsewhere for a fuller explanation, bearing in mind that people acquire such knowledge as they can readily use. Since the public no longer participates in debates on national issues, it has no reason to inform itself about civic affairs. It is the decay of public debate, not the school system (bad as it is) that makes the public ill-informed, not withstanding the wonders of the age of information. When debate becomes a lost art, information, even though it may be readily available, makes no impression."[4]

However, what students need through their liberal arts education is something to discuss and a place to discuss it. Donald Kagan observes that "the absence of a core of common studies limits the possibility of taking learning seriously and making it an important part of life. Students follow different paths, read different books, ask different questions. They have no common intellectual ground. The result is to impoverish conversation and the thought that can arise from it…"[5] Students need a core of common studies so that they can argue about and discuss the same books and ideas. They also need a place outside of the classroom and their living space where they can come together and learn. The academic library can and should provide a kind of "common space" where a kind of learning can take place.

Through a common liberal arts experience, students with a grounding in the human experience, skills of critical analysis, and practice in the conversational arts of discussion and debate will not only curse the darkness, they will also light some candles. Appropriate, don't you think? After all, they will be our leaders.

[1] Jeffrey Hart. Smiling Through the Cultural Catastrophe: Toward the Revival of Higher Education. New Haven: Yale University Press, 2001. IX.

[2] Ibid, x.

[3] "What is a Liberal Education?" by Donald Kagan in Reconstructing History: The Emergence of a New Historical Society. Edited by Elizabeth Fox-Genovese and Elisabeth Lasch-Quinn. Routledge. 1999. Page 223.

[4] Christopher Lasch. The Revolt of the Elite and the Betrayal of Democracy. New York: W.W. Norton. 1995. Page 162.

[5] Kagan in Reconstructing History. Page 221.

New at ICPSR: ICPSR Direct and the 2002 Summer Training Program

ICPSR Direct is a new service providing direct access to the ICPSR data holdings for all students, faculty, and staff at ICPSR member institutions, including Kent State University. ICPSR Direct represents a quantum leap in data distribution at ICPSR. Now, any Kent State user connecting to the Internet from a machine with a Kent State IP address may download data from ICPSR, without going through the local campus representative.

The **Summer Training Program** is a complement to ICPSR's data services. The Summer Program provides a comprehensive, integrated program of studies in research design, statistics, data analysis, and social methodology. The Program has become nationally recognized as a primary mechanism for basic and advanced training in the methodologies and technologies of research and instruction in the social sciences.

The Summer Program provides an opportunity to focus on the sort of specialized offerings that extend beyond the curricula of member institutions. Moreover, the Program's instructional environment is exceptional in at least two important respects:
- Methods of quantitative analysis are studied within the broader context of substantive social science research.
- Instruction is coordinated with and reinforced by active, participatory data-analytic experiences.

The Summer Program schedule is partitioned into two four-week sessions, with instruction organized in lecture, seminar, and workshop formats. In addition, the curriculum includes special workshops that provide participants with opportunities to examine the impact of various methodologies on specific substantive issues.

ICPSR has made some travel support available to users at Kent State University. If you are interested in attending the Summer Program, contact Kent State's official ICPSR representative, Carolyn Radcliff (330-672-1663; radcliff@kent.edu) by May 3, 2002.

About ICPSR: The Inter-university Consortium for Political and Social Research (ICPSR) is an integral part of the infrastructure of social science research. ICPSR maintains and provides access to a vast archive of social science data for research and instruction, and offers training in quantitative methods to facilitate effective data use. To ensure that data resources are available to future generations of scholars, ICPSR preserves data, migrating them to new storage media as changes in technology warrant.

For more information about ICPSR, ICPSR Direct, or the Summer Training Program, go to **http://www.icpsr. umich.edu/**.

New in Government Documents

Government Information on the Internet:
http://gii.bernan.com
Libraries and Media Services now subscribes to *Government Information on the Internet* (*GII Online*), from Bernan. *GII Online* helps users locate federal, state, and local government Web sites. It also provides descriptions and evaluations of the most important and popular government sites. Whether you're researching Congress or the White House, judicial information, a legislative directory, state and local government, or foreign governments, *GII Online* will take you there. This service is located on the Web at **http://gii.bernan.com**. *GII Online* is available through on-campus or remote access to the Kent State University network.

American Women: A Library of Congress Guide for the Study of Women's History and Culture in the United States (LC 2.8: W 84)
American Women: A Library of Congress Guide for the Study of Women's History and Culture in the United States is a timely addition for anyone interested in women's issues. This guide was designed to introduce researchers to the enormous opportunities for discovering American women's history and culture at the Library of Congress. In addition to textual sources, it covers materials such as films and sound recordings, prints and photographs, and other audio or visual material. Its intended audience includes academics, advanced graduate students, genealogists, documentary filmmakers, set and costume designers, artists, novelists, photo researchers and, of course, general readers.

Mental Health: Culture, Race and Ethnicity (HE 20.402: M 52/2/supp./2001)
http://www.surgeongeneral.gov/library/ mentalhealth
The Department of Health and Human Services recently released a supplement to the *Surgeon General's Report on Mental Health*, entitled *Mental Health: Culture, Race and Ethnicity*. The work offers more detail on the nature and extent of disparities in mental health care for racial and ethnic minorities and on promising directions for the elimination of the disparities. This supplement, the main report, and an executive summary are available for circulation from Government Documents on the 10th floor of the Main Library (HE 20.402: M 52/2). These reports are available online as well at **http://www. surgeongeneral.gov/library/mentalhealth**. The Government Documents office is open for assistance weekdays from 10:00 am to 5:00 pm.