

# FOOTNOTES<sup>1</sup>

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## 1. Undergraduate Citation Behavior-- What Students Are Using

2. A recent study of undergraduate citation behavior found a significant decrease in the frequency of scholarly resources cited in term papers for the period between 1996 and 1999. Librarians at Cornell University reviewed research paper citations in a large, introductory economics course.
3. Book references dropped from 30 to 19 percent, while newspaper citations increased from 7 to 19 percent. In 1996, 17% of papers cited no books.
4. This increased to 29% in 1999. Those students who cited only one book typically cited the course textbook.
5. ?

References to Web sites increased from 9 to 21 percent over the period of the study. The types of domains cited remained fairly constant (.com at 36%, .edu at 8%, .org at 35%, .gov at 21%, and .net at 1%). The authors expressed concern that, with this shift from books to general Web resources, students were no longer using available library research collections, reducing their exposure to the academic literature in their field.

The study of citations also revealed that only about 50 percent of cited Web URL addresses could be connected to after six months. Whether due to incorrect citing or disappearance of the Web sites, a URL that does not connect limits the review the professor can make of the original document.

The convenience of electronic access undoubtedly increases students' use of Web resources over print materials. Unfortunately, many students do not know how to discriminate between scholarly and non-scholarly resources, and this is particularly true for licensed scholarly sources and sources on the "free Web." The need for understanding these differences and evaluating resources is critical.

Davis, Philip M. & Cohen, Suzanne A. (2001). The effect of the Web on undergraduate citation behavior, 1996-1999. *Journal of the American Society for Information Science and Technology*, 52(4):309-314. Available at [http://journals.ohiolink.edu/cgi-bin/sciserv.pl?collection=journals&journal=15322882&issue=v52i0004&article=309\\_toutwoub1](http://journals.ohiolink.edu/cgi-bin/sciserv.pl?collection=journals&journal=15322882&issue=v52i0004&article=309_toutwoub1)

## Tool for Finding Online Journal Full-text-- The E-Journal Finder

<http://www.ohiolink.edu/resources/ejournals.php>

Online full-text of journal articles is available through several library pathways. The Electronic Journal Center (EJC) is the most prominent, but not the only source for full-text. To determine what full-text is available through OhioLINK and where it is located, OhioLINK has created the E-Journal Finder. It allows you to search for a journal title to determine its online availability. Possible sources in addition to the EJC include *LEXIS/NEXIS*, *Humanities Abstracts*, *Education Abstracts*, *Periodical Abstracts*, and *ABI/Inform*.

**Remember** that online journals subscribed to by Kent State University are identified and linked through KentLINK.



## Special Collections Fall Events

Special Collections and Archives will be hosting a number of events this fall including lecturers in the American Jewish Writers Series, sponsored by the Jewish Studies Program, and an exhibit on illustrations from several editions of John Bunyan's *The Pilgrim's Progress*.

The exhibit will run from September through December 2001. For more details, visit the Special Collections events Web page:

<http://speccoll.library.kent.edu/events.html>

### Inside this Issue

- Page 2 . . . . Finding Electronic Books Through KentLINK
- . . . . . Database Changes
- . . . . . Tech Tip: Linking to Articles in the Electronic Journal Center
- . . . . . New Image Databases in the OhioLINK Digital Media Center
- Page 3 . . . . A Note from the Dean
- Page 4 . . . . 2001/02 Research Collection Awards: Call for Proposals
- . . . . . Ohio Memory Project
- . . . . . New in Government Documents



## Finding Electronic Books Through KentLINK

OhioLINK has licensed with NetLibrary for access to nearly 17,000 electronic books. These are now searchable through KentLINK. It is possible to limit a search to

identify electronic books in two ways:

1. Do a search in KentLINK by author, title, or subject. On the resulting screen, press the blue Limit/Sort button at the top of the page. On the next page, under "Material Type," select **ebooks**.

OR

2. Select the option to do a keyword search in KentLINK. Enter your search term(s) and make the selection of **ebooks** under "Material Type." Execute the search.

## Database Changes.....

### Database Access is Discontinued

Access to the following databases has been discontinued:

- *Associations Unlimited (Encyclopedia of Associations)*
- *Congressional Universe*
- *Hispanic American Periodicals Index*
- *Index to Hispanic Legislation*
- *Statistical Universe*

Additionally, *ABELL* will no longer be updated; content will remain.

### Database Access is Changed

For the following databases, the URLs have changed to those indicated:

- *American Heritage Dictionary* (<http://www.bartleby.com/61/>)
- *Columbia Encyclopedia* (<http://www.bartleby.com/65/>)
- *Thesaurus of the English Language* (<http://www.bartleby.com/62/>)



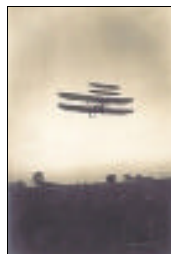
### Tech Tip: Linking to Articles in the Electronic Journal Center (EJC)

If you link to articles from the EJC, this tip is for you. The URL address is constant only if you use the URL for the "Article Description" or abstract page, and not the URL for the "Article Full Text PDF."

## New Image Databases in the OhioLINK Digital Media Center

### History Database

<http://worlddmc.ohiolink.edu/History/Login>



Wright 1905 Flyer at Huffman Prairie

The recently launched History Database includes digitized photos from the Wright Brothers archive held at Wright State University. The collection provides thorough coverage of the Wrights' early inventive period documenting their early gliders and flight testing in both North Carolina and Ohio.

Orville and Wilbur Wright painstakingly documented their process of invention. The content posted to date also provides a valuable record of their home life, camp life, and the flora and fauna of the Outer Banks 100 year ago.

Future additions to the History Database will include the Scripps Archive held at Ohio University.

### Social Studies Database

<http://worlddmc.ohiolink.edu/SocialStudies/All>



Palace at Palenque, A.D. 300-900

The new Social Studies Database contains more than 500 images of major archaeological sites photographed between 1970 - 2000. This collection is an unrestricted resource, so it is available to world at large. The database will grow to include other social science collections.

Included is a basic image resource collection of 500 high resolution images of major Mayan archeological sites photographed between 1970-2000. It is hoped these will be augmented by other scholars in the field as a resource for the exploration of the various and complex inter-relationships within Mayan society.

Project coordinator for the Oberlin College Maya Collection is Prof. Linda T. Grimm who has utilized her own slide images together with generous contributions from the collections of Mr. Lawrence Myers, Prof. Geoffrey Braswell (SUNY Buffalo), and Ms. Amy Greco.



## A Note from the Dean

Mark Weber, Dean of Libraries & Media Services

### Some Thoughts on September 11, 2001

*"What we need is a world with neither victims nor executioners" – Albert Camus.*

After the smoke has cleared, the dust has settled, and the debris removed, we will wake up and realize a new fact: there is no safe place on earth. On September 11, a network of terrorists brought our country to a standstill, dealt a terrible blow to the economy, grounded all aircraft, and emptied government offices throughout the country. This can happen in every country. The whole world is now full of talk about "fighting terrorism." Politicians and talk show hosts propose to hit, destroy, annihilate etc. But nothing of this kind will help threatened nations like the United States.

There is no patent remedy for terrorism. The only remedy is to remove its causes. One can kill a million mosquitoes, and millions more will take their place. In order to get rid of them, one has to dry the swamp that breeds them. And the swamp is always political as well as economic, rooted in the poverty of much of the developing world. A person does not wake up one morning and tell himself: Today I shall hijack a plane and kill myself. Such a decision grows in a person's mind through a slow process, taking years. The background to the decision may be national or religious, or social.

Now, not only multi-national corporations embrace the globe, but networks do so, too. In the same way, the instruments for the solution of conflicts must be global. No terrorist network can operate without popular roots and an environment that is ready to supply new recruits, assistance, hiding places, and money. An underground organization wants to gain popularity. Therefore, it commits attacks when it thinks that this is what the surrounding public wants. That is true in this case, too.

The initiators of the attacks decided to implement their plan after America provoked immense anger throughout the world, not because of our might, but because of the way we sometimes use our might. The enemies of globalization are angered by America and blame us for the terrible gap between rich and poor in the world. Millions of Arabs are angered because of the suffering of the Palestinian people. Multitudes of Muslims are angry because of what looks like our support for what they see as foreign domination of the Islamic holy shrines in Jerusalem.

Until September 11, 2001, we Americans could entertain the illusion that all this concerns only others, in far-away places beyond the seas, and does not touch our sheltered lives at home. No more. That is another aspect of globalization: all the world's problems now concern everyone in the world—every injustice, every act of violence. Terrorism, the weapon of the weak, can now easily reach every spot on earth.

Every society can easily be targeted, and the more developed a society is, the more it is in danger. Fewer and fewer people are needed to inflict pain on more and

more people. Soon, one single person will be enough to carry a suitcase with a tiny atomic bomb and destroy an entire city.

This is the reality of the 21<sup>st</sup> century that started on September 11. It must lead to a global study of all problems and a global search for solutions. Not in the abstract, by fine speeches and resolutions, but by a world-wide effort to resolve conflicts and establish peace, with the participation of all nations, with the U.S. taking the lead.

Regardless of who planned and financed the terrorist attacks, the world must at long last treat the festering wound of the Israeli-Palestinian conflict, which is poisoning the whole body of humanity. One of the senior officials in the Bush administration said only a month ago: "Let them bleed!" – meaning the Palestinians and the Israelis. Now America is bleeding. He who runs away from the conflict is followed by it, even into his home. At long last, have we learned this lesson?

What can we glean from all this? As citizens in a community of scholars, what are we obliged to think and do? One word comes to mind as something that can exemplify our meeting these obligations and reaping their attendant benefits to us and to everybody: that word is tolerance. Not in the limited sense of Falstaff, who when asked "What is honor?" replied "a word," but in the fullest dimensions of its meaning and practice. In light of our discussion, here are a few modest suggestions.

1. We are obliged to avoid stereotyping those with whom we disagree;
2. We are obliged to avoid monolithic thinking about those with whom we disagree. By that, I mean the assumption that all members of such groups think exactly alike, and consequently all possess the same motives and draw the same conclusions;
3. The hardest of all: We are obliged to not only *talk* but to *listen* to those with whom we disagree;
4. We are obliged to remember that learning – the acquisition of knowledge – is means to an end, understanding, not the end itself;
5. We are obliged to *truly* respect the dignity and worth of each and every individual.

True tolerance is a mix of these elements and others. It is needed now, in these days of sorrow, anger, mourning and calls for retribution. It is also a catalog that points to the failures caused by the hatred and moral blindness of those who planned the suicide bombings of September 11, and those whose response to this tragedy is more hatred. If we succumb as they did to our passion and prejudice, to our rhetorical self-indulgence, we too will end up destroying any hope of peace.

## 2001/02 Research Collection Awards: Call for Proposals

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

Faculty are invited to submit proposals for a research collection purchase request. These can be for primary research materials in any format costing over one thousand dollars. Secondary research materials (e.g. journal indexes) or materials requiring a continuing commitment of funds (e.g. subscriptions) will not be considered. Proposals are due to Melissa Spohn, Collection Development Librarian, on Thursday, November 29, 2001. Award winners will be announced February 2001.

The proposal guidelines and form are available from the "What's New" section of the Libraries' homepage (<http://www.library.kent.edu>) or contact Melissa Spohn (330-672-1682 or [melissas@lms.kent.edu](mailto:melissas@lms.kent.edu)).



### Ohio Memory Project

The Ohio Memory Project is being organized jointly by the Ohio Public Library Information Network (OPLIN), the Ohio Historical Society, the Ohio Library Council, and

OhioLINK, and is based loosely on the American Memory Project (<http://memory.loc.gov/ammem/ammemhome.html>). The Ohio Memory digital scrapbook will bring together historical materials from museums, libraries, and historical societies around the state to create a large collection of primary source materials that provides an overview of the historical experience in Ohio and illuminates specific moments in that history. This two-year project will culminate in a Web site that celebrates Ohio's history, raises awareness of Ohio's finest historical collections, and brings attention to Ohio's history in time to celebrate the bicentennial in 2003.

The Department of Special Collections and Archives will contribute three collections to the scrapbook. The Richard Howe Canal Collection, which dates from 1825 to 1849, consists of handwritten notebooks, drawings, and some correspondence. Richard Howe was the chief engineer who designed the northern section of the Ohio Canal, and this is the only collection Ohio Memory has received that documents the planning and construction of the canal.

The two other collections that have been accepted for inclusion in the scrapbook are the papers of Betsy Mix Cowles, a nineteenth-century educator and social reformer who spent much of her teaching career in Ohio, and the Trory Collection, which includes photographs taken of the Portage County and Kent areas at the end of the nineteenth century. More information about all three collections can be found in the Special Collections and Archives' Web site (<http://www.library.kent.edu/speccoll/>).

## New in Government Documents

### Human Stem Cell Research: Ethical Issues

A timely accompaniment to President Bush's recent policy statement on human stem cell research is a report entitled *Ethical Issues in Human Stem Cell Research*, released by the National Bioethics Advisory Commission (NBAC). Completed in September 1999, the document consists of 3 volumes covering Report and Recommendation (Volume I), Commissioned Papers (Volume II), and Religious Perspectives (Volume III). A separate executive summary is also included.

The NBAC was established by an Executive Order issued by President Clinton in October 1995. It is charged with providing advice and recommendations to the National Science and Technology Council and other appropriate governmental entities regarding the appropriateness of governmental programs and policies as they relate to bioethical issues arising from research on human biology and behavior.

The report is available at the Main Library Reserve Desk for a three-day circulation. It can also be found on the Web at <http://www.bioethics.gov>, under the heading "Reports." Further assistance is available weekdays between 10:00 a.m. and 5:00 p.m. in the Government Documents office on the 10th floor, Main Library.

### Encyclopedia of the U.S. Census

The Federal Government continues to release important results from the 2000 Census on a monthly basis. The Library has received a valuable companion book that will be helpful for those interested in learning more about the Census process and how it has evolved. *The Encyclopedia of the U.S. Census* is a comprehensive one-volume work offering ready reference information on the census.

The encyclopedia contains 120 signed articles by prominent scholars, professionals, and other census experts, providing concise and accurate answers to questions about census taking in the U.S., past and present. The topics chosen, as well as the format of this work, were developed so the information would be accessible to students, scholars and general readers. The volume includes a wide assortment of maps, tables, and figures that further define some of the major historical trends that make the census such an important event every ten years.

The volume is available in Documents Reference HA37.55 C66 2000, 10th floor, Main Library.