

# FOOTNOTES<sup>1</sup>

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## The Internet Goes to College

The Pew Internet and American Life Project released a report on September 15, 2002, entitled "The Internet goes to college: How students are living in the future with today's technology." Three themes emerged from the survey findings: (1) College students are early adopters and heavy users of the Internet; (2) College students say the Internet has enhanced their education; and (3) College social life has been changed by the Internet.

Perhaps not too surprisingly, the researchers found students expect "near-ubiquitous" Internet access, wishing to be in touch with others throughout the day. Many are well-versed in peer-to-peer file sharing and online collaboration. They see the Internet as an "information cornerstone." Of concern, "Many college students now expect to sample, if not outright pirate movies, music software, and TV programs."

Other findings:

- 20% began using computers between the ages of 5 and 8.
- 85% own their own computer.
- 79% agreed that Internet use made a positive difference on their academic experience.
- 73% indicated that they use the Internet more than the library [note: It was not clear whether students were speaking only of the physical library and not online library resources].
- 33% reported that the majority of their computer use is at school and outside of their homes or dorm rooms.

The full report is at: <http://www.pewinternet.org/reports/toc.asp?Report=71>

Ohio Memory An Online Scrapbook of Ohio History

## An Online Scrapbook of Ohio History

The first phase of the Ohio Memory Project has been completed. There are now over 15,000 images of historical materials available at <http://www.ohiomemory.org>. New materials have recently been added from 61 institutions. We are pleased to report that this includes Kent State University Libraries & Media Services. The KSU entries include Ohio and Erie Canal materials from the Richard Howe Canal Collection. To view, search the Ohio Memory Scrapbook by "Canal Kent State."



## The 2002 Borowitz Lecture

The 2002 Borowitz Lecture will be presented at 7 p.m. on Wednesday, November 13th, in Library Room 1212 (the Department of Special Collections & Archives Reading Room). Albert Borowitz, founder of Kent State's Borowitz True Crime Collection, will speak on the interrelations between crime history and works of imaginative literature,

such as novels, stories, or stage works, based on or inspired by actual crimes or criminals. Mr. Borowitz will highlight the True Crime basis of memorable literature—from Nathaniel Hawthorne's *The Scarlet Letter* to Jean Genet's *The Maids*. He will also reflect on the factors which inspired him to document this interplay in his recently published *Blood and Ink: An International Guide to Fact-Based Crime Literature* (Kent State University Press, 2002). The lecture is accompanied by an exhibition of highlights from the Borowitz collection. It will be followed by a reception during which copies of *Blood and Ink* will be available for purchase.

## Enhancements to the E-Journal Finder

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

This tool, menued from the Libraries' Web site, now makes it possible to identify whether an electronic version of a specific journal exists, regardless of the OhioLINK resource with which it is associated. Also, the Finder now makes it possible to search on journal title keywords.

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## Strengthening the Online Collection

Through cancellations in KSU print subscriptions and cooperative purchasing through OhioLINK, the following online resources have been added. There have been other changes as well. All are menued through the Libraries' Web site under "Article Indexes/Research Databases."

### **CCH Business Resources**

Search for Federal and state laws, regulations and other information on securities, banking, trade, government contracts, telecommunications, information technology, energy, transportation, and product liability.

### **CCH Human Resources**

Search for Federal, state, and international laws, regulations and much more on such topics as employment, benefits, payroll, pension, OSHA/safety, food and drugs.

### **CCH Tax Resources**

Search for Federal and state tax information, laws, and regulations.

### **E\*Subscribe**

Full text access to ERIC documents from 1996 to the present. It is possible to search this database by document ED number, simple keyword search, or expanded search. Documents are available in PDF format. Also, a user doing a search in ERIC that retrieves references to ERIC documents for this time period will be able to link directly to the document.

### **Geography**

Covers the international literature in physical and human geography, with access to over 2,000 journals, monographs, books, conference reports, and theses. Available only through the Kent campus.

### **Polling the Nations: "The Ultimate Survey Database"**

Contains the full text of 400,000 questions and responses from 14,000 surveys/public opinion polls conducted from 1986-present in the U.S. and 80 other countries. All of the surveys reported used scientifically selected random samples.

### **Reference USA**

Contains detailed information on more than 12 million U.S. businesses. Users can search by company name, SIC code or industry, business size, geographical subdivisions, and more.

### **Searchasaurus**

A colorful, easy-to-use search interface for elementary and middle school students. Lexile limiters allow searchers to specify the reading level of materials retrieved.

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## EBSCO Databases now Menued

The listing of the twenty new databases from EBSCO have now been menued under "EBSCO Databases" on the Libraries' lists of article indexes/research databases.

## Additions to the Digital Media Center

### **Foreign Language Videos**

Now includes the ViewPoints Project, a collection of foreign language video clips in which native speakers discuss aspects of their culture, family, daily life, and more. Videos are in QuickTime format and include contents, country, grammar and vocabulary notes. NOTE: use is limited to students, staff, and faculty of OhioLINK member institutions.

### **Greek and Latin "Squeezes"**

These resources have been added to the DMC Social Studies Database. "Squeezes" are accurate paper impressions of inscriptions. These are from The Center for Epigraphical and Palaeographical Studies at Ohio State University. The Center is the only comprehensive research facility for the study of Greek and Latin inscriptions and manuscripts in the United States. Currently, there are about 100 images, but the collection will grow into the thousands. The Squeezes can be searched, and 'zoomed' to see the greatest detail. The collection is available to the world-at-large at <http://worlddmc.ohiolink.edu/SocialStudies/Login>

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## More on E-books

KentLINK now includes nearly 13,800 records for electronic books available through netLibrary. Any book may be browsed for up to fifteen minutes. To continue viewing, it is then necessary to "check out" the book for a two-hour loan period. To view the listing of available netLibrary books, do a keyword search in KentLINK for the term "netLibrary." Direct access to the netLibrary collection is available on the LMS Web site under "E Books."

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## Changes to Gartner Group Research Materials

The Gartner Group provides research and analysis to the information technology (IT) community. These materials are made available to the entire University by Information Services. The Web address has changed to: <http://gartner.library.kent.edu/>. Users will note that the Gartner site has been reorganized. Research reports and DataPro reports are no longer separated.



# A Note from the Dean

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## Culture and Anarchy

“Most of the shortcomings of our educational system can be traced, in one way or another, to the growing inability to believe in the reality either of the inner world or of the public world, either in a stable core of personal identity or in a politics that rises above the level of platitudes and propaganda.”

-Christopher Lasch, *The Revolt of the Elites and the Betrayal of Democracy*

Recently, I picked up a copy of Matthew Arnold's *Culture and Anarchy*. One of the central texts of the Western tradition, the book continues to shape our thinking concerning the tasks and requirements of a common civic culture. In the academic culture wars of the 1990s, there seemed to be a renewed interest in *Culture and Anarchy*. Some praised it for its assertion of the primacy of reason and the rule of law. Others attacked it for championing what they saw as an elitist model of culture. Perhaps it is a testament to the influence of this book (first published in 1869) that there has been a continuing flow of erudite restatements of the basic “culture and anarchy” thesis. This extends from Irving Babbitt's *Literature and the American College* in 1908 through Jacques Barzun's *From Dawn to Decadence* in 2000.<sup>1</sup> The thread of alarm that runs through these works is the view and, in some cases the accompanying anger, that reason and democratic culture are under attack or at least on the defensive. It is worth noting that writers such as Swift and Shakespeare also believed that culture and reason were under attack in their times.<sup>2</sup>

Although the fires of the Culture Wars have subsided, we may still disagree about the health of democratic culture. Perhaps we can agree that as educators, part of our mission is to transmit the body of values and propositions on which a democratic civic culture is based. If we fail in this effort, then the larger community suffers accordingly.<sup>3</sup> While we cannot and should not be slaves to inherited tradition, we must see ourselves as “carriers of a legacy of ideas and institutions, seeking with our fellow citizens to improve them, yet mindful that they represent a work greater than ourselves.”<sup>4</sup>

In 1994, historian Christopher Lasch was dying from throat cancer. However, he continued working to finish his final book, *The Revolt of the Elites*. His daughter, Elisabeth Lasch-Quinn, reflects on her father's final days:

That my father chose to work until the very end, to carry on the normal activities of life despite such tremendous obstacles, is a measure of his commitment to the transcendent project of cultural activity that neither starts at our birth nor ends at our death. Even further, his choice is a measure of his belief that meaningful work is inseparable from life itself....<sup>5</sup>

Indeed, a critical element of this enduring cultural project is the transmission of liberal democratic values which form the basis of our way of life. This is an effort that preceded us and will continue after we are gone. We are, however, critical links in a chain. In the early 1960s, the catalogue of Bowdoin College proclaimed the following to be its mission:

[T]he college aims always to give its students a knowledge of the culture of the Western world. They must understand and appreciate its origins and traditions, the forces essential for its operation and progress, and the values which it seeks to realize. While an individual may remain ignorant of this heritage and still exist, “the common good” and “the benefit of society”...are unattainable unless leaders and followers are alike acquainted with what civilization, in its broadest sense,

implies...Each present-minded generation has to learn anew that the experience of the past is in part a substitute for unnecessary and painful experiment.<sup>6</sup>

Although today the mission statements of most colleges and universities do not endorse Western values quite as explicitly, these values and their transmission should still be a part of a vibrant commitment to liberal education for three reasons. First, liberal education is education for citizenship in a democracy. It embraces the “great ideas” throughout the ages that have contributed to the well of experience and knowledge from which a democratic experiment must draw. Second, most of the features of academic life that we enjoy derive from the tolerant democratic culture that surrounds the university. Democratic society, with all its faults, permits disinterested scholarship, academic freedom, and the right to criticize and question. The notion that an academic culture could survive in any meaningful way in the various dictatorships or the unitary one-party “people's democracies” that exist in the world seems (and is) preposterous. Finally, liberal learning (probably most forms of learning) is a social process. In other words, it needs the interaction, debate, arguments, and conversation that can occur only in “common spaces” such as libraries, cafeterias, and coffee houses. The academic library can and should be a forum for discussions, poetry readings, lectures, and informal gatherings. In such an environment, students can practice the various conversational arts skills needed for citizenship in a democracy: These skills require genuine face-to-face interaction and not the solitary experience of only sitting in front of a computer.

So while I am enjoying Matthew Arnold's *Culture and Anarchy*, I am influenced by Lionel Trilling's observation that liberal values and ideas are not fixed principles. Instead, he said they are living entities, inescapably connected with our wills and desires, susceptible of growth and development, showing their life by their tendency to change, to deteriorate and to become corrupt and to work harm.<sup>7</sup> To mitigate the corruption and decline, we must not only transmit these values but also live them...this is not education for a job...this is education for life.

<sup>1</sup> Groff, Gerald. “Arnold, Reason, and Common Culture” in *Culture & Anarchy* by Matthew Arnold (edited by Samuel Lipman). Yale U. Press. 1994. p.186.

<sup>2</sup> Orwell, George. “Review of *Notes Toward the Definition of Culture* by T. S. Eliot,” in *In Front of Your Nose: Collected Essays, Journalism and Letters of George Orwell*. Harcourt Brace & World. 1988. p.455-56.

<sup>3</sup> Balch, Stephen H. “Higher Education and Democracy in War and Peace.” *NAS Update*, vol.12, no.4, p.2.

<sup>4</sup> *Ibid.*, p.2.

<sup>5</sup> This quote is taken from Elisabeth Lasch-Quinn's introduction to the posthumous publication of *Women and the Common Life*, by Christopher Lasch (edited by Elisabeth Lasch-Quinn). Norton. 1997.

<sup>6</sup> Balch, p.3.

<sup>7</sup> Trilling, Lionel. *The Liberal Imagination*. Harcourt, Brace, and Jovanovich. 1940, p.284.

## Fair Use and Copyright Clearance

J. Mark Pike, Assistant Dean, Media Services

Intellectual property issues are an extremely hot topic at KSU and in the field of education in general. Before using any copyrighted materials in your curriculum, you should understand the intricacies of "fair use." To promote free speech, learning, scholarly research, and open discussion, the Copyright Act of 1976 includes a fair use exemption that places a limit on a copyright holder's exclusive rights. There are specific factors to help you determine if a use falls within the realm of fair use. You, as a faculty member, are responsible for the fair use claimed for each copyrighted item used in any capacity for teaching.

The factors determining fair use are (17 U.S.C. §107, <http://www.copyright.gov/title17/92chap1.html#107>):

1. The purpose and character of use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole;
4. The effect of the use upon the potential market for or value of the copyrighted work.

Fair use guidelines and tests abound online. Any use of copyrighted material for classroom use (paper, online, video, audio, images, etc.) MUST fall within guidelines set forth for fair use. It is important to note that time limits are among the elements recognized by the courts as defining allowable fair use.

One set of fair use guidelines for using written materials in your curriculum, such as for coursepacks, is from the House Report on the 1976 Copyright Act and includes:

1. Brevity. Articles, stories or essays must be less than 2,500 words. Excerpts must be less than 10% of the work or 1,000 words, whichever is less.
2. Spontaneity. The decision to use the work must have been made so closely in time to the need for the work that it would be impractical to seek permission from the publisher and receive a timely reply.
3. Cumulative effect. One may not copy more than one work per author, nor for more than one class per semester, nor for more than a total of nine instances of such copying.
4. Anthology proscription. Copying that meets standards 1, 2, and 3 is prohibited if the purpose is to create or to replace or substitute for anthologies, compilations, or collective works.

When use is not protected by the fair use provision, it is necessary to obtain "copyright clearance"—that is, "permission from the copyright holder to reproduce copyrighted content such as articles and book chapters in

journals, photocopies, coursepacks, library reserves, Web sites, e-mail and more" (<https://www.copyright.com/>).

### Copyright Clearance Service

Obtaining copyright clearance can be a daunting task. It requires knowledge of publishing companies and the intricacies of their legal departments. To aid you, Libraries & Media Services offers assistance from the Copyright Clearance Services (CCS) department. The CCS exists to help you obtain copyright clearance for materials that you want to use in your courses. It can save you time, headaches and lawsuits. Contact Fran Burkert, CCS (x21843). NOTE: Obtaining permissions typically takes 3 to 6 weeks!!

There is much about copyright law that is not straightforward. Because of the role which information in all of its forms plays, in instruction and research, it is important we become familiar with the guidelines for appropriate use. This will help us understand why any entity that duplicates materials, paper or other, on and off campus, requires (hopefully) that you produce proof of copyright clearance.

Starting points for useful information on copyright, intellectual property, and fair use guidelines can be found at:

<http://www.indiana.edu/~ccumc/> (click on "Intellectual Property Issues")  
<http://www.utsystem.edu/ogc/intellectualproperty/ccmcguid.htm>  
<http://fairuse.stanford.edu/>  
<http://www.copyright.iupui.edu/>  
<http://www.copyright.gov/fls/fairuse.html>  
<http://www.umuc.edu/library/copy.html>

On copying: <http://www.utsystem.edu/ogc/intellectualproperty/clasguid.htm>

On Kinko's <http://www.utsystem.edu/ogc/intellectualproperty/mono1.htm>

### Reaffirming Fair Use

The library community, including the Association of Research Libraries, the American Association of Law Libraries, the American Library Association, the Medical Library Association, and the Special Libraries Association, soundly endorses the "Digital Media Consumers' Rights Act of 2002 (DMCRA)." Librarians have been concerned in recent years that the critical balance in copyright law among users, creators, and owners has eroded. This legislation is seen as an important step to protect public interests by restoring that balance. In particular, by reaffirming the fair use provision in a networked environment, the DMCRA will support the conduct of research and education in the digital age.