

FOOTNOTES¹

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May 4, 1970 Photographs Available Online

The Department of Special Collections and Archives has for several years been digitizing selected portions of the vast May 4 Archive housed in the Department. During the past year, a large number of additional photographs have been digitized and made accessible on the Web. Over 120 photos from the University News Service Collection are now available online. This includes images taken before, during, and after the May 4, 1970, shootings as well as later photographs taken at selected annual commemorations and other events. This collection is located on the Department's Web site at <http://speccoll.library.kent.edu/4may70/box28/28.html>



In addition to the News Service collection, several other photographic collections have been fully digitized and can be viewed online.

- **Ralph Solonitz Collection:** Includes 21 color photos taken by a student eyewitness to the events of May 4, 1970.
<http://speccoll.library.kent.edu/4may70/box73/73.html>
- **Frank Smith Collection:** Contains 60 color photographs taken on and around the Kent campus in the days immediately before and on May 4 itself.
<http://speccoll.library.kent.edu/4may70/box184/184.html>
- **Chuck Ayers Collection:** 54 black and white photographs taken on the Kent State University campus on May 1-4, 1970.
<http://speccoll.library.kent.edu/4may70/box189/189.html>
- **Ohio State Highway Patrol Collection:** Includes 15 black and white photographs taken on May 4, 1970.
<http://speccoll.library.kent.edu/4may70/box191/191.html>

For assistance in locating additional photographs and other information sources related to May 4, 1970, please contact the Department of Special Collections and Archives (330-672-2270; scinfo@ms.kent.edu).

BioMed Central: A New Model in Scholarly Publishing

<http://www.biomedcentral.com/>

BioMed Central is an online publisher with the pioneering policy of providing free and open access to the peer-reviewed research papers they publish, giving authors high visibility to a global audience.

BioMed Central does not charge subscription fees for access to any research article. Normally, they cover the cost of their services by levying to authors a processing charge of \$500 for each published article. However, the OhioLINK community has given significant financial support to the open access publishing concept by becoming a BioMed Central member "institution." Researchers and faculty at OhioLINK institutions are entitled to submit an unlimited number of research papers for free to any of the BioMed Central journals.

These open-access journals will also be loaded into the OhioLINK *Electronic Journal Center* for access and permanent archiving and will be listed in the *KentLINK* online library catalog. Papers published in BioMed Central journals are also included in PubMed and immediately and permanently archived in PubMed Central.

Unlike other science publishers, BioMed does not require authors to transfer copyright of their articles. The rapid electronic peer review process enables processing times, from submission to publication, to be much quicker than average.

Journals exist for the biological and biomedical sciences, clinical medicine, health services research, public health. Visit <http://www.biomedcentral.com> for more information.

Given the well-documented crisis in academic libraries to keep pace with traditional subscription-based journals, peer reviewed, open-access journals provide an innovative new way to expand access at affordable costs.

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New Full-text Literary Databases

OhioLINK has launched access to five new poetry databases from Chadwyck-Healey that include or have links to full-text. These are:

- *African-American Poetry*: 3,000 poems by African-American poets in the late 18th and early 19th centuries.
- *American Poetry Collection*: 40,000 poems of American writers from the 17th to the early 20th century.
- *20th Century African-American Poetry*: 12,000 poems and with biographical profiles by more than 100 African-American poets.
- *20th Century American Poetry*: Over 52,000 works from more than 316 poets.
- *20th Century English Poetry*: Over 44,000 poems by 288 poets.

Other new literary full-text resources are:

- *American Drama*: American dramatic literature from 1714 to the present.
- *Early American Fiction*: 440 novels and short stories of 80 American writers, 1774-1850.

These databases are searchable through a new interface that allows users to search the collections individually or in combination. To access from the Libraries' home page (<http://www.library.kent.edu>), go to *Article Indexes/Research Databases* and on the following page, click on *Literary Full Text* midway down the page. The list of selections can also be found at <http://www.library.kent.edu/indexes/literary.html>.



And Now, from Nature—

The journal *Nature* is now available online through an 8-campus subscription negotiated by the Regional Campus library directors. This is linked through KentLINK or directly accessible at <http://www.nature.com/nature/>.

Also now available is the *Nature Encyclopedia of Life Sciences* (<http://www.els.net>), which the publisher describes as “the most

comprehensive reference work ever published in the biological sciences.”

New Microfilm Acquisitions

KentLINK now includes records for two new microfilm acquisitions: the *1930 Census for Ohio* and registers of signatures of depositors in branches of Freedman's Savings and Trust Company (1865-1874).

Improved Access to the *The New York Times*

To date, users could connect to online full-text for the *New York Times* only when searching directly in *LexisNexis*. OLinks, the online tool which normally connects a user from a citation of interest in an OhioLINK database to the online full-text version, does not work for any full-text found in *LexisNexis*. This is because *LexisNexis* does not support any direct linking to articles, issues, or journal titles.

Because the *New York Times* was far and away the most commonly requested title for which full-text was sought, OhioLINK has developed a unique means to overcome the previous limitation. When searching in an OhioLINK database and finding a *New York Times* citation, the user can now click on OLinks. The user will be directly linked to a *LexisNexis* search form with the article title already filled in as the "Headline" and "New York Times" filled in as the publication title. The user then has to submit that search.

Note: This works well when the headline is unique, and less well when it's a recurring column (something like "World Events" for example).

Live and Online, Old MEDLINE

MEDLINE 1953-1965 ("OLDMEDLINE") contains citations to articles from international biomedical journals covering the fields of medicine, pre-clinical sciences, and allied health sciences. The citations were originally printed in hardcopy indexes published from 1953 through 1965.

OLDMEDLINE contains only journal article citations. No abstracts are available. Also, these citations lack the accumulated changes and improvements that have been made over time to data in other National Library of Medicine (NLM) files. Certain fields may contain outdated or erroneous data. Also, data may not be cosmetically consistent from year to year (e.g., the use of upper/lower case). The data basically reflect the contents of the original printed indexes that were produced under the policies and procedures of the time. The one exception is that NLM has identified and updated the journal source information.

Chat Assistance for Business Questions

A specialized chat service began in September offering users with business questions online access to OhioLINK business librarians. Any student or faculty member with a business-related question is invited to use this specialized service. It is available Monday through Thursday from 2 – 4 p.m. Librarian assistance through the regular reference chat service is available at other times. To connect with the service, click on <http://chat.ohiolink.edu/>.



A Note from the Dean

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The Idea of the University

**“Our aim is not just to inform students, but to help form them.”
William B. Allen and Carol M. Allen**

In November of 1996, Mario Savio died. Who was Mario Savio? Mario Savio, in 1964, was a sophomore at Berkeley and became known as the leader of the Free Speech Movement (FSM). On December 3, 1964, he gave a speech just before FSM demonstrators entered Sproul Hall to begin their sit-in. Speaking of the University, he said:

There is a time when the operation of the machine becomes so odious, makes you so sick at heart, that you can't take part; you can't even passively take part, and you've got to put your bodies upon the gears and upon the wheels, upon the levers, upon all the apparatus, and you've got to make it stop. And you've got to indicate to the people who run it, to the people who own it, that unless you're free, the machine will be prevented from working at all!¹

To a large degree, Savio and the FSM were protesting against the values and structure of the contemporary research institution as envisioned by Berkeley President Clark Kerr in his 1959 book *The Uses of the University*:

The multiversity is an inconsistent institution. It is not one community but several – the community of the undergraduate and the community of the graduate; the community of the humanist, the community of the social scientist, the community of the scientist, the communities of the professional schools; the community of all the nonacademic personnel; the community of the administrators. Its edges are fuzzy-it reaches out to alumni, legislators, farmers, businessmen, who are all related to one or more internal communities.²

Clark Kerr's view of the multiversity, the modern research institution, presumes a kind of differentiation the result of which is that it is sometimes difficult to identify the whole to which academic units or Clark Kerr's communities actually belong.³ Perhaps the question is, does the modern research university have an over-arching purpose?

A sound liberal education provides a uniting common purpose at least for undergraduate education. We could say that the purpose of education is to help the student acquire skills, to make the student employable, or to instill in the student the self-discipline that comes with rigorous study. These are indeed important reasons for entering college. However, the central goal of undergraduate education is to instill wise judgment and decision-making. In the words of James Baldwin:

The purpose of education, finally, is to create in a person the ability to look at the world for himself, to make his own decisions, to say to himself this is black or this is white. To ask questions of the universe, and then to learn to live with those questions, is the way he achieves his own identity.⁴

It should be the goal of a University education, through a vibrant liberal arts curriculum to challenge students in order to stimulate the growth of their character and intellect.

Perhaps one reason why we don't always value liberal education and its function of instilling judgment in students is because we have lost sight of the idea of the university. Since the 1960s, when Mario Savio and his friends were protesting the impersonal and directionless nature of the modern research university, the universities have continued to grow in size, to acquire many missions, and to develop new markets.⁵ As a result, many universities have, for all practical purposes, forgotten their true mission. Several trends have contributed to this situation.

First, many people outside of the academy, including some parents and public officials, believe that the main function of an undergraduate education is to help prepare a student for a job or a career. If we believe that a college education is supposed to prepare a student for getting a job; then we must admit that the jobs of the future will be significantly different from those of today. In truth, a strong liberal education fused with information literacy will provide students with the adaptable lifelong learning skills needed for any job.

A second notion, widely held within the university, is that technology can significantly improve student learning. It is no doubt true that technology can increase the number of students reached by a college course and technology can enable the student to gain access to databases worldwide. However, this is no substitute for the dialogue between student and teacher, student and librarian, or student and the printed page. Good teaching will improve student learning.

A third belief is that a smorgasbord general education curriculum will help students because it offers them “options”...it can be tailored to fit student interests and preferences. Unless we are clear about the purpose of an undergraduate education being to develop a student's judgment and intellect, we will not be able to construct a coherent general education curriculum. The student should be molded by the curriculum in the liberal arts not the curriculum being tailored like a new suit to fit the student.

These three trends prevent the re-emphasis of a strong liberal arts curriculum at many colleges and universities. We need to develop anew the idea of the university. Robert Maynard Hutchins said:

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Copy & Design Services: Capitalizing on the Possibilities of Cross-Media Publishing

A Newly Configured Service

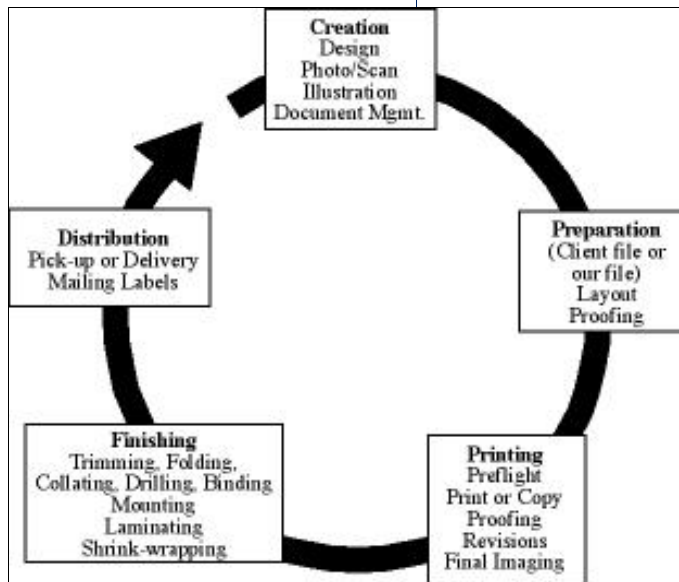
The Library Copy Center and Instructional Graphics combined in July to form Copy & Design Services (C&D Services). The new unit offers a complete range of copy, print, design, photography, engraving, and multimedia services. By combining designing with copying, it is possible to offer clients a total package when they request posters, displays or bulletins, for example.

Professionally trained designers guide clients through the process from the creation of an image or layout, to preparing the file for proofing and printing. Duplicating specialists can handle the production of large volume orders and provide finishing services such as folding or binding. Delivery services are also available for departments on campus. Staff work with clients to stay within available budget.

This diagram highlights the available services and procedures.

Cross Media Publishing

The value-added services available through C&D Ser-



vices are in keeping with the recent *cross media publishing* trend, whereby content is created once and reused many times in different media. The Design department has always had the ability to create an array of content possibilities like flyers, posters, photo images, slides, web images, and multimedia presentations. The newly merged service can provide a seamless transition so that

these files can be copied and distributed in large volumes and in a variety of applications like booklets, postcards, handouts, brochures, newspaper ads, and the Web.

The success of cross media publishing is due in large part to the creation of Adobe's Portable Document Format (PDF), which is now compatible with computer platforms. While C&D Services supports applications in both Windows and Macintosh operating systems, PDFs greatly simplify printing and copying files for given projects. The staff in C&D Services is knowledgeable in creating and using PDFs and is available upon request to help others with this process.

You Are Invited

Stop by and see what Copy & Design Services has to offer. You will find them on the 3rd floor of the Library, inside Audio Visual Services. They can also be reached by phone at 330-672-2679 or on the Web at <http://www.library.kent.edu/avs/avshome/copyanddesign/>.

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An idea enables you to tell what is appropriate and what is not, what is to be included and what left out. The idea shapes the constitution, the external and internal relationships, and the activities of the university. It holds the place together and protects it... all we have to do to decide whether we have an idea of the university is to ask ourselves whether there is anything imaginable that would seem inappropriate in an American institution of higher learning.⁶

It has been almost forty years since the sit-in at Sproul Hall when Mario Savio made his often-quoted speech about the multiversity. Since that time, we still struggle with defining just what is an undergraduate education. While it will not be an easy task discovering what it is; it is clear that a strong liberal education is a place to start.

¹http://www.fsm-a.org/stacks/mario_speech.html

²Clark Kerr, *The Uses of the University*, 3rd ed. (Cambridge, Mass: Harvard University Press,

1982), 18-19.

³William B. Allen and Carol M. Allen, *Habits of Mind: Fostering Access and Excellence in Higher Education* (New Brunswick, NJ: Transaction Publishers, 2003), 6.

⁴James Baldwin. "A Talk to Teachers." *The Saturday Review* 46 (December 21, 1963):42.

⁵William B. Allen and Carol M. Allen, 21.

⁶Christopher J. Lucas, *Crisis in the Academy: Rethinking Higher Education in America* (New York: St. Martins Press, 1996), 78.