

FOOTNOTES¹

Managing Both Physical and Digital Environments

Libraries and Media Services continues to assess user needs in our physical spaces and to offer more digital resources and services. This issue highlights efforts in both areas.

Summer Construction Projects



10th Floor: The Dr. Gerald H. & Victoria C.T. Read Special Collections Classroom and Processing Center will include new two spaces. The Classroom will offer a much-improved space for providing students with hands-on exploration of rare books and archival

materials. The Processing Center will give University Archives needed space for its growing collection. This project is made possible by the generous gift from the recently deceased Victoria C.T. Read and the late Dr. Gerald H. Read. To accommodate this new facility, the government documents collection was reduced in size by reviewing what is now available online and sending some items to the Northeastern Ohio Cooperative Regional Library Depository located at NEOUCOM.

4th Floor: The Libraries are pleased that the Writing Center presently located in Satterfield Hall will become the Writing Commons in the Main Library. We look forward to the collaboration with the Department of English that this move offers. This new service will occupy part of the public reading area on the 4th floor and will necessitate the loss of some of the research carrels on that floor.

2nd Floor: Changes on the 2nd floor are providing an opportunity for redesign of library service areas. The Periodical Information desk will be relocated for greater visibility. Individual study spaces and two group discussion rooms will be created. Of particular interest will be the Presentation Room where students will be able to practice PowerPoint presentations. Electronic access makes it possible for approximately one-half of the microform materials to be moved to basement storage. Also, nearly 20,000 journal volumes (pre-1980, A-D titles) were removed and will be sent to storage. Any user requiring a volume not on the shelf should place an Interlibrary Loan request (<http://illiad.lms.kent.edu/>).

Basement: The heavily used classroom in 019 will receive a long-awaited renovation. The room will be enlarged to allow for a furniture configuration that better supports group learning. The change will also provide for increased capacity. The space being incorporated was formerly a staff lounge and most recently has served as a storage area.



Electronic-Only Subscriptions

Users' strong preference for online access to journals is matched by the declining use of the print journal collection. In addition to the increased access electronic journals offer, some titles provide pre-publication content and online-only supplemental content.

Therefore, beginning July 1, 2007, the Libraries will make electronic-only the default format for all new subscriptions. For all reinstatements or new subscriptions the preferred format will be electronic-only. Upon renewal, subscriptions will be converted, whenever possible, to electronic-only. The Serials and Electronic Resources Department will also begin review of current, active subscriptions. As workflow permits, staff will systematically begin converting print-only, and print-plus electronic subscriptions to electronic only. Over the next three years the goal is annually review approximately 30% of active subscription titles by fund and convert those subscriptions from print-only or print-plus electronic to electronic-only subscriptions.

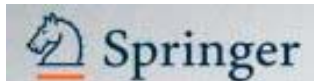
This additional move toward online content and away from print journals has implications for the Libraries as well. It acknowledges that an ever-increasing percentage of the materials budget supports electronic materials. It also highlights the ongoing need to re-direct staff time away from print handling and maintenance and toward the growing need for management of electronic licenses and remote access details, ensuring high levels of service and availability for electronic subscriptions. It offers new opportunities to consider how space previously dedicated to print collections might be used to serve teaching, learning, and research in new ways.

For questions or additional information, contact Tom Klingler, Assistant Dean, Technical Services (tk@kent.edu, 330-672-1646).

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Online Resource Highlights



E-Books from Springer Publishing

OhioLINK in partnership with its consortium libraries has contracted with Springer Publishing to receive its entire catalog of electronic books from 2005-2006 to the present. At present that is a listing of about 7,100 titles. This will grow by 3,000 titles every three months.

The books will initially be made available through the Springer site and later will be loaded on OhioLINK's new e-book platform. These titles will also be cataloged and accessible through KentLINK. More information will be forthcoming.

Enhancements to the Citation Indexes

Several enhancements to the ISI Citation Indexes were made this spring, including:

- Custom RSS feeds enable users to obtain search, citation, and table-of-contents alerts.
- Distinct Author Identification System helps quickly locate a needed author, addressing the problem of similar author names from a full century of scholarly research.
- The use of full author names eliminates mistaken author identity and allows users to view full author names as they appear on original articles. (Not available for records prior to 2006.)
- Author Finder helps in finding the right author quickly.



Who'sWho Online

<http://search.marquiswhoswho.com>

Marquis Who's Who on the Web is a searchable online database with profiles on over 1.3 million of the most accomplished individuals from all fields of endeavor. It is possible to search by name, gender, occupation, geography, hobbies and interests, religion and much more.

The site is updated daily and includes access to biographies of all individuals appearing in most of the Marquis print titles since 1985. Access is available on all eight campuses with unlimited simultaneous users. Kent State users connecting from off-campus will need to use the proxy server to authenticate.

Weighing the Web--Who'd Da Thought?

The blog Adamant reported a calculation of the Internet weighing 50 grams based on an estimate of the number of electrons transmitting information online at any one time. http://adamant.typepad.com/seitz/2006/10/weighing_the_we.html

OhioLINK Digital Media Center

<http://dmc.ohiolink.edu>

The OhioLINK Digital Media Center (DMC) has a new look. You will find:

- A prominent area for featured collections, such as "Images from the Akron Art Museum"
- One-click, front-page access to both individual collections ("Kent State Shootings Oral Histories") and entire subject areas (Art a& Architecture)

NOTE: Any bookmarks to individual items in the former DMC will need to be updated.

Are you an ERIC document author?

The ERIC database is the world's largest source of education information, containing abstracts of documents and journal articles on education research and practice relating to many fields.

The U.S. Department of Education has authorized the ERIC Program to begin converting nearly 340,000 documents produced in microfiche from 1966-1992 and to seek copyright-holder permission to provide full-text access online.

If you authored an ERIC document during that time period, you are asked to contact ERIC about granting a release for your ERIC contributions. To do so or to get more information, go to <http://www.eric.ed.gov/ericdigitization>.



Gongwer News Service



Gongwer News Service provides daily coverage of issues in and around Ohio's government and political systems, as well as a suite of products to monitor and track political and policy developments.

Gongwer now provides podcasts and audio clips of events in and around the Statehouse. To access this new content, look for "Podcasts & Audio" on the main navigation bar.



A New Name

The FirstGov.gov site was renamed USA.gov and given a new URL (<http://www.usa.gov>). This is a great place to start when looking for Federal or state government information online.

Teleproductions: Kent State's Best Kept Secret

Libraries & Media Services Teleproductions department serves the University in providing all types of professional video production and support. Some examples follow.

Support for Teaching and Learning: This spring student work in both Fashion and Dance will be videotaped in performance venues. All year long students, mostly from the School of Journalism and Mass Communication, learn by doing as they handle professional expectations working on "NewsOhio" and "News Night Akron," weekly broadcast television productions for WNEO, WVIZ, and other Ohio PBS stations.



Technical Support: In 2006 the University completed work on a biopreparedness training facility. The high quality video conferencing equipment allows scientists to consult with the Centers for Disease Control and provide training to other sites around the country.



Campus Events: The recent Q&A sessions with all four candidates for the position of KSU Provost were streamed live to the campus community. President Lefton's Inauguration will receive live coverage and will feature a historical documentary on University milestones.

Promotional Videos: Kent State's first high definition (HD) promotional video was shown at the Cinemark Theaters in Macedonia in February, marketing the Executive MBA program, a program in the College of Business.



Training Videos: Student employees under the direction of a professional producer created a series of training videos for KSU Police Services.

Community Outreach: Project Grad Akron is only

one of the numerous community projects supported. At this remote location at Buchtel High School in Akron a student is being interviewed on her aspirations to complete high school and go to college.

Broadcast Television: Dr. Thomas Schmidlin, Geography, a nationally renowned expert on tornados, discussed tornado forecasting during a live telecast from Teleproductions' Studio A for the Weather Channel.



Campus-Wide Impact: This spring, support for instructional video requirements was provided to 27



courses, serving more than one thousand students, across 14 different schools and colleges. Important University events were documented, including the Pilliod Lecture Series, the Solomon Lecture Series, the Hyde Park Forum, the Martin Luther King Day presentations, and the LMS Diversity Guest Speaker series. Additionally,

Teleproductions provided support for several on-going grants, completed a technology "face-lift" in the AT&T Classroom, documented the Theatre department's production of "Hair", and completed promotional videos for the football team and the College of Education, Health and Human Services. At the same time, staff produced two weekly PBS television programs and kept the student run television (TV2) and radio (Black Squirrel Radio) stations up and running.

Changes Over Time

Teleproductions has evolved over time. Founded in 1961 as "Television Services" within the School of Speech, its purpose was to videotape faculty lectures for delivery via the campus closed-circuit television system. The following years saw leadership changes, a new and developing relationship with PBS educational television, and upgrades in equipment and production studio. In the 1990s, Teleproductions became part of Libraries and Media Services, providing a greater opportunity to serve any and all constituents campus-wide.

Commitment to Service

Teleproductions is committed "...to provide support to Kent State University in the use of video in the curriculum and in other University activities."



The professional staff insures that this mission is fulfilled by providing the highest level of quality service. Their work has been acknowledged through the receipt of many awards including multiple Emmys, Tellys, Aurora Awards, Aegis Awards, Accolade Awards, and Ohio Educational Telecommunications Awards. They have also received KSU recognition with Quality Service Team, Outstanding University Citizen, and University Leadership awards.

Teleproductions makes a difference for thousands of students, numerous faculty, and University departments each year. Many of the video services offered would be impossible to afford using outside providers.

To explore how Teleproductions might serve you, contact Dr. Dave McCoy (dmccoy@kent.edu, 330-672-1871).

More News

What's New at the SMS

<http://www.library.kent.edu/sms/>

Microphones Installed during Spring Break 2007

Over the break, the SMS purchased and installed microphones on all eight "General" Multimedia/Scanning Workstations. This was needed to accommodate the increasing number of courses requiring students to create PowerPoint Presentations with embedded audio narration, PhotoStory projects with narration and Audio Essays/Oral History projects. Students had been experiencing long lines waiting to record narration for their presentations.

The two "Video Capture for PowerPoint/Web" workstations no longer have microphones, providing more access for students who need to capture video.

NEW... Record PowerPoint Presentation to Video

Students who have a PowerPoint presentation that they wish to show on a VCR because they don't have access to a computer, can now do that conversion at the SMS. It's easy and just requires that they bring a VHS videotape. The "video PowerPoint" will include any audio or video they have embedded into the pages, too!

A student simply asks at the SMS Help Desk for the location of the computer that is setup to do this.

NEW! - - Laptop Workstation



Students working with digital presentations on their laptops can now work in the SMS and have access to high-end digital video playback equipment and scanners. But more importantly, students with laptops can now get the same support for their digital presentation projects from SMS multimedia consultants as students who use only SMS equipment.

For more information about the SMS contact Gary Mote, SMS Manager (gmote@kent.edu) or go to <http://www.library.kent.edu/sms>.



When you login to your Flashline account, you will now see a "Library" tab. On that page you will find featured services

as well as a link to the Libraries & Media Services' Web site and quick links to key services and collections.



National Archives Films on Google Video

<http://video.google.com/nara.html>

Google has launched a pilot program to digitize video content held at the National Archives and make it available for free. You can watch this collection grow at the Google Video site. It presently includes:

- NASA History of Space Flight Motion Pictures (1963-1981): Features nineteen "Headquarters Films (HQ)" produced using footage from the various NASA research facilities and space flight.
- United Newsreel Motion Pictures (1942-1945): World War II, government-produced newsreels that averaged 10 minutes in length and consisted of several short stories concerning allied military operations in the various theatres of war, as well as stories of events taking place on the U. S. home front.
- Department of the Interior Motion Pictures: Documented in the films is the establishment of a nationwide system of parks, footage of modern Native American activities, Boulder Dam, water and wind erosion, and more.

Google Book Search

If you have not already visited Google Book Search, you can take a look at <http://books.google.com>. The book information you find is provided primarily through publishers or libraries. Search results allow you to either view a snippet from the book or the complete text.

New Google Book Search features include links to library catalogs and a capability to download out-of-copyright books. Reports to date indicate that the library links are spotty and the downloadable access is only sporadically available. Improvements to both are expected.



Map Library

The Map Library now has an after hours book drop for KentLINK and OhioLINK materials. Located next to the door of room 410 in McGilvrey Hall, this service is available to all students and faculty who need to return materials in a timely fashion. Also available is a new scanning station in the Map Library. It is possible to scan parts of maps or atlases in color or attempt the tiling software for larger format materials.

The Map Library is located in 410 McGilvrey Hall and open Monday through Friday from 1 - 5 p.m. Contact Edith Scarletto, Head of the Map Library, with any questions (escarlet@kent.edu, 330-672-2017).



A Note from the Dean

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Some Thoughts on Free Speech

I.

The other day, I listened to part of an interview with Salmon Rushdie. As we all remember, the novelist was sentenced to death in 1989 by Ayatollah Khomeini for writing things considered offensive to Islam. At about the same time the Rushdie affair was breaking, a professor at Harvard made the following statement in a panel on race relations: "In a lecture one should never introduce any sort of thing that might hurt a group. The pain that racial insensitivity might cause is more important than a professor's academic freedom."¹ As a result of this formulation, which has swept college and university campuses across the country, a new ethical concept has been born: verbal harassment. Other terms were also to come into almost common usage: "words that wound" and "assaultive speech." This new ethical concept looks harmless enough. In fact, it even looks admirable. It appeals to our sense of fairness and our humanitarian instincts. It elevates good manners to a social imperative and it only seems fair that people who say hurtful things should be brought to account. It is an understandable impulse and one that we learned in childhood. There is only one problem: this principle that we should not say insensitive or injurious things and that those who are injured by remarks have the right to redress against those who uttered them carries with it a danger. It can and it has inhibited the exercise of free speech and the right of intellectual inquiry. It carries with it the notion that people can and should be punished for what they say...and, by extension, what they believe. It can undermine the basic foundation of a liberal society and, in our world, of a community of scholars and learners, it can lead to, well, an inquisition...all with the highest of motivations and the best of intentions. Inquisitions, born not from crass calculation but from the highest ideals, are the most deadly. Why? Because they are based on the principle that error knows no right.

II.

But what about unorthodox opinions, and "errors"? More than thirty years ago, Karl Popper wrote: "The difference between Einstein and the amoeba is that, although both make a use of trial and error, the amoeba dislikes erring, while Einstein is intrigued by it."² This critical spirit of inquiry is not challenged or threatened by unorthodox views, errors, or hurtful speech. However, this critical spirit of inquiry is, I fear, in steady retreat in academic and intellectual life. As it recedes, what replaces it is a kind of intrusive humanitarian doctrine that has the following as a dictum: we must take collective action to eliminate what we believe to be insensitivity, bad manners, and prejudice wherever they exist. On university campuses, one of the popular means used to accomplish this goal is through writing and adopting "speech codes." These policies frequently are intended to cover individuals on campus who are in "protected categories" identified and defined in federal civil right laws. The theory goes that only individuals in these categories can truly understand the harmful impact of insensitive speech. As a

result, individuals who perceive that something insensitive has been said or written or implied can file complaints against faculty, staff, or other students and have these complaints addressed through a process that usually will have some elements of due process. The prospect of going through this investigative process, even if later exonerated, is usually enough to encourage members of an academic community to avoid certain topics in polite conversation, to decline to pursue a particular research topic, or to very carefully choose their words in a letter-to-the-editor of a campus newspaper. Is the campus environment of any university qualitatively better under these new political circumstances? No doubt there are many who would answer with an enthusiastic "yes." But...well...it does make some pause and ask: what has been gained? What has been lost?

III.

Midwestern State University is a large public college that is fairly typical of institutions attempting to regulate speech through a speech code. Of course MSU officials do not consider the new policy a "speech code,"...but...well...some think that is precisely what it is. Professor Harold Jorgensen is a crusty veteran of more than thirty years in the college classroom. Recently, Professor Jorgensen read an article in the *New York Times* on the Michigan Civil Rights Initiative that passed last November. The outspoken senior professor wrote a letter to the *MSU Advocate*, the campus paper. In that letter, Jorgensen attacked the concept of affirmative action and lauded the Michigan Civil Rights Initiative because it outlawed the use of race or gender as a factor in policy decisions. His letter hurt and angered Kelly Williamson, a third-year student from a poor neighborhood in Chicago. Kelly told the campus affirmative action officer that she feels "disrespected and dishonored" by the Jorgensen letter because she and several of her friends were admitted to MSU through the very type of program that Jorgensen attacked. "Our ability to function academically has been severely hampered by his letter," she told a reporter from the *MSU Advocate*, "it's like we have been labeled." Student opinion seemed to be divided on the issue; but Kelly and two similarly-situated students filed a complaint against Professor Jorgensen under MSU's new anti-harassment policy. The student demanded a written apology from the veteran professor that would be carried for two or three days in the *MSU Advocate*. Jorgensen refused, stating that he was simply stating his opinion on a matter of public policy: affirmative action. Kelly and her fellow plaintiffs had no sympathy. Instead, they called on the University to take some kind of action against the intemperate academician.

Far-Fetched? I wonder. In the meantime, I'm going back to thinking about the interview with Salmon Rushdie.

¹ Quoted by Robert Detlefsen in the *New Republic*, April 10, 1989, page 19.

² Karl Popper. *Objective Knowledge: An Evolutionary Approach* (New York: Oxford University Press, 1979), 70.

FRIENDS'

CORNER



The Library (*Chestnut Burr*, 1922)

The Library, 1922

The Kent State library detailed by the *Chestnut Burr* in 1922 was also dedicated to serving its primary users and reaching out to the community. The library of the Kent State Normal College had by that time grown to 20,000 volumes. The clientele included instructors and “pupil teachers,” as well as students from the high school, junior high, and elementary school. Students from area high schools reportedly traveled up to twenty miles to spend a day in the library working on debates and theme papers. The library was also used by the community of Kent and surrounding towns.

“The opportunity for library service to teachers and students connected with the school is limited only by the amount of money appropriated by the legislature for books and for librarians to carry on the work.” The dream was for a special library building adapted to the needs of students. Rockwell Hall, Kent State’s first library building, was built in 1927 fulfilling that dream.



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