FOOTNOTES[1]

Journals…from paper to online

Not too long ago, the Libraries maintained about 12,000 subscriptions to paper journals. Today, we have 8,000 online journal subscriptions with the remainder in paper. As more online journals have become available, the vast majority of users indicate this to be their preferred format. Access from anywhere is the key benefit, of course, along with other features such as increased searching opportunities and ease of linking to course reserve lists.

Several major projects and collections are making the continuing transformation of the journal collection from paper to online possible.

OhioLINK Electronic Journal Center (EJC)

For the eighth consecutive year, the Libraries will do a systematic review of titles that recently became available and stable in the EJC. "Stable" means that future access is guaranteed, an acceptable back file is available, journal content is complete, and tables and graphics are of good quality online. Last year alone this resulted in the cancellation of 150 paper titles.

The portion of our local collection budget spent on the EJC increases each year also--$1.2 million this year for our share. The good news is that every dollar spent on the EJC buys four times as many journal titles as we can get with our individual library buying power. If you wonder whether we need that many titles, a recent report shows that the Kent State community makes use of 80% of the titles in the EJC.

JSTOR

JSTOR (*http://www.jstor.org/*) is a huge online journal archive. Our subscription allows us to eliminate more and more paper journal volumes. Last year alone, we were able to move to storage 3,900 volumes covering the years 1990-1999 because of availability in JSTOR. We hope to be able to subscribe to the entire JSTOR collection, accelerating the move to online content.

Individual Online Subscriptions

In July, 2007, the Libraries began a four-year comprehensive review of our paper journal subscriptions with the goal of converting every possible journal title to online. Librarians and faculty across campus are engaged in this review process. Additionally, the subscription for any new journal will be for online access only when possible.

When we are not prevented by lack of online availability, high cost, or some other restriction, we hope to have every one of our current journal subscriptions available online by the end of this four-year project. We know there will be numerous exceptions to this goal. Additionally, it will be necessary to maintain extensive paper archives of many titles for the foreseeable future due to lack of online availability or cost constraints.

So although the Libraries still appear to house miles of paper journals, the move of the journal collection online is well underway and continues to proceed on several major fronts.

Presentation Practice Room Available for Student Use

The Libraries' new Presentation Practice Room on the second floor, Main Library, is now available for students to practice PowerPoint and multimedia presentations. The room is equipped with a PC, flat-panel screen for display, whiteboard, wireless access, and a conference table with seating for six students.

The room can be reserved for up to two hours online through KentLINK by doing a title search on "Presentation Practice Room" and clicking on "Book this Room" or over the phone at 330-672-2177. The room is available during the service hours of the Periodical Information Desk.

EXCELLENCE *in Action*

http://www.library.kent.edu/footnotes/

[1] Editor: Barbara F. Schloman (schloman@kent.edu, 330-672-1665)

Resource News

中文期刊在线

China Online Journals Now Available

KSU now has access to 257 Chinese-language arts and humanities journals in the *China Online Journals* collection from Wanfang Data. The files are in PDF format and can be read using an Acrobat Reader with Asian font pack. It is possible to browse the content by subject area and to do either a quick or advanced topical search.

This resource is available through the Libraries' Web site under Research Databases/*China Online Journals* or at *http://www.wanfangdata.com/COJ/advanced_search. asp*. A User Guide is available at *http://www.library.kent. edu/files/COJ_User_Guide_OHIOLINK.pdf*

More E-Books Becoming Available

From Springer

The first batch of 500 e-books from Springer Publishing is now available through KentLINK or the OhioLINK Library Catalog. Examples include:

> *Capital Markets, Globalization, and Economic Development*
> *Data Mining and Knowledge Discovery Handbook*
> *The Grammar of Graphics*
> *Guide to Methods in the Biomedical Sciences*
> *Handbook of Intellectual and Developmental Disabilities*
> *Introduction to Ion Beam Biotechnology*

From Oxford Scholarship Online

Over 1,500 e-books from the Oxford Scholarship Online collection are also available through the online catalogs mentioned above. The titles include such diverse offerings as:

> *Bioethics: A Systematic Approach*
> *Last Rights: Liquidating a Company*
> *Playing for Real: Game Theory*
> *The Price of Truth: How Money Affects the Norms of Science*
> *Religion and the New Immigrants: Social Capital, Identity, and Civic Engagement*

Now Freely Available Online

The archives of both *Time Magazine* and *Sports Illustrated* are now freely available. The *Time* archive (*http://www. time.com/time/archive*) covers 1923-present and allows users to search past covers, articles, and back issues.

Sports Illustrated has opened its "Vault," providing searchable access to every article, cover, and photograph published since 1954. The Vault can be found at *http:// vault.sportsillustrated.cnn.com/*.

Online links to these archives are available through KentLINK also.

GreenFILE for Environmental Searching

The Libraries now provide access to *GreenFILE*, an index to over 200 scholarly and general interest periodicals, as well as government documents and reports. Materials draw on the connection between the environment and disciplines such as agriculture, education, law, health and technology. Access is through the Libraries' Web site under Research Databases.

This source complements *Environment Complete*, the more extensive index of articles from domestic and international journals and of monographs and conference papers of the North American Association of Environmental Education.

Access to the Media

Just a reminder about unique media resources that are available to KSU users:

The Television News Archive contains listings, summaries, and descriptions of news broadcasts found in the Vanderbilt University television news archive. Segments of the evening news as well as special broadcasts covering political conventions, presidential campaigns, international events, and more are included. Available at Libraries' Web site under Research Databases/Television News Archive.

AP Images AP Images contains approximately 500,000 photos and selections of pictures from the AP image and print negative library. Pictures cover local, state, national and international subjects. Updated hourly.

Not Your Grandmother's *WorldCat* Any More

WorldCat, the bibliographic portal to resources held by libraries worldwide, now provides access to over 57 million journal articles as well. This metadata is from *ERIC, MEDLINE, OCLC ArticleFirst, OCLC Electronic Collections Online*, and the *Inside Serials* service from the British Library.

The database also serves as a tool to identify and locate films and slides, journals and magazines, manuscripts, maps, musical scores, newspapers, sound recordings, and videotapes--in addition to the millions of books.

WorldCat is accessible through the Libraries' Web site under Research Databases.

There's More...

NIH Public Access Policy

Beginning April 7, 2008, investigators receiving NIH funding must deposit journal articles stemming from that funding to PubMed Central online archive for public access no later than 12 months after journal publication. This Congressionally-mandated policy replaces an earlier voluntary approach.

To assist administrators and researchers in understanding their copyright-related obligations and options, SPARC (the Scholarly Publishing and Academic Resources Coalition), Science Commons, and the Association of Research Libraries (ARL) have released a white paper. Written by Michael W. Carroll, an attorney, copyright expert, and Villanova University law school faculty member, the paper reviews the policy and its background and explains its legal context.

Of particular importance, the white paper presents six alternative copyright management strategies that will help grantee institutions assure they reserve the necessary rights for articles being made available in PubMed Central.

Complying with the National Institutes of Health Public Access Policy: Copyright Considerations and Options is freely available on the SPARC Web site: *http://www.arl.org/sparc/advocacy/nih/copyright.html*.

Recycle Your Technotrash

The Libraries have partnered with GreenDisk to offer recycling services for technotrash. Technotrash cans are available in the Information Commons and the Computer Lab, both on the first floor of the Main Library. If you are interested, drop off any of the following for recycling and environmentally-friendly disposal:

- Diskettes, CDs, DVDs
- Video & Audio Tapes
- Ink Jet & Toner Cartridges
- Cell Phones
- PDAs & Pagers
- Digital Cameras
- Laptop Computers
- Handheld Devices
- CD & MP3 Players
- Rechargeable Batteries

Contact Joe Salem (jsalem@kent.edu) with any questions.

Reserves and Course Packets: Online Forms

Online request forms for Reserves and Course Packets are now available to all faculty from the Personal Menu on the LMS web page (*https://www.library.kent.edu/personal/login.php*). These forms eliminate the need for the paper Reserves and Course Packet request and copyright forms. The paper Reserves forms will remain available through 2008.

A Google Presence in KentLINK

Google now makes it possible for libraries to link to information found in Google Book Search through their online catalogs. KentLINK offers this feature which highlights availability of a given title in Google Book Search and the level of viewability provided. The Google link may also provide a thumbnail of the book cover, information about the book, or a preview of the book.

For example, a KentLINK search on "Staging of drama in the medieval church" published in 2002 shows:

Preview at Google Books

Clicking on this link allows you to view a limited number of pages in the book.

A search on "Several discourses preached at the Temple Church" published in 1772 indicates that the full-text will be available at Google Books through this link:

Read at Google Books

In this example, the KSU copy is available only in Special Collections. Google Books provides an online, scanned copy of the book held in Harvard College Library.

Both of these options provide contents listing and the capability to search the text, as well as links to other editions, and possible sources for purchasing the book. Book covers are often shown as well.

The third type of link to Google Books is seen with a KentLINK search on "Staging coyote's dream."

Information at Google Books

This link leads to information about the book, the possibility of submitting a review of the book, in addition to its book cover and contents. A value-added feature for this book includes a map highlighting places mentioned.

TIPS: Links to Google Books is a new feature in KentLINK, and you can expect to see enhancements. At present, the Google Book links show most consistently when doing a keyword search. The Firefox browser seems to be more effective at present in displaying these links than Internet Explorer.

Extended Hours in the Main Library

Please remind your students that during the last five weeks of the term the Main Library is open until 3 a.m., Sunday through Thursday and until 8 p.m. on Friday and Saturday. Hours vary slightly during finals week. The complete Libraries' hours schedule is available at: *http://www.library.kent.edu/hours*.

Student Multimedia Studio Spring Updates

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

The **Large Document Digitizing Station** was recently updated with a new 8-megapixel digital camera to allow students with documents too large to fit on a regular flatbed scanner to take high resolution pictures of them then insert them into documents, edit in Photoshop, or print them as is. This enhancement allows for finer detail for digitizing maps, architectural drawings, art and fashion illustrations than was possible with the previous equipment.

i-Mac and Mac FAQs

The SMS installed a new MAC computer system this spring complete with Adobe Creative Suite CS3 (including Illustrator and In-Design) and Final Cut Pro Studio (high-quality digital video editing software). The workstation is also equipped with a mini-DV/sVHS deck and NTSC monitor for capturing/recording video. This station can be reserved in advance by students in accordance with Editing Room reservation policies.

Our tutorial page on the Web also now includes a MAC FAQs section to provide up-to-date information specific to MAC students. This includes alternative MAC-based approaches for PC-based software commonly used for many presentation projects being assigned across campus.

Copyright-Free Music: Help Your Students Stay Legal

Are your students working on presentation projects for the Web? Did you know that educational "Fair Use" doesn't apply to ANY web project that's not behind a password-protected course such as "Vista"? You might want to solve at least one of the copyright problems by sending your students to the SMS for music. The SMS just installed over 60 Gigabytes of copyright-free music on a music server, making it available to all workstations in the SMS. This music can be used for everything from digital videos, PowerPoint, PhotoStory, audio essays or any type of presentation where high quality, copyright-free music is required.

This is especially important for keeping your Web-based presentations 100% above board and legal!

One of the great features of this music is that it uses Sonic Fire Pro software. Sonic Fire Pro allows music to be "composed" from "basic" genres, styles, moods, or instrumentation criteria to fit any specified playback time. It even allows the creator to generate different "moods" within a composition to allow for different types of coordination with other audio elements, such as narration or sound effects or with visual elements in a movie or PowerPoint presentation.

AND...most importantly...it's easy to learn and use!

Visit the SMS website at *http://www.library.kent.edu/sms* for more information or contact Gary Mote, Manager, gmote@kent.edu to schedule an appointment or in-class session.

Dean's Note continued from page 5

With considerable satisfaction, the team of spokespersons for the IIBC (Ignorance Is Bliss Coalition) concluded its first news conference in Washington, D.C. The group will launch an organizing effort on college campuses across the country. In the question-and-answer period that followed, members of the team attacked our "fixation with literacy."

Rather than promoting cultural or civic literacy, the team demanded that university administrators encourage "a kind of world literacy" that would have students reaching for "new realms of literacy" that have meaning to them. One team member, an anthropologist, offered helpfully that the "literacy of the printed page" might need to be replaced with the "literacy of the street." When this assertion seemed to stimulate more questions from the audience, the press conference was hastily concluded and all present retired for an informal hour of socializing featuring distilled water, tofu, carrots, and a fat-free dip.

Scattered about the room were copies of "progressive

reading lists" for undergraduates or for faculty whose political development was not quite complete. The list included books by Jacques Derrida, Michael Foucault, Houston Baker, Catharine McKinnon, Ernest Mandel, Andrea Dworkin, Guy Debord, and naturally Frederic Jameson.

Also left behind were copies of a reading list of forbidden books. This list included books by Russell Kirk, Shelby Steele, Karl Popper, Sidney Hook, Friedrich Hayek, Christopher Lasch, Ruth Wisse, and Mark Helprin. Proscribed journals include *National Review*, *Weekly Standard*, *Commentary*, *Modern Age*, T*he Claremont Review of Books*, *New Criterion*, *The Chesterton Review*, and *Academic Questions*.

NOTE: Hopefully, we all realize that the Ignorance Is Bliss Coalition is a fictional creation. Most (but not all) of the political formulations described above are exaggerations... but often not by much.

A Note from the Dean
Mark Weber, Dean of Libraries and Media Services
mwweber@kent.edu

A Program to Kill the Liberal Arts

At a press conference in Washington, D.C., champions of educational reform announced the creation of a new advocacy organization entitled the IIBC (Ignorance Is Bliss Coalition). The coalition includes a variety of organizations championing change in higher education that would make a student's experience as an undergraduate "more relevant, more liberating, and more free from the prejudices of a corrupt capitalist society." The spokespersons, composed of a racially, ethnically, and gender-balanced team, cautioned those in attendance, that, although they opposed the "oppression found in capitalist America," they still wanted funding for their research proposals from the Ford Foundation, the Mellon Foundation, the Carnegie Foundation, and other representatives of "socially-conscious wealth."

The team of spokespersons also condemned the liberal arts as a vestige of "dead white male patriarchy" and urged the adoption of a five-point program (see below) to marginalize the liberal arts in favor of a more "socially-engaged curriculum" found in new cutting-edge interdisciplinary programs such as Anti-Capitalism Studies, Pornography Studies, Liberation Studies, and of course Post-Modern Studies. Each of these exciting new interdisciplinary programs would be guided by the following core values. First, there is no such thing as objective truth. All truth is relative and the pursuit of truth is hardly worth the effort. Second, since there is no such thing as objective truth, there can be no such thing as objective scholarship. Instead, scholarship must be "engaged" and must be judged by the political ends it strives to serve. Third, there should be no required core courses for undergraduates. All courses are of equal value and students can "create their own major." Fourth, the team of spokespersons advocated "judgment-free learning." Faculty were encouraged not to make judgments about the superiority of one writer over another. "A judgment is just another word for bias and should not be communicated to another person in public especially a student," the team solemnly intoned. Finally, the team advocated an end to "pure tolerance" and to an "uncritical acceptance of the First Amendment."

Freedom of speech and thought should be limited to those words, concepts, and thoughts that "do not inflict pain or endanger the self-esteem of students, faculty, or staff in certain predetermined categories." The reform team then outlined its five-point program, entitled "The Five Pillars of Wisdom."

1. *College Credit for Going to High School.* The reform team applauded initiatives in several states to give entering college students undergraduate college credit for courses that they took in high school and that were taught by high school teachers. The team stated that since the liberal arts serve no purpose, students might as well take them in high school and then move on in college to a more "socially-engaged" curriculum. To critics who asked about the academic quality of high school courses, the team reminded them that "academic quality was another one of those judgments from which "we are struggling to free ourselves and our students."

2. *Distribution Requirements.* The team strongly supported the idea that distribution requirements should continually be expanded to include more and more courses for which a student could receive general education credit. After all, opined one team member (a philosopher by discipline if not by nature): "What we want is to make general education requirements so general that they cease to be requirements at all." After this wisdom was imparted, the team hurried on to its next point.

3. *Multiculturalism.* The team announced that colleges and universities across the nation must work hard to free students from any prejudicial background they received by taking courses in American history, American government, or American culture. Students, the team asserted, should be "citizens of the world" and should not have their vision narrowed by an in-depth knowledge of American history or institutions. The reform team also cautioned faculty in our nation's colleges and universities from making "western-centric moral judgments" about such institutions as slavery in Saharan Africa, or female circumcision in the Middle East. "Since their culture is not our culture, we cannot presume to make moral judgments" the team offered. The team concluded its presentation of this point by acknowledging that "more senior" faculty might still cling to notions of natural rights. If so, the team requested that "these faculty keep these views to themselves until they retire."

4. *Consciousness-Raising.* The team suggested that consciousness-raising workshops be instituted in each academic discipline so that students could reflect on whether or not their academic and social demeanor has been sufficiently "progressive" in a political sense and "sensitive" on the personal level. Students would be encouraged to engage in "self-criticism" about personal shortcomings or failures to be appropriately politically or socially sensitive.

5. *Books, Writing, and Scholarship.* The team decried the "oppressive prejudice" in academic life in favor of the book. "The book is merely a text whose central message is much less significant than the myriad of coded meanings in the text," they concluded triumphantly. They also condemned "writing as a restrictive cultural norm and libraries as narrow cultural institutions representing the values of late capitalism."

FRIENDS' CORNER

Looking Back: The Libraries' First Ten Thousand Volumes

Like most services and departments at Kent State Normal School, the first Library was not up and running on the Kent campus location until 1913. This was after land had been cleared and the first buildings constructed. The Library was first located in Merrill Hall, moving to the Administration Building in 1915.

Kent State's first 10,000 library volumes officially recorded were acquired between May 1913 and November 1915. Librarians recorded each item in a large, heavy volume, produced by the American Library Association for the recording of library "accessions" (*Standard Accession Book, Prefaced with Explanations, Illustrations and Rules for Best Methods of Use* by Melvil Dewey).

The books accessioned reflect the needs of a normal (teacher training) school including the history and philosophy of education, educational methods, health and nutrition, domestic science, and physical education, peppered generously with works of general history, geography, literature, manual arts, and government documents.

As Libraries and Media Services nears the acquisition of its 3 millionth volume, it is striking to gaze upon the carefully hand-written entries that document the infancy of what was to become a major research library.

Upcoming Event

April 24, 5 p.m., Gerald and Victoria C. T. Read Special Collections Classroom (Library, 10th floor)

Anthony G. Edwards: *The Creation of Manuscript Fragments: The Life and Works of Otto Ege*

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