FOOTNOTES[1]

New Spaces on the 2nd Floor
Main Library

Recent changes on the 2nd floor of the Main Library made it possible to reorganize and renovate service spaces and create some new areas as well. We hope you will visit soon and take a look!

Information Desk: In its new location, the desk is visible to users approaching from either the escalator or the elevators. The **Interlibrary Loan Office** is in this same immediate area. **Current periodicals** were relocated to open shelves and can be found at the beginning of the Periodicals Collection. Also in close proximity are the **photocopiers** (including the color copier) and the **laser print station**.

New Study Space: This is now one of the nicest study areas the Main Library has to offer. Overlooking the trees toward Cunningham Hall, the area features some casual seating, small tables and individual carrels suitable for users with laptops.

Presentation Practice Room: This exciting new space allows students to practice their presentations in a setting similar to what they might expect. The room seats six, has a podium with computer, an LCD screen, and whiteboard. Students can reserve the room in two-hour blocks for use during Information Desk hours.

Microform Center: No longer a dark, foreboding space, the microform collections and reader/scanners are now well-lit and inviting. Little-used microforms were moved to the basement and can be requested through the Information Desk. Two **study rooms** are now available in this area as well.

EXCELLENCE *in Action*

Database News

Gale Literature Criticism Series Now Online

KSU now has full-text access to all ten of the Gale Literature Criticism Reference Sets, a series known for compiling both historical and contemporary critical works on literature of all genres written from the classical period to the present. "Literature Criticism Online" includes the complete back file and an ongoing subscription to the following titles: *Contemporary Literary Criticism, Twentieth-Century Literary Criticism, Nineteenth-Century Literature Criticism, Shakespeare Criticism, Literature Criticism 1400-1800, Classical and Medieval Literature Criticism, Poetry Criticism, Short Story Criticism, Drama Criticism, Children's Literature Review.* This database can be accessed from the LMS website's Alphabetical Research Database listing (*http://www.library.kent.edu/page/10078*) under any of the above individual titles or as "Literature Criticism Online". Available to all 8 campuses and via remote access.

Vendor Change for History Databases

America: History & Life and *Historical Abstracts* now use the EBSCOhost interface. Search functionality remains the same.

America: History & Life is the definitive index of literature covering the history and culture of the United States and Canada, from prehistory to the present, providing indexing for 1,700 journals from 1964 to present. In 2006, the database began adding retrospective coverage for the most important historical journals in *JSTOR*. By project's end, coverage for these journals will extend back to the late-19th century.

Similarly, *Historical Abstracts* is an exceptional resource that covers the history of the world (excluding the United States and Canada) from 1450 to the present, including world history, military history, women's history, history of education, and more. This authoritative database provides indexing of more than 1,700 academic historical journals in over 40 languages back to 1955. In 2006, it also began adding retrospective coverage for the most important historical journals in *JSTOR* eventually extending indexing coverage back to the late-19th century.

Humanities E-Book Site Grows

The Humanities E-Book site from the American Council of Learned Societies now contains nearly 1,700 books. The recent additions cover women's studies, native peoples of the Americas, and methods and theory for historical studies.

The site is searchable at *http://www.historyebook.org.* Books are also cataloged in KentLINK, although there may be a lag period before records for recent additions are present there.

Historical Statistics of the United States

Through OhioLINK all KSU users now have access to *Historical Statistics of the United States* (*http://hsus.cambridge.org*). This is the standard source for the quantitative facts of American history. Data provided cover economics, government, finance, social conditions, demography, education, law, natural resources, climate, religion, international migration, and trade.

The database is fully searchable and permits users to graph individual tables, as well as create customized tables and spreadsheets reflecting particular areas of interest. Users need to create a free, personal account to save search results in a personal profile for future reference. The publisher advises that the browser should be enabled for popups and JavaScript, and session cookies should be allowed. Browser security settings should be on "medium" or lower. Settings that disable scripting will cause a problem with the site's functionality.

Visual Search Option on EBSCOhost

Visual Search is a tabbed option at the top of the screen for any EBSCOhost database. Clicking on Visual Search now opens a comprehensive tutorial automatically to guide a user through the functionality of the new Visual Search screens. Two search styles are offered: 1. to navigate among articles in a block format, with compass zoom controls and a mini-map of the entire result list; or, 2. to navigate using gliding columns and a clear breadcrumb trail. Both styles allow users to stack by publication or subject, narrow results by subject, sort them by relevance or date, and dynamically filter results using a date range slider bar.

America's Newspapers Enhanced

An improved search interface for *America's Newspapers* allows a user to:

- compare and contrast different perspectives by state, region, country, or continent.
- refine results and pinpoint articles by title, date, source type, and geographic location
- display topic and events results over time
- uncover differing viewpoints and differences in the way news is presented
- export citations to bibliographic management software programs such as RefWorks, EndNote, and ProCite .

America's Newspapers is updated daily and includes 17 Ohio newspapers, as well as other papers from around the country and newsmagazines (including *Time, Newsweek*).

Calendar These Events

Register for Library Live II, February 29

Libraries and Media Services is sponsoring the second annual Library Live conference on Friday, February 29, from 8:30 am to 3:00 pm. The conference, which will be held at the Main Library, Kent campus, features multiple breakout sessions throughout the day highlighting resources and services that will support your research and teaching.

Topics include locating primary sources on the Web, online survey tools, Wikipedia, E-book collections, copyright for course materials, student research behavior, software recommendations for student multimedia projects, and much more! Many sessions incorporate hands-on learning opportunities.

Registration is limited to the first 125 participants and is available at *http://www.library.kent.edu/librarylive*. Deadline for registration is February 20.

Breakfast snacks and lunch are included. The conference is open to Kent State faculty, administrators, and teaching and research assistants from all KSU campuses. For more information, call 330-672-3045 or email Mary Lee Jensen (mjensen@kent.edu) or Julie Gedeon (jgedeon@kent.edu).

Black History Month Speakers

Tamara Fuller, CEO, Founders College

> Date: Tuesday, February 12
> Time: 4:00 p.m.
> Location: Kent Student Center, Room 315

Norman Hill: *The Legacy of Bayard Rustin: From Protest to Politics*

> Date: Thursday, February 21
> Time: 4:00 p.m.
> Location: Kent Student Center, Room 315

Co-Sponsored with Dept. of English and the Institute for Bibliography and Editing

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

> Date: Thursday, April 24
> Time: 5:00 p.m.
> Location: Gerald and Victoria C. T. Read Special Collections Classroom (Library, 10th floor)

Latin American Film Series, February 29 – March 2

Four recent Latin American films will be shown on Friday, February 29, through Sunday, March 2, in the Kiva on the Kent campus. The film series is free and open to the public. The films are in Spanish and will be shown with English subtitles. Each film will be followed by a discussion facilitated by Kent State faculty experts.

The schedule for the series is:

> Friday, February 29, 7:30 p.m.: *Machuca* (Chile)
> Saturday, March 1, 2:30 p.m.: *Whiskey* (Uruguay)
> Saturday, March 1, 7:30 p.m.: *The Lost Embrace* (Argentina)
> Sunday, March 2, 2:30 p.m.: *Madeinusa* (Peru)

Libraries and Media Services is sponsoring the series with the Department of Modern and Classical Language Studies.

Visit *http://www.library.kent.edu/latinamericanfilms* or contact Daniel Boomhower at 330-672-1667 for more information. Free parking is available.
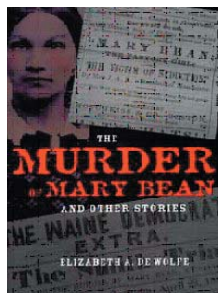
2008 Borowitz Lecture, March 11

Dr. Elizabeth A. DeWolfe of the University of New England will present a lecture on and readings from her book *The Murder of Mary Bean and Other Stories*, published in 2007 by the Kent State University Press. Dr. DeWolfe examines the case of "Mary Bean," the name given to an unidentified female mill worker found dead in a Saco, Maine, stream in 1850. The young woman's identity was eventually determined, and a local physician was arrested and tried for the death—determined to be caused by a failed abortion attempt. The story, covered extensively by the local press, garnered a great deal of public interest. It draws, in part, from 19th-century publications found in the Borowitz Crime Collection located in the Department of Special Collections and Archives and includes reprints of two 1850 fictional pamphlets related to the case.

Copies of the book will be available for purchase at the lecture. For more information on this publication, see the KSU Press Web site: *http://upress.kent.edu/books/DeWolfe_E.htm*.

Date: Tuesday, March 11

Time: 4:00 p.m.

Location: Gerald and Victoria C. T. Read Special Collections Classroom (Library, 10th floor)

This Women's History Month event of Libraries and Media Services is co-sponsored by the KSU Press and the Department of History. For more information, call Cara Gilgenbach (330-672-1677 or cgilgenb@kent.edu).

There's more...

Student Multimedia Studio: Software Usability for Multimodal Projects

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

Choosing the best software to meet pedagogical goals can be a daunting task. If you've ever assigned a multimodal project only to be swamped with students' complaints and technical questions about the software, then you know what we're talking about.

Even though many faculty "try out" the software before assigning a multimodal project, it's only after their students start working on the projects that they begin to hear about software problems. It's unfortunate but most software works best and most trouble-free only when the entire production process begins and ends on a single computer. For faculty who try out the software, this generally is the case. But, for many students who are forced to use multiple computer systems on campus and at home to complete their projects, the problems they encounter can quickly become a nightmare.

Windows Movie Maker is one of the worst offenders in this category since it stores essential information about the project in a "hidden" folder on the "C" drive of whatever computer the student is working on. That information isn't saved to a student's portable media when the project is saved. The result is that hours of work can be lost and the work has to be recreated every time the student works on a different computer.

Quite a few instructors have asked, "Why didn't anyone warn me about these problems?" or, "Where can I get more information about technical problems with particular software?"

In response, the SMS has posted a fairly comprehensive "Software Usability" matrix for various types of multimodal presentation projects on its Website under the "Tutorials" link. It lists both the advantages and the technical problems associated with each type of software, and more importantly, provides "fixes" or "work-arounds" for these problems.

As always, feel free to contact the SMS staff for software recommendations and to obtain the best support for your students through on-site support at the SMS or with in-class software demonstrations or workshops.

Faculty might also consider attending the seminar, "Multimedia Projects: Making It Easier for You and Your Students," being conducted during the Library Live II Conference on February 29th. This seminar will provide participants with an in-depth look at the Software Usability Matrix through demonstration and answer any questions faculty may have about software for multimodal presentation projects. [more on Library Live on page 3]

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

Login Changes for KentLINK and OhioLINK

A major library goal is to simplify your life by letting you use your Flashline ID and password for all of our services. We've recently made some significant progress with major changes in the way you login to KentLINK and OhioLINK services. This list reviews the major services.

1. Flashline ID for KentLINK: You can now login to KentLINK with your Flashline ID and password to access your library account, renew books, and order books from KentLINK. It is no longer necessary to enter your Social Security Number (SSN).

2. You can hear a PIN drop: The KentLINK PIN has been eliminated. Now, no KentLINK or OhioLINK service prompts you for a KentLINK or library PIN.

3. SSN remains for OhioLINK Catalog requests: You still need to use your Social Security Number when you request an item from the OhioLINK Central Catalog. We are working continually to change this. Soon your Flashline ID and password will also work when you request OhioLINK items.

4. SSN remains for OhioLINK AUTHENTICATION: When you authenticate at OhioLINK to use licensed resources, you still need to enter your Social Security Number. There are no near-term changes planned for this system. Even though it's secure, if you object to this service, please use the new VPN described below.

5. New VPN for off-campus access: The new, preferred alternative for off-campus access to all of the Libraries' licensed resources is the new Kent VPN service (*http://www.kent.edu/is/Network/VPN.cfm*). The VPN requires your Flashline ID and password. Once you're comfortable with the VPN, you can stop using the Kent Proxy Server, which is scheduled for elimination in Summer 2008.

Direct any questions to Tom Klingler (tk@kent.edu).

Dean's Note continued from page 5

SAILS is based on the ACRL standards and could be employed to provide measurses on just how well-prepared a Kent State undergraduates are likely to be.

III. As Kent State begins the critical process of rethinking the philosophy, and content of undergraduate instruction, I hope that civic, cultural, and information literacy will be seriously considered by the various working groups that will undertake this important task. If they do and if these programs are part of some final model, then we will have defined a distinctive and powerful answer to the often-asked question:

"What does it mean to have a Kent State degree?"

NOTE: Information on the civic literacy study can be found at *http://www.isi.org*. The study *Reading at Risk* is not the product of Washington bureaucrats. Instead, thanks should go to Professor Mark Bauerlein of Emory University who was the director of the NEA Office of Research and Analysis. He brings us the grim news of the report with clarity and with precision.

For the very basics of information literacy, see "Information Literacy Competency Standards for Higher Education" at *http://www.acrl.org*. See also, Diana Ravitch's *Left Back: A Century of Failed School Reforms* (Simon and Schuster, 2000) and E.D. Hirsch's *The Schools We Need and Why We Don't Have Them* (Anchor Books, 1999). Also disturbing but useful is Carol Iannone's "Reading Literature: Decline and Fall?" in *Academic Questions* (2005), Volume 18, Number 3, pages 6 to 15.

Literacy and the KSU Graduate

I. Recently, articles in the newspapers about the myriad of proposals for structural change in Ohio higher education have prompted me to ask myself: just what problem or problems are we trying to fix? Should the University of Akron and Cleveland State University be merged? Should NEOUCOM be merged with the University of Akron? Should regional campuses become community colleges? Should community colleges become regional campuses? Should all universities in Ohio be blended into a single state-wide system like Pennsylvania or Florida or California? Some of these ideas have some merit. Some do not. The ones that have merit might, if enacted, improve the shape and structure of higher education. They will not address what seem to me to be more fundamental questions regarding undergraduate education. What might these be? They boil down to two: After graduation with a bachelor's degree, just what do our students actually know? Here, I mean general knowledge in science, literature, history, and mathematics.

In the 1960's, I sometimes watched a television program entitled the "General Electric College Bowl." On this program, small teams of undergraduates from leading universities competed by answering questions in the broad fields mentioned above. Once, I watched a team of students from tiny Hamilton College in Clinton, New York, defeat a team from the University of Illinois. How would our students fare in this kind of competition? Do we have an undergraduate curriculum that would guarantee success or failure? If what students know is the first, what is the second? To my mind, the second is what kind of citizens will our students make? Will they leave our campuses equipped to be responsible citizens in a democracy that is healthiest when its citizens are informed and active. I know that there are some (actually many) who would likely claim that the most important function of an undergraduate education is to enable the holder of the BA or BS degree to get a job. While this argument is understandable and politically very powerful, it does seem to beg the question of just what "jobs" students are being prepared to assume. With the blue collar job market disappearing except in the area of a few skilled trades and in the low-wage service sector; and with the white collar market being driven by ever-accelerating changes in information technology, it seems that students (and their parents) may be disappointed if they see higher education as job preparation. In the end then, the purpose of a bachelor's degree at Kent State or any other university ought to be to prepare students to lead lives as well-rounded, educated citizens.

II. Well, what should we hope that, at minimum, students acquire in their sojourn as undergraduates? I recommend proficiency in three broad areas: civic literacy; cultural literacy; and information literacy. Taken together, these areas provide a compelling answer to the questions of what undergraduates should know upon graduation. Let's take a look at each.

1. Civic Literacy. In September of 2006, The National Civic Literacy Board of the Intercollegiate Studies Institute (ISI) in collaboration with the Department of Public Policy at the University of Connecticut conducted a study of 14,000 undergraduates at fifty colleges and universities across the country. The results of this study are truly appalling from almost any point of view. To put it briefly, our colleges and universities appear to be either unable or unwilling to educate undergraduates about the history of the United States and its institutions. In fully one-third of the schools surveyed, graduating seniors scored lower than entering freshman. This would appear to somewhat compromise the explanation offered by some that colleges and universities are not to blame because it is simply the fault of the public schools. What about those important criteria of cost, prestige, and selectivity? The study found that three of the schools that scored in the bottom ten were from the Ivy League: Brown, Cornell, and Yale. No doubt parents whose sons and daughters attend these institutions can feel good about paying more than $30,000 in annual tuition so that their children can score low on an exam which asks some of the most basic questions about United States history and government. For public institutions in the survey, one wonders just what taxpayers and legislators think of these results. When I ventured some of the above concerns, a faculty member told me that civic literacy may have been important in the past, but now "global awareness" has taken its place. Interesting…but not convincing. In fact, civic literacy and global awareness are linked. A student who has a firm understanding of his or her own history and civic traditions, is in the best position to evaluate, understand, and appreciate the history and traditions of other nations.

2. Cultural Literacy. Cultural literacy is a broad concept that may include civic literacy. However, I have a narrower definition: reading, writing, and familiarity with our artistic and literary heritage. Reports from the National Endowment for the Arts (NEA) and other studies indicate that literacy is in serious decline in the United States. The NEA study is entitled Reading at Risk: A Survey of Literary Reading in the United States. It was published in 2004 and it shows that, in every age and demographic group, the rate of the reading of literature, with no judgment of its quality, has markedly declined and is likely to continue to do so. Critics such as E.D. Hirsh, Diana Ravitch, and Thomas Carnicelli place much of the blame on the "progressive" movement in education over the last century or more. Others claim that the dominance of electronic media, with its contempt for traditional notions of grammar, syntax, and reasoning, is to blame. Whether one agrees with these critics or not, the fact remains that our literacy, as measured by familiarity with a Russian novel, the periodic table, a quadratic equation, or a Mozart sonata, is in a state of free-fall. If we are to rethink our undergraduate curriculum, clearly the sharp decline in cultural literacy should be on the table for discussion.

3. Information Literacy. Since we live in a digital world, the way in which we find information has changed as well. In brief, information literacy requires that a student be able to determine when information is needed and then be able to locate the information, critically evaluate it, and use it responsibly. There are two other concepts that merit brief discussion: "critical thinking" and "computer literacy." Critical thinking is or should be a core value in undergraduate education. However, it is not a substitute for information literacy the focus of which is broader. Computer literacy is not a substitute for information literacy either. What will a computer look like in five years? I don't know. Perhaps others do. However, most computer "literacy" programs focus on the contours of our current technology when it is almost certain to change. When students acquire the basic competencies in an information literacy program, they are much more able to become self-directed learners. If they become self-directed learners, then they will become lifelong learners regardless of the physical structure of the computer. The publication, *Information Literacy Competency Standards for Higher Education*, outlines the competencies and skills that are associated with different learning outcomes. Information literacy programs easily lend themselves to assessment by tools such as the Standardized Assessment of Information Literacy Skills (SAILS) developed by faculty librarians at Kent State.

FRIENDS' CORNER

Jonathan Goodman, 1931-2008

We are saddened to note the death on January 10 of leading British crime historian Jonathan Goodman. He was best known for his well researched and pivotal works in true crime literature, but he also wrote poetry, short fiction, journal articles, and novels as well. He was a longtime Friend of the KSU Libraries.

Mr. Goodman wrote the Foreword to A Gallery of Sinister Perspectives exhibition catalog, which marked the dedication of the Borowitz Crime Collection at Kent State University in 1990. In 1995, he was a Borowitz Lecturer, presenting on his book *The Killing of Julia Wallace* and more recently returned to read from *Tracks to Murder*, published in 2005 by the KSU Press. He published two other books with the KSU Press, including the 2007 updated and expanded version of *Murder on Several Occasions*. A full obituary that includes references to many of Goodman's publications ran in the January 14 *Telegraph* (UK).

Upcoming Events Summary

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