

FOOTNOTES¹



Make your plans now

Library Live: An Information and Resources Conference

Friday, February 26, 2010 in the Main Library, 9:00-3:00 p.m.

Library Live! 2010 brings you updates on resources and tools designed to support your

research and teaching needs. Sessions provide hands-on practice with new skills and a chance to ask questions of the experts in a welcoming environment.

Multiple sessions offered across four time slots allow you to tailor the day to your needs and schedule. Sessions will cover topics such as:

- combating plagiarism
- e-portfolios
- writing and research services
- copyright and online learning
- Kent State Centennial Digital Collection
- video sampler

Breakfast snacks and lunch are provided. Registration is required. Go to <http://www.library.kent.edu/librarylive> for details and to sign up.

OhioLINK Reorganization

In 2009, OhioLINK took steps to further the goals of the Ohio Board of Regents Strategic Plan for Higher Education, which calls for the creation of an Integrated Technology Infrastructure at the Board of Regents.

In November, OhioLINK began to shift operation and management of its systems to a new shared group with OARnet (Ohio Academic Resources Network) headed by the Ohio Board of Regents Educational Technology Division. During this continuing transition, we have experienced unprecedented service interruptions and delays which are of major concern to the consortium. Although we have been informed that the outages will stop once the transfer is finished (six to eight months), OhioLINK members are disturbed by the process.

On January 5th we were disappointed to learn that Tom Sanville resigned after eighteen years as Executive Director of OhioLINK. Tom's leadership and dedication was instrumental in the building of the OhioLINK consortium. We are grateful for his contributions and service to Ohio's academic community and wish him the best in future endeavors.

OhioLINK Budget Cuts

Significant cuts in state funding of the OhioLINK FY10 budget launched a year-long review of many OhioLINK resources. Numerous databases, electronic journal packages, and the *ISI Web of Science* all came under scrutiny.

Database resources were reviewed and for the most part retained during the first part of the year. As a result of the database review, Kent State is paying \$43,000 more than last year for the same set of research databases. The single largest database cost change came with Kent State's need to fully fund its access to the PsycINFO database at \$21,000.

Many EJC packages were identified for possible elimination or reduction based upon a combination of use and cost. Most of the packages were saved in whole or in part by OhioLINK member libraries agreeing to pay significantly more. Kent State University Libraries is now paying **\$108,500 more than last year** for nearly the same OhioLINK journal and database content. The packages saved include: Association of Computing Machinery, Cambridge University Press, Duke University Press, Emerald Group Publishing, Project Muse, Royal Society of Chemistry.

These additional costs place added strain on an already tight collections budget; our budget reserves and our budget flexibility are nearly gone. In any case, group purchasing is still our best choice since we receive much more content per dollar through the consortium than we can on our own.

We will review usage of the lost titles and seek your recommendations on local replacement of important titles.

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EXCELLENCE in Action

¹ <http://www.library.kent.edu/footnotes/>
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Resource News



American History in Video

The Libraries now have a subscription to *American History in Video*. This resource provides “the largest and richest collection of video available online for the study of American history, with 2,000 hours and more than 5,000 titles on completion.”

The collection allows students and researchers to analyze historical events, and the presentation of historical events over time, through commercial and governmental newsreels, archival footage, public affairs footage, and important documentaries. This release includes over 1,260 titles, equaling approximately 420 hours. Forthcoming are new videos from PBS, WGBH, and California Newsreel, plus additional years of Universal Newsreel.”

This is an eight-campus subscription and includes the rights to integrate these videos into online courses.



The Collections Budget Pie

A recent article in the *Chronicle's* “Wired” blog (<http://chronicle.com/blogPost/The-All-Digital-Library-Not/9215/>) reported that in 2008 the average research library spent about 53% of its collection budget

on electronic resources.

This is how the Libraries’ collection pie is divided:

1. Half paper/Half electronic

Out of our \$4.4 million collection allocation, we spend \$2.028 million on ongoing electronic resources. Last year we spent \$115,000 on one-time electronic purchases. These last two figures add up to \$ 2.14 million. So, we are approaching the half-way point -- where half of our budget is spent on electronic and half on non-electronic resources. We will most likely hit the half-way point of spending \$2.2 million on electronic purchases by July 1, 2010.

2. Serials/Monographs = 3/1

Out of the \$4.4 million allocation, \$3.3 million is spent on serials (paper and electronic). About \$1 million is spent on monographs.

3. Electronic journals/Paper journals = 2/1

Out of the \$3.3 million that we spend on serials, slightly more than \$2 million is spent on electronic journals, and slightly more than \$1 million is spent on paper journals. So, in the journal category, we’re spending twice as much on electronic as on paper.

RefWorks Users Now Have Lifelong Access

RefWorks has announced that account holders at universities which presently subscribe to RefWorks will continue to have personal access as long as the institutional subscription is maintained. This will allow a RefWorks user to continue to use their personal databases of references, store and share information, and generate bibliographies. The Libraries presently have an eight-campus subscription to RefWorks.

Videos in Business Source Complete

Business Source Complete now includes a business video collection with 55 videos from the Harvard Business School Faculty Seminar Series. These lectures are captured from executive education programs. The videos contain a table of contents allowing selection of a specific topic. Most lectures also provide a transcript in PDF format.

Access to Naxos Music Library

As of January 15, *Naxos Music Library* is streaming exclusively with Adobe Flash Player. Adobe Flash Player 10 can be downloaded at <http://www.adobe.com/products/flashplayer>.

Library Offers New Copiers

The Main Library has just installed two copiers that offer copy-to-file capability. The user can copy the material placed on the glass and then save it in full color to a USB drive. The user will be able to select the preferred format to save the file. The option still exists to make a black and white paper copy instead of saving the file.

One of the new copiers will be located near the circulation desk on the first floor. The second copier will be located across from the Wick Poetry Center on the second floor. More will be added as older public copiers are replaced. The copiers accept Flashcards as well as coins for payment.

JSTOR Moving Wall

JSTOR has announced that all *JSTOR* journals with “moving walls” have now been updated to include the additional year of retrospective content. Some publishers have requested that the moving walls for their titles be reduced. Detailed information on all titles is available at: <http://www.jstor.org/page/info/about/archives/collections.jsp>.

Five Tips for Successful Movie Maker Projects

This is the second in a series of articles from the Student Multimedia Studio intended to help faculty and students with their multimedia project assignments.

1. Create a Project Folder

Create a folder for your movie project and put all the pictures, video and audio files that will be used in your Movie Maker project into that folder THEN immediately open and save the WMM "Project" into the same folder before importing media into the project. This will help assure that you have all the media available for your project if you move from one computer to another.

2. Start and Finish your WMM Project on the same computer

When you move a WMM project from one computer to another, three problems might occur:

- Compatibility Issues. Windows Vista and Windows XP versions of WMM are not compatible.
- Collections Disappear. WMM Projects saved on one computer will not reopen on a different computer with the "collections" you imported into the project. You will have to re-import all media if you reopen your WMM Project on a different computer.
- Red X = Missing Files. Sometimes, Red X's will appear on "clips" on the time line. To fix this, right click on one of the Red X'd clips and choose "Browse for Missing File". If you followed Tip #1 above, then after finding just one "missing file", all the rest will open.

3. WMM can only edit WMV and "most" AVI Format Videos:

Quicktime Movies (.MOV or .M4P), Real Media movies (.RM), and most MPEG movies (.MPG) are not supported by Windows Movie Maker. If you have this type of video, you must CONVERT it to .WMV before you can import it into WMM. "Free" software for converting video formats to .WMV is "Prism Video Converter" available on the web from: <http://www.nchsoftware.com/prism/>

4. Want BOTH Narration AND Music?

WMM only has one audio track for either music or narration, not both simultaneously. The "work around" is to SAVE the MOVIE as a .WMV video file with either the narration or music, then start a new WMM PROJECT, import the MOVIE you just saved into the new project, then add the narration or music to the now empty music/narration track. Finally, resave the MOVIE again with all the audio.

5. Know the difference between saving a .mswmm "PROJECT" file and a .wmv "VIDEO" file.

This may seem like a "duh" moment but there are literally hundreds of students and faculty who contact the SMS wanting to know why the .mswmm file they saved or sent won't play the "video" that was created. Emphasize that, after saving their "video", they need to try to play it. If the file opens and plays in Windows Media Player it's a "video". If the file reopens Windows Movie Maker, it's NOT a video... it's a project!

For more information or questions about your multimedia assignments or projects, contact Gary Mote, Student Multimedia Studio Manager, gmote@kent.edu or visit the SMS website at <http://www.library.kent.edu/sms>

New at the Writing Commons

The Writing Commons will start the semester with a receptionist on duty. This will allow tutors to devote their time to working with students. As a result, more tutors will be available throughout the day, and there will be increased capacity for walk-in help. The Writing Commons offers one-to-one feedback and assistance to any Kent State student working on any writing project. Spring hours are:

Monday-Wednesday, 10:00 a.m. - 8:30 p.m.
Thursday, 10:00 a.m. - 6:30 p.m.
Friday, 10:00 a.m. - 3:15 p.m.
Sunday, 3:15 p.m. - 8:30 p.m.

In addition, the Writing Commons houses an open computer lab and a non-circulating collection of writing resources for students to use any time the Writing Commons is open. Jeanne Smith, Writing Commons Director, said that once students discover the Writing Commons, they tend to come back often to work with tutors. "We are like 'personal trainers' for people working on writing projects," Smith said. "We can really help students become better writers over time."

...and yet more highlights



Focus on the Map Library

The Map Library is the chief cartographic and geospatial resource center for maps, atlases, GIS data, place name literature, and cartographic reference materials in paper and electronic format. The mission of the Map Library is to assist students in obtaining resources for research and learning, faculty in gathering resources for research and teaching, and the general public in their educational or recreational pursuits.

The Map Library strives to provide access to cartographic and GIS resources through individual consulting and online direction using our extensive webliographies for online resources. See <http://www.library.kent.edu/page/14355> for links by geographic area or by subject. Our friendly students and professional staff are more than happy to find specialized resources to fit research and course needs to support faculty and students at the University.

We can help locate maps and GIS data that meet the needs of your project whether in our collection or beyond. Not using maps and cartographic resources for work or school? We are also happy to provide any cartographic reference assistance to university and community patrons for personal needs including travel, site analysis, genealogy using maps, or other cartographic projects.

The Map Library is also a great resource to those on North Campus who have more traditional information needs. We support research and learning through instruction in database searching and journal literature for coursework through drop in and scheduled reference assistance. We can also assist faculty with Reserve services and library research instruction for courses, citation searching, and plagiarism education. Edith Scarletto, the Map Librarian, can be contacted at escarlet@kent.edu or 330-672-2017, or by visiting the Map Library in 410 McGilvrey Hall. You can also visit our website for more detailed collection and service information at <http://www.library.kent.edu/map>.



Library Instruction Options

Information literacy education and research support are central missions of University Libraries, and your subject librarian is ready and willing to collaborate with you to support student learning in your classes. As you look forward on your semester, keep in mind the following options:

- Course-related information literacy instruction (at the library or in your classroom) – Your subject librarian creates a session that supports your assignment and course.
- Research workshops – You devote a class period to student work on their research assignment and your subject librarian provides a computer lab and their expertise in giving students point-of-need assistance.
- Online Library Skill Modules with quizzing – The library has a variety of skill modules on research and library resources that can be assigned to your students. Through Vista Blackboard, small quizzes can also be assigned in conjunction with the modules.
- Vista Blackboard integration – Your subject librarian can provide contact information, links to handouts and presentations and other materials to support your online courses.
- Customized online modules – Let us know what you need. With advance notice, your subject librarian can create learning modules specifically designed for your online courses.

To discuss your instructional needs, please contact your subject librarian (www.library.kent.edu/subjectlibrarians).

May 4 Oral History Project

The May 4 Oral History Project administrated by Special Collections and Archives recently reached a milestone, completing the 100th interview in the collection. During the University's Centennial year and approaching the 40th commemoration of the Kent State shootings, this spring Special Collections staff have been accelerating the program with a view toward increasing the number of interviews even more.

This past fall Special Collections personnel staffed an information table during Homecoming Weekend in the May 4 Visitors Center (Taylor Hall), prepared a special brochure, and sent a mailing inviting prospective interviewees to contribute their interviews to the collection. The project will seek interviews not only with eyewitnesses to the shootings, but also individuals who were involved in court cases, the Gym Annex controversy, the May 4 Task Force, and annual commemorations.

During this year's May 4 events, Special Collections staff and graduate students will be available by appointment to record interviews with visitors attending the commemoration.

For more information, please see the oral history website at: <http://www.library.kent.edu/oralhistory>, or contact Craig Simpson, Special Collections Librarian, (330) 672-1675, csimpson@kent.edu.



A Note from the Dean

Mark Weber, Dean of Libraries and Media Services

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What Will They Learn?

Back in 1984, someone handed me an essay by a little-known (at that time) educator named E.D. Hirsch. The essay was included in an issue of *The American Scholar* and was entitled "Cultural Literacy." Hirsch, then chair of the English department at the University of Virginia, was urged by education historian Diane Ravitch to turn his provocative essay into a book. Hirsch did this, and the result was the widely-read *Cultural Literacy*, which stayed on the *New York Times* best-seller list for 26 weeks in 1987. Just above Hirsch's book on the best-seller list in that year was *The Closing of the American Mind* by Allan Bloom. Soon after this, Hirsch all but abandoned academic literary studies and became a full-time educational reformer. In brief, Hirsch contended that facts do matter and that the nation's elementary and high schools badly needed a comprehensive curriculum that would emphasize the core knowledge that graduating high school seniors should know. This "core knowledge" would communicate to the student an understanding of the literary, scientific, and civic accomplishments of the West in general and of the United States in particular. It was this solid grounding in our traditions, rather than the murky relativism of multiculturalism that children needed in school. His critics, ranging from public intellectuals to faculty in many schools and colleges of education, lumped Allan Bloom and Hirsch together and dismissed both as "conservatives." In the case of Hirsch, this attempt at labeling was especially ironic because he had always been a liberal Democrat. Indeed, while Hirsch's "progressive" foes derided him as an "elitist," his work demonstrated a genuine commitment to full citizenship for America's poor and minority children. Hirsch saw cultural literacy as the most effective way to provide a chance for upward mobility for millions of economically poor and functionally illiterate children. While Hirsch champions the idea of "core knowledge" in elementary and high school, we should also apply those same values and principles to undergraduate education at the college level. It is to that which we now turn.

II.

Here are several questions that visitors to college campuses should (but sadly do not) ask:

1. What is a sound undergraduate education? Most colleges and universities embrace something called "distribution requirements," which permit students to choose from a wide variety of courses under a broad category. For example, at one university, under the category of "languages and literature," a student could satisfy the requirement with a course in classics of science fiction, or feminist themes in punk rock. Such courses as American literature or British literature or Latin American literature were offered under this heading. However, they were only choices from a laundry list of specialized and esoteric courses. This structure was defended by one academic who stated that this program would make learning "fun." Apparently this scholar doesn't mind soaring rates of cultural illiteracy among young people and the fact that American high school graduates cannot compete with students from other countries in science and mathematics competency. What we need in undergraduate learning is a solid core curriculum with some structure and intellectual rigor. What follows are some suggestions to achieve this. First, we need the following categories of courses: Composition or writing, Literature, Foreign Language, Critical Thinking and Literacy, United States History or Government, Economics, Mathematics, and Science (natural or physical). Students should be required to choose from a sharply-reduced list of courses in each of these categories.

2. Does your university have a genuine core curriculum? If so, what are the elements of this "core?" The first area of concentration should be writing competence. In this category would be an introduction to a college writing course, focusing on grammar, style, clarity, and argument. Writing-intensive courses from other disciplines, remedial courses, and SAT scores should not be used to satisfy this requirement. No student should be able to "test out" of learning to write. A second area would be literature. In this area, the student would take a comprehensive survey of literature such as American, British, or Latin American. Single author courses or esoteric courses would not count toward fulfilling this requirement. Third, let's talk about foreign language. Students should complete three semesters of the study of a foreign language so that they can demonstrate competency at the intermediate level. Students would be able to "test out" in this area by being able to demonstrate intermediate reading and verbal competency. Next, always controversial these days, is requiring a course in American history or government. Many on the academic left have attacked such a requirement on a variety of grounds: U.S. history is "racist," or "not inclusive," or not "global" in scope. Here's the deal: every student should graduate from college with an appreciation of the broad sweep of American history and democratic institutions. Courses that are based on race or gender cannot substitute for this important requirement. This would mean African-American history or women's history, as important as they might be, cannot substitute for an introduction to American history. In addition, courses that focus on a smaller chronological period of time cannot be used to satisfy this requirement. This would include courses like, Civil War history, or the history of the Roaring Twenties or "The Sixties." Economics may be the "dismal science," but every student should be required to take an introductory course in micro or macroeconomics. This course should be taught by faculty in economics or business. Sixth, we come to my own personal nemesis: mathematics. I am a dolt when it comes to any kind of math...but....well...I think students should take a course or two in algebra, trigonometry, calculus, statistics, or computer programming at or above the intermediate level. Generally speaking, computer literacy courses or linguistics courses would not count in this category. Seventh, laboratory courses in the natural or physical sciences should be required. This would include astronomy, biology, chemistry, physics, geology, or some psychology courses. Finally, there should be a category for information literacy/critical thinking. This requirement could be satisfied by taking a course in accessing information in a digital learning environment.

3. Does your college offer courses in belief systems of the modern world? This required course should focus on such belief systems as the Abrahamic religions, Eastern religions, and secular humanism. It would also address issues such as: what is religious fundamentalism? Frequently, I hear people use interchangeably terms such as "fundamentalist Christian," "evangelical Christian," or "Pentecostal Christian."

III.

E.D. Hirsch is now 81 years old. In his most recent book, *The Making of Americans: Democracy in Our Schools*, he recounts the famous story of Benjamin Franklin leaving the Constitutional Convention and being asked by a woman: "Well Mr. Franklin, what have we got?" Franklin's memorable answer: "A republic, madam, if you can keep it." Well, can we keep it? With Hirsch's idea of core knowledge applied to undergraduate education, we can at least try.

FRIENDS' CORNER

The KSU Extension Program



Professor J. T. Johnson's Extension Class in Agriculture, Bedford, OH, 1913

Kent State University, established as the Kent State Normal School in 1910, did not have its Kent campus facilities up and running until 1913. During its first two years while campus classroom and dormitory facilities were being built, classes were offered in a number of locations throughout northeast Ohio including Bedford, Ravenna, Cleveland, Louisville, and several other communities. Even after the campus was established, the Extension Program continued, allowing currently practicing teachers in the region to earn two or four-year diplomas while they worked full-time in the field. In this way, the University has always functioned as a regional institution and has offered distance education since its earliest years. Regional campuses with their own facilities and programs were established starting in 1946 and eventually developed into the eight-campus system that distinguishes Kent State University today.

For more on the University's history, visit the Centennial Collection at:

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



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