

NEWS *from* FONDREN

A LIBRARY NEWSLETTER TO THE RICE UNIVERSITY COMMUNITY

THOUGHTS FROM NEW VICE PROVOST AND UNIVERSITY LIBRARIAN SARA LOWMAN

Sara Lowman was named vice provost and university librarian in November 2007. Melinda Reagor Flannery interviewed Lowman in March 2008.

Q: What does the future of the library look like under your leadership?

A: I want to make very sure that there is no gap between the library and the rest of the campus. I intend to be very active and visible here at Rice. I want to collaborate with colleagues across campus and bring back information about what is going on elsewhere so that we are well-positioned to help. Outreach will also be an early focus, and we are actively working to enhance our services to graduate students. I would like to see a general

increase in campus interaction with library staff. We will engage in more marketing to refine our identity and campus role. Fondren’s knowledgeable staff can help the divisions and all facets of the university reach the goals of the Vision for the Second Century.

Q: Where are the library’s opportunities for campus partnerships?

A: Our partnerships with faculty are pervasive. For example, in the process of working on startup issues with the Chao Center for Asian Studies, I heard very flattering things about how some of our humanities constituents see library support. We help with the teaching needs of faculty and the research needs of their students by building research collections for their use and archiving their records and papers. In the future, we hope to do more with data sets and with interactive capabilities for stored digital content. Information Technology is a natural partner and we are exploring support for electronic portfolios for undergraduates, archiving campus digital resources and records management.



Vice Provost and University Librarian Sara Lowman in the 6th floor Fondren reading room

We have strong ties to the Office of Research and Graduate Studies and will continue to work closely with the new Office of Research and Office of Graduate and Postdoctoral Studies. With the dean of undergraduates and John Cornwell we will be supporting the university’s efforts to advance information fluency, the 11 goals of the Quality Enhancement Plan and assessment of our services.

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FONDREN CO-SPONSORS DIGITAL DISCOVERY CONFERENCE

Scholarly publishing was the topic and drew more than 100 faculty, researchers, administrators, publishers and librarians together on March 27, 2008, for "Digital Discovery 2008: Issues in Scholarly Publishing." The Houston Academy of Medicine-Texas Medical Center Library and Rice University's Fondren Library organized the conference, with corporate sponsorship from Elsevier. Speakers discussed new trends in scholarly and educational publishing, development of new information content, and the need for new ontologies and software tools to mine knowledge from ever-increasing collections of text and data.

Speakers included scholars from a range of disciplines, from life sciences through the humanities. NASA's Kathy Johnson-Throop described the challenges of building medical information systems that will support both researchers working on extreme-environment physiology and clinicians supporting future deep-space flights, while remaining open to interest from the general public. Rice's Richard Baraniuk described the growing successful application of open-access educational publishing via Connexions. Daviss Menefee and Sweitze Roffel, of Elsevier, spoke of their vision for a continued future role for traditional publishers: adding value to authors' content via peer review and resource discovery support.

*Kerry Keck
Assistant University Librarian for
Collections
keckker@rice.edu*

Q: What are your plans for services to students?

A: We provide students with physical and intellectual space for their studies and teach them how to find valuable information in the sea of "too much." We provide teaching, mentoring and actual resources in the form of library collections, electronic reserves and multimedia project development. The library administration is forming a group to look at the relationship between electronic reserves and OwlSpace, Rice's course management system. Geneva Henry, executive director of the Digital Library Initiative, and I recently co-lead a group at a regional Educause meeting on using Web 2.0 technologies, where different perspectives were raised on the subject of systems integration. Initial discussion in Fondren's student advisory committee suggests that integrating e-reserves and OwlSpace may not be a burning issue. We want to look at all sides and put our resources where they will help the students most.

Q: Although new to this position, you have been at the library for some time. What are your expectations of university administration?

A: In the past, the administration has been very supportive of the library. We have gotten the resources we needed, and I am optimistic that the administration will listen to a good case whenever we make one.

Q: How do you plan to be involved outside of Rice?

A: With all the organizations and consortia available, many with overlapping missions, we must leverage our involvement to best serve the university. I serve on the ARL committee on legislation that affects libraries as well as various American Library Associa-

tion committees. I plan to maintain awareness of developments in digital library development, and will attend the Digital Library Federation meeting this spring. I represent Rice in the regional consortium Greater Western Library Alliance (GWLA) and serve on the board of our regional affiliate of the Online Computer Library Center (OCLC), which has had a foundational role in automating the collaborative work of libraries. Knowing which libraries have which resources is critical for continuing to describe, find and share resources. How libraries collaborate is changing, and the consortia are struggling with these changes. GWLA is currently entering into a memorandum of understanding with Google and the University of Michigan on the digitizing of federal technical reports.

Q: How do you see Fondren balancing digital and traditional services? Do you see any activities' being dropped?

A: Things change gradually, but books are not going away; more books were published last year than ten years ago. What libraries do hasn't changed, the how has. Library jobs are changing and people really like doing different things. We aspire to fulfill user needs as they shift. For example, the renovation has allowed us the flexibility to reallocate staff resources to the Digital Media Center.

Q: Among the technological innovations hatching right now, do you see any that are potentially transformative for Fondren?

A: You can't always see a transformation coming. The Internet has been transformative. I remember a colleague's showing me a Tarot card site on Mosaic, after Rice had moved quickly through implementing TCP/IP and gopher, and calling it a "killer

app.” We went so quickly from trying to network physical CDs to providing online, direct-access databases.

I don’t see anything on the horizon that would be transformative at that level. When we do see the next thing, we will recognize it and respond. We have a lot of important work to do, but the changes are more incremental, like integrating resources into Owlspace, providing an electronic home for student work and embracing Web 2.0 applications. We have moved from exchanging business cards to sharing on Wikis; technology allows the tools to evolve and become more immediate but collaborative processes remain. We have to stay current and keep the staff current.

Q: Talk to me about the Digital Library Initiative (DLI).

A: We are heading into an interesting time. We are working with IT to plan support for the new open-access mandate for NIH funded research. On-campus marketing of DLI services is increasing. The DLI is becoming more a part of our normal operation. Digital library refers properly to all digital resources, not only projects creating digital content or what is in the Rice University Digital Repository. That said, there are some very exciting digital projects underway, such as the Our Americas project, the digitizing of selected Shepherd School recitals and the project to capture Rice oral histories and make them searchable in preparation for the centennial. DLI development is deeply related to scholarly communication, open access, and we must keep moving on this. We are aggressively exploring a more integrated approach to resource discovery. Our users find library resources now through several different tools and we know we want to improve that experience.

Q: How do you see the library building’s being used in the future?

A: This building has been well-used since the renovation. The renovation was a smart one that has enabled us to achieve many goals. Circulation statistics are up and study spaces on the second and sixth floors have been positively received. Moving some of our collections to the Library Service Center (LSC) is making all this possible, and we have had positive feedback about effective, timely service from the LSC. We are now upgrading wiring there that will allow us to begin document delivery from the LSC to the desktop. The Brochstein Pavilion will no doubt increase the library’s vitality, and the library will have a role in Pavilion programming. There will be a lot of students in that space; it is going to be exciting.

Q: Of what are you proudest about Fondren?

A: I get such good feedback on staff. Someone traveling in Poland wrote to praise the Document Delivery staff for going the extra mile to get resources for him from the Harry Ransom Center at UT Austin. A faculty member noted that this department gets things for him quickly even with his bad citations! I’ve mentioned praise from Humanities faculty in connection with setting up the Chao Center, and I have heard a lot of good feedback on what our staff can do to support research in this area. I’ve received warm compliments from the dean of humanities and other faculty about work with history faculty and students. Our size makes us flexible and more integrated than some larger institutions. For example, many existing staff across several library departments are involved in digital initiatives instead of always creating

separate areas for new needs. Everybody can get on the train. There are options to participate in different projects and learn on the job.

Q: What do you think are the most important qualities in a vice provost and university librarian?

A: Personal skills, really. The ability to build consensus yet not be afraid to decide. Organizations are most successful when goals, timelines, and charges are clear. Communication and clarity are crucial to staying out of muddy waters. What will energize the library most and sustain its momentum is a common vision. All types of people — starters, closers, people good at working out the details — are needed to translate vision into action.

AUDIO BOOKS NOW IN FONDREN LIBRARY

Do you wish you could read while you are driving, working out, cleaning house? If so, Fondren Library has what you need. We have added audio books to our popular leisure reading collection. This small collection of unabridged books on CD, which includes popular fiction and nonfiction, is shelved on the first floor near the entrance to Current Periodicals. The circulation period is four weeks.

Jane Segal
Social Sciences/Humanities Librarian
segal@rice.edu

HISTORY 422 : THE HISTORY OF RICE UNIVERSITY



Undergraduate student Ted Fan working in WRC

For the past two years, John B. Boles, the William P. Hobby Professor of History and editor of the *Journal of Southern History*, has taught an undergraduate class that focuses on the history of Rice University. The class is an extension of a similar class he had been teaching at Baker College. It has proved to be an excellent training ground for history majors as well as a popular elective for students with divergent interests. Much of the research for the class is carried out in the Woodson Research Center (WRC), where students use archival and other available materials.

I interviewed students who recently took the class, Ted Fan, Mikaela Dennison, Anne Hierholzer and Patricia Ladd, to learn how Fondren Library resources have helped them in their studies.

In the class, students have three main assignments: select a year from

The *Thresher*, the Rice student newspaper, and read through it looking for potential subjects on Rice history; choose another institution and compare it with Rice on the selected topic; and write a 20 page thesis on the chosen aspect of Rice history

Fan, a biochemistry major, a Rice Emergency Medical Technician, and the official historian of Lovett College, now is unofficially working on the history of Rice Emergency Medical Services. He took the class as a freshman because it looked like fun and was so impressed with the WRC collection that he continues to do research there on his own. His class thesis was on the history of the biochemistry department from its beginnings to the 1950s. He learned a great deal about the subject from archival material, particularly the Huxley Collection, as well as from faculty memos and university

correspondence.

In the beginning, Julian Huxley was the biology department. He set it up and was the department's first professor. The first office was a closet in the Physics Building. For many years, there were only two or three professors. Classes were simple, basic botany and zoology. The department had to compete for money and space with physics and chemistry, and interdepartmental memos and written complaints recorded a lot of infighting among the departments.

Fan was able to document the physical development of biochemical facilities and the evolution of the department from basic core classes into a far more complex field of study. He stopped his research in the mid-1950s primarily due to class deadlines, but also because at that time more rapid changes were documented by fewer records.

Dennison, an architecture major, was the president of Martel College the year she took History 422. Seeing how a new college was organized made her interested in how the older colleges were populated. She chose this as her thesis subject, and learned that the WRC archives contain documents which describe the procedures in detail. In addition, Dennison searched *The Thresher* for 1957, when most of the colleges were formed, as well as a few years before and after. She looked at the archived records of each college, noting that some are more complete and extensive than others. Each college has a historian, and Dennison believes that Professor Boles' classes have had a positive impact on the efforts of colleges to record and preserve their

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SUBJECT SPECIALIST LINDA SPIRO

Linda Spiro, government information librarian, works in the Kelley Center for Government Information and Microforms, where she answers questions about government information, patents and trademarks, maps, and microform collections. Linda also serves as Fondren education subject specialist, building the library's education collection and assisting faculty, students and staff with their education information needs.

Almost but not quite a Texas native, Linda was born in Chicago but grew up in West Texas. When she was a baby her father, an FBI agent, was transferred to El Paso and then to Pecos. Much to the consternation of their Chicago-based family, Linda's father liked Pecos and the family remained there after her father left the FBI. Linda's husband and two children also have strong Rice connections.

Linda graduated from the University of Dallas with a degree in English and an education certificate. She worked in the library at University of Texas at Dallas, where she started as a junior library assistant and ended up as a serials librarian. While at UT at Dallas, she earned an M.S. in special education. After completing graduate school, Linda began a 25-year teaching career which encompassed nearly every academic subject and involved students ranging from kindergarten through 12th grade. She taught both elementary and middle school before embarking on 22 years of work with pregnant middle and high school students, primarily in a one-room school setting. Her students often faced unique challenges and problems; developing alternative approaches to

help them succeed required skill and creativity. She particularly enjoyed giving pregnant students an opportunity to interact positively with babies, toddlers and preschoolers through a twice-a-week music program and academic assignments that involved writing short stories to read to the children or puppet shows to perform for them.



Government Information Librarian and Education Selector Linda Spiro

During her teaching career, Linda continued her own education and received certification in education management and education supervision. After retiring from teaching, she went back to school and earned a master's degree in library and information science. She worked at Fondren's government publications reference desk while attending the University of North Texas library

school. After graduating, Linda accepted her current full-time position in the Kelley Center for Government Information and Microforms. She also works two afternoons each week at Fondren's main reference desk.

As Fondren's subject specialist for education, Linda collects education-related resources and welcomes requests from faculty and staff from any department. She works with the education program and with the Center for Education to develop the library's education collection. When asked what she enjoys most about her work at Rice, Linda cites the collegial atmosphere and the opportunities for continuing education and training.

Linda's energy and creativity have proven to be a real asset to the Fondren staff. She chairs Fondren's Accessibility Committee, a group charged with making the library more accessible to all patrons. She has been elected by her fellow librarians to serve on the Librarians Assembly Executive Committee. On the library's Staff Travel and Development Committee, she helps organize educational brown bag lunches and other training opportunities. As a member of the Fondren Activities and Events committee, Linda also helps plan staff activities. Linda has helped with the Rice Votes Coalition and served on the strategic planning committee of the Patent and Trademark Depository Library Association. She currently chairs an Education Committee subcommittee on competency issues in the Government Documents Roundtable of the American Library Association.

Outside of Rice, Linda enjoys travel, especially travel with a pur-

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O-Week materials from WRC

unique history.

Hierholzer is a history and political science major. She enrolled in the class because she enjoyed Boles' classes and had an interest in learning about Rice history. Her research topic was the namesakes of the colleges — who they were and why the colleges were named for them. Hierholzer found that many of the namesakes have files in WRC, some very extensive. She noted that the women were generally harder to find, but that researching their husbands often led to pertinent material.

Ladd is an English major currently studying at Stirling University in Stirling, Scotland. Her thesis was on the history of the integration of freshmen students at Rice. She looked at how O-Week, previously called Orientation Week/Days, Frosh Days and similar names, changed over time. She chose O-Week because it is something common to the Rice undergraduate experience. She was interested in how Rice arrived at a format that, compared to other universities, is "somewhat bizarre."

She also studied hazing or initiation rituals. She read many Rice-related books in the Fondren collection and interviewed current students and graduates who were at Rice in the 1970s. Most of her material came from WRC, where she found the files well-organized and the staff knowledgeable and extremely helpful.

Both Dennison and Hierholzer said that they didn't realize WRC existed, or what a wealth of information it offered. Professor Boles gave the class a tour of WRC at the beginning of the class to familiarize them with its holdings and resources. The students learned how to handle rare and archival materials and how to use them for research. These skills, they say, will be useful in further college research and in graduate school. All four of the students found WRC staff members very friendly and helpful. The staff asked the students detailed questions at the beginning of their projects in order to determine what resources would best fit their needs.

The staff of WRC are delighted to open its treasures to the undergrad-

uate researchers in Professor Boles' History 422 class as well as other students. The thesis papers described here are themselves being archived. In addition to helping students learn to work with primary resource materials, WRC gathers, organizes and protects historical archives for generations to come.

Shirley Wetzel
Database Management Coordinator
wetzel@rice.edu

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pose. In her final semester of library school, she was one of 10 students selected to travel to Thailand to automate a school library. Their task involved revamping the workflow from the ground up, including cataloging, bookbinding, setting up an automated system and training school staff to use the system. On a weekend excursion she will never forget, an elephant ride through the mountains provided an opportunity to see different tribal peoples in their natural surroundings, a stark contrast to their peers in modern Bangkok.

Linda has a beautiful voice and has traveled extensively with her church choir. During one trip to Italy, they sang for Pope John Paul II in Saint Peter's Square. The group has also traveled to Vienna, Austria to perform at Adventfest. Other performances have taken the choir to Fredericksburg, Texas and Louisiana and Vancouver.

Esther Crawford
Head, Kelley Center for Government
Information and Microforms
crawford@rice.edu

DIGITAL MEDIA CENTER SUPPORTS AUDITION CD/DVD CREATION



Graduate student Evan Leslie recording a performance

The audition tape has been a vital way for music students to present their talent and skills when applying for scholarships, internships or professional jobs. As technology has advanced, audition CDs and video DVDs have become more common components in the application portfolio. But what does it take to make an audition CD or video DVD? Questions about what recording device to use, how to make an audio CD, and how to convert a video tape to a video DVD have challenged the majority of music majors.

The Digital Media Center (DMC), part of Fondren Library, provides Rice students, faculty and staff access to equipment, software and expertise for creating or using digital media. For the past few years, the

DMC has been working closely with music students to meet their special needs. The DMC offers not only tools needed for creating audition CDs/DVDs, but also hands-on training and walk-in assistance.

The first step for most Shepherd School students is to capture high quality recordings. To help accomplish this goal, the DMC lends out a variety of devices that include Edirol digital audio recorders, Canon and Sony MiniDV camcorders, a Sony HD camcorder, and external handheld microphones and tripods. The equipment can be checked out for a day and renewed twice (unless reserved by someone else) or for the whole weekend if it is checked out on a Friday. Instructions on how to use the equipment are demonstrated to

new users during the checkout process. Maiko Sasaki, a doctoral student at The Shepherd School of Music who frequently checks out equipment, said, "We formed a chamber music group and are trying to build our reputation. We are a new group and have no budget to buy equipment or hire someone to take shots for us. We feel fortunate that the DMC has made these resources available for free."

Daniel Williamson, a senior student at The Shepherd School of Music and a DMC student worker, commented, "I am impressed by the sound quality recorded by the DMC's Edirol audio recorder. I was able to record myself with a higher caliber sound even than that of a commercial music CD. The palm-size recorder is unbelievably powerful."

After capturing their performances, students often edit the recordings and then put them on CD or DVD. The DMC has 10 computer stations that are specifically configured to do this type of work. Whether a veteran or rookie in the digital media world, any student will find the right software to work with, as the DMC supports both professional level applications such as Final Cut Pro and simpler tools such as iMovie. Kurt Stallmann, assistant professor at The Shepherd School, teamed up with the DMC to provide ProTools, a professional audio editing package, and asked the students in his doctoral seminar on career skills to work in

the DMC last fall. He commented, "In this class, students prepare the necessary documents, support and publicity materials necessary to give them an edge in the academic job market. Lisa Spiro, Director of the Digital Media Center, and her staff could not have been more supportive of our goal of providing students with the tools needed to prepare these materials."

For students with little or no digital media experience, the DMC provides hands-on training workshops that include recording high quality audio, camera basics, and digital audio and video editing. In addition to offering workshops, the staff at the DMC is more than willing to help users troubleshoot problems and share tips to ensure that the final product is of professional quality. Among the staff of the DMC are several talented students, two full-time staff members and one part-time staff member. "The

first time I walked in the DMC, I knew nothing about making a video," Sasaki said. "But now I know how to make a movie!" Rachele Hunt, a student at the The Shepherd School majoring in violin performance, adds, "I have used the DMC to record CDs for auditions, tape lessons and videotape rehearsals. The audio and video editing software in the DMC is easy to use and the staff is very helpful."

For more information on short courses offered at the DMC, visit library.rice.edu/services/digital_media_center/services/training-workshops/short-courses.

For samples of work completed by music students at the DMC, visit library.rice.edu/services/digital_media_center/gallery/shepherd-school-of-music.

Jane Zhao
Multimedia Specialist
janezhao@rice.edu



Recording session with senior Daniel Williamson

DID *you* KNOW?

You can check out books at the self-check-out kiosks near the east entrance? You'll need your Rice ID card and Fondren PIN number.



You can buy coffee in the library 24/7? There's a new coffee lounge on the fourth floor. Coffee is \$1.



You can get research help by talking to a reference librarian online? Click on "Ask a Librarian" from the Fondren Web page, then select "Reference Chat."



The Digital Media Center stayed open all night on Oct. 13, 2007, so that students could compete in the Apple Insomnia Film Festival. The teams used equipment and software in the DMC to produce the films "Applestry" and "How I Met My Wife." The films can be viewed on the DMC Web site at fondrenlibrary.rice.edu/services/digital_media_center/gallery.

FONDREN WINS PRESTIGIOUS GRANT AWARD FOR DIGITAL LIBRARY DEVELOPMENT



Map of the American Hemisphere, 1823

Fondren Library, in partnership with Rice University's Humanities Research Center (HRC) and the Maryland Institute for Technology in the Humanities (MITH), recently received a National Leadership Grant for \$979,578 from the Institute of Museum and Library Services for the Our Americas Archive Project (OAAP). This project will provide new online research tools to help scholars worldwide search, browse, analyze and share content from relevant online collections in multiple languages. Collections at Rice and the University of Maryland will allow testing of the tools.

The project is intended to represent the history of the Americas from a hemispheric perspective by building a digital collection of documents, images, and maps that examine political, social and cultural relationships

spanning the Western hemisphere. A collection of 19th and early 20th century original documents, which includes letters, government publications, maps and photographs is being digitized at Rice and will be made available through Rice's Digital Scholarship Archive (scholarship.rice.edu). Using Web 2.0 technologies, this digital collection will be federated with the existing Early Americas Digital Archive at the University of Maryland, which spans the period from 1492–1820. The resulting federated archive will provide scholars access to materials from countries in the Western hemisphere from the 15th to the early 20th century. Areas represented include Canada, the Caribbean, the United States, Latin America and South America. Sources being digitized include materials in four languages: English, Spanish,

Portuguese and French. In the initial phase of OAAP, all documents will be transcribed and translated into English. This hemispheric representation will allow scholars to better understand the history of the Americas from multiple cultural perspectives and the impacts of those cultures on each other as the nations evolved.

OAAP software will be developed under an open-source license and will include search features such as metadata terms, geographic visualization, social tagging and tag clusters. Using standardized digital library practices and incorporating Web 2.0 technology, the project is designed to make it easier to find and organize relevant sources.

The OAAP is directed at Rice by Geneva Henry, executive director of the Digital Library Initiative at Fondren, in collaboration with Caroline Levander, director of the HRC. "The OAAP has the intellectual potential to transform how scholars do research," said Levander. "Not only is it more user friendly in terms of ease of access to documents, but the multilingual component highlights archival materials for the multinational and multilingual community of students and researchers."

Planning and preliminary work for the three-year project has been under way since last year, and digitization of the images and documents and the relevant metadata work has begun. It is hoped that the OAAP will generate a collaborative, transnational research community.

*Alice Rhoades (with Geneva Henry)
Serials Librarian
arhoades@rice.edu*

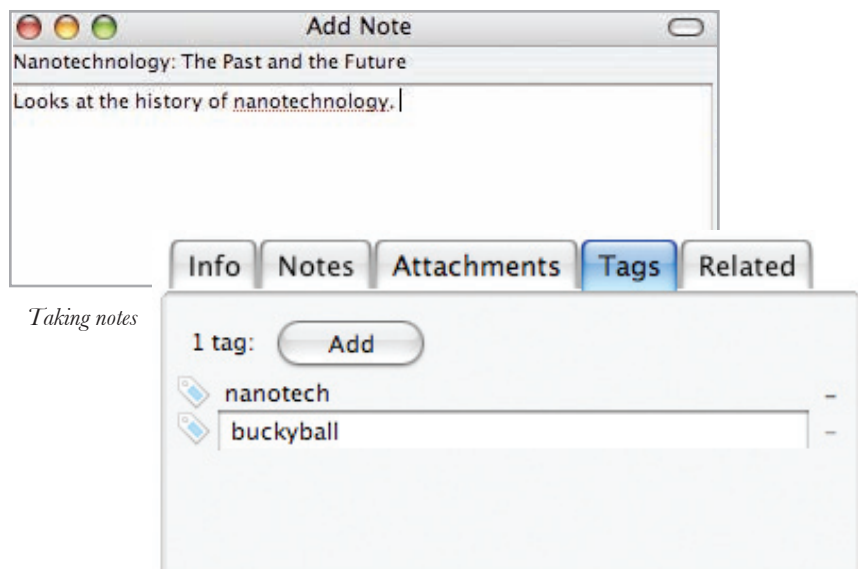
RESEARCH, NOT RE-SEARCH: MANAGING RESEARCH WITH ZOTERO

Whenever I met with my dissertation group, which was part support group and part writing workshop, we would inevitably worry over three questions: Will we ever finish our dissertations? Will we ever get jobs teaching English? And has anyone figured a good way to organize research materials — the dozens of articles and images that we’ve collected, the masses of notes we’ve taken? At the time, my organizational system was haphazard at best, with thoughts scrawled in random notebooks and photocopies stuffed into file folders. Now, however, I am much more efficient in managing research materials, thanks in large part to a handy Web-based browser tool. Developed by George Mason University’s Center for New Media and History, Zotero is a free, open-source application that runs in the Firefox Web browser. Zotero bills itself as a research workbench, providing tools not only for capturing bibliographic information and making bibliographies, but also for creating notes and annotations, organizing digital files into collections, and searching across or within those collections. Zotero was developed by scholars for scholars, so it includes many features that make doing research more efficient. If I were working on my dissertation now, I would rely on Zotero to help me keep control of my research materials.

When I show Zotero to colleagues, many are captivated by one feature — its ability to automatically capture bibliographic information from hundreds of Web sites. Over 250 journal databases, library catalogs,

and publishers support automatically capturing information in Zotero, including the Fondren catalog, WorldCat, Google Scholar, JSTOR, Science Direct, the New York Times, the Los Angeles Times, Amazon and the photosharing site Flickr. Rather than having to laboriously type or copy and paste bibliographic information, users can grab the information with one click which saves time and reduces the risk of typos. Here’s how it works. Let’s say you search JSTOR for articles about the history of the telegraph. When the results page appears, a folder icon appears in the address bar next to the URL. You can click on the folder and select which of the articles on the page to download into Zotero. Zotero will grab whatever information it can about each item and place it into appropriate fields, such as author, title, journal, issue, date and page

numbers. With some sites, including JSTOR, it will even download a PDF of the article and associate it with the bibliographic record. If you prefer to view each item separately, you can do so by selecting the link and then clicking the page icon that appears in the address bar. Although not every web site supports Zotero, you can still download any web page, automatically capture whatever bibliographic information is available in the title field for the page, and manually add the rest. Occasionally web pages will be taken down or moved to a different location, but Zotero enables you to keep your own copy of the page on your computer. Likewise, you can create a record in Zotero for files that you have created yourself, such as drafts of research papers, notes, recordings, videos and more, then link to those files so that they are connected to the bibliographic record.



Taking notes

Adding tags

Once you've captured bibliographic records, you can easily build bibliographies. Zotero comes loaded with 10 citation styles, such as Chicago Manual of Style, IEEE and Modern Language Association; you can download more than 40 additional styles, including Public Library of Science Journal and Oxford Art Journal. Even better, you can create notes and bibliographies as you are working on a paper in Word. To do so, you need to download and install the Word plugin from the Zotero site. Once you complete the easy set up, a set of six icons will appear in the Word toolbar. You click the "Zotero Insert Citation" button to locate the source in your Zotero collections and insert a citation in whatever format you choose. Similarly, you can select "Zotero Insert Bibliography" to create a properly-formatted bibliography in seconds.

Zotero provides users with great flexibility in organizing and annotating research collections. You can set up as many collections and subcollections as you like. Unlike the analog world, where a piece of paper can only go in one folder, you can drag a citation into multiple folders. So that you can more easily find resources, you can add your own descriptive keywords or tags. You can also take notes in Zotero and associate them with bibliographic records or create standalone notes. Zotero offers a powerful search tool that allows you to limit your search to particular fields and searches all bibliographic information, notes and PDF files. Searches can even be stored so that you don't have to set them up again.

Despite my enthusiasm for Zotero, it does have some limitations. Zotero doesn't always capture information properly from Web sites. For instance, when using the

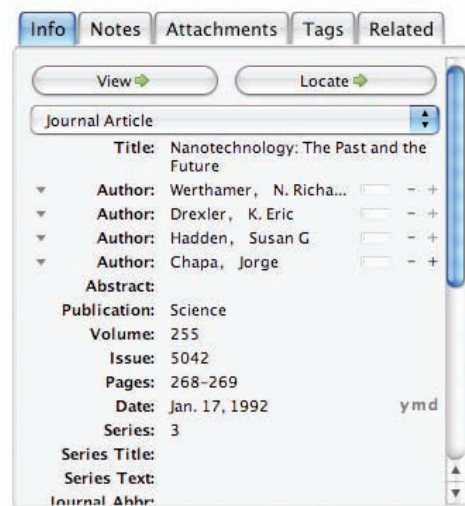
Fondren catalog, Zotero doesn't download the publisher or publication date. If you're working with large collections, Zotero can be sluggish, especially if your computer isn't very powerful. Zotero resides on your local computer, so if you work on multiple computers it can be a hassle to coordinate your Zotero collections. Fortunately, Zotero's developers are working on enhancements that will allow scholars to access their collections on the Web and share recommendations and citations. Zotero recently announced a collaboration with the Internet Archive to develop the Zotero Commons, which will allow scholars to share their research notes and materials online with one click.

If Zotero doesn't suit your needs, you might consider several other bibliographic tools that can help you manage your research. If you want a Web-based research tool, check out CiteYouLike or Connotea (both of which are free), or try out RefWorks or EndNote Web. If you prefer a powerful desktop-based reference manager, take a look at EndNote. However, I've found Zotero to be the best all-around bibliographic and research tool. Zotero has been endorsed by more than 75 educational

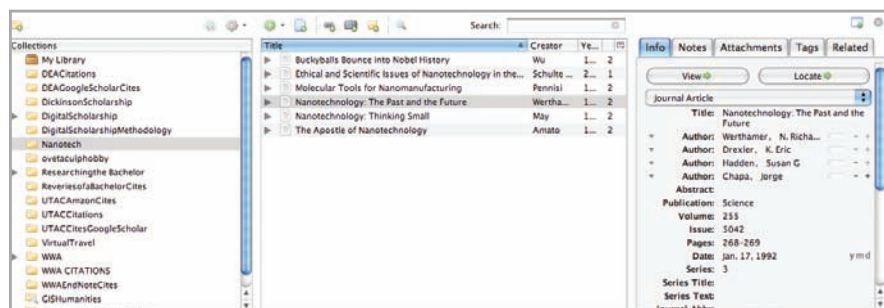
institutions, earned glowing reviews from publications such as Inside Higher Education and PC Magazine, and won CiteFest 2008, Northwestern University's Library and Academic Technologies group reference manager contest.

If you'd like to see if Zotero is the right tool for you, visit zotero.org to view useful online tutorials, download the software or post questions to the active user forums. Fondren Library's Digital Media Center offers regular workshops on Zotero.

Lisa Spiro
 Director, Digital Media Center
lspiro@rice.edu



Metadata record for Zotero article



The Zotero interface: Library and Collections



NEWS from FONDREN

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Editor
Melinda Reagor Flannery

Newsletter Committee
Esther Crawford
Larry Jines
Alice Rhoades
Jane Segal
Lisa Spiro
Shirley Wetzell
Jane Zhao

Graphic Designer
Jackie Limbaugh

Photographer
Jeff Fitlow

Proofing
Joe Hatfield

For information, contact
Melinda Reagor Flannery
Rice University
Fondren Library-MS 44
P.O. Box 1892
Houston, Texas 77251-1892
713-348-3773
reagor@rice.edu

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LIBRARY STATISTICS

COLLECTIONS	FY06	FY07
Volumes in library:	2,474,352	2,518,659
Net Volumes Added During Year:	37,175	44,307
Current Serials:	35,412	66,473*
Microforms:	3,204,245	3,248,726
Government Documents (Uncataloged)	55,896	55,896
Computer Files:	14,749	14,978
Manuscripts and Archives (Linear Feet):	6,658	7,326
Cartographic Materials:	26,997	27,129
Audio Materials:	42,979	45,292
Graphic Materials:	33,573	33,888
Films and Videos:	11,470	12,568
CIRCULATIONS (Excluding Reserves)	215,057	227,564
INTERLIBRARY LOANS		
Requests to Loan Materials:	13,802	15,383
Requests to Borrow Materials:	10,758	9,372

*Includes journals available through content aggregators and reflects changes in record-keeping.



Rice University-MS 44 | 6100 Main St. | Houston, TX 77251-1892