From the Chief Librarian —

Thoughts on Information, Meaning and General Education

Several threads have occupied my thoughts recently, namely

1. What is the significance of the information glut that confronts us?
2. What do students need to know by the time we award them with degrees; what should general education include?

These questions came out of reading James Gleick’s latest book, *The Information: A History, a Theory, a Flood* and participating in discussion about general education in CUNY. It has occurred to me that these seemingly unrelated questions actually point to some common conclusions.

The idea that too much information is available is hardly new. In the seventeenth century Gottfried Leibniz expressed his fear of the “horrible mass of books.” The invention of the printing press made it easier to disseminate and access information. However, even then, information did not come with answers to important questions about meaning and value. People could get more information, but they could not readily tell whether the information would be of any real use to them.

The problems involved in too much information have become more complicated. In earlier times information could be lost. For example, much of the work of early intellectuals, such as the dramatist, Sophocles, was destroyed. Today information and communication are preserved in print and virtual formats to such an extent that it is hard to decide which information we need to examine and which information we can forget. When we need information, we can choose among many places where such information might be found.

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Libguides and Chat Reference

The Spring semester has ushered in a season of technological enhancements here at the QCC Library...

...The semester began with the rollout of Libguides, the web-based search aids that help students, faculty, and general researchers find information on specific topics. They contain listings of recommended resources including books, databases, and web pages relevant to particular subject areas. Libguides are interactive and allow the inclusion of media and music inserts and social networking tools such as Facebook, Twitter, and Delicious while offering real-time information through RSS feeds and blogs. However, Libguides do not only provide access to information; they also offer the opportunity for researchers to collaborate with librarians to create and provide information in a Wikipedia fashion. This is accomplished through features such as the interactive poll, user link submission, profile, and feedback.

QCC Library has created over 50 Libguides. Some are public, and may be view by anyone (http://www.qcc.libguides.com). Some are private and may only be viewed by students registered for specific classes. They all connect to a wealth of information in categories such as books, databases, internet sources, and images. This information is accessed by clicking on the tabs at the top of the pages of each guide. All guides include directions for different styles of source citation, reference assistance, and selected tutorials from the library’s growing collection of online tutorials. Every category is bursting with information in a variety of formats that address varying learning styles and appeal to the 21st century learner’s quest for the right type and amount of information. And this material may be accessed exactly when it is needed, be it 3 p.m. or 3 a.m. Each guide (continued on page 2)
The question for us and for the students who need our guidance is how to tell where the most authoritative information can be found. What we must take into account is that information is simply a gathering of data. Anyone can make information.

Different disciplines organize and evaluate data in different ways. Information that is organized can be considered as knowledge, and knowledge is often created from the perspective of a certain discipline. For example, a scientist creates knowledge differently from a scholar in the humanities.

What, then, do our students need to know? The debate over general education sometimes deviates from a discussion about knowledge into an argument about transfer credits. Some academics even argue about the merits of measuring education in terms of credits. Since it is certainly very important that the knowledge our students have gained here be accepted as they move forward, it is to be hoped that faculty throughout CUNY recognize that a person who has a solid general education has experienced knowledge seeking from a variety of perspectives, such as science, humanities and the arts. Knowledge seeking abilities can be gained in a variety of courses. It is also important that students develop skills in oral and written communication and have a sense of looking for meaning in numerical or quantitative statements. Finally, they must know how to look for information in ways that are appropriate for the subject of the particular inquiry, how to evaluate the information and how to use it ethically.

While I certainly advocate using the library and knowing how to cite properly and avoid plagiarism, information literacy goes further. While they are in college, students should learn to navigate in the academic world and use library tools. However, students also need to form a lifetime habit of asking where information comes from, so that they can make decisions about what they see in the media and online. It will follow that they will be able to use information to create their own knowledge and meaning.

It is here that my questions intersect. What students need to know is how to deal with the deluge of information that is available. When a student can use information to create knowledge and meaning, he can begin to live a value-driven life.

—Prof. Jeanne Galvin, Chief Librarian

has an individual url that affords users the opportunity to get to it directly, without going through the library’s homepage. For example, one may connect to the music guide by typing http://www.qcc.libguides.com/music into the url space.

Along with the blossoming Libguides is the budding Instant Message reference, which utilizes the Meebo platform. The QCC Library has now enhanced reference services by offering this Chat reference service, Ask A Librarian, on the Library Home page, live from 10 a.m. to 3 p.m. and 7 p.m. to 9 p.m. Monday through Thursday, and 10 a.m. to 3 p.m. on Friday. Most popular in the late afternoon and evening, Meebo allows Chat access via multiple platforms, including Gmail, AIM, and Yahoo, as well as from multiple locations — the library, at home, or even on the beach. Access to the internet, now provides access to a QCC librarian. Another appeal of Meebo is that it is anonymous, leaving students free and comfortable to fully disclose their questions and/or problems without fear of being identified.

Everyone is invited to take advantage of our new technology, as it grows along with the warm weather and flowers.

—Kimberly Bugg
Meet Your Librarian
Sheila Beck – Coordinator of Technical Services

“A librarian’s librarian;” “Very supportive;” “Has a calming influence”... are a few of the phrases that colleagues use to describe Associate Professor Sheila Beck.

Tall and slim, with a kind face and generous spirit, she adds positive feelings to the ambiance of the Library. Prof. Beck is in charge of collection development and acquisitions, selecting and ordering books determined by her own judgment, as well as that of other librarians with expertise in specific fields.

During her thirteen years as a librarian she has filled many different library roles, including reference – dealing with books; serial management – dealing with periodicals; computer instruction – dealing with students, patrons and technology; and support services – dealing with staff. Prior to coming to QCC, she worked at Hillcrest, Kew Garden Hills and North Hills branches of Queens Public Library. In addition to a bachelor’s degree in economics from SUNY Binghamton, she holds a master’s degree in secondary education from New York University, a master’s degree in counseling from Saint Johns University, and a M.L.S. degree from Queens College. She taught mathematics at Laurelton Junior High for nine years.

Her love of books made library science a natural choice for her, reading for both personal enjoyment and professional enrichment. She is embarrassed to admit that she is a popular fiction junkie, especially relishing the mysteries of authors such as Stuart Woods, but sees her taste in books redeemed in her love of history writers, David McCullough and Doris Kearns Goodwin. Her favorite recent readings were Truman and Team of Rivals.

In her current position she most enjoys working with people, both colleagues and students. She believes she can learn from everyone. She also takes pleasure in selecting books, finding gratification in shaping the book collection to meet future needs. Prof. Beck is married with two adult children, both of whom are in Ph. D. programs. She goes to the gym almost every day, working out on the elliptical machines. Her hobbies include cooking and travel. Some favorite and very successful recipes are both meat and vegetarian chili, beef stew and vegetarian lasagna. One secret ingredient that she is willing to reveal is wine.

Some places she especially enjoyed visiting were Bermuda with its clear water, Dublin with Trinity College and its echoes of James Joyce, and the Brandywine Valley with its magnificent Longwood Gardens, near Delaware. She confesses to being troubled by all the suffering in the world. If she had the choice of another career, she might have become an international trade lawyer for the government. The students, faculty and staff of QCC are fortunate that she opted for library science.

— Sandra Marcus
ACRL/NY Symposium –
Brave New Library World

Last December the New York chapter of the Association of College and Research Libraries hosted an excellent symposium on all aspects of design in academic libraries. One of the speakers, Bill Mayer, University Librarian at American University in DC, presented a thought-provoking view of the future of academic libraries. He gave both an entertaining and comprehensive analysis of the changing needs of today’s library users, as well as possible means of addressing these needs. Redesigning Relevance: Creating New Traditions in Library Design, was based upon his own experiences and innovations. Describing emerging trends and best practices, he showed that the current overwhelming amount of resource choice and available content is not enough to keep the library educationally relevant, that marketing and providing means of resource selection matter. He addressed issues that impact collection development, physical plant design and use, means of delivering library services, funding and departmental partnerships.

In his discussion of the difficult choices involved with effective collection development, he emphasized the importance of faculty collaboration in purchase decisions, noting how books that are not used constitute wasted resources, and that print collections should be reduced, or removed to off-site locations. He described his school’s removal of 100,000 volumes without anyone noticing. Highlighting the growing significance of E-Journals and electronic books, he introduced the innovation of “just in time” instead of “just in case” purchasing. This demand-driven approach enables an online user to preview and request an electronic book one day, and receive it the next, through My I-Library. With 5000 books available only 245 had been purchased during the past year.

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Collection reduction not only saved funds, but also provided enhanced user space, vital to effective marketing, and addressed the need for a physical plant that is comfortable and inviting. He described an increased number of computer stations, flexible learning environments facilitating group study, faculty accessibility, areas with fireplaces, technical services sections, and visibility of special collections, all conducive to an improved ambiance. The relaxation of eating and drinking rules and a friendly demeanor among the staff also improved the marketing of library use. Hiring extra cleaning staff and doing away with some carpeting alleviated many of the problems associated with food.

His ideas of change in means of delivering library services include social media, online, real-time chat and embedding librarians in local teaching units. He sees librarians as moving out in the college, rather than being restricted to the library building. He also sees library partnerships with instructional design experts, information technologists and digital media specialists, and views the library as an agent for the development of complementary groups within its walls; groups such as writing centers, research institutes, digital humanities centers, faculty-driven colloquia, and student-driven collaborations.

The PowerPoint presentation was both informative and thought-provoking; it contained both humor and valuable insights into the changing world of the academic librarian, a world that the QCC Library has entered with courage and creativity.

—Sandra Marcus

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Copyright & Fair Use

A Workshop on the topic of Copyright & Fair Use was held on April 8, 2011 at The Borough of Manhattan Community College. The program expressed a significant rationale for copyright law in the promotion of the creation of culture, rewarding and encouraging creators with limited monopolies.

The presentation focused on the Fair Use section of copyright law, emphasizing that the issues and questions surrounding copyright are complex and rarely have simple answers. Fair Use is defined as unauthorized use of copyrighted materials, deemed legal under some circumstances. This is complicated by the fact that judicial interpretations of what constitutes Fair Use have shifted greatly during the past 15 years.

Fair Use purposes include teaching and learning, research, preservation, educational exhibits, and access for individuals with disabilities. Those that may take advantage of Fair Use rules include documentary filmmakers, scholars, and media library teachers. The educationally motivated presentations of online video, and dance collections, and the utilization of open courseware may also fall under Fair Use. However, the amount of copyrighted material that is legally usable is always restricted. Included in the teaching and learning category are e-reserves and copyright education.

Copyright training is necessary because there are no arbitrary guidelines such as 10%, or one chapter. Ideas such as “probably” or “maybe” are not acceptable. Since Fair Use does not provide hard rules to determine whether or not a work may be copied, four criteria should be utilized to determine the probable status of a planned use. First of all, the purpose and character of use must be considered. Nonprofit educational purposes favor Fair Use. Depending upon the situation, sometimes the use of an entire work may be considered fair. Second, the nature of the copyrighted work must be examined. A work being fact-based or out-of-print, weighs favorably toward a Fair Use designation. The amount of the work to be used is the third important factor. Using a small portion is...
The final criterion in the evaluation of the usability of a work is the market effect of the work’s use. The impact that the use of a work has on its market and/or value is a significant determinant of whether it may or may not be used legally without charge.

One of the speakers discussed the ambiguity and many misconceptions surrounding the application of Fair Use. For example, one incorrect belief is that Fair Use is applied differently to different media. Another belief is that it can only be used for a very small portion of a work. Many nonprofit organizations interpret Fair Use too conservatively, indicating the need for a solid shared understanding of what is acceptable in accordance with the Fair Use law. A problematic fact is that copyright law changes from time to time. The Workshop provided participants with the useful experience of addressing and discussing cases on individual bases. This fostered valuable insight and understanding of how the Fair Use law is applied.

We are not law-makers or copyright policy-makers; however, CUNY has a copyright committee that includes both librarians and lawyers. Any copyright questions may be addressed on the CUNY online web page:
http://www.cuny.edu/libraries/services/copyright.html

A document on File Sharing and Copyright Law is also available on the QCC Library Homepage:

Other useful Copyright links are the Center for Social Media at: http://www.centerforsocialmedia.org/fair-use

Top Ten Things to Do In the Library

10. Use a computer to type a paper, check Blackboard, use the online databases, look at an e-book, check your e-mail, and more.
9. Borrow a book required for class from the Reserve Desk in the Library for two hours; use the book itself, make photocopies, or scan pages from the book on our new book scanner. Borrow a laptop or calculator from the Reserve Desk to use in the Library for two hours.
8. Research a topic for a paper, speech, or project using library books, databases, ebooks, and subject guides.
7. Ask a librarian for help in researching or finding information – in person, via e-mail, on the phone, via Twitter, or via Chat.
6. Activate your ID card each semester to use library’s resources from home, borrow books, and more.
5. Study in the Silent Study Area in the rear right of the 2nd floor of the Library.
4. Study in a group at a table on the 3rd floor; or sign up for a two-hour time slot in one of the Group Study Rooms.
3. Read a book for fun; look through the Leisure Reading and New Book sections on the 2nd floor.
2. Borrow a book from another CUNY Library, delivered and returnable at the QCC Library.
And, the number one reason for coming to the Library is to —
1. Get help with any information needs from the friendly library faculty and staff

— Sara Rofofsky Marcus
Quite a few technology trends are popular topics in academic circles today. Changes in the learning needs and means of addressing such needs make up the topics of many campus conversations in which I have participated.

One interesting trend is the use of Second Life. Campus Technology sponsored a virtual conference on this topic that put attendees in a Second Life setting. Second Life (http://secondlife.com) is a virtual three-dimensional world that allows people, organizations, and/or companies to create communities and avatars to connect, using voice and text chat. Avatars are computer representations of real individuals. Each participant selects an avatar to serve as an alter ego in the virtual world. Second Life settings have been used to sell products, simulate training, prepare for disasters, and to teach. Colleges across the country have reproduced school areas, and in some cases entire campuses, including the library, to enhance student learning experiences and increase course offerings. Building a Second Life community is a complex and time-consuming undertaking that requires a very solid knowledge of teaching and learning. It entails engaging in a virtual environment while structuring course meetings and assignments in a manner that is conducive to educational outcomes. However, its effective achievement can add a new dimension to college pedagogy.

Another technology innovation presented in the virtual conference was an in depth demonstration of Echo 360 (http://echo360.com/). This software captures lectures like Camtasia; however, it also allows students and teachers to add videos, visuals, social networking, and any other media directly into the lecture in real time, on demand, in person or online. This significantly enhances blended learning, the mixing of learning environments to address both different learning styles and means of engagement.

Baruch’s Teaching and Technology conference continued this theme of mixed learning environments in a presentation entitled, Using Interactive Tutorials for Learning Italian, focusing on combining PowerPoint, Adobe Captivate (like Camtasia), and Voki (http://www.voki.com/) to allow students to practice speaking Italian. Voki is a free avatar creator that may be inserted into blogs and email messages. The benefit of Voki is that messages can be typed for avatars to speak. The professor got students to practice writing, forming sentences, and speaking in Italian via the avatars using Voki, communicating with both the teacher and fellow students.

In the Online and Hybrid Teaching: Adding Engagement with Web 2.0 Technologies presentation during this conference, the conversation focused mainly on the concept of hybrid learning. For Baruch, a hybrid course is one in which 1/3 to 2/3 of the instruction is online. The presenter expressed concern with the vagueness of this definition and provided an example of a course that allowed students to either attend in person or online using webcams. She found that most students chose not to attend in person, but gathered in groups to participate from a single computer. Active participation included asking questions during the live lecture time and completing a variety of assignments that required posting information to an ongoing discussion board, using a variety of social networking tools. Facebook was identified as the most popular method of communication among students. The conversation quickly moved from the nature of learning environments to the prevention of cheating in such environments. The consensus was the need for face to face testing, irrespective of the learning environment.

Lastly, a webinar titled, Living in a Mobile World: A Student Perspective on Being on a Mobile Campus, illustrated the development of mobile apps on the campuses of Northwestern, Virginia Commonwealth, and Loyola Marymount Universities. The focus was how students used these apps and what they used them for. One student discussed how she looks at primary documents, and finds books and articles on her iphone. The link is: http://tinyurl.com/3dc4ewo.

I envision a combination of these technologies emerging in QCC library research and instruction delivery in the future, especially after classroom technological upgrades. I can imagine instruction with students searching databases while being shown how to use them effectively, and sharing their results immediately via Twitter, while the instructor captures the entire session on the smart podium. With a little rendering and editing each session could be converted into a video tutorial and cell phone Quick Response (QR) code.

I also can picture conducting instruction from one desk using a teacher avatar to speak to the students. I welcome your thoughts, comments and suggestions regarding any or all of these future prospects.

— Kimberley Bugg
Celebrating 50 Years of Commencements at Queensborough Community College

On Friday, June 3, 2011 Queensborough Community College will hold our 50th Commencement Exercises. In celebration of this occasion selected highlights of the archival records are presented here. For more detailed information watch for the soon to be published book.

First Commencement: Thursday, June 14, 1962 at Century Meadows Theatre in Fresh Meadows, NY

Presiding: Acting President John C. Lackas
Commencement Speaker: Honorable Joseph P. McMurray (first President of the College) and Chairman of the Federal Home Loan Board
Greetings: Dr. Gustave Rosenberg, Chairman of the Board of Higher Education; Dr. Kenneth Doran, Associate Executive Dean for Institutes and Community Colleges of SUNY; Daniel L. Livingston, President of the Class
Invocation & Benediction: Rev. Raymond D. McKiernan, Newman Club Chaplain
Processional & Recessional: March from Verdi’s Aida; March of the Priests from Mendelssohn’s Athalie
Musical Interlude: Piano selections performed by Dr. Frederic Kurzweil
Number of Degrees Awarded: 96
Highlights of the Day: Commencement Address by Dr. Joseph P. McMurray (1912–2001), who served as QCC’s first president from 1959–61. He resigned the presidency on May 1, 1961 prior to the First Commencement. President John F. Kennedy selected him Chair of the Task Force on Housing and Urban Affairs and, later, Chairman of the Federal Home Loan Bank Board. Born in the Bronx, President McMurray attended Our Lady of Mercy Elementary School and Jamaica High School. He received his bachelor’s degree in economics from Brooklyn College and completed graduate studies in economics at the New School for Social Research. President McMurray taught graduate classes and held seminars on housing administration and management at Long Island University before accepting the position of President of QCC. He became President of Queens College in 1966, and between 1970–75, was President of the College of New Rochelle. Affordable housing for everyone was one of his priorities. Dr. John C. Lackas (d. 1990) was appointed Acting Dean-in-Charge of Administration, the chief administrative officer by the Board of Higher Education when Dr. McMurray resigned, remaining in this position for twenty-two months Dr. Frederic Kurzweil was founder of QCC’s Music Department and composer of QCC’s Alma Mater with words by Prof. Roger B. Dooley, Chairman, English Department.

Third Commencement: Thursday, June 11, 1964 at Colden Auditorium, Queens College, Flushing, NY

President Dumont F. Kenny
QCC’s Third Graduating Class, 1964

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Presiding: President Dumont F. Kenny
Commencement Speaker: Honorable Brook Hays, Special Assistant to the President of the United States, 1961-64 and Vanderbilt Professor of Public Affairs, Rutgers University.
Musical Interlude: Piano selections by Dr. Frederic Kurzweil: Mozart’s Fantasia in D minor; Brahms Rhapsody in E-flat Major, op. 119
Number of Degrees Awarded: 173
Highlights of the Day: The second president of QCC, Dr. Dumont F. Kenny (1914-1981) presided. In his inaugural speech, he had linked the pursuit of knowledge with the pursuit of happiness. In 1966 the Board of Higher Education appointed President Kenny the founding President of York College.

Sixth Commencement: Tuesday, June 13, 1967 at Colden Auditorium, Queens College, Flushing, NY

Dean John Orth Reidl

Presiding: Dean-in-Charge Dr. John O. Riedl
Commencement Speaker: Dr. Buell G. Gallagher, President of City College, CUNY.
Greetings: Honorable Mario J. Cariello, President of the Borough of Queens; Honorable Ella S. Streator, Vice-Chairman, QCC.
Processional & Recessional: Harold Rohlig’s Three Trumpet Tunes; J. Surace’s Sortie
Musical Interlude: Beethoven’s The Heavens Are Declaring; Vaughan-Williams’ The Vagabond; Rodgers & Hammerstein’s Climb Every Mountain.
Number of Degrees Awarded: 384
Highlights of the Day: A letter from President Lyndon B. Johnson, stating “Today, Americans from every walk of life are striving together to shape a society that can offer a meaningful and rewarding life to all its members. Never have so many of our countrymen been so deeply dedicated to eradicating the old evils of ignorance, poverty, and bigotry from every corner of the land. Through your years of study, you have prepared yourselves for positions of leadership in this quest for a better America. I congratulate you, and urge you to take full advantage of that opportunity.” Dr. Riedl (1905-1992), Dean of Faculty from 1966 to 1973, was later Professor Emeritus of Philosophy. Dr. Riedl had been named Dean-in-Charge when President Kenny resigned to accept the position of President of York College. After retiring Dr. Riedl remained faculty advisor to the Classics Club and Lyceum in QCC’s Continuing Education Program.

Eighth Commencement: Tuesday, June 17, 1969 at the newly dedicated Robert F. Kennedy Hall, QCC

President Kurt R. Schmeller
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Presiding: President Kurt R. Schmeller

Commencement Speaker: Dr. Adrian Kantrowitz, Director of Surgery, Maimonides Medical Center.

Greetings: Honorable Sidney Leviss, President of the Borough of Queens; Honorable Ella S. Streator, Vice-Chairman, QCC Committee

Processional & Recessional: Henry Purcell's Two Trumpet Melodies; Brahms-Haydn's St. Anthony Chorale; Alexander Peloquin's March for Joyous Occasions; Eugene Gigout's Toccata.

Musical Interlude: Verdi's Theme from La Traviata; Beethoven's Für Elise

Number of Degrees Awarded: 843

Highlights of the Day: Dr. Adrian Kantrowitz was a prominent cardiovascular surgeon who performed the first heart transplant surgery in the U.S. and the second in the world in 1967. He also developed the intra-aortic balloon pump, a predecessor to the pacemaker. This was the first graduating class from QCC's Department of Nursing. Ninety nurses graduated. This was presiding President Kurt Richard Schmeller's second commencement. Assuming his duties during the summer of 1967 at age 29, he was the youngest college president in New York City's history. In his inaugural speech he criticized militant "fractions" that "divide us as a people and shatter our sense of community," and display contempt for democratic principles. President Schmeller graduated magna cum laude and Phi Beta Kappa from Bates College, held Danforth, Woodrow Wilson & Philip Rollins Fellowships at Princeton University where he received his M.A. and Ph.D. degrees, and had been a history professor and assistant to the president at the University of Wisconsin.

Tenth Commencement: Thursday, June 10, 1971 at Robert F. Kennedy Hall, QCC

Dr. Robert Moses

Presiding: President Kurt R. Schmeller

Commencement Speaker: Honorable Robert Moses, Consultant to the Metropolitan Transportation Authority and former Chairman of Triborough Bridge and Tunnel Authority

Greetings: Honorable Sidney Leviss, Queens Borough President; Honorable Eve Weiss, Member of the Board of Higher Education and Liaison to the College; Honorable Ella S. Streator, Educational Assistant to the President of the Borough of Queens

Processional & Recessional: Henry Purcell's Two Trumpet Melodies; Brahms-Haydn's St. Anthony Chorale (selections)

Musical Interlude: Sly Stone's Sing a Simple Song; Burt Bacharach; Hal David's Raindrops Keep Falling on My Head; Buddy Miles' We've Got to Live Together.

Number of Degrees Awarded: 1,114

Highlights of the Day: Seven bridges and two tunnels in New York City had been constructed under the leadership of speaker, Dr. Robert Moses, along with the New York Coliseum, the East Side Airlines Terminal, the Battery Parking Garage, numerous expressways, highways and parks, and the Jacob Javits Convention Center.

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Fifteenth Commencement: Friday, June 25, 1976 at Humanities Theatre, QCC

Presiding: President Kurt R. Schmeller
Commencement Speaker: Herbert Bienstock, Regional Commissioner of Labor Statistics for the U.S. Dept. of Labor
Greetings: Honorable Donald R. Manes, Borough President of Queens
Grand Marshal and Ephebic Oath: Prof. Charles Pappalardo, Chief Librarian
Processional & Recessional: Edward Elgar’s Pomp and Circumstance, Alexander Peloquin’s March for Joyous Occasion.
Musical Interlude: Pas et Medio, Hey Trolly Lolly Lo.
Number of Degrees Awarded: 1,506
Highlights of the Day: A special orchestrated version of QCC’s Alma Mater was performed; orchestrated by Dr. Louis V. Pisciotta, conducted by Dr. Marvin R. Schwartz, Professor of Music and Chairman of the Department of Music. This was also the largest graduating class in QCC’s history and added to the total of 11,000 alumni. Prof. Charles Pappalardo was QCC’s first librarian when the College opened in 1962. Prof. Pappalardo retired on September 1, 1983 and had served on the College’s Personnel and Budget Committee from 1960-1983. He was also one of the founding members of the Friends of the Newman Center and the Friends of the Library. “He served with distinction and provided the leadership that made possible the growth and development of Queesborough’s recognizably outstanding library.”
Other Information: The City University of New York, including QCC, was forced to close due to lack of funds and the financial crisis of the City of New York. Many events, such as final examinations and the Honors Convocation scheduled after May 28th were either cancelled or rescheduled.

Twentieth Commencement: Friday, June 5, 1981 at Humanities Theatre, QCC

Presiding: President Kurt R. Schmeller
Commencement Speaker: Honorable Daniel P. Moynihan, United States Senate.
Greetings: Honorable Paul P. Baard, Class of ’64 and Member of the City University Board of Trustees;
Honorable Anne B. Morse, Educational Assistant to the Borough President of Queens; Norman Bigman, Member of QCC first graduating Class of ’62 and President, Planned Management Construction Co.
Processional & Recessional: Wagner’s Festive March from Tannhäuser, Gordon Young’s Postlude in Classic Style, John Stanley’s Trumpet Voluntary.

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Musical Interlude: Mozart’s Violin Concerto (I and III movements)

Number of Degrees Awarded: 1,146

Highlight of the Day: The performance of the 1st and 3rd movements of Mozart’s Violin Concerto No. 3 by nine-year-old Nicholas Eanet, a student in QCC’s Suzuki Violin Program was one of the program’s many success stories. Eanet was also the winner of the New York Philharmonic’s Young People Competition.

Thirty-Eighth Commencement: Friday, June 4, 1999

President Kurt R. Schmeller

Highlight of the Day: This was the last commencement that President Schmeller presided over, retiring in August 1999. During the ceremony, the Library Building was formally renamed “The Kurt R. Schmeller Library” in recognition of his 32 years of outstanding service to the College and community. Dr. Schmeller was the youngest president in the history of the City of New York and the longest tenured President in the U.S. at a public college or university. In 1997, President Schmeller was honored with the Kurt R. Schmeller Library Endowment Fund, created by the Board of Directors. It was used to develop the Dr. Kurt R. Schmeller Collection in social sciences and humanities, including art, music, theatre, and history. There were numerous innovative programs and initiatives under Dr. Schmeller’s presidency: the Laser and Fiber Optics Technology Program; the Music Electronic Technology Program; the Nursing Program; the External Education Program for the Homebound; the Holocaust Resource Center and Archives; the Electrical and Computer Engineering Technology; just to name a few. The completion of the College’s Master Plan and construction of nine buildings were also accomplished under his administration. Matriculated student enrollment increased significantly from 5,000 to 10,500 students. President Schmeller was also the founder of the QCC Fund which sponsored many educational and cultural events and programs for the community.

Forty-Third Commencement: Friday, June 4, 2004 at Athletic Field, QCC

President: President Eduardo J. Martí
 Commencement Speaker: Honorable George E. Pataki, Governor of the State of New York
 Greetings: Honorable Wellington Chen, City University of New York Board of Trustees; Honorable Otis Hill, Vice Chancellor for Student Development and Enrollment Management; Dr. Sheena Gillespie, Chairperson, Faculty Executive Committee, Chairperson and Professor, English Department.
 Processional & Recessional: Handel’s “Gavotte” and “March” from The Occasional Overture; Purcell’s Trumpet Tune and Trumpet Voluntary; Holborne’s Honie-Suckle and Nightwatch; Handel’s “Bourrée” and “Minuet” from Fireworks Music.

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Number of Degrees Awarded: 1,143

Highlights of the Day: The President’s Medal was awarded to Hon. George E. Pataki, Governor of New York and Mrs. Harriet Kupferberg. According to President Martí, “As a community college, we do not award honorary degrees... However, the President’s Medal is our equivalent expression of this honor, and with great pride, we present it to the Governor.” The President’s Award was given to Guyanese immigrant, Gerard Martins, who had the highest GPA of 3.99 and received his Associate in Applied Science Degree in Computer Engineering Technology. In his message to the graduates, Governor George E. Pataki stated: “You are beginning a great journey today, and may you have the toughness, the strength, the resolve to Never Give Up. Never give up. Never, never, never give up. Never, never, never, never give up.” This was the fourth commencement for Dr. Eduardo J. Martí, who was appointed President of QCC on July 1, 2000. Dr. Martí previously served as President of Corning Community College, SUNY, and as President of SUNY’s Tompkins Cortland Community College, Executive Dean of Tunxis Community College and Acting President of Middlesex Community College. He holds B.A., M.S. Science, and Ph.D. degrees in biology, and has received numerous awards from New York University. In October 2008, the New York Post honored Dr. Martí with their Liberty Medal Award as a champion of human rights.

Forty-Fourth Commencement: June 3, 2005 at Athletic Field, QCC

Honorable Michael Bloomberg

President: Eduardo J. Martí

Commencement Speaker: Honorable Michael Bloomberg, Mayor of the City of New York

Highlight of the Day: In his address, Mayor Bloomberg stated: “If in your heart you know it’s right, if that’s where your dreams want to take you, go and do it. Usually the role of a commencement speaker is to inspire the graduates as they embark on the next chapters in their lives. But standing here, really, I can’t help but be inspired by you.”

Forty-Ninth Commencement: Friday, June 4, 2010 at Athletic Field, QCC

President: Eduardo J. Martí

Highlights of the Day: The New York Times of June 5, 2010 featured the article, “With Diplomas in Hand, but Without Legal Status,” focusing on some of the students from the 2010 graduating class, including their struggles and success stories. This was President Martí’s last commencement at QCC, and Vice President Ellen Hartigan and Dr. Paul Jean-Pierre presented him with a glass plaque from the College in recognition of his exemplary contributions. Inscribed were the words of Antonio Machado: “Traveller, your footsteps are the road, and nothing more. Traveller, there is no road; the road is made by walking.” These words were recited by President Martí and in various languages by selected students from the graduating
class at the past ten QCC Commencement Exercises. Many new degree and certificate programs, and innovative initiatives were implemented under his presidency including learning communities, Freshman Academies, Writing Intensive, Cornerstone, Milestone and Capstone courses; the Honors Conference; and the Presidential Lecture Series. The establishment of the Campus Learning Center; the Campus Writing Center; the Center for Excellence in Teaching and Learning; the Veteran’s Center; the reconfiguration of the library building as an academic hub; the new construction of the Harriet and Kenneth Kupferberg Holocaust Resource Center and Archives Building; the renovation of the Oakland Building; including the Art Gallery were more of his accomplishments. He was also responsible for the publicity campaign, “Imagine the Possibilities,” and the increase in matriculated student enrollment, student retention and graduation rates.

Fiftieth Commencement: Friday, June 3, 2011, at Athletic Field, QCC

President Diane Bova Call

Presiding: President, Diane Bova Call

President Call, formerly Provost and Senior Vice President for Academic Affairs, is now Interim President of the College and will be presiding over her first Commencement.

She holds a Doctor of Education degree in College and University Administration, and masters degrees in Community College Administration and Student Personnel Administration, all from Teachers College, Columbia University. Dr. Call was awarded tenure in 1978.

QCC Presidents presiding over the Commencement Exercises: 1962-2011

President John C. Lackas, Presiding 1962;
President Dumont F. Kenny, Presiding 1963–66;
Dr. John O. Riedl, Dean-in-Charge of the College, Presiding 1967;
President Kurt R. Schmeller, Presiding 1968-99;
President Howard Lapidus, Presiding 2000;
President Eduardo J. Marti, Presiding, 2001-2010;
President Dr. Diane Bova Call, Presiding, 2011.

— Constance B. Williams
— Barbara Bonous-Smit
Friends of the Library

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   ☐ $50........Sustaining Membership – includes two free gift books
   ☐ $100........Patron;
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### Library Liaison Program

#### Frequently Used Library Services

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**The people to call:**

- **Chief Librarian**: Prof. Jeanne Galvin (718) 631-6220
- **For Library Instruction classes, tours and workshops**: Prof. Suzy Sciammarella (718) 631-6601
- **To recommend book purchases or offer book donations**: Prof. Sheila Beck (718) 281-5711
- **For Interlibrary Loan requests**: Ms. Neera Mohess (718) 281-5067
- **For Media Services and media room reservations**: Mr. Ramon Perez (718) 281-5407 or (718) 631-6271
- **For Periodical information and requests**: Dr. Barbara Bonous-Smit (718) 281-5010
- **For Electronic Resources**: Dr. Sara Rofofsky Marcus (718) 281-5795
- **For Circulation, including overdues, fines and lost books**: Prof. Constance Williams (718) 631-6567 or 6227
- **For Reserves and E-reserves requests and information**: Prof. Jeffrey Jia (718) 281-5594
- **For Friends of the Library and Library Exhibits**: Prof. Sandra Marcus (718) 281-5072
- **For Archives access and information**: Prof. Constance Williams (718) 631-6567 or 6227
- **For Emerging Technologies**: Prof. Kimberley Bugg (718) 281-5778