From the Chief Librarian – The Evolving Phenomena of E-books and Other Non-print Information

Recently *Encyclopaedia Britannica* reported that it is publishing its last print edition. Is this announcement a sign of what is to come?

People comment that they prefer print books and express the hope that libraries never become completely digital. They fear that the increasing availability of digital content is a sign that libraries are dying. However, others see e-books as an answer to the rising costs of textbooks. It is time to look at some of the realities in the world of e-books and non-print information, as well as the future of libraries.

Michael Hart, founder of Project Gutenberg, is given credit for “inventing” e-books. In 1971 he digitized the *Declaration of Independence*. Hart’s dream was to make as many free digital copies of books available, as possible. In order to maximize accessibility and minimize the cost and effort of digitization, Hart and Project Gutenberg originally favored plain text copies. In the early days of Project Gutenberg, much of the digitization was done by volunteers. Later, more sophisticated formats were adopted. Project Gutenberg still exists and continues to digitize out-of-copyright books. It has also partnered with other producers of free e-books.

In 2004 when Google partnered with several large research libraries and announced its intention to scan out-of-copyright books, some people believed that the death of libraries was near. What has happened is that Google has scanned out-of-print books, provided “snippets” of some copyrighted books and included online purchasing options (such as Amazon) and a “Find in a Library” link. Lawsuits have been filed over the “snippets,” and libraries are busier than ever.

As the Internet grew, interest developed in digitizing books that were still covered by copyright. Libraries became interested in purchasing e-books for a variety of reasons, and publishers became interested in a new market. E-books could be “loaned” to remote users, and borrowers could use library materials even if the library was closed. Such material could not be lost or mutilated, and the technology facilitated returns, avoiding “over dues.”

However, the earliest models of e-book packages were not especially user friendly. Some vendors allowed only one person at a time to use an e-book, and printing and downloading were very limited. Over time, a variety of models for e-book management has evolved. Libraries are now overwhelmed with offers of various e-book packages. Librarians have realized that they need to evaluate not only the content of the various packages, but also to decide which features are most important. CUNY librarians have formed a task force to determine the desirable characteristics of e-book packages, considering user experience, catalog maintenance, content and vendor support.

Features have been added to e-readers, such as the Kindle and the Nook, that have made e-books designed for individual use increasingly popular. A few libraries are experimenting with loaning e-readers. The problem is that when an e-reader is loaned, all of the books that are on it are also loaned, and not available for other users. E-readers are more appropriate for individuals who find them easy to carry and prefer the reduced cost of the digital editions.

Some textbook publishers offer electronic editions, but these offers are based on a single user model. The purchaser of the e-textbook may get a password to access the book on any computer. The publisher can track how many times the book is accessed; so multiple user sharing of the password would be evident and have negative consequences. An alternative model enables downloading the e-book to one device. Again, these models are suitable for individuals who want to access the book at a price lower than that of the print edition, and who enjoy the electronic features.

Another important consideration in the world of electronic publishing is open access, where peer-reviewed content of academic journals is free to the reader. Also, while digital editions of out-of-copyright books are accessible at no cost, the availability of free new books is still at an earlier stage. In India state-published textbooks are provided as free e-books. This solution might not be acceptable in a society that values academic freedom. In Europe governments are providing free access to digital editions of works of cultural heritage through Europeana. Various models of funding the production of e-books that would be free to readers have been suggested. “Crowdfunding” or the policy of asking users to contribute what they can to the production of e-books is one proposal. Another recommendation would ask academic and research libraries to contribute parts of their budgets for academic presses to publish scholarly books in digital format and offer them free to readers.

While open access academic and scholarly e-books may not be too far in the future, the financial benefits of the status quo to publishers and authors of popular literature make it unlikely that print books will entirely disappear. We must wait and see!

-- Prof. Jeanne Galvin, Chief Librarian
Queensborough Community College is proud and happy to announce that Senator Frank Padavan is donating his legislative records and documents to the College in the care of the Kurt R. Schmeller Library. Senator Padavan, a pioneer in numerous legislative decisions, has served District 11 in the Borough of Queens for over 38 years. He wrote the significant New York Criminal Asset Forfeiture Law, the first in the nation that allowed the legal system to take over assets of drug dealers. These assets could then be used to treat drug addicts and other crime victims. He also instituted measures to help prevent profit from auto theft by cracking down on owners of auto theft shops. The Senator had a special mandate against those committing crime. He was one of the leaders in New York City’s “Safe City, Safe Streets” program.

In addition, as New York State Senator from 1972-2010, he was instrumental in the fight to meet the educational needs of the City. He was a proponent of school governance reform, giving the Mayor more control over New York City public education, courageously fighting for his constituents. The capital improvement plan came into fruition under Senator Padavan’s office as well.

Some of Senator Padavan’s major appointments were Vice President Pro Tempore of the Senate, the Cities Committee Chairman and the Chairman of the Mental Hygiene and Addiction Control Committee (1977-87). He has pursued various legislations for the mentally ill during his tenure. Some of the organizations that have honored him are the New York City Chapter of the Association of Help for Retarded Children, the Alliance for the Mentally Ill of New York State, Queen’s Children Psychiatric Hospital Board of Visitors, and the Friends of St. Mary’s Hospital for Children. The Lifeline Center for Child Development is among the many organizations for which he has provided untiring support.

Today, the former Senator continues to provide caring support for his community. He is active in promoting environmental programs such as the Alley Pond project, the Colonial Farmhouse Restoration, and a restoration of the Fort Totten Officer’s Club by the Bayside Historical Society. His wholehearted efforts in each of these areas have been highly successful.

Senator Padavan earned his bachelor’s degree in electrical engineering from Brooklyn Polytechnic University in 1955, and a master’s degree in business administration from NYU in 1963. He attained the rank of Colonel during his 30 year career in the Army Corps of Engineers.

QCC will celebrate the life and career of Senator Frank Padavan in June, 2012 with a ceremony and reception. A library display will also be presented in recognition of his service and achievements. We honor his dedication as a legislator both for the state of New York, and the Borough of Queens. His documents will be kept securely, as well as being available to the public. Students, staff and faculty will find his papers accessible for research and for information gathering on the numerous topics that the Borough of Queens has encountered over four decades.

---Connie B. Williams
Meat Your Librarian
William “Bill” Blick

The Library is happy to welcome William “Bill” Blick, our Substitute Emerging Technologies Librarian, whose background encompasses not only the technological skills necessary to his position, but also the fields of writing, literature and performance arts. Bill is a native New Yorker and loyal CUNY student. A resident of Bellerose, Queens, he earned his bachelor’s degree at Queens College in Media Studies with a minor in film. After several years working at his own writing and tutoring, he returned to Queens for a master’s degree in English Literature, where his interests centered on women writers of the Victorian era, including ghost stories by writers such as Margaret Oliphant. He also studied T.S. Eliot and other 20th century poets. His favorite form of literature is the short story, a form that he practices in his own writing. Some stories that he values highly are Flannery O’Conner’s “A Good Man is Hard to Find; Raymond Carver’s “Cathedral,” and John Updike’s “A&P.”

He again returned to Queens College for his Master of Library Science degree, after a brief career as an adjunct college teacher of English. At Molloy College, where he interned and was subsequently employed, he became adept with new technologies, including database management, Libguides and Camtasia. However, he maintains literary and film studies as major research interests. Two recent presentations dealt with the sociological aspects of film noir and cinema verite. His library school thesis was the evaluation of critical trends in pulp fiction from the 1930’s to the 1960’s. At present, one of his favorite publishing venues is Senses of Cinema, a serious online magazine, and he writes background notes for films distributed at Cinematheque, an Australian facility.

A prolific writer, he continues to publish in both e-zines and print, including genre and literary fiction, as well as poetry. He also enjoys performing his poetry at “Slams” including the Bowery Poetry Club events. He is currently working on a mystery novel.

His other hobbies include acting, singing, guitar, travel, cooking and weight lifting. A little known fact is that he played a Shark in a production of West Side Story. He admires singer-songwriters such as Paul Simon, Bruce Springsteen, Bob Dylan and Harry Chapin. He has traveled to Chile, Nicaragua, and Albania, and done volunteer community work. His favorite recipe is osso bucco, a veal dish, good on a cold, winter day.

He enjoys being a librarian, assisting seekers of learning; he believes the discovery of new vistas and worlds of information enriches him as well as his students. Our Library is fortunate to have him.

-- Sandra Marcus

The Search (a poem)

I roam the stacks where information
And knowledge
And wisdom are housed

A student calls out for help
Drowning in a sea of confusion
I offer a life preserver and latch on
To principle
And ideal

And begin the search
The search for sources
The quest for the answers
Onward,
Towards the palace of wisdom
The ocean of words
And the clicks of the mouse
Allow us to attaching ourselves onto
The new meaning of technology
And give new dimensions to resource

What is your search?
We each must choose our own path
And each path begins with a search
How will you define yours?

--William “Bill” Blick
Ably directed by academic program specialist, Susan Madera, *To Kill a Mockingbird*, an important book, was read, presented, analyzed, and promoted across the campus as a "Common Read," this spring. The program included dramatic presentations, a movie version, video background and interpretations, paper assignments and group discussions on different levels led by faculty. The significant role that the Library played in support of this project helped to foster its successful achievement.

The Library provided venues for many of the presentations, with library basement classrooms, as well as the open space on the third floor. In addition, media staff supplied and managed audio-visual material needed for some sessions, and library faculty led discussion groups. The development of a "Libguide" for the project also contributed to its success. The guide, which is still available from the library home page, contains a schedule of events, links to articles of critical commentary and background information, relevant book and article descriptions, video and movie clips, as well as a centralized location for material suggested by academic participants.

The library display for March and part of April also featured the “Common Read,” including biographies of Harper Lee and photographs from the award winning film of 1962, as part of a reflection of both black history and the depression era. The Jim Crow laws, depicted in *To Kill a Mockingbird*, and the efforts to overthrow them between the twenties and the sixties were emphasized as part of the African-American aspect of the display. Also presented were the suffering engendered by racism, as well as economic privation, and the black heroes of literature, philosophy and the arts that opposed the injustice of that period. We want to thank Dr. Barbara Bonous-Smit for her generosity in permitting the use of her doll collection, which greatly enhanced the effectiveness of the exhibit.

The "Common Read" served the important purpose of exposing the QCC community to a magnificent work of twentieth century American literature. The Pulitzer Prize-winning novel perfectly recreates what life was like in a small southern community during the 1930’s, and it fosters both intellectual and emotional growth in the universal themes that it brings to the reader.

Such themes include the nature of prejudice, the insidiousness of peer pressure, how appearances differ from reality, humanistic values, the nature of a mob, what makes a hero, the nature of true courage, the importance of relationships, human weaknesses and how they can harm others, what makes a community, and the pain of growing up different from others.

In the character of Atticus Finch, the reader meets one of the finest, bravest and most noble protagonists in literature. Although his children at first feel ashamed of him because he has a mousy demeanor, wearing glasses, spending his free time reading and refusing to participate in sports, he faces a lynch-happy mob without a gun and a rabid dog with one, and he insists on defending an innocent black man accused of raping a white woman, in a community rife with bigotry and unjust hatred. He defends innocence without a thought for popular belief, and sees how right and wrong are not determined by majority opinion, but by inner values.

In the character of Boo Radley, a recluse, who is marked by scorn and fear, the reader learns the importance of understanding what another person really feels, rather than how that person appears, and how everyone needs the connection of love.

Through empathy with the character of Scout Finch, who discovers that a child can disarm a mob, the reader learns to grow and mature in caring and feeling for others, in understanding and wisdom. The book shows the human condition in both its ugliness and beauty. It shows the vile and ugly in mankind, but the ultimate triumph of the noble and strong, despite the human tragedy that cruelty and injustice cause.

Anyone who has not yet read this book owes it to himself to explore this world. The Libguide is available at http://qcc.libguides.com/mockingbird

--Sandra Marcus

“At the moment that we persuade a child, any child, to cross that threshold, that magic threshold into a library, we change their lives forever, for the better.”

-- President (then Senator) Barak Obama
Engaging Honors Students

Library research skills are important for any student, but especially vital to honors achievement. Consequently, students participating in a QCC Honors Program are required to attend a library workshop. This workshop is especially designed for students to engage in dialogues analyzing research concepts, and to develop means of devising strategies to create successful pathfinders for locating and evaluating information.

All honors students actively participate in conversations on the best to approaches to academic research. Search strategies are shared and analyzed, and at times, new ones emerge. A central aim of the workshop is the development of critical thinking skills, along with the recognition of problems intrinsic to accepting information at face value.

The achievement of this goal will enrich the quality of students’ future lives, as well as contributing to student success. Under the banner of information literacy students can strengthen existing skills, which will remain with them long after graduation. The enhancement of academic research will be accompanied by the more important support for decisions made in the workplace, and perhaps in their personal endeavors. A sound educational process can become the valuable basis for life-long learning.

Student comments have been uniformly positive, including:

- “The research workshop was very beneficial to me.”
- “There is much more than just Google.”
- “The databases will help me get relevant information.”
- “It has enhanced my research skills.”
- “It makes research a little easier to do when you have the right tools.”

The library faculty would be happy to extend this engagement with research to all QCC students. We look forward to assisting with any research needs. Everyone is welcome to ask for help at the Reference Desk on the second floor of the Library. Library classes may be scheduled at ssciammarella@qcc.cuny.edu.

-- Suzy Sciammarella

Did You Know?

Librarianship is a vocation many have practiced long before now. In “Libraries, Librarians, and the Discourse of Fear,” published in the Library Quarterly, Gary P. Radford expressed the role of librarian “as formidable gatekeeper between order and chaos…”

Many historical heroes and icons have been “gatekeepers” of knowledge, leading the way in Library Science. From government and politics to art and philosophy, representatives from all disciplines have sought to keep records and protect the written word.

Ben Franklin, a driving force in early American history, organized the "Articles of Agreement," which set up the nation’s first library.

Thomas Jefferson offered his extensive library to the Library of Congress in 1815, when the original Library, established in 1800 by John Adams, was burned down during the War of 1812.

Melvil Dewey created the Dewey Decimal System of classification, which public libraries still use today.

The Greek philosopher, mathematician, and geographer, Eratosthenes of Cyrene, served as the chief librarian of the Great Library of Alexandria.

Mao Zedong, the man who united China during the 1940s and 50s as the People’s Republic of China, worked as a librarian’s assistant at Peking University 1918 to 1919.

Argentinean author, Jorge Luis Borges, worked as a public librarian and served as the national chief librarian.

Marcel Proust, author of Remembrance of Things Past, studied librarianship.

First Lady, Laura Bush, and Newbery award-winning author, Beverly Cleary, were both librarians.

Libraries have captured the hearts, minds, and imagination of many great thinkers, and librarianship is a broad field of study with many applications. The role of the librarian today is as influential as ever.

-- William “Bill” Blick
QCC librarians, Barbara Bonous-Smit and Sandra Marcus participated in planning The Global Librarian, the ACRL/NY Annual Symposium, which was held at Baruch College on December 2, 2011. The presentation of Amy Bryant, one of the four speakers, was especially interesting.

In her presentation, Traveling Librarians: Building Campus, Community, and International Relationships through Support and Leadership of Off-Campus Programs, she utilized vivid images to illustrate the effectiveness of the unique library programs at Earlham College, a liberal arts school in Richmond, Indiana, founded in 1847 by Quakers. From its beginnings the philosophy of the school promoted the teaching—learning process, through student engagement with teachers and the world. Amy credits the major involvement of the Library in this process with the leadership of librarians, Evan Farber and Tom Kirk. When a planned trip lost its leader, librarians stepped in fill the role, and they have been playing a significant part in the program ever since.

The school has 1200 students from all states and 50 countries with 20 percent international students. Fifty-five percent of the students participate in off-campus programs, with 65 percent of these in international programs. Some of the programs are wilderness experiences and woods explorations, and have included trips to Tanzania and other parts of Africa. In 26 years travels have included 23 states and eight countries.

The working and cooperative culture has enabled the six instruction librarians to wear different hats. Collaborative research programs, some grant funding, sabbatical leaves, flexible hours, and a “my turn will come” attitude, has provided library coverage during trips led by library staff. Librarians cover for each other, and there is a degree of cross-training, and working in different disciplines.

The benefits of this program are depicted as manifold, including improved relations with students, learning the content of various disciplines, and the rejuvenation of spirit that comes from varying ones activities and traveling. Also, librarians are seen by other faculty as co-teachers, partners in achieving the mission of the College. Librarians are also valued as technologists, promoting technical skills. Photographs taken in France with flip cameras were put on a blog, and other blogs and social networks were developed. In Turkey photography professors taught digital techniques to librarians. Also, the stereotype of the timid librarian was shattered in the light of these adventurous endeavors. And the opportunity to get out into the world and meet people is of value to the learning process of both librarian and student.

Images of mashing corn in Africa, knotting rugs in Turkey interrupted by dancing, and learning to spin wool in Africa were used to illustrate the value of sticking to a rote task, interrupting a tedious task with a new activity, and learning a new skill, all part of the off-campus experiences at Earlham College, an ACRL Excellence in Academic Libraries Award winning institution. The presentation was cohesive and well thought out, showing a kind of librarianship that was enviable.

-- Sandra Marcus

Library Hosts Successful Civil War Program

The lecture and discussion series on the Civil War, sponsored by a Grant from the National Endowment for the Humanities and the American Library Association, was an unqualified success. Held on Sunday afternoons at four week intervals, each of the five, two-hour meetings on the third floor of the Library attracted between 50 and 70 participants. Three books of readings were distributed to prepare for the discussions, March by Geraldine Brooks, America’s War: Talking About the Civil War and Emancipation on their 150th Anniversaries, edited by Edward L. Ayers and Crossroads of Freedom: Antietam by James McPherson. The readings ranged from fiction to primary sources, including diaries, speeches, letters and documents, such as the Emancipation Proclamation, as well as diverse perspectives of figures such as Grant, Bragg, and Lee. Battles of Shiloh and Antietam were studied in detail.

The Bayside Historical Society, Fresh Meadows Branch of Queens Public Library and the Continuing Education Department of QCC were partners in the program; they helped to obtain the Grant, one of only 65 given in the United States, as well as to publicize the events. Refreshments were sponsored by Friends of the Library. Participant reactions to the excellent presentations by program scholar, Dr. Megan Elias, were uniformly positive, and the enthusiastic and knowledgeable audience comments were impressive. Senior College Laboratory Technician, Lawrence Chan, provided microphones and videoed the sessions. A Library display in January and February, and a Libguide, which is still available, also supported the program.

The exhibit presented photographs and historical details from the War and reprinted copies of Edward Ayers’ essays and background information about the aims of the program, supplemented by selections from the Library’s large collection of Civil War books. It was enhanced with dolls, once again, generously provided by Dr. Barbara Bonous-Smit.

The Libguide, available at http://qcc.libguides.com/civilwar contains maps, detailed descriptions of battles, primary sources, including texts of important documents, reenactments of speeches, and links to important Civil War websites. It also contains an imaginary conversation between Abraham Lincoln and George Washington. A link to the videos on TigerMedia of all of the discussions may be found here, as well. In light of the success of the program a Friends of the Library event on this topic is planned for June.

Dr. Megan Elias

-- Sandra Marcus
Tour of the Julliard School Library

On December 6, 2011, METRO (Metropolitan New York Library Council) sponsored a tour of the Julliard School Lila Acheson Wallace Library, presented by Jane Gottlieb, Julliard’s Vice-President for Library and Information Resources. One of the first stops was the Reference Room, where Prof. Gottlieb provided historical and other information about the Julliard School, its Library, and its Archives and Manuscript Collections. Much of this historical information may be found at: http://www.julliard.edu/about/history.php

The highly competitive Julliard School currently has 800 FTE students, with 510 undergraduates; they come from 42 countries, with 60% studying music and 20% studying dance and drama. Both undergraduate and graduate students attend information literacy and library orientation sessions. Doctoral students attend additional music research classes.

The Lila Acheson Wallace Library contains over 75,000 titles in scores, 25,000 books in all areas, 25,000 recordings in all formats, and over 2,500 videos, including historical music performances. Lila Acheson Wallace (1889-1984) was the Co-Founder and Co-Chair of Reader’s Digest along with her husband DeWitt Wallace (1889-1981).

The Library has a staff of eleven, including an archivist. All of the librarians do cataloging, as well as work in reference and technical services. Prof. Gottlieb was instrumental in getting the library into OCLC WorldCat in 1989, and by 1994 its catalog was online. The Library also has a small information technology department and an in-house bindery, although some items are sent to an outside bindery. Since the scores are heavily circulated and often damaged, the librarians try to steer students to the online scores in the Alexander Street Press database. They also use Oxford Music Online, J-STOR, OCLC WorldCat, and other humanities databases. In addition, the Library contains periodicals focusing on music performance arts and humanities periodicals. During the early 1990’s, they received three New York State Preservation grants to help conservation efforts. Their online catalog, JULCAT is available at: http://www.julliard.edu/library/catalogs/index.php

The first remodeling of the facility took place in 1999, followed in 2009 by a second major renovation, which included the expansion of the Library and Archives. Major renovations were completed by Fall of 2009.

A detailed presentation of the changing exhibit area was also included in the tour. All of the exhibit cases are environmentally controlled. Many rare and valuable manuscripts are currently displayed here, including a copy of the Beethoven’s Grosse Fuge, his Ninth Symphony, and a section from his Fifth Piano Concerto; as well as an autograph manuscript of the last scene of Mozart’s The Marriage of Figaro and many works by Brahms. Prof. Gottlieb explained that the extensive revisions of the Ninth Symphony (engraver’s proof) were by Beethoven, himself. In the final movement, the composer wrote Prestissimo over his original Presto. This was the final version that went to the printer for the 1824 premiere in Vienna.

The periodicals section evidenced a huge number of current subscriptions to music periodicals from the United States and around the world. The Arthur and Adele Schlesinger Media Center revealed a large, comprehensive collection of LP’s; reel-to-reel, cassettes, and VHS tapes; compact discs; DAT’s; and DVD’s, containing both commercial and non-commercial performances, including performances by students of the School. Prof. Gottlieb explained that cassette tapes were viewed as an unstable medium and not the preferred format. They were not collected as extensively as LP’s. Surprisingly, their huge LP collection is visible on open shelves flanked by numerous LP player listening stations! There are additional listening and viewing stations for other formats, as well as computer work stations for digital media.

A visit to the Archives and Manuscript Area was one of the focal points of the tour. In 2006, Bruce Kovner, Chair of the Julliard Board and Vice Chairman of Lincoln Center, donated 144 original manuscripts; composers’ sketches, engravers proofs, facsimiles, first editions, and early publications. This priceless collection is considered one of the finest in the world. Included are manuscripts of Purcell’s opera, Dido and Aeneas; Beethoven’s Fidelio, his Ninth Symphony, and the only surviving manuscript of his complete “Kreutzer” Sonata; Mendelssohn’s Elijah; Liszt’s Hungarian Rhapsody No. 9; as well as autograph manuscripts of Arensky, Bach, Chopin, Copland, Mahler, Maxwell Davies, Scriabin, Ravel, Schubert, Schumann, Stravinsky, Wagner, Zemlinsky, and many more. Some are filled with the composers’ corrections and annotations. The digitization of the collection was funded by Bruce Kovner and George S. Blumenthal and a gift from New York State Council on the Arts. A web site with the digitized collection was created in 2007. This can be seen at http://www.julliardmanuscriptcollection.org Julliard is currently in a consortium program, including the Library of Congress, Harvard University and the British Library manuscript collections.

Other important material may be found in Julliard’s Peter Jay Sharp Special Collections, consisting of rare and special manuscripts, including holograph scores, autograph letters, composers’ manuscript scores, manuscript facsimiles, and archival collections. Here are rare piano vocal manuscripts, many from the G. Schirmer publishing house and its circulating library. For more on this collection, please see: http://www.julliard.edu/library/sharp-collection.php

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The beautiful, state-of-the-art Reading Room, Storage Room and Work Room are also awe inspiring, with the workroom limited to staff. This was the final destination and another high point of the tour. Designed by Seamus Henchy & Associates in 2009-2010, it contains the latest products in environmental conservation, including special lighting, temperature and humidity controls, and devices for monitoring fire, smoke, and water. The room also contains motion detectors and cameras that help monitor the area. Indirect lighting in the room was accomplished via the use of special hidden cove lighting fixtures. There is also lighting in the tables, as well as special lamps if more lighting is needed. Prof. Gottlieb explained that goat-skin parchment was used on the surface of the tables to further aid in preserving documents. In addition, all of the cabinets, ceiling, display cases, and wall panels contain eucalyptus on the outer surfaces. Material in the manuscript and special collections may be viewed by making an appointment prior to a Library visit.

The Julliard School also has a collection of rare string instruments including Avery Fisher’s 1692 Stradivarius violin. Students in the School may sign up to use the instruments in performance, but are required to pay an insurance fee. The School also has more Steinways than Steinway, and a large piano tuning staff! This tour was of great value, providing much to see and learn.

-- Barbara Bonous-Smit


The Role of Technology in the Library

There is no doubt that libraries have changed drastically over the last few decades. The advent of the internet and World Wide Web have opened up infinite possibilities for information management and dissemination.

It is no secret that many people search carelessly on the Web. An unfocused search means aimless wandering through pages of irrelevant information. Therefore, help in finding information appropriate to individual needs is often required. Burgeoning emerging technologies can provide that help and at the same time add excitement and focus to the search of the information gatherer and seeker.

Web 2.0 or social networking has allowed participants to breach the boundaries that used to drive people apart. It has become especially useful in spreading information quickly. Sites like [http://www.facebook.com](http://www.facebook.com) and [http://www.twitter.com](http://www.twitter.com) transmit information like wildfire. The promotion of businesses or institutions is assisted greatly through such sites. The applications are very broad, and Web 2.0 has become a staple in both personal lives and the library. Both like-minded individuals and institutions are sought in this way.

Other popular technologies are “citation managers.” What used to take hours of meticulously detailed work can be accomplished in minutes, if the author knows how to take advantage of the capabilities of “citation managers.” QCC provides RefWorks; however, users can also check out others, such as Zotero or Mendeley, which provide bibliographic formatting, helping to avoid plagiarism.

Technology that fosters communication to increase teaching efficacy is also vital. Consequently, mobile technologies have become significant in the higher education market. Cell phones have become ubiquitous and their influence incalculable. And “apps” or applications on these cell phones are now widely discussed and utilized. The modern library must “tune” into this current trend enabling access to certain resources via the phone. The QCC Library is not being left behind, and is working on providing applications, such as a mobile-friendly version of the Homepage.

There seems to be apps for everything- from Zagat’s to Facebook, from newspapers to ordering a sandwich from Subway. This “information revolution” can at times seem overwhelming. Yet, it enhances quality of life, decreasing bureaucracy and time wasting on long lines.

QCC’s Library is on the front lines with the utilization of the latest trends in technology, such as “Chat” on Ask A Librarian, as well as cutting-edge databases and resources.

Library work is service performed for others. The greater degree to which technology can be exploited to benefit others, the greater is the significance of that technology. Technology should be centered on such service rather than the other way around. As Substitute Emerging Technologies Librarian, I see a bright future for libraries, and one that strikes a happy medium between books and digital technologies. Technology is our friend, and technology must be sought after and made to serve us in the most efficient manner possible.

-- William “Bill” Blick
First-Person Feature
The Library: What It Means to Me

In The Library of Babel, a complex meditation on the library and human existence, Jorge Luis Borges said that the library was “infinite and circular.” Ray Bradbury, who was an autodidact, got his education in the walls of his library. He has been a huge supporter of libraries everywhere.

The reality is that many famous literary and pop icons, politicians, philosophers, intellectuals, artists, and filmmakers have found creative inspiration and the impetus to move beyond their limitations in the library, and they have continued to soar to the heights of great achievement.

The library contains within its walls an infinite amount of knowledge, and knowledge is power. The library is a means of empowerment for today’s American population. A heterogeneous mix of ages, races, classes, sexes and sexual orientations, religions, and cultures all have one thing in common – access to a library and its resources.

To me the library means unlimited resources to fuel my projects, interests, and studies, and inspiration to fuel my creative writing. In the walls of the library we can find the ghosts of Shakespeare, Miller, Joyce, Dickens, and Dostoyevsky. When I read the pages of antiquated texts, I become enraptured by the ideas, the techniques and the use of language; I get lost in the infinite circle of style and content.

Bringing my knowledge of these resources to the students at Queensborough Community College gives me great satisfaction. I like to suggest books by a particular author, demonstrate how to find works, and how to research complex questions for course work.

It is all about the “search” -- the search for knowledge; the search for clues; the search to fill in the blanks -- to achieve what we are looking for in life. The mysteries and riddles of life my be solved in the thoughts, aspirations, and achievements of writers housed within the walls of the library.

This is the “Information Age,” and knowing how to appropriately navigate through the resources that house this information, is an indispensable skill. To access the power of knowledge it is necessary to know where to find the information which constitutes that knowledge. Information skills are developed through observing, listening, and paying attention, formidable abilities to achieve.

The success and stability of a culture may be measured by the libraries that exist there. In order for a successful library to exist, a society must have economic stability, political stability, and a rich cultural heritage. Libraries are a reflection of the nature of a culture, and In the United States numerous, and diverse libraries populate the landscape.

More than ever, we find ourselves inundated by information and media, mostly contributed to by digital technologies. We need help in weeding through the ubiquitous and unsettling “noise,” and the misuse and distortion of fact. Librarians can provide this help.

It is my pleasure to join such noble ranks. I believe in information, in librarianship and in libraries. I am proud to be part of the tradition and great legacy of the “gatekeepers” of knowledge, who have kept the torch of enlightenment lit across the years. I look forward to continuing the tradition.

-- William “Bill” Blick

Library Exhibits

The Spring, 2012 semester at QCC has been a time of exciting and informative exhibits. The display presented in conjunction with the Civil War Program was followed by the celebration of a combination of Black History Month and the Common Read, To Kill a Mockingbird. For June, a display is planned to illuminate the contributions of Senator Frank Padavan as part of the ceremony and reception in his honor, in recognition of the donation of his papers to QCC.

Another exciting exhibit in April and May is a “Tribute to Our Military K-9’s, Past, Present & Future” and a “Tribute to the Contributions of Military Nurses.” We want to express our thanks to Jo-Anne Raskin for providing this display, expressing her passion for both animals and photography.

“They are our unsung heroes. The bond between man and his best friend is never more evident than during war time. These dogs have saved countless lives,” said Jo-Anne.

She has also been deeply moved by the courage and self-sacrifice of military nurses. While two of the display cases are dedicated to the dogs that have served, the third case is dedicated to the bravery of military nurses.

Jo-Anne has exhibited at the Bayside Historical Society, the American Air Power Museum, The Cradle of Aviation, Queensboro Hall, St John’s University, and the Nassau County Supreme Court.

-- Sandra Marcus
Lee Rainie Addresses Library Professionals

The effects of the internet on the lives of Americans are widespread and time spent online is increasing. On March 19, 2012, a very insightful and thought-provoking lecture was presented by Lee Rainie, Director of the Pew Internet & American Life Project. This was the third in a highly successful METRO and ACRL/NY collaborative Mini Lecture Series, Libraries in Flux. Rainie discussed how we collect, use and share information via our mobile devices. He also provided a framework for libraries to play a vital part in their communities and patrons’ lives via social networks. Stating that he would prefer answering queries from his audience to lecturing, he encouraged questions, freely asked by the attentive and enthusiastic audience.

An alumnus of Harvard University and Long Island University, Rainie’s background is in journalism. Prior to his current position, he worked as a journalist for the Daily News (New York) and as managing editor for U.S. News and World Report. He has authored numerous books and reports on topics such as the use of the internet, social networking, and mobile devices. His publications include The Internet in Everyday Life (2001); Internet Use and the Terror Attacks (2002); America’s Online Pursuits: The Changing Picture of Who’s Online and What They Do (2003); Up for Grabs: The Future of the Internet I (2008); Hopes and Fears: The Future of the Internet (2008); Ubiquity, Mobility, Security: The Future of the Internet III (2009); Challenges and Opportunities (2010); and Networked: The New Social Operating System (2012).

Rainie is a “fact tank,” scholar and philosopher, and presented interesting findings to reflect upon from his research via the Pew Internet & American Life Project. According to him, we have moved from a “highly organized social” world to a “more diverse” one. There is more to explore in the new networked world than in the old world. We’re now living in a more varied environment, with a “new kind of literacy.” He calls this a “Digital Revolution.” For example, 88% of adults own mobile phones. The total population in the United States is 315.5 million, and in 2011 the estimated number of mobile subscribers in the United States was 327.6 million! These are very startling figures, and indicate that many individuals have multiple mobile subscriptions. In addition, texting has significantly increased, while talking on the phone has decreased. Sixty-three percent of Americans send and receive text messages every day. Moreover, a big increase in e-reader (Kindle Fire, Nook Color) and tablet (iPads) users in the United States began during the December, 2011 holiday season. E-mail also is playing a major role in everyday life, used by 90% of internet users. Rainie believes that this form of sharing is better than Twitter or Facebook.

He also described a steady increase in internet and social network site use by both young and old. Eighty percent of Americans now use the internet. What this increase in the use of developing technology means to the world of education is a total change in the scenario, and “librarians can be even more valuable to the world of networked individuals.” Learning is no longer “transactional,” or “objective” with passive learners, listening, watching, and waiting to receive information. It is more of a “subjective and provisional” process, with learners actively taking part in their learning, as well as creating knowledge.

The future of public technology is made up of Facebook, Twitter, tablets, iPhones, and other mobile devices. According to Rainie, “The hot gadgets and applications that will capture the imagination of users in 2020 are pretty evident today and will not take many of today’s savviest innovators by surprise.” Learning spaces in the future will be more adaptable for “networked individuals/learners,” with more collaborative space, and greater orientation for “people to be their own individual nodes of production.” Learning space,” he stated, “will be more in the cloud.”

Rainie sees the future of reference expertise as the “embedded librarian,” actively involved in learning communities. The librarian will be the “scout for relevant material,” the “reviewer and synthesizer,” “organizer and taxonomy creator,” “on call” for just-in-time information, the “organizational ‘steward’ of bonding” and “bridging capital,” “teacher of social media,” “fact checker, transparency assessor, relevance arbiter,” and a “node” in networks attuned to perpetual learning.” He encourages librarians to follow Jeff Jarvis’ rule, “Do what you do best, and link to the rest.” Rainie ended his talk with: “Be not afraid.”

The video and slides from the presentation are available at: http://metro.org/articles/recapping-libraries-in-flux-with/

Since December 1999, the Pew Internet & American Life Project, a charitable trust, has conducted research on internet use. Numerous reports are issued by them and are available free online. For more on the Pew Research Center’s Internet & American Life Project, please see: http://www.pewinternet.org

For more on the Pew Research Center, including their many studies and reports, please see: http://pewresearch.org

-- Barbara Bonous-Smit
A Note on Pathways and Information Literacy

Although Pathways may have been conceived as a way to make the transfer process easier for CUNY students, it has presented considerable challenges to faculty members who have worked hard to provide quality education for our students. However, a positive aspect of Pathways can be found in the way information literacy is articulated in the required learning outcomes.

While some faculty members realize that students need to learn to find, evaluate and use information in their disciplines, others assume that students learned “that library stuff” in ST 100 or English 101. The results are sometimes far from ideal. Many students do not understand that all information is not created equal. Evaluation of evidence and sources is sometimes overlooked. Some students believe that any information found on the Internet can be used without attribution.

In order to meet the Pathways learning outcomes, faculty have to include information literacy activities in courses for both the required and flexible cores. Courses accepted for the English composition “bucket” must include the following outcomes:

1. Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
2. Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

Flexible core courses must meet the following three learning outcomes. A student will:

1. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.

In other words, information literacy has moved from being a common goal for general education. It is now required in each English composition and flexible core course.

Integrating information literacy objectives and skills into courses that are rich in content may be challenging. Some faculty members may choose to add a face-to-face information literacy session to a course syllabus. Face to face information literacy instruction is tailored to specific courses and assignments; it is not generic. Other teachers may prefer to use online tutorials that can be embedded in Blackboard sites. Library faculty are prepared to work with specific discipline faculty by developing tutorials and other materials.

For more information, please contact Prof. Suzy Sciammarella ssciammarella@qcc.cuny.edu (x6601) or me jgalvin@qcc.cuny.edu (x6220).

-- Prof. Jeanne Galvin, Chief Librarian

“Cutting libraries during a recession is like cutting hospitals during a plague”

-- Eleanor Crumblehulme, library assistant, University of British Columbia

“Reclaim your role as eco-role models and exemplars in your community. Change is happening rapidly. Let libraries continue to be at the center of it.”

-- Wanda Urbanska, host of Simple Living

“When I was a kid and the other kids were home watching Leave It to Beaver, my father and stepmother were marching me off to the library.”

-- Oprah Winfrey, talk-show host

“I used to go to the library all the time when I was a kid. As a teenager, I got a book on how to write jokes at the library, and that, in turn, launched my comedy career.”

-- comedian Drew Carey

“If past history was all there was to the game, the richest people would be librarians.”

-- Warren Buffet
Friends of the Library

Friends of the Library, an important supportive arm of the Library and of the College, invites everyone to join our circle.

Friends of the Library member names are placed in commemorative bookplates. Tax-deductible dues are only $5.00 for students and $25.00 for faculty, staff and community members.

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For further information, contact Prof. Sandra Marcus 718-281-5072
**Library Liaison Program**

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**Frequently Used Library Services**

**The people to call:**

- **Chief Librarian**
  - Prof. Jeanne Galvin 631-6220  
    - jgalvin@qcc.cuny.edu

- **For Library Instruction classes, tours and workshops**
  - Prof. Suzy Sciammarella 631-6601  
    - ssiammarella@qcc.cuny.edu

- **To recommend book purchases or offer book donations**
  - Prof. Sheila Beck 281-5711  
    - sbeck@qcc.cuny.edu

- **For Interlibrary Loan requests**
  - Ms. Neera Mohess 281-5067  
    - nmohess@qcc.cuny.edu

- **For Media Services and media room reservations**
  - Mr. Ramon Perez 281-5407 or 631-6271  
    - rperez@qcc.cuny.edu

- **For Periodical information and requests**
  - Dr. Barbara Bonous-Smit 281-5010  
    - bbonoussmi@qcc.cuny.edu

- **For Electronic Resources**
  - Dr. Sara Rofofsky Marcus 281-5795  
    - srofofskymarcus@qcc.cuny.edu

- **For Circulation, including overdues, fines and lost books**
  - Prof. Constance B. Williams 631-6567 or 6227  
    - cwilliams@qcc.cuny.edu

- **For Reserves and E-reserves requests and information**
  - Prof. Jeffrey Jia 281-5594  
    - jjia@qcc.cuny.edu

- **For Friends of the Library and Library Exhibits**
  - Prof. Sandra Marcus 281-5072  
    - smarcus@qcc.cuny.edu

- **For Archives access and information**
  - Prof. Constance B. Williams 631-6567 or 6227  
    - cwilliams@qcc.cuny.edu

- **For Emerging Technologies and Elearning**
  - Prof. William “Bill” Blick 281-5778  
    - wblick@qcc.cuny.edu