QCC Library Faculty Endorses Open Access

For several years some academics, including a number of academic librarians, have been voicing support for open access to research and scholarship. Open access means that those who create scholarly work should be able to share their work with other scholars. This can be enabled by academic institutions and disciplines creating and maintaining repositories where scholarly work can be stored online in an accessible format.

In CUNY our University Faculty Senate has passed resolutions in support of open access and a CUNY Institutional Repository. This year several CUNY libraries have made statements of support for open access policies. On April 3 the faculty of the Library joined our colleagues at other CUNY libraries and passed the following resolution:

QCC Library Open Access Policy

The faculty of the Kurt R. Schmeller Library at Queensborough Community College is committed to disseminating research and scholarship as widely as possible. We believe that Open Access to scholarship is critical for scholarly communication and the future of libraries. Further, we assert this is central to CUNY’s mission of public education.

We acknowledge that Open Access publishing accrues value for a work. Accordingly, we advocate making our own research freely available whenever possible by seeking publishers who offer Open Access publishing or self-archiving options.

When necessary and when possible, we will attempt to negotiate with publishers to improve Open Access terms. If feasible, we will deposit our publications in a CUNY institutional repository or a discipline specific repository.

Moreover, we will further support Open Access by contributing our reviewing and editing efforts to manuscripts destined for this format.

Passed unanimously by the Faculty of the Library, Queensborough Community College, April 3, 2013.

~Prof. Jeanne Galvin, Chief Librarian

Explore these resources to learn more about open access:

Open Access @ CUNY - http://sn.im/oacuny
CUNY Institutional Repository - http://sn.im/cunyir
Open Access Publishing Network @ CUNY - http://sn.im/oapncuny
Prof. Laurel Harris’ English 101 Honors class was the first class to do research using the resources of the Queensborough Community College Archives during the fall 2012 semester. This class was part of a Learning Community with Sociology 330 taught by Prof. Tricarico. Before arriving at the Library, students were given a choice of topics from among the archival resources. Documents in the Archives include those from the City University of New York, such as CUNY Budget, Chancellor’s Reports, and CUNY Research; material from QCC contains information from all departments of the College, President’s Reports, Affirmative Action, history of the College, student newspapers and literary publications. Additional material consists of Master Plans from the State University of New York, Planning Reports from New York City and New York State Department of Education documents relating to academia.

After being made familiar with the types of material housed in the College Archives, the students were given an overview packet of documents to review. This packet includes an article discussing the history of QCC, an article from the student newspaper describing campus unrest during the 60s, and a list of subject headings used in the Archives. Among the requirements for visiting the Archives was the provision to sign and date a consent form. This form states the following:

“I agree to use the College Archives for the purpose of research or educational pursuits. I will not remove any documents from the Archives without the permission of the Archivist. Photocopying, scanning or photographing must be approved by the Archivist.”

After reviewing the subject headings with the class, so that they could think about which areas to pursue, the archivist took the students into the College Archives, where they were permitted to explore. Excitement grew as the students viewed Aurora yearbooks, College Bulletins, and Communiques, all from the 1960s. Photos of past students and early views of the campus also drew attention. Discussions were lively as new facts about the College came to light, and the dress and look of students fifty years ago brought amazement. Taking their time, students carefully selected two or three archive boxes for individual assignments and field notes to bring back to the conference room and share with classmates. The archivist gave the students gloves to be used prior to touching any of the documents, and to be labeled with their names for future use. They were very careful handling the fragile documents and photos as they assembled data for research papers.

Although two hands-on sessions were scheduled so that research assignments could be completed, several students requested more time in the Archives to write additional field notes. Sharing of data inspired more students in further searching. Interesting facts that had been discovered were presented during each session, and recognition of the need for more detailed data prompted their asking to return. Students, recognizing the value of the primary documents, photocopied and took numerous pictures of them.

When some students asked for assistance in finding even more historical data, the QCC Fact Book was shown.
to the class, and the online version was also shown to address individual inquiries. The gender breakdown and the ethnicity of the students enrolled in the 60s were subjects of particular interest.

At the conclusion of the class the students learned that their research papers would be given to the archivist for inclusion in the College Archives. These papers have since been added to the College Archives under the topic, “QCC. Student Journalism. Research Papers and Field Notes, Fall, 2012.” Hopefully, this visit is the beginning of greater student and faculty utilization of the Archives of Queensborough Community College.

~CONNIE WILLIAMS, COLLEGE ARCHIVIST

Free People Read Freely

One of the things that I’m passionate about is freedom of speech. Although I have become more cynical with time, I still firmly believe that access to the written word is one of our most fundamental rights. The written word, found in books, journals, magazines, websites, internet databases, etc., provides information, enlightening ideas, and social discourse. In a way, it is one of the only things that unites humankind, which is so varying. In the written word, there is power, the power to enable a reader to see through the eyes or mind of another, the power to promote free thinking, the power of persuasion for change and growth, and the power to color understanding. And as with all power, there are those who will try to abuse it.

I attribute my attitude toward the censorship of reading to my freshman year of high school. In my English literature class, the assigned reading was *The Catcher in the Rye*. Compared with the strict-thinking administration of my grammar school, the Dominican sisters were revolutionary. After they assigned the book, they told us that this was considered a banned book, one of the most challenged books, in fact, to date. They further informed us that the fact of these challenges indicated the significance of the book, both as literature and for society. This freer attitude encouraged me to study the work carefully, as well as to broaden my appreciation of literature in general. I always had enjoyed reading and hanging out at the library, and now I found other titles that had been banned. I started with Judy Blume, Harper Lee, and Lois Lowry, and the list seemed to be endless.

Any person or organization has the right to challenge a book’s inclusion in a particular school or library. However, sometimes such challenges have the opposite of their desired effect. Many people are drawn to the forbidden fruit of a banned book. And I believe this to be a good thing. The danger lies in a few extremists with political clout that really want banned books destroyed, which, unfortunately, can result in the loss of important works. I am acutely conscious of this problem. Even as a young person, I often suggested challenged books to friends. I read a lot, and talked about books a lot, and, luckily, my parents have always been open-minded and liberal thinkers. As soon as I had internet access, I checked out the American Library Association’s website on banned and challenged books (http://www.ala.org/advocacy/banned). Now, I always, ALWAYS buy something during Banned Books Week (coming up in September this year) just to support the cause and to bring attention to the subject.

Things are changing in this country, and all over the world, in terms of who and what controls the sharing of creative works, writing, art, and music. I fear that the right to read everything is a freedom that we might actually lose. I encourage everyone to get informed and involved, and PLEASE, exercise your right to read freely.

~GLORIA MUNSC-CLARK
The Kurt R. Schmeller Library was privileged to be among the public and academic libraries that received the Bridging Cultures, “Muslim Journeys” Bookshelf Grant from the American Library Association (ALA) and the National Endowment for the Humanities (NEH). Consisting of 25 books, 4 DVDs, 500 bookmarks, 30 bookplates, 5 posters, and a one year subscription to Oxford Islamic Studies Online, the resources were designed, in the words of the ALA, to “help public audiences in the United States become more familiar with the people, places, history, faith, and cultures of Muslims.”

For a complete list of the books available in the Library to be checked out, visit: http://sn.im/muslim-journeys.

The collection was introduced through two programs and an exhibit. One case of a multifaceted exhibit was dedicated to Muslim Journeys material. Both programs were free, and refreshments were provided. The first program, “The World of Islamic Art,” was held Sunday, March 3, at 2:00 in the 3rd floor open space of the Library. Co-sponsored by the Muslim Student Association with Dr. Kiki Byas and the Friends of the Library, it featured a lecture and slides of Islamic architecture by Dr. Craig Weber and Islamic Art: Mirror of the Invisible World, a video directed by Rob Gardner. Dr. Byas brought in some beautiful examples of Islamic art to supplement the descriptions of its development and unique features presented in the lecture and the video. Some of these items were included in the Library exhibit and may still be viewed along with many of the Grant supplied books.

The second program, co-sponsored by the Muslim Student Association and the Friends of the Library, took place in the Kupferberg Holocaust Resource Center and Archives on Wednesday, May 1, during club hours. The program focused on the memorization of the Koran and included the video, Koran by Heart, as well as a talk by Erfanul Haque, a York accounting student, who had learned the Koran as a child. The film follows the journeys of ten-year-old boys and girls from all over the globe, who attend the Koran memorization contest in Egypt on the holiest day of Ramadan. Many of these children do not understand Arabic, but memorize the words of 114 chapters and 600 pages, an amazing feat. Children from Nigeria, Pakistan, Italy, and the Maldives are shown. But most impressive is the beautiful chanting of a boy from Tajikistan. Suspense grows as individual

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NEW FEATURE
Student Voices

With this issue we are inaugurating a new feature: Student Voices. For each issue of the newsletter, we will solicit student writing to showcase. We are pleased to inaugurate this new feature with a poem by Theresa Baez, which was chosen by a committee in a competitive process. Special thanks to Prof. Tammi Rothman and Marcia Suarez for serving on the committee and to Prof. Jodie Childers for her support in launching this new feature.

To listen to Baez reading her poem, click on the play button below.

Watch for our announcement early in the fall with the next deadline for submissions.

April Celebrations

The QCC Library celebrated Poetry Month and Jazz Appreciation Month with daily community emails of meaningful poetry texts and poet biographies, along with birthdays or special performances of jazz greats that occurred “on this date.” For “Poem in Your Pocket Day” reference librarians gave out chocolates and exchanged poems.

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contestants select portions through a randomly blind process, to recite, and demonstrate their skills. Erfanul discussed his experience of being sent to a school to memorize the Koran. He discussed the positive values of devout believers, which lead to positive goals. Videos featured in both programs may be viewed in the Library.

The idea of memorizing books to save them for posterity was also addressed, and the winning book of the “My Favorite Book” contest was announced, along with a description of other selected books.

The videos depicted to the right are available to be viewed in the Library.

~Sandra Marcus

OLUWABUNMI APARA

Why did God take you so early?
You were a fighter, more so than a lover.
Your smile, so white and pearly,
You were a friend, son, father, and body guard undercover.

You were a fighter, more so than a lover.
You were a friend, son, father, and body guard undercover.
Every year that passes, a symbol of purple will rise above.

We sent you letters of love.
You were on your way.
Every year that passes, a symbol of purple will rise above.
God wanted you and called you away.

You were on your way.
You did everything you could to sacrifice.
You were a fighter, more so than a lover.
You are now resting in paradise.

Why did God take you so early?

~Theresa Baez

Theresa Baez is pursuing an associate’s degree with the goal of continuing on for a bachelor’s within the next year or two. Baez juggles school, work, and raising “an amazingly beautiful, bright seven-year-old daughter.” She states, “I wrote this poem in dedication to my daughter’s father who passed away on April 6, 2013. . . . Professor Childers . . . has taught me how to write, learn, and develop the skill of putting my words appropriately on paper, and for that I just want to say to her, thank you.”

~Theresa Baez

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The Kurt R. Schmeller Library and ACRL/NY (Association of College and Research Libraries, the Greater New York Metropolitan Area Chapter) co-hosted two ACRL webinars: *Oh, Snap!* Using Popular Culture to Reach Undergraduates in Library Instruction and *Embedded Librarians: Integrating Information Literacy Instruction at the Point of Need*. Although provided online, they were accessible from only a single location.

The first was presented in the QCC Center for Excellence in Teaching and Learning on March 12. Presenters were Heidi Blackburn, Undergraduate Services Librarian, Kansas State University, and Cynthia Dudenhoffer, Library Director, Central Methodist University. This excellent webcast attracted both ACRL/NY and ACRL members, along with both library and non-library QCC faculty. Packed with useful and relevant information and suggestions, the program explained and illustrated innovative approaches and ideas for assimilating popular culture into information literacy classes, as well as broader curricula. Examples included engaging students with learning activities involving memes, ninjas, and characters such as the Simpsons, the Black-Eyed Peas, and Eminen. Descriptions of past programs showed many benefits from the use of pop culture in higher education classes, contributing to greater interest and more relevant connections to the students, making learning fun. Also demonstrated were means of modifying existing curricula to incorporate popular culture.

The second webcast co-hosted by the Library, took place in classroom L302 on April 30. Well attended, the webinar offered useful advice and strategies for applying the embedded librarian principles. The speakers were Cass Kvenild and Kajsa Calkins from the University of Wyoming, editors of the book, *Embedded Librarians: Moving Beyond One-Shot Instruction* (ALA, 2011). They used Shumaker and Tally’s (2009) definition of the embedded librarian, “Focusing on the needs of one or more specific groups, developing a deep understanding of their work, and providing information services that are highly customized and targeted to their greatest needs.”

Suggestions included promoting embedding by seeking influential collaborative partners in various areas; from individual instructors to student services; from information technology to distance education and college departments.

Examples of types of embedding programs were also included. First, embedding in the classroom is very useful with first-year college experience and freshman composition courses. Second, course management system embedding is valuable with online classes, including hybrid and asynchronous courses. Third, librarians may be embedded within project teams, helping with grant preparation, literature review and information locating. Fourth, being a liaison to a department can facilitate embedding. Finally, embedding in the curriculum is possible when there are new general education requirements, a new department on campus, or changes in credit-bearing courses.

Part of the webinar was devoted to assessment of projects, which would enable the measurement of student learning over time. Automating “an embedded presence by linking library guides for every course to a course management system” was an example of such a project.

Many see the embedded librarian as the future of librarianship. Librarians can become an integral part of classroom and courses across the curriculum. They can collaborate and work closely with academic departments, faculty and students in providing reference and other types of library assistance. The webcast focus included successful embedded librarian projects, established best practices, and assessment models of embedded librarian projects, providing another excellent program from ACRL.

~Barbara Bonous-Smit
Reflections on Over Two Decades of Library Changes: From Catalog Cards to Mobile Apps

I was here before the internet, before email, before the online catalog and before full-text databases. I was here when an abundance of paper periodicals lined the shelves and when there were numerous microfilm readers and microfilm filled the drawers in small square boxes. I remember the card catalog, and searching for books described on small white cards in narrow drawers, filed by “author,” “title,” or “subject.” There was no “keyword.” I remember searching for magazine, journal, and newspaper articles in large books, bound periodicals indexes, year by year. And students had to fill out call slips with the name and date of the periodical, and the title of the article to be accessed, copied, and returned.

How different things in the library are today! In the past twenty years there has been a radical transformation in the way information is used and accessed. Today we have an integrated library system that includes cataloging, circulation, intralibrary loan, reserve, and the online public catalog. The online catalog indicates where an item is located, if it is available for borrowing, and when it is due back if it is out. Patrons are also able to request an item from another CUNY school to be sent to QCC. All of these features enhance the ease of research for our students, as well as the entire CUNY community.

In addition, today we have our Library homepage with links to myriad resources, along with general information about the library, subject specific guides, directions for citations to avoid plagiarism, and online chat between librarians and users. And to make certain that everyone keeps up with this rapidly growing all new library world, we offer workshops on everything from how to do research to how to use smart phones to access library materials.

It would have been impossible to imagine twenty years ago, how far library technology would evolve. Smart phones, social networking and iPads, reading an e-book or an article from today’s newspaper online are all amazing, and mostly taken for granted now. Yet students still come to the Library seeking the tools for a better future, whether preparing for a career, searching for cultural enrichment or intellectual stimulation or looking for help with their research papers. Ultimately, the goals of the Library faculty and staff remain as they have always been—helping students succeed and supporting the teaching faculty. Despite the fact that many aspects of the Library have changed and are still changing, our mission remains the same.

~DEVIN MCKAY
Cloud Storage

The ways that we store and share files have changed drastically over the past few years. First we moved from floppy discs to CDs, then all the way to USB (flash) drives. With the advent of “cloud storage” these methods have truly been revolutionized. Now data may be stored in the “cloud” and accessed from anywhere. Actually, cloud storage does not refer to a real cloud, but to a physical server that is placed in a remote center. Some servers have multiple remote centers to prevent losing data due to local disasters. The terms “cloud computing” and “cloud services” derive from the fact that it is no longer necessary to store data on individual hard drives, because files or photos travel between cloud servers and users via the internet.

Webmail services such as Yahoo, Hotmail, or Gmail, as well as social media sites, are shining examples of cloud-based services. High-speed networks, affordable prices, and advanced technology has made cloud-based computing possible for individuals. According to Sangani and Simon in the article, “Space Race,” it is estimated that there were more than 500 million cloud service subscribers by the end of 2012. By the end of 2013, this number should reach 625 million, and by 2017 it is expected to reach 1.3 billion.

There are a number of cloud storage services to choose from, with different products offering different features that may be compared. Basic features include saving and access, whereby data may be saved in the cloud as a backup and may be accessed via any connection to the internet. Sharing data with family, friends, and colleagues is another valuable feature; this includes photos, files and videos. Some services also allow collaboration on various projects. And the ability to synchronize files among all of one’s devices, such as smart phones, tablets, and desktop computers, is another important quality of cloud storage.

The amount of free storage space offered varies with specific products, but additional space may always be purchased if needed. Other considerations include security issues, as well as the danger of data deletion due to lack of use.

The comparison chart below may be used to determine the best products for individual needs.

### Cloud Storage Comparison Chart

<table>
<thead>
<tr>
<th>Name</th>
<th>Free Storage</th>
<th>Platform Support</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop box</td>
<td>2 GB</td>
<td>Windows, Mac, Linux, iOS, Android, Blackberry</td>
<td>Yes</td>
</tr>
<tr>
<td>Dump Truck</td>
<td>5 GB</td>
<td>Windows, Mac, iOS, Android</td>
<td>No</td>
</tr>
<tr>
<td>Google Drive</td>
<td>5 GB</td>
<td>Windows, Mac, Linux, iOS, Android</td>
<td>Yes</td>
</tr>
<tr>
<td>Media Fire</td>
<td>50 GB</td>
<td>Windows, Mac, Linux, iOS, Android</td>
<td>Yes</td>
</tr>
<tr>
<td>SkyDrive</td>
<td>7 GB</td>
<td>Windows, Mac, iOS, Android, Windows phone</td>
<td>Yes</td>
</tr>
<tr>
<td>Spider Oak</td>
<td>2 GB</td>
<td>Windows, Mac, Linux, iOS, Android, Blackberry, Windows Phone</td>
<td>No</td>
</tr>
<tr>
<td>Sugar Sync</td>
<td>5 GB</td>
<td>Windows, Mac, iOS, Android, Blackberry, Windows Phone</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Cloud storage services such as Drop Box, Google Drive, Media Fire, SkyDrive, and SugarSync allow collaboration.

There are some concerns about security of data stored in the cloud. Agreements should be read thoroughly before installing the apps. Some online storage services offer more privacy and security than others. If security is a top priority, choose the cloud services with built in encryption such as Dump Truck, Spider Oak, and SugarSync. They claim the most secure service. Even if a file is accessed, it cannot be read because it is encrypted.

If a lot of free storage is needed, Media Fire with 50 GB of free space is a good choice, but the free storage comes at the cost of privacy. Most cloud storage services do collect data about users, and it is recommended that users determine in advance the kind information that is being collected.

To learn more about Cloud Storage read “A User’s Guide to Finding Storage Space in the Cloud” from The New York Times. [Read More]

~Christine (Mi-Seon) Kim
2013 LACUNY Institute: Libraries, Information and the Right to the City

On April 5 the beautiful new building of the John Jay College of Criminal Justice provided the setting of “Libraries, Information and the Right to the City,” the 2013 Institute of the Library Association of the City University of New York (LACUNY). Founded in 1931 and established with its current name in 1961, LACUNY enables library faculty across CUNY campuses to interact and work together for mutual benefit. Annual all-day institutes are one means of providing educational forums for professional growth with new ideas and techniques of interest to academic librarians.

Attended by four librarians from QCC, the Institute more than fulfilled the expectations of such programs. Keynote speakers began and concluded a diverse and informative agenda. Christine Pawley, Research Fellow and former Director of the School of Library and Information Studies at the University of Wisconsin-Madison, opened with “A Leap of Librarians: Libraries as Collectivities in the Public Sphere.” Her talk included ideas of power related to authorship of texts, geography and the shape of institutions. Other speakers addressing urban issues were Lan Shen of Purdue University, who spoke on “The Role of Library in Reducing Information Poverty for Marginalized Urban Immigrants,” and Anthony Cocciolo of Pratt Institute, who described “Rebuilding Post War Europe: New and Digital Archives as Reconstitutive Fabric,” with power point slide illustrations.

A strikingly effective academic library experience was described by Kelley E. Miller and Robert Montoya in “Teaching and Learning Los Angeles: Transforming the Student Experience through Engagement with Library Special Collections in UCLA’s Freshman Cluster Program.” Here library services embedded in freshmen clusters engaged students with topics “they could feel passionate about.” Invited to explore the multicultural aspects of their city and provided with means of showcasing their achievements, students went out into the city with electronic textbooks to personalize their encounters and analyze the historical, social, literary and performing arts aspects of the city in terms of its diversity. They related their findings to their own backgrounds. Research skills were developed as students were given access to city records and special collections; they became acquainted with online resources and wrote letters to public officials. Each section was assigned a different community, and student presentations of their findings from the perspectives of specific neighborhoods brought the history of the city to life.

Other presentations addressed means of teaching critical thinking as a library research tool. Kate Adler of the Metropolitan college of New York spoke about “Radical Purpose: The Critical Reference Dialogue and Critical Information Literacy at a Progressive Urban College.” Also, “Teaching the Skills to Question: Critical Information Literacy in the Library Classroom” was discussed by Ian Beilin and Anne Leonard of New York City College of Technology, CUNY. Ideas presented here included teaching the process of locating and evaluating information, rather than just seeking a product, teaching the skills to question information in terms of structure, purposes, values, and ethics.

“Libraries and the Right to the City: Insights from Democratic Theory” offered by John Buschman of Seton Hall University described a librarian’s role in enabling users to get their rights, to democratize our institutions. In “White Screen/White Noise: Racism on the Internet,” Rebecca Martin, Myrna Morales, Heather McCann and Stacie Williams discussed different aspects of the topic.

The closing keynote speaker, Jessa Lingel of Rutgers University, spoke on “This is What the Library Looks Like: Activism Obligations and Social Institutions.”

In all, the Institute proved to be a source of valuable insights and educational enrichment.

~SANDRA MARCUS
Awards Announced for Common Read Writing Contest

The winners of the Common Read writing contest were announced at a ceremony on Friday, April 26th. The program included the reading of the winning entries and the distribution of the complete texts in printed booklets. Judged in the categories of fiction, non-fiction essays, and poetry, the work of both winners and runners up is excellent and merits sincere congratulations to all. Also deserving of kudos is Lauren Rosenblum, coordinator of the writing contest, as well as contest judges Leah Anderst, Alosa Cercone, and Kathleen Rowe. The School also owes a profound thank you to Susan Madera for organizing and running an outstanding Common Read Initiative, engaging the students and enriching the community.

Winners of the contest follow:

FICTION
First Prize – “The Fall” by Kevin Salas
Second Prize – “Henrietta’s Diary” by Rosa Rios
Third Prize – “Pregnant Pauses” by Nicole Lewis
Runners Up –
“Deborah’s Email” by Molly Marrero
“The Voice of One” by Jessica Colón

NON-FICTION ESSAYS
First Prize – “Betwixt and Between Allegiances” by Nicole Lewis
Second Prize – “Simple Curiosity” by Manuel Reyes
Third Prize – “Reminiscing” by Ruth Nelly Paulino
Runners Up –
“Risks and Rewards of a Trader” by Joseph Cheung
“Psych Ward” by Krystalyn Felix

POETRY
First Prize – “Confessions of a Mutation” by Nicole Lewis
Second Prize – “HeLa Heals” by Genisse St. Hubert
Third Prize – “The Fight Between Black and White” by Rodney Watson
Runners Up –
“Hela, Now Known” by Sara Gluck
“Pain” by Rodney Watson

~SANDRA MARCUS

Meet Your Library Staff
Gloria Munsch-Clark
CUNY Office Assistant
Acquisitions Cataloging & Public Services

A few years ago, when the Library was engaged in creating an exhibit on banned books, Gloria Munsch-Clark immediately offered some buttons and bookmarks to be included. This is a topic she cares deeply about and was a sign that she had found the right place to work and the right direction for her life.

Now working on a Master of Library Science degree at Queens College, as well as working full time, she recalls that finding her niche was not always so easy. Marrying at eighteen and soon having children, she sought part-time work wherever she could find it. She tried everything from bookkeeping to delivering newspapers.

She went back to school at thirty-one, and seven years later received her bachelor’s degree in sociology and women’s studies from Queens College. The School also provided employment opportunities in the Counseling and Advisement offices. Later she shifted to Queensborough, finding our smaller school to have a warmer atmosphere, as well as being closer to home. It was only through serendipitous good fortune that she found herself in the Library. She began working in the Homebound Department. When Homebound Services was discontinued, she worked temporarily for Faculty and Staff, Affirmative Action and the Music Department. In 2006 she finally began working in the Library. Her computer skills facilitated her work in acquisitions cataloging, as well as at the public services stations of Reserve and Circulation.

She very much enjoys getting to see all the new books that come in, as well as working with students. She also likes her co-workers, and feels highly motivated in fulfilling her responsibilities.

Married for the second time with the support of a devoted husband, she is surrounded by her three children and three grandchildren. Her family-centered life also includes her siblings and parents, who live nearby.

~SANDRA MARCUS

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First Year QCC Student Publishes Book

It is very unusual for a young teenager to suffer a stroke, and it is equally unusual for a community college student to publish a book; both were experienced by Nicolas Sully. When thirteen-year-old Nicolas collapsed after junior high gym class, he had no idea of how his life would change. In a new book, *I Hope Nobody Sees Me, Memoirs of a Teenage Stroke Survivor*, published by First Edition Design (March 19, 2013), he describes the days and years that followed the stroke that caused his collapse.

An athletic boy with no health problems, Nicolas was stunned both by the fact of the stroke and the physical, social and emotional difficulties that the after-effects engendered.

Thanks to the quick action of the school nurse, he was taken first to Maimonides and then Brookdale Hospital. Following hospital treatment, he was sent to a rehabilitation center in Manhattan, run by NYU. After he recovered, with only some continuing weakness on his left side, a minor slurring in his speech, and the need for a daily baby aspirin, he began high school in Brighton Beach. Here he found neither sympathy nor understanding, but instead a coldness, and even callous cruelty among the students, including his former friends. He withdrew into himself, and became a loner. The lack of school support and motivation resulted in faling grades. However, when he began eleventh grade, he and his mother moved from their Brooklyn home to Elmont, Long Island, and things changed for the better. The excellence of Elmont Memorial High School fostered a drastic improvement in his grades and his attitude.

With the encouragement and help of his senior English teacher, he began writing his memoirs. He wanted others to understand what his struggles were like. Influenced by reading *A Child Called It*, he believes that we never gain true empathy for another human being until we stand in his shoes.

Now a first year student majoring in health sciences with an emphasis on Physician's Assistant at QCC, he continues to enjoy reading. His choice for the “My Favorite Book” contest is Dr. Seuss’ *Green Eggs and Ham*, a book he has loved since childhood.

Although the style of the memoirs is crude in spots, with the explicit language of an inner city sensibility, it remains an inspiring depiction of facing adversity and overcoming it. His long range career goals lie in the field of medicine, to become a physician; he wants to help people.

The book may be purchased from Amazon in paperback or e-book format (http://sn.im/sullymemoir). It also available to be checked out from Library.

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Although her busy schedule leaves little leisure time, she enjoys day trips, as well as summer vacations driving up to the family home in the Adirondacks. She also attends Broadway shows often and especially liked *Godspell, Wicked, The Rocky Horror Picture Show* and *How to Succeed in Business without Really Trying*.

Gloria is a big fan of the New York Mets and never misses an opening game; she continues to be a regular at Citifield, win or lose. She watches little television, but is an avid follower of *Glee*, and an enthusiastic social networker, enjoying both Facebook and Twitter. She found attending a live gathering of *Glee* social network followers to be truly memorable. With participants from seven countries, including Australia and Portugal, the group took over Sardi’s Restaurant.

However, her first love is still books and reading, with young adult literature her special interest. *A Wrinkle in Time* by Madeleine L’Engle was her vote in the “My Favorite Book” contest.” Other favorite authors are Jodi Picoult and John Green. She is looking forward to her future as a librarian. The library community is looking forward to it too.

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*~Sandra Marcus~

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Honors Library Workshop Goal: Learning to Think Critically

Students in the Honors Library Research Workshop often ask, “Why do I have to be here and take this Workshop?” An important answer addresses the goal of helping the budding researcher to learn to think—critically. Critical thinking skills lie at the core of evaluating, selecting and using sources effectively.

We all use critical thinking skills daily. When we go to the Internet to purchase an item, we carefully scan sites to determine the best value in terms of price and quality. We find ourselves clicking page after page to view additional choices. We want to make sure we are getting the “real deal.”

These skills should also be applied to academic research, to not just take what comes up on the first page, but to look and apply criteria to each source, to verify whether or not the provided information is the best choice for specific research needs.

The following is a set of basic guidelines for selecting information from the Internet when doing academic, work-related or personal research:

- First, establish authority. Who is providing information? If there is no individual with the requisite credentials, look for an organization that can provide such expert knowledge.
- Second, evaluate the degree to which any bias exists in the nature of the information provided. Are facts or opinions with a particular point of view being sought? Try to determine if the agenda of the site is clearly presented.

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My Favorite Book

During April Queens Public Library began a Big Read project as part of a grant from the National Endowment for the Arts. The featured book was Fahrenheit 451 by Ray Bradbury, which depicts a dystopian society that has outlawed books and a form of rebellion that involves memorizing books to preserve them for posterity. QCC drama students took part in the opening presentation, dressing as literary characters and reading lines from specific works. The QCC Library also supported this project with a contest to determine favorite books, books that would be chosen to memorize for posterity. Most of the selected books have been included in the Library exhibit, and like all other books in the display cases, may be checked out at any time, if they are owned by the Library.

Participants were asked, “If you had to memorize a single book to save it from being lost forever, which book would you choose? Why?” The results may be found on the Library home page.

And the winner is . . .

Receiving seven out of sixty-nine votes, To Kill a Mockingbird by Harper Lee was chosen as the most beloved book in our community. What readers have said:

- “I have read this powerful, timeless book many times during my life. Each time I read it I connect with it at another level.”
- “I would like to hope that while living in a dystopian society, people can still remember what Atticus Finch represents.”

Other books with multiple votes included:

- The Bible: “Because it is the book whose words gave and still give, enlightenment and hope in a difficult and selfish world.”
- Jane Eyre by Charlotte Bronte: “This was one of my favorite books as a young girl. It gave . . . hope to those of us who may not have been beautiful and noticed. Jane’s bravery and kindness were inspirational.”
- Wuthering Heights by Emily Bronte: “Because it’s a brilliant representation of human existence and deeply poetic.”

Slaughterhouse Five by Kurt Vonnegut, The Origin of Species by Charles Darwin, A Thousand Splendid Suns by Khaled Hosseini, and the Hunger Games by Suzanne Collins also received multiple votes.

Three of John Steinbeck’s books received one vote each.

~Bill Blick and Sandra Marcus

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Library Displays

QCC Library displays were featured at the Winter Meeting of the Library Association of CUNY in a powerpoint slide presentation. This semester saw the exhibition of two special displays in the Library. The first, “The Immortal Life of Henrietta Lacks and The Rights of Women of Color,” was presented in conjunction with Rebecca Skloot’s book, QCC’s Common Read, and Black History Month. Ably planned and coordinated by Susan Madera, Academic Program Specialist for High Impact Practices, the Common Read was comprised of many events involving both classroom and campus-wide activities, live and video presentations. The display, containing books, periodicals, photograph and physical artifacts, focused on themes of the book, including human rights, health care and medical research, along with the lives of Henrietta Lacks and her family, and Rebecca Skloot. Also presented was biographical material and photographs of notable black women, such as Rosa Parks.

The second display, “Celebrating Spring with the Power of Words and Music,” contained multifaceted elements of April as National Poetry Month and National Jazz Appreciation Month, the start of the Big Read of Fahrenheit 451 at Queens Public Library, and the continuation of Muslim Journeys in our Library. In addition to poetry and jazz books, photographs, physical models, and biographical and historical information, the exhibit featured Big Read and Muslim Journeys programming information, a copy of “Dover Beach,” the poem that the protagonist reads in Fahrenheit 451, and religious and Islamic cultural objects. The results of the “My Favorite Book” contest, run in conjunction with the Big Read, were also reflected, with one display case filled with books that had received votes.

Expressions of appreciation are due to the members of the College community that helped with the creation of these displays:

- Pedro Irigoyen and the chemistry department for enabling the creation of the posters;
- Claudia Knoblauch and Barbara Blake-Campbell and the nursing department for medical items;
- Teresa Salas and the biological sciences and geology department for science items;
- Jeff Hest, who contributed an autographed copy of: Bass Line: the Stories and Photograph of Milt Hinton;
- Ernie Jackson, who contributed Charlie Parker Omnibook, containing Charlie Parker’s solo lead sheets transcribed from his recorded solos;
- Kiki Byas and the Muslim Student Association for the beautiful Islamic cultural and religious items;
- the Library’s own Barbara Bonous-Smit for continuing to provide figurines and dolls,
- and Lawrence Chan and Danny Li for always contributing whatever help is needed.

~ Sandra Marcus

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- Third, the realization that accuracy is important must be combined with the understanding that when we first learn about a topic we don’t really know whether or not new information is correct. This is where authority is significant; expertise in the field goes a long way toward ensuring accuracy.
- Fourth, be aware of the relevance of a time frame. Decide if you need old information, new information or both. Look for original dates on the page, as well as when a site was last updated or reviewed.
- Finally, it is the responsibility of each researcher to determine if the information selected can be used effectively in a paper, speech or research project.

Carefully following these steps will provide empowerment to make the best choices from among the thousands/millions of sources research may uncover. Good Luck! ~

~ Susan Sciammarella

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Turn the Page: e-Books at the Library

Most users have become aware of the migration of print materials, such as books in the Library, to digital formats. These new formats save time and facilitate both access and preservation of materials. In addition to journals and periodical subscriptions, thousands of books have been converted into “e-books.” QCC is fortunate to be at the cutting edge of library services in offering thousands of e-books.

Although accessing e-books is a simple task, at times patrons tend to shy away from using the electronic version of a book. This may be due to resistance to change, but change is sometimes good. Students, as well as faculty, can benefit from the use of the easily accessible e-books in the collection. Not only are the books in a convenient format, but parts can be cut and pasted for citation and notes.

E-books may be accessed simply by going to the Library homepage, placing the cursor over the “Books and More” tab, and, selecting “ebooks” from the drop-down menu. This will provide gateways to different platforms of e-books. In the Library’s online catalog, CUNY+, searches also may be limited to e-books by selecting “Advanced Search,” going to “Record Type” at the bottom of the page, and clicking on “Electronic Resource” from the drop-down menu.

Perhaps the most common platform used at QCC is the Proquest product, “ebrary.” Selecting this title from the menu will enable browsing a number of different categories. Ebrary contains categories as diverse as Literature, Science and History. When a book is selected, the text may be read in-the-window, or downloaded for later reading. “Info tools” are also available and may be selected for highlighting important parts of the text, choosing parts to be cut and pasted, or printing the document. The navigation with in-the-window viewing is very user-friendly, enabling skipping around to various chapters and pages, or keywords may be sought within the text. Enlarging or minimizing the text is another option.

Other formats that follow similar protocols are Palgrave Connect books, EBSCO eBook Collection, and Gale Virtual Reference Library. Online tutorials are available with each platform. Also, librarians may be consulted via chat, email, phone, text, or in person to answer any questions about the use of e-books.

Both students and teachers who are looking for sources for a paper or researching items for a class are invited to use some of our easily accessible and dynamic e-books. Remember, the librarians are always happy to help and feedback concerning resources is always welcome.

~BILL BLICK

For a chuckle, check out this video of a medieval helpdesk: http://sn.im/medievalhelp