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# The Information Edge - Library Newsletter - Fall 2009

Karen DeSantis  
*Pace University, Pleasantville*

Janell Carter  
*Pace University - New York*

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## *The “Birth” of the Birnbaum Library Collaborative Learning Room*

*Mel Isaacson, Associate University Librarian for New York City*

The gestation period for the birth of a baby is nine months. The “birth” of the newly opened Collaborative Learning Room on the second floor of the Birnbaum Library (NYC), from inception to ribbon cutting took over one year of planning, design, construction, and installation of lighting, furnishings, power, data, and technology. It was worth the wait. Students and faculty now have a beautiful, comfortable, technology-infused collaborative workspace where they can study together and/or work on group assignments and projects. The room, which represents the first phase of what is hoped to become a full-scale Learning Commons, is indicative of the Pace Library’s plans to move in directions that meet the desires and needs of our 21st Century student and faculty. It’s a new phase in the transformation of our outstanding library.

Here is a brief history of how this redesign of the previous Periodical Room into the new Collaborative Learning Room came about: For many years, all loose journals and most older bound journals were housed in the Periodicals Room on closed stacks,

and paged, as requested. However, as many of the Pace Library’s subscribed journal titles became available electronically in full-text through subscription to aggregate journals databases, it was deemed no longer necessary to maintain closed stacks, but rather that many of the bound journals could actually be discarded because they were duplicated electronically or were no longer being consulted by faculty or students. It was determined that if the library could move the limited number of loose journal titles still being received to Circulation (to be charged out from there), discard or move the retained bound journals to the open stacks, and then remove all of the stacks within that room, there would be a large space in which to develop a much needed Collaborative Learning Room for our students. This plan was presented to Provost Geoffrey Brackett, who immediately saw its merits and offered his support. The plan was then brought to President Stephen Friedman, who along with the Provost, not only agreed to support it in principle, but also to provide funding for this



exciting project. The Collaborative Learning Room and the Learning Commons were at last on their way to becoming a reality.

The next step in the “inception” process was a careful review by librarians (with input from selective faculty) to determine which bound journals were to be retained and which could safely be discarded. Remaining bound journals were moved to open stacks outside the now defunct Periodicals Room for self-retrieval by faculty and students, as needed. Prior to Thanksgiving, 2008, all bound journals had either been discarded or transferred to the open stack area, and all shelving in the Periodicals Room was dismantled to make  
(continued page 3)



### **INSIDE THIS ISSUE:**

<i>Database Profile: Roper</i>	2
<i>iPoll</i>	
<i>Google and the Future of Libraries</i>	4
<i>New Citation Style Books Published</i>	6
<i>Hello My Name is...</i>	6



## Database Profile: Roper iPoll

*Sarah Burns-Feyl, Assistant University Librarian for Instructional Services*

“ROPER IPOLL ONLINE  
DATABASE CONTAINS US  
PUBLIC OPINION POLL  
DATA RICH IN A VARIETY  
OF SUBJECTS, WITH OVER  
HALF A MILLION SURVEY  
QUESTIONS AND ANSWERS  
ASKED IN THE US OVER  
THE LAST 70+ YEARS BY  
MORE THAN 150 SURVEY  
ORGANIZATIONS.”

In 2008, Professor Larry Chiagouris, Marketing, Lubin School of Business received a Eugene M. Lang Faculty-Student Research Grant and as part of that grant, effective April 1, 2009 the University was granted access to attitudinal survey research that is deposited in the *Roper Center for Public Opinion Research* archives. This access is available through the Roper iPoll online database, which contains US public opinion poll data rich in a variety of subjects, with over half a million survey questions and answers asked in the US over the last 70+ years by more than 150 survey organizations. Specific topics covered in the database are quite diverse, and include but are not limited to the following: social, criminal justice, healthcare, legal, technology, education, business and economics, politics and government.

From the Roper web site:

“The iPOLL database is at the core of a full-text, question-level retrieval system, designed so that users can locate and examine responses to questions asked on national surveys on a wide range of topics.

Through the use of subject, word, organization and date indexes, iPoll allows the user to sift easily and efficiently through hundreds of thousands of poll questions. For each item retrieved, iPoll displays the complete question text and the percentage of the public giving each response. iPoll also provides complete study level information, including the name of the organization(s) that conducted the poll, the name of the sponsoring organization(s) (when applicable), the dates when the poll was conducted, the polling method used, and a full description of the sample.

Most of the major survey research organizations that have done work in the areas of social and political research in the United States are represented in iPoll. Among them are The Gallup Organization, The Roper Organization, Louis Harris and Associates, the National Opinion Research Center at the University of Chicago, ABC News, CBS News, NBC News, the Los Angeles Times, The New York Times, USA Today, The Washington Post and the Associated Press, to name just a few. The Roper Center is indebted to all the organizations that have supported and continue to support its mission. Their generous contributions of the data collected by their surveys have made possible the establishment and growth of iPoll.” (<http://www.ropercenter.uconn.edu/pdf/ipolluserguide.pdf> )

Access to the Roper iPoll database is available via the Library web site list of databases through March 31, 2010. [http://www.pace.edu/page.cfm?doc\\_id=18453](http://www.pace.edu/page.cfm?doc_id=18453) From off-campus, you will be asked to login using your MyPace Portal username and password.

More information about the Roper Center and iPoll can be found here: [http://www.ropercenter.uconn.edu/data\\_access/ipoll/ipoll.html](http://www.ropercenter.uconn.edu/data_access/ipoll/ipoll.html)



## *The “Birth” of the Birnbaum Library Collaborative Learning Room (cont.)*

way for creation of the Collaborative Learning Room.

At this point, a project team was established to participate in the planning process and the later developmental stages (i.e., construction; furniture, carpet and paint color selection; technology selection, ordering and installation; etc.). Finally work was to commence on turning what was now a relatively large, empty space into our vision for a Collaborative Learning Room. Since the lighting and ceiling was to be replaced by a more modern, attractive, lighting system, an asbestos abatement project had to, of necessity, take place before any further development of the room could begin. This was followed by: construction to create two small conference rooms and a soffit just below a segment of the ceiling; work to supply power and data, as needed; painting, carpeting, lighting and furniture installation; technology installation and testing, etc. Nearly an entire year had passed since the initial project planning phase, and we were now seeing the fruits of our labor. The Birnbaum Library Collaborative Learning Room was being born. However, a few minor glitches delayed the opening of the room for a few weeks beyond the start of the Fall, 2009 semester, and an official ribbon-cutting/opening ceremony was finally planned for October 1, 2009.

So what is this Collaborative Learning Room, anyway?

The best description is as follows: The new Collaborative Learning Room on the second floor of the Birnbaum Library is an ideal place for groups to meet for study and project preparation. It is an exciting new space at the library designed to help foster a learning environment for groups of students and individuals in

a relaxed atmosphere complete with the latest technological opportunities.

The space is infused with readily available technology (including PC laptops and Macbooks; digital cameras; voice recorders; and Flip camcorders) that are available for borrowing through the room’s Technical Help Desk. Multimedia workstations (PC and Mac), scanners, and appropriate software are available for the preparation and production of multimedia presentations. There are two conference rooms, one equipped with Smartboard technology, the other containing videoconferencing technology for linking students/faculty in the Birnbaum Library with colleagues at a similar videoconference room located within the Mortola Library (Pleasantville). Audio visual projection capability is available for group presentations. In addition, there are general PC workstations available. This is all set in a pleasant, inviting space with cutting edge, student friendly interior design that incorporates banquet-style seating areas along with flexible tables/seating for groups of 4-5 people to study or work together on assignments and projects. There’s

even comfortable seating for individual or group study, or just for relaxation. Technical Assistants are located within the room to assist students with their technological projects and needs. The Collaborative Learning Room is intended to represent an initial phase in the future development of a Learning Commons for the Pace Library.

The Collaborative Learning Room officially opened on October 1 to positive acclaim from those attending the official Ribbon Cutting Ceremony. Since then, it has been attracting the attention of students drawn to this wondrous new room, and the “buzz” has been as good, or even better than we’d expected.

This has been a wonderful, exciting opportunity for those of us who have been lucky enough to have participated in the “birth” of the Birnbaum Library Collaborative Learning Room. Our work is now done, and we pass it on to you, the students and faculty on the Pace New York campus. Stop by and check out the new room for yourself. And let us know what you think. Your feedback is valuable and always welcome.





## Google and the Future of Libraries

*Eileen Gatti, Head of Information Services and Resources*

The company that revolutionized the Internet search engine is trying to do the same for the world of books. Google has been scanning library books, over 8 million so far, and is poised to create the world's largest virtual library, promising access to the vast fruits of human knowledge to anyone, anywhere. Google Books will permit users to search the contents of books, providing a potentially invaluable discovery tool for researchers and readers – a vast book index that goes beyond what any library catalog is able to do. As a corollary to this, Google's Library Project also promises to help preserve the contents of millions of books that are in danger of disappearing due to deterioration over time. Sounds like a dream come true -- right?

Google's utopian project to build the world's largest digital library may not be as simple or as ideal as it sounds. The company has garnered criticism from many quarters, from critics concerned about diverse issues such as copyright, privacy, quality control and monopoly. The company's major challenges have been over copyright. In the fall of 2005, the Authors Guild, consisting of about 8,000 members, and the Association of American Publishers, which represents five major U.S. publishing houses, took Google to court. The lawsuit claimed that the scanning of books not in the public domain, and the dissemination of portions of those books on the web, is a violation of copyright. Google countered that its use of the scanned material is covered by the Fair Use Doctrine, and that the service it provides does not interfere with the potential sale of in-print books, but could on the contrary boost the sales of books that users "discover" while searching Google. The complex legal settlement that was finally reached, but has yet to be approved by the Court, could have far-reaching implications for the book industry, as well as for libraries

and researchers.

The class-action settlement would create a new entity, called the Book Rights Registry (BRR), which would be responsible for compensating rights holders for online access to their books. Authors and publishers of in-print books could register with the BRR and get a share of advertising and book sales revenue generated by Google Books. Authors whose books are out of print could still file rights claims and get a share of the revenue generated by the sale of digital copies of the works. Most significantly, the settlement would determine the fate of so-called "orphan works." These are out-of-print books which are still under copyright, but whose owners cannot be found. If no one comes forward who can claim ownership rights, then Google gets to sell access to the book, with a percentage going to the BRR to be split among its registered authors, who had nothing to do with the creation of that book. The settlement effectively grants Google a monopoly on the sale of these millions of orphan works, since potential competitors are very unlikely to be in the position to withstand similar copyright lawsuits. Other big companies such as Amazon.com, as well as non-profit entities like the Internet Archive -- which is creating its own digital library of public domain and Creative Commons works -- could face copyright lawsuits from the use of works that they thought were "orphaned," but Google would be protected from such liability going forward. This *de facto* monopoly has not escaped the attention of the Justice Department, which has issued a recommendation against the current form of the settlement.

Even if you believe that the settlement successfully addresses copyright issues (or you think that U.S. Copyright law needs a major overhaul to begin with), you might be a little concerned about the privacy issues that have been raised. The Electronic

Frontier Foundation (EFF) along with several authors including Jonathan Lethem, Cory Doctorow, and Michael Chabon, signed off on a letter to the Court asking that Google be required to institute stronger privacy protections. As it stands, the user information that is gathered and stored is similar to the information search engines typically mine from internet searches. In the library world, we protect our users' privacy by not storing or divulging information about reading habits. The user of online search tools can have no such guarantee of privacy. As Jonathan Lethem put it, "If future readers know that they are leaving a digital trail for others to follow, they may shy away from important intellectual journeys."

Google's own Sergey Brin has said, "Google's mission is to organize the world's information and make it universally accessible and useful." This sounds pretty compatible with the mission of libraries. In fact, large-scale digitization of books has long been the dream of librarians worried about the physical deterioration of books. Google will even provide their cooperating libraries with a digital copy of the books that they have scanned, which may be used in order to replace lost or damaged physical books. For large research libraries that have a mission to preserve and care for all of the books in their collection, this is a pretty attractive deal. Other college and university libraries will be able to purchase a subscription so that their users will have access to this vast digital repository. Let me repeat that: "purchase a subscription." Libraries have a precedent for such an arrangement in journal databases. Back when libraries used to subscribe to paper periodicals, librarians and faculty members could select the titles that best served the research needs of students and professors, while balancing the budgetary demands of books, journals, and other resources. Digital access to scholarly journals was a great boon, making research much easier and more



convenient than before. But once this format achieved high demand, libraries found themselves tied into contracts with aggregators, forced to buy subscriptions to journals they didn't want, in order to get the ones they needed. They began devoting more and more of their budgets to these databases as prices increased exponentially, forcing them to eliminate their print journal subscriptions and leaving them subject to publisher-imposed embargoes that restricted their access despite the high price tag. The high cost of databases has already had devastating effects on the book budgets of most libraries. What will the necessity of purchasing Google Books access do?

Google is promising reasonable institutional fees. There's no reason to believe that they won't honor this – and no reason to believe that they will. As honorable as they may be in this endeavor, they are still a private company, subject to all the ups and downs of a volatile economy, subject to future changes in ownership and mission. A vast digital library may be desirable, but it ought to be viewed as a public service. This settlement places an awful lot of trust in a single corporate entity, with very little government oversight.

So what will be the final effects on libraries? Will they buy even fewer books? Will they abandon their role of stewardship over the collections they have already amassed? Will administrators decide that if it exists in Google, then why keep it on the shelf? One might argue that the act of reading on paper is dying out, and that college students would rather consume all of their content digitally. (The tremendous amount of printing that goes on in the library every day appears to contradict this!) But if libraries are committed to assisting patrons in conducting the best, most efficient, and most appropriate research for their educational needs, then the bigger issue is the quality of research that can be done using Google Books. There's no doubt that the great minds at Google are hard at work

making improvements to their search features, so perhaps someday Google Books will be a great research tool. The other day I searched for mentions of Victoria Woodhull together with Henry Ward Beecher and was able to identify several books that I would not have found in a library catalog with the same search strategy, simply because they were not the main subjects of the books. This was a wonderful demonstration of the “discovery” feature that Google claims as its greatest service. I was far less successful searching for complex data – in this case the monthly average price of gold going back five decades. We have yearbooks in the library that can provide this data at the turn of a page, but it may be a while before Google Books can effectively handle such a search. There has also been criticism over the fact that Google has not incorporated readily available, library-supplied metadata for the materials they've scanned. This has led to sloppy information coming up in search results, including missing and erroneous publication dates. Try searching Barack Obama in books published between 1700 and 1920 – I got 24 hits. The word “Internet” with the same date restrictions brings up 1,074 results. These were not books by clairvoyants, either. Then there is the quality of the scans themselves, many of which are missing pages or have text chopped off at the margins.

Certainly, Google doesn't claim that its product is perfect, not yet, at least. As a librarian, I am interested in any tool that will provide my patrons with expanded access to the world of knowledge. I'm a daily user of Google and its terrific search engine. It doesn't help me with all of my research, though, and neither will Book Search. I encounter many users who already assume that if it isn't in Google than it doesn't exist. Will Google Books compound that problem? I can imagine spending much of my work day explaining to users that no, you can't find that poem or that photo in Google Books because the settlement doesn't

include poetry anthologies and Google has to black out copyrighted images that are printed in orphan works. And no, you cannot print out that book because it is still under copyright, but you can either pay Google for the book or simply check out the library's copy, or let us order it for you from Interlibrary Loan . . . for free . . . the way we always have done.

And what of public libraries? Under the terms of the proposed settlement, Google will provide a dedicated terminal for free in each public library branch. Despite Google's good intentions and willingness to shell out money to try to democratize access as much as possible, the vast majority of potential users will still be shut out, either due to the excessive demand placed on these machines, or due to the fact that libraries all across the country are slashing their hours or shutting their doors. In hard economic times, library budgets are usually the first to be cut, and unfortunately, Google can't help there. Of course, individual users will be free to pay for their own personal subscriptions and use the service from home. Nice idea, but hardly free. The assumption that we are heading for a future in which every man, woman, and child will be reading books on i-phones, kindles, and laptops presumes a level of socioeconomic equality that doesn't much resemble the America I know. The digital divide will always be with us, let's hope that free lending libraries will be too.

To find out more, see:

Darnton, Robert, “Google and the Future of Books,” *New Yorker*, vol. 56, no. 2, Feb 12, 2009.

<http://www.nybooks.com/articles/22281>

Nunberg, Geof, “Google Books: a Metadata Train Wreck,” *Language Log*, Aug. 29, 2009.

<http://languagelog.ldc.upenn.edu/nll/?p=1701>

“Google Book Settlement and Reader Privacy” Electronic Frontier Foundation.

<http://www.eff.org/issues/privacy/google-book-search-settlement>



## *New Citation Style Books published*

It is the time of year when students are beginning to work on their research papers. Please be aware that both MLA and APA citation style were updated earlier this year. MLA updated their **MLA Handbook for Writers of Research Papers** in June and the latest edition of the APA's **Publication Manual of the**

**American Psychological Association** was published in August.

The Birnbaum, Law, and Mortola Libraries each have copies of the new editions on Reserve.

You may want to check your **Bedford Handbook** or **The Little Brown Compact Handbook** to be sure it is the

latest edition with both updates included.

The library has updated their webpages on how to cite items in either format. The MLA page can be found at [http://www.pace.edu/page.cfm?doc\\_id=20822](http://www.pace.edu/page.cfm?doc_id=20822) and the APA page can be found at [http://www.pace.edu/page.cfm?doc\\_id=20821](http://www.pace.edu/page.cfm?doc_id=20821)



## *Hello My Name is.....*

**Philip Sutton** is a Reference Intern at the Birnbaum Library this Fall Semester. He is a candidate for a Masters Degree in Library and Information Science at the Pratt Institute, where he specializes in

reference, archives, and methods of scholarly communication and research. A native of the United Kingdom, Phil holds a BA (Hons.) in English and American Literature from

Goldsmiths College, the University of London. He spends his spare time writing songs and playing the drums.

## *Pace University Library Hours*

### **Birnbaum Library**

Monday to Friday  
8 am to 11 pm  
Saturday  
10 am to 8 pm  
Sunday  
12 pm to 8 pm

### **Mortola Library**

Monday to Thursday  
8:30 am to 2 am  
Friday  
8:30 am to 11 pm  
Saturday  
9 am to 6 pm  
Sunday  
10 am to 2 am

### **Graduate Center Library**

Monday to Thursday  
10 am to 1 pm  
2 pm to 10 pm  
Friday  
1 pm to 5 pm  
Saturday  
10 am to 5 pm  
Closed Sundays

Exceptions: Holiday, Intersession, Summer Session and Final Exam hours vary and are posted at the library entrance and on the library website at <http://library.pace.edu>.

The Information Edge is published semi-annually by the Pace University Library. Please direct comments, suggestions and submissions to the editors: Janell Carter [jcarter3@pace.edu](mailto:jcarter3@pace.edu) and Karen DeSantis [kdesantis@pace.edu](mailto:kdesantis@pace.edu).