

## President Kathleen Waldron Offers Thoughts on Education



President Kathleen Waldron delivers her speech at her investiture ceremony on November 12, 2010; looking on at right is Vincent Mazzola '73, chair of the Board of Trustees.

Many of you know I devoted a large part of my life to Latin America both as an academic and a businesswoman. My youthful travels in that part of the world by bus, hiking the Inca trail, and studying in Venezuela shaped my perspective about social equality and confirmed my deep belief in the need for an informed, educated population to make democracies prevail.

At that time, as a young graduate student, a professor asked me to read *Pedagogy of the Oppressed* by the Brazilian sociologist Paulo Freire, who became one of the most influential and important educators of the 20<sup>th</sup> century. This year we celebrate the 40th anniversary of the English translation of that seminal work which still holds many lessons for today and continues to influence my thinking about teaching.

Freire's basic theme was that education can be a personally and politically empowering activity that encourages and sustains the individual and promotes the development of

democracy. By working with the disenfranchised—the oppressed—he developed a theory of pedagogy that replaced the teacher-centered classroom with the idea of an interactive teacher-student experience where both learned from one another.

He believed, and I came to believe, that if you give students an opportunity to pose the problems and engage in a “culture of questioning” in the classroom, then you can change the traditional structure of teachers imparting knowledge to students. One can allow students to alter the classroom relations and take control of the modes of authority and knowledge and even identity. Knowledge then is no longer simply received by students but transformed as they learn how to engage in critical dialogue and to be held accountable for their own views and thought processes.

If we believe education has a social good beyond the individual's enrichment, then education must be part of a process that provides knowledge and skills and develops social relations

so that individuals more fully participate in society and in the promise of democracy. If we believe that education transforms the individual and therefore society, then education must be inquisitive, challenging, and autonomous.

It is essential that universities remain free and open to new fields of knowledge and inquiry, be allowed to try and sometimes even fail at new thinking and pedagogic experimentation, and be viewed as essential to the development and perfection of a democratic process. Therefore, universities must remain affordable and accessible to all sectors of the population, regardless of family wealth or place of origin.

But our society is moving away from its belief that we should provide an opportunity for all young people who are desirous and capable of pursuing a college degree. We note the decade-long decline in funding for public institutions of higher education and the proportionate increase in the cost of tuition that students or their families are expected to absorb. If William Paterson, our namesake, were alive today, it is doubtful that he would have graduated college given his modest family origins.

So our challenge is to confront this situation and reaffirm our belief and support for public higher education. We must continue to provide an opportunity for all members of society, understanding that the goal is not just a better economic opportunity for the individual but the preservation of our political democracy.

*Editor's Note: This is excerpted from President Waldron's investiture speech given on November 12, 2010.*

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# Cheng Library Hosts Regional Ex Libris Conference

On October 21-22, 2010, the Cheng Library hosted a meeting of the Ex Libris Northeast Users' Group (ENUG). The Library uses Ex Libris Voyager, an integrated library automation system, for many of its critical functions, including ordering books and media, receiving print publications, cataloging materials, circulation, and reporting and analysis of the collection.

The conference represents the regional venue for the presentation of sessions on the use of various subsystems, innovative applications and related topics. Ex Libris staff and development partners also present informative sessions on product improvements.

The conference was formally opened by Provost Edward Weil and Library Director Anne Ciliberti. Fifty-three Ex Libris users from New York, Connecticut, New Jersey, Massachu-

setts, and Pennsylvania attended the two-day conference.

The keynote address was delivered by Trevor A. Dawes and Janet Lute, both from Princeton University and was titled: "URM (universal resource management) and Princeton: A Partner's Perspective." Princeton is working closely with Ex Libris to test and develop its next-generation library system which is currently designated "URM" while it awaits a more formal name.

The Cheng Library has participated in this regional conference since 2003. Each year, the Library sends a team of Voyager operators and administrators to the conference. The annual event is highly regarded for its small and accessible size, the practicality of its presentations, and the opportunity it provides to network with regional counterparts at other institutions. The conference

also provides a chance to deliver a presentation to a small group and gather useful feedback before submitting a session proposal to the national-level conference.

At this conference, presenters from William Paterson University included Mark Sandford, Ray Schwartz, James DeRose, and Deborah Pluss. Members of the Cheng Library staff also assisted during registration and served as moderators at break-out sessions. Kurt Wagner, Assistant Director for Library Information Systems, was instrumental in bringing this conference to William Paterson University and coordinated the meeting activities on campus.

The Cheng Library had been anticipating the opportunity to host this conference for several years, and is pleased to report that the event was a great success and very positively received.

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## *Cheng Library Book Sale Generates Campus Interest*

The Cheng Library staff held a used book sale during November 2 – 4, 2010. This popular campus event took place in the Multi-Purpose Room of the University Commons. Book donations had been assembled for the previous eighteen months and totaled 220 boxes of books.

The books covered all subject areas and included many types of fiction and non-fiction as well as some CDs and DVDs. Many students are eager to purchase books related to their major, and this year, due to the renovation of Science Hall, the sale was supplemented by hundreds of textbooks donated by faculty as they prepared their offices to be relocated during the construction.

The Library receives donations from students, faculty, and others throughout the year. Any books donated to the Library which are not added to the collection are transferred

to storage to await the next book sale. As the donated books are collected, the staff of the Technical Services Department sorts them by subject and places them in boxes for storage. Deborah Pluss, Head of Bibliographic Control, coordinates these activities.

This was the third major used book sale of the Library. The sale had been conducted for many years on a smaller scale by Dr. Amy Job in conjunction with the local chapter of Pi Lambda Theta, the Honor Society in Education. This year, in the name of Dr. Job and as a tribute to her pioneering efforts, a contribution was made to the Honor Society from the proceeds of the sale. The Friends of the Cheng Library will also receive a donation.

The remaining money, approximately \$3,000, will be used to make improvements at the Library that will

benefit students and are not part of the usual Library budget. In the past, funds from the sale have helped support the purchases of furniture and a television for the Friends' Room.

The Library already has a "wish list" of items to buy with the proceeds from this year's sale, but ideas will be solicited from University students as well.

This sale is the third one to take place in the University Commons. The sales are typically scheduled every eighteen months. The last sale was during the spring of 2009. Many students were eagerly inquiring about the next book sale, but while the Library definitely plans to organize another sale, the date depends on the number of books collected over time.

The Cheng Library has already begun the process of collecting books for the next sale and welcomes contributions from the campus community.



## THE FRIENDS OF THE CHENG LIBRARY

The October 1, 2010 edition of *The Chronicle Review* is dedicated to “The Fate of the Book,” in which three writers—two deans and a publisher—talk about the future of the printed book—three fascinating articles that I encourage you to read online at [www.chronicle.com](http://www.chronicle.com). In my letters printed in *Connections*, I have written about e-books and e-readers, and the conflict I experience when I contemplate the way in which these electronic versions of texts seem to be drowning the book as a physical object. However, my fears are fading and I have become more apt to accept the idea that, as the writers of the articles in *The Chronicle Review* suggest, the era of the printed text is quickly coming to a close.

In his article, “What Are Books Good For?”, William Germano—dean of the faculty of humanities and social sciences at Cooper Union—gives us a brief historical look at the evolution of printed texts, and he notes, cleverly, that the way in which e-readers force us to scroll through pixels of language echoes the scrolls that preceded the kind of bound books that we now equate with printed books—suggesting that the e-revolution is really a turning back. While acknowledging that e-texts provide more universal access to knowledge and allow for “knowledge building as a self-corrective, collective exercise,” he laments the way in which e-books threatened to uncase not only the written word but ourselves as vibrant human beings. Indeed, he plays with the word ‘case’ to prove his point. Relying upon Robert Darnton’s book, *The Case for Books: Past, Present, and Future*, Germano shows how early books were seen as encased in binding and thus encasing the knowledge they were meant to produce. From here, he moves to show that we, too, are encased—quite literally in our bodies—and that this act of encasing produces who we are, an ontological act that he romanticizes, perhaps, a little too much. In the end, he argues that in a similar way that our bodies encase our individual identities, so books, cased in binding, contain the stories that make us human.

Diane Watchell—co-founder and executive director of the New Press—makes the argument for printed texts in her article, “Books Aren’t Crucial, but Long-Form Texts Are.” As an editor, Watchell is most concerned that publishing text directly to e-formats will destroy the process by which texts are created and in the process destroy what she terms “lofties,” that is lofty ideas that spring from the production of book creation: writing, editing, rewriting, setting, binding, etc. While she is not lamenting the death of the material book, what she fears is that by shortcutting the process by which bonded books are created, we will lose important moments when writers and editors collaborate on the production of a book and in those creative moments produce, perhaps, lofty ideas.

Finally, in his article, “The Cult of the Book—and Why It Must End,” Jeffrey R. Di Leo—dean of the arts and sciences at the University of Houston at Victoria—persuasively argues that we have fetishized the bound book and given it the status of an icon in which fixed meaning is carefully stored for the ages. He advocates for changing the ideology of the book, especially for academics for which a printed book carries with it status—not to mention tenure and promotion. Rather, in the e-book revolution Di Leo sees opportunities for academics to crisscross disciplinary boundaries and create new disciplines that speak to students’ experiences in the digital word.

Is the printed book dead? Is the e-revolution inevitable? These authors seem to indicate that this is the case, although with some caveats. I don’t know the answer but the more and more I think about bounded texts and e-books, the less anxious I become. Indeed, this holiday season I am holding out hope that Santa brings me an iPad just as a way to experiment and decide for myself if reading digitally destroys the pleasure I get from reading from a printed page.

Andrew W. Barnes  
Chair, The Friends of the Cheng Library  
Interim Associate Dean, College of Humanities and Social Sciences

# Alumni Association Awards Three Grants to the Cheng Library

This year, the Cheng Library was awarded three grants from the Alumni Association. The grants cover three distinct areas of collection development, archives and signage.

Yvonne Roux, Curriculum Materials Librarian, was awarded a grant to update and expand the Big Book collection in the Curriculum Materials Center. Big Books are oversized picture books that can be used to model reading skills for an entire class.

A Big Book storage unit and 60 Big Books were purchased. Most of the Big Books are literature selections to support the teaching of literacy skills to young children. Some of the books replaced heavily used titles that were falling apart, some are bilingual, and some are written in Spanish.

A plaque acknowledging this gift has been placed on the storage unit, and each Big Book has a bookplate indicating that it is a gift of the William Paterson University Alumni Association.

The Library extends its gratitude to the Alumni Association for this grant that will benefit both pre-service and in-service teachers.

Bob Wolk, Archives and Special Collections Librarian, received a grant to transcribe an oral memoir with former President Arnold Speert. The memoir comprises a four-hour interview conducted by Bob and Prof. Evelyn Gonzalez in the spring of 2010 during which President Speert reviewed his forty-year career at the University. The transcribed

interview will be accessible through the Cheng Library Archive.

The Above and Beyond Committee was awarded an Alumni Grant to purchase a new information directory kiosk to be placed near the Library entrance. The kiosk will house the newly designed Library floor plan and provide space for informational flyers and brochures. The goal of the new display is to have one central location in the Library where guests can find assistance to navigate the Library and read news and details about Library and University events.

The Library expresses its appreciation to the Alumni Association and its grant program which permits special purchases and activities to supplement the Library's resources and services.

## *A Textbook Guide for Students – Knowing the Options*

One of the most frequently asked questions at the Library at the beginning of each semester is "Do you have my textbook?" Many students innocently believe that the required books for sale at the University Bookstore will also be available at the Library.

One part of the Library's mission is to support the curriculum and research needs of the University and to supplement the required books with additional materials on related topics. This mission comprises purchasing books, e-books, journals, e-journals and databases.

The Library staff works closely with the faculty to ensure that the col-

lection contains resources that are timely and relevant to the curriculum. All selected materials are thoroughly reviewed and evaluated to ascertain their appropriateness to the University curriculum and the Library collection.

Although the Cheng Library does not purchase textbooks, sometimes the required text for the class will be available in the Library. Often a professor will place a personal copy of the book on reserve in the Library for students to use. In other cases, the Library may have acquired a copy as a gift, or the required book is not a text, *per se*, but a novel, literary work, or other book in the Library's collection.

To help students gain a better understanding of their options regarding textbook purchases, the Library created an online guide, "Textbook Option\$, " explaining the alternatives available to students. However, not all options outlined in the guide will be available for every textbook. The guide is accessible at the Library's web site at [guides.wpunj.edu/textbook](http://guides.wpunj.edu/textbook).

- *Renting*

Students can often rent the latest edition of a textbook for one semester. The cost is usually half of the purchase price, and the book must be returned by the end of the semester.


- *E-Books*

Electronic versions of textbooks are often less expensive than the printed editions, and may be available from many major publishers and retailers.

- *Open Source Books*

Many classic texts are no longer under copyright restrictions and may be available for free, online. Web sites such as Project Gutenberg, the Oxford Text Archive, and Google Books, make digital versions of many of these books available for free via the Internet. Faculty may also choose from a selection of open source electronic texts.

Please visit the Library if you have additional questions or want to check to see if a book is available. Faculty may contact the staff at the Lending Services Desk about placing items on reserve.




### CONNECTIONS

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