



R. BARBARA GITENSTEIN LIBRARY NEWSLETTER

FALL 2024

Editor: Paula Rainey - rainey@tcnj.edu



STUDY, CHAT, SNACK (REPEAT)

By John Oliver, Information Literacy Librarian

It's often said that "you can't be all things to all people," but Gitenstein Library certainly seems to come close.

To the students at TCNJ, the library building is a home for the research materials they need for class, a haven from distractions, and a social hub. (Not to mention a pitstop for essential study fuel like bagel sandwiches and coffee).

On any given day, many students can be found using all five levels of the 135,000-square-foot building. During the fall and spring semesters, Gitenstein Library is visited an average of 15,000 times each week, making the library one of the most used buildings on campus. Every year there are just over half a million visits to the library.

What draws TCNJ students to the library? Students say they appreciate the wide variety of seating options in the library, as well as the range of noise-level zones. For seating, some slouch into plush cushioned couches while others opt for "carrels," the walled-off, cubicle-style desks that block visual distractions (and demand a more studious posture). Some choose one of the many large tables ideal for studying side-by-side with friends and classmates, blending coursework with some socializing. Others gather in the building's 26 group study rooms, filling whiteboards with class notes and study guides (and maybe a doodle or two).

Everywhere, laptops, cell phones, textbooks, notebooks, and library books are scattered across tables. Earbuds and headphones abound.

"I like that even though it's one building I have so many options based off of what I know I need to do," said Jessica Kerchner, second-year elementary education and iSTEM major. "I can sit in the cafe when I'm doing less demanding work or I'll go up to the 3rd or 4th floor if I need silence."

Many students choose different settings in the library from day to day. "If I have to write a big essay and I have to focus, I'll go to the upper levels, but

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Senior Biology major Keira Killeen prefers to work on the first floor of the library. "I feel like there's a lot of windows and it's a good place to meet up with my friends," she says.

for the most part I like it in the library cafe,” said Kenny Buonocore, second-year psychology major. “I like seeing people, the sounds, the smell of the cafe.”

Olivia Gonalez, a second-year public health major working nearby in the Reference Room on the library building’s lobby level, agreed. “I think sometimes being around other people helps a little bit, having background noise. That’s why I like being on the first floor in particular.”

For others, the search is always for a space away from the bustle. “I like being here when I write essays because it’s quiet and I can actually think,” senior nursing major Kayla Brockmeyer said while studying with a classmate on the pin-drop-quiet 4th floor.

In a different corner of the 4th floor, Brandon Perdoni, second-year kinesiology major, echoed that sentiment. “This is the spot I work best in,” he said. “It’s the right combination of quiet and if I look around there’s enough stuff to keep me interested.”

Nearby, another student napped with feet elevated on a legrest and a TCNJ windbreaker draped over his knees.

This variety of study options in the library is by design and is the result of student feedback collected during the construction and planning process. “Different folks like different things, which was the rationale for all the different seating areas,” former Gitenstein Library Dean Taras Pavlovsky told the Signal when the building opened in 2005. “We built it for people, not just a place for storing books,” he said.

If there’s one issue students have with the library building, it’s that they can’t get enough of it. Among the handful of students interviewed one recent Sunday afternoon, several lamented that the library isn’t open for longer hours. Students say they appreciate that there are a few spaces in the library building that are open until 2 a.m. most days. But several noted that these extended-study spaces tend to be relatively loud during late-night hours. “I love the silent floors and would like more access to that. Especially the third floor,” said Kerchner.

Whether they prefer a quiet setup or a more lively one, students agree that working in the library keeps them focused on their coursework. The biggest culprit, distraction-wise, is the dorm room, they say.

“My room is where I relax, not where I want to work. Here I’m in my study mode,” Brockmeyer said.

“I can’t study in my room, because I go lay on my bed, pickup my Xbox or my phone,” said Drew Iacullo, second-year kinesiology student.

Others shared a similar rationale. “I can’t do work and sleep in the same space, so I don’t like working in my dorm,” said Buonocore. Yasmeen Singer, first-year business management major, said “I’ll start playing with my makeup, talking to neighbors, nothing will happen.”



Junior Communication studies major Paige Perez (l) says her favorite place in the library is “wherever I find a seat! Anywhere I am in the library I find myself more productive because being here helps me not be distracted.” Her friend Rachel Patek (r), a junior Psychology major, likes studying in the Lib Café because “it has the perfect level of background noise so I don’t get too distracted.”



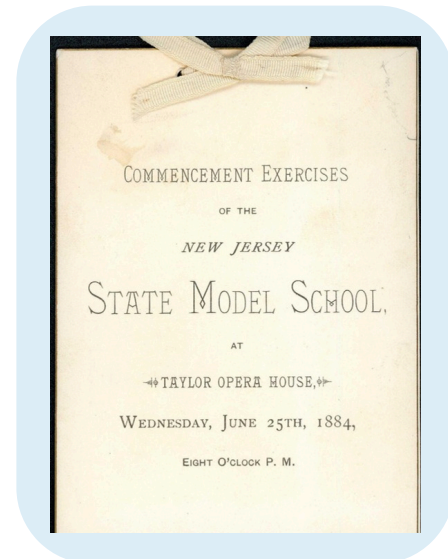
HITTING TARGETS IN THE ARCHIVES

By Deb Schiff, Archivist and Special Collections Librarian

The Archives division has achieved, and in many cases exceeded, its Year 2 targets for the National Park Service's Save America's Treasures grant that we received in 2022 (<https://news.tcnj.edu/2022/10/04/gitenstein-library-awarded-grant-to-digitize-historic-archive/>). This 3-year grant provides funding for the Archives to create a digital preservation infrastructure, helped fund archivists to preserve and organize about half of TCNJ's historical records, and establish a hub of research resources from New Jersey's six normal schools, which represent the earliest days of the state's teacher training landscape.

Because much of the Archives have been unprocessed and "hidden" from researchers both inside and outside of the college, ensuring their proper preservation, organization, and description is one of our top priorities. Through the grant, Processing Archivist Kerin Shellenbarger and I will process 200 linear feet of archival items. We are 85% of the way to meeting this goal as we approach the $\frac{2}{3}$ mark in the grant timeline. As a result TCNJ has greatly increased the public discovery and archival preservation of many of its historical materials, especially those that show how education has evolved in the United States.

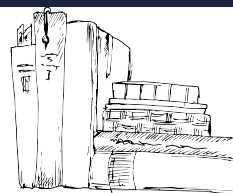
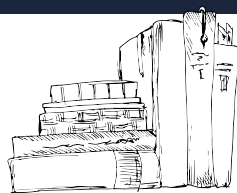
As we process these early collections, we have been scanning them and making them available online, as seen in the image of the 1884 New Jersey State Model School Commencement Exercises program from the newly digitized and accessible Commencement Collection (<https://atom.tcnj.edu/index.php/Commencement-Collection>).



Another goal we have met in Year 2 is creating the New Jersey State Normal Schools Hub (<https://atom.tcnj.edu/index.php/>), a single online research destination on early American teaching education that also includes participants from Montclair State University, Kean University, William Paterson University, Rowan University, and the Trenton Free Public Library. Unifying Normal Schools records from across the state in a virtual space will allow researchers to gain a broader view of how New Jersey helped to influence later Normal Schools and educators across the country. We hope this novel project will provide a model for other states.

Making these important historical teacher education materials accessible entailed the following moving parts:

1. Deeply learning new, open-source software so that we could create meaningful descriptions of the collections and add digitized items, as well as teaching the external Hub participants how to do the same.
2. Creating training documentation, tutorials, and description templates for external Hub participants.
3. Creating a set of standardized terms that all the participants could use to describe the collections, as well as teaching the Hub participants how to create their own custom terms. Cataloging and Metadata Librarian Yuji Tosaka helped to create the help documentation for the terms.
4. Helping Hub participants to create at least 1 collection description in the Hub prior to the end of Year 2.



Thanks in large part to our previous graduate assistant (GA) Matt Dellea, former student worker Kat Jorgensen, current GA Maggie Machado, and current student worker Percy Martinez, we also have digitized more than 2.25 TB of materials in the last year. Kerin's very hard work has led to an impressive portion of that total becoming accessible via our AtoM New Jersey State Normal Schools Hub.

Part of the ongoing work of moving legacy digitized materials to our new server for preservation includes Quality Control of the migrated files. Systems Librarian Yongming Wang has been working on this QC effort with us every week.

The screenshot shows an archival search interface with the following elements:

- Archival institution filter:** College of New Jersey (Ewing, N.J.) (8), Kean University (1), Trenton Free Public Library (Trenton, N.J.) (1).
- Creator filter:** College of New Jersey (Ewing, N.J.) (3), New Jersey State Normal School (Trenton, N.J.) (2), State Teachers College and State Normal School at Trenton (N.J.) (1), Wolverton, Clara, 1879-1964 (1), Trenton State College (1), Warnecke, Mildred G. Duncan, 1902-2000 (1), Bush, Louise E. Woodruff, 1887-1963 (1), Budd, Edna B. VanSickle, 1890-1982 (1), Gasn, Reba, 1899-1989 (1), Whitlock, Rosena Foster, 1890-1990 (1).
- Search results:** 8 results with digital objects.
- Clara Wolverton Papers (TCNJ002):** Collection · 1892-1930. Description: "The Clara Wolverton Papers contain materials from her early education beginning in 1892, through Normal School, and her earliest teaching years ending in 1903. It comprises personal items such as her grades book, greeting cards, and notes of affection... Read more Wolverton, Clara, 1879-1964".
- Class Photographs (TCNJ015):** Collection · 1870-1919. Description: "Annual group portraits of graduating classes. Many years have graduating classes in February and June. There are a small number of group portraits of Model School classes, as well. College of New Jersey (Ewing, N.J.)".
- Commencement Collection (TCNJ005):** Collection · 1869-2024. Description: "This collection documents the ceremonies and related events of Commencement and/or graduation exercises at The College of New Jersey spanning 1858 to the present day. The collection includes the following materials: Commencement invitations - These are... Read more College of New Jersey (Ewing, N.J.)".

A screenshot of some of the collections now publicly accessible. At the top, we see the Clara Wolverton Papers. Wolverton graduated from the New Jersey State Normal School (in Trenton) in 1901. Her collection documents her first few years of teaching with event programs and student notes until approximately 1903. Below that is the Class Photographs collection. Currently, digitized and uploaded class portraits range from 1870-1900. The third collection shown here is the Commencement Collection, which includes digitized commencement programs, invitations, and other items from 1869 through the present day.

This project was made possible in part by the Institute of Museum and Library Services grant project number ST-252518-OMS-22.



ONE READER TO ANOTHER

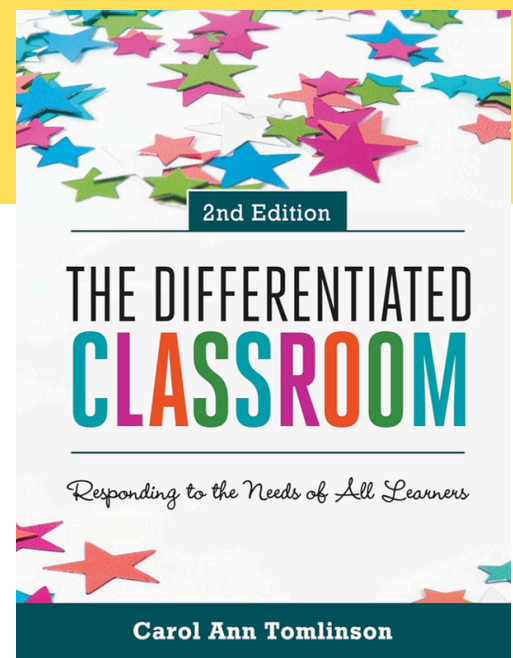
As part of a recurring column, we're asking faculty members to share a book that has had a profound effect on the way they think about their profession or about life in general. For this newsletter issue, we feature a recommendation from Matthew Hall (Special Education, Language, and Literacy) To share your recommendations in a future issue, please contact John Oliver at oliverj@tcnj.edu.

Dr. Matthew Hall (Special Education, Language, and Literacy) recommends:

"I read this book as an elementary school teacher - trying to meet the diverse needs of the students in my classroom. I found myself going back to it once I joined the faculty at TCNJ. In part, I teach this to future teachers. But I also use it in my own teaching. Thinking about how to keep my expectations for learning high while differentiating how I meet learners' needs is a fascinating puzzle."

The differentiated classroom: Responding to the needs of all learners.

By Carol Ann Tomlinson. Available at Gitenstein Library. Call number: [LB1031 .T65 2016](#)



LIBRARIAN ANNOUNCEMENTS



Cataloging/Metadata Librarian **Yuji Tosaka** contributed a chapter titled "Retrospective Cataloging Project for Respectful and Inclusive Metadata: Revising LC Call Numbers for Black People" in the newly published volume, [Inclusive Cataloging: Histories, Context, and Reparative Approaches](#) (ALA Editions, 2024). This case study chapter presents an overview of the Gitenstein Library retrospective cataloging project he led that redressed through batch processing a large number of records for existing items in the library's collection that had been classified based on long obsolete racist language in the subject headings. Filling a major gap in the literature, the edited volume provides librarians and other interested readers with a collection of professional essays on a wide array of ongoing initiatives to advance antiracism and social justice within library systems of information organization, as well as a broader critical re-examination of library cataloging and classification standards and practices.

Education Librarian **Ewa Dziejic-Elliott** presented "Be Prepared: Getting Your School Ready for Information Literacy Standards" at the New Jersey Principal and Supervisor Association's conference in October. In this photo from the conference, Ewa is pictured at the far right with her co-presenters Darby Malvey (Library Link NJ), Sharon Rowlings (NJ State Library), and Beth Raff (Immediate Past President, NJ Association of School Librarians).





WHERE ARE THEY NOW?

Cassidy Leonardis

Special/Elementary Education & Music with a minor in Psychology,
Class 2023 - undergraduate
Elementary & Special Education, Class 2024 - graduate
Access Services 2021-2024



For the past four years, Cassidy Leonardis shared her lovely presence at the Access Services Desk as a student worker. At the desk, Cassidy was often seen with an open school book, using any free moment to prepare her for her future job as a teacher. Today, Cassidy works in the New Brunswick Public Schools as a 2nd grade inclusion teacher. "I have wanted to become a teacher since I was a student in 2nd grade. My 2nd grade teacher, Mrs. Lando, had a positive impact on my educational experiences because she saw my full potential as a student and always pushed me to do my best. My confidence grew immensely and I was shaped into the person I am today because of her. I wanted to have that same positive impact on other students because, to me, that is the most rewarding feeling in the world. It is surreal that I am not only living my childhood dream, but I am teaching students who are the same age I was when I first developed my passion for teaching," says Cassidy.

On her route to a teaching certificate, working at the library was one of the highlights of her day. "No matter what time I worked, it was never a boring shift. Even when I was having a rough day, I always left my shift feeling much better. The best part of working in the library was all my co-workers. I had the most supportive team who always had my back and allowed us to have fun at work. There were always lots of good laughs, interesting stories, and, of course, food. I developed many strong relationships with fellow student workers and other staff members. It was a pleasure working with everyone at the library and I thank them all, especially Dina, Andrew, and my roommate, Cat, for some of the best memories at TCNJ," Cassidy adds.

In addition, working in the library allowed Cassidy to learn how to make knowledge more accessible for many customers with different needs while assisting them in the best ways possible. Expanding her knowledge on various types of media and how to navigate a library allowed Cassidy to help patrons obtain the information they need to succeed in their education. "Ultimately, this is what I love doing as a special education teacher. I always strive to make knowledge accessible for all students and provide them with whatever they need to be successful," Cassidy explains.



Cassidy advises TCNJ students to “Take advantage of opportunities and make the most of their time here. TCNJ has given me so many unforgettable opportunities and memories that I will treasure forever. Because of TCNJ, I have met some amazing people and accomplished more than I could ever imagine. You will face lots of challenges throughout your college career, but the positive moments are what make those struggles worth it. Also, make sure you set aside some time for yourself and your friends. Trust me, it is so important for your mental health. Your time at TCNJ will fly by quickly, so go out and have fun when you can!”

At TCNJ, Cassidy participated in clubs and associations that fueled both her professional and personal passions. Some of her activities included: Sigma Alpha Iota (Vice President of Ritual & Sisterhood Chair), Autism Awareness Club (President), Alpha Phi Omega, Kappa Delta Pi International Honor Society in Education, College Choir & Chorale, String Quartet, Girl Gains and Teachers of Young Children. She graduated Magna Cum Laude.

As she is transitioning into her teaching role, Cassidy also attributes her success to working with amazing faculty. “I was able to collaborate with faculty members who have experience in the education field. They loved hearing about my experiences while sharing some of theirs. I like to give a shout out to Professor Lauren Foxworth in the Special Education Department who provided valuable advice during my clinical experience.”

Lastly, Cassidy strives to nurture all aspects of her life: social, mental, physical, work, so to keep a healthy balance. Even after college, Cassidy continues her love for music. This past summer, she joined a community choir - Somerset Hills Harmony. SHH is a co-ed a cappella group based in Somerset County, NJ. They perform a wide variety of musical genres, including contemporary a cappella, classic choral, pop, rock, barbershop, Broadway and more. This past September, the group performed at the Mid-Atlantic District convention in York, PA. They also perform at a variety of locations in the Somerset County area. Cassidy enjoys singing with this group because she gets to work with members of different ages who all have unique musical backgrounds.

Cassidy certainly is living the dream!



How does the library... Put books on hold for you?



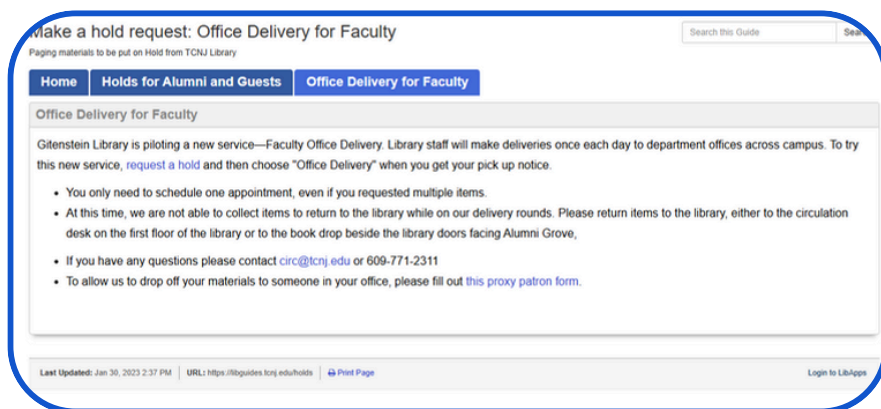
By Rebeca Jefferson, Health and Life Sciences Librarian

Has this ever happened to you?

You're doing research for a big project, searching the Gitenstein Library website for the sources you need, and you find a book that looks perfect. The only problem? It's 3 AM. The library is closed. And you've got an 8 AM lab tomorrow, so there's no way you can get there when it opens in the morning. Anxiety attacks your sleep-deprived brain. What if someone else gets that book before you?

Or worse... It's 3 AM and you've found the absolute perfect book to use for your project. But someone else already checked it out! It's due back in a week. Fortunately your project isn't due for a couple more weeks. But how can you make sure you get that book?

The answer to both of these dilemmas is Gitenstein Library's hold service. A hold is when an item that the library owns is physically taken off of the shelf and held at the Access Services desk for you to pick up. Placing a hold prevents someone else from grabbing that book before you have a chance to get to the library. You can also place a hold on a book that someone else has checked out. When you do that, the book will be held for you once the other person brings it back, instead of being returned to the shelf. That way, you can be sure that you'll be the next one to get it. Holds are not only for books! You can also place other items, like music CDs and DVDs on hold. Any items you place on hold are kept for 5 days, ready for you to check out with your TCNJ ID. You receive a real-time email notification as soon as your items are ready for pickup.



Placing a hold from the online library catalog is pretty easy. TCNJ's librarians made a handy guide to show you how to do this: <https://libguides.tcnj.edu/holds>. But what happens after you place your hold is all down to Gitenstein Library's amazing library workers.

Several times throughout each day, library staff use the computer to generate a list of requested hold items. They then take this "pick-list" into the stacks and retrieve the items. The worker then uses a scanner to verify that the item pulled matches the hold request. They then sort the items by requestor's name, and place them on the hold shelves, located behind the Access Services desk, to await pickup. According to Access Services and Reference Librarian Bethany B. Sewell over 1,550 holds were retrieved for TCNJ faculty, staff and students during the 2023-2024 academic year. There is no limit on how many holds you can request.

So when you've found the exact thing you need, any time of the day or night, go ahead and put it on hold. A lot of things can make a person anxious at 3 AM, but luckily this is one that Gitenstein Library can handle for you.



LIONS ROAR!

FOCUS ON STUDENT WORKERS

Paula: Hi Ashley, I would love for you to tell our readers about yourself. Let's start with what high school you attended.

Ashley: I graduated from Colegio Cervantes in the Dominican Republic. I am an international student.

Paula: Wow! New Jersey is a long way from your home. What led to your decision to come to the U.S. and enroll in TCNJ?

Ashley: I have always wanted to travel to a new country, learn a new language, and experience different cultures. I brought the idea about attending a college in the U.S. to my mother. I was scared and was not sure if I was going to really do this, my mother encouraged me to do it. She said, "You can always fly back home if it does not work." She is always my safety net. Also, my father is a U.S. citizen, so that was a plus. I had researched a lot of U.S. campuses, and criminology programs. TCNJ had a good criminology program. My goal is to become a criminal profiler for the FBI or CIA, but I am still considering my options. I took a virtual tour, and the college seemed amazing and beautiful.

Paula: Did you learn the English language in your country or did you learn the language when you came to the U.S.?

Ashley: My first language is Spanish. I did not learn English until I came to the U.S.

Paula: How did you feel coming to the U.S., especially not knowing how to speak the language?

Ashley: It was exciting and scary at the same time. It was hard at first, but I am adjusting. While learning the language, I took College English. I also picked up the English speaking and listening quicker than the writing. However, I received amazing support at TCNJ. I was enrolled in a special writing class, and Professor Randy Schmidt helped me improve my writing. I did not give up. I was happy when one of my professors, Professor Patricia Becker from the Criminology Department commented on how much my writing had improved over the course of her semester. My advisor, Professor Chelsey Cain, supported my efforts, and she said that she is impressed with my 3.7 grade point average, given my early challenges.

Paula: This is impressive, Ashley. I hope you are proud of yourself. What do you like most about TCNJ?

Ashley: I have made so many connections and am developing lifelong friendships. I have learned a little bit about everything. In fact, my floormate and best friend, Nicola, is coming home with me to the Dominican Republic for Christmas. My family and friends are excited to meet her, and this is the first time she will be coming to the Dominican Republic.

Paula: Share another amazing fact about yourself.

Ashley: I completed TCNJ's ROTC training during my freshman and sophomore years. I took a break now, but I plan on continuing when I graduate. I want to be a pilot or military intelligence officer.

Paula: Last question – what do you enjoy most about working in the library?

Ashley: Working with my boss (lol). The office is quiet, and the people are nice.

Paula: Thank you, Ashley. We are so lucky to have you here at TCNJ, and I am especially lucky to have you as a student worker in the library.



ASHLEY LEMOS

Criminology with a minor in Psychology
Library Dean's Office

Class of 2026

Interviewed by Paula Rainey

STAFF SPOTLIGHT



“I am very happy to be in a place with so many awesome coworkers.”

**-Judy Marks,
Senior Library Assistant in the
Acquisitions Department**

As a Senior Library Assistant in the Acquisitions Department, Judy Marks has always been interested in working in a library. “My library career began in high school when I was a member of the school’s Library Council,” says Judy, “After graduating from high school, I attended Newark State College (now Kean University) in Union, New Jersey. I majored in Elementary Education and minored in Library Science.”

Judy started off her impressive career as a teacher in the Newark Public Schools. In 1980, she and her family moved to Lawrenceville, NJ. She then worked as a teacher with the Princeton Montessori School and later as a teacher with First Season Nursery School. Later she taught at Ring Nursery School as a pre-kindergarten teacher and then a Kindergarten teacher. “Also, while I was working in the Kindergarten, my husband, Ira, asked me to help him with his accounting practice which was in our house,” adds Judy.

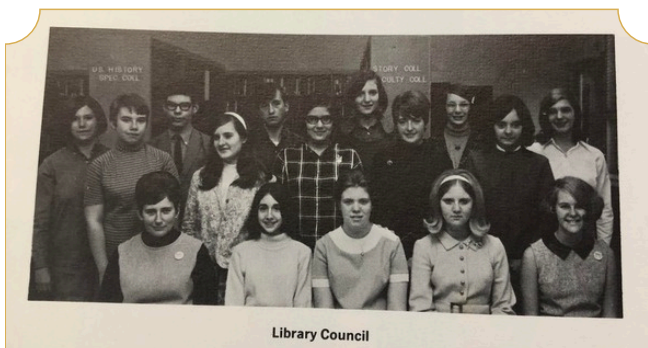
In 2002, Judy changed careers. She was given the opportunity to work in the library when a former co-worker told her about an opening for a part-time library assistant library assistant position in the

Acquisitions Department. A few years later, that position turned into a full-time position. “During my first day of work in the Acquisitions Department of the library I realized that I started one of the best experiences of my life. I was eager to settle in and learn all that I needed to know about my new job. My supervisor, Ann Wittik, is wonderful and great teacher. I am very happy to be in a place with so many awesome coworkers. I formed many lasting friendships during my time here. TCNJ is a great place to learn and to work. Soon after I started working here, I discovered that TCNJ students are courteous and studious and always greet me with a smile. Also, I noticed that the campus is a beautiful place. I always enjoy my walks around the campus.”

Some of Judy’s responsibilities include ordering and receiving book orders, overseeing the bindery of periodicals, and ordering streaming movies. More recently, Judy has provided invaluable support to the Access Services Department. The library has cross-trained employees from other library departments to support the strong demand for face-to-face customer service for students, faculty, staff and outside visitors.

Outside of TCNJ, Judy can also be seen practicing yoga, taking long walks, and going to the beach in the summer. “Most of all I like it when my family is all together at my house - my children and grandchildren.” Judy has been married to Ira for 51 years. What is the secret to their long-lasting, happy marriage? Judy explains, “My husband is my best friend!”

Judy’s advice to students, “Prepare yourself for a job that is right for you!” This advice seemed to work very well for Judy!



Library Council

**Judy Marks High School Library Council
(front row, second to the left)**

CONTACT YOUR LIBRARIAN

Librarians can help you wrap up your semester! With reading days and finals coming up, remember there is more than one way to contact a librarian. You can find Reference hours on our website at <https://library.tcnj.edu/about-the-library/hours-of-operation/>.

Text your Question: SMS: (609) 482-3981



Librarians are available during Reference hours. Regular text messaging rates apply.

Submit your Question by E-mail



Librarians will respond during Reference hours. For questions submitted after hours, librarians will respond when Reference opens.

Ask Your Question by Chat



Librarians will respond during chat hours. If chat is unavailable, you may ask your question by email instead.

Schedule a Research Consultation



Librarians are available for virtual research consultations and instruction. Check the list of [Librarians by Subject/Major](https://library.tcnj.edu/research-help/contact-a-subject-librarian/) (<https://library.tcnj.edu/research-help/contact-a-subject-librarian/>) for assistance.



CLICK HERE TO ASK A LIBRARIAN



REGULAR LIBRARY BUILDING HOURS

Main Library Building

Monday-Thursday 8:30 AM - 11:00 PM

Friday 8:30 AM - 5:00 PM

Saturday 11:00 AM - 6:00 PM

Sunday 12:00 PM - 10:00 PM

Extended Study Area

Monday-Thursday 7:30 AM – 8:30 AM &

11:00 PM – 2:00 AM

Friday 7:30 AM – 8:30 AM & 5:00 PM – 2:00 AM

Saturday 10:00 AM – 11:00 AM & 6:00 PM – 2:00 AM

Sunday 11:00 AM – Noon & 10:00 PM – 2:00 AM

For hours of other services & library special hours, please visit:

<https://library.tcnj.edu/about-the-library/hours-of-operation/>