

Symposium marks 150 years for TCNJ, Whitman

The Walt Whitman Sesquicentennial Symposium, held September 22-24, was an overwhelming success for all who participated. Visiting scholars and teachers, faculty, staff, and students were equally pleased with the execution of TCNJ's first symposium of this magnitude and prestige.

The symposium attracted some of the nation's top Whitman and American literature scholars, including Ed Folsom of the University of Iowa, Ken Price of the University of Nebraska, and TCNJ's Anita Anantharam and Janet Gray, assistant professors of women's and gender studies. Papers dealt with topics ranging from close readings of Whitman's poetry to understanding Whitman in today's society.

Folsom, editor of *The Walt Whitman Quarterly Review* and co-editor of the online *Walt Whitman Archive*, presented "'So Long,' 'So Long!': Langston Hughes' Deferred Departure from Whitman," a paper describing a selection of Hughes' poetry as a direct response to *Leaves of Grass*.

Price presented a paper, "Whitman's Leaves That Weren't Leaves of Grass," that examined a particular section of poems which Whitman added, changed, and deleted throughout the various editions of *Leaves of Grass*. Price, who works with Folsom on the Archive, also reported the National Endowment for the Humanities will grant \$500,000 to the Archive online project. This grant,

to be matched by the University of Nebraska, will provide an endowment for the Archive.

Anantharam spoke on Whitman's influence in the literature of India, while Gray examined the possibility that Whitman and Poe gained popularity for their work by downplaying the female voice within "Out of the Cradle Endlessly Rocking" and "The Raven."

Benjamin Barber, professor of civil society at the University of Maryland and director of the Democracy Collaborative, spoke on "Whitman, Democracy, and the Myth of Innocence." His comments sparked lively debate with the audience after he

compared Whitman with 19th century entrepreneurs and argued that today's capitalists should emulate the entrepreneurial spirit of that earlier time.

All of the symposium's presentations will be published in a book by The University of Iowa Press.



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Noteworthy events also included Stephen Collins' theatrical representation of Whitman's life and work. Kendall Hall was packed for the performance on an early Thursday morning by bus loads of area high school students as well as TCNJ students and faculty. The Fred Hersch Orchestra's rendition of Whitman's *Leaves of Grass* also was enthusiastically received, earning a standing ovation at its close on Friday night.

Michael Roberston and David Blake, TCNJ professors of English and co-directors of the event, both of whom have attended many literary symposiums, expressed surprise at the outpouring of praise the school received from the visiting scholars and guests. "They all were so impressed by how welcoming the campus was, how intelligent the students are, and how nice the faculty is," said Blake.

Nicole Kukawski '06

A new route to special education

Responding to a statewide shortage of special education teachers, particularly those whose experience makes them "highly qualified" for that responsibility,

TCNJ has designed a new Alternate Route to Special Education certification program. The small number of students enrolled this fall is expected to grow steadily in the next few years.

The program is designed to meet the needs of two types of candidates: 1) those who have an undergraduate degree but lack any teaching experience, and 2) those who hold a standard teaching certificate but want certification as a Teacher of Students with Disabilities. Both will be expected to work full time as a teacher while in the program.

Upon acceptance into the program, all candidates must successfully complete two courses at TCNJ that provide fundamental knowledge of special education. After doing so, the state will issue them a "special education certificate of eligibility," which will enable them to seek employment as a special education teacher anywhere in New Jersey. Once hired, the "alternate route" begins and the candidate enters a "provisional teacher" program in that district. Experienced teachers there will mentor and evaluate the candidate, who will take special education courses in the evening at TCNJ. Candidates will have five years to complete all the academic requirements.

Candidates must meet certain academic standards before entering the "provisional teacher" program, but when they successfully complete it they will qualify for certification as a Teacher of Students with Disabilities, a Teacher of Elementary Students, and a Master of Arts in Teaching. Slightly different requirements apply to candidates seeking a certificate to teach at the secondary school level.

\$3.3-million to improve teaching

In partnership with the New Jersey Department of Education and the Ewing, Trenton, Pemberton, and Vineland public school systems, The College of New Jersey this fall received a \$3.3-million grant from the U.S. Department of Education. Sharon Sherman, professor of elementary and early childhood education, and Cathy Liebars, assistant professor of mathematics and statistics, are the College's principal investigators.

"We're quite excited about receiving this award," said Sherman. "It was highly competitive; only 16 grants of this type were awarded throughout the country."

The New Jersey Teacher Quality Enhancement Recruitment Grant project will address the need to recruit and retain highly qualified teachers in high-poverty, low-achieving schools, particularly in the hard-to-staff areas of math and science.

The College was chosen as a higher education partner in the grant because of its strong internal linkages between its schools of education, science, and engineering in the education of pre-service teachers. The College's Center for Mathematics, Science, and Technology, headed by Sherman and Liebars, is a multidisciplinary team of educators, researchers, and practitioners, who also will play an integral role.

The grant will help the state improve the quality of teaching in high-poverty, low-performing schools, using research-based and proven strategies to enhance

the recruitment and retention of teachers in urban settings. It will address crucial shortages in the areas of mathematics and science.

Some performance goals of the project include recruiting highly qualified candidates to teach in high-need schools; increasing the number of high school students that participate in a summer experience with yearlong follow-up to expose them to careers in teaching in high-need schools; redesigning alternate route programs; and increasing the number of participating teachers who are proficient in the use of computers and other technology to enhance instruction and student learning.

The project also will help state policy makers integrate powerful new recruitment and retention strategies for high-need districts into its overall educational reform effort to improve the education of all students.



Sharon Sherman



Cathy Liebars

Three new minors

That the College curriculum is a living thing was reconfirmed this fall as three new minor courses of study were approved for addition to the curriculum.

Photography has been a popular area of study for many years and its addition as a formal minor reflects its growing significance in the expanding world of

media, design, and communication. An understanding of and skill in photography is central to advanced work in digital arts, graphic design, and fine arts. Students majoring in journalism, business, and sociology find it has wide application in those fields, and a great many students find it satisfies long-held part-time passions. The minor requires five courses, mostly of a technical nature but includes history of the field. It also offers electives such as documentary and art photography. The Department of Art offers all the courses, which are taught by two tenured and three adjunct professors.

Responding to a strong demand for effective sales talent in the commercial world, the School of Business is offering an interdisciplinary minor in professional selling. Alfred Pelham, assistant professor of business, is coordinating the program, which is designed around a core of selling courses, supplemented by sales management, and two more courses selected from among psychology, management, negotiations, and others. Pelham said several corporations have contributed to the support of the program, adding that “corporate recruiters are really hungry” for skilled salespeople. The minor is available to students majoring in any subject.

A new linguistics minor is a similar response to increasing demand for skilled language instruction, rising interest in different language structures, and expanding use of computer science in such areas as machine translation. Designed as an interdisciplinary program, its courses are offered by departments in the School of Education and the School of Culture and Society. Students seeking more detailed understanding of a language beyond a study of its literature,

to appreciate its variations in sound, semantics, vocabulary, grammar, and dialects, will find both core courses in linguistics and special courses such as the Philosophy of Language or American English Dialects to connect with other academic interests.

TCNJ is a case study of success

The College’s three-year project to create a “transformative change” in its curriculum has generated strong support within the campus community since it was put into effect during the 2004–2005 academic year.

Still, it came as a pleasant surprise to most of the students, staff, and administration gathered to hear President R. Barbara Gitenstein’s “Welcome Back Address” on September 1, when she reported the success of the new program has captured the serious attention of the National Association of College and University Business Officers (NACUBO).

This professional association conducts case studies of efforts by its member institutions to make major changes in their operations. In this way, NACUBO tests its own recommended models for carrying out educational reform and helps its members benefit from the experience of others. In the spring of 2004 its study team and consultants completed a case study of how TCNJ went about planning and carrying out its major curriculum transformation. Using its own eight major guidelines for “building organizational capacity” for change, the organization concluded in its study report that:

“To transform the overall academic experience at TCNJ, everything needed

to change: the nature of student and faculty work, aspects of institutional culture, as well as concrete administrative functions. In realigning its curriculum with its mission, TCNJ needs to address issues of governance, structure, policies and practices, processes, systems, infrastructure, and culture. Because they focused on aligning these elements, integrating academic pursuits and administrative functions, and given that they began by clarifying their mission, vision, and goals, the changes at TCNJ appear poised to be both effective and lasting.”

TCNJ Treasurer Barbara Wineberg, a member of NACUBO, attended its national conference in July and participated in a presentation that involved several case studies on the theme of “building organizational capacity.” One of them was the TCNJ study. The College’s experience in having those in academic and business affairs work in concert sparked a great deal of interest and admiration from the participants, she said.

A new partnership takes shape

TCNJ’s School of Culture and Society and the Municipal Land Use Center (MLUC) headquartered at the College have formed a new partnership designed to advance the missions of each. They expect to bring faculty and students into closer association with municipal leaders and others seeking to create more livable communities in central New Jersey.

Martin Bierbaum, director of the MLUC, and Susan Albertine, dean of the School of Culture and Society, both see many opportunities for developing

future leaders devoted to sustainable development. In addition, by encouraging TCNJ faculty to reach out to local municipalities and nonprofit organizations, helping them with research and policy evaluation, their academic work will be of more immediate, practical value and relevance.

Culture and Society is the home of political science, sociology, history, psychology, and international studies, all of which have programs and courses of study with a direct interest in planning communities for the future and providing a more livable environment. For example, Katrina Bledsoe, assistant professor of psychology, now has 13 students at work helping the Trenton health authorities look at the problem of obesity among school-age youth. Their research may be of immediate help to local school authorities, and may well stimulate students to work toward careers in public health. Sociology classes routinely conduct community research that easily can be targeted to assist local planners arrive at policies based on fact. Political science and communication studies majors have served internships with local agencies for years and may be able to expand on those experiences.

Still in the early stages is an unexpected project involving the Chinese government. Environmentalists there are deeply interested in how New Jersey has managed to develop the area of the Meadowlands for a variety of high-density uses, while at the same time protecting the wetlands. Bierbaum, whose agency has extensive experience in that topic, and Albertine have been meeting with Chinese representatives and TCNJ faculty on ways the College might share its experience with faculty or student exchanges.

Sowing seeds of foreign travel

Because a famous Trenton woman many years ago gave her the encouragement and support that led to her own success, Gale Wayman ’70 has decided to help other young men and women achieve the same life-altering experience.

Wayman, for years a generous Medallion Society supporter of the annual fund, has announced a gift of \$100,000 designed to make it possible for more TCNJ students to travel abroad as a part of their education.

At her request, what she calls a “seed money” contribution will establish the Mary G. Roebing International Travel Fund, named for a prominent Trenton banker, leader, and philanthropist who had mentored Wayman and encouraged her own development as a community leader. In a recent letter to Betty Hobin, the one surviving child of the late Mrs. Roebing, Wayman told of attending the University of Bradford in England in 2003 for graduate study. “My time abroad in school,” she wrote, “made me aware of how little Americans understand of world affairs. I believe that this endowed fund that I am establishing in your mother’s name will help many students from New

Jersey have the advantage of learning other cultures firsthand. We definitely will need more Americans educated in the ways of the world in years to come.”

In conversations with Susan Albertine, dean of the School of Culture and Society, Wayman learned that while more and more TCNJ students are interested in study abroad, and qualify for scholarships, those programs usually do not pay travel expenses. This travel fund is designed to remove that barrier and thus encourage more students to obtain the broadening experience of doing academic research abroad.

To qualify for help from the fund, students must be rising juniors or seniors, have the support of the School of Culture and Society, and agree upon their return to seek speaking opportunities on and off campus to share their international experience. Wayman’s initial gift of \$100,000 will be considered the principal of the fund, with The College of New Jersey Foundation deciding what level of income will be distributed annually. Additional contributions to the fund from other sources also will be encouraged.

Wayman, who has lived in and visited numerous countries in recent years, is passionate about the value of travel and the impact it can have on Americans. “I feel so much wiser after having experienced and seen other cultures,” she said. “As you see things, your mind opens.”

Just as Mary Roebing helped her become successful in community affairs, and even supported her family during difficult times, Wayman is excited about being able to help a new generation of TCNJ students develop the worldly self-confidence she believes international travel will bring.

Mary G. Roebing



1932 Mary Roebing Papers, Special Collections and University Archives, Rutgers University Libraries.

by Emily Weiss '03

New library awes visitors and bids to become a 'space for people'



After nearly seven years of anticipation and preparation, the 134,000-square-foot new library officially opened on August 29, the same day as Convocation, when the majority of students and a heaping handful of faculty and staff were back on campus, eagerly ready to explore five floors of awe-inspiring educational facilities.

In its first month of operation, the new library has seen a 178-percent increase in average daily usage over the numbers the Roscoe L. West Library recorded last year.

"More people are saying, 'I'm going to go to study in the library,'" said Melanie Weiss, junior English major. Many students share the sentiment that studying in the new library is a pleasure, while a trip to the old facility used to be a dreaded chore.

Despite just a few setbacks in construction, the project remained essentially on schedule since the site excavation began in August 2003. Initial site preparation included the demolition of the Alumni Meditation Chapel and the removal of some trees.

After several attempts or "investigative phases" in the 1990s to take direct action on a new library, the successful push finally began in December 1998. A small implementation committee was formed, initially consisting of two librarians (one was Taras Pavlovsky, now

dean of the library), two library administrators, and two faculty members. Together they formally began the planning process.

In January 1999, members of the Student Government Association, faculty, graduate students, library faculty and staff, and College administration formed a larger Library Building Planning Committee. It met over the following months to review the College's existing library facilities and considered the role, services, and functions appropriate and necessary for a library that adequately would support the College's mission. In April of that year, the committee selected Jay K. Lucker, a nationally recognized library building consultant, and William Dix of GBQC Architects in Philadelphia, to help them prepare a library building program. Their charge was to define a broad vision for the library, followed by the preparation of a building program outlining specific areas, functions, and attributes to be included in a new library.

This first stage in a multi-phase planning and design process was defined to be independent of budgetary concerns, constraints imposed by the existing building, or specific design solutions. Instead, it was to consider the many broad issues affecting the nature of an academic library, including the specific character and mission of the College. It sought to deal with the impact of new information technologies on current and future library operations, the size and direction of collection growth, and changes in the academic demands on students. In a time when more and more of our resources are available digitally and we find ourselves trying to avoid paper as often as possible, Dean Pavlovsky assured the campus community that "the notion that everything [a liberal arts college of

TCNJ's caliber] needs is available solely online or through digital resources is patently absurd."

While the library does subscribe to convenient and easily searchable digital database services such as JSTOR and

Project Muse, which make accessible full-text searches of thousands of articles from hundreds of journals, much of the average TCNJ student's research must examine much earlier writings than a journal article from recent years. The



Covered cloisters on two sides of the ground level connect with the main campus walkways.

Photos on pages 8 - 11: © 2005 Don Hemenway

Top: Comfortable chairs next to the reference area and throughout the building make for a cozy study environments. Right: Clerestory windows above the fourth floor help light the upper levels. Far right: One of three computer rooms that offer both instructional and work space.



new library will have room for its existing book collection as well as space to handle more than a decade of growth, Pavlosky said.

The library building program firmly established the concept that the new library should be the “intellectual, cultural, and social center for the College,” and that credence has remained the mission of the project from start to finish. It is no coincidence that the new library was completed shortly after the College’s academic curriculum transformation was put into place. With a curriculum that requires a more rigorous academic load with much more learning time taking place outside of the classroom, students needed to



Alumni Meditation Chapel, which was installed for the new library dedication ceremony on October 28, the Friday of Grand Finale Sesquicentennial Homecoming Weekend. Visitors should look for that in the lower level of the facility.

As for the Roscoe L. West facility, the College is still exploring its options. Pavlosky hopes to keep part of the building as a remote-storage facility for the library’s ever-expanding collection.

For more information about anything involving the library, please visit www.tcnj.edu/~library.

Emily Weiss '03 is a staff writer in the Office of College and Community Relations



have a place conducive to individual learning as well as increasingly popular team research.

In February 2001, the College decided that given the cost to execute the originally planned renovation and expansion project, all interests would be better served by building a brand new facility. In the following months, the campus master plan was revised to accommodate the concept of a new library building.

In August 2003 and throughout the fall 2003 semester, Kitchen and Associates, the architectural firm that was completing the new Social Sciences Building, became the architect of record and began construction. Once the ground actually

Above: The 105-seat multipurpose auditorium on the basement level is a highly popular venue for lectures, films, and entertainment events.

Left: Special storage cabinets house a collection of over 5,000 video recordings in several formats.

was broken, very few obstacles stood in the way of completion. The foundation and steel frame were erected in the spring of 2004, and the exterior brick-faced panels were hauled in on flatbed trailers, lifted into the air with cranes, and attached to the building’s frame that fall. Winter 2005 brought the installation of windows and interior painting, and detailed interior work consumed the spring and summer.

In mid-July, a professional moving company began the process of moving nearly 600,000 volumes from the Roscoe L. West Library to the new library and organizing them floor by floor, and shelf by shelf. “There’s no easy way to (move the books),” said Pavlosky. “After interviewing several moving companies, the one we decided to work with proved to be very experienced with libraries. It is a very difficult task.”

The new library is chock full of carefully-considered and thoughtful amenities, including both WiFi and LAN Internet access, power connections at every carrel and study table, 24 large group-study

rooms, and a 105-seat multipurpose auditorium. Instructional Technology Services, formerly located on the first floor of Forcina Hall, has moved its resources to the basement of the new library, making for an easy “one-stop shop” for students working on any project.

Students also have been taking advantage of the late-night study privileges, which allow them access to several computer labs on the lower level, and a large portion of the first floor until 2 a.m. For those after-normal-closing hours (which vary by the day), security gates come down and block off all areas of the library except for the designated study area. Also, as an added safety measure, students are required to swipe their ID card to enter the building during the late-night hours. During finals week, the library will remain open around the clock.

According to Allen Haversang, sophomore engineering major, he and his friends take advantage of the library frequently, both to study and to hang out together.

The library staff is delighted with that. “We wanted this new library to be a space for people,” said Pavlosky. “It isn’t just a space for books. This facility may very well be the new campus hub.” One of Pavlosky’s favorite amenities in the new library? The “comfy” seats and ottomans that line the windowed perimeters of each floor. Oh yes, power and Internet connections are right there, too.

Aside from the state-of-the-art technology and extreme user-friendly comfort, one of the most anticipated aspects of the new library—The Library Café, a Starbucks franchise—is still under construction. Another tasteful detail is a commemorative glass panel, made from glass salvaged from the

Above: A view of the main lobby and checkout desk from the second floor.

Right: An exterior view from the central walkway between Paul Loser Hall and Allen House.

