

The Friends of the Cheng Library Sponsors Panel Discussion on the Changing Communities of Paterson

We can only be effective if we form alliances and are active in the interfaith part of our community. We do a lot with youth because they are the future of the world.

*Mohamed El Filali,
Outreach Director,
Islamic Center of Passaic County*

On December 6, 2009, the Friends of the Cheng Library sponsored a panel discussion on the changing immigrant communities of the City of Paterson. The event, "Paterson Today: Making Lives, Remaking Communities," took place at the Islamic Center of Passaic County in Paterson.

From its beginnings as a historic industrial center founded on its natural beauty and the power inherent in the Great Falls of the Passaic River, the City of Paterson has encompassed many manifestations of ethnic diversity. This diversity, in turn, has presented, and continues to present, its own challenges and opportunities.

The panelists, each a community leader, conveyed their personal and organizational views of this evolving city. The five discussants were Mohamed El Filali, Islamic Center of

One of the struggles is helping the immigrant people of the city. We want to be more active in the community.

*Rev. Lilia Ramirez,
Iglesia Presbiteriana Hispana de
Paterson*

Passaic County, Cynthia Czesak, Director of the Paterson Public Library, Rev. Dr. Douglas Maven, First AME Zion Church, Rev. Lilia Ramirez, Iglesia Presbiteriana Hispana de Paterson, and Rev. David Wolf, St. Paul's Episcopal Church.

The panel was moderated by Michael Thompson, Assistant Professor of Political Science at William Paterson University. The panelists began with a brief description of their organizations or congregations and their current roles in the communities of Paterson with a special commentary on the challenges they experience and their responses to those challenges.

In the past, people asked for information – the answer to a question. Now they ask for help – how to do something. Part of the Paterson Public Library's mission is "to help people realize their dreams."

*Cynthia Czesak,
Director,
Paterson Public Library*

Overall, the panelists emphasized the need for commitment to interfaith and multiethnic communities, and to civic and political involvement. They collectively expressed the sentiment that these values must also be passed on to the next generation – to develop a desire in young people to make life better for themselves and the community as a whole. Another dimension evident in the discussion was the need to organize people to come together to build and to hold power.

There are just as many steeples as smokestacks in Paterson, but they were never organized. We are doing together what none can do alone.

*Rev. David Wolf,
St. Paul's Episcopal Church*

Following, the presentation, the moderator asked the panelists to reflect on the tension between the values and vision of their organizations and their goals: What are some of the obstacles to moving the vision forward? What vision do they see for the city?

The panelists expressed the importance of the fundamental aspect of the family and the extended family for forming the basis of the community. They felt a need to look beyond ethnic differences and to work to address crime. They also discussed the need to have the city's children successfully educated.

In closing, the members of the panel expressed renewed dedication to their common purpose to embrace the existing energy of the positive elements of Paterson, and to continue to stand united in their desire to achieve measurable and meaningful developments for the new immigrants, and indeed all citizens, of this historic city.

We are creating a passion for meeting the needs of others. We are all in this together and we have a responsibility to the least of these.

*Rev. Dr. Douglas Maven,
First AME Zion Church*

Chinese-Language Collection Relocated to Dedicated Space

The Cheng Library's Chinese-language materials were relocated to a special reading area on the second level. The Library has maintained this collection for many years in a separate area, but it is now housed in a dedicated space which makes browsing the collection easier and more enjoyable.

The collection consists of many types of books written in classical Chinese. Included in the collection are monographs, encyclopedias, dictionaries, and yearbooks. Several histories of the Mongol and Manchu Dynasties are part of the collection as are major literary works of the Tang and Song Dynasties.

In 2000, David and Lorraine Cheng donated funds to further develop this collection. As a result of this gift, several new series were selected. This gift enabled the Library to add scholarly materials on Chinese art as well as almanacs and yearbooks covering many subjects: economics, social sciences, philosophy, education and geography.

An comprehensive collection of Chinese classics on CD-ROM, the *Si Ku Quan Shu*, was also added. Often translated as the "Complete Library of the Four Treasuries," this collection, compiled during the Qing Dynasty in the 18th century, represents

an extensive series of Chinese classics of literature, philosophy, history, and religion.

New materials are being added in all subject areas. These books will support courses offered by the Center for the Study of Critical Languages. Students enrolled in Chinese language classes will have ample resources in the Chinese classical language, Mandarin. These books will also promote Chinese language studies for the University's Accelerated Chinese Language Teacher Preparation Program.

We invite you to visit this area on the second level of the Cheng Library, Room 222.

The United States Census 2010: Participating in the National Census

The Cheng Library has always been an enthusiastic user of census data, both demographic and business. Demographic data is compiled by means of the decennial census and the American Community Survey, and business data is collected every five years from companies and manufacturers nationwide.

This spring, the Library will coordinate a program on campus to highlight the importance of the 2010 census. The decennial, or national, census of the United States represents an actual count of all individuals residing

in the country on "Census Day," April 1, 2010. Next year marks the 23rd U. S. Census which has been conducted every ten years since 1790.

All U.S. households will receive a census form with ten questions in March, 2010. University resident students over the age of 18 are counted in their temporary residence on campus. The objective of the decennial census is to gather a complete and accurate count of all persons residing in the United States and Puerto Rico on Census Day.

One goal of the Census Bureau is to ensure that these forms are completed and returned within the month of April. Any personal data provided is protected under federal law.

The Library will sponsor a program to focus on the use of the U. S. Census data and a discussion of the changing demographic portrait of the United States. The program is tentatively scheduled for March 25, 2010. More detailed information will be forthcoming as event specifics are finalized. We welcome your attendance at this event.

Selected University Master's Theses Now Available Electronically

Signaling a step into the electronic age of University publishing and archiving, the Cheng Library has partnered with two academic departments to make students' master's theses available online. A total of 41 William Paterson University master's theses are now available electronically via the Library's Web site.

Currently, the departments of Music and Communication Disorders are requiring their graduate students to submit their theses electronically. The

collection of 41 theses includes 18 from graduates of 2008 and 23 from 2009.

Following an evaluation process where several options and programs were considered, the Library has partnered with ProQuest, an electronic information provider, for the access and archiving of the theses. The Library's role in this project is coordinated by Jane Bambrick, Reference Librarian, and Leah Marie Zamora, Reference Department Ad-

ministrative Assistant, who assist students with the ProQuest submission process.

The Library will continue to add theses to this initial collection, and the program will be expanded to include theses from other graduate programs at the University.

To browse or search for these theses, click on the link "Databases" at the Library's web site and scroll down to Theses @ The William Paterson University of New Jersey.



THE FRIENDS OF THE CHENG LIBRARY



Lately, I have been thinking a great deal about technology and its impact on higher education. Perhaps this is because the University has initiated a change in its core curriculum with an imperative to incorporate more technology into the classroom. In the past, I have written about the way in which technology affects library services and how we might look at the kind of knowledges that are produced and hidden by new electronic gadgets like the Kindle. In this issue, however, I want to look at the way in which technology affects what and how we collect, store and distribute knowledge and how modern technology connects to an earlier era that, on its surface, appears to be as far from technology as one could possibly get.

When we think of technology, we think of the processes and products of science and engineering: computers, digital processors, cell phones, medical devices, etc. But there are other kinds of technologies that we cannot touch or see or hear: epistemological technologies that are employed to organize, catalogue, distribute, and regulate what we know, how we know it, and what we can properly do with that knowledge.

Across the University, faculty members and library staff are encouraged to incorporate technology into the curriculum. For many, we interpret this as making Blackboard a component of our classes or requiring students to access research databases online when writing their papers. There is nothing wrong with using Blackboard or online resources, but the incorporation of these material technologies only satisfies a minimal need. What I am interested in is how we might incorporate and use epistemological technologies into our classes.

I teach seventeenth-century English literature, an area that seems to have little or nothing to do with technology—not withstanding the then recently invented (in historical terms) printing press. In a class on seventeenth-century literature, how could I possibly teach my students anything about technology? Well, it turns out that they could learn more about technology and the way it codifies and distributes knowledge than in many introductory courses in computer science.

Here is an example: in a class on Shakespeare's *The Merchant of Venice*, I engage students in a discussion about marriage in the Renaissance and to prove my point I bring in a passage from William Gouge's 1622 manuscript, *Of domesticall duties*, and I have my students read the following passage: "if a man of great wealth be married to a poore woman, he will thinke to make her as his maid-servant, and expect that she should carrie her selfe towards him so as beseemeth not a yoake-fellow, and a bedfellow: so as such an one may rather be said to be brought unto bondage, then marriage." This passage is very simple to understand: men should marry women of their same class in order to prevent bad marriages that would more aptly resemble the relationship between a master and his servant than a husband and a wife. However, the student who reads this passage aloud might stumble over it and not understand a word of Gouge's advice due to the perceived errors in spelling, grammar, and syntax. A feisty student in the back of the class might ask in frustration why seventeenth-century writers (including Shakespeare) could not spell or write. Certainly, this student might exclaim, if he handed in a paper with this kind of construction he would fail. In this case, I carefully explain that in the seventeenth century when modern English language—especially the written language—was in its infancy there were no set rules for spelling or grammar or syntax and that an author wrote the way he thought words sounded and put together ideas the way he thought they ought to go together. It was not until the eighteenth century that men got together and organized the English language into nice, tidy rules that everyone was expected to follow and that we, today, continue to drum into students' heads.

If Gouge's text represents a knowledge base that privileges the ideas in a text rather than the form of the text, then we might argue that the codification of the English language shifted this knowledge base away from content and focused instead on form, which is a drastic epistemological shift, one that relies upon a technology of language to order, distribute and regulate information in a codified manner, in a similar way that we ask computers and other machines to order, distribute and regulate information.

An anthropologist or a historian might argue with me that this kind of systemization of knowledge did not begin in the seventeenth century. Indeed, we can look back throughout the history of humankind and see this need to order knowledge in the first cave drawings and alphabet orderings and settlements, a process that continued with the tremendous mathematical discoveries in the ancient world and the codification of religious beliefs and the massive Empire building in the Greek and Roman era and in the first libraries and universities that collected, organized, catalogued, and stored knowledges. Perhaps, as thinking creatures, epistemological technologies are as innate as our most basic Maslovian desires and the kind of material technologies that seem to consume our lives today are simply a physical manifestation of the epistemological technologies that have been with us from the very first moment.

Simply because the form of technology that we encounter today is physically present and we cannot escape it—even the most Luddite among us—does not mean that technology has not been affecting our lives for millennia. Perhaps, technology is the very condition that makes us human, which for fans of the sci-fi hit *Battlestar Galactica*, makes perfect sense.

Andrew Barnes, Chair
The Friends of the Cheng Library

Friends' Event Highlights the Hobart Memorial Art Collection



Photograph by Rich Green

Dr. Holly Pyne Connor (left) conferring with Andrew Barnes, Interim Assoc. Dean of the College of HSS and Chair of the Friends of the Library, and Anne Ciliberti, Library Director.

Why would a wealthy, married couple living in an urban area during the turn of the nineteenth century collect paintings of landscapes and other pastoral scenes?

On April 19, 2009, Dr. Holly Pyne Connor, curator of nineteenth-century American art at The Newark Museum, gave a lecture and slideshow to examine this question and to explore other observations about the Hobart Memorial Art Collection.

The lecture, "Paterson's Hobart Collection: American Art in the Gilded Age," took place in the Assembly Room at the Paterson Public Library where the collection of twenty-five nineteenth-century paintings is on permanent display.

The collection consists of American landscapes and genre scenes by well-known artists of the late 1800s. Dr. Connor's talk placed the paintings in the context of late nineteenth-century art and demonstrated how their acquisition paralleled other advances during the century and in the personal lives of the Hobart family.

Dr. Connor suggested that many of the paintings may have had a particular significance for Mrs. Hobart. One theme that seemed to appeal to Jennie Hobart was the maternal aspect of a woman taking care of the children in her custody. Several of the paintings in the collection feature children or a mother-and-child scene. One noteworthy work on this subject is "The Bath" by J. Eastman Johnson.

A second theme evident in the paintings is that of "farewell," or saying goodbye to a loved one. This theme was most likely a very personal one to Mrs. Hobart following the sudden loss of her husband who died in 1899 at the height of his career. Two paintings in the collection are entitled "The Farewell," one by Joseph Coomans, and another by Edwin Roscoe Schrader. A similar theme is evident in the work by August Hagborg, "Waiting for Papa."

Hudson River School artists' themes are prevalent in the collection as are images of the cycles of birth and rebirth. The collection includes several landscapes and seascapes by well-known artists. Two notable works of the collection are "In the Park" by William Merritt Chase and "Dreamy Thoughts" by Jean Francois Millet.

Together, the paintings create a personal and cohesive collection, and, as Dr. Connor noted, a sense of the gilded age is revealed in the golden, ornate frames of the paintings.

The paintings of the Hobart Memorial Art Collection were donated to the people of the City of Paterson by Mrs. Hobart in 1925 in memory of her husband and are held in trust by the Paterson Public Library Board of Trustees.

Jennie Hobart was dignified and affluent. She represented the nineteenth century woman who did not promote herself while her husband was alive. However, she was always active in the background, and after Garret Hobart's death, she was an energetic philanthropist for 41 years. Jennie devoted much of her time to the support of institutions of public aid, and in 1887, she founded a children's day nursery in Paterson. Now known as the Memorial Day Nursery, it is still in operation today.

In 1932, King Albert of Belgium conferred upon Jennie Hobart a medal of the Order of the Chevalier of the Order of Leopold II for her coordinating activities for the Belgian relief movement during World War I. Mrs. Hobart also received an honorary Doctor of Philanthropy degree from Rutgers University in 1933 at the College for Women ceremony. These awards served to publically recognize the many years of humanitarian work that both preceded and followed them.

The event was co-sponsored by the Friends of the Paterson Public Library and the Friends of the Cheng Library. It is one of a series of events sponsored by the Friends to create renewed interest in the cultural, social, and historical aspects of the City of Paterson.



CONNECTIONS

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