In summer 2012, I found the inspiration for my honors project in the Weinberg Memorial Library basement. I helped inventory nearly 100 scrapbooks documenting the University's history. Scrapbooks illustrating the 1940s piqued my interest, and I began to conceptualize my thesis on the differential impacts of the GI Bill on white men, minority men, and all women.

 To complete my project, I utilized many Library collections and services. My research relied primarily on document analysis of primary and secondary sources. First, I identified relevant books and e-books in the Library's collection. The Library's e-books were particularly helpful over winter break because I could continue researching off campus. Watching videos from the Media department was also beneficial to illustrate and contextualize the war. When films referenced in my research were unavailable, I requested their addition to the collection.

I depended on the Library's online databases, like JSTOR, for articles and secondary sources to provide background information and historical context. Most notably, using EBSCOhost, I found a full copy of the GI Bill after three months of searching online. Neither the Library of Congress nor the National Archives offered copies. Using the Historical *New York Times* database, I included media coverage of the bill to give a human touch to dense analyses.

I frequently requested items through Interlibrary Loan (ILL). Although I first used ILL to borrow books, I later requested copies of government publications that were challenging to find, most memorably, "The Negro Veteran Fights For Freedom," a 1947 publication by the National Veterans Committee. Because accessing primary sources was often challenging, receiving this article through ILL was surprisingly hassle-free.

I utilized the Library's archives, both physically and digitally. Using the University Archives' student ledgers, I counted the number of student veterans from 1944 to 1950 to compare local enrollment to national trends. In presentations, I included digitized photographs

and *Aquinas* articles from the Library's digital collections to illustrate the GI Bill's effects on the University campus.

The Library's technological resources were invaluable to my project. I used the Reilly Learning Commons' scanner to scan relevant book chapters. This was especially helpful as it produced searchable electronic copies. Additionally, I made unusual use of group study rooms to prepare for my project proposal presentation. In the week prior to the presentation, I reserved group study rooms online to rehearse. I projected my presentation from my laptop to the room's screen and asked classmates to sit in and critique my work. I tinkered with lecture capture software to record and critique my own work.

Finally, I am using Library resources to learn about digital exhibit building in an independent study course with library faculty. Using a Digital Services department subscription to Omeka.net, a cloud-based website host, I am learning to translate the historical narrative underlying my thesis into a graphical, digital representation. To build my exhibit, I used the Library's circulating iPads to digitally sketch my exhibit layouts. I will also use the Library's copies of Photoshop to create graphics for my digital exhibit. I will also collaborate with various librarians to learn about research, exhibit building, digital collections, and coding.

As a freshman, I saw the Library as simply a place to borrow books and print papers. However, over the years, I stumbled across many hidden Library gems, such as the extensive film collection, rentable iPads, and ILL. Using these tools helped my project exceed my own expectations. Through my research at the Library, I have developed what I consider to be my most valuable skills – resourcefulness and creativity. By integrating information from a diverse array of sources, ranging from paper to digital to archival, I learned to consult source materials beyond what most students would consider and integrate them throughout my project.

Additionally, by making use of the Library's various technological tools, such as the scanner and the group study rooms' projectors, I learned to maximize the potential of both those tools and my abilities. The experience of completing my thesis using various Library resources assures me that I am well-equipped with the research skills I need as I transition into my first year of law school in the fall.