NYMA News

Keeping Up & Online
Adding & Building Info @ Spring Conference

Blogs. Wikis. Podcasts. The array of new technology is endless. But so is the array of information being gathered, stored, and integrated. As technology and learning have become one, the modern library is faced with the task not only of building up a collection, but an interactive information center.

The emergence—and transformative power--of new technologies was the focus of NYMA's Spring 2007 Conference, held May 17th at the Jewish Children's Museum, in Crown Heights, Brooklyn. Attendees were exposed to the latest methods of the gathering and sharing of information.

Social Statements

The program began with a changing of the guard, as Marlene Schiffman, NYMA president, introduced her successor, Leslie Monchar. Then Karen Ulric of Solomon Schechter Day School, of Essex and Union in West Orange, New Jersey, kicked off the conference with "Social Software Goes to School: Blogs and Wikis in the Media Center."

During her informative and enthusiastic talk, Ms. Ulric established that the modes of communication among students have changed and that libraries must change their method of delivering information accordingly. She advocated moving forward from static web pages to user-driven Web 2.0. In this way, students participate in creating and disseminating their work among a much wider audience.

Ms. Ulric divulged many recommended blog sites and demonstrated in particular the usefulness of library blogs. Book reviews, new library resources, and other information can be posted and will appear in chronological order.

A Few (Parting) Words

After two years as president of NYMA, I have been reviewing what was accomplished during my term. The first order of business was to straighten out our bank account which had been held in a bank that proved to be rather inefficient. Once we were able to get the funds out, I and the treasurer, Judy Fixler, established an account with a new bank that is now working beautifully.

The second order of business was to get our chapter into the 21st century by putting it online. Our webmaster, Steven Bernstein, created a website for us with a Paypal option. In the short time the site has been up, we have loaded notices of events, articles of interest, and records of our past programs, including our archives of Newsletters. The appearance of handouts and Power Point presentations has increased the usefulness or our website to members and non-members alike.

We instituted a policy of sending notices of our workshops, conferences, and meetings by email rather than by snail mail and found that we have thus reduced costs significantly and allowed us to send out reminders more efficiently. We started the process of constitutional revision which continues into next year.

In the past two years, NYMA sponsored four conferences and six workshops, and published four Newsletters. We were able to help attendees from our chapter attend international AJL conventions in Boston and Phoenix by providing travel stipends to some of our members. We usually have a strong representation from NYMA at this annual AJL event.

As I said when I installed our new president, Leslie Monchar, I must express my gratitude to the board and fellow officers of this past two years. They were always willing to take on their tasks and to work, sometimes overtime, to accomplish the goals of this organization--to get it running properly, to correspond with our members, to sponsor its workshops and programs, to publicize our events, to keep our website updated, and to publish the Newsletter. Each of us has his or her own responsibilities—between work and family—that limit our time in such a volunteer organization, and yet it is to the credit of our team—a team that I had the pleasure of leading—that in these past two years we have accomplished many of our goals. And all through it my experience was that everyone was so helpful and accommodating, and all my contacts were truly a pleasant experience to work with. I want to thank all of you for making my administration so successful.

I especially want to thank my colleagues and past presidents, Shaindy Kurzmann and Liza Stabler, who served as my cabinet, advisors, and "remembers of protocol" on many occasions.

Many of the same people who were on the board are remaining on the next board for 2007-09, some in slightly different positions. I want to thank you for your past participation during my presidential term and wish you the best in the future as we continue to take our organization to new professional heights. A special welcome to Leslie Monchar and Roz Friedman, our new president and vice-president, with best wishes for a successful and satisfying term.

Marlene Schiffman
President, AJL-NYMA

Ringing in the Old
Two Centuries Meet @ Reference Workshop
by INA RUBIN COHEN, Public Services Librarian,
    Jewish Theological Seminary Library
& LEAH BENNETT, Acquisitions Librarian,
    Jewish Theological Seminary Library

The Jewish world of nineteenth century print met today's web at the 2007 Reference Workshop, held April 30th at the New York Public Library. Twenty-seven librarians from the New York area attended two absorbing presentations.

In Print

The first, "Rediscovering 19th Century Hebrew Periodicals," given by Dr. Gil Perl of Yeshiva University, took the attendees on an investigative tour of newspapers of two centuries ago by way of an outstanding website from Hebrew University, *Eitonut Ivrit Historit* (Historic Hebrew Newspapers — http://jnul.huji.ac.il/dl/newspapers/index1024.html). Many of these newspapers, such as *Havatzelet, Ha-Levanon, Ha-Magid, Ha-Meilitz, Ha-Tsvi,* and *Ha-Tsefirah,* which according to the website, had been previously limited to "crumbling originals or microfilm copies" in a handful of research libraries, have been digitized and are now accessible to the public.

Dr. Perl described the potential historical value of this site as a primary resource for early Zionism, the *Haskalah* (Jewish Enlightenment), everyday life of East European Jewry, and the relationship between the *maskilim* (Western-educated) and more traditional Jews. Dr. Perl demonstrated the powerful emotional experience it was to see (albeit online) the actual print of these documents, as he transported himself into another place and time and into the life and mind of the Netziv.

Man of the World

The Netziv, or Rabbi Naphtali Zvi Yehudah Berlin (1816-1893), wrote the *Emek ha-Netziv,* a commentary on Sifrei, which was finally published posthumously in 1959--66 years after his death--in Jerusalem. The introduction to the first printed edition states that the *Emek ha-Netziv* is a "product of his youth." However, Dr. Perl's close reading of the text reveals a reference to an article in *Ha-Magid* from 1866 that is actually thirty years past his youth. Dr. Perl asked how much of the printed work is actually a "product of his youth" and how much the fruit of his adulthood.

As Dr. Perl searched for an answer, he traced the Netziv's intellectual development against the *Haskalah* (Jewish Enlightenment), which had begun making inroads into the insular Jewish communities of Eastern Europe. The Netziv read newspapers and literature of the *maskilim* and contributed articles while encouraging religious settlement in Palestine. In 1851,

Past/Present/Future

Career Opportunities!!!!

We are now hosting job listings on our website, http://www.ajlnyma.org. Our listings are also available via an RSS feed on our site so if you would like to know about job openings as soon as they're posted, you can subscribe to the feed with your favorite RSS reader.

Up & Running!

The Library of the Jewish Theological Seminary of America has completed their upgrade from ALEPH version 15.2 to version 17.01 and brought up their new web OPAC. Some of the features:

* Keyword searching from main page
* Advanced searching including limiting by format, language, date range
* Brief list includes format
* Link from "Brief list" to full bibliographic record or Library holdings
* Personal sign in
* Online renewals
* Select, save and e-mail sets of bibliographic information

For further search tips see the Help screens. Come visit at http://alpha3.jtsa.edu:8997/F. The JTSA Library thanks **Olga Snaider,** Systems and Digitization Librarian; **Hal Pollenz,** Director of Computer Operations; **Sara Spiegel,** Administrative Librarian for Technical Services; **Amy Helfman,** formerly Manager of Web Services; and **Eyal Alkalay,** project liaison at ExLibris. Without this team it could never have happened!

Haunting Memories

Now at Center for Jewish History--Web-based searchable bibliography of unpublished Holocaust-related materials, drawn from the collections of five partners: American Jewish Historical Society; American Sephardi Federation; Leo Baeck Institute; Yeshiva University Museum; and YIVO Institute for Jewish Research. Bibliography contains over 2,000 annotated entries, which represent records in 32 different languages; almost 3,000 individuals and over 300 organizational names; and close to 700 locations (cities, towns) with alternate spellings.

Take a Bow

Sara Marcus has earned her PhD from Touro University International in E-Learning Administration.

Edith Lubetski was honored with Yeshiva University's Points of Light award, "for bringing light into the world through leadership and commitment to values."

Hallie (Chayah Sarah) Cantor has edited two new books: *Rambam: The 13 Principles of Faith, Principles VIII & IX,* publisher Kol Menachem; *Let's Go Camping and Discover our Nature,* publisher Writer's Press (Aura Publications).

Stephanie Gross has been appointed vice-president of the New York Library Club.

Goodbye & Good Luck

Micha Oppenheim, who has been with the Library of The Jewish Theological Seminary since 1966, is retiring from his position as Bibliographic Control Librarian. Micha's professionalism, wisdom and personal touch has impacted many Judaica Librarians throughout the world over these 41 years.

Mazel Tov

To **Meir & Edith Lubetski** on the birth of their two grandsons:
Ilan Yehuda. Parents Ari & Leah Feldman;
Yehuda. Parents Uriel & Shani Lubetski.
To **Alex & Leah Moskovits,** on the engagement of their daughter Aviva to Simon Kaye.
To **Shulamith Cohen,** on the birth of her granddaughter Talia Frumma.
Parents Rabbi Menachem & Devora Linzer.
To **Lawrence & Marlene Schiffman,** on the birth of their granddaughter Kayla Aviva.
Parents Jeremy & Estee Lavitt.
To **Philip & Leslie Monchar,** on the marriage of their daughter Talia to David Kaye.
To **Rabbi Clifford B. & Dr. Deborah Miller,** on the birth of their grandson Eitan Nadiv Miller Feder.
Parents Adinah Miller & David Feder.
May they all *schep nachas.*

Condolences

To **Rabbi B. Clifford Miller** on the loss of his mother, Dora Sturman Miller.
To **Rabbi Moshe Schapiro** on the loss of his mother, Lucille Schapiro.
May they be comforted among the mourners of Zion in Jerusalem.

Gauging the Change: LC Report @ Cataloging Workshop
by STEVEN JAY BERNSTEIN,
Assistant Catalog Librarian, Elihu Burritt Library, Central Connecticut State University

This year's NYMA Cataloging Workshop, held March 5th at the Jewish Theological Seminary of America, presented a critical discussion of Karen Calhoun's report to the Library of Congress "The Changing Nature of the Catalog and its Integration with Other Discovery Tools." The speakers were Robert Wolven, Director of Bibliographic Control at Columbia University, and Dr. Bella Hass Weinberg, Professor in the St. John's University Division of Library and Information Science.

Ms. Calhoun, of Cornell University Library, had written about the destabilizing influences of the Web, widespread ownership of personal computers, and rising computer literacy on research libraries. The library catalog is now in decline: today, students and scholars routinely bypass this in favor of other discovery tools. In addition, the report dealt with the "limbo world" of books and serials, which are neither dead but not yet digital. Nevertheless, in spite of digitization projects, e-journals, and the emergence of e-books on the horizon, the role of catalog records in discovery and

retrieval of the world's library collections seems likely to continue for at least a couple of decades and probably longer. This report offered an analysis of the current situation, options for revitalizing research library catalogs, a feasibility assessment, a vision for change, and a blueprint for action.

Mr. Wolven's presentation "The Changing Nature of the Catalog, Perspectives on the Calhoun Report" gave a basic overview of Calhoun's somewhat controversial paper along with various reactions that people in the library profession have had to her ideas. Following Mr. Wolven's introduction to the LC report, Professor Weinberg critically deconstructed Ms. Calhoun's paper with her own presentation, "The Calhoun Report on the Future of Library Catalogs: Reactions from a Judaica Librarian's Perspective." For greater appreciation and understanding of the workshop, the full text of the "Calhoun Report," as well as the PowerPoint slides from Mr. Wolven's presentation, are both available in the "Past Events" section of NYMA's website http://www.ajlnyma.org<http://www.ajlnyma.org/.

Saying the Right Thing
Dos & Don'ts of Grant Proposal Writing @ Day School/High School Workshop
by ROZ FRIEDMAN, Librarian, Torah Academy of Bergen County
& LEAH MOSKOVITS, Librarian, Ma'ayanot Yeshiva High School for Girls

Ever wanted to ask for outside funding but didn't know how? "Writing a Successful Grant Proposal" offered the tips. NYMA's 2007 Day School/High School workshop was held March 13th at SAR High School in Riverdale courtesy of Freda Kleinburd, its librarian. Approximately 15 members attended.

The guest speaker--Karen Novick, Associate Dean of Rutgers School of Library and Information Science--walked the audience through the fundamental steps of writing grant applications, from pre-writing, through the first draft, the narrative, budget information, formatting, and finally revising and editing. This process turned out to be a far more complex than any of the audience had previously realized. The number of factors are many: who would be reading a proposal, how many people would be reading it, what time frame was

involved and how much information to include. Since many in the Jewish Day Schools had had little experience in this endeavor, they now walked away with far greater knowledge.

The lecture was followed by an informal tour of SAR High School. Opened four years ago, it is located in a newly constructed building which has a deliberately unfinished look: pipes are exposed and walls unpainted, allowing for the very open feeling, with much light streaming in. Indeed, most of the classrooms are not totally enclosed, and some have glass for walls, allowing the stroller to see what is going on inside.

Viewing this marvel of modern architecture was an interesting, as well as pleasant, experience in itself. It capped off a vital, informative afternoon.■

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when the Netziv became the head of the large and influential Volozhin Yeshivah, he fought the *Haskalah* by associating with *Ha-Levanon*, the Hebrew newspaper of religious Zionism, and forbidding his students to read works of the *maskilim*.

Dr. Perl's meticulous research has shown how these newspapers, now forever preserved, had made their way east and impressed and molded the Netziv and his society. These newspapers are an invaluable window into this vanished world.

Critical Views

The second speaker, Shaindy (Susan) Kurzmann, Information Literacy and Reference Coordinator at Ramapo College, presented the audience with "Knowledge is Power: Information Literacy in the 21st Century."

By ALA's definition and ACRL's competency standards, information literacy means:

•recognizing when and how much information is needed;

•accessing the information effectively and efficiently;

•critically evaluating the information and its sources;

•using the information effectively to accomplish a purpose;

•understanding economic, legal, and social issues surrounding the use of information;

•using the information ethically and legally.

In short: critical thinking, evaluation, problem-solving and decision-making.

The Middle States Commission on Higher Education includes information literacy assessment in both its evaluation and accreditation of colleges and universities. This greatly benefits libraries because it forces these institutions to hire librarians to teach information literacy.

Information literacy programs would provide content packaged in a variety of formats, in order to accommodate a diverse range of learning styles across the entire student population. Examples are traditional print-based guides, online tutorials, face-to-face teaching, podcasts, courseware, video, E-Portfolios, online reference, and E-Week database training sessions.

Beyond Place & Time

No longer is the library a place; rather, the place (wherever the student is) is to be transformed into the library. Under this new concept, the librarians must meet the students where they "live" and feel most comfortable.

Before 2006 Ramapo had had a bibliographic instruction program: one-time sessions were arranged and held in a special room in the library, while each pair of students shared a computer and the reference librarian's was projected onto a screen at the front. The librarian demonstrated print and electronic resources tailored for that course; typical sessions occurred immediately after a paper was assigned, the syllabus provided by the instructor. Databases were demonstrated and students tried them out during the session; the librarian could answer questions.

Under the new program, the salient feature is the embedding of information literacy content into the course itself, rather than presenting it in a separate stand-alone session. This process involved mapping the curriculum: librarians looked at the content of two introductory courses and typical major-related courses, and then determined where each information literacy skill could best fit in.

In this scenario, the librarians and the teaching faculty selected the course readings; the librarian provided instructional sessions; the faculty designed questions based on the librarian's presentation; the librarian is available for the students on a one-to-one basis. A popular and less time-intensive course was chosen: College English. At present faculty teaching College English are invited to participate in the information literacy program during meetings of the Faculty Senate.

The program provides instruction tailored for various learning styles and includes required attendance at a database workshop and completion of a mandatory assignment created by faculty. Assessment of information literacy can measure competency of individuals and/or groups. Baseline testing is done at the beginning of freshman year, again at the end of sophomore year, and finally at the end of senior year.

Ramapo uses Project SAILS, an evaluation tool focusing on groups. (ISKILLS, a more expensive system not used at Ramapo, evaluates each student individually.) Ramapo conducts individual session evaluations via three-minute post-session evaluation sheets.

Ideally, an information literacy program can be established by a campus-wide information literacy task force, although Ramapo has not yet been able to establish such a task-force.

Shaindy commented that Dr. Perl's source-critical approach to the Netziv is an example of information literacy skills: the use of subject index, and impact of western thought and invention on eastern readers. Clearly religious and secular communities had extensive interactions; perhaps, through information literacy, the same will hold true for colleges and universities.■

Ms. Ulric explained that Wikipedia (from the Hawaiian word "*wiki,*" for group) is a community-driven website that opens up numerous sharing possibilities. Wikis can be used to create path-finders, connect with others who are interested in specific collections of information, and for subject guides. And although not all the popular social networking sites are appropriate for schools, some like Flickr, a photo-sharing site, and the famous Youtube, the video-sharing site, are quite useful.

Ms. Ulric concluded that effective use of technology required major pedagogical shifts. Libraries must determine first what they want to accomplish—and then select the tools they consider most appropriate.

Search & Deliver

The next speaker was Kathryn Shaughnessy, Instructional Services Librarian and Fellow for the Center for Teaching and Learning, St. John's University. In "Delivering Substance: Using RSS and Podcasts to Deliver Quality Resources to Learners and Researchers," she delivered an animated presentation on the new electronic environment, Web 2.0 and RSS (Really Simple Syndication). Both of these allow for automatic delivery of documents through which a custom-made site can be readily built.

RSS is a growing method of delivering text and audio information, which is time-shifted, giving real-time notification of web-site update, or self-selected or personalized syndication. It is an informational broadcast in "lite-XML," or RDF. Users access RSS feeds at their convenience via aggregator or Feed-reader. First created in 1997, RSS has evolved into uses for news delivery, business applications, website updates, blogging (personal and information-sharing); podcast delivery; and education and research.

This environment has created a vital tool for up-to-date information and continuous text and audio (podcast) input. A simple download can deliver these to a blog, wiki, or webpage. Listeners can download at their convenience via desktop or laptop or on a personal player. These updates are valuable in a library setting as supplements to lectures or class projects as dissemination of news about the library; article sources such as ProQuest or Ebsco; as book updates for faculty; and as a way to store professional information.

Information can be targeted to the appropriate audience. Podcasts have burgeoned since January 2006, when iTunes offered "free" courseware

distribution. The benefits of podcasts are many: they offer the chance to learn a language or any material that needs to be listened to over and over; they are good for multitasking while commuting; and they can facilitate instruction between student and faculty members. Library podcasts can include lectures, instructions, news, outreach, scholarship, communication, or even audio tours. Podcast directories can be found on Google. Or, simply, make your own.

Practical questions are raised when setting up RSS in libraries, such as investment of money in a Feed reader, as well as investment of time to use a Feed reader. Time is also needed to build up a library's "personal" collection of sites – those of particular use to this library's needs. Over time, less helpful sites could be weeded out. Blogs would also be needed.

The cost involved is worth it when considering the strengths of using RSS in libraries:

•Richer resource base for research/reference;

•Facilitates keeping up in a specialty;

•Facilitates keeping abreast of news within the library's organization;

•Convenience of checking all sites at once, on your own time;

•Sharing/learning from library professionals;

•Saves time in the long run, since information comes to you, rather than vice versa.

Literature was distributed on how to locate RSS feeds (i.e. NewsGator), and its uses for guest lectures or distance learning. In addition, information was given on finding external podcast resources (i.e. Library of Congress, FirstGov).

What if your favorite site or journal doesn't have a feed yet? Try FeedYes (http://www.feedyes.com/) for the conversion process; just paste the URL of the page you'd like to "RSS-ify"–and presto! Instant feed. Good old Yahoo also does the trick: just click on the "News" tab, and preface your search with "*inurl:*", and then put in the URL of the webpage you would like news feeds from. If the website is written in compatible xml, Yahoo will generate a feed and an RSS icon.

Chat Rooms

In the final presentation, "21st Century Educational Techology: Revolution in Digital Space," Lynn Wishart–Associate Dean, Director of the Library, and Professor of Legal Research, Benjamin N. Cardozo School of Law, Yeshiva University—discussed technology and library users.

(Cont'd from previous pg.)

In the era of dwindling library recognition, it is vital that librarians keep libraries and the connected services in the sight and mind of the end-users. Whether K-12 or an academic environment, new technology is providing this spotlight with less difficulty than initially imagined.

Ms. Wishert began with a short overview of the chat and Instant Messaging (IM) features that many libraries have adopted. Although IMs had been underused for about a decade, it has resurfaced as both hardware and software which have been so enthusiastically adopted by the "digital natives." Although IMs provide less security for sensitive information such as passwords, the real-time feature is seen by many to be well worth the lack of protection. Certain IMs such as Meebo and Kool IM require no software to be installed on a PC, as they are web-based. For tips on using instant messaging and chat rooms safely, see: www.us-cert.gov/ca/tips/ST04-011.html. Ms. Wishert emphasized precautions to ensure that files and web page links (URLs) originate from a trusted source.

For the majority of the conference participants, the CMS (Course Management System) is probably the most valuable. Many K-12 schools, as well as academic institutions, employ these CMSs as learning aids. Some of their uses are faculty-posted readings, students' discussion boards, and class announcements. The library via hyperlinks can access online catalogs as well as online tutorials and wikis (a.k.a subject pathfinders or bibliographies).

Most of this technology utilizes Web 2.0, an interactive software program, which is already incorporated. As learning becomes a shared, collaborative experience, the library can cash in its worth by providing helpful internet links to web pages, documents, and RSS feeds.

Collaborating with faculty members, library staff can supply a seamless experience between the CMS and the library, with the latter's high quality information resources. Time permitting, librarians can establish a strong relationship with students and faculty. Students can become more aware of information sources and select among these sources with KM (Knowledge Management) intervention that is elicited by the class instructors, thereby promoting high levels of student scholarship.

In Touch

In addition to the traditional top-down model of peer-reviewed scholarship generated by juried journal articles, Web 2.0 technology again contributes to the scenario. With a services such as PloS ONE (Public Library of Science), readers and scholars can interact with one another. Since 2006, papers are given annotations online, discussed, and rated by readers after publication. With SSRN, RSS feeds may be sent out to subscribers. However, equally exciting is the possibility of being discovered via the Google search engine.

There were over 33,000 new papers posted on SSRN last year, and over 3.5 million downloads in the past year alone. RefWorks has the add-on RefShare, which allows collaboration, as its name implies. CiteULike imitates features found in del.icio.us and MySpace. Of academic interest is the feature that extracts citation details from documents on the web; the tagging mechanisms encourage both collaboration and socialization.

Open access is accomplished by archiving digital works in online working paper repositories such as SSRN. According to Ms. Wishert, forty percent of law schools use some form of open access repository for the purpose of making scholarship accessible. These "IRs," as they are called, are both institutional and discipline based. The IRs' secondary, if not primary purpose, is to preserve institutions' digital assets, such as faculty and student scholarship, data set from empirical research, and digital teaching materials. For those interested in IR software, ProQuest has Digital Commons, which is based on software developed by bepress (Berkeley Electronic Press). RSS feeds and customized email alerts are possible. In addition, personal searches can be saved and vocabulary customized.

The conference program was followed by a tour of the Jewish Children's Museum, the library of which was covered in the Fall-Winter *NYMA News*. Attendees walked away appreciative not only of the museum's contents and mission statement, but of their own mission as well—as disseminators of future information technologies.∎