Title of presentation as announced in Program Book: *"Freshman Seminar: Budgeting, Acquisitions and Collection Development,"* by Etta Gold, Sherry Wasserman and Fred Isaac.

Description:
This session is intended to acquaint new librarians with the basic aspects of running a library. The speakers will each discuss one part of the job. Etta Gold will introduce various administration functions within the library; Sherry Wasserman will talk about automation, and Fred Isaac will present an overview of Collection Development.

Etta Gold has the title of Reform Jewish Educator and holds a Masters of Library Science. Etta has been Library Director at Temple Beth Am since 1996, where she is delighted to announce the opening of the newly remodeled and greatly enlarged library. Prior to earning her MLS, she worked for many years in Jewish education as a teacher and administrator. She is very active in the national Association of Jewish Libraries where she has served on various committees - the AJL Accreditation Committee, the Sydney Taylor Book Award Committee, the Chapter Relations Committee - and is a past president of the SSC division.

Freshman Seminar
AJL Convention, Chicago -- July 2009
Creating Functional Policies
Presented by Etta D. Gold, Temple Beth Am of Miami, Florida
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Sample Policy Statements

Mission Statements

A written statement of purpose outlining the goals and activities, the vision and values of the library is essential in establishing its character and makeup. It also ensures that everyone – staff, patrons, sponsors – all know exactly what the intentions and aspirations of the library are.

Sample #1:
The mission of the Temple Beth Am Library is to provide materials of education, entertainment, and enrichment for our schools, congregation, and community. The Library staff shall coordinate programs to supplement and enhance the variety of educational, social, and spiritual activities and events that take place at Temple Beth Am. The Library staff is committed to excellence and service that brings about a positive experience for every library user.

Sample #2:

The Samuel and Rebecca Astor Judaica Library is dedicated to serving the San Diego
community at large as a central source of Jewish knowledge by providing access to
information in support of the mission of the San Diego Center for Jewish Culture: to
promote Jewish culture, heritage and creativity in the arts. Special attention is given to
materials that supplement the programming of the Lawrence Family Jewish
Community Center and the San Diego Center for Jewish Culture. The SRAJL also
maintains extensive special collections on both the Nazi Holocaust and Israel.
Our vision statement: The SRAJL will be a central and vital part of the San Diego
Jewish community by providing access to information in all formats in the areas of
Jewish heritage and culture. It will provide for all of the information needs of its
patrons and will be a central reference source for Judaic information not contained
within its own physical facility.

Samplings of public library mission statements are published on the web at:
http://www.sldirectory.com/libsf/resf/studies.html

Collection Policy Statements

A formal written statement of the principles guiding a library's selection of new books
and materials, including the authority and criteria used in selection and weeding can be
very helpful, even indispensable, to a smooth operation. The policy should include a
carefully considered written 'selections policy' that covers gifts and other donations.
This, along with regularly scheduled evaluations and inventories serves to document the
current collection, pursue lost books and "holes," discard out-of-date and tattered books,
while establishing a framework for future acquisitions.

Sample #1:

The school library media specialist is responsible for materials selection, acquisition, and
collection development. Guidelines in materials selection include:
- o Ensuring that all subjects in the curriculum are supported and
  strengthened.
- o Ensuring that adequate reading materials are available to meet demand.
- o Reviewing requests of the library community.
- o Ensuring that materials are appropriate for the level of the K-5
  community.

Materials selection is made by consideration of review media, announcements of new
publications by publishers, user recommendations, librarian personal review, study of
bibliographies on specific subjects and examination of present collection.

Sample #2:

The evaluation of materials is characterized by flexibility, open-mindedness, and a
responsiveness to the changing needs of the library community. Because needs
change, the materials must be evaluated initially and on a continuing basis. Materials
are evaluated as a whole and not on the basis of a particular section or sections. A
work will not be excluded from the library's collection because it presents an aspect
of life honestly, as long as it is age appropriate. Criteria for selection may be

different for different items at different times. Sometimes the criteria include artistic merit, scholarship, award winners, or the value of the material to the informational needs of the community. Sometimes the criteria is substantial demand, i.e., current trends in teaching, series books, interdisciplinary units taught in themes.
Recreational materials are collected to provide enjoyment, stretch the imagination, cultivate a love of learning and reading, stimulate creativity, supplement study, and provide an awareness of many different ideas.
To build a collection that is vital and useful to the community, the Library strives for prompt acquisition of new materials and elimination of worn-out and dated materials.

Purchase requests - patron and staff requests are carefully considered and weighed in relation to the total library collection and budget.

Gifts of materials that have no conditions as to use, location, rebinding, or disposal are accepted by the library, and may be added even though they would not have ordinarily been purchased. Generally, the same standards of selection are applied to gifts.

Duplication - Duplicate copies of materials are purchased to take care of permanent or temporary demands, i.e., dictionaries, thesauri, class sets of fiction titles, materials used in school wide units, books for Accelerated Reader.

Replacements: In considering replacement of library materials withdrawn because of theft, damage, or wear, each case is weighed with regard to several factors. If there are duplicate copies, other books that adequately cover the subject area, similar material that is more recent, and demand for the title are all considered. In the book collection, superseded editions are weeded regularly and replaced with the latest editions. Every effort is made to replace important titles.

Samplings of Collection Development Policies are published on the web at:
http://paarl.wikispaces.com/Useful+Links#Samples

Weeding Policy Statements

Weeding should entail the same care, thought and judgment as selection. Thought should be on the goals of the library as well upon the availability of funds for replacement of existing titles before older titles that are still useful for the collection are weeded.

Sample #1:

Books that should be weeded from the collection include:
- Duplicate copies of titles that are no longer in demand; Three to five years without circulating and librarians knowledge that it has not been used in the library for reference.
- Titles which have been superseded by newer editions;
- Books that are worn, damaged, or not in sufficient demand to justify extensive repair or rebinding;
- Books that contain out-of-date material and which are superseded by more current titles in any given category.

- Sets of textbooks and old textbooks unless single copies are to be used for reference;
- Sets of readers which can be returned to the classroom or other storage areas.

Sample #2:

Our librarian shall consider the physical condition, qualitative worth and quantitative worth of the item, and look for the following things:
last date of circulation (3 years with no circulation + 10 years old)
physical condition
timeliness
bias
reliability
in or out of style/fad
interest
duplicates
superceded editions
subject areas
material type - Super8, beta tapes, floppy disks
technical aspects - sound, equipment needed
content relevance
The librarian shall weed accordingly

Samplings of weeding policy statements are published on the web at:
http://eduscapes.com/sms/access/weeding.html

Sherry Wasserman, M.L.S., is currently the volunteer librarian at Congregation B'nai Moshe in West Bloomfield , Michigan . She received her library degree from the University of Michigan and served as Head of Adult Services and Automation Manager for the Oak Park Public Library in Oak Park , MI for 28 years until her retirement. In addition to her volunteer work at B'nai Moshe she is active throughout the Jewish library community in Metropolitan Detroit helping other Jewish libraries to automate their collections.

LIBRARY AUTOMATION
prepared for the
Freshman Seminar
Association of Jewish Libraries Convention 2009
By Sherry Wasserman

Outline of Presentation

1. Preparing to automate
   a. Issues to consider before you begin selecting an automation system
   b. Issues to consider when you begin selecting an automation systems

2. Standards for automated libraries
   a. MARC
   b. Z39.50
   c. Unicode

3. HOW DOES AUTOMATION WORK?
   a. Barcodes

4. IT'S HERE NOW WHAT?
   a. Setting system parameters
   b. Creating the item catalog
   c. Creating the patron database
   d. Circulation

5. Conclusion

LIBRARIES AND AUTOMATION

PREPARING TO AUTOMATE

I want to begin with how to approach thinking about automating your library and selecting an automation system. First of all, automation takes time and effort; it will not be accomplished in a day. You need to plan for it, research systems and after purchasing and installing your choice, you still have to input the data into it before it can be used. Build time considerations into your planning. And always remember this important fact: there is no perfect automation system out there, and there never will be.   When you chose a system there will always be something about it you wish was different or that you feel is lacking. Begin your automation planning by considering these four issues.

1**. Know your short and long terms goals before you go shopping.** Ask and answer two questions. First, what do you need and want the system to do now, right away, today? Second, what do you ultimately want to be able to do with this system? For example, are you thinking of just automating the catalog now, or do you want to automate the circulation function too? If just the catalog now, do you think you will want to automate circulation in the future? How does the Internet fit in to your goals?

2. **Have a clear idea about how much money you can afford to spend**. Finances will determine which of the many automation systems out there you can even consider. But always keep in mind the possibility that long term cost savings might result by purchasing up front to accommodate long term goals. Should you be looking for an integrated system that comes in one package, or a modular one that allows you to purchase cataloging and circulation separately? Recently, Open Source systems such as OPALS have become available, which are less proprietary. What is more cost effective in the long run? Remember to factor in the ongoing costs of technical support and telecommunications charges (internet access).

3. **Think about hardware as well as software**. Do you own any computers now? How old are they? Will they be suitable to run a library automation system?   Do you

need a server or server software? Do you need a dedicated staff computer? How many access points do you need for your patrons to search the catalog? What about printers? In short, do you have appropriate hardware or do you need to purchase that too. Hardware is not included in the price of an automation system; neither is the operating system of your computer that the automation system in installed on (such as Windows, or Server Software).

4. **Internet access**. How will your institution provide Internet access for your patrons? How will email factor in for communicating with your patrons. Do you want your catalog to be available on the WEB? Should it be WEB-based from the beginning?

Once you have dealt with those questions, then, you are ready to start looking at actual systems, be sure and consider these issues.

1. Does the system meet established standards? I'll explain these standards soon.
2. Does the system provide good security? Are there different levels of access to the data to protect your item catalog and your patron database? Your patrons should not be able to do anything with your catalog except search it. Only the librarian or other designated staff should be able to add, delete or make any other changes to the catalog. And you need to protect the privacy of the patron database. And finally, how does the system backup your catalog and circulation data?
3. Does this system provide ongoing technical support? How much does it cost each year? Does it have a good track record?
4. Does this system look towards the future? Does it provide software updates at no cost to correct problems and keep the system current? Does it provide for growth and expansion?
5. What systems are your colleagues using and how do they like them? This is a resource that is often ignored. Selecting the same system that is already used and liked by someone close by, with whom you can consult, can be a great help as you go through the process and as you begin to learn to use the system you have purchased.

STANDARDS FOR AUTOMATED LIBRARIES

As with anything else, there is a right and a wrong way to automate a library. There are three important standards that relate to automating your library.

1. MARC CATALOGING STANDARD

. MARC, M-A-R-C, is an acronym. It stands for **MA**chine **R**eadable **C**ataloging record. **"Machine-readable"** means that a machine in this case, a computer, can read and interpret the data in the catalog record. **"Cataloging record"** means all of the information in each part of the bibliographic record, or the information traditionally shown on a catalog card. Every automation system that is MARC compliant, that creates its catalog records using MARC, will be able to understand the records of any other MARC compliant system. If you are going to have an automated catalog you should create the catalog records using MARC.

2. THE Z39.50 PROTOCOL

And what does Z39.50 mean??? Z39.50 is a computer protocol that can be implemented on any operating system and that **defines a standard way for two computers to communicate for the purpose of information retrieval.** It allows two computers to talk to each other and exchange information even if they are running different systems. And what does that mean? Simply, it means that if your automation system and your electronic catalog meet the Z39.50 standards then the catalog can exchange data with any other electronic computer catalog that also meets the Z39.50 standards. This allows you go to other libraries' online catalogs and search them for MARC records and import information from them. That is how you are able to obtain MARC catalog records from them. It allows for full use of the Internet by your automation system. In order to import catalog records, you need to be Z39.50 compliant.

3. UNICODE STANDARD

This is a standard that is becoming more important to Jewish libraries because it governs the display of Hebrew. Officially called the Unicode Worldwide Character Standard, Unicode is the international standard for the representation, transmission, interchange, processing, storage, input and display of the written form of all the diverse

languages of the world, including Cyrillic, Han Chinese, Japanese, Arabic, **Hebrew**, Korean, Bengali, and so on, as well as additional symbols. If you want to import cataloging records for Hebrew language materials you need to utilize Unicode.

Yes, you can create an electronic catalog using any ordinary database software like Microsoft Access, but it is NOT RECOMMENDED because the catalog you create does not conform to the cataloging standards which are used and accepted internationally. It will not integrate itself with other automated catalogs, provide keyword searching, or coordinate with a patron database to track circulation. It is a lot of work, and if you do it, someday when you want to participate in these other areas of library automation, you will have to start over.

The question of whether or not to automate your library should be decided early on in the planning stages as you develop your library's Mission Statement and other policies. The process of automating the library is something that requires separate and careful planning. Hopefully, these guidelines will help in this process.

HOW DOES AUTOMATION WORK?

Very simply automation works by joining a unique number that has been assigned to each item in the library to a unique number that has been assigned to each patron that uses the library. When an item is charged out the system merely attaches the number of the circulating item to the number of the patron taking it. Everything the automation system does is based on the information about the patron found in the patron record attached to his/her number AND on the information about the item found it its catalog record attached to its number. When the item is returned the two numbers are separated.

These unique numbers are called **BARCODES**. They are the machine-readable symbols of patterns of black and white stripes (often called Zebra stripes) that encode the sequential numbers used to identify and differentiate every individual item and every patron in the library. Barcodes can be simple or more complex. Public and academic libraries use a 14 digit barcode called a codabar barcode. It is what you are probably used to seeing in library books. They can be purchased from barcode suppliers. But small

libraries probably don't need to purchase codabars because they don't need all the information stored in them. Many of the library automation systems include a way to print your own barcodes that show only a sequential numbering that will be just 4, 5, or 6 digits long and just counts up; some allow you to print more complex barcodes that distinguish between patrons and items, identify your institution and contain a safety numeral called a check-digit that protects against mistakes.

IT'S HERE… NOW WHAT?

Okay, you did the planning and the research, you have the hardware and the internet access and you have selected an automation system. It has been installed. Now what do you do with it? You enter the necessary data to allow it to properly track your library activities. There are three types of data that need to be inputted. They are the system parameters (particularly the circulation parameters), the item catalog records and the patron database.

SETTING SYSTEM PARAMETERS

The first thing you do is set up the System Parameters. These are the rules that will govern how the system will work. Usually they are setup in an administrative area of the automation system. They will include (among other things) the calendar of open and closed days, the types of patrons that will be using your library (such as member, staff, student, non-member, ILL etc.), the types of items your library will be collecting (such as Reference, book, J book, video, DVD, CD, magazine etc.), and the relationship between these patron types and item copy types. These relationships define what patron types can take out what item types, what the loan periods will be, and what fines they will be charged. You get to mix and match them. There are many more things to do as you set up the system parameters that cover catalog searching, printing, and the creation of reports, but I am focusing on the catalog and circulation.

CREATING THE ITEM CATALOG DATABASE

The catalog is the index to your collection. Every **title**, no matter what it is, will have a record in the catalog. The automated catalog record is created once and then can be searched by any method – author, title, subject or keyword.

WHAT IS A MARC RECORD?

To work properly, the automated library catalog must be made up of MARC catalog records. MARC does not work like an ordinary regular database because it contains more than the bibliographic information about the item.   Imbedded inside the MARC record are codes that act as signposts to enable the computer to interpret and display the information correctly. The signposts are known as **MARC tags**. The different pieces of information that make up a catalog record, the author, title, and description of the item, the publication information, the subject headings, summary notes etc., are entered into fields and sub-fields that are each associated with a MARC Tag that defines what each piece of information is.   Look at your MARC tag handout. It shows the tag numbers for basic MARC cataloging along with the most frequently used sub-divisions. Notice the dollar sign. In MARC cataloging, each tag and sub-division is preceded by a $ which alerts the system that a tag designation is following, then after the tag designation, the actual information is entered. How this works is highly technical and all information must be entered correctly in order for the catalog to show up correctly on the computer display. Computers are unforgiving, if the information is entered with the wrong tag, or without a designator it will display as a jumble. Remember the first rule of computers GIGO - garbage in, garbage out!

Using MARC may seem complicated and scary, but most automation systems provide a MARC template for cataloging from scratch. Basically, you fill in a form and the system adds in the correct MARC tag. Probably, the only thing you will definitely have to catalog from scratch is material that is produced in house because we are living in the digital age and almost everything you may purchase for your library has already been cataloged somewhere, is available online, and can be electronically downloaded directly into your automation system.   Most systems provide for downloading from the Library of Congress and for those of you who are working with Avi Chai, there is an Avi Chai Union Catalog that you can download from. Some library jobbers will provide the

cataloging for you electronically too. But remember, to download records, your system must be Z39.50 compliant. Of course, when you are downloading, you are getting the description of the item and the subject headings. You **DO NOT** get your item copy holdings information.

INDIVIDUAL HOLDINGS

Once a record is created or imported and in your catalog, you still have to show that you actually own one or more copies, to identify each of them, and distinguish between them. This copy information is inputted manually by a process called **LINKING** when you inform the system that you actually own the title and LINK your copy to the record. This done using barcodes we already spoke about. The barcode itself is placed on the item being linked, and then the barcode number is scanned into the MARC record. Any number of copies can be linked to the record. Every copy must be linked individually so it has hits own number. Barcodes take the place of copy numbers in an electronic catalog. Counting how many barcodes are linked to a title tells you how many copies you own. Multiple barcode numbers attached to one record do not have to be sequential; they have no relation to each other. The computer knows that anytime it sees a particular number sequence it means a particular copy of a specific title. And, at the same time that you link the barcode, you assign the shelf location, material type and any other information you want to know about the individual copy such a price, date of acquisition, vendor etc. Of course, all of these pieces of information have an appropriate MARC tag.

Let me digress a moment and say a little about shelf location, commonly known as the "call number". The shelf location is always assigned by the librarian and is governed by the CLASSIFICATION system you use. The most common general classification systems in use are the Library of Congress System, used mainly by academic and large libraries, and the DEWEY system used mainly in public and school libraries. Both have significant deficiencies for use in Jewish libraries. The two main classification systems used in Jewish libraries are the ELAZAR system and the WEINE system. Both are good, neither is perfect. Talking about them is another lecture. But do remember this: the classification system you choose to use is totally arbitrary and has nothing to do with what automation system you use. Any classification system can be

used with any automation system. I do recommend using one designed for Jewish libraries.

CREATING THE PATRON DATABASE

The patron database is a catalog of everyone that uses the library. Like all databases, information is entered in separate fields. It usually includes fields for first and last name, mailing address, telephone #, & email address. It also includes a field designated for entering the <u>patron type</u> used to identify his/her relationship to the library. It may include other information as needed by your library, for example grade and homeroom if you are a school. Every patron has a patron record (just as every title has a record in the catalog). Each patron record is then linked to a unique barcode and that barcode number is their Library ID number. Patron records can be created manually, one at a time, via a patron template, or they can be imported into a system from some other database that may already exist in the school or synagogue office. You do not need to give the patron a copy of their barcode patron number unless you want to issue library cards. Patrons may need to know their number eventually in order to place Holds. Patron information can be accessed and searched by ID number, or other identifying fields.

RUNNING AUTOMATED CIRCULATION

Once you have set your parameters, created your item catalog and patron database you are ready to begin circulating materials. In an automated circulation system there are areas for charging and discharging materials. You go into the check-out area and scan or type in the barcode of the patron followed by the barcode of the item(s) being taken out. The joining of those barcodes tells the computer everything it needs to know to assign a due date, track information to assess fines, create overdues and bills, to renew materials, and to place holds etc., because all that information is included in either the item record, the patron record or the circulation parameters you created at the beginning. When the material is returned, enter the check-in area and scan or type the item barcode. The

system will calculate and save fine information if necessary and separates the patron from the item. In addition the system collects statistics and allows you to create and print out reports about the library's activity.

IN CONCLUSION

Automating your Jewish library is becoming more and more necessary to provide the services needed by our patrons. It requires careful planning and preparation to be ready to meet the initial and ongoing costs associated with it. It is important to do it right from the beginning and meet all Library Automation Standards. It is not as hard as it sounds but it does take time and diligence. Your patrons, whether they are students or synagogue members, will all appreciate its convenience and efficiency. So will you. Public libraries and public school libraries are already automated, Jewish libraries should be too.

Basic Divisions of the MARC 21 Bibliographic Record:

0XX   Control information, numbers, codes
1XX   Main entry
2XX   Titles, edition, imprint (in general, the title, statement of responsibility, edition, and publication information)
3XX   Physical description
4XX   Series statements (as shown in the book)
5XX   Notes
6XX   Subject added entries
7XX   Added entries other than subject or series
8XX   Series added entries (other authoritative forms)

MOST FREQUENTLY USED MARC TAGS

MARC TAG	DESCRIPTION
010	Library of Congress Control Number (LCCN) $a = LCCN
020	International Standard Book Number (ISBN) $a = ISBN
100	Personal Name Main Entry (author) 1# = Surname (most common) $a = Personal name $b = Numeration $c = Titles and other words associated with a name $q = Fuller form of name $d = Dates associated with a name (generally, year of birth)
245	Title Information $a = The title proper $b = Subtitle $c=Statement of responsibility
250	Edition $a = Edition statement
260	Publication Information $a = Place of publication $b = Name of publisher $c = Date of publication
300	Physical Description $a = Number of pages $b = Other physical details (illustration information) $c = Dimensions (cm.) $e = Accompanying material (teacher's guide, manual, etc.)
440	Series Statement $a = Title $v = Volume number
500	General Note $a = General note (no specialized note field has been defined)
504	Bibliography, etc. note $a = Bibliography, etc. note
520	Annotation or Summary Note $a = Summary, abstract, or annotation $b = Expansion of summary note

600	Subject Heading – Personal Name 0# = Library of Congress Subject Heading 1# = LC Subject Heading for Children's Literature 5# = Canadian Subject Heading $a = Personal name $b = Numeration $c = Titles and other words associated with a name (R) $q = Fuller form of name $d = Dates associated with a name (generally, year of birth) $t = Title of a work $v = Form subdivision $x = General subdivision $y = Chronological subdivision $z = Geographic subdivision (R)
650	Subject Heading – Topical $a = Topical term $v = Form subdivision $x = General subdivision $y = Chronological subdivision $z = Geographic subdivision
651	Subject Heading – Geographic Name $a = Geographic name $v = Form subdivision $x = General subdivision $y = Chronological subdivision $z = Geographic subdivision
700	Personal Name Added Entry (joint author, editor, or illustrator) 1# = Surname $a = Personal name $b = Numeration $c = Titles and other words associated with a name (R) $q = Fuller form of name $d = Dates associated with a name (generally, year of birth) $e = Relator term (such as ill.)

GLOSSARY

1. Barcodes
   Machine-readable symbols of patterns of black and white stripes that encode
   sequential numbers used to identify and differentiate every individual item in library.

2. Cataloging
   The process used to index a library's material holdings. It includes a bibliographic
   description of the titles, content subject headings, classification shelf location and
   holdings information.

3. Classification
   Subject arrangement of materials on the shelf. Classification by subjects allows
   browsing by subjects since like subjects are kept together. The classification number
   or word is placed on the book and the corresponding cataloging record to act as an
   address for patrons to use to find the material.

4. MARC Record: MAchine-Readable Cataloging record
   Machine-readable: "Machine-readable" means that one particular type of machine, a
   computer, can read and interpret the data in the cataloging record.
   Cataloging record: "Cataloging record" means a bibliographic record, or the
   information traditionally shown on a catalog card.

5. Linking
   The process by which you tell an electronic catalog that you own a copy of a
   particular title.

6. National Information Standards Organization
   NISO, the National Information Standards Organization, a non-profit association
   accredited by the American National Standards Institute, identifies, develops,
   maintains, and publishes technical standards to manage information in our changing
   and ever-more digital environment, including library cataloging and information
   retrieval.

7. Shelf Location
   A word or number that designates the classification of the title and therefore its
   location on the library shelf.

8. UNICODE Worldwide Character Standard
   Unicode is an entirely new idea in setting up binary codes for text or script
   characters. The Unicode system is the International standard for the representation,
   transmission, interchange, processing, storage, input and display of the written form
   of all the diverse languages of the world, including Cyrillic, Han Chinese, Japanese,
   Arabic, Hebrew, Korean, Bengali, and so on, as well as additional symbols.

9. Z39.50 Information Retrieval Protocol (Z39.50/ISO 23950)

A computer protocol that can be implemented on any operating system and that defines a standard way for two computers to communicate for the purpose of information retrieval. A Z39.50 implementation enables one interface to access multiple systems providing the end-user with nearly transparent access to other systems.

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http://home.earthlink.net/~ddstuhlman/jln-home.htm
Fall 1998; Winter 1998-99; Summer 1999

Understanding MARC Bibliographic: Machine-Readable Cataloging, 7th ed.
Written by Betty Furrie in conjunction with the Data Base Development Department of the Follett Software Company
Library of Congress, 2003
http://www.loc.gov/marc/umb/

OTHER HELPFUL LINKS

http://www.librarytechnology.org/companies.pl?SID=20090623759887695&code=vend
    Link to: Library Technology Guides: Automation Companies

http://www.loc.gov
    Link to the Library of Congress

http://jewishschoollibraries.pbworks.com/Cataloging?mode=print
    Link to information about OPALS and to utilizing the Avi Chai Union Catalog

http://jewishlibraries.org/ajlweb/
    Link to the Association of Jewish Libraries' website

stwasserman@sbcglobal.net
    The presenter's email address

Ten Automation Systems (there are many more)

Company Name	Web Address
Alexandria	http://www.goalexandria.com/
CyberTools for Libraries	http://www.cybertoolsforlibraries.com/
ExLibris	http://www.exlibris.co.il/category/Aleph
Follett Software Company	http://www.fsc.follett.com/
Mandarin	http://www.mlasolutions.com/
OPALS - OPen-source Automated Library System	http://www.opals-na.org/
ResourceMate	http://www.resourcemate.com/
Softlink America	http://www2.softlinkint.com/7us/welcome
Surpass Software	http://www.surpasssoftware.com/

Fred Isaac is a long-time member of AJL. He was Director of the Jewish Community Library in San Francisco, and is currently the Librarian at Temple Sinai in Oakland. He has also served as Collection Development Librarian in University settings, and as a library Administrator His career also includes time in academic libraries as Collection Development Librarian. In his work with AJL he has served as SSC President, and as a member of the Sydney Taylor Book Award Committee, and has reviewed numerous books for the AJL Newsletter. In 2008 he received the AJL's Fanny Goldstein Merit award.

Freshman Seminar Outline
AJL Convention, Chicago -- July 2009
Collection Development Issues: An introduction
Fred Isaac

Introduction:
> Types of Library/Resource Center
>> Synagogues, Centers/BJE, School, Academic
> Place on the range of Observance – non-sectarian or Movement-related

Every type of library – indeed every individual institution – should have its own frame of reference and its own particular needs. This is obvious, but needs to be stated.

Books

General question:
> What is your institution's definition of a Jewish Book? Author? Topic? E.g., Philip Roth and *Schindler's List*

Book types
> Adult
> Children
>> Fiction
>> Non-Fiction
>>> Holocaust
> Question: Intended vs. Actual audience.
>> Examples: *Rose Blanche*(Innocenti*)* and *Peanut Butter & Jelly for Shabbos* (Rosenfeld)
>>> Holocaust-subject Picture books

Review Sources (true also of Media):
> AJL Newsletter, Bibliography Bank, Values Finder.
> New York Times, Library Journal & SLJ, Horn Book and other general

publications frequently review Jewish material. But the reviewers may not be Jewish, or may not have the knowledge or references you do. This is especially true of Holocaust and Israel-related material, but it's true in a more general sense as well. Don't ignore them, but use them with caution.

Cataloging:

What system to use? I prefer not Dewey; too much is too close for easy use by patrons. Under 10,000 items, use either Weine or Elazar. They were specifically created for Judaica collections. Above 10,000 adult items, use LC.

Video material & Music
While there's an enormous amount on DVD & BlueRay out now, don't throw your Videos out yet. Verify that the titles you want are available. Maybe hold some "old-format" things as duplicates.

The same thing is true of Music. Some things are still available only on record or tape. Do you want to pay for permission to copy? Check the Copyright Law before copying for circulation.

Budget question: *"Whose money is it?"* Make your own informed decisions, and stick to them! Make alliances with your teachers and/or Senior Staff (Rabbis, Principals, etc. Let them see what you do, and invite input. But do ***not*** give up control of the funds.

Computer-related material
1. Websites
   Personal visits. As with book reviews, don't rely on reviews by others. Your situation and clientele may well be very different from the reviewer's.
   What do you do with Wikipedia? What about Facebook and YouTube? Should your clients/students use these sites? What are their benefits and limitations? Should you have a standing policy on this? Work with your teachers and parents. Be aware of their concerns, but make your own judgments.
   Information sites
   Israel & Holocaust-related sites are like books. Review them before recommending. Be open, be careful, be creative here.
2. Blogs – Watch for biases, both pro and con
   Create your own, to inform and communicate with your audience & staff
   Put important information about your library on the institution website
   Develop and post Bibliographies for members, parents, teachers, classes
   Postings of information
3. Wikis – Learn how to use them. Visit other examples. Lots of places have them.
4. What's your policy on personal email use? What about Teacher postings?

Final Question:
   What is NOT acceptable in your setting?
      Justice White on Pornography
   What's the difference between "in-school" and "after-school" uses?

Policies – Etta has given you guidelines.
   Write them out. Make them clear, defensible, and adjustable.
   Post and circulate them. Be as stringent as you can hold it. Don't be afraid.