Connections: The ACRL/NY Newsletter

ACRL/NY
Association of College and Research Libraries
The Greater New York Metropolitan Area Chapter

Volume 28, Issue 3 **Fall 2010**

A Message from the President, Susanne Markgren

2010 has been a busy year as usual for ACRL/NY. The symposium committee is planning an exciting program for December 10 and we expect a full house. Please remember to register for this engaging annual event at http://acrlnysymp2010.wordpress.com/

The discussion groups have been meeting throughout the year. If you are interested in joining a discussion group, please contact the group leader (listed on http://www.acrlny.org).
Each group holds a meet 'n greet once a year. This meeting allows for members and non-members to learn more about the discussion groups and to share their own ideas for the direction of the group. Our membership is growing which tells us that our mission "to improve library services, encourage the exchange of ideas and information, provide networking opportunities for librarians, and seek greater cooperation among academic and research libraries" is important to librarians in the greater New York City area. We need to continue offering new and exciting programs and services.

To do this we need your help. Please share your ideas with the executive board, think about joining the symposium committee, or apply for open positions on the board. Most importantly, attend the programs and events that we offer throughout the year and encourage your colleagues to join our association.

Apart from our events, we have a few new initiatives in the works. We are currently updating and streamlining our web site (http://www.acrlny.org) and we plan to unveil our new web site in 2011. Also, we are in the beginning stages of developing a mentoring program for metro area academic librarians. We hope to have something in place by the Fall of 2011. In the mean time, you can get updated information on our programs on our Facebook Fan Page (http://www.facebook.com/pages/ACRLNY/55036938938) and our events blog.
Enjoy the rest of the semester!

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Update on the ACRL/NY Symposium on December 10th, 2010

The annual ACRL/NY Symposium is about a month away and preparations are well under way. The symposium committee has been hard at work since January and this year's event is shaping up to be quite an event. The symposium theme is **design** and is entitled '***Innovation by Design: Re-visioning the Library***'. Our speakers are coming from all over the country and from a wide range of professional backgrounds, all related to libraries of course.

On December 10th we will be welcoming Bill Mayer from American University, Leah Buley from Adaptive Path, Aaron Schmidt from the District of Columbia Public Library and INFLUX, and Lauren Pressley from Wake Forest University.

In addition, we have recently learned that we will have a special guest attending our symposium, Marilyn Johnson, author of the recently published ***This Book is Overdue***.

We look forward to seeing you there! If you have not signed up, please go to the Symposium web site and click on the registration tab.

Please note that we do not take walk-ins on the day of the symposium. To register for the Symposium, please visit http://acrlnysymp2010.wordpress.com

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Chronicling America: Historic American Newspapers
How The Library of Congress Provides Yesterday's News

Chronicling America: Historic American Newspapers is an exceptionally valuable (and free!) online resource that can be used by a variety of patrons potentially from middle school students to academic researchers and local history enthusiasts.

http://chroniclingamerica.loc.gov

The web site, part of the Library of Congress's *Chronicling America* collections and funded by the National Endowment for the Humanities, provides both a comprehensive newspaper directory as well as complete, full text searchable local newspaper editions from a variety of states.

Looking for Yiddish language labor newspaper published at the turn of the century? This newspaper directory allows users to search a variety of attributes, including ethnic audience, publication frequency, the date range of a publication, location, and even labor group. The results give extensive bibliographic information, including repositories and format. The directory even covers early America and extends back to 1690 and up to the present.

In addition, *Chronicling America* also provides full text pages and entire editions of a variety of local newspapers from between 1860 and 1922. Users can view individual articles and images of the complete pages, zooming in or downloading PDF versions of the images or just browsing the paper like they would if it were published yesterday. There are a variety of access points for using the papers—through a particular publication date, state, or by title. The site provides a chart of the titles and their date ranges. The date ranges of most papers cover two major events in American history, the Civil War and World War I.

Even with having so much to offer, *Chronicling America* is neither expensive nor difficult to use. I showed first year undergraduates (who have never used the library or its databases before) how to use the site for a research paper. The instruction lasted less than 15 minutes and they were all able to use the site and find the information they needed without difficulty. Many even preferred it to the Proquest database, and all preferred it to using microfilm. Colleagues in the History Department found the site helpful as well both for teaching and for conducting their own research.

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ACRL/NY Education /Curriculum Librarians Day in New York

The ACRL/NY Education /Curriculum Librarians Discussion Group hosted a "Day in New York with Curious George and the Bank Street College of Education" on April 9, 2010.

For the first part of the program, we met at the Jewish Museum in New York City. We attended "Curious George Saves the Day: A Workshop for Librarians". Louise Borden, author of *The journey that saved Curious George: the true wartime escape of Margaret and H.A. Rey* gave an intriguing presentation outlining her creative and research process.

Borden first became aware of the Reys' escape from wartime Paris just before the Nazi occupation, through two sentences in an article published about the classic children's books and their authors.

Later trips to Paris and the de Grummond Collection in Mississippi, provided her with the necessary material for her book. With just a few clues, and by examining the detailed notebooks of H.A. Rey and the photographs of Margaret Rey, she was able to trace their exact journey to freedom. She was able to provide photographic proof of some of the places and people that inspired the book. (H.A. Rey, smoked a pipe as did the Man in the Yellow Hat, the chair in the Paris hotel room in which they lived is found in the illustration of Curious George's room). Borden also traced the evolution of the character from Fifi the monkey in one of their earlier books to Zozo (U.K.) to George (U.S.).

After the author presentation, our groups toured the exhibit with a docent, and then were led through some educational activities by two educators on the museum's staff.

After a quick trip on the crosstown bus, we arrived at the Bank Street College of Education. We were given a tour of the library by the Library Staff: Carol Van Houten, Lisa Drasek, and Frank Jollife. Their library serves not only as a resource and research library for graduate students, but also as a school library for the Bank Street School, a K-8 facility. The library also contains an archive of the Bank Street educational toys developed at the college, rare children's books, and textbooks.

Since the demise of the Donnell Library, the Bank Street Library is the only library that serves the needs of children's literature researchers in the metropolitan New York area.

To find out about the next meeting (members only) of the ACRL/NY Education /Curriculum Librarians Discussion Group contact Amy Catalano at Amy.Catalano@hofstra.edu or Sheila Kirven at skirven@njcu.edu

Not a member ? Visit http://www.acrlny.org/membership.htm and join ACRL/NY today!

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Data.gov: Data for all Disciplines

As an information literacy instructor at ASA Institute, I teach LIB 100, a two credit course adhering to the ACRL's Five Standards of Information Competency. I always begin my class with my trademark "web site of the day." Among my standard selections are: LinkedIn and Medline, but I am always on the lookout for innovative, user friendly web sites for students. I recently came across, Data.gov; a useful resource for students across the disciplines of ASA Institute (medical, business, computer, and criminal justice). Data.gov (http://www.data.gov), created in May of 2009, provides raw data and geodata from the federal government.

Data.gov's mission is "to increase public access to high value, machine readable datasets generated by the Executive Branch of the Federal Government." What is unique about Data.gov is the ability for the public to contribute to the web site. One simply downloads the federal datasets to build applications, analyzes data, and conducts research.

Data.gov provides three different catalogs to search: raw, tools, and geodata. Raw data are downloadable datasets available in csv text for spreadsheet usage; PDF, most helpful for students to read online or print, and more. The keyword search lets users narrow the search by selecting specific topic areas. A search for small business resulted in a link to Business. Gov's section, "Loans & Grants Search API," for links to *financial assistance programs*. Students who are writing papers on small businesses need such information to explain initiatives offered to budding entrepreneurs. For every result, one can submit usability feedback too.

The *tools* catalog gives hyperlinks to agency web sites to obtain data, using the same keyword search. I selected from the most searched documents, the 2008 Medicare and Medicaid Statistical Supplement, useful for ASA medical majors who do research on insurance plans. The report includes charts and tables for the entire U.S. population, features of the populations, use of services, and expenditures under these programs.

The *geodata* catalog focuses on geographical and spatial data. APPS such as the National Obesity Comparison Tool and Employment Market Explorer (designed to compare local, regional and state unemployment rates) are highly interactive for information regarding commonly searched issues.

While more sophisticated than a statistical encyclopedia, the resources from which Data.gov draws their statistics are priceless. The main drawback to the site, for LIB 100 level students, is that the data is designed to create information through analysis. Students, therefore, cannot expect to read the data leisurely, merely extracting content for papers. Yet, this same data encourages necessary critical thinking skills. This site is also an excellent example of evaluating web site content and structure based on web domain extensions, currency, and authority.

Data.gov offers a comprehensive amalgamation of data for research purposes. It is an excellent resource for students pursing degrees ranging from certificates to doctorates. Data.gov is highly recommended for use in a classroom or on a list of recommended web sites on a library's web page.

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Expectations vs. Reality : My Role as Information Literacy Professional

In 2003 I completed a Master's degree program at Pratt Institute majoring in Library Science. I envisioned being employed with a major corporate law firm research center, arm in arm with attorneys, more or less. A white collar position within corporate America, predicting future requests of those who needed me, arrival to a life of relative calm and tranquility. I was way off, after completing my masters' degree. I realized I wanted to teach. I enrolled at Long Island University and completed 24 post graduate credits in Education towards NYSED certification as an LMS.

This past September 1st, I received NYSED Initial Certification as a Library Media Specialist. Since 2004, I have been immersing myself in becoming an Information professional, which I love. But, in no way is my reality calm or tranquil. I'm not sure whether or not teaching has a collar color, but I doubt it is white. Perhaps, it's a gently worn creamy beige oxford cloth.

As a new professional in Education I worked as a substitute to gain experience. This immersion lasted approximately one academic year. I had no idea what it would entail. The personalities were as varying as the actual buildings themselves. Next, I was acting-Librarian at an urban public middle school that was comprised of 7th and 8th grade students. Some saw me as a child sitter as I tried to hide my shock at the inability of some students to use a physical dictionary. These should have been signs, but I continued on.

In the fall of 2007, I began as an Assistant Professor at the ASA Institute. I teach urban students research skills and assist them in becoming efficient and effective researchers as they work towards obtaining degrees in the majors offered. The majority of these students are outside traditional college demographics. Many are older and working towards GED status.

What I had envisioned seems so very naïve. I realize that even within a corporate law research center, life would not have been as I had anticipated. I did not expect my experience to be so unpredictable, emotional at times, and hardly tranquil. I love what I do, but one needs a tougher skin than I had ever imagined.

I realize my professional journey is ongoing. It is always changing, similar to the scenery outside a car window. I am planning my journey and trying to be flexible enough to bend with the wind. So far I have not been disappointed, but surprised at times, and open to the possibilities.

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ACRL/NY New York City Section and Friends of the Kurt R. Schmeller Library Hold Successful Seminar

The ACRL/NY New York City Section and the Friends of the Kurt R. Schmeller Library held a very successful seminar on *Teaching the Holocaust, Genocide and War: Resources and Services*. The event was held on May 21, 2010 at The Harriet & Kenneth Kupferberg Holocaust Resource Center and Archives of Queensborough Community College.

The seminar was well attended by library and teaching faculty from Queensborough Community College and other CUNY colleges and educational institutions in the metropolitan New York area, as well as representatives of the United Nations, and the Associated Press. The seminar generated much interest in both the literature and numismatics of the Holocaust and genocide Due to numerous requests from out-of-staters who were unable to attend; the seminar was videotaped and will be available online shortly.

Opening remarks were given by Prof. Barbara Bonous-Smit and Prof. Sandra Marcus followed by the welcome greeting by QCC's Chief Librarian, Prof. Jeanne Galvin. In her dynamic presentation, QCC Associate Professor, Dr. Susan Jacobowitz focused on *Teaching the Holocaust, Genocide and War: Graphic Primary Texts and Resources*. She introduced the attendees to the wide range of graphic primary texts and resources on the subject.

The Curatorial Assistant from the American Numismatic Society, Ms. Sylvia Karges, followed with a very informative presentation on *Holocaust Numismatics: an Overview*. Included were facts about the Nazis' monetary system for some labor camps, prisoners being paid with specially created paper currency, and Nazi counterfeiting operations.

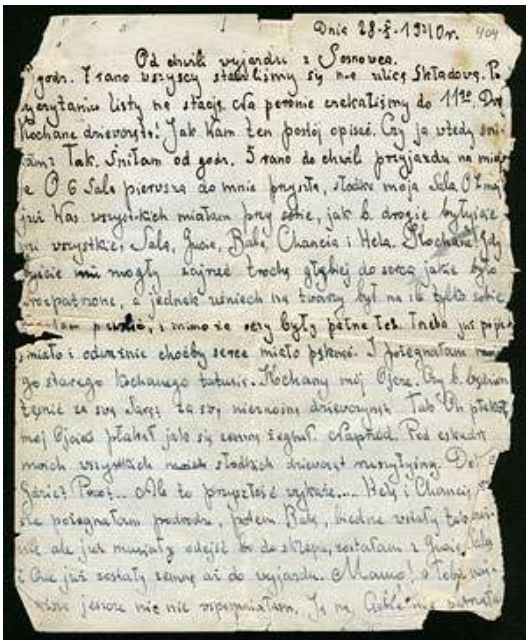
Executive Director of Queensborough Community College's Harriet and Kenneth Kupferberg Holocaust Resource Center and Archives, Dr. Arthur Flug, not only introduced the many resources available at the Center, including free totebags and literature, but also provided a tour of the Center and the exhibits. His help in organizing the program was invaluable.

The seminar closed with Dr. Ann Kirschner's moving presentation, *Whose Story is it? Public and Private Holocaust History*. Dean of Macaulay Honors College of the City University of New York and author of *Sala's Gift: My Mother's Holocaust Story*, Dr. Kirschner held her audience captive with her touching story about her mother's experiences during the Holocaust and the letters she saved from Nazi labor camps. (These letters are currently housed in the permanent collection of the New York Public Library.)

Sala's Gift: My Mother's Holocaust Story has been published in German, Polish, Italian, French, and Chinese. In progress, are a theatrical play by Arlene Hutton and a documentary film by Murray Nossel.

Profs. Barbara Bonous-Smit, Sandra Marcus, and Constance Williams co-moderated the seminar. In addition to the excellent presentations, the success of the seminar was due to the assistance of many individuals. These include Prof. Anne Leonard, Neera Mohess, Stefka Tzanova, Lawrence Chan, Thomas Shemanski, Ramon Perez, Carmita Semanate, Ayala Tamir, and Phillip Roncoroni.

"Ala Gertner and Sala Garncarz in Sosnowiec September 1941. This photograph was taken while Sala was home during a three-day "vacation" to visit her family" *Sala's Gift* web site, http://www.salasgift.com



"First page of Sala's diary, October 28, 1940, 'From the time of departure from Sosnowiec [Poland]." *Sala's Gift* web site, http://www.salasgift.com

"Portrait of Sala as a young girl, age 12" *Sala's Gift* web site, http://www.salasgift.com

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Career Path of a Librarian in Academia

I graduated with my MLS degree from Queens College/CUNY in 2008. I am now an Associate Professor at ASA Institute in New York City teaching Information Literacy. Information Literacy is a required two credit course for first semester students based on the ACRL Competencies.

The career path from Library school to instructor at an academic institution took quite a few turns. When I graduated with a BA in English from SUNY Albany, my summer tennis teaching job became my full-time job. My decision to apply to Library school was prompted by a college friend who had just graduated with an MLS. He told me that he enjoyed the course work and that there were many employment opportunities.

At the Graduate School of Library Science (at Queens College), my original goal was to be an academic librarian because I liked the college environment and enjoy teaching. Halfway through the degree, I became interested in business libraries. (continued on next page, left column)

During my internship at a large international magazine, I noticed that librarians were being laid off due to financial strains.

Upon graduating from Library School, I was willing to take any job in the industry. In January 2009, I received a lead for a position as an instructor of Information Literacy through the CUNY listserv. Sending in my resume was the beginning of a process that included 3 interviews and a lecture in front of faculty. I was hired as an adjunct at ASA Institute.

As I stood in front of my first class I realized how crucial my role is in developing these students. Many of ASA's students are unfamiliar with library resources and question the relevance of information literacy to their career goals. The first time I taught one particular class a student asked me, "Why do I have to learn this stuff? We all know that a dictionary and an encyclopedia are the same thing." The ensuing class discussion insured my job security.

By Summer 2009, I was promoted to full-time faculty. The responsibilities include publishing articles, being active in committees, and office hours. Since then, I served on the Curriculum Development Committee which revised the syllabus for the course and substantially edited the textbook. I am also involved with two other professors in writing an article for submission to a research journal.

As a member of the Faculty Council, I have been a presenter at seminars. My career path twisted and turned leading to a career with challenges and accomplishments. I began with the intention of being an academic librarian. I changed my mind to become a business librarian or any type of library that would hire me. Now I am an Information Literacy instructor at an academic institution. The biggest accomplishment is in assisting students to appreciate all the resources that encompass this Information Age.

Graduating students are very grateful for the skills they have learned. One of them being the student who once told me, "We all know that an encyclopedia and a dictionary are the same thing."

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Successful ACRL/NY New Librarians Discussion Group Meet n' Greet

On Friday, October 15th, the ACRL/NY New Librarians Discussion Group (NLDG) held its first "Meet n' Greet" meeting of the 2010-2011 academic year. Michael Handis, chair of NLDG, surveyed those in attendance for potential upcoming discussion topics.

The group also reviewed last year's speakers and topics. Because of the current economic crisis, another forum on finding a job was suggested.

Other suggested topics included: how to be a successful library liaison with teaching faculty; a talk on unionization vs. non-unionization of academics; grant writing, and how to stay active and continue to learn about the profession. There were some surprising topics: events-planning for libraries; community resource-sharing; promotion of information literacy and instruction on campus; international outreach to libraries developing countries; and open-access and its effect on foreign academic libraries.

Perhaps the most surprising topic suggested was a "speed" mentoring event. Like speed dating, meetings are held between participants for 5-8 minutes. In this case, the "dates" would be held between new (or prospective) librarians and those who have worked in universities for years. The new/prospective librarians would come and ask questions within the set time before moving onto the next mentor. Like speed dating, speed mentoring is becoming popular.

The mission of the NLDG is to create a forum where new (and future) librarians can ask questions and express concerns about the profession; to share experiences and ideas with each other; and to come and hear speakers talk about their own experiences in all areas of library science.

Currently, an *ad hoc* subcommittee is being formed to create a pilot mentoring program for ACRL/NY members, which will have positive impact on NLDG members as matching interested members to mentors is one of the goals of the NLDG.

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Popular Baby Names

Popular Baby Names [http://www.ssa.gov/OACT/babynames/], a database created and maintained by the Social Security Administration, will appeal to anyone wanting to know about the onomastic context of given names in American history. It makes available data from security card application records (not birth certificates) on the frequencies of the 1,000 most common names given to boys and girls from each year beginning in 1880, along with the name's significance in rank and as a percentage of total births in each sex. The Social Security Administration first issued cards in 1936, but not all persons registered, and it is likely that the data for earlier years are skewed toward the higher socioeconomic classes. Only 216,011 births are included in the 1880 statistics, as compared to 627,905 in 1910 and 2,294,535 in 1930. The top 1,000 boys' and girls' names accounted for 73 percent of all names given in 2009. This fraction has declined over the years. *James*, *Robert*, and *John* accounted for over 15 percent of boys born in 1940, while less than 3 percent of male babies born in 2009 had one of the three most common boys' names of that year: *Jacob*, *Ethan*, and *Michael*.

Popular Baby Names is a treasure trove of information, providing empirical evidence on the rise and fall of names in popularity. It allows students to investigate sociological phenomena unobtrusively by manipulating public data. As such, it is recommended for assignments in conjunction with readings such as *The Language of Names: What We Call Ourselves and Why it Matters* by Justin Kaplan and Anne Bernays (New York: Simon and Schuster, 1997); *A Matter of Taste: How Names, Fashions, and Culture Change* by Stanley Lieberson (New Haven, Conn.: Yale University Press, 2000) and *The Name Givers: How They Influence Your Life* by Catherine Cameron (Englewood Cliffs, N.J.: Prentice-Hall, 1983).

Using data from *Popular Baby Names*, the chart below shows the re-emergence of an old name, *Isabella*, to its current domination of the universe of girls' names, while a similar old name, *Ida*, once in the top 10, has long been absent. Perhaps someday a popular actress named Ida will lead to a revival of that name, the way the success of *Ally McBeal* (starring Calista Flockhart) spawned a crop of baby *Calistas* for a few years. The chart also shows the course of the most dominant of all American (and Anglo-Saxon) girls' names, *Mary,* as well as that of *Melissa*, a girls' name popular with parents of the flower power and yuppie generations. The name has not disappeared, but it retains its association with a distinct period in time. Hundreds of other examples abound, making *Popular Baby Names* an engrossing web site. An article published in 2009 in the *Social Science Quarterly* called "First names and crime: Does unpopularity spell trouble?" suggests the value of the database as a spur to imaginative research.

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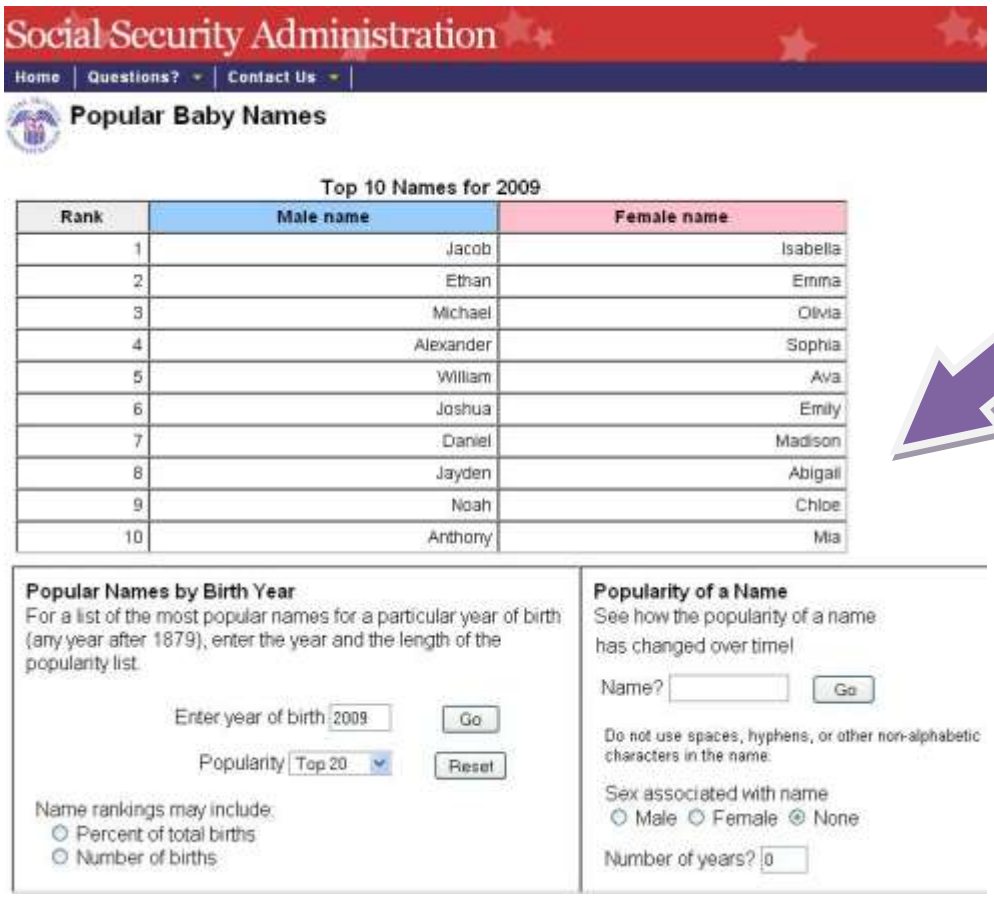
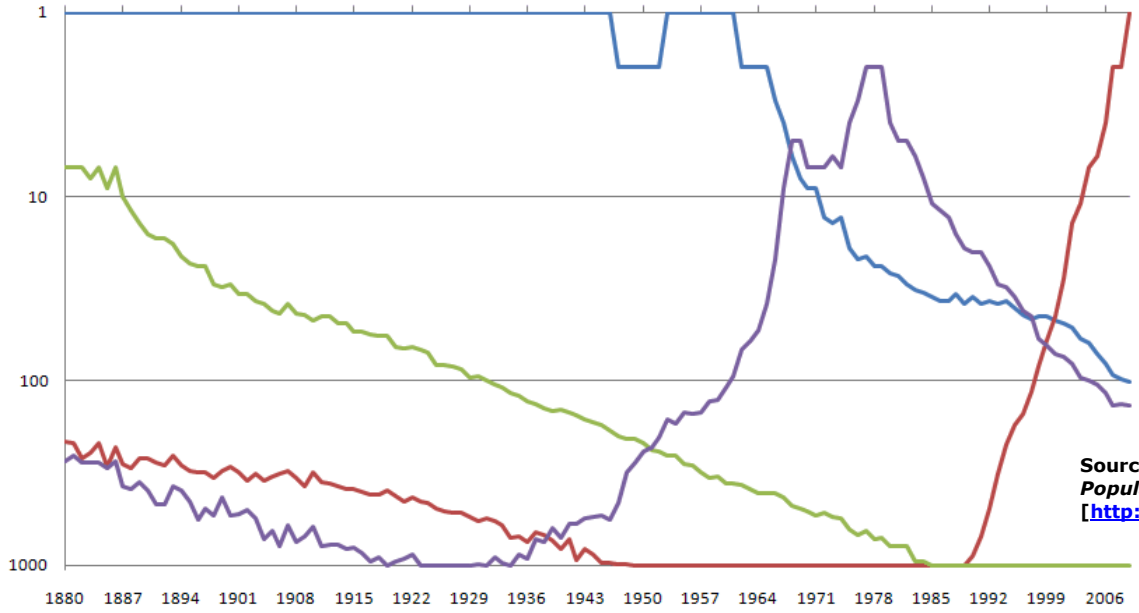


Rank	Male name	Female name
1	Jacob	Isabella
2	Ethan	Emma
3	Michael	Olivia
4	Alexander	Sophia
5	William	Ava
6	Joshua	Emily
7	Daniel	Madison
8	Jayden	Abigail
9	Noah	Chloe
10	Anthony	Mia

Top 10 Names for 2009

Source:
Popular Baby Names
[http://www.ssa.gov/OACT/babynames/]



Changing Trends of Girls Name: 1880-2006

Source:
Popular Baby Names
[http://www.ssa.gov/OACT/babynames/

About Connections: The ACRL/ NY Newsletter

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Article submissions and feedback can be emailed to the current newsletter editor:

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Upcoming *Events*

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