

**FRESHMAN SEMINAR:**  
**AN INTRODUCTION TO JUDAICA LIBRARIANSHIP**  
**ORGANIZING YOUR LIBRARY**

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**Description:** Need help organizing your library? Feeling overwhelmed? The Freshman Seminar can help! New and inexperienced librarians and volunteer staff can learn the basics of Judaic librarianship from experts in the field. The seminar is designed to provide participants with a solid start in organizing their libraries in a professional way. The first session in this two part series will focus on formulating a mission statement, collection development policy, and circulation policy, choosing a classification system, cataloging principles, space planning, and automation options.

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1. What is Classification?  
Dewey and Library of Congress
2. Judaica Classification Systems  
Weine and Elazar
3. What is Cataloging?  
The Parts of the cataloging record
4. Why Automate the Catalog?  
Automation standards
5. MARC Cataloging  
Marc tags
6. What is Linking  
Barcodes
7. The Z39.50 Protocol
8. Circulation and Automation
9. Library Automation Systems  
How to approach automation  
Things to look for in a system
10. Space Planning
11. In Conclusion

## ORGANIZING YOUR LIBRARY

I want to thank Rachel Kamin for inviting me to speak to you today and share with you what I know about organizing a Jewish library. I was told that this seminar was designed for people who have little or no experience with organizing or running a library. Over and over again, I see the same questions coming across AJL's Hasafran listserv about starting a library, automating a library, and selecting systems for library cataloging and classification. I am assuming that you have these same questions. For this talk, my rule of thumb is to assume that everyone here knows nothing. And I particularly want to include in the category of "those who know nothing" the powers that be that you have to deal with when you get back home. I hope when you leave this seminar, you will feel that you know something about how to proceed so you can be the one with the ability to guide your institutions to achieving the goal of having a real functional library. I will be speaking primarily about the two main issues in organizing a library which are - classifying and cataloging your collection, with an emphasis on the utilization of automation to do it.

## WHAT IS CLASSIFICATION?

According to Webster's the word "classify" means to arrange in classes or to assign to categories. Classification is the act or process of doing this arrangement; it is the systematic arrangement of groups or categories according to established criteria. In libraries of course this applies to how books and other materials the library owns are arranged in the building. In a broad way your library may arrange things by format, shelving all the books together, all the videos together, all the CD's together etc. But then, all of these formats are arranged by subject. Some libraries interfile the various formats in order to keep everything on one subject together. But however the format issue is handled, all materials in libraries are ultimately arranged by subject. The idea is to place materials on the same subject together on the shelf, and have the classification act as an address so you can find it.

There are many classification schemes available for libraries. The two most commonly used in the United States, that most of you have heard of, are the Dewey Decimal System of Classification, used in most public and school libraries, and the Library of Congress Classification System (LC), used in academic and other very large specialized systems. Dewey was invented by the American librarian Melvil Dewey, the father of Library Science, in 1876, as a system for small libraries. It has since been revised and updated many times. It has the advantage of a limited number of general categories and short call-numbers. The system is based on ten classes of subject (000-999), which are then further subdivided before and after the decimal point. The classes include

000's = Generalities	500's = Natural Science and Mathematics
100's = Philosophy and Psychology	600's = Technology (Applied Sciences)
200's = Religion	700's = Arts
300's = Social Science	800's = Literature
400's = Language	900's = Geography and History

Unfortunately, there is much evidence that Dewey was antisemitic. His religion section, the 200's reflects his bias towards Christianity and assigns Judaism one little subdivision, 296. This makes it inadequate for a Judaica library or any library with a strong Judaica section since all the books have a classification number that starts 296... All the actual classifying comes after the decimal point which results in very long numbers. But it is appealing because it is familiar to most of the public.

On the other hand The Library of Congress Classification System (LC) organizes material in libraries according to twenty-one branches of knowledge. The 21 categories (labeled A to Z, but missing I, O, W, X and Y) are further divided by adding one or two additional letters and then a set of numbers. The first letter of an LC call number represents one of the 21 major categories of the LC System. The second letter represents a subdivision of main category. Judaism falls into the letter B for religion, with the added subdivision letter of M to designate the Jewish religion, BM = Judaism. Then, the added numbers classify Judaism itself. The system is very complete and gives plenty of room for detailed classification of Judaica material, but it is cumbersome and really designed for the academic world. For most of the small synagogue and school libraries out there, it is overkill!

**A = General works**

**B = Philosophy, Psychology, Religion**

**C = Auxiliary Sciences of History**

**D = History, Countries not in Americas**

**E = America & United States**

**F = US Local, Other Countries in Americas**

**G = Geography, Anthropology, Recreation**

**H = Social Sciences, Business**

**J = Political Science**

**K = Law**

**L = Education**

**M = Music**

**N = Fine arts**

**P = Language & Literature**

**Q = Math, Science, Computer Science**

**R = Medicine**

**S = Agriculture**

**T = Technology, Engineering**

**U = Military Science**

**V = Naval Science**

**Z = Bibliographies, Library Science, Information Sciences (general)**

**LC BRANCHES OF KNOWLEDGE**

## **JUDIACA CLASSIFICATION SYSTEMS**

Because neither of these two systems met the needs of most of the Judaic libraries that existed outside of academia, which probably means most of the libraries you are working in, other Judaic systems were developed. I want to tell you about the two which are used most often these days. They are the *Weine Classification Scheme for Judaica Libraries*, now in its 8th ed. and **Daniel Elazar's** *A Classification System for Libraries of Judaica*, now in its 3rd ed.

**The *Weine* system**, developed by Mae Weine in the 1940's or early 50's, is based on Dewey. What she did was to accept Dewey's decimal structure and his ten classes, but changed how he subdivided the classes to fit the needs of a Judaic library. Thus in *Weine*, the 200's,

Dewey's class for religion, is devoted to Judaism, not Christianity, which was switched to Judaism's old number 296. The entire span of numbers in the 200's area thus became available to classify Judaism. She did this for each area, redefining things in Jewish terms as needed. The system can be used independently for a small library with nothing but Judaic materials, or in tandem with regular Dewey, designating the Judaic materials with a prefix of "z". This may help the school library that is providing secular materials for the whole curricula, not just Jewish materials. Because it keeps the original ten class designations, it makes it easy for users familiar with the organization of public libraries to use the Judaic library. Art in the public library is in the 700's, Judaic art in the Judaic library, classified by *Weine*, is also in the 700's.

**The *Elazar* system** was developed by Daniel Elazar and first published in 1962. It is similar to Dewey only in that it uses the same decimal structure, but it does not use Dewey's class categories. *Elazar* takes the decimal structure and completely rebuilds it, assigning totally different class categories to each of the 10 number sets. *Elazar's* class categories have an increasing Jewish chronology, that is, it starts with the beginnings of Judaism and goes forward in time as the numbers get higher.

<b>000's Bible and Biblical Studies</b>	<b>500's Jewish Literature</b>
<b>100's Classical Judaica: Halakhah &amp; Midrash</b>	<b>600's Jewish Community: Society &amp; the Arts</b>
<b>200's Jewish Observance and Practice</b>	<b>700's Jewish History, Geography, Biography</b>
<b>300's Jewish Education</b>	<b>800's Israel and Zionism</b>
<b>400's Hebrew, Jewish Languages and Sciences</b>	<b>900's General Works</b>

Both these Judaic systems have strengths and weaknesses. And there are other Judaic systems out there, Abraham Freidus' Classification Scheme for the Jewish Division of the New York Public Library, Gershom Scholem's Classification Scheme for JNUL (Jewish National & University Library) are among them. No one system is perfect for all needs. You have to see what fits your institution. What Judaic classification system you use is totally arbitrary. It is perfectly acceptable to make up your own, that is what *Weine* and *Elazar* and many others have done. If your library already has one it made up and everyone likes it, fine. The only recommendation I will strongly make, is that if you are not in a university library but are a relatively small school or synagogue library and you are just starting up, don't rely on Dewey or LC, you will be better off selecting a Judaic system. If you are automating an existing library,

this is the time to review your collection, weed outdated materials and consider reclassifying with a Judaic system.

Remember classification organizes and sorts your collection into defined subject areas, and these areas are then given class numbers which result in their having a precise address on your shelves.

## WHAT IS CATALOGING?

Cataloging is the method used to create an index to your collection. It tells you what you have and where to find it. The catalog describes each title and attaches it to the classification shelf location assigned to it. If what you have now is just a “room full of books”, the most important thing you have to do to turn it into a library is to catalog it. Every title in your library will have a record in the catalog. First, let me explain the catalog record itself, and by that I mean the information about each title that identifies it. In general every catalog record has three different parts to it. They are:

1. **The Description**– this consists of all the bibliographic information found on the title page and elsewhere on the item. It includes the author, title, publisher, date of publication, illustrator, descriptive information such as number of pages, illustrations, size of book etc., format information like, video or CD. This information, for any particular title, will be the same everywhere.
2. **The Subject Headings** – these are terms used to identify the contents of the title. Subject headings need to be consistent and systematically assigned so that a search will bring up all the materials on any subject a patron is looking for. There are two major sources for subject headings, *The Library of Congress Subject Headings*, and *Sears List of Subject Headings*. It is usually recommended that you use LC headings for Judaic libraries because Sears is too general. But LC is pretty academic and needs to be reviewed. You can make up your own additional subject headings if you want and if you think that it will help your patrons find material. But be careful, keep track of them and be consistent when using them. And if you do make up subject headings, it is better to use the accepted standard headings too. The use of “see” and “see also” cross-references from a common term to the standard accepted heading can solve a lot of problems.

3. **The shelf location** – this is also known as the *call number*. (Years ago in libraries a patron could not go into the book stacks. A book needed to be requested or “called for” and then a staff person got it for you. So the locating number that told them where to find the needed item, got the name *call number*.) Now, with open stacks, I like the term *shelf location* better since many times the “call number” was actually not a number but a word like “Fiction”. The term “shelf location” describes what information is being given to you by that word or number. The “shelf location” is defined by what classification system you use. In fact the classification you assign to each title is the shelf location for that title.

In addition to those three parts to a record which appear everywhere, a catalog record will keep track of your library’s **Copy information** internally. This information identifies each individual item, not title, owned by your library and so tracks the number of copies you have of each title. In the old days they were actual copy numbers, the first copy of a book was designated copy one, the second copy 2 etc. and they appeared only on a special card filed separately called a shelf list card. With automation copy numbers are no longer used, that function is taken over by the barcode number assigned to each item. Every item has a unique Barcode.

There are many rules that insure that cataloging is done correctly and uniformly in all libraries. These rules can be found in AACR2 (Anglo-American Cataloging Rules 2). It’s complicated, it’s an art, and you don’t need to learn it! Practically everything you may purchase for your library has already been cataloged somewhere and you can find the correct descriptive and subject heading cataloging for it online at other libraries or purchase it from library suppliers. What you do have to do, if you are using a Judaic classification system, is supply your own shelf location, and your own copy information. The only thing you will definitely have to catalog from scratch is material that is produced in house such as videos of lectures, or programs. The ability to find cataloging online leads to the next issue, automating the catalog.

## **WHY AUTOMATE THE CATALOG?**

The answer is simple. This is the direction that libraries are moving in as a discipline, a group. In reality it has really already happened. The card catalog is out and the computer catalog is in. Online catalogs are all over the WEB and you can search them and print out, copy, or import the catalog records that are out there. You don’t even have to pay for these records as you once did. With automation you no longer have to purchase catalog card sets, or type cards.

Creating and maintaining a card catalog requires a lot of staff time and expertise. Sources for purchasing catalog cards are disappearing. Like it or not this is the digital information age and that means that, unless libraries want to be left behind, library automation is here to stay. But beyond that, electronic catalogs make searching your catalog more effective and efficient. That is because of the wonderful thing called keyword searching. With an electronic catalog it is no longer imperative that you know the “correct subject heading”. Take books about Jewish holidays. The correct subject heading is “Fasts and Feasts, Judaism”. If you look for a subject called Jewish holidays in the old card catalogs you only find books that happen to have a title starting with those words. But, with an electronic catalog, if the words “Jewish holidays” are found anywhere in the record, even in a the sub-title or buried in a contents note it will come up in your search. Older generations may complain and bemoan the end of the card catalog, but the younger ones will take to an electronic catalog like a duck takes to water.

Having said that, I want to talk about creating the electronic catalog of materials.

As with anything else, there is a right and a wrong way to do it. The library community, along with the technology community, has set up standards and rules about how to do it. These standards are instituted by NISO, The National Information Standards Organization, which deals with all aspects of information technology and regulates, among other things, how electronic library catalogs should be created. Yes, you can create an electronic catalog using 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. To avoid that you must create your catalog records using the accepted standards found in the MARC Record format.

## **MARC CATALOGING**

MARC, M-A-R-C, is an acronym. It stands for **MAchine Readable Cataloging Record**. “**Machine-readable**” means that one particular type of machine, a computer, can read and interpret the data in the cataloging record. “**Cataloging record**” means a bibliographic record, or the information traditionally shown on a catalog card. A MARC catalog is not just an ordinary database. Imbedded inside the MARC record are codes that act as signposts to enable the

computer to interpret the information correctly. The signposts are known as MARC tags. The different pieces of information that make up the catalog record are entered into fields and sub-fields that are each associated with a MARC Tag that defines what each piece of information is. How this works is highly technical and all information must be entered correctly in order for the catalog to show up right on the computer monitor. Using MARC allows for sharing of resources, avoids duplication of effort, and provides for electronic acquisition of cataloging information that is reliable. We all don't have to reinvent the wheel. Of course, as I said before, you do have to edit the record you import to reflect your shelf location. And the other thing you have to do is link your holdings.

### **WHAT IS LINKING?**

So far I have talked about the process for creating the catalog record. But once it is created or imported and in your electronic catalog, you still have nothing to tell you that you actually own one or more copies, or to identify them, or distinguish between them. Linking is when you inform the system that you actually own the title. This done using barcodes. Barcodes are machine-readable symbols of patterns of black and white stripes, those little zebra bars we see everywhere. Bits of information are encoded within the barcodes. The data is read by scanners and is often used with databases. In an electronic catalog, every item, every copy of a title in the library, has its own distinct, unique barcode. The information encoded on barcodes used by libraries is generally a numeric sequence. Public and academic libraries use 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 use them 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. The barcode itself is placed on the item being linked, and then the barcode number is scanned into the record. The computer knows that anytime it sees that particular number sequence it means that particular title. Any number of copies can be linked to the record. Every copy must be linked individually. Only after a catalog record is created and your copy linked to it is the cataloging process completed.

I know that this all sounds terribly complicated. You are thinking, oh vey, first I have to worry about AACR2, and then I have to worry about MARC tags which add a whole other dimension of complexity. But remember, you don't have to learn it! I am explaining it to you

because you need it, but you don't need to be intimidated by it. Most of us don't really understand how a telephone or a computer works, but we know how to make a call, and we know how to search the WEB. It's the same thing here. You don't have to know how to create a MARC record, you don't have to know all these rules, you just have to know how to obtain a MARC record. It's all out there waiting for you in cyberspace. That's the beauty of automation; it's one of the reasons to automate your catalog. The cataloging has already been done for you. An automated catalog that meets the standards allows you to import cataloging records directly into your electronic catalog. You just have to learn which buttons to push or where to click that mouse. And that saves an enormous amount of time and money over the long haul. Yes, you have to classify; yes, you have to link, but entering that data is fast and easy.

### **THE Z39.50 PROTOCOL**

But what exactly did I mean when I said your automation system needs to be one that "meets the standards" in order to import records? There is one other standard that needs to be met in addition to the use of the MARC format. Your automation system needs to be Z39.50 compliant.

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 be read and understood by any other electronic computer catalog that also meets the Z39.50 standards and vice versa. This allows you go to other libraries' online catalogs and search them for MARC records and exchange information with them. That is how you are able to obtain and import cataloging from them. If you want to put your catalog out on the WEB for others to look at, it needs to be Z39.50 compliant.

Electronic catalogs are getting more sophisticated even as they get cheaper to purchase and easier to set up and maintain. Library catalogs and information databases are found all over the WEB. To automate your catalog with MARC you are going to have to invest in a library automation system, or utilize library cataloging software that supports MARC and is Z39.50 compliant. This brings us to the broader question of automating the library entirely. To have a fully automated library you need to automate both the catalog and your circulation function.

## **CIRCULATION AND AUTOMATION**

Library circulation includes everything that relates to the movement of materials between the library and its patrons. It includes checking out of materials, renewal, returns, overdues, lost and missing items etc. In order to have automated circulation you need to have a database of patrons who use the library and each of those patrons has to be assigned a barcode number. When materials are checked out the computer system joins the barcode of the patron with the barcode of the item. When the items are returned and discharged the barcode numbers are separated from each other. When using an automated circulation system you have to set up the parameters of the loan. This includes entering into the computer the policies your library has chosen relating to number of days the patron can have the item, whether to charge overdue fines, etc. Automated circulation systems will calculate fines, produce overdue notices and bills as well as keep circulation statistics. They really streamline these activities. But they only work after the patron data has been entered. Entering a large number of patrons manually can be time consuming. If you are working in a synagogue or school library there is a good chance that there already exists a patron database that can be imported into your automation system.

## **LIBRARY AUTOMATION SYSTEMS**

I do not plan to discuss or recommend specific individual library automation systems in this seminar. In the world of automation things change in the blink of an eye and what I might say today will be outdated by the time anyone gets to using it. And I want to be clear that when I speak of library automation systems I mean systems that provides for the creation of an electronic catalog of materials that is searchable by the public and that when used in conjunction with an electronic database of patrons, keeps track of circulation. Such a system provides a fully automated library. Hopefully, a fully automated library will meet all the necessary standards to also provide complete utilization of the internet to enhance its functions.

Keeping that in mind, I do want to talk a little about how to approach thinking about automating your library.

1. First of all, and most important, just as there is no perfect classification system out there, there is no perfect automation system out there either, 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.

2. Ask and answer 2 questions. What do you need and want the system to do now, right away, today? 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? Know your short and long terms goals before you go shopping.

3. Have a clear idea about how much money you can afford to spend. Finances will determine which automation systems you can even consider. But always keep in mind the possibility of long term cost savings that 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? What is more cost effective in the long run?

4. How many access points do you need for your catalog? If more than one, you need more hardware and you need to purchase a system that offers multi-user capabilities all of which adds to your initial costs.

5. Should your system provide you with internet access or do you have another way to provide it for your staff and patrons?

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

1. Does the system meet established standards? Does it provide for MARC cataloging and the importation of records? Is it Z39.50 compliant?
2. Does the system provide for 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.
3. Does this system provide ongoing technical support? How much does it cost each year?

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. As things change in automation and in the library world, does it offer additional add-on products that can be used with the original software?
6. 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.

There are many automation system vendors out there to choose from. I use Athena from Sagebrush Technologies. They also market Spectrum and Winnebago Spectrum. There is Surpass, VTLS, CyberTools for Libraries, Follett, Data Library and ResourceMate to name a few that came up after a quick internet search, and that claim to be suitable for smaller special and school libraries. (I am not endorsing any of them). For most of us, the bigger companies like Sirsi, Innovative Interfaces, Dynix, Aleph, & Carl that are found in large libraries and library systems are way too expensive and much too complex for our needs. Which one is right for you? Do the research.

## SPACE PLANNING

On a slightly more mundane level, there is one more thing to think about when you are organizing your library, and that is space considerations. Think about the physical housing of the library. Does it have a room of its own, or does it share space with the morning minyan or the art teacher? Is there enough room to add computer workstations so your patrons can use the catalog and/or access the internet? Is there room for some comfortable seating, a couch or chairs for seniors who may want to come in to relax and read, or tables and chairs to facilitate students in the school setting? Do you have a place to display new materials or highlight a part of the collection, for example displaying holiday books at the appropriate time. How much actual shelf space do you have, how much should be allotted to books and how much to other types of materials? Do you have enough shelving to house a collection of fiction of Jewish interest that will compete with the public library? How tall is your shelving? Tall shelves don't work with short children... On a technical level, and this may sound silly but it is important, never fill up a

shelf from end to end. Always leave room on the shelf to accommodate new acquisitions and the return of material that may be in circulation.

Remember, libraries grow, new materials are always being purchased and space fills up rapidly. Space considerations are going to have an impact on the how you develop your mission statement and your collection development policy (which needs to have a withdrawal section). If the space allotted to you is finite and cannot be expanded, then you have to remove older materials to make way for the new. Space consideration may not be as glamorous as automation, but it is a necessary part of organizing a library.

## IN CONCLUSION

Let me close this way. Organizing a Judaic library is the same as organizing any other library but has an additional element, you must accommodate special Jewish needs. To function, every library needs to be housed in a friendly, welcoming space. The materials it owns need to be sorted by subject to facilitate easy browsing and they need to be indexed so you can always find a specific item or subject area. That is the task of classifying and cataloging. Special Judaica issues and needs are met by your acquisitions policy and the classification system you use. That is why I recommend selecting a Judaic classification system. And to keep pace with the modern technological world, the library needs to automate. But as you automate, always remember that **classifying and cataloging are two separate things**. Let me repeat it and bold it because it is very important, **classifying and cataloging are two separate things**. **You can use any classification system, Judaic or not, with any automation system you select to create your catalog**. You need the classification to complete the cataloging, but how you decide what the actual classification will be, is independent of the cataloging process. This question comes across the listserv all the time, “can I use classification system “x” with automation system “y”? The answer is always yes. The automation system you select has nothing to do with the classification system you use and vice versa. Make your decisions independently about which classification system to use and which automation system to select. Make these decisions based on the needs of your institution.

I hope that this information will help you to organize your libraries. I will be happy to answer questions now or via email at [stwasserman@sbcglobal.net](mailto:stwasserman@sbcglobal.net). Thank you for your attention.

## 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. 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. 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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Specialized method of classification for the SSC library. Includes Classification Scheme, Subject Headings and Index, which may be purchased as a set or separately.

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Written by Betty Furrie in conjunction with the Data Base Development Department of the Follett Software Company

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<http://www.loc.gov/marc/umb/>

## OTHER HELPFUL LINKS

<http://libinfo.com/vendors-systems.html>

Link to: List of library automation systems and vendors on the WWW

<http://www.librarytechnology.org/vend-search.pl>

Link to: Library Technology Guides: Automation Companies

<http://www.loc.gov>

Link to the Library of Congress

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