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# Judaica Library Network of Metropolitan Chicago

Winter 2005-6 / Kishlev 5766

## Newsletter

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### *From the editor's desk*



This past June I gave a presentation at the ALA Annual conference which met here in Chicago for the Heads of Cataloging Discussion Group. The title was: Educating the Next

Cataloger. As a teacher of cataloging I dealt with questions such as: How do I educate a potential cataloger or user of a cataloger? What kinds of questions do we want library schools to teach students to solve? About 70 librarians attended the meeting. After my presentation we discussed some of the concepts they would want in a new graduate. I offered to e-mail copies of the slides I used in the presentation and was amazed at the number of people who asked for them. Many people said that they couldn't attend and hoped they could at least gain some of the ideas I presented. The slides were like my notes. I had a lot more words than written there. If you want a copy, the offer to e-mail them is still open.

ALA was a huge conference. I went to several meetings with over 500 people in the auditorium. They ran out of seats and I had to sit on the floor. One meeting was so filled that I couldn't even get into the room. It was great to rub shoulders with fellow librarians. I even got to "man" the Drexel University Library School booth for an hour. Perhaps the conference is too big? I met a few people at the meeting I spoke at. I talked briefly with someone eating lunch near me, but mostly I didn't meet anyone. Other than the people at Drexel, I didn't make any contacts. Contrast this to AJL. The conference is much smaller and attendees have a chance to meet colleagues who they can keep in contact in person, through HaSafran, and in publications.

This past September 25 - October 1, the 23<sup>rd</sup> Banned Books Week —Celebrating the Freedom to Read was observed. The right to free speech and to read what we want is a democratic freedom that as librarians and Jews we should never

take for granted. In this issue are two articles connected to Banned Books Week.

I thank Uri Toch, Cheryl Banks, Shelli Elstein, Rena Citrin, Robin Katzin, and Marcie Eskin for their written contributions to this issue.

I am always looking for ideas for articles for future newsletters. Please share your experiences from AJL, ALA or other conferences. Almost any topic connected to Jewish books and library service except for book and other media reviews is possible for this newsletter. Share experiences with programs that worked in your library. Share your scholarship in any area of librarianship.

I will be speaking at the American Theological Library Conference meeting in Chicago in June 21-24, 2006.

**Daniel "Donnie" Stuhlman, editor** <sup>1</sup>  
[DDStuhlman at earthlink.net](mailto:DDStuhlman@earthlink.net).

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<sup>1</sup> ©2005 JLNMC except where noted. Mailing address: c/o Asher Library, Spertus Institute, 618 S. Michigan | Chicago, 60606. The web site for previous issues:  
<http://home.earthlink.net/~ddstuhlman/jln-home.htm>

## President's Column

Dear Colleagues:

I am honored to be given the opportunity to serve as President of JLN for this year. Our first event of the 2005-2006 year took place on September 20 when Christina Stoll, Special Library Liaison, and Debbie Taylor, Consultant, of the North Suburban Library Association (NSLS) educated JLNMC members about the services and resources NSLS provides for library professionals. NSLS is a consortium of over 650 academic, public, school and special libraries in north suburban Cook, Kane, Lake and McHenry counties, and is one of 12 Illinois library systems funded by yearly grants from the Illinois General Assembly. Any library that is staffed and open to patrons a minimum number of hours per week is eligible for free membership in the consortium. The purpose of the consortium is to provide support to libraries in areas, such as library automation, grants, interlibrary loan, project ideas, copyright issues, continuing education, employment opportunities, and networking (both through meetings and online). A number of JLNMC libraries are already members of NSLS or one of the other area consortiums. I encourage those who are not to look into joining because these organizations provide valuable resources and support. Many thanks to Rose Novil, librarian at Oakton Community College, for organizing and hosting the program.

Plans for our winter and spring programs are in the works. Save Sunday afternoon, February 26, 2006, for a presentation on developing an adult collection in your Jewish library, to be held at North Suburban Synagogue Beth El in Highland Park (where we will be treated to a tour of Cheryl Banks' newly-renovated library). We also look forward to a spring meeting at the Spertus Institute in conjunction with the Chicago Jewish Historical Society. I hope to see many of you at these upcoming events.

### **Holocaust Museum Traveling Exhibit**

I would like to let JLNMC members know about an upcoming traveling exhibit from the U.S. Holocaust Museum.

The Indian Trails Public Library District is pleased to announce that it has been selected to

host the United States Holocaust Memorial Museum's traveling exhibition "Fighting the Fires of Hate: America and the Nazi Book Burnings." The exhibition focuses on how the book burnings became a potent symbol during World War II in America's battle against Nazism, and concludes by examining their continued impact on our public discourse. The exhibit consists of text and photographic panels and a few multimedia stations for public use.

The exhibit will be on display from Monday, January 30, 2006 through Sunday, March 12, 2006, at the Indian Trails Public Library District, 355 S. Schoenbeck Road, Wheeling, Illinois.

Additional Information about the exhibit can be found at <http://www.ushmm.org/museum/exhibit/online/bookburning/index.php>.

This is the only stop scheduled in Illinois for this exhibition as it travels across the United States.

[Marcie Eskin](#)  
President

### **Minutes of the Winter Meeting at Associated Talmud Torahs, Chicago January 10, 2005**

Updates on member libraries and a discussion of selling duplicate and weeded books followed. The business portion of the meeting was adjourned at 8:00, followed by a very informative presentation by Rabbi Leonard Matanky of the ATT on Judaic computer programs and websites that are useful for librarians.

Respectfully submitted, Robbin Katzin

### **Minutes of the Spring Meeting at Northwestern University Library Evanston May 2, 2005**

We began with a very interesting presentation about the special collections of Northwestern University Library, presented by the curator, Russell Maylone. Items of Judaic interest were featured. The business meeting followed.

### **New business:**

We plan to have our summer planning meeting

as usual in July. Elections also should be held at that meeting, but we still need a Vice President/President Elect. There are already nominees for the other positions:

President – Marcie Eskin

Recording Secretary – Robbin Katzin

Corresponding Secretary – Joy Kingsolver and Kathy Bloch

Treasurer – Donna Stewart

### **AJL Conference**

Cheryl Banks is the co-chair of the AJL Convention Committee. The 2006 conference will be in Boston. JLNMC can provide 1 or 2 scholarships for this convention.

### **Spertus news:**

The groundbreaking for the new building is planned for later this year. The building should be completed in about 18-20 months (sometime in 2007). The building should be ready to host the 2008 AJL convention. However, we may want to wait until 2009 to be sure that the library move has been completed. Also, it may be advantageous to hold the convention in 2010 because ALA will also meet in Chicago then.

A discussion on Nextbook followed.

### **Citywide book fair:**

Cheryl would like there to be a citywide Jewish book fair in November or December, probably organized through the JCCs. This is how the Jewish Book Council prefers to do it. Should we be involved? Cheryl will contact the Jewish Book Council and the Wenger JCC in Northbrook.

Glenn thanked our host, Shelly Elstein.

Respectfully submitted, Robbin Katzin

### **Minutes of the Summer Meeting at the home of Judy Weintraub Skokie July 7, 2005**

Glenn Ferdman thanked Judy Weintraub for once again hosting our summer meeting.

### **Old business**

Donnie Stuhlman and Cheryl Banks wrote a press release about local participation in the AJL National Conference, which can be used for local Jewish media or synagogue bulletins.

Cheryl reported that this was one of the best AJL

conferences that she has attended; the programming was very good. Next year's conference will be in Boston, with both national and local scholarships available.

ALA will be meeting in Chicago in 2009, so we will have our conference then as well.

### **New business**

The slate of officers was approved by acclamation.

President – Marcie Eskin

Vice President/President Elect – Rose Novil

Recording Secretary – Robbin Katzin

Corresponding Secretary – Joy Kingsolver

Treasurer – Donna Stewart

Marcie Eskin presided over the rest of the meeting, and thanked Glenn Ferdman for his service as president the last two years.

### **Programming**

Many ideas for meeting programs were mentioned. Since synagogue libraries are a large part of our Network's membership, we need to have programs that will appeal to them, so that they will want to attend our meetings.

Some proposals for programs included:

Dealing with the Rabbi and board; Basics for a Judaic library; A program with the Chicago Jewish Historical Society; A program on the Jewish community in Gary; Book fair – the Jewish Book Council has names of authors available to speak for free. Cheryl is willing to coordinate a book fair for next year. (She will also let us know when the ad regarding Jewish Book Month materials appears in Jewish Book World.)

Marcie will contact Nextbook about how we can work with them.

Children's books; Jewish art; Hy Spech does a program on donors to Millennium Park (most of whom are Jewish); Libraries in Israel; Cataloging & technical services automation systems getting our catalogs on the internet; Promotion – how to get people into the library; a speaker from North Suburban Library System (NSLS) about their services (Can combine with Metropolitan Library System?).

Suggested locations for meetings:

North Suburban Synagogue Beth El (newly remodeled – for program on a core collection for a Judaic library); Spertus Institute (for possible program with Chicago Jewish Historical Society); Oakton Community College.

Glenn will contact the Chicago Jewish Historical Society.

Respectfully submitted, Robbin Katzin

## **Blood, Sweat and Tears – a Library is Renovated**

By Cheryl Banks

North Suburban Synagogue Beth El



Just as books are the mainstay of the Jews, so too, the library has always been an integral part of North Suburban Synagogue Beth El. In 1948 the synagogue founders purchased the Price Mansion in Highland Park as the permanent

home for their synagogue. In 1958 the “dining room” (now the Pinsof Children’s Reading Room) was designated as the synagogue’s library. In 1969, a congregant’s shelving was donated to be used in the mansion’s living room and the Maxwell Abbell Library’s location was finalized.

Miriam and Paul Rosenblum dedicated the synagogue’s library in March 1973 in memory of Miriam’s father, Maxwell Abbell, a stalwart of the Chicago Jewish community and a prominent figure in the Conservative Movement for many years

The Maxwell Abbell Library continued to grow, and in 1988 became the foundation of the Gray Cultural and Learning Center, which won the Solomon Schechter Gold Award for Congregational Libraries at the 1993 Biennial Convention of the United Synagogue of Conservative Judaism. By the mid-90s, the collection had grown to over 16,000 books, records, videos, and audiotapes. Even the growth of the Internet could not take the place of all these important books for our congregation. Thus, by the year 2000, it was evident that we needed more efficient space for our continued growth.

Thus the renovation began. An architect, Javore and Associates, was hired, a contractor retained, plans were finalized, and the construction commenced. The plan was to return the room to its origins, to preserve the integrity of the original living room of the Price Mansion in all of its early 20<sup>th</sup> century glory. With the assistance of architects Javore and Associates of Glencoe, the dream was realized. First, the books were moved out by the Hallett Moving Company – a scary, but quite successful undertaking. Hallett worked efficiently, and 16,000 books were moved out, in DEWEY order, in one day. (When it was time for the books to return, they brought them back, again, in their original order.) The room was gutted. Then, the floor was refinished, walls stained, ceiling painted, windows repaired, heating system reconfigured, a fireplace refurbished, and most importantly, many more shelves, in a new design, were installed. A terrific shelving company, Filestor, of Lisle, Illinois, provided the shelving and the expertise to give us space enough for the next 10 – 15 years.

The rededication of the Maxwell Abbell Library took place on Sunday December 12, 2004 with Rabbi Vernon Kurtz affixing a mezuzah to the wall. With a declaration of *mazel tov*, and a *shehecheyanu*, the library was officially once again open for business.

### **Facts about the Maxwell Abbell Library**

The Maxwell Abbell Library is the largest synagogue library in the Midwest. We own over 16,000 books, and we subscribe to over 80 periodicals, including academic journals, newspapers and magazines. Back issues of journals and magazines also are available in the library and may be checked out.

The audiotape collection is extensive: Diaspora music, Israeli music, books on tape, Hebrew tutorials, ritual chants, radio broadcasts, children’s music, storytelling and history. Synagogue events and lectures are also on tape and available for circulation.

The videotape collection of the Gray Cultural and Learning Center is one of the gems of the facility. Over 800 videos and DVDs are available for check-out at no charge. The entire collection’s catalog is now online at [www.nssbethel.org](http://www.nssbethel.org).

## Hours

The Learning Center is open six days a week. The hours that a staff member is present are as follows:

Mondays: 8:30 A.M. - 6:00 P.M.  
Tuesdays: 8:30 A.M. - 8:00 P.M.  
Wednesdays: 8:30 A.M. - 6:00 P.M.  
Thursdays: 8:30 A.M. - 8:00 P.M.  
Sundays: 8:30 A.M. - 1:00 P.M.

While the libraries are open six days a week for research and checking out books, media are available only when staff members are present. Videos may be checked out for one week by any adult member of our congregation at no charge.

For more information please contact the librarian, [Cheryl Banks](#), 847 432 8900 ext. 242

### *Winter Meeting*

**Sunday February 26, 2006, 2:00 pm  
at North Suburban Synagogue Beth El  
in Highland Park**

**Topic: Developing an Adult Collection  
in Your Jewish Library.**

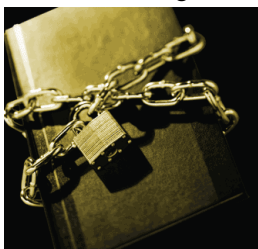
**Presented by Cheryl Banks**

### **Intellectual Freedom, Banned Books and the Fifth Grade**

by

Rena Citrin, [Anshe Emet Day School](#),  
Library Media Specialist

A little drama goes a long way in making a lesson memorable, especially when the concepts are abstract and require higher-level thinking. During a recent library class, two of our teachers, Mr. LaBonte and Ms. Davis, and I prepared a scenario



to help the fifth grade students grapple with the ideas behind intellectual freedom and censorship. A policeman, handcuffs, and a recalcitrant librarian combined together to teach students that learning is not only the acquisition of facts, but the exercise of judgment, as well.<sup>2</sup>

One Monday before lunch, all fifth grade students assembled in the library ostensibly to have a lesson on “main ideas.” A few minutes after I started reading a picture book, that illustrated its main ideas, Tom, one of the policemen on the school’s security detail and a fine actor, came into the library and started removing the books from a display of banned books set up behind me. As I turned to ask what he was doing, the planned drama began to unfold. The policeman said he was removing the books on the orders of the school board. I protested and told him to stop. He said that he had no choice but to follow orders, and if I didn’t leave him alone, he would have to remove me, too. I tried to explain to him that we don’t ban books in our school, but he wouldn’t listen. After a few more objections from me, the policeman put handcuffs on me and removed me bodily from the Media Center.

At this point, Mr. LaBonte and Ms. Davis took over the class and conducted a spirited discussion about banned books and intellectual freedom. Why are books banned, who bans books, should books be banned, who can tell us what to read or not read—were among the questions the fifth graders grappled with. Some students were outraged, some students were confused, but all students confronted the meaning of the fundamental right to teach, to learn, and to express ideas without fear of censorship.

I returned to the Media Center a few minutes before the bell rang. It did not take students long to figure out that our little drama was staged, and that I was safe. It is my hope, however, that they will appreciate and guard their freedom to read for many years to come.<sup>3</sup>

*If freedom of expression becomes merely an empty slogan in the minds of enough children, it will be dead by the time they are adults.*  
Nat Hentoff, *The First Freedoms*.

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permission.

3. Editor’s note: For more information on banned books see ALA’s web page : “Challenged and Banned Books” <http://www.ala.org/ala/oif/bannedbooksweek/challengedbanned/challengedbanned.htm> Banned Books Week, celebrating the freedom to read was observed during the last week of September. Each year since 1982, the event reminds Americans not to take this precious freedom for granted. (from ALA’s “Banned Books Week” web page: [ala.org/ala/oif/bannedbooksweek/bannedbooksweek.htm](http://www.ala.org/ala/oif/bannedbooksweek/bannedbooksweek.htm) The pages have links to other ALA pages concerning banned books.

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2. Illustration is © by American Library Association and used with  
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## Resources for Home Schooling by Uri Toch

We have been Jewish home schooling our youngest son Jonah (age 7) along with a friend of his. The experience has been very uplifting and I hope that some of the sources and strategies outlined below might resonate with other librarians who work with students and their parents looking for Jewish educational enrichment.

We find the Internet to be a rich source of curriculum ideas and exercises. Akhlah: The Jewish Children's Learning Network (<http://www.akhlah.com/>) has a wide variety of information on the Hebrew alphabet, Jewish heroes, the Torah portion of the week, and Israel. I have printed out numerous worksheets, such as those of the Hebrew letters, and the students enjoy tracing the letters and answering trivia questions.

The trivia questions function on two levels as they impart knowledge but also get the students engaged. Children like to be challenged and the trivia questions create a very interactive environment. This is important as we have found that students tend to remember more things they say during a class than things we as teachers say.

The web site My Jewish Learning (<http://www.myjewishlearning.com>) with material for young adults and adults has also been valuable for its coverage of the life cycle and Jewish ideas. We have found it particularly strong in its treatment of the Jewish holidays. We try to spend time each week on a topic of topical interest and the holidays are a natural way to vary the curriculum.

We have also used the web site of the Board of Jewish Education (<http://www.bjechicago.org/>) as a source of ideas and training methods. Another strong site for pedagogic tips is CLAL: The National Center Jewish Center for Learning and Leadership (<http://www.clal.org/>).

Of course, with the Internet there are literally "sites without end." A Google search on the term "Jewish education" yields about 35 million hits. A book we have in our library to help with site selection is *Judaism on the Web* by Irving Green (New York: MIS Press, c1997). Although it is a bit dated, there are plenty of sites to help you

focus.

Books we have used include *The Jewish Kids Catalog* by Chaya Burstein (Philadelphia : Jewish Publication Society, c1993) and *My Weekly Sidra* (Los Angeles : Alef Design Group, 1995) by Melanie Berman and Joel Lurie Grishaver. Each of these books has a wide number of exercises that can be adapted to particular needs. For people teaching older students, Rabbi Joseph Telushkin's *Jewish Literacy* (New York: William Morrow and Co., c 1991) has a lot of material written in an easy to understand manner.

The public library (or Spertus' Asher library) offers valuable assistance with books. There are many Library of Congress subject headings specifically for "Jewish Education." For example there are many headings that start with: "Jewish religious education."<sup>4</sup> If you browse the general Jewish area (Dewey Classification number 296 or BM in Library of Congress Classification) in the children's area and the adult area, you should find some materials. Of course, you can always ask your friendly librarian for assistance. And, while thinking of the library, don't forget that libraries might offer films or programs that could be part of your curriculum.

The Chicago area has a wide number of experiential learning opportunities. We used the High Holidays as a chance to go to synagogue and talk about Jewish symbols and continuity. To make the exercise age appropriate, we had the children draw a picture of what they remembered and then we showed them pictures of the shofar, the Ark, and the Torah. We also visited a community sukkah at the local Jewish Community Center and have gone to a community Jewish story telling event.

We have found that adults at these community events very supportive of the children and engage and encourage them. "Real life" events are very stimulating and we read the community

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4. Other examples of subject headings include: Bible. O.T. -- Study and teaching. Child rearing -- Religious aspects -- Judaism, Games in Jewish religious education, Jewish children -- Education (Elementary), Jewish children -- Education, Jewish day schools, Jewish educators, Jewish families -- Religious life, Jewish girls -- Education, Jewish religious education of children, Jewish religious schools, Jewish students, Jewish teachers, Jewish teenagers, Jewish youth, Jews -- Education, Parenting -- Religious aspects -- Judaism.

calendar in the Jewish press looking for things to do. A trip down Devon Avenue during Hanukkah is in the offing.

One of the challenges of home schooling is to include the parents of other children involved. It creates more energy when all parents are contributing something. Although I have taken the lead in planning the weekly classes, one of the other parents led a session on Israel after returning from a trip visiting relatives. We used the Israel class to discuss Israel's geography and show examples of Israeli coins and stamps.

An initial reason for the home schooling was a feeling that Sunday mornings were becoming a battle ground, as our children did not want to go to Sunday school. I had a fairly strong Jewish education and it also gave me a chance to reinvigorate myself with some of the Jewish stories of my youth.

A very satisfying aspect of this process is that our home has become a center of Jewish learning. On Thanksgiving I wanted to do a *shiur* (lesson). The computer was occupied so I was unable to use the Internet for a quick Jewish fix. I wanted to do a session on Jewish symbols, so I hit on the idea of doing a walk through of our house with the students. We discussed the mezuzah, an embroidered wall hanging of the 12 tribes of Israel, a Bible, an Israeli flag, and a number of other items.

It did not take a lot of planning to pull together the Jewish sources for this walk through. All the elements were already in place and the lesson highlighted the Jewish nature of our day to day lives. As we completed the tour, the children were involved and there was a feeling that, just as Jacob realized after awakening from his dream with the angels going up and down the ladder in Genesis 28:16--"God was in this place and I did not know."

For those who have some time and a little training, home schooling represents a unique opportunity to engage your children, supplement their Jewish education, and learn a little bit yourself. As librarians, you can supply the background source books for adult learning and teacher education materials for parents and children's books for their children.

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**Uri Toch** has worked in and around Jewish education for numerous years. He works at the Schaumburg Township District Library in Schaumburg, IL, and is an adjunct instructor at Dominican University. He is proud that his bibliography on materials on Zev Jabotinsky has contributed to the library at Hebrew Union College-Jewish Institute of Religion's library in Cincinnati.

### **Northwestern University Library Purchases Judaica Collection**

by Rochelle S. Elstein  
Northwestern University Library

Northwestern University Library recently purchased the private library of David Patterson, founder and Emeritus President of the Oxford Centre for Hebrew and Jewish Studies. Professor Patterson's library reveals his wide-ranging interests. In addition to Hebrew literature, his major research and teaching specialty, he collected widely in Jewish humanities and history. Northwestern will benefit from numerous works on the history of the Hebrew language, rabbinics, biography, correspondence, and art. NU Library's reference collection will be enhanced by dictionaries, encyclopedias, and bibliographies. One example is a 1927 bibliography of books that would later become the core of the Jewish National Library. Some of the books are rare, having been published in pre-WWII Poland, Germany, and Palestine, and there are long runs of journals that have long ceased publication. The collection includes scores of pamphlets, small in size but valuable in content. It would be impossible to find most of these publications on the antiquarian market today.

The 3,600-plus items are in Hebrew, Yiddish, English, German, and Russian, with more than one-third in Hebrew and one-fifth in English. One of the strengths of the collection is its run of 19th-century periodicals such as *Ha-Asif*, a literature journal published by Nahum Sokolov, a close colleague of Theodore Herzl, the founder of modern Zionism. Also included is a quarterly journal, *Ha-Tekufah*, which documents the changing centers of Jewish intellectual life. At various times in the 1920s through the 1940s the journal was published in Warsaw, Moscow, Berlin, New York, and Tel Aviv.

The Patterson Library was the sustained effort of an active scholar for more than five decades. Professor Patterson built a collection that reflected great depth in the area of his specialization, while judiciously purchasing monographs and journals in related areas.

**Rochelle S. Elstein** is the bibliographer for the Department of Religion, the Program in Jewish Studies and other areas for the Northwestern University Library. Recently she won the Harry E. Pratt Award from the Illinois State Historical Society for "Adler & Sullivan: the End of the Partnership and Its Aftermath" published in *The Journal of the Illinois State Historical Society*, 98 (Spring-Summer, 2005). The prize is awarded in recognition of the exceptional value of the article as a contribution to Illinois history.

## Banning Books

By Daniel D. Stuhlman

The picture of burning books haunts the history of Jewish books. When a book is burned, condemned, censored or banned it should make us cringe. Censorship by a governmental or organization is a way of



hiding the truth. The pursuit of truth is the goal of every scientist and scholar and we are all part scholar and

scientist. The task of a librarian is to help in the spreading of knowledge or in other words the multiple truths recorded by authors. For librarians the whole thought of banning books is abhorrent.

Recently I learned about books by Rabbi Natan Slifkin that were banned by so-called Torah scholars as being heretical and anti-Torah. Rabbi Slifkin is a gifted young scholar who is able to combine the knowledge of Jewish sources with the knowledge of zoology and the natural world. Go to his web site (<http://zootorah.com/>) to read about him and the whole controversy.

The word, censor, goes back to Ancient Rome. The censor, an elected magistrate, had two duties: to count the citizens for tax purposes, and to supervise their morals and restrict ideas that were morally, politically or objectionable in any way to the government. The word census and censor are derived from the same Latin word. Since the First Amendment guarantees the right of free speech, the terms, censor and censor-

ship, have become politically charged. Sometimes other words, such as "whitewash" and "sanitize," are used as euphemisms, because they are less politically charged. These words are used in the context of doctoring of documents to promote, hide, or prevent damage from actions or recorded words. Sanitization is used to refer to the systematic doctoring of information that might otherwise be perceived as incriminating, self-contradictory, controversial, or damaging. Censorship may refer to the removal of information that may protect lives or defend a nation; more often it refers to a publicly set standard, not a privately set standard. Censorship often is alleged when an essentially private entity, such as a corporation, person or group, regulates or restricts access to information or communication in a forum that serves a significant share of the public. Official censorship may occur at any jurisdictional level including cities, states and nations that otherwise represent themselves as opposed to formal or private censorship. The idea of censorship of ideas or entire books is "to protect" the public from viewpoints that disagree with those who seek the ban.

We do have protected classes that do need some sort of external help to restrict their access to written or visual materials. Children and others who may not be able to handle all of life's situations need guidance. Generally it is the parents and other caregivers who know the child best who may restrict them. Teachers and parents restrict access to some materials without censorship. If one 9 year old can't handle a particular situation, that is no reason to prevent all 9 year olds from reading about that situation.

If a librarian, parent or teacher says, "That book is not good for you," that is not censorship. If a parent says to the librarian, "That book is immoral, heretical, or filthy and should be removed from the library," consider that as potential censorship.

At a recent Shabbat lunch with neighbors (one of whom is a fellow librarian) we discussed the concept of censorship and banning. I asked around the table if there was a type of material that should be censored. My 14 year old son, Asher said, "Books that incite and promote illegal and dangerous actions should be censored. For example, the promotion of stealing, killing or rioting should be banned." The librarian was

opposed to any banning of books and has even done a lesson with her students pointing out the danger of banning books. The law student at the table kept reminding us about the First Amendment, freedom of speech, and the right to take unpopular viewpoints. We also discussed what a freedom of speech issue is and what is a case of spreading of racism or lies. Teenagers at the discussion were able to be logical, but they lacked the historical and real-world experience to put the issues into context.

On one level my son's opinion is reasonable, logical and non-controversial. He could have been quoting from the Hays Code from 1930.<sup>5</sup> Asher followed the principle that we do not have the right harm others, to incite riots, or to encourage criminal activity. Based on historical evidence, censorship did none of this. Protecting the public is the justification given by the Romans, the Medieval Christians<sup>6</sup> and Stalinists for the censoring of ideas and entire books. Since censors did not care about the truth, they thought they were protecting the public welfare by the restriction of ideas. However, as outsiders we see they were trying to protect their position, ideas, or power.

Should a library ban *Mein Kampf* or the *Protocols of the Elders of Zion*? Should controversial books have warning stickers? Books may appear in our libraries as historical documents and examples of deprived minds. Judaica libraries sometimes collect anti-semitica so that scholars know what an enemy thinks. Should we include contemporary works of anti-Semitism, anti-American, or anti-anything in our collection without a warning? In our collections *Mein Kampf* represents the depravity of history, not the current thought of a "reasonable" man. We never

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5. "No [motion] picture shall be produced which will lower the moral standards of those who see it. Hence the sympathy of the audience should never be thrown to the side of crime, wrong doing, evil or sin. Law, natural or human, shall not be ridiculed, nor shall sympathy be created for its violation." "The Motion Picture Production Code of 1930 (Hays Code)" <http://www.artsreformation.com/a001/hays-code.html>

6. Because the Catholic Church felt they had duty to protect people from endangering their "eternal salvation," Jews were required to remove all negative references to Christians from all their books. For example the line: ...שתחיים לחבל (They worship vain things and emptiness) from *Aleinu* was censored during the time of the Inquisition because the Christians thought it referred to them. The paragraph is a paraphrase of Isaiah 30:7 and 45:20, written long before the fall of the Temple and the beginning of Christianity.

expect any thinking American to believe what is in *Mein Kampf*. Should we ban books on bomb making or inciting riots? The answer depends on our library. A library on a military base may contain many books on bomb making and riots. Libraries do not endorse views by the purchase of particular books.

The threat of censorship limits the freedom of expression. If an author knows the censor will not permit certain ideas or their expression, his words will be edited even before writing. As librarians, we have to collect materials that represent multiple viewpoints and help in the search for the truth.

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Further reading on the censorship of Hebrew Books:

Carmilly, Moshe. "Censorship" in *Encyclopedia Judaica* (1971) v. 5, col. 275-282.

Carmilly, Moshe. *Sefer ve-sayif : hofesh ha-bitui veva-mahshavah etsel 'Am Yisra'el*. (Book and sword : freedom of expression and thought, among the Jewish people) Yerusalayim ; New York : Mekhon Sura 'a. y. ha-Yeshivah Universitah, 1966.

Popper, William, 1874-1963. *The censorship of Hebrew books*. New York, Ktav Pub. House, 1969, 1899.

