
Judaica Library Network of Metropolitan Chicago



Winter 2005 / Adar 5765

Newsletter

From the editor's desk



I just finished teaching the beginning cataloging course for the second time in the School of Library and Information Science of San Jose State University. The

students were really great. After the face to face class in September the class applauded in appreciation.

The students had a large variety of assignments. The assignments and exercises covered the science (AACR and other rules) and art (application of the rules based on knowledge and experience of the cataloger.) The learning process involves audio lectures, visual presentations, electronic discussions, and hands-on exercises. They started with a report on a visit to a catalog department of a library. From this assignment they learned of the variety of libraries, skills of the catalogers and even though they all follow standards there is room for localization.

Cataloging is an expensive operation, but it is the library operation that enables reference and other public services. Many libraries depend on vendors to supply shelf ready books. That includes volume processing and supplying of bibliographic information for the catalog. The technical services librarians in those places handle problems, catalog unique items or a special collection, and manage the process.

I showed the students that subject knowledge is essential for skilled catalogers. One assignment was to catalog four music cassettes from Broadway or movie musicals. I was amazed at the amount of knowledge of the musical theater that is required to do a good job. I am a fan of the musical theater and much musical knowledge was internalized many years ago. For example one needs to check the list of songs very carefully because the movie and Broadway versions do not always have the same songs. There may be recordings from different casts or versions. The main entry for musicals is always under the

composer even though movies and Broadway shows are collaborative efforts of many professionals and artists. For books, the author is responsible for most of the creative effort. For musicals the composer is responsible for less than 10% of the creation.

No single course can teach students enough to be a professional cataloger. I told the students at the beginning that I can teach them 5% of what they need to know; they can teach themselves another 5%; 80% can be learned in the first years of your first job, and the remaining 10% will take the rest of your lives. Even though most of the students will not be full-time catalogers; they now have a new appreciation of the task or cataloging and the knowledge required of a cataloger. They know enough about MARC records to be good interpreters of the catalog.

I am always looking for ideas for articles for future newsletters.

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The web site for previous issues:

<http://home.earthlink.net/~ddstuhlman\jln-home.htm>

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**Spring Meeting at Hillel Torah North Sub-urban Day School, Skokie, IL
 May 11, 2004**

Fifteen people attended. After the conclusion of the short business meeting, Robbin Katzin and Carol Rosen gave a brief introduction to the Hillel Torah Library. The evening's program followed. Award-winning storyteller Susan Stone presented "A Storytelling Grab Bag" during which she discussed the art of storytelling, told sample stories, provided useful techniques for successfully telling stories to both adults and children, and shared techniques for adapting materials for the audience. Her talk, as well as the stories she told, were well received by the audience.

Respectfully submitted,

Marcie Eskin

Summer Planning Meeting at the home of Judy Weintraub July 22, 2004

Eight members attended the meeting.

Glenn Ferdman thanked Judy Weintraub for hosting the meeting. The minutes of the previous meeting were approved.

Updates on our libraries were shared, and Glenn brought us up to date on the new Spertus building.

Treasurers' report:
 Our current balance is \$354.47.

AJL convention update:
 Shoshanah, Glenn, Donna, and Shelly attended this year's conference in Brooklyn. Next year it will be held in Oakland, California. We will not host the conference in Chicago until at least 2008, when hopefully the new Spertus facility will be completed. ALA is scheduled to be in Chicago in 2009.

Elections:
 The following members have been nominated as Judaica Library Network officers for the coming year 2004-5:

President: Glenn Ferdman
 Vice President / President Elect.....Marcie Eskin

TreasurerDonna Stewart
 Recording Secretary Robbin Katzin
 Corresponding Secretary Kathy Bloch / Joy Kingsolver

The slate was approved by acclamation.

This year a committee should be appointed to rewrite our constitution.

Program planning:

Glenn has received the following program suggestions:

- 350th anniversary of Jews in America
- Best Jewish preschool literature
- Archives for synagogues on a budget
- Reference update
- Best Jewish computer programs
- Best Holocaust videos for children
- Subject headings
- Weeding
- City-wide Jewish book fair
- Excellence in Jewish children's literature
- Conservation workshop
- Overview of Hebrew and Yiddish studies available in the Chicago area
- Best books on the Israel/Palestinian conflict

Donnie Stuhlman suggested that we offer continuing education to our members. We will appoint a committee to look into this at a later time.

Shoshanah Seidman mentioned that we had been asked by AJL to consider hosting a conference on the 350th anniversary of Jews in America.

Shelli would like to host a program at Northwestern – perhaps a program on Jewish languages being taught at the university, with a handout of classes offered at other universities. We could also visit the special collections there.

Programs we are most likely to have this year:

- What Judaica librarians need to know
- Best computer programs for libraries
- 350th anniversary of Jews in America – speakers on immigration, children's literature, genealogy
- Northwestern's special collections

Fall meeting: Glenn Ferdman
 350th anniversary of Jews in America

Panel discussion - possible topics:

- genealogy
- children's bibliography
- videos and internet
- history
- adult fiction

Winter meeting –Goldman Computer Center of the ATT –

Spring – morning meeting at Northwestern

Respectfully submitted, Robbin Katzin, secretary

Fall Meeting at Temple Chai, Long Grove

October 31, 2004

Eight members attended.

Glenn Ferdman thanked Donna Stewart for hosting the meeting and complimented her on the Temple Chai library.

The minutes of the previous meeting were approved.

Treasurers' report:

Our current balance is \$506.08. Donna noted that we need a new bank stamp which she will obtain.

Updates on our libraries were shared. Cheryl discussed **North Suburban Synagogue Beth El's** renovations. Beth El completely remodeled the library space. All the library materials had to be removed from the library for the building project. Glenn brought us up to date on the new Spertus building.

Newsletter:

Glenn suggested that Donna write about her work at Temple Chai and that Cheryl write about her experiences with her large renovation project.

2005 Convention:

The next AJL convention will be held in San Francisco beginning June 19 at the Oakland Marriott.

The business meeting was adjourned at 2:54 p.m. and was followed by an informative program by Rolly Cohen on "Resources and Curriculum Ideas Celebrating 350 Years of American Jewish

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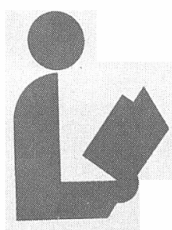
History."

Respectfully submitted, Marcie Eskin

President's Column

Dear Colleagues:

I am honored to be given the opportunity to again serve as President of JLN for the coming year. I hope I will be worthy of the title.



Looking back over the past year, I recall two successful programs (our winter meeting, if you'll recall, was cancelled due to factors beyond our control); one in the fall, conducted by Joy King-

solver, entitled *The Accidental Archivist: Archival Materials in a Library Setting*, and another in the spring, "A Storytelling Grab Bag," featuring Susan Stone. In addition, last winter, we offered a basic conservation workshop, taught by Karen Lee.

One idea I had for this year I'd like to share with you, is the creation of a "job-bank," with listings of available positions at your institutions, or ones you may know about. Listings could either be posted in the JLN Newsletter, and or via our email distribution list.

Another is the creation of a corps of JLN "mentors," for prospective Judaica librarians, whether it is offering career advice, "how-to" information or something in-between. Prospective mentors could get in touch with me and then we could promote our mentors program, again, through the Newsletter, via our email distribution list, and other means (e.g., NSLS "Blue Sheets"). Prospective Judaica librarians could then contact us to arrange an appropriate "*shiddukh*" with a volunteer mentor.

As always, I welcome your thoughts and comments.

Glenn Ferdman (gferdman @ spertus.edu)

**The Sharing of Stories to Enhance
the Teaching of 350 Years of**

American Jewish History

Rolly S. Cohen

Director, Marshall Jewish Learning Center

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[Editor's note: This is a written version of the presentation Rolly gave at the October 31, 2004 meeting of the Judaica Library Network.]

As Penina Schram, says "In the beginning there was storytelling." Storytelling is one way to transmit Jewish learning from one generation to the next. For generations, storytelling gives the Jewish child an opportunity to experience their Jewish heritage directly through the spoken word.

Especially for young children, who are too young to understand history, stories about American Jewish events and people open up new worlds and start them on a journey to more learning.

The following are some ways to bring the excitement of 350 years into your classroom or library through storytelling:

- Start or end the day each week by reading a chapter each week from a high interest book such as *Just Call Me Joe* (about a young immigrant boy's personal journey to become accepted by the boys at school, even though he only speaks Yiddish) or *Journey To America* (about 3 sisters who leave Germany for America in 1938 without their parents). Starting the day with a chapter can get children to be on time in order to hear what happens next in a story. It also connects the learning from week to week. This can also be done with Junior High students if the book is an exciting read.
- Read a different short story each week from a collection of stories such as the *Strudel Stories* that span several generations about life in America (3-5 Grades)
- Teach chronological history through stories. *Bubah Leah and Her Paper Children*, *Grandma Esther Remembers*, and *The Night Journey* are examples of 3 books that describe life in the old country and why it was necessary to leave for a better life in America. *Journey to Ellis Island*, *Hannah's Journal*. *Leaving for*

America, and *Watch the Stars Come Out* all describe the treacherous journey to America. Once the immigrants have arrived in America, there are many books that explain the living and working conditions to help give a realistic picture of what life was like for a Jewish immigrant. *The Melting Pot* is about adventures in New York, set in the Lower east side. The reader is forced to make a decision that will determine his future on every page. Should you sew clothes in a sweat shop or become a butcher? Should you join a union, or stay loyal to your boss? This adventure story introduces the early teen to important Jewish values, historical events and people. Other books describe the trials and tribulations, as families adjust to



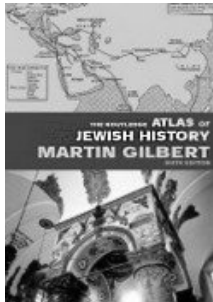
their new life. *Make a Wish Molly* (book and video) tells of a young girl's adjustment to school and her quest to make

new friends.

- *L'Chaim*, the story of a Russian Émigré Boy in America, describes the special relationship between a grandfather and his grandson. This type of ongoing storytelling could go on all year painting a picture of American History for the young child. This learning could be extended by inviting relatives of your students that have special immigration stories to share.
- Biographies of famous Jewish Americans are another way to connect children to the 350 years, such as *Meet My Grandmother*, US Senator Dianne Feinstein, or *Jewish Sports Stars*. *Athletic Heroes Past and Present*, or *The Story of Levi Strauss* etc. Many of these biographies are written for primary readers with limited vocabulary and many pictures. The study of Jewish heroes is a great way to teach Jewish values. The book *Jewish Heroes*, *Jewish Values* highlights famous Jews and the values that they represent, for

example heroes and ideas are included: Sandy Koufax , *K'lal Yisrael: Jewish solidarity*, Steven Spielberg, *Zikaron: Remembrance*, Henrietta Szold: *Pikuah Nefesh: Saving a life*) After studying Maimonides ladder of *Tzedakah*, ask your students where the hero of their choice fits into this important hierarchy of giving. Let them figure out what Jewish value their hero stands for and create a poster with his or her picture and a description of his/her acts of goodness.

- Jewish postage stamps are an exciting way to further the study of Jewish heroes. They can be made bigger and be added to a poster the children design. Each child could also design a stamp to honor their hero.



puzzles to understand concepts. (Show *Jewish History Atlas* and *The Atlas of Jewish History* both by Martin Gilbert as great resources.

- Videos are great resources to give students a realistic picture of life during various times in American history. Ergo media has a set of 10 American Jewish videos that trace the development of Jewish settlements in all parts of the U.S.
- Emphasizing Jewish women in America - *350 Years of Extraordinary Jewish Women in America - Making Our Wilderness Bloom* -, (Jewish Women's Archive) is a wonderful curriculum with a foreword by US. Supreme Court Justice, Ruth Bader Ginsburg. This curriculum can be adapted for a teen retreat or family education program. Videos such as Private Benjamin, Marjorie Morningstar, are great resources as well.

- The Creative arts - American Jewish authors, music, art and humor are forces that have contributed to our heritage and culture and which bind us as a people throughout time, (Yiddish videos, set of 4 from Ergo, Sid Caesar videos, Famous Jewish Men and Women, American composers, for example, George Gershwin)
- Current Events - Emphasize American Jews in the news, both past and present. A multi-purpose board can be hung in the classroom, library or hallway displaying an important Jewish news article of the week Students, teachers, and parents can add post-it notes with their comments or reactions to the article, and place them on the board.
- Book of Lists - 46 esteemed Jewish scientists, Jewish American Writers who have made an impact on American culture, twelve of the most popular Jewish foods in America, portraits of 37 Jewish-American artists, and the list goes on!
- Timeline Computer program - the framework of the timeline is ready for you and your students to custom design a timeline that fits in with your unit of study - Fame Jewish Americans and their accomplishments, Jewish settlements in America, etc. The timeline can be hung in the library. Color copies of the covers of Jewish American History books can be placed next to the appropriate date when the story took place. It then becomes a timeline of Jewish stories!

Electronic Resources for Jewish History and Literature

by Sarah Troy

Student, San Jose State University School of Library and Information Science

Distinguish between primary and secondary documents

Primary documents are created when authors witness, observe, or experience events firsthand. Secondary documents relate the experiences or opinions of others. Examples of primary sources include diaries, letters, memoirs, speeches, manuscripts, eye witness

accounts, photographs, or original literary works. Secondary documents interpret or analyze primary documents.

Online databases

This is a subject based selection of online databases.

America: History and Life (Available from ABC-Clío) Historical coverage of the United States and Canada, from prehistory to the present. Contains citations and abstracts for articles, books and media reviews, and dissertations. Includes CLIO Notes, which guides the user through chronologies and brief summaries of significant events and themes in American history.

Ethnic News Watch: (Requires library supplied password) Searchable collection of full-text newspaper and journal articles. Available in English or Spanish. News, culture and history from the ethnic, minority and native press.

Expanded Academic Index ASAP: Contains citations for articles in popular magazines and scholarly journals in the humanities, social sciences, and general sciences. Legal, business, and health journals are also included. Many records have abstracts and full text.

Literature Resource Center: <http://www.gale.com/LitRC/> This searchable database provides full-text access to biographies, bibliographies, and critical analyses of authors from classical antiquity to the present. Subjects include novelists, poets, essayists, journalists, and other writers.

MLA Bibliography Database: (Requires library supplied password) This searchable database contains citations for articles, books, and book chapters in literature, languages, linguistics, and folklore. Compiled by the Modern Language Association.

ProQuest® Newspapers: (<http://www.il.proquest.com/proquest/>) Searchable database that includes the full text of the Los Angeles Times, New York Times, and the Wall Street Journal. Subject area: General Subjects. Covers: New York Daily Times 1851-1857; New York Times 1857 - , LA Times 1985 - , Wall Street Journal 1889 - .

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Gerritsen Collection - Women's History Online: (<http://gerritsen.chadwyck.com/>) Contains over 232,000 citations and abstracts of historical and current research in Women's Studies with a focus on health and international issues.

Worldwide Political Science Abstracts: (<http://www.csa.com/csa/HelpV5/suppl/world-polssl.shtml>) Provides citations and abstracts for journal articles in political science, international relations, law, and public administration and policy.

Electronic Periodicals

After finding an article it may be retrieved in electronic or paper formats. A few periodicals that might be useful:

Jewish Advocate: (<http://www.thejewishadvocate.com/>) published in Boston since 1902; covers the local, national, and international Jewish world.

Jewish Bulletin: (<http://www.jewishsf.com/bk010615/page-home.shtml>) recently renamed *J*; published in Northern California since 1895; covers the local, national, and international Jewish world.

Jewish Exponent: (<http://www.jewishexponent.com/>) published in Philadelphia since 1887; covers the Jewish community in Philadelphia, the nation, and the world.

Jewish Journal: (<http://www.jewishjournal.com/>) a Los Angeles independent community newspaper published since 1986

Jewish Social Studies: (<http://iupjournals.org/jss/>) published by Indiana University Press; explores different approaches to Jewish history

Jewish Week: (<http://www.thejewishweek.com/>) published in New York; the largest Jewish newspaper in the United States; covers local, national, and international Jewish world.

Print Journals

Contemporary Jewry: DS101.C67; (1979-)

Explorations: DS101.E9; (1968 -)

Jewish Frontier: DS149.A324; (1985-)

Jewish Social Studies: DS101.J555; (1939 -)
(Also available online through EBSCO)
Journal of Jewish Studies: BM1.J63; (1948-)
Reform Judaism: BM197.R385; (1972 -)
Response; A Contemporary Jewish Review:
AP92.R4; (1967-)
Tikkun: BL65.P7T54; (1986-)

Distinguish between scholarly and popular periodicals

Scholarly journals are more authoritative and tend to have a greater depth of research.

Scholarly journals contain in-depth articles on focused topics. They are written by specialists and researchers and the audience is usually scholars, researchers or academics. Scholarly journals are peer-reviewed for content and academic value.

Popular publications tend to cover a broad range of topics. Popular periodicals are aimed at a general audience and may lack a list of sources or bibliography. They are designed to be visually appealing, and are meant to interest a wider range of readers. Popular publications may be designed to entertain, promote a specific point of view, and sell products.

Websites

American Jewish Historical Society
(<http://www.ajhs.org/>)

AJHS's statement (from their website): "The mission of the American Jewish Historical Society is to foster awareness and appreciation of the American Jewish past and to serve as a national scholarly resource for research through the collection, preservation and dissemination of materials relating to American Jewish history."

Center for Jewish History (<http://www.cjh.org/>)

CJH's "Who we are..." statement (from their website): "The Center for Jewish History emerged from a vision of a unique central repository for the cultural and historical legacy of the Jewish people. The Center embodies the unique partnership of five major institutions of Jewish scholarship, history and art: American Jewish Historical Society, American Sephardi Federation, Leo Baeck Institute,

Yeshiva University Museum and the YIVO Institute for Jewish Research. The Center will serve the worldwide academic and general communities with combined holdings of approximately 100 million archival documents, a half million books, and thousands of photographs, artifacts, paintings and textiles - the largest repository documenting the Jewish experience outside of Israel. The Center's dynamic program of exhibits, cultural events and intellectual gatherings will interest all who wish to explore the richness of the Jewish past and the promise of the Jewish future."

The Feinstein Center for American Jewish History
(<http://www.temple.edu/feinsteinctr/>)

FCAJH's mission statement (from their website): "The Myer and Rosaline Feinstein Center for American Jewish History was created in 1990 to promote the study of the Jewish experience in America. As an academic unit of Temple University's Department of History and in cooperation with the American Jewish Committee, The Feinstein Center is dedicated to encouraging and nurturing a new generation of scholars to devote their talents and energies to research and teaching in this field."

National Museum of American Jewish History
(<http://www.nmajh.org/>)

NMAJH's mission statement (from their website): "The National Museum of American Jewish History's mission is to present educational programs and experiences that preserve, explore, and celebrate the history of Jews in America. Our purpose is to connect Jews more closely to their heritage and to inspire in people of all backgrounds a greater appreciation for the diversity of the American Jewish experience and the freedoms to which Americans aspire."

Don't forget...

This guide is a starting point not an exhaustive listing of all sources. The library has many resources at your disposal. Some of your best resources are the reference librarians. If you have questions or require assistance they are more than happy to help you.

Spertus Gets City Approval

The **Spertus Institute of Jewish Studies** received approval from the Chicago Plan Commission for its new facility.

If all goes as planned, the new building will occupy 138,000 square feet with a height of 161 feet. The facility will be home to the Museum, the College, the Asher Library, a 400-seat auditorium, a family center, and administration space. The building will be built on the vacant lot just north of the existing facility at 618 S. Michigan Ave. Completion is expected in 2007.

A Sampling of Judaic Websites

by Rabbi Leonard A. Matanky, PhD. *Matanky* @ *att.org* Associated Talmud Torahs of Chicago - Goldman Computer Department

Indices:

Jacob Richtmmans Hotlists

www.jr.co.il/hotsites/

Jewish Education Center of Cleveland

www.jecc.org

Judaism and Jewish Resources - Andy Tannenbaum

www.shamash.org/trb/judaism.html

MavenSearch - A Portal to the Jewish World

www.maven.co.il/search.asp

Virtual Jerusalem

www.virtual.co.il

Teacher Resources:

Archives of LOOKJED

listserv.biu.ac.il/archives/lookjed.html

Associated Talmud Torahs of Chicago - Goldman Department

www.att.org

ATID

www.atid.org

Bar Ilan University - Lookstein Center - LookJed

www.lookstein.org/home.htm

Centropa- online library of pre (and post) Holocaust photographs & oral histories

www.centropa.org/mainpage/main.asp

The Creative Learning Pavilion (of Torah Umesorah)

www.e-chinuch.org

DA'A T - Teacher Resources

www.daat.ac.il

DataJEM: The Database of Jewish Educational Materials

www.jajz-ed.org.il/datajem/

eJewish

www.ejewish.info

Games by Shira Smiles

www.613.org/smiles/teaching/games.htm

Internet Jewish History Sourcebook

www.fordham.edu/halsall/jewish/jewishsbok.htm

Israel Ministry of Education - Resources

www1.education.gov.il/lltoranit

JESNA Resources

www.jesna.org

Jewish Agency: Department for Jewish Zionist Education

www.jajz-ed.org.il

Jewish Early Childhood Educators' Exchange

<http://www.geocities.com/amynealw/>

Jewish Programs

<http://www.jewishprograms.org>

Jewish Torah Audio of 613.org Index of Classes

<http://www.613.org>

Mikra'ot Gedolot

<http://www.ucalgary.ca/~elsegalfTalmudMap/MG.html>

Morim - Resources for Teaching Hebrew

www.morim.com/summary.htm

The Museum of the Bais Hamikdash

<http://www.campsci.com/museum/>

A Page of Talmud

<http://acs.ucalgary.ca/~elsegalfTalmudPage.html>

Online Resources from the Battat Center (BJE of San Francisco)

http://www.bjesf.org/MAIN/UOnline_Main.html

PEJE- Partnership for Excellence in Jewish Learning

www.peje.org/index.htm

Rabbi Pittinsky's 9T2 Gemara Page

<http://www.geocities.com/pittinsky/>

Resource Center of JSkyway

http://www.jskyway.com/templates/main.php?subnav=template_elements/resource_nav.txt&content=resource/index.php

Shema Yisrael Torah Network Teacher's Exchange

www.shemayisrael.co.il/orgs/education/

Snunit - Israel Teachers' Resource Center

<http://www.snunit.k12.il/kodesh>

Teacher Elementary School Links- (Hebrew)

<http://www.linkim4u.com/elemtry.asp>

Virtual Beit HaMikdash

<http://yuks.org/~rweiser/mik.html>

Welcome to Jewish Funland- by Dr. Nurit Reshef

<http://www.bus.uAlberta.ca/yreshef/funiand/funiand.html>

Hebrew:

Alfi- (Hebrew) animated Flash site for kids

www.ealfy.co.il/index4.asp

Galim - activities and resources for elementary school children

<http://www.galim.org.il/>
Hebrew Crossword Puzzle Maker
www.crossword.co.il/
Hebrew English Dictionary
<http://www.morfix.co.il/>
Hebrew Language Resources
<http://www.dmoz.org/Science/SocialSciences/Linguistics/Languages/Natural/AfroAsiatic/Hebrew/>
Hebrew on the Web
www.foundationstone.com.au
Passing Phrase- Learning Hebrew phrases
<http://www.learnhebrew.org.il/>
Rosetta Dictionary
<http://www.websters-online-dictionary.org>
Snopi
<http://www.snopi.com/ptp/ptp.asp>
Yiddish-Hebrew-English-German-French Picture Dictionary
<http://www.ibiblio.org/yiddishNortl>

Israel:

Tour of Virtual Jerusalem
<http://www.virtuaijerusalem.com>
Israel News From the Jerusalem Post Internet Edition

<http://www.jpost.com>

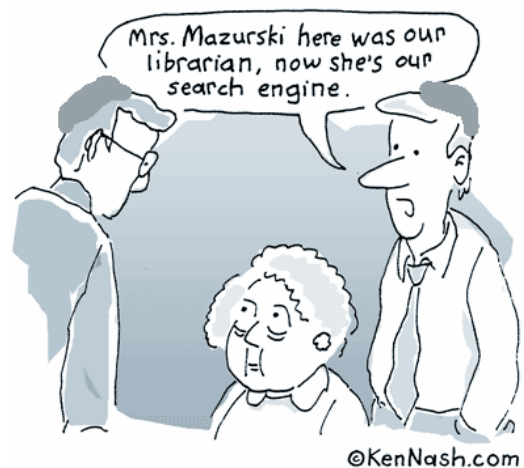
Data bases and texts:

Hebrew Books. org - over 2000 Judaic books
<http://www.hebrewbooks.org>
Israel White Pages
<http://www.bezeq.co.il/eng/index.html>
Jewish Encyclopedia
www.jewishencyclopedia.com
Jewish Law - Examining Halakha, Jewish Issues and Secular Law
<http://www.jlaw.com>
The Jewish Virtual Library
www.jewishvirtuallibrary.org/
Rambi : The Index of Articles on Jewish Studies
<http://jnul.huji.ac.il/rambi/>
Shamash's Kosher Restaurant Database
<http://www.shamash.org/kosher/>
WebYeshiva
<http://www.webyeshiva.org>
Just- Tzedakah
<http://www.just-tzedakah.org/>
Webshas
<http://www.aishdas.org/webshas>
Jewish Wisdom Database
<http://www.J.co.il>
Top 10 sites -lists
<http://www.jafi.org.il/top10/index.htm>
JWIT

<http://jwit.webinstituteformeachers.org>
Mechon-Mamre- a Hebrew/English Bible, Talmud
<http://www.mechon-mamre.org>
The Rashi Website- Chumash text with English Rashi
<http://www.rashiyomi.com/index.htm>
Snunit Kodesh - (Hebrew) Judaic texts
<http://www.snunit.k12.il/kodesh/>

Academic Libraries (This is only a small sample of the library catalogs on line that have large Judaica collections)

Brandies University Libraries
<http://library.brandeis.edu/>
Jewish National & Hebrew University - Library
<http://jnul.huji.ac.il/>
JTS Library - Aleph catalog
<http://www.jtsa.edu/library/>
Spertus Institute-- Asher Library
<http://norman.spertus.edu>
Yeshiva University Libraries
<http://www.yu.edu/libraries.html>



Jewish Storytelling By Daniel D. Stuhlman

There is a long Jewish tradition of telling stories. Long before the beginnings of a written literature, storytelling served as the means of sharing events of the past and of defining the Jewish identity--that is, the individual's cultural distinctiveness as a Jew. As a member of a unique community, Jews tell and retell stories.

Librarians are known as storytellers and reading stories in a group as a way to introduce literature to children. Storytelling, as an art form is way to transmit tradition. The storyteller

interacts with the audience and changes or adapts the story to the time, place and audience.

Let Laughter Ring! / compiled and retold by S. Felix Mendelsohn published by Jewish Publication Society, 1941. These stories were collected from humor columns in the Jewish press and from examples sent to the author. Humor is a way of dealing with the practical, personal and societal, and problems facing the Jews. This book was written after the knowledge of the German anti-Semitism but before the knowledge of the holocaust. The book also reflects the hope and promise of Eretz Yisra'el.

Many of the stories use the names of famous people.

Sapir, the famous Jewish satirist, was invited by a friend to witness the performance of a world-renowned comedian. Upon leaving the theatre Sapir was asked to express his opinion of the center of attraction. The satirist replied, "Joking aside, he is a great actor."

Apparently, his full name was Mortiz Gottlieb Sapir (or Saphir), he lived from 1795-1858, and was considered Vienna's most influential music critic, as well as a humorist. He published a journal called the *Berliner Courier* in the 1820s and 1830s.

Israel Zangwill was entertained at lunch in a club-house in Chicago by a small group of Jewish women. The guest of honor ordered ham and eggs. Several women at an adjoining table expressed their surprise that an eminent Jewish leader should eat ham in public. Zangwill over heard this remark, and it annoyed him greatly.

A little while later one of the ladies leaned over to Zangwill and said, I suppose you know that this city is a great meat packing center. Do you like our Chicago ham?"

"Much better than your Chicago tongue," snapped Zangwill.

Israel Zangwill, 1864-1926, was a British novelist, playwright, and Zionist leader. His books include *The King of Schnorrers* (1894) and *Dreamers of the Ghetto* (1898). He was spokesman for the Zionist movement. Even among

Jews who have no claim to keeping kosher, eating of pork products is a taboo. One could ask why the women were concerned with his choice of food when their food was not kosher either. One could ask why he ordered "common" food at a fancy club. This story is not amusing today because too many of the connections are not in our current culture.

The jokes concerning the Germans and anti-Semitism are interesting sociologically, but not only are they not funny. Below is story that is anti-Nazi but a contemporary story could make updates.

A visiting Jewish professor from Berlin was describing conditions under Nazi rule. The president of an American university interrupted. "What has really happened to Germany? Formerly American visitors would say that is God's country."

"I'll tell you just what has happened," replied the professor. God is still liberal with us, and in our day he gave the German people three institutions: honesty, intelligence, and Nazism. However, God imposed the condition that a German may have only two of the three institutions. For this reason, if a German is honest and a Nazi, he cannot be intelligent; if he is intelligent and a Nazi, he cannot be honest; and if he is honest and intelligent, he cannot be a Nazi."

This story is remarkably similar to the business principle that says you may have only two of the following-- fast, cheap, high quality.

Here is one story that I have rewritten:

A shul rabbi died suddenly and left a widow and small children. The shul board was very concerned about the best way they could help them. They knew he had been working on a book, but had told no one of its subject or contents. They thought that publication of the book would help the family.

However, their plan was halted when they learned the manuscript contained eulogies for the funerals of the leading board members.

This book is basically ghetto humor, a type of humor poking fun at Jewish life, culture and circumstance. This was the humor of the Eastern Europe Jew and New York Lower East Side Jew. These Jewish worlds are largely gone and have been fading slowly away for over 40 years. To understand this type of humor one must know about Jewish history, culture and observance.

Jewish humor is more intellectual than mainstream American humor. It is terse, based on a Jewish or human truth, subtle, suggestive of God's role in the world, self effacing, and sometimes the listener does not know whether to laugh or cry.

Storytelling is coded communications which means different people understand the words in different ways. Adults understand the sociology and history. Children understand the action. Storytelling requires verbal clues and conventions. While the child and adult may laugh at the same words, they did not hear the same story.

Recent Subject Headings of Jewish Interest

From the weekly lists of Library of Congress.

150 **Holocaust, Jewish (1939-1945)--Reparations**

550 BT Reparations for historical injustices
550 BT Restitution and indemnification claims (1933-)

150 **Interest (Jewish law)**

053 BM523.5.I5 CANCEL
053 KBM955.4
450 UF Interest and usury (Jewish law) [Earlier form of Heading]
450 UF Ribbis
450 UF Ribit
450 UF Usury laws (Jewish law) [Earlier form of Heading]

151 **Kabri Site (Israel)** [sp2004004690]

451 UF Kabri, Tel (Israel)
451 UF Tel Kabri (Israel)
551 BT Israel--Antiquities

150 **Music by Jewish composers** [May Subd Geog] [sp2004014371]

680 Here are entered collections of music composed by Jewish composers.

450 UF Jewish composers' music

450 UF Musical compositions by Jews

550 BT Jews--Music
550 BT Music

150 **Noir fiction, Israeli** [May Subd Geog] [sp2004010475]

450 UF Israeli noir fiction
550 BT Israeli fiction
450 UF Yom ha-zikaron le-halale ma arkhot Yisra'el

150 **Holocaust, Jewish (1939-1945)--Reparations**

550 BT Reparations for historical injustices
550 BT Restitution and indemnification claims (1933-) CANCEL

150 **Psychological fiction, Hebrew** [May Subd Geog]

450 UF Hebrew psychological fiction
550 BT Hebrew fiction

150 **Qana Massacre, Qana, Lebanon, 1996**

551 BT Lebanon--History--Israeli intervention, 1996
550 BT Massacres--Lebanon

150 **Usury laws (Jewish law)** CANCEL

682 This authority record has been deleted because the heading is covered by the subject heading Interest (Jewish law)

150 **Windows in the Bible**

150 **Wooden synagogues** [May Subd Geog]

550 BT Synagogues

150 **Yom ha-zikaron** [sp 85149209]

680 Here are entered works on the Israeli day of commemoration of fallen soldiers, observed the day before Independence Day.