Inside This Issue

Innovative Teaching and Imaginative Learning in the Library 1

Library Celebrates Lehman’s Longstanding Partnership with Lincoln Center

Leonard Lief Library Acquires Lincoln Center Institute Collection 2

Composers Sounding
Natural - and Unnatural;
Selections from the Lincoln Center Institute Collection 3

Active Learning Resources

Behind the Scenes: Journey of a New Library Book

Library Instruction Gets Flipped 4

European Conference on Information Literacy

The Scholar from Shanghai 5

Liberal Education and the Question of Value

Animating Online Library Instruction 6

Roving Reference Takes Off with Innovative Internship Program

Revisiting Our Shared History

Revisiting Our Shared History (continued) 7

Prague Spring

Renewing Interlibrary Loan Materials in ILLiad

Research Guide Features Data and Statistics 8

Faculty Professional Activities

El Rey, the Olmec King 9

Biblio-Tech Staff

Hours

Innovative Teaching and Imaginative Learning in the Library

This issue of Biblio-Tech celebrates the Leonard Lief Library’s recent acquisition of the landmark Lincoln Center Institute (LCI) Collection. Consisting of 8,000 books and multimedia items, this arts-in-education collection encompasses aesthetics, philosophy, educational theory, visual and performing arts, and children’s literature. It is considered one of the nation’s unique and comprehensive arts education repositories, which will truly benefit Lehman’s Schools of Education and Arts and Humanities.

One of the central tenets of Lincoln Center’s two-decade-long relationship with Lehman College is fostering imaginative learning in the classroom. Based on the work of education philosopher Maxine Greene, this provides instructional tools for teacher educators to meaningfully integrate works of art into the K-12 curriculum. By igniting the imagination of students – as well as their teachers, by extension – participants are inspired and empowered by techniques emphasizing observation and inquiry-based learning, drawing on individual experience.

To acknowledge the infusion of these new library resources, in the fall semester the Library is hosting a three-part Innovation series, *Imagination and Learning: The Lincoln Center Institute Collection*, which features individual sessions on poetry, children’s literature, and visual arts – each highlighted by relevant titles. Further, the Library’s overall themes for this semester are *imaginative learning* and *innovative teaching*, demonstrated by ongoing creative work of library faculty.

A number of these involve integration of video into instruction. Our flipped classroom project assigns students library instruction videos to view before they come to class. Another project conducts video interviews with Lehman scholars across all subject areas to explore best practices in their own research as a learning resource for students. We believe we’re the first library in the country to undertake this. Moreover, Jennifer Poggiali’s IMLS Sparks! Grant will create an animated character, Jasmyne, to provide library instruction with Bronx *attitude* in tandem with our colleagues in the Art Department.

Lehman has received a METRO Innovative Internship grant to explore providing Roving Reference on all floors of the Library. Be on the lookout for intern extraordinaire Kevin Saw roving the Library, armed with an iPad for point-of-need service.

Ultimately, contemporary library service reflects the title of this publication – *Biblio-Tech*: books and technology. In addition to discussion about the LCI Collection, this newsletter demystifies the journey of a book from selection to ordering to cataloging to make it shelf-ready. Our Reading and Discussion Series features the best new publications of outstanding Lehman faculty and distinguished alumni. Recently Martin Kleinman ’72 blogged in the *Huffington Post* about his experience returning to campus to read from his collection of Bronx short stories, *Home Front*. Lastly, this edition contains a book review, a new feature we’ve introduced. Happy Reading!

Kenneth Schlesinger
Chief Librarian
Library Celebrates Lehman’s Longstanding Partnership with Lincoln Center

In fall 2013, the Library served as co-host with the School of Education and School of Arts and Humanities to celebrate Lincoln Center Education’s donation of its 8,000-item collection to Lehman. This marvelous gift served as the impetus for a semester-long exploration of Lehman College’s longstanding partnership with Lincoln Center.

The collaboration between Lehman College and Lincoln Center Institute (now known as Lincoln Center Education) began with a School of Education faculty seminar in 1997. Since then, select courses in Education and the Freshman Year Initiative have been designed to integrate the visual and performing arts using Lincoln Center’s signature method, aesthetic education. This uses inquiry to explore a work of art - in the process seeking to expand the perceptions and enrich the lives of students.

We installed an exhibit about the history of Lehman’s engagement with aesthetic education in the Library’s Gallery. Simultaneously, a series of workshops exploring aesthetic education, imaginative learning, and the place of library resources in the inquiry process was launched with great success. These workshops were facilitated by Lehman faculty Amanda Gulla, Abigail McNamee, and Cecilia Espinosa, as well as Lincoln Center Teaching Artist Alison Shapiro.

Leonard Lief Library Acquires Lincoln Center Institute Collection

Lehman College had much to be grateful for during the celebration of its partnership with Lincoln Center Education (LCE). LCE donated its 8,000-item library to Lehman, greatly enriching our holdings in the arts, education, juvenile literature, and multimedia. Search “Lincoln Center Institute Collection” in the library catalog to locate collection items.

At the celebration, Dean Deirdre Pettipiece of the School of Arts and Humanities spoke eloquently about the value of these books - as well as the ideas about education, the arts, and social justice so many of them implicitly or explicitly embrace - to a college that seeks to inspire underserved communities. Her speech is excerpted below:

What is perhaps most important to me as the Dean of Arts and Humanities is that faculty and students will have access to a collection that keenly reflects the essence of the Lincoln Center Institute’s aesthetic education approach, which as Madeline Fuchs Holzer describes, is “to turn traditional skills-based arts instruction inside out by starting directly with the artworks.” Holzer further explains that LCI based its ideas on John Dewey’s work, Art as Experience, a text in which he argues that “to perceive, a beholder must create his own experience.”

As I understand this, Dewey - and LCI by extension - mean that the perceiver of art must make sense of the process through which it was made, and ultimately the product that results through lenses that resonate with them and their personal experience. This idea that the observer or student of the work has a role in determining its meaning, function, and value is the essence of student empowerment, and ultimately the transformation from observer and student to artist and performer.

This democratic vision of art education, of student as co-partner and collaborator in the understanding of art and performance, and in their own development as future artist-performers is one espoused by our faculty here at Lehman and valued deeply throughout our School.

Deirdre Pettipiece
Dean of Arts and Humanities

Dean Harriet Fayne of the School of Education, who also spoke at the celebration, offered the following remarks about the importance of the physical presence of books in the lives of students and teachers:

... there is nothing that will substitute for a hands-on collection of materials that casual and focused visitors can access. To have such an impressive collection of children’s and young adult literature, as well as material specifically related to the arts, is nothing short of extraordinary.... Present and future teachers can borrow them, use them with children in their classes, and get kids “hooked” on books and the arts.

Harriet Fayne
Dean of Education
Composers Sounding
Natural - and Unnatural: Selections from the Lincoln Center Institute Collection

At an early age, Olivier Messiaen became interested in the songs of birds. He would go out and note their various songs on music paper, trying to be as accurate as possible. He incorporated some of these songs into the fabric of his early compositions. In 1956, he started to compose his Catalogue d’Oiseaux for piano in seven books using the songs of thirteen different birds. Each section of this work uses the characteristic song of the bird for which it is titled, plus the songs of other birds that might be found in the same vicinity.

The pieces are descriptive of the habitats of the birds (the Alps or the mountains of Forez, for example) and precise to times of day and months of the year. Lehman obtained a CD of the first three books, written between 1956 and 1958, containing descriptions of seven birds and the areas where they are found. From warblers, larks, orioles, and owls, these compositions are complex in translating landscapes, time of day, and the songs of nature’s original composers: birds. This CD can be found in the Fine Arts Division under call number LCI CD 352.

When Beethoven composed a symphony descriptive of nature, he used various musical techniques of composers before and after him. He included a thunderstorm, some merry-making, and at the end of the second movement he imitated the songs of three birds: the nightingale, quail, and cuckoo. His composition is a musical imitation of nature, not an accurate description of bird songs of early 19th century Europe. The sixth Symphony, subtitled the Pastoral, was the first Lincoln Center Institute CD to be cataloged; its call number is LCI CD 1. It also includes Beethoven’s Symphony No. 5.

Ferdinand Rudolph von Grof (also known as Ferde Grof) was a pianist who, after touring the Southwest and viewing the Grand Canyon, vowed that he would write a descriptive composition of the grandeur of that scenery. In fact, he wrote the suite twice: first composed for the Paul Whiteman Band in 1931, he rescored it two years later for full orchestra. The suite describes a sunrise over the canyon, the colorful tints of the various layers of the canyon walls, a mule trip down to the bottom of the canyon, a glorious sunset, and, like Beethoven, a thunderstorm. The CD also has Grof’s Mississippi Suite and can be found under number LCI CD 94.

Pacific 231 by Arthur Honegger is a misnomer. The title refers to a steam locomotive with 4 pilot wheels, 6 driving wheels, and 2 trailing wheels, and thus also known as a 4-6-2 locomotive. Honegger attached the title to the piece after he had written it, and music critics have gone into rapturous prose about the hissing sounds of the engine, its acceleration, speed, and arrival at its destination with its many train sounds. The composition is actually an exercise in showing how to mathematically accelerate a rhythm while slowing the tempo down. In a piece called Rugby, written in the same vein, the orchestra plays a scherzo that sounds like opposing teams battling over possession of a ball and final victory. Both pieces can be enjoyed musically, without the extra story content. The call number of this CD is LCI CD 60.

Ed Wallace

Active Learning Resources

Imagine this: You are in the middle of teaching and you realize that half of your class is falling asleep and the other half is on Facebook. I believe this has happened to even the best and most experienced instructors. What can you do?

I have started to incorporate active learning techniques into my own teaching. For example, I recently tried an activity called “All Stand” to explain the concept of Boolean operators, which are used in database searching. The entire class had to stand up, and then I told students to remain standing only if they were female AND wore glasses. Most of my students found the exercise a bit silly and uncool (it was a freshmen class), but I think they grasped the principle and it helped break the ice.

This and related techniques can be found in two helpful resources:

Interactive Techniques by Kevin Yee http://bit.ly/S1cb8W
Provided by Gina Rae Foster of Lehman’s Teaching and Learning Commons, this document groups teaching suggestions and tips by different categories such as brainstorming, games, ice breakers, and more.

Active Learning Techniques for Librarians by Andrew Walsh and Padma Inala. A quick read that includes a lot of practical examples, all tested by the authors (both librarians). These activities can be easily incorporated into teaching, and they are also cost-effective. It’s appealing that each exercise includes pros and cons.

Stefanie Havelka
Behind the Scenes: Journey of a New Library Book

Have you ever wondered about the process of getting a new or donated book onto the shelf? Let us show you the many steps a book can take on its journey:

Step 1. New books are selected by library faculty with input from discipline faculty. They place book orders with the Acquisitions Division.

Step 2. Acquisitions staff researches the best price, then orders the book. Materials usually take about two weeks to arrive.

Step 3. Once new books arrive, the Cataloging unit enters all new materials into Aleph, the library cataloging system. Cataloging staff attaches labels to each book. One indicates the book’s call number, which is used to organize books on the shelf.

Step 4. Books are sorted by the Circulation unit. A selection of new books is placed on a bookshelf near the Library's main entrance. The rest are placed on book carts and organized by call number. Lehman uses the Library of Congress Classification System.

Step 5. Stacks staff quickly bring book carts upstairs and shelve items in their appropriate locations.

Step 6. Books can now be borrowed by students, faculty, and staff at 23 CUNY campuses. Approximately 540,000 students can request books from our Library, so the journey of a new book may not end when it reaches the shelf - it may have just begun!

Adelaide Soto
Library Instruction Gets Flipped

What do inquiry and flipped classrooms have in common? A visit to the Library this fall would indicate: plenty.

Three Lehman library faculty are experimenting with flipped classrooms, having students watch videos and review other materials before attending a library session. Instructional Technologies Librarian Jennifer Poggiali initiated this project and sought out collaborators. “I thought the flipped classroom would be well worth trying out with graduate students. Very often we only get one class session with them. By giving them some instruction at home, I thought we might use our limited class time more effectively.” Health and Human Services Librarian Robin Wright and I could also envision the potential benefits of using the flipped classroom model with our liaison departments. After conferring with discipline faculty, we selected graduate classes in Public Health and Middle School and High School Social Studies Education for our flipped library instruction sessions.

This leads us to the inquiry side of flipped library instruction. According to American Library Association President Barbara Stripling, “Inquiry is a process of active learning that is driven by questioning and critical thinking. The understandings that students develop through inquiry are deeper and longer lasting than any pre-packaged knowledge delivered by teachers to students” (Stripling, p. 2). Both inquiry and flipped classroom experiences put students in the driver’s seat when it comes to learning.

Professor Norma Auerbach’s course Teaching World History in Middle and High School seemed like a perfect choice for this experiment. Teacher candidates in this class develop curriculum for a middle or high school class on a world history topic. Professor Auerbach had two goals for library instruction: she wanted teacher candidates to have awareness of the rich array of resources they could use as teachers, and she wanted them to explore how to integrate these resources into middle or high school social studies lessons.

With this in mind, Jennifer and I created four videos for teacher candidates to watch before coming to the library instruction session. One demonstrated an inquiry model, one way to integrate resources into class lessons. The other three videos focused on how to find resources using New York City public school libraries, New York Public Library, and Lehman’s Library. Teacher candidates were asked to come to class with a lesson plan that integrated a resource from one of the above sources. It would be challenging to cover all this material in one class, but since teacher candidates were to prepare by watching videos, class time was freed up for discussion about student inquiry and how to integrate resources into social studies lessons.

During the library instruction session, teacher candidates worked in small groups. They shared resources and lessons they developed prior to class and selected a lesson they wanted to further develop as a group. One group developed a lesson on the great pyramids that involved research into the creation of the pyramids and exploration of archival images and individual research to support a class debate on the topic.

At the end of the class, social studies teacher candidates unanimously agreed they would include inquiry in their future classes. One teacher candidate said inquiry “reveals to the students that social studies could be found in a variety of sources, not just the textbook.” Others wrote: “The more a student learns, the more questions they have,” “Giving a student the ability to know how to research something gives them the power to find anything,” and “Lessons are about learning, and you can always learn something from research.”

We plan to develop more flipped library instruction experiences in the spring semester. Our fall semester experiences informed us about effective video creation. We are also considering strategies to structure small group work. It was exciting to observe the lessons developed by the teacher candidates and hear their thoughts on the value of inquiry and research.


Alison Lehner-Quam
European Conference on Information Literacy

This October I had the opportunity to conduct a workshop on Mobile Information Literacy at the first European Conference on Information Literacy in Istanbul, Turkey.

The size of the conference, around 400 participants, allowed everyone to network between sessions and during breaks. This intimate atmosphere led to a wonderful encounter. During my workshop, I quoted Andrew Walsh, a librarian from England who is co-author of the book Active Learning Techniques for Librarians (reviewed in this issue). One of the participants informed me that Walsh was attending the conference, and I soon found myself discussing mobile information literacy practices with him. It was one of my conference highlights.

I particularly enjoyed the two keynote speakers. Paul Zurkowski, who in 1974 coined the term information literacy, proved a witty and engaging presenter. He claimed the next four decades offer the potential for a Golden Age of Universal Information Literacy. Christine Susan Bruce, best known for her relational approach to information literacy education, asserted that the practice as well as the theories of information literacy are some of the fundamental tools helping empower people to become educated global citizens.

After I returned, I asked myself what was the most thought-provoking lesson I took home from this conference. I decided it was the realization that all of us (library faculty, policymakers, researchers) are dealing with the same challenge: if the Internet has made us believe it can fulfill all our information needs, how will we ever know what we still need to learn about our own information literacy?

I hope to continue these intriguing conversations at next year’s European Conference on Information Literacy in Dubrovnik, Croatia.

Stefanie Havelka

The Scholar from Shanghai

This summer the Library welcomed Chinese scholar-in-residence He Jiang from Shanghai Normal University. A doctoral student of comparative and world literature, Mr. He undertook research at Lehman and CUNY Graduate Center for his dissertation on American novelist Cormac McCarthy.

Asked why he chose McCarthy, Mr. He explained that the novelist uses the theme of violence to reflect the complexity of human nature and the concept of morality. This literary quality is not commonly found in the works of other authors. Also, although McCarthy is a highly accomplished novelist, he is virtually unknown in China. Through his dissertation and other writings, Mr. He hopes to introduce McCarthy’s works to Chinese students of American literature.

A prolific scholar who has published scores of articles on McCarthy and other famous American authors, Mr. He spent most of his research time at Lehman and CUNY Graduate Center, and also visited libraries at Cornell and Columbia universities. He accessed dozens of articles, borrowed or purchased over one hundred books, and collected resources from original theses. These materials are especially valuable to him because books in English are not readily available in China.

Mr. He is grateful to library faculty who helped him search for resources. He extends special thanks to Professors Robert Farrell and Kachuen Gee at Lehman, Michael Adams at the Graduate Center, as well as Lehman’s Interlibrary Loan specialist Eugene Laper.

He Jiang thoroughly enjoyed his five-month residency in the United States. Besides studying and writing, he also took time to visit many interesting sites in New York and surrounding areas. He made a special tour of Tennessee’s Smoky Mountains, and was deeply attracted by the beauty of the American South.

He Jiang hopes to complete his thesis in six months. We admire his ambition and scholarship, and wish him success in his future studies.

Kachuen Gee
Liberal Education and the Question of Value

Over the next few years, the Library plans to develop a series of short documentaries featuring interviews with faculty from the arts, social sciences, humanities, sciences, and clinical disciplines. We’ll be interviewing our colleagues about their research methods, information behaviors, and general expertise when it comes to seeking and using information. Our goal is to provide students who are novice researchers with a sense of what experienced researchers do on a daily basis to develop scholarship in their fields.

Our project aligns with explicit and implicit goals of the undergraduate curriculum, which at its core has a disciplinary or professional orientation towards the socialization of our students into contemporary forms of “productive” social life. We’re aware, of course, that only a small portion of students who start college go on to become scholars. But most will go on to participate in the arts, vocations, professions, and other forms of employment for which their Lehman degree is intended in great part to prepare them.

These facts raise an important question: If most of our students’ time with us is spent learning skills related to language use, critical thinking, logical argumentation, and the physical or social competencies required for the workplace, what time is left for students to develop the freedom of mind – the individual perspective – needed to judge the value of work performed in these various workplaces, the place such work should have in lives filled with many obligations and relationships, and thereby the value of their education as such?

The question I raise – and in this small space, I can only raise the question – is not new. The contrast between “education as socialization and individualization” was made familiar to us by Richard Rorty in an essay collected in his book Philosophy and Social Hope (Penguin, 2000). Many of us try to engage in the kind of “non-vocational higher education” for which he advocates. Such education seeks, he says, “to help students realize that they can reshape themselves - that they can rework the self-image foisted on them by their past, the self-image that makes them competent citizens, into a new self-image that they themselves have helped to create.” We know that “freedom of mind” is developed through liberal education of the sort described by scholars like Charles Weggner (Liberal Education and the Modern University, Chicago, 1978) and more recently Martha Nussbaum (Not for Profit, Princeton, 2010), among many others past and present.

General and vocational education — education that serves socialization — is an important part of what we do, not just here at Lehman, but throughout CUNY, and increasingly even at institutions known as liberal arts colleges. Our challenge in the Library, as in the disciplines, is to seek ways to empower students to question, and thereby take measure of the forms of life they wish (or think they wish) to embody. To what degree does this require us to take honest measure of our own forms of life? Again, I only raise the question.

Robert Farrell

Animating Online Library Instruction

The Library is the proud recipient of a $25,000 Sparks! Ignition Grant from the Institute for Museum and Library Services. Sparks! Grants are designed to help libraries and museums launch innovative projects with the potential to make a broad impact in the field.

Our grant, which I proposed with Michael Ferraro, my collaborator in Lehman’s Art Department, provides funding to develop what we have called an “Animated Information Literacy Advocate.” That’s a fancy way of talking about Jasmyn, one of the characters developed in our Web Comic series The Researchers (http://bit.ly/1aMXVF5).

We’re going to bring Jasmyn to life by using Professor Ferraro’s Kabuki Realtime Animation software to make her into a fully-animated character.

Once Jasmyn is animated, she will star in two videos and one interactive lesson designed to teach basic critical thinking skills and concepts. These videos and lessons will be piloted with focus groups of Lehman students, who will help us assess learning outcomes and give feedback on their responses to Jasmyn as a character and teacher.

There’s a lot of work ahead for our team, which includes two exceptionally dedicated animators and adjunct professors Robert Wurzburg and Christine Mariani, and our skilled and creative student interns Lauriz Bonzon and Illandel Reyes. I think I can speak for all of us, though, when I say that we’re delighted by the possibilities offered by this grant. Wish us luck!

Jennifer Poggiali
Roving Reference Takes Off
with Innovative Internship Program

Reference librarians are on the move! The Library is experimenting with a new model of helping students called Roving Reference.

In fall 2013, the Leonard Lief Library was accepted as a host site for an Innovative Internship sponsored by the Metropolitan New York Library Council (METRO). This internship, which will expand the Roving Reference program piloted in spring 2013, was awarded to Head of Reference Madeline Cohen and Kevin Saw, MLIS candidate at St. John’s University.

Roving Reference, as described in our proposal to METRO, involves “librarians, equipped with an iPad or a laptop, roving around the library building actively seeking to help students, as well as actively promoting this and other library services.”

Why add this service on top of the busy Reference Desk on the first floor of the Library? While the Reference Desk will always be the primary location for research support, we would like to reach out to students who may not be aware of our reference services, and to encounter other students at the point-of-need - as they’re searching the stacks for a book, for example. Our reference librarians are well aware that students might be reluctant to ask for help when they’re not sure whom to approach or even if their question is valid. By approaching students to offer help, reference librarians hope to send the message that all questions are welcome, and that library faculty can save students’ valuable time by teaching them new ways to do research.

Starting in early September, Kevin Saw and Madeline Cohen devoted five weeks to discovering which hours of the day are busiest for Roving Reference. Kevin roved on Mondays and Tuesdays from 12:00-5:00 p.m., and kept detailed statistics on the type of interactions he had with students in various locations in the Library.

In November and early December, when research papers and final exams are most intense, Roving Reference expanded to cover more hours per week, more promotion, and more formalized methods of assessment. Kevin developed a survey to gather comments from students on the value of receiving help from library faculty at the point-of-need. During the winter intersession, we hope to analyze student feedback, statistics, and library faculty evaluations we have collected. This will help us refine the program during spring 2014.

Madeline Cohen

Revisiting Our Shared History

The Leonard Lief Library was one of 473 institutions across the country chosen to host the film screening and discussion series Created Equal: America’s Civil Rights Struggle from October 28 - November 21. What inspired this film series is that 2013 marked both the 150th anniversary of the Emancipation Proclamation and the 50th anniversary of the March on Washington.

This free public programming was made possible by a grant from the National Endowment for the Humanities, as part of its Bridging Cultures initiative, in partnership with the Gilder Lehrman Institute of American History. Co-sponsors include Lehman’s Library, History Department, African and African American Studies, and the High School of American Studies.

Arts and Humanities faculty with expertise in the civil rights struggle led attendees in discussions about featured films spanning the 1830s to the 1960s.

Continued on page 9
Professor Emeritus William Seraile of African and African American Studies opened the series with the film \textit{The Abolitionists}. Here we explored a small group of moral reformers in the 1830s who launched one of the most ambitious social movements imaginable: the immediate emancipation of millions of African Americans who were enslaved.

Mark Christian, chair of African and African American Studies, facilitated the discussion for \textit{Slavery by Another Name}. In this film, we see how even as slavery ended in the South after the Civil War, new forms of forced labor kept thousands of African Americans in bondage until the onset of World War II.

Neil O’Connell of the History Department led the discussion of \textit{The Loving Story}, a moving account of Richard and Mildred Loving, arrested in 1958 for violating Virginia’s ban on interracial marriage. Their struggle culminated in a landmark Supreme Court decision, \textit{Loving v. Virginia} (1967).

The final film discussion on \textit{Freedom Riders}, conducted by History’s Robyn Spencer, explored the Freedom Rides of 1961, a pivotal moment in the long civil rights struggle that redefined America. The film offered an inside look at the brave band of activists who challenged segregation in the Deep South.

African American journalist Gwen Hill notes that, “These four films illustrate the majesty of the civil rights movement: Millions of ordinary brave Americans rose up, and said ‘No more,’ and changed the nation forever.” Resources supplementing this series related to the civil rights movement are found at \url{www.neh.gov/created-equal}.

\textit{Janet Butler Munch}

---

\textbf{Prague Spring}

\textit{Necessary Errors} is literary critic Caleb Crain’s first novel, clearly a reminiscence of the year he spent in Prague as an English teacher in 1990, following the Velvet Revolution in 1989. Freshly-minted Harvard graduate Jacob Putnam travels to Central Europe to teach in a foreign language school, where he encounters and socializes with a number of expatriate teachers from all over the Continent. Much of the novel is spent in beer-soaked and smoke-filled bars, where this group coalesces and fragments, engaging in rather post-collegiate discussions about life, literature, and the pursuit of happiness.

It’s a heady, vertiginous time for Prague, as it reels from Soviet bloc and state-controlled enterprise to free market capitalism. This is reflected in the behavior of the Czech people themselves, at once giddy with the prospect of their newfound freedom, yet anxious and intimidated by what’s on the horizon. In this time of enormous transformation – where it’s estimated 20,000 Americans migrated to Prague – we witness the transition from empty shelves in state-supplied businesses to the opening of new shops stocked with gleaming Western products. Workers have still not grasped the irony and contradiction that while they could afford limited socialist products on their state salaries, they will soon be priced out of capitalist-embracing Prague.

In many respects, Prague itself – like Vienna in \textit{The Third Man} or St. Petersburg in \textit{Crime and Punishment} – is a major character in this novel: the bridges over the Vltava River; the Castle in Wenceslas Square; splendid medieval architecture mixed with Soviet realism statues; elegant, faded cafes from the First Republic era. The city is twinkling, mysterious, always gray and melancholic, ultimately impenetrable and unknowable. Metaphorically, it represents the outsider status of the expatriate, always at a remove, never fitting in. Socially, Jacob chooses to self-segregate with his English-speaking expatriate community.

\textit{Necessary Errors} explores liberation in all senses of the word: Czechoslovakia’s abandonment of decades of socialist rule with an ambivalent and bittersweet adoption of a capitalist economy, resulting in increased competition and a pronounced class structure.

Jacob’s own liberation is sexual: he comes out as a gay man, learns Czech, and experiences the culture more deeply by learning from his lovers. Arriving with writerly aspirations that he never actually fulfills, Jacob returns to the U.S. for graduate school, changed by his experience, but never quite reconciling his misgivings of resisting opportunities to remain longer in his adopted country.

\textit{Kenneth Schlesinger}
Renewing Interlibrary Loan Materials in ILLiad

What do you do when you’re reading a good book or watching an interesting film borrowed from a library outside CUNY and realize you can’t finish it in time for the due date? Don’t panic! Most books and even some videos borrowed through Interlibrary Loan are eligible for renewal. Renewal periods, like loan periods, vary depending on the policies of the library that owns the materials, but they usually add an additional three or four weeks to a loan.

There is no need to contact the Interlibrary Loan Office to renew an item. You can request the renewal yourself. Simply log into ILLiad (http://bit.ly/1dsDSXa) using the same username and password you used when you requested the book. Don’t have an ILLiad account? Learn how to create one at http://bit.ly/1cpom2.

In the middle of the left-hand column under “View,” you will see a link to “Checked Out Items.” Click there. This will show you all the books and videos you have borrowed through Interlibrary Loan. It is important to note that books belonging to CUNY libraries are not included on this list.

Move your cursor to the box next to the title of the book or video you wish to renew. This box will have a transaction number in it. Click there. This will open the record for the book or video you are trying to renew.

If renewals are permitted for that particular book or video, the link “Renewal Request” will appear at the top of the page next to your username. Click this link. This will send a renewal request to the library that owns the item. A new due date will appear in the “Checked Out Items” list in your ILLiad account.

Please be aware that some libraries do not permit renewals on Interlibrary Loan items. In these instances, the “Renewal Request” link will not appear.

Gene Laper

Research Guide Features
Data and Statistics

As a summer intern in the Leonard Lief Library, I had the opportunity to redesign the Statistics and Data Research Guide, which provides a starting point for those seeking statistics or data for a business or social science research project (see http://libguides.lehman.edu/statistics-and-data).

Users can use the guide to access statistics and data on a variety of subjects including business, energy, agriculture, demographics, transportation, health and nutrition, and law. The country briefing section, which links to general overviews of nations around the world, is especially useful. This section can be found in the tab called “International.”

To redesign this guide, I harvested links from statistics and data guides on the Web, but the majority was drawn from our previous guide on the subject. As research literature recommended, I made the guide more simple and concise. Information was reorganized into easy-to-understand tabs, and annotations were rewritten to be clear and jargon-free. I reduced the number of tabs and links. Those resources that remained were prioritized by relevance. I also made sure pages were not too long, as users tend not to scroll.

The end result is a simple and concise guide, providing a great starting point for researchers seeking statistics and data.

Kevin Saw
MADELINE COHEN co-authored an article, “Speaking as One: Supporting Open Access with Departmental Resolutions,” with Maura Smale of City Tech, Jill Girasella of CUNY Graduate Center, Cynthia Tobar of Hunter, and Jessie Daniels of Hunter and Graduate Center, to be published in *Journal of Librarianship and Scholarly Communication* in November 2013.

This past June, ROBERT FARRELL gave a presentation and facilitated a discussion, “The Democratic Workplace: Voice and Truth Speaking,” for Heads of Public Services Discussion Group at the 2013 ALA Annual Conference in Chicago.

KACHUEN GEE attended a series on RDA with the Chinese American Librarians Association (CALA) delegation in Taipei, Taiwan in May 2013. In July she officiated as Vice President President-elect at CALA’s board meeting. In August, she gave a talk to visiting Chinese high school students on American colleges and their admission standards.

In October, STEFANIE HAVELKA conducted a workshop, “From Information Literacy to Mobile Information Literacy: Supporting Students’ Research and Information Needs in a Mobile World,” at European Conference on Information Literacy in Istanbul, Turkey. She co-presented “The e-Book Today: An Innovation and a Barrier to Learning” with Catherine Lyons and Elisabeth Tappeiner of Hostos at CUNY Conference on Best Practices in Reading/Writing Instruction in November.

ALISON LEHNER-QUAM was an invited speaker at Lehman’s Professional Education Advisory Council in June. She serves as a member of DOE CUNY Library Collaborative – High School to College Transition Project.

JANET BUTLER MUNCH received a grant for *Created Equal: America’s Civil Rights Struggle* film series and discussions held in the Library during the fall. In November, she led the CUNY Institute for Irish American Studies’ Book Club discussion on *Patrick J. Dunleavy, Patriot, Philosopher, Family Man* by Lehman Professor Emeritus Mary Rita Donleavy. She presented "Evaluating Research Grant Proposals: Reviewer's Perspective" for the LACUNY Professional Development Committee.

JENNIFER POGGIALI, with Lehman’s Michael Ferraro (Art), was awarded a $25,000 grant by IMLS to create an Animated Information Literacy Advocate. She presented on social media at LACUNY Reference Roundtable’s panel discussion, Marketing Our Libraries.

KENNETH SCHLESINGER conducted the workshop, “Reinventing the Academic Library,” at Southern Connecticut State University in August. His article, “Cape Crusade: Building the Steve Biko Centre’s Library and Archive in South Africa’s Eastern Cape,” appeared in *The Global Librarian*. On behalf of Theatre Library Association, he serves as planning partner for Dance Heritage Coalition’s IMLS Grant, Strengthening the Living Archives of Performing Artists and Organizations.

Congratulations to our colleague Susan Sciarabba, who retired this summer after twenty years at the Library. Pictured left to right are Bienvenida Del Castillo, Susan Sciarabba, Kenneth Schlesinger, Deborah Argenti, and Kachuen Gee.
El Rey, the Olmec King

To celebrate the first anniversary of CUNY Institute of Mexican Studies, Lehman was presented with an official replica of an Olmec sculpture called El Rey (The King).

The original sculpture was unearthed in 1964 from San Lorenzo Tenochtitlán, Veracruz, Mexico. More information can be found about the replica dedication at http://bit.ly/18cgH1C.

Olmec culture represented a prominent, pre-Mayan Mexican civilization. This culture prospered between 1200 and 300 BC, garnering accomplishments in architecture, astronomy, mathematics, science, and sculpture.

One way to learn about the zeitgeist of a society is by studying its art. Resources about the Olmecs and their art are available in the Library and can be accessed off-campus.

Books on the Olmecs include: Olmec: Colossal Masterworks of Ancient Mexico, edited by Kathleen Berrin and Virginia M. Fields; Escultura Olmeca de San Lorenzo Tenochtitlán by Ann Cyphers; and The Olmec Riddle: An Inquiry into the Origin of Pre-Columbian Civilization by James C. Gruener.

E-books on the topic include Concise History of Mexico by Brian R. Hamnett. You can also find articles on Olmec art and civilization in JSTOR, Project Muse, and Oxford Art Online.

Compare the real sculpture, located in Museo de Antropología de Xalapa (http://bit.ly/1bYGbiY) to the statue replica at Lehman College. Use Google Translate (http://translate.google.com) to read about El Rey’s features.

Rebecca Arzola

---

Biblio-Tech

Editors: Alison Lehner-Quam
Jennifer Poggiali
Production Design: Evelyn Santiago
Webmaster: Stefanie Havelka
Chief Librarian: Kenneth Schlesinger

©2013 Lehman College
Leonard Lief Library
Lehman College
250 Bedford Park Boulevard West
Bronx, New York 10468-1589

Library Office: 718-960-8577
Library FAX: 718-960-8952

For previous issues, see:
http://www.lehman.edu/library/newsletter.php

---

Fall 2013 Hours

Monday – Thursday 8:00 a.m. – 10:45 p.m.
Friday 8:00 a.m. – 8:45 p.m.
Saturday 11:00 a.m. – 8:45 p.m.
Sunday 11:00 a.m. – 7:45 p.m.

CLOSED
November 28 – December 1 (Thanksgiving Recess)

EXTENDED HOURS
December 16-22
Monday - Sunday Open until MIDNIGHT
December 23 until 9:45 p.m.

INTERSESSION HOURS
December 26, 2013 - January 27, 2014
Monday – Thursday 9:00 a.m. – 4:45 p.m.
Saturday and Sunday CLOSED

CLOSED
December 24-25
December 31, 2013 - January 1, 2014
January 21, 2014 (Martin Luther King Jr. Day)