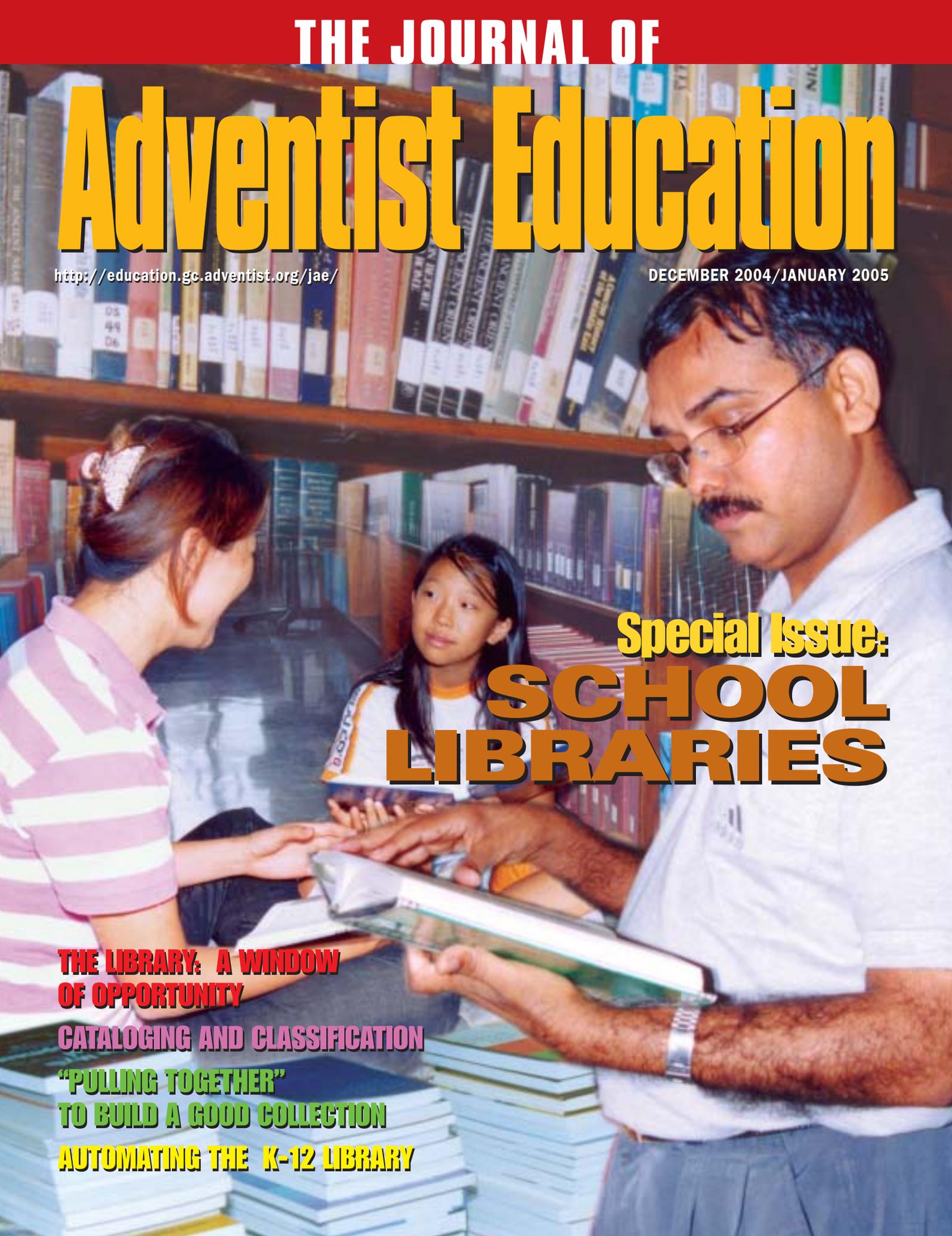


THE JOURNAL OF

Adventist Education

<http://education.gc.adventist.org/jae/>

DECEMBER 2004/JANUARY 2005



Special Issue:
SCHOOL LIBRARIES

**THE LIBRARY: A WINDOW
OF OPPORTUNITY**

CATALOGING AND CLASSIFICATION

**"PULLING TOGETHER"
TO BUILD A GOOD COLLECTION**

AUTOMATING THE K-12 LIBRARY

contents

DECEMBER 2004/JANUARY 2005 • VOLUME 67/NUMBER 2



F E A T U R E S

- 4** **The Library: A Window of Opportunity**
BY ANNETTE D. MELGOSA
- 7** **Interview**
BY ANNETTE D. MELGOSA AND STEPHEN GUPTILL
- 10** **Partnering for Success With Information Literacy**
BY PAULETTE MCLEAN JOHNSON
- 15** **ANGEL and the Well-Stocked Library**
BY KATYE HUNT
- 18** **Cataloging and Classification**
BY MILA H. SALES
- 22** **“Pulling Together” to Build a Good Collection**
BY FELIPE TAN, JR.
- 26** **Adventist Library Information Cooperative (ALICE)**
BY CAROLYN GASKELL
- 29** **Selected Seventh-day Adventist Historical Resources on the Web**
COMPILED BY CAROLYN GASKELL
- 32** **Automating the K-12 Library**
BY NANCY KIM
- 35** **Creating a Good Library Web Site**
BY MARGE SEIFERT AND PATRICIA BEAMAN
- 40** **Distance Learners: Teaching and Assessing Information Literacy**
BY ANN GREER
- 46** **Check Out the ASDAL School Library Section!**
BY WOLFHARD TOUCHARD

DEPARTMENTS

- 3** **GUEST EDITORIAL**

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MEMBER 2004 - 2005

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THE JOURNAL OF ADVENTIST EDUCATION (ISSN 0021-8480) is published bimonthly, October through May, plus a single summer issue for June, July, August, and September by the Department of Education, General Conference of Seventh-day Adventists, 12501 Old Columbia Pike, Silver Spring, MD 20904-6600. TELEPHONE (301) 680-5075; FAX (301) 622-9627; E-mail: rumbler@gc.adventist.org. Subscription price, U.S. \$17.25. Add \$1.00 for postage outside the U.S. Single copy, U.S. \$3.75. Periodical postage paid at Silver Spring, Maryland, and additional mailing office. Please send all changes of address to P.O. Box 5, Keene, TX 76059, including both old and new address. Address all editorial and advertising correspondence to the Editor. Copyright 2004 General Conference of SDA. POSTMASTER: Send address changes to THE JOURNAL OF ADVENTIST EDUCATION, P.O. Box 5, Keene, TX 76059.

The “Heart of the Institution”

Referring to the school or college library, teachers and administrators alike often call it “the heart of the institution.” This suggests a vibrant place pulsating with energy and ideas where students and teachers love to meet and work.

What does it mean for the library to be the heart of an institution? The biological heart continuously sends life-giving blood to all parts of the body. In the same way, the library should actively revitalize the school’s learning processes by providing appropriate and timely resources. It should continually renew its information sources, provide regular, extended access to a variety of resources, and actively seek to reach everyone within the organization.

Does this describe your school’s library? If not, why not? The human heart beats in a predictable way about 100,000 times a day, pumping some 2,000 gallons of blood in 24 hours. It does so in a regular and organized fashion. Its design makes it well suited to perform its job for many decades if it gets proper care. Does your school or college library have adequate resources to be able to do its job well? Has the library been designed for the functions it must perform? Do its staff members have the necessary skills and vision to provide consistent, organized service? Does the library receive regular financial support that enables it to offer up-to-date services?

A number of library professionals have contributed their knowledge and expertise to this special issue of the JOURNAL. However, the articles are not meant only for librarians! In planning the issue, the authors sought to help educators and administrators gain new insights about the value of a vibrant library in their own institutions.

We invite you to explore with us the role of the school library and its influence on student achievement. Read about our experiences and what the literature says about ways the school library can be integrated into many aspects of school life. Explore with us the library’s role in disseminating Christian values and supporting the philosophy and mission of the school.

We have also sought to provide information about key skills that are needed to operate a library. Because technology is such an intimidating topic for many, we offer specifics on how to automate a library, how to create a professional library Web page, and how to deliver information to distance learners. Finally, we describe current cooperative efforts between Adventist schools and colleges to enhance the use of scarce resources.

The library can indeed be “the heart of the institution.” When the heart is healthy, the school experiences better academic achievement, and students are helped to explore knowledge and faith so that they can achieve personal and spiritual goals. The library, as a healthy, active entity within the school, can contribute greatly to its vibrancy. We invite you to explore this heart. Learn how to keep it healthy and enhance its function. ✍



Annette Melgosa is Associate Library Director at Adventist International Institute of Advanced Studies in Silang, Cavite, Philippines, and Coordinator for this special theme issue on Libraries. The JOURNAL staff express their appreciation for her assistance and enthusiasm in the planning and production of the issue.

THE LI

By Annette D. Melgosa

A Window of Opportunity

Seventh-day Adventist education is unique because it seeks to educate not only for this world, but also for the world to come.¹ A strong faith philosophy of salvation and restoration must therefore govern every part of the system. This philosophy can be broken down into four basic parts:

- First, God created us in His image.² This means we have great value in His sight.
- Second, we are sinners, and only God can save us.³ Acknowledging our sinfulness and our need is essential to our restoration into an eternal relationship with God.
- With our consent, God transforms us and restores His image in our lives.⁴
- Finally, this transformational, restorative philosophy compels us to carry the message of hope and warning to those around us.⁵

Picture Removed

The Seventh-day Adventist school, then, must be committed to sharing these concepts with its students. The sharing process can be likened to a series of windows through which the student looks as he or she develops a faith-based worldview. The inspired revelation of God through His Word, His prophets, and His creation, when taught in the school, is undoubtedly one such window. The living examples of committed Christian teachers are yet another view.

When faith is consciously built into the curriculum, this, too, can be a window, as can extracurricular activities, properly organized and implemented. Even the facilities can provide a physical view of faith. The Christian school library, too, can offer a unique faith-based view of the world.

So how does the school library contribute to the mission of the school? How does it open windows to a world of ideas, culture, dreams, and faith?

Going back to our philosophy, the library supports each of the four points in the following ways:

Philosophical Belief

Library Materials

God created us.	Quality literature on creationist theory.
We are sinners.	Historical and theological documentation that enables students to trace the theme of salvation through Earth's history.
God restores His image in us through the renewal of our minds.	Safe materials for students to use as they explore their world.
We have a unique message of hope and warning for the world.	Adventist heritage materials help students catch the vision of our pioneers.

BRARY

*The Christian school
library . . . can offer
a unique faith-
based view of the
world.*

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The Library: A Window of Academic Excellence

Adventist schools also strive for academic excellence because Christian education's true objective is to "restore in men and women the image of their Maker."⁶ Ellen White counsels, "Every student should remember that the Lord requires him to make of himself all that is possible, that he may wisely teach others also. Our students should tax the mental powers; every faculty should reach the highest possible development."⁷

The library can make a significant contribution to academic excellence. The popular phrase referring to the library as "the heart of the institution" (see guest editorial on page 3) acknowledges

that the library has a privileged position in supporting academic endeavors. Recent research, however, has given teeth to this oft-toothless adage. A number of statewide studies conducted in the U.S.⁸ show that libraries positively affect student achievement on national achievement exams. Literature shows that "where library media programs are better staffed, better stocked, and better funded, academic achievement tends to be higher."⁹ Studies also show that academic achievement is influenced by "the extent to which library media staff engaged in particular activities related to the teaching of information literacy and to the exercise of leadership, collaboration, and technology."¹⁰

The library can provide a safe place for students to catch glimpses of the greater world outside their small community or school. They can expand their powers of thinking and test their ideas against those of great thinkers through the wise choice of reading. They can find in the library a place to dream, to reflect, and to cultivate their critical reasoning skills.

The Library: Window of Opportunity?

Seventh-day Adventist educators must ask themselves whether their school libraries adequately fulfill these roles. Is the library a window of faith and of academic excellence? Has enough care been given to ensure that the view it provides is clear and compelling?

Jonathan Kozol, speaking of libraries in poor communities in the United States, paints the picture this way:

"Books, however—and not simply books as inert objects shoved into a barren room or closet in a darkened corner of an overcrowded school, but books in artful presentation, books displayed and offered as . . . enticements, books in short, in beautiful school

libraries developed with the artfulness of skilled librarians—remain the clearest window to a world of . . . satisfactions that most children in poor neighborhoods will ever know."¹¹

From our transformational Christian worldview, we can compare our students to these impoverished children. Our students are growing up in the impoverished world of evil, pain, and ugliness. It is up to us as educators to give them a clear window to the delights of life in Christ. Ellen White encourages this view when she says, "Books should have been prepared to place in the hands of students that would educate them to have a sincere, reverent love for truth and steadfast integrity."¹² It is our privilege to



How does the school library contribute to the mission of the school?

help our students "reach the highest attainments for the purpose of doing others good. Knowledge harmoniously blended with a Christlike character will make a person truly a light to the world."¹³ The school library, properly set up and properly managed, can provide this window of faith, academic excellence, and opportunity.

Dr. Stephen Guptill, education director for the Southern Asia-Pacific Division of Seventh-day Adventists and a firm believer in the transformational power of quality school libraries, has had extensive opportunities to visit and evaluate Adventist school libraries. He has also been instrumental in organizing and supporting individual school libraries. The interview that follows offers important insights into the challenges that Adventist libraries face, along with workable solutions.

Interview

By Annette D. Melgosa and Stephen Guptill

Do you see differences between an Adventist and a non-Adventist school library?

I think the critical difference has to do with mission. The library should inspire students to embrace the mission of the church, along with the teachings of Scripture; and to use their talents and careers as light bearers for the future.

Literature shows that “where library media programs are better staffed, better stocked, and better funded, academic achievement tends to be higher.”



What, then, is the role of the Seventh-day Adventist librarian?

It is being aware of how the library can contribute to our distinctive church mission. An academy or college may be located in a cultural community where there is no other entity to represent the Adventist mission. The library can nurture this by providing Christian and evangelistic materials.

I think the librarian also empowers the faculty by providing resources that help them include an Adventist perspective in their disciplines.

What types of materials should an Adventist school library collect?

Certainly, the library should collect anything published by the church in that country or language. The library ought to be an archive for this type of material . . . Sabbath school lessons . . . whatever. Local cultural materials will also help the church fulfill its mission. Other core Adventist publications, even in other languages, should be available for the faculty to use.

There are also some distinctives that we hold as a church and

as an educational system. For instance, our view of science in terms of creationism. Our collection in this area needs to be especially strong.

In our college libraries, we need to support the majors of the students. Ministerial students need to become acquainted with resources that a pastor would use. Education students should have access to teaching materials. When I go to some colleges offering teacher education, I don't see any elementary textbooks to support these students as they learn to teach.

Do you think people have a clear understanding of the school library's role and mission? Are there any misconceptions?

On the secondary level, you run into all kinds of misconceptions. One of the biggest ones is that the library is a study hall, someplace the kids go when they're not having class. Others see the library as a meeting room for potluck dinners and other activities. This could compromise the security of the collection.

I've seen some libraries that are simply archives. They're a closet where you stuff away the non-textbooks. Other times, it is a book

Is the library a window of faith and of academic excellence?

bank with shelves and shelves of textbooks for the different classes.

Sometimes, we see libraries where the important thing is the book count . . . the more, the better. It is a place where the kids don't particularly want to go because the books are old or irrelevant.

What are some of the challenges that you've identified in Adventist school or college libraries?

Sometimes, the problems relate to lack of a trained librarian. Without a trained librarian, the vision is not there.

Other times, acquisition guidelines are missing. There are books in the library that have not been screened and are clearly inappropriate.

At times, it has to do with facilities or budget. I have seen institutions with terrible facilities but wonderful library programs where great things are happening. I've seen libraries that had beautiful facilities but very little use. So I think the answer is to find a balance between good programs and facilities.

Also, I think it's very important that the librarians and libraries have a vision . . . what the library is about. A library is not simply to give research opportunities for the students. It's also a way of nurturing the love of knowledge, the love of reading and going to the library.

So how can schools meet these challenges? Do you see a role for alumni, parents, and the community?

I know one school that was really strapped for budget. They didn't have anything. And so, the librarian and administration sat down with students and the parent-teacher organization and asked, "What can we do?" Brainstorming together, they decided that they would go to the community, parents, and church members and ask, "Are there books that you could donate to our library?" Over the period of a month or so, they collected more than 500 books that were consistent with their collection parameters.

Reading Buddies is a very popular program in some places.

Volunteers sit with kids who are learning to read or have reading challenges and give individualized instruction. Sometimes, community people come in to help students learn to find books, or they shelve books or provide security at the door.

There are lots of ways to involve the community. It means selling the vision. When the school staff visualize what they want to see happen, they can gather the financial and personal support of alumni, parents, and community.

Where does the librarian fit in?

Unless you have a librarian who has the vision and training, who knows how to lead the library forward, budget and facilities

Picture Removed

lose their reason for being. Trained personnel are critical.

What would you consider to be the three most essential things that school principals or presidents can do to help their library?

First, I think the administrator needs to have a trained librarian; then they can work together on establishing clear goals.

The second thing, I suppose, would be a budget. There's no point having goals and accountability without some enabling.

Along with that would be support personnel. In some cases, this would mean part-time workers, or volunteers, perhaps students.

You need both budget and personnel. Administrators are the ones who can enable that.

And then, the last thing would be facilities. This could include equipment, furniture, and a building. Sometimes, institutions spend a lot on a building that they should have spent on the collection.

To me, the collection is the most important thing. There's no point having a nice building and nice shelves unless you've got the collection.

What about school boards or trustees? How can they help the library?

I think that the critical thing for the board is to hold the principal or the president responsible for achieving the school's philosophy and objectives. If the board knows the requirements of education policy for the library, and they are aware of the recommendations from accreditation bodies, they will then hold the administrator's feet to the fire and ask, "How are you meeting these goals?" "How are we achieving *Adventist* ideals in our library?" "Do they have the budget to do this?"

I hope the board sees that its members have an enabling role, as well.

They are trustees. Trusteeship involves looking for ways to make things happen. So, two levels . . . accountability and enabling.

And the educational superintendent?

The superintendent and the union education director need to promote ways to work together as a system. We have some examples of this in North America where the expertise of a college is used to help purchase books for several of the local academies and schools.

I think that as a system, we should recognize the need for trained librarians. We had this problem in our division, so we worked on a Master's program with the Adventist International Institute for Advanced Studies (AIAS) to meet that need.

Certainly now with the Internet, we should be looking for ways to gain system-wide purchasing advantages and to share resources. Another example would be to have Web sites that provide resources for primary-level and secondary librarians. I hope educational superintendents are doing these kinds of things.

I also think it is important that the superintendent track vital statistics for the different institutions and then look at the benchmarks in order to help set strategic plans and goals.

Do you foresee libraries also working together?

Yes. College libraries can help school librarians by suggesting floor plans, collection lists, or other types of resources and guidance. The secondary schools could help the primary schools.

Another way would be to provide information about library tools. Where do you get the Dewey Decimal materials? How about online software and library materials? Classification is another area where cooperation would be useful. For years, librarians had to classify Adventist books one by one. Sharing these records electronically or on CD would be very helpful.

The Association of Seventh-day Adventist Librarians provides a healthy example of how we can work together as a system in

order to expand and share services throughout the wider community of Adventist schools and colleges.

So summing up, how important do you see the library as being, in terms of the school's success?

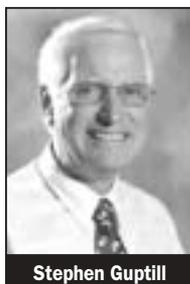
Well, in some ways, the library is the center of what is happening in the school. It is like a thermometer. We typically find that if no resources are being put into the library, little is being set aside for classroom instruction or for teacher development.

There's no question that when students are engaged in a lot of reading and library activities, they're learning much more than what they would get simply in the classroom. That has a tendency to raise their language skills. Research shows that good language skills lead to better grades in all subjects. So, yes, I see the library as central to the educational program.

Thank you, Steve, for your time and your continued support of Adventist libraries. ✍



Annette D. Melgosa



Stephen Guptill

Annette D. Melgosa is Associate Library Director at the Adventist International Institute of Advanced Studies (AIAS) in Silang, Cavite, Philippines, where she has served for the past six years. Mrs. Melgosa holds an M.A. in Library and Information Studies from the University of London and is an active member of the Association of Seventh-day Adventist Librarians (ASDAL), having served as its president in 2001-2002. She is also a member of the American Library Association (ALA) and a chartered member of the Chartered Institute of Library and Information Professionals (CILIP) in the United Kingdom. She has visited a number of Adventist and non-Adventist university libraries in Asia and Africa on various accreditation teams and consultation visits. **Stephen Guptill** is the Director of Education of the Southern Asia-Pacific Division of Seventh-day Adventists in Silang, Cavite, Philippines.

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PARTNERING FOR SUCCESS WITH INFORMATION LITERACY

BY PAULETTE MCLEAN JOHNSON

All of us live, learn, and work in the Information Age. We are inundated with information from multiple sources (books, newspapers, magazines, television, billboards, and the Internet) in a variety of formats (print, graphics, multimedia, and digital). Sometimes, it's difficult to tell the difference between fact, fiction, and opinion. At other times, it's a challenge to find information when we need it, and formatted as we wish. According to researchers Lyman and Varian of the University of California-Berkeley School of Information Management, the amount of new information stored on hard drives and other media doubled between 1999 and 2002.¹ Computer expert Sandy Berger estimated that the amount of information transmitted over the Internet would double each year between 2002-2007.² James Appleberry estimates that by 2020, information will double every 73 days.³

The global economy is increasingly information-driven and requires workers with appropriate skills. To effectively navigate through this information overload, educators and students need to be "information literate."

Definitions of Information Literacy

In 1989, the American Library Association Presidential

The global economy is increasingly information-driven and requires workers with appropriate skills.

Committee on Information Literacy formulated a now-widely-accepted definition of information literacy. It states: "To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."⁴ Two years later, the SCANS Report extended this definition, describing successful workers of the 21st century as competent in "acquiring, using, evaluating, organizing, maintaining, and communicating information."⁵ These definitions stress the importance of preparing people to live and function successfully in the Information Age. How can classroom teachers

and librarians equip students with these "survival skills"?

Teacher-Librarian Collaboration

Both research and international standards for school libraries recommend that teachers and librarians work together to ensure that students become information literate. *Information Power: Building Partnerships for Learning* emphasizes that "collaboration is essential" as librarians work with teachers to plan, team teach, and evaluate instruction.⁶ The Association for Teacher-Librarianship in Canada and the Canadian School Library Association's joint publication, *Students' Information Literacy Needs in the 21st Century: Competencies for Teacher-Librarians*, underscores the central role of the librarian in helping students find meaning from the increasing number of print and electronic sources available.

The document also advocates that schools hire librarians who are skilled in accessing and evaluating information in any format, and who can provide leadership in the use of new technologies.⁷

To collaborate successfully, teachers and librarians must have “shared goals, a shared vision, and a climate of trust and respect.”⁸ Each has a specific role. The teacher understands the characteristics, attitudes, and interests of the students, as well as the course content. The librarian possesses information and technology skills, understands students’ anxiety about the research process, and can help inte-

and successful learning experiences.

Information Literacy Models

Educators, boards of education, library associations, and professional organizations have developed a variety of models for teaching information literacy.¹³ One popular and effective model, used in thousands of K-12 schools, colleges, universities, and corporate settings, is the *Big6 Skills for Information Problem-Solving*. The Big6 has six logical, though not necessarily sequential, stages, each with two subsets. The main stages are described below:



grate information literacy skills into course content. The librarian can also help the teacher develop units incorporating a wider range of resources.⁹ When technology instruction is integrated into the curriculum, students will see the connections between school learning and life experiences. However, collaboration requires comprehensive planning, sharing resources, control, risk, leadership, and time.¹⁰

Benefits of Collaboration

A study by the Library Research Service at Colorado State University concluded that test scores increase when librarians work with teachers, provide training to teachers, have input into the curriculum, and manage the technology for the school.¹¹ Additional benefits include more effective use of resources and teaching time, integration of educational technologies and reduced teacher/student ratio,¹² as well as more meaningful

1. **Task Definition**—getting a clear understanding of the problem and the type of information needed to complete a task, solve a problem, or make a decision.

2. **Information Seeking**—identifying possible sources and strategies for obtaining information and determining how to select the best one.

3. **Location and Access**—finding sources and then getting to the appropriate information within the source. This includes knowing how materials in libraries are arranged, and being proficient in using print and electronic sources.

4. **Use of information**—being able to read, view, touch, and listen to the information source; determine what is valuable, and extract the needed facts.

5. **Synthesis**—being able to connect the information for various sources to create a product (a speech, paper, poster, video, or CD) or make a decision that matches the requirements of the defined task.

“To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”

6. **Evaluation**—assessing the search process and the final product in terms of effectiveness and efficiency.¹⁴

Planning With Big6

Teachers and librarians can use the Big6 Model to collaborate and plan instruction. Jodi Kerns outlines several questions the teacher and librarian should consider while planning:

1. What is the assignment?
2. What are the instructional objectives?
3. What Big6 Skills will be incorporated?
4. How will teacher and librarian integrate instruction?
5. Are the resources sufficient?
6. How and when will instruction take place?
7. How will teaching and learning be evaluated?¹⁵

Implementing Teacher-Librarian Collaboration

The librarian must initiate a partnership with the teachers in order to facilitate information literacy instruction. Administrative support, commitment to resource-based learning, and sharing success stories¹⁶ are vital to effective collaboration.

While there will always be challenges to collaboration such as lack of time and resistance to change,¹⁷ Linda Wolcott sug-

Student Assignment:

Biographies of Prominent Black Seventh-day Adventists ¹⁸

<p style="text-align: center;">Big6 No. 1 Task Definition</p> <p>Students will become knowledgeable about prominent black Seventh-day Adventists.</p> <p>Each student:</p> <ul style="list-style-type: none"> • Selects a person of interest. • Uses Big6 skills to find information about the person. • Produces a research paper and an oral report based on information gathered. • Attempts to answer questions posed by the teacher and librarian. (See list in sidebar below.) 	<p style="text-align: center;">Big6 No. 2 Information-Seeking Strategies</p> <p>Students:</p> <ul style="list-style-type: none"> • Brainstorm about possible sources of information. <p><i>Primary sources:</i> letters, diaries, interviews</p> <p><i>Secondary sources:</i> books, encyclopedias, almanacs, journal and magazine articles, videos, Internet sites.</p>	<p style="text-align: center;">Big6 No. 3 Location and Access</p> <p>Students:</p> <ul style="list-style-type: none"> • Access school library catalog and databases to find books, articles, and other resources about the person. • Visit other libraries (including teacher's personal library) and archives. • Interview individual or family and friends of individual.
<p style="text-align: center;">Big6 No. 4 Use of Information</p> <p>Students:</p> <ul style="list-style-type: none"> • Read, view, listen to information. • Take notes, develop outline, and document sources according to guidelines provided. 	<p style="text-align: center;">Big6 No. 5 Synthesis</p> <p>Students:</p> <ul style="list-style-type: none"> • Integrate information from various sources to produce a paper and outline for oral presentation. 	<p style="text-align: center;">Big6 No. 6 Evaluation</p> <p>Teacher:</p> <ul style="list-style-type: none"> • Determines whether finished product contains necessary information. • Assesses student submissions—Accurate? Neat? Completed on time? Presented creatively? Appropriately documented? <p>Students:</p> <ul style="list-style-type: none"> • Assess how well information sources met their needs and how the Big6 helped them to accomplish the project.

Questions for biographical research Big6 No. 1 (see above)

<p>1. What makes this person important or interesting?</p> <p>2. In what ways was this person's life remarkable?</p> <p>3. What qualities were influential in shaping this person's life? Give examples that illustrate these qualities.</p> <p>4. What events shaped or changed</p>	<p>this person's life?</p> <p>5. Did this person make poor decisions or overcome obstacles? How did he or she deal with them?</p> <p>6. Did this person have a mentor or older person who provided guidance?</p> <p>7. How did this person act out his or her Christian beliefs?</p>	<p>8. What contributions did this person make to the Seventh-day Adventist Church and black Adventists?</p> <p>9. Is this person a hero or a celebrity? Why or why not?</p> <p>10. What lessons can you learn from this person's life?</p>
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To collaborate successfully, teachers and librarians must have “shared goals, a shared vision, and a climate of trust and respect.”



gests the following helpful approaches for librarians:

- Establish good relationships with teachers; be approachable.
- Raise expectations about what the school library program can do.
- Become an expert on the goals of the curriculum.
- Show connections between information literacy and content-related objectives.
- Solicit teachers’ assistance in developing the library program.
- Be flexible in expectation and timing.
- Be persistent.¹⁹

Conclusion

The Information Age has changed teaching and learning. New models of instruction incorporate a variety of sources and formats. Teachers must employ many strategies to engage students and inspire lifelong learning. The school librarian can help the teacher incorporate technology and multiple resources into the curriculum; teach course-related information skills; and promote a climate of cooperation. As a result, students will be able to find, evaluate, use, and communicate relevant information as they prepare

for service to God and humanity. ✍

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ANGEL AND THE WELL-STOCKED LIBRARY

BY KATYE HUNT



Quality education requires well-stocked and well-balanced libraries. Seventh-day Adventist schools also need materials that support our distinctive denominational ethic. Selecting and buying library books, and then preparing them for use are specialized jobs that require professional

skills not often available in our elementary and secondary schools. The Adventist Network of General Educational Libraries (ANGEL) was developed to improve the quality of libraries in church schools in the Southern Union Conference, which encompasses most of the southeastern United States.

As librarians at Southern Adventist University (SAU) in Collegedale, Tennessee, sought to improve K-12 libraries in this geographical area, they initiated discussions with the conference education directors. The university librarians concluded that since the ideal of a professional librarian for each school was not attainable, other alternatives should be explored. One alternative was for the SAU librarians to conduct workshops for the teachers, cou-

pled with marathon cataloging sessions on Sundays in various schools. The librarians, Peg Bennett, Charles Davis, Lorraine Grace, and the late Marion Linderman, discovered some unusual books during these sessions. One example was *Tropic of Cancer* by Henry Miller, which was considered one of the most pornographic books of its time. The volunteers at this school had cataloged the book as Earth Sciences of South America!

As this example illustrates, these on-site visits helped schools evaluate their holdings and needs. In most cases, school libraries used volunteer help or assigned a teacher to tend the library in addition to a full teaching load. Inadequate libraries, student unfamiliarity with the standard cataloging system, and teachers lacking the time or ability to run the library were the main problems encountered. These problems resulted from years of ne-

glect and insufficient knowledge.

Realizing that a trained librarian was needed to help the schools build a balanced collection, it was decided that the McKee Library staff would add this responsibility to their duties. ANGEL began in 1981 by serving 60 schools in the Georgia-Cumberland Conference. My involvement with ANGEL started

The Adventist Network of General Educational Libraries (ANGEL) was developed to improve the quality of libraries in church schools in the Southern Union Conference.

in July 1982. The success of the program caught the attention of other schools and conferences in the Southern Union. Today, seven of the eight conferences participate, with 175 schools currently enrolled in the program.

The services offered by ANGEL include selection and purchase of books appropriate to student age level, ethnic diversity, and interests, and books to support the curriculum. Volume buying gets us discounts that individual schools could not obtain. The books are cataloged using the Dewey Decimal Classification system. The dictionary catalog and shelf list cards are ordered from the Online Computer Library Center (OCLC). Then a Machine Readable Cataloging (MARC) disk is generated and provided to schools with an online library catalog. Student workers affix the spine label and glue in a pocket and date-due slips. Schools thus receive books that are ready for students to check out and cards that are ready for filing in their card catalog.

In addition to processing new books, ANGEL allows schools to bring in books for cataloging that they have acquired through community gifts or local purchases. Some of these books may be weeded out if they are inappropriate, out of date, or beyond repair. Those that meet ANGEL selection criteria are mended, processed, and shipped back to the schools.

Each month, a report is sent to each conference education department showing the total number of books processed unionwide. A separate report is generated showing the number of books cataloged for each school. At the end of the school year, each of the enrolled schools receives a report listing each book, along with author, title, value, and actual cost of the books purchased for them by ANGEL. The schools also receive book request forms so they can submit specific title requests and compiled book lists.

Judith Rovinger highlights the issues involved in book acquisitions and cataloging when she says, "It takes time and skill to select books that are entertaining (if books aren't appealing, kids won't keep turning the pages), eye-catching, accurate, inspiring, and relevant. There is a lot of junk out there, a lot of mediocre and banal reading material. While these books may have a purpose and a place, a steady diet of mediocrity will not lead our children to excellence. Which of us is willing to settle for less than the best?"¹

As news of the ANGEL program spread, schools outside the Southern Union began to request assistance. The North American Division asked ANGEL to service schools outside the southern U.S. Numerous schools are now participants.

ANGEL's financial support comes from the conferences and the Southern Union. Each student is charged a set amount at registration to be used for the school library. Southern Adventist University is a strong supporter of the library program, provid-

The services offered by ANGEL include selection and purchase of books appropriate to student age level, ethnic diversity, and interests, and books to support the curriculum.



ANGEL sorts books for each member library and catalogs them for easy shelving.





Katy Hunt, author of this article, prepares books for ANGEL member libraries.

ing ANGEL with office space and accounting services. This allows more of the money to be used for purchasing books.

The ANGEL program provides library items requested, including books, CDs, videos, and cassettes. If insufficient requests come in to deplete each school's book fund, ANGEL will select a balanced assortment of materials for the school with the understanding that its selections are always guaranteed. If the schools receive an unsatisfactory book, it can be returned for exchange or full credit.

Communication with the schools and conference officials is critical to the program's success. Educating the constituency is

an ongoing effort, as principals and teachers transfer from one school or conference to another.

"There is empirical evidence that proves that strong library media programs help students learn more and score higher on standardized achievement tests than students in schools with impoverished libraries."² As Adventist educators, we should all be concerned about providing the best reading materials for our students. "Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things" (Philippians 4:8, KJV). ANGEL can help!

If your school or conference would like to join ANGEL, or you would like more information and forms, check the ANGEL Web site: <http://library.southern.edu/angel> or contact Katy

Hunt by phone at (423) 236-2793 or by E-mail at khunt@southern.edu. ✉



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The ANGEL program provides requested books, CDs, videos, and cassettes for schools participating in the program.

CATALOGING AND CLASSIFICATION

Libraries provide service and access to information in multiple forms and formats. But to be useful, such materials must be organized and accessible. They must be efficiently described and cataloged, and consistently classified and arranged. Easy and quick retrieval is essential to ensure user-friendly libraries.

Cataloging is the process of creating bibliographic records of works according to accepted rules or standards. This helps users efficiently survey a library's holdings and determine where items are located. Cataloging has two phases: descriptive and subject cataloging.

Cataloging is the process of creating bibliographic records of works according to accepted rules or standards.

The Catalog

A library catalog is an organized set of bibliographic records. It can also be the list of holdings of a particular library or of many libraries connected via computer. It may include books (referred to as monographs), serials, audiovisual materials, computer files, and digital information. The catalog can exist in several formats, but we will discuss only the card catalog and the Online Public Access Catalog (OPAC).

The card catalog was the most widely used type of catalog until the early 1990s. Entries were divided into author cards, title/series cards, and subject cards and alphabetically arranged within each category.

OPAC started in the late 1970s and is now the most widely used format. Bibliographic records are stored in a database and can be quickly retrieved for display on a computer terminal. OPAC provides wider access, since users can retrieve information from any participating library or even search online from their home computer.¹

Whatever catalog format a library chooses, it should be flexible, up to date, and easy to use and maintain. The card catalog and the OPAC are both flexible. Entries can be added or removed as items are added to or discarded from the collection.

Cataloging and Classification

Now, we move to how to catalog and classify library materials. By familiarizing yourself with the general processes, you will be able to ensure that established methods are applied at your school or college library.

Cataloging can be divided into two categories. In original cataloging, all of the procedures are

BY MILA H. SALES

performed by local library staff. In copy cataloging, records are copied or downloaded into the local library's catalog.

Original cataloging can be divided into two phases: descriptive cataloging and subject cataloging. Subject cataloging has two additional stages: subject heading and classification.

Consistency and uniformity are important in cataloging. Rules and codes have been formulated to meet these needs. Such rules are especially important when the library joins a network or its catalog becomes part of a shared database. Catalogers need to be familiar with the sources containing these universally accepted rules. Here are some standard processes and references:

Descriptive Cataloging

The Anglo-American Cataloging Rules, Second Edition, 2002 Revision (referred to as AACR2R) is the major international standard for cataloging all types of materials, including books, pamphlets, printed sheets, cartographic materials, manuscripts, music and sound recordings, motion pictures and video records, graphic materials, computer files, three-dimensional artifacts and realia, microform, and serials. The 2002 edition is the latest, although there is a 2003 update. It comes in a loose-leaf format and can be purchased through the American Library Association (<http://www.ala.org>).

Part I covers the description aspect of cataloging. Bibliographic description uses a certain sequence of areas and elements to describe the item being cataloged. The main description areas are *title* and *statement of responsibility*, *edition*, *type of publication*, *publication information*, *physical description*, *series*, *notes*, and *standard number*. Each area is further subdivided into smaller units known as elements.

Access points are headings or portions of the record that can be used to search for the item. This category is further broken down into selection of access point, selection of name to be used as basis for the heading, and construction of the heading.

Subject Cataloging

The second step in completing the cataloging process is selecting and assigning subject headings. Using a standardized list of subject headings helps ensure consistency. Only one standard should be used, to avoid conflicting headings. Subject headings enable the catalog user to find everything the library has on a given subject. The two most popular tools used to perform this task are the *Library of Congress Subject Headings* and the *Sears List of Subject Headings*.

The card catalog was the most widely used type of catalog until the early 1990s.

The *Library of Congress Subject Headings*, established by the U.S. Library of Congress, is the most comprehensive list. It provides an alphabetical list of all subject headings, cross-references, and subdivisions. The print edition is updated annually and is available in microfiche format, updated quarterly. *Classification Plus* is the electronic version on CD-ROM. *Library of Congress Subject Headings Weekly* is available on

the Web at <http://www.lcweb.loc.gov/catdir/cps/wls.html>. This is a weekly compilation of headings that LC catalogers have created, changed, and deleted. LCSH is useful for large libraries.²

The *Sears List of Subject Headings*, published by H.W. Wilson Company,³ is more useful for small public libraries and school media centers.



Classification

After assigning subject headings, the next step is to assign classification letters or numbers to a work so it can be filed on the shelf. The classification number is normally placed on the spine of the book, where it is easily visible. The librarian assigns these letters and numbers after examining the title page, preface, foreword, introduction, table of contents, and excerpts from the text.

The most commonly used methods are the Dewey Decimal System and the Library of Congress Classification Scheme.

1. The Dewey Decimal Classification System is used by most small and medium-sized public libraries and school media centers. OCLC/Forest Press publishes *Dewey Decimal Classification and Relative Index* in two editions, full and



abridged. Their homepage is <http://www.oclc.org>. The electronic version of DDC 21 is the *Dewey for Windows* in CD-ROM format.⁴

DDC uses numbers to divide knowledge into 10 subject classes. Each of these is further divided numerically into subdivisions and sections, while maintaining a hierarchical arrangement. The 10 main classes are:

- 000 Generalities
- 100 Philosophy & Psychology
- 200 Religion
- 300 Social Sciences
- 400 Language
- 500 Natural Science & Mathematics



Photos from top left, clockwise: A librarian shows children how to use the Dewey Decimal System. Cataloging/classification tools. Cataloging goes faster on the computer. Inset, Placing a classification spine label on a library book.

OPAC provides wider access, since users can retrieve information from any participating library or even search online from their home computer.

- 600 Technology (Applied Sciences)
- 700 The Arts
- 800 Literature & Rhetoric
- 900 Geography & History

2. The Library of Congress Classification Scheme

(LC Classification) was originally developed for the books in this huge library but has been adopted by many large libraries. Combining letters and numbers, it divides the entire field of knowledge into 21 groups. Letters represent the subject classes, while numbers are added for subclasses. Information about the LC classification scheme, including the class schedules for both print and electronic versions, can be found in the library's Web site.⁵ The main classes in the LC classification are as follows:

- A General Works
- B Philosophy. Psychology. Religion
- C Auxiliary Sciences of History
- D History: General and Old World
- E-F History: America
- G Geography. Anthropology
- H Social Sciences
- J Political Science
- K Law
- L Education
- M Music
- N Fine Arts
- P Language and Literature
- Q Science
- R Medicine
- S Agriculture
- T Technology
- U Military Science
- V Naval Science
- Z Bibliography. Library Science. Information Resources (General)

Cutter's Three-Figure Author Table

A Cutter number or book number is added to the DDC or LC number to create a unique call number for each item in the collection. The number is derived from C.A. Cutter's Three-Figure Author Table. Cutter's table uses a system based on the author's name.⁶ Some libraries find a simplified system to be adequate.

MARC (MACHINE READABLE CATALOGING)

This is not a tool used in cataloging, but rather a way of organizing data so that the computer can process it correctly. Descriptions and headings are created according to AACR2R.

The MARC format was developed to standardize machine-readable bibliographic data so that all kinds of library materials can be read by a variety of automated library systems. MARC organizes the catalog record into fields and assigns the various parts of the record to these fields.

According to Bowman, "Each field is introduced by a three-digit number called a tag, e.g. 008, 100, 245. In most cases, the field is broken down into *subfields*, using subfield codes."⁷ Below is a list of the principal fields relating to AACR2R in a MARC 21 record.⁸

- 100 Main entry heading: personal author
- 110 Main entry heading: corporate body
- 111 Main entry heading: conference
- 130 Main entry heading: uniform title
- 240 Uniform title
- 243 Collective title
- 245 Title and statement of responsibility
- 250 Edition
- 260 Publication, etc.
- 300 Physical description
- 440 Series in added entry form
- 490 Series not in added entry form
- 5— Notes
- 700 Added entry: person
- 710 Added entry: corporate body
- 711 Added entry: conference
- 8— Added entry: series

Conclusion

Library automation began with cataloging, which is also where it has had the biggest impact. It's come a long way since then, but catalogers will undoubtedly continue to play a vital role in developing new and innovative standards. Rules and standards will probably continue to be used by libraries, as they remain the best way to link the information and the user.

It is important to adopt and maintain cataloging and classification standards in the school or college library and to keep abreast of changes in these standards. This enables the library to become a gateway to knowledge not only for local users, but also distance learners and other patrons. ✍



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“Pulling Together” to Build a Good Collection

At a fair, spectators watched to see which horse could pull the heaviest load. Various weights were placed on an old-fashioned sled to test the horses' strength. People cheered when the champion horse pulled a 4,500-pound sled. The runner-up pulled 4,400 pounds. Some wondered how much the horses could pull together. So they hitched the two winners together and eagerly waited for the result. The sum total of separate loads was 8,900 pounds. However, by working together, the two horses pulled more than 12,000 pounds!

This story illustrates the power of collaboration. Faculty members and librarians who work together can accomplish much for their schools. This is especially true in the area of library collection development. However, it is not always easy to hitch faculty members and librarians together. Librarians must take the initiative in planning and working with teachers.

In my experience, librarians normally encounter three problems when trying to involve faculty members in collection development:

- *Misconceptions about collection development.* Teachers may not clearly understand the

Faculty members and librarians who work together can accomplish much for their schools.

process and significance of collection development. Because they have difficulty relating collection development to teaching and research, they may conclude that it is the work of the librarian.

- *Apparent lack of interest.* Teachers may acknowledge the importance of the library in the life of the institution, but due to lack of knowledge about collection development, they may hesitate to get involved in the process.

- *Lack of time.* Teachers with heavy responsibilities may feel they have no time to assist in collection development.

This article will suggest ways the librarian can facilitate collaboration in collection development.

Collection Development Plan

To build up a collection, the librarian must draw up a Collection Development Plan that includes the mission, objectives, priorities, and parameters.² This will provide policies that guide the implementation of the plan. To monitor expansion of library holdings, the librarian needs to work with the department chair or dean to ensure that collection development appears on the annual agenda of faculty meetings.³

One vital element of collection development is the selection of materials. In a recent

By Felipe Tan, Jr.

book-buying survey of personnel at 1,000 academic libraries in the U.S., 96 percent said that faculty selection helped inform purchasing decisions.⁴

Possessing a doctoral degree in a subject area does not automatically qualify a faculty member as a selection expert for the library! Highly trained teachers usually do a good job of critically analyzing and evaluating graduate-level books and journal articles in their area of expertise. However, they need to take a broader view to select materials that will be useful to an undergraduate student population.⁵

Therefore, any collection development plan must include policies that enable faculty members to select library materials that support the courses they teach and the research needs of their students. This will ensure that faculty turnover does not deter the long-term development of the collection.⁶

Selection of library materials must take into account the needs of the various courses (including how frequently they are offered) and the student population. Curriculum mapping can predict the level of library support required for each course. Table 1 offers a sample curriculum-mapping chart.⁷

Using the curriculum-mapping chart, faculty members are asked to list the level of support required for each course. Below are the different levels of support:⁸

1 = Minimal library resources needed for students and teachers; basic resources are textbooks and specially purchased classroom resources.

2 = Library resources needed to support one or two student projects per year plus some teacher resources; textbooks used as guides with some supplemental, teacher-developed units.

3 = Library resources needed to support several student projects per year and classroom instruction; minimal textbook use; most units teacher-designed with local resources; some units include the instruction of core information skills by the library media specialist.

The librarian and faculty members can modify the table to fit their college or university. Curriculum mapping will answer questions such as “How much should be spent for library materials in the various subjects?” and “What are the subject area parameters for collection development?” The data from curriculum mapping will ensure the wise use of acquisition funds.



When faculty members examine the library collection, they often make exciting discoveries.

The Collection Development Plan will also provide common ground for teachers and librarians to collaborate on other

Table 1: Curriculum Mapping

Course	Enrollment	Frequency of Offering	Level of Support	Comments



AIIAS faculty members enjoy twice-yearly trips to shop for new library books.

issues, such as how much to spend on various formats or for expensive reference sets, journal subscriptions, online databases, etc.

Classroom instruction and collection development are inextricably linked. Faculty members can enhance their teaching and research by collaborating with the librarian in book selection.

Antidote for Apparent Lack of Interest

If the teachers seem disinterested in library acquisitions, the librarian should determine why. In many schools, only a fraction of the faculty members use library resources. Because they have a personal library in their office or study, they may use the library only to check the accuracy of information or to browse.⁹ Others may use secretaries or student assistants to search for library materials.

The librarian can excite interest by inviting faculty members to visit the library. Here is an example of how that can work for collection evaluation, an important element of collection development.

Evaluation requires direct examination of the collection to pinpoint its strengths and weaknesses. To do this, the librarian should ask the department chair or the dean to schedule a time when the

Librarians must take the initiative in planning and working with teachers.

teachers can visit the library.

The best time to do this is at the end of the semester or after the library inventory. The librarian should determine ahead of time the call number ranges, locations, and subject areas to be assessed. To encourage a sense of camaraderie, the librarian can prepare some refreshments or snacks for teachers and library personnel. During the visit, the librarian should present the guidelines for evaluation.

Although teachers can learn what is available through the Web-based Online Public Access Catalog (OPAC), direct examination of the collection allows them to browse titles. Hands-on examination will allow the faculty members to discuss and analyze the collection's strengths and weaknesses. This can generate discussion for faculty meetings.

Direct examination also allows the teachers to see which titles have been checked out. They may discover outdated

or irrelevant materials that need to be discarded or relegated to storage. Finally, they may discover previously unknown items useful in their classrooms and research. The librarian should also schedule time for teachers to directly examine reference materials, non-print items, and journal subscriptions.

Facing the Problem of Time

Faculty members who understand the relationship between collection development, teaching, and research will be eager to work with the librarian. For their part, librarians must organize collection development activities in such a way as to maximize faculty input.

At the Adventist International Institute of Advanced Studies (AIIAS) in the Philippines, where I work, the librarians invite our faculty members twice each year to visit book fairs in Manila. Library personnel arrange the details of the trips with great care. They even rent an air-conditioned van. The librarians provide the selection guidelines, and faculty members spend their time selecting titles from various book vendors. They need not get involved in the logistics of the acquisitions process or business transactions with the vendors, as the librarians take care of this.

Since faculty schedules vary, we often make several trips to the book fairs. The trips are well organized and interesting, and faculty spouses often beg to be included!

During my 18 years as librarian at AIIAS, some faculty members have asked me if they can get involved in collection development. By working together, we have created a strong collection in the various subject areas, as well as a pleasant relationship. These faculty members:

- recognize that the goals and objectives of collection development both support and improve their classroom teaching and research.
- usually do not rely upon a single textbook. Their course outlines require students to read from a large number of books and to search for journal articles.
- read widely in recent publications in their disciplines. They often send the librarian photocopies of critical book reviews or book advertisements from journals.

To build up a collection, the librarian must draw up a Collection Development Plan that includes the mission, objectives, priorities, and parameters.

- attend conferences in other states or countries, and take time to visit booths where books are sold. They gather information or brochures to give to the librarian, and may even make prior arrangement with the librarian to purchase books for the library.

- are research oriented and love to write journal articles and prepare books for publications.

These points illustrate how teachers and librarians can collaborate in collection development that leads to excellence

in teaching and research.

Involving faculty members in collection development may initially seem time-consuming for the librarian. However, making teachers and administrators aware of the relationship between collection development, instruction, and research, and the important role that teachers can play in the acquisitions process will pay dividends for everyone. ☞



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1996) is highly recommended. Another useful title is *Library Collection Development Policies: A Reference and Writers' Handbook* by Richard J. Wood and Frank Hoffmann (Lanham, Md.: Scarecrow Press, 1996). In addition to discussing collection development policy, Wood and Hoffman also include collection development policies various types of libraries.

3. The librarian must take the initiative in involving faculty members in collection development. If the librarian is not invited to faculty meetings, he or she must arrange for this with the dean or the department chair. For other ideas, see Doug Cook, "Creating Connection: A Review of the Literature" in *The Collaborative Imperative: Librarians and Faculty Working Together in the Information Universe* edited by Dick Raspa and Dane Ward (Chicago: Association of College and Research Libraries, 2000), pp. 29-35.

4. Barbara Hoffert, "Book Report, Part 2: What Academic Libraries Buy and How Much They Spend," *Library Journal* 123: L14 (September 1998), pp. 146, 150.

5. Larry Hardesty, "Book Selection for Undergraduate Libraries: A Study of Faculty Attitudes," *Journal of Academic Librarianship* 12:1 (March 1986), p. 23.

6. G. Edward Evans, *Developing Library Collections* (Littleton, Colo.: Libraries Unlimited, 1979), p. 123.

7. The chart in this page is a modified version of the one by Debra E. Kachel in *Collection Assessment and Management for School Libraries: Preparing for Cooperative Collection Development* (Westport, Conn.: Greenwood Press, 1997), p. 164.

8. Kachel, pp. 58-68, 163. For a comprehensive classification of collection intensity levels, see *Guide for Written Policy Statements*, 2nd ed. (Chicago: American Library Association, 1996), pp. 13, 14.

9. Constance McCarthy, "The Faculty Problem," *Journal of Academic Librarianship* 11:2 (July 1985), p. 143.



The AIIAS librarians relax with faculty members after a day spent "weeding" the collection.

ADVENTIST LIBRARY INFORMATION COOPERATIVE

(ALICE)

BY CAROLYN GASKELL

Cooperation and collaboration between libraries can help reduce costs.

Today's students and faculty demand instantaneous access to full-text articles, books, and other resources. New online databases appear each year, and traditional databases expand, adding new features such as article linking. Libraries, even small ones, are expected to provide access to an increasing array of online resources. While the databases and user expectations expand each year, library budgets typically do not. Adventist college and university libraries are no exception.

Cooperation and collaboration between libraries can help reduce costs. Libraries can save money by joining consortia to share costs for cataloging books and other materials, facilitating interlibrary loans, purchasing online library systems, licensing databases and electronic book collections, along with a variety of other activities. More than 160 consortia are currently listed on the International Coalition of Library Consortia's (ICOLC) Web site,¹ underscoring the extent of cooperation between libraries.

In the late 1990s, Adventist college and university library directors began to explore ways to license databases at more advantageous prices. It soon became apparent that few were eligible to join most consortia or their database licensing projects. Clearly, Adventist academic librarians needed to form their own consortium. They had some experience in collaboration, since

the Association of Seventh-day Adventist Librarians (ASDAL) had already tackled such projects as the *Seventh-day Adventist Periodical Index*,² the *Seventh-day Adventist Obituary Index*,³ and the Adventist Resources Section Collection Development Policy.⁴

After planning sessions by Adventist technical services/systems librarians and college and university library directors, the Adventist Library Information Cooperative (ALICE) came into being on September 1, 1996. Keith Clouten, at that time library director at Andrews University in Berrien Springs, Michigan, was elected ALICE's first chair.

What Is ALICE?

ALICE is a consortium of Adventist institutional libraries operating under the umbrella of ASDAL. Its purpose "is to provide Member Libraries with enhanced database access opportunities at reduced costs through collective efforts and resource sharing within the Cooperative."⁵ There were 10 inaugural members.⁶ Less than a year later, in a presentation at the 1997 ASDAL conference, Clouten observed that, "During its first five months in existence, the new consortium signed agreements with four vendors totalling more than \$153,000, providing nine member libraries with electronic access to up to 10 databases, including two with substantial full-text."⁷ He further noted that "In many cases, it provided an option which might not have been affordable any other way."⁸

Today, 17 Adventist academic libraries in seven countries and one territory are members of ALICE. The consortium seeks to extend its services both to other levels of Adventist education in North America, as well as other Adventist colleges and universities abroad.

Looking toward the future at that 1997 conference, Clouten envisioned ALICE's role as follows: "Within the sphere of Adventist higher education, a consortium such as ALICE may enable institutions to offer more resources for less cost. . . . More than that, though, ALICE becomes the broker of shared database licensing agreements that allow an institution to provide campus-wide access in a way that enhances student learning opportunities. And if the higher education scene includes a trend in the direction of distance education or 'at-home' learning, ALICE member libraries have built-in readiness to

In the late 1990s, Adventist college and university library directors began to explore ways to license databases at more advantageous prices.

extend electronic information services to their students whether on or off campus."

Eight years later, Clouten's vision has come to pass. Where licensing permits, librarians at Adventist tertiary institutions actively support their off-campus students in both distance-education programs and remote sites by using proxy servers that access ALICE-licensed databases.

ALICE oversees the licensing of 11 Web-based databases, including *Academic Search Premier*, *CGF College Source Online*, *PsycInfo*, and *ATLA*. Because licensing costs are often based upon an institution's full-time enrollment (FTE), consortia, which aggregate member FTE's, can often obtain reduced licensing costs. Vendors gain by having only one invoice to send.

ALICE typically allocates costs to its member libraries based on FTE. However, since some member institutions are quite small, a minimum or base FTE of 500 has been established. So that larger schools do not have to over-subsidize a project, licensing fees are allocated to ensure that no institution's portion is greater than if they licensed the database on their own. This policy allows the libraries from larger institutions to support the smaller ones while still being fiscally responsible. Member libraries are free to opt into and out of database projects yearly as

their circumstances change.

While consortial licensing reduces costs, the databases still cost thousands of dollars. In addition to the database licensing fees, ALICE charges an annual membership fee, and each library director must maintain his or her membership in ASDAL.



Using ALICE's databases, students can find journals online and print articles for use in research or class projects.

How ALICE Works

ALICE is a volunteer organization, managed by a council consisting of library directors from member institutions. Volunteer staff, who keep the consortium operating through the year, consist of the council chair, a project manager, and a secretary/treasurer. The project manager is not a library director but is elected from one of the member institutions. Andrews University (AU) acts as the consortium's fiscal agent. Consequently, the dean of libraries at AU functions as the group's secretary/treasurer. At present, only academic libraries are members. The ALICE council meets face to face once a year during the annual ASDAL conference. The rest of the year, business is conducted via E-mail, including votes on database renewals. Databases licensed by ALICE are currently English-language based. As membership has expanded internationally, it takes more time to negotiate with vendors and vote on projects.

How to Join

Currently, ALICE accepts membership requests only from Adventist institutions of higher education whose library directors are members of ASDAL. The best time to join is during the annual license renewals in the fall. Prospective members should indicate in writing to the ALICE chair and/or project manager their wish to join and identify the database project(s) in which they are interested. (A list of databases licensed by ALICE is located on its Web site.)

Eight years after its inception, ALICE has become a vital service to Adventist academic li-



A librarian helps a student find online resources.

To join ALICE, Adventist academic libraries must have

1. A stable power source;
2. A stable Internet Provider (IP) address;
3. Stable E-mail access;
4. The ability to pay in U.S. dollars, in a timely manner;
5. Membership in ASDAL;
6. Appropriate computer/technology infrastructure and personnel support; and
7. A commitment to participating in ALICE governance, E-mail voting, and other business.

ALICE in the Future: The Wonderland Depends on Our Choices

BY JOEL LUTES

ALICE's tremendous accomplishments during the past decade have come through the cooperation and vision of many librarians. That vision continues to grow. Each year, ALICE identifies one or two new databases and/or services the consortium will explore. This year, ALICE is looking at online serials management services and also hopes to explore the possibilities of using a single book distributor in order to obtain higher discounts.

Another area of growth is in the addition of new member libraries. Each year, more schools outside North America join in order to increase the resources they are able to provide for their students.

At its most recent meeting, ALICE also set in place the policies and procedures necessary for elementary and secondary schools to join using their local conferences or unions as the fiscal agent. Schools will be able to subscribe to databases and achieve savings of up to 50 percent. By budgeting between U.S. \$1,000-\$2,000 each year, schools can use a database that includes several hundred periodicals. They will thus pay less than \$6 per periodical!

ALICE has lots of databases and services yet to consider. What about working with the denomination's publishers to centralize the electronic archives of their publications in a database accessible around the world? The *Seventh-day Adventist Periodical Index* is already providing citations to those publications, so why not add the archives? What about uniting the college and university libraries' reference services through the Internet to provide joint access to the many subject specialists that no one library can afford to hire? ALICE will continue to explore a variety of ways to assist Adventist libraries.

Joel Lutes is ALICE Project Manager and Systems Librarian at Pacific Union College in Angwin, California.

baries and the students and faculty they serve worldwide. ✍



Carolyn Gaskell is ALICE Chair and Director of Libraries for Walla Walla College in College Place, Washington.

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3. Seventh-day Adventist Obituary Index, <http://www.andrews.edu/library/jewel/SDAPI.html>.
4. Adventist Resources Section Collection Development Policy, <http://www.asdal.org/sdare/asdalcoll.pdf>.
5. ALICE Agreement, <http://www.asdal.org/alice/agreement.html>. Section 2.2.
6. Andrews, La Sierra, Loma Linda, and Southern Adventist universities; Florida Hospital College of Health Sciences, and Columbia Union, Oakwood, Pacific Union, Union, and Walla Walla colleges.

After planning sessions by Adventist technical services/systems librarians and college and university library directors, the Adventist Library Information Cooperative (ALICE) came into being on September 1, 1996.

7. Keith Clouten, "Alice in an Electronic Wonderland: Rabbit Hole or Passage-way to the Future?" Presentation given at the annual ASDAL Conference at La Sierra University, Riverside, California, June 23, 1997, paragraph 2.
8. Ibid.
9. Ibid., paragraph 8.

Selected Seventh-day Adventist Historical Resources on the Web

Compiled by Carolyn Gaskell

1. MAJOR SITES

- ◆ **Adventist Heritage Ministry/Adventist Historic Village**
<http://www.adventistheritage.org>
- ◆ **Center for Adventist Research at Andrews University** (Photo search)
<http://www.andrews.edu/library/car/index.html>
- ◆ **Ellen G. White Estate** (Photo search)
<http://ast.gc.adventist.org/>
- ◆ **General Conference – Office of Archives and Statistics**
<http://ast.gc.adventist.org/>
- ◆ **Loma Linda University Archives and Special Collections/Ellen G. White Estate Branch Office** (Photo search)
<http://www.llu.edu/llu/library/heritage>
- ◆ **Seventh-day Adventist Periodical and Obituary Indexes**
<http://143.207.5.3:82/screens/opacmenu.html>
Guides to articles and obituaries in Adventist periodicals.

2. PIONEER BIOGRAPHIES AND CHURCH HISTORIES

- ◆ **Adventist Pioneer Library**
www.tagnet.org/apl/Gallery.htm
Gallery of photos and short biographies of early Adventist pioneers.
- ◆ **Seventh-day Adventist Church – South Pacific**
<http://www.adventist.org.au/ws/spdlive.nsf?HomePage?openform&Entity+>

South+Pacific

Under "Information," choose "Our History," and select from subsequent menu. Story of Ellen G. White in the South Pacific is included.

3. COLLEGE LIBRARIES – SPECIAL COLLECTIONS

- ◆ **La Sierra University Heritage Room**
<http://www.lasierra.edu/library/heritage/index.html>
Description of holdings plus online document file index.
- ◆ **New England Adventist Heritage Center—Atlantic Union College**
<http://www.atlanticuc.edu/campuslife.neahc.php>
- ◆ **Pacific Union College: Heritage Room**
<http://library.puc.edu/adventist/heritage.shtml>
Bibliographies of Adventist authors and materials.
- ◆ **Pacific Union College: Pitcairn Island Study Center**
<http://library.puc.edu/pitcairn/index.shtml>
Contains a bibliography of the collection and Pitcairn links.
- ◆ **Walla Walla College (WWC) Photo Project**
<http://www.wwc.edu/academics/library/imlib/photos.php>
Almost 6,000 photos relating to WWC, local camp meetings, and valley his-

tory, some films.

- ◆ **Southwestern Adventist University, Ellen G. White Research Center**
http://library.swau.edu/heritage_center/

4. HISTORIC SEVENTH-DAY ADVENTIST SITES – IMAGES

- ◆ **Washington, New Hampshire, Church**
<http://www.tagnet.org/washington/Pioneer Photos, Sabbath Trail, etc.>
- ◆ **Elmshaven**
<http://www.elmshaven.org/>
Provides photo tour and history of Ellen White's home in St. Helena, California, where she spent the last few years of her life.
- ◆ **Find a Grave**
<http://www.findagrave.com/>
Locates information on where people are buried, often includes image of cemetery and/or grave site. Oak Hill is included.
- ◆ **Historical Society of Battle Creek**
<http://www.geocities.com/Athens/Oracle/9840>
Includes picture of the Battle Creek Sanitarium and biographical material on John Harvey Kellogg. ✍

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AUTOMATING THE K-12 LIBRARY

BY NANCY KIM

About 10 years ago, I began to automate my school library. The decision wasn't difficult—rather, it was a matter of survival! I was employed half-time to run the library for 360 students in grades K-10. Providing weekly library classes for all of the students, purchasing and processing new materials, and keeping up with all the required daily tasks was more than enough to fill 20 hours per week. Just processing the check-ins and check-outs for one class took about 30 minutes! After visiting a local junior high school for a demonstration of its library software-management system, I was converted. This system could reduce the check-in/check-out process for each class to less than five minutes!

I talked with my principal, who encouraged me to explore automation systems for the library. Our school had just purchased school management software from a company that also published a library automation program. When I inquired about it, I was told the company was offering the library software free to institutions using the school management system.

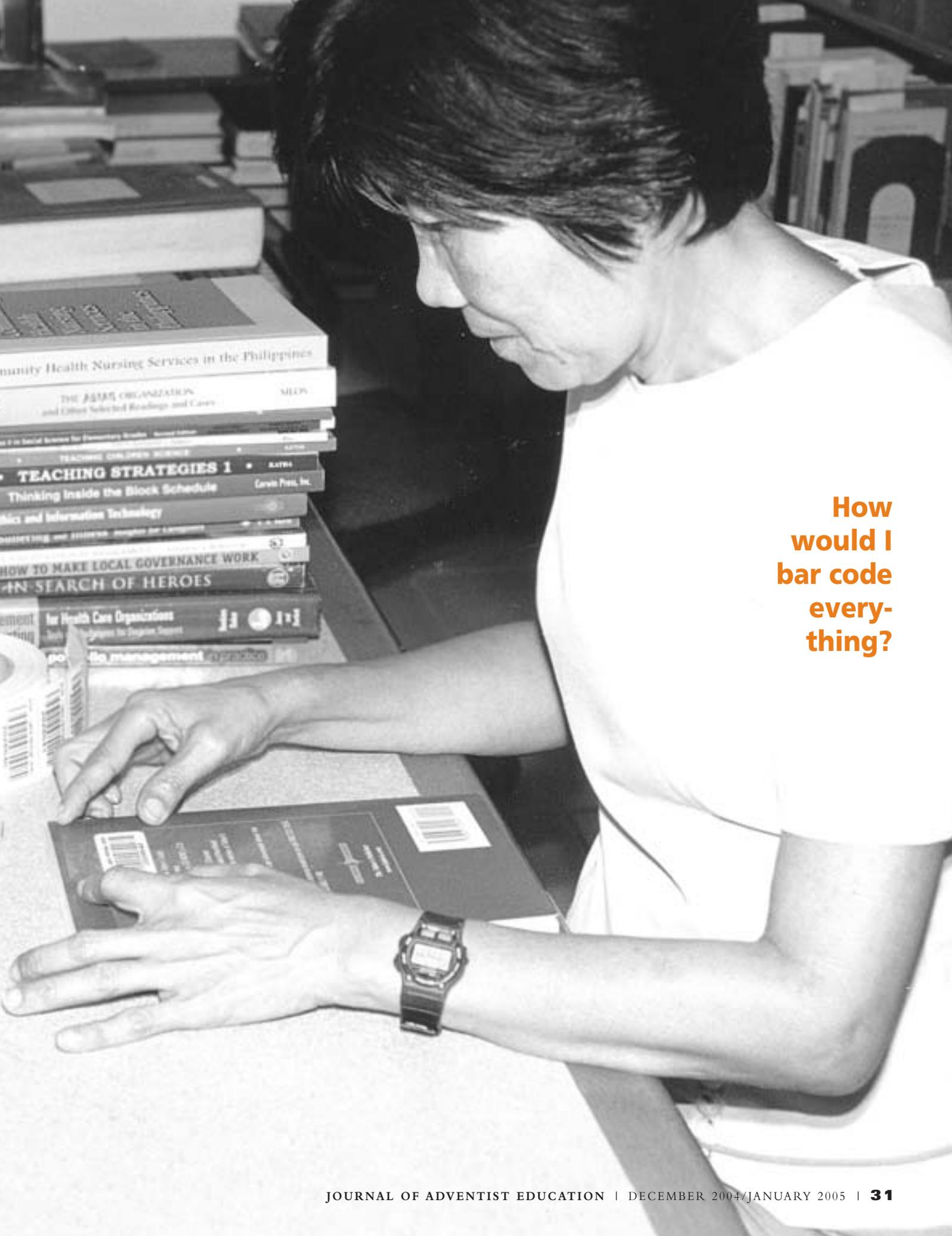
I began with the free circulation module. A year later, we added the cataloging module; the next year, the Online Patron Access Catalog (OPAC) module. The cost was about \$1,500, spread over two years. Of course, we also needed hardware to run the software. This wasn't really a problem because my school had begun to equip each classroom, including the library, with at least one computer.

Two additional critical decisions had to be made at this point. First, could I do a retrospective conversion (convert the manual catalog to a computerized one)? Second, how would I bar code everything? To do a retrospective conversion, the shelf list must be nearly perfect. Ours wasn't. I could either (1) fix the shelf list and send it in for a retrospective conversion, or (2) try to do the data entry myself. At the time, Option 2 seemed best.

I spent the summer and Christmas vacation working on this project. I started with the parts of the

After visiting a local junior high school for a demonstration of its library software management system, I was converted. This system could reduce the check-in/check-out process for each class to less than five minutes!





**How
would I
bar code
every-
thing?**



Automating the school library need not be an overwhelming task.

There are probably almost as many school library management solutions as situations and needs.

collection that circulate the most and did that entire section during those interruption-free times. I continue to do data entry as I purchase new materials or when older materials circulate. I use databases to download Machine Readable Cataloging (MARC) records and save time. I would like to be able to say that the conversion is finished, but it isn't yet.

Solving the bar-code problem was much easier. We organized a "bar code party." One Sunday, we enticed about 10 volunteers by providing lots of snacks, and set to work bar coding some 8,000 items. New acquisitions are bar coded as they are processed, so keeping up is easy.

I have never regretted the extra work involved in automating my school library, as the benefits far outweigh the difficulties. It saves me a lot of time in all areas of library work. When I order new books, I order and receive the MARC records via the Internet. It takes only about three minutes to download the records for a hundred or more books, and then they are all shelf ready.

Library Automation Systems

There are probably almost as many school library management solutions as situations and needs. Finding the system that

Common Features

- Circulation
- Cataloging
- OPAC
- Administration
- Multi-platform
- Network compatibility
- Retrospective conversion
- Multi-licensing
- Technical support
- Patron maintenance
- Z39.50 client/server capabilities
- Acquisitions
- Icon driven
- Basic and advanced searching
- Multiple types of reports
- Print spine labels, catalog cards, etc.
- Centralized library management
- Specific reading program searches
- Catalog Web sites
- Web server
- Create bibliographies
- Inventory
- MARC records
- Reports
- Patron access
- Customer satisfaction

Library Automation Software Companies

1. Book Systems, Inc., 721 Clinton Ave., Suite 11, Huntsville, AL 35801; (800) 219-6571 (U.S.), (256) 533-9746 (International); <http://www.booksys.com>

- Concourse: \$799 just for database software, \$1,295 to add circulation

Book Systems caters to churches and church schools. Best features: the graphical interfaces and reports. The company provides grant writers to help you with funding.

2. CASPR Library Systems, Inc., P.O. Box 246, Saratoga, CA 95070; (800) 852-2777 or (408) 741-2322; <http://www.caspr.com>

- LibraryCom, Web-based service: \$300 per year, includes tech support

- LibraryWorld: desktop software, \$2,000 to get started

CASPR manages, backs up, maintains, and upgrades everything for you.

3. COMPanion Corp., 1831 Fort Union Blvd., Salt Lake City, UT 84121; (801) 943-7277 (U.S. & Canada); (801) 943-7277 (International); <http://www.companioncorp.com>

- Alexandria: \$2,000 for the basic program

This software handles an unlimited collection size.

4. Follett Software Company, 1391 Corporate Dr., McHenry, IL 60050-7041; (800) 323-3397 or (815) 344-8700; <http://www.fsc.follett.com>

- Circulation Plus: \$1,400 for the first module

Follett is one of the leaders in K-12 library automation software. Check out all of their modules and add-on components; they excel in services offered. An extremely helpful and timesaving service is their free Web-based book-ordering service, Titlewave (<http://www.titlewave.com>).

5. Gateway Software Corporation, P.O. Box 367, Fromberg, MT 59029-0467; (800) 735-3637; (406) 668-7661; <http://www.gscweb.com>

LMS Online: cost based on student enrollment

Gateway is an Application System Provider service. Their Web OPAC, Meriwether, works very much like LibraryCom mentioned above, i.e., the company hosts the software and manages everything for you.

6. Hunter Systems, 3500 Blue Lake Drive, Suite 400, Birmingham, AL 35243; (800) 326-0527 or (205) 968-6500; <http://www.huntersystems.com>

Librarian's Edge: The NAD has exclusively endorsed this company's school management program, School Minder; grade book program, GradeQuick; and financial program, Accountrak, thus guaranteeing special prices for Adventist schools. Although Librarian's Edge isn't part of the endorsed package, the company appears willing to offer the program to Adventist schools at a special price, as well. The Hunter Systems representative did estimate that for a school of approximately 400 students, the price of the software would be approximately \$1,200. If a school is using School Minder, one of the advantages of using Librarian's Edge, in addition to the low price, is that the School Minder database interfaces with Librarian's Edge. The company offers strong support both within and outside the U.S.

7. Insignia Software, 10123 99th St., Suite 1520, Edmonton, AB,

Canada T5J 2I4; (866) 428-3997, (780) 920-0350, or (866) 334-4747; <http://www.insigniasoftware.com>

Insignia Library System: \$4,000-\$5,000 for a full system

This company touts its "no add-on" concept. Customers do not have to pay more to add modules. Even tech support is free for one year. The system can handle an unlimited number of items.

8. Mandarin Library Automation, Inc., P.O. Box 272308, Boca Raton, FL 33427-2308; (800) 426-7477 or (561) 995-4010; <http://www.mlalolutions.com>

Mandarin M3 Core: \$3,750 for the complete package; \$750 for a Web OPAC

Strengths: reports feature, user friendliness, and 24/7 support.

9. New Generation Technologies, Inc., Dept. 844, P.O. Box 34069, Seattle, WA 98124 (U.S. Division); Dept. 844, 101-1001 W. Broadway, Vancouver, BC, Canada V6H 4E4 (Canadian Division); (800) 661-7112; <http://www.librarysoft.com>

- LibrarySoft, basic: \$495, handles thousands of items

- LibrarySoft, complete: \$595, also handles thousands of items

The low price suggests that they are like CASPR's and Gateway's. They are not. The software resides on your local hardware like Follett's and Sagebrush's. You pay separately for tech support: \$149 a year; and for upgrades/revisions, also \$149 a year.

10. Sagebrush Corporation, 3601 Minnesota Dr., Suite 550, Minneapolis, MN 55435; (800) 533-5430; <http://www.sagebrushcorp.com>

- Athena, Level 1, 3,000 or fewer items: \$795 stand-alone

- Level 2, 3,000-6,000 items: \$1,295 stand-alone

- Level 3, 6,000+ items: \$2,495 stand-alone

Multi-user at any level: an additional \$995

• Spectrum: \$4,995 for the complete package to get started
Both of these programs offer one year of free tech support. This company is one of the leaders in the field of library automation software and has an excellent reputation for customer service and top-notch products.

11. Softlink America Inc., 5482 Wilshire Boulevard, Suite 1540, Los Angeles, CA 90036; (877) 454-2725; <http://www.softlinkamerica.com>

ALICE: \$1,495 initial cost, can handle up to 150,000 items

If you keep your support current, you receive all revisions and upgrades free. The system uses a fingerprint reader for checkout—no library cards. Softlink America is the North American division of an Australian company, Softlink International. The program is used widely in school libraries in Australia.

12. Surpass Software, 517 Oothcalooga St., Suite C, Calhoun, GA 30701; (877) 625-2657 toll-free (U.S.) or (706) 625-5399; <http://www.SurpassSoftware.com>

- Surpass SL: \$1,060 for collections of 5,000 or fewer, stand-alone

- Surpass Select: \$3,000 for collections of more than 5,000, multi-user

For Surpass Select, the company lets you select the modules you need to "design your own suite." Surpass Select can handle an unlimited number of items. The strengths of these two programs are their ease of use and flexibility. The company is acquainted with Adventist schools—they have sold their product to some.



Children enjoy finding books with the online catalog.

is right for you and your library can be a daunting task. As I was doing research for this article, I found that most systems have the same features. What makes the difference between the high-priced systems and the more affordable ones is mostly the optional “bells and whistles.” On pages 32 and 33, you will find two lists: (1) the features that are common to the majority of library-management systems, and (2) school library-automation systems, with company name and contact information, price, and unique and/or special features. Neither list is exhaustive, although I have tried to offer a range of systems, including ones marketed outside the U.S.

The prices listed for the different vendors are approximate and subject to change. Also, each of these software companies is working to improve its software regularly. New features will probably be available in the next few months.

Conclusion

Check out these Web sites, and look for some others. Call the companies, talk to a sales representative, and ask for or download the demos. Also, find some schools in your area that use library automation systems and visit them. Talk to librarians from an automated library. Secure funding if necessary; be sure to include enough to pay for technical support, as it is well

What makes the difference between the high-priced systems and the more affordable ones is mostly the optional “bells and whistles.”

worth it. Look for specials. Many of these companies offer discounts from time to time, or they may be willing to establish a preferred relationship with you.

After researching a number of systems, choose the one you like and feel most comfortable using. Then automate your library. You’ll be glad you did. ☞



Nancy Kim is Librarian and Information Technology Coordinator for Redlands Adventist Academy, Redlands, California.

CREATING A GOOD LIBRARY WEB SITE

A well-designed Web site is one of the best ways for a library to communicate to students and faculty. It serves as a gateway to library resources such as the online catalog, databases, other Web sites, and information about the library. The content and purpose of the Web site will vary, depending on the type of library and the mission of the site. Many books, journal articles, and Web sites offer detailed instruction on Web site design; however, this article will focus on our experience and will provide a step-by-step guide to the process we followed.

Southern Adventist University's McKee Library developed a simple Web site in 1996. As time passed, content was added, frames were used, and the page became more complex. By 2000, it was becoming cumbersome to navigate and was no longer flexible enough for all the additions the librarians needed to make. Following an excellent presentation at a conference in March 2000, which advocated design by a committee, our library director appointed a Web site committee. Thus began the process of developing a totally new site, which was completed in February 2001. In August 2003, we incorporated a database-driven design.

Step 1: Establish a Committee

The Web site committee should have a broad representation with varied skills and knowledge in design and content. Our initial committee of five members has since grown to seven, which includes two students who actually do the designing and programming. The committee members each bring different skills, specialized expertise, and a variety of perspectives to the task.

Step 2: Do Research

All committee members need to do research to determine content to include, the steps to take, and the components of a well-designed Web site. Research can take various forms, including workshops, books, articles, usability studies, and reviewing Web sites for individual likes or dislikes.

The content and purpose of the Web site will vary, depending on the type of library and the mission of the site.

BY MARGE SEIFERT AND PATRICIA BEAMAN

It is important to study others' successes to determine what will work well for your library.

Step 3: Determine the Audience

The committee needs to make some decisions early in the process. First of all, who is the audience? Is it the students, faculty, alumni, or administration? This audience will dictate content, design, and organization. We decided that our primary audience was the students, faculty, and distance-education students of Southern Adventist University, with a secondary audience of administration and community.

Step 4: Compose a Mission Statement

Another important component, which affects the look and content of the site, is the mission statement. What do you want the Web site to accomplish? Will it inform, sell, or provide services? The type of library affects the kinds of information that will be included on the site. McKee Library's Web site mission "is to instill lifelong learning skills and to be a main conduit for information, services, and training to adequately support the instructional and research programs of the university."

Step 5: Decide on Design Principles

As committee members conduct research, they will discover the importance of following design principles, which they can share with the actual designers, to ensure that the site is easy to use. From noted Web designers like Nielsen and Shneiderman, we gleaned the following principles.

The main page, or first screen, is the most important. This page should provide all the pertinent information without scrolling and should load quickly to retain the attention of the audience. Quick loading will also help users with a slow connection and make the page more manageable. The first page should also have a first-rate design, so it will interest your customers. It should not be too cluttered and should show customers where to go to find content on subsequent pages. Web pages should be logically arranged and easy to use.

Content chunking is how you categorize information. The main page should feature no more than nine links or seven buttons, to allow for ease of navigation.

As we began to design the main page, each committee member made lists of content subjects they felt were important to post on the Web site. These elements included the official



Observing a student as he or she uses the school Web site makes it possible to quickly detect navigation problems.

The Web site committee should have a broad representation with varied skills and knowledge in design and content.

name of the library, its complete street and mailing address, telephone number, hours, a description of the library and its collection, a list of personnel, the online catalog, online databases, and library policies. After assembling the list, the committee members put the information on small cards and divided them up into different categories. By placing the cards for each Web page in a separate pile, the members could quickly reorganize them and discuss the results. Our current main page has three main divisions—*Research Central* (all research can be done from this page), *Services*, and *About Us*. All content is listed under one of these chunks.

Navigation

The navigation should move from *simple to complex using chronological or alphabetical order*, whichever works best for your site and customers. Also important is the three-click rule. You will lose patrons if they have to click more than three times to find desired content.

The Web site should load quickly. Remember that some of your customers will have old computers with slow connections, while others will have broadband width and high-speed connections. Make it easy for everyone to use the site.

Customers should always be aware that they are using your library Web page. They do not need to know the origin of all the items they access, but they should be able to move from one component to another *seamlessly*.

Don't clutter your Web site with too many icons. White space and a clean menu enhance readability. Each page should be consistent, easy to use, and should not include so much information as to seem overwhelming. *Simplicity* is the key.

Readability

Text readability is very important. Maintain a contrast between the text and the background. A busy background will create confusion. Make the font size and style readable even for

those with impaired vision. It's helpful to have an option that identifies graphics, since some people may choose to turn off the images. In this way, they will still be able to read the text connected with the images and can choose to turn on the graphics if they wish.

Use a *consistent* layout throughout the site. Incorporate either a logo or some identifying graphic, placed in the same position on each page, to tie the pages together. Be sure to identify each page, and use the same headers, footers, margins, and alignment throughout. Footers should include the address and telephone number of the library.

After weighing the advantages and disadvantages, we decided on *no frames*. This allows for more space for content and greater flexibility.

On the main or home page, the users should not have to scroll to see all of the content at once. The entire site will function better, and users won't get lost if you keep scrolling to a minimum.

Although libraries must provide service to all regardless of disabilities, accessibility for persons with a disability is not always considered in Web site design. However, it is not hard to develop a site that is accessible and attractive. A number of Web sites give suggestions for enhancing accessibility. Bobby (<http://bobby.watchfire.com/bobby/html/en/index.jsp>) is a free service that will test your site.



Step 6: Designing the Site

Once we had decided on design principles and content, we asked two members of the committee to provide some designs from which to choose. After selecting one, we gave it to a student programmer to develop. We chose a design that allowed us to add new content. When we redesigned the site, we had a student employee who was knowledgeable about Web design prepare ideas for the committee.



By involving a diverse group of advisors, the school Web site committee can more readily solve or prevent problems.

Step 7: Conduct Usability Tests

Usability testing is one way to develop a user-friendly Web site rather than a designer-centered one. Be sure your site is easy to use, rather than one that looks great but is difficult to navigate. Testing can also save money and is good public relations for the library.

You can use different methods to test a site—surveys, use statistics, focus groups, and online suggestions. An inexpensive method is individual user testing. Choose approximately five individuals who are representative of your audience. Have at least two people oversee the testing—one to administer the test and one to write down comments. Give survey subjects questions that require them to navigate the site and to think out loud. The results, when analyzed, show where changes are needed. This testing should be done early in the design process and repeated after changes are made.

We consulted several students and staff members who were unfamiliar with the new design. They gave us several helpful suggestions, which were implemented. One problem we found was with terminology. Some people simply did not know the meaning of certain technical terms. We changed some terms and left others as they were, recognizing the need for library use training. Looking back, we realize we should have done usability testing earlier in the process.



Last Step: Database-Driven Web Site

We discovered belatedly that we should have planned ahead for future updates. This became very time-consuming. Changes had to be given to the student programmer, proofread after being posted on the site, then if necessary, modified again. We



Southern Adventist University Web site committee members discuss the university's Web page design.

concluded that we really needed a database-driven site. Rather than hard-coding information directly into a static HTML page, we would construct a database containing the information. Whenever a resource needed to be added or a page edited, the templates from the database would automatically update the Web pages. So, instead of waiting for programmers to revise the Web site, librarians could do the work themselves. The committee began meeting again to redesign the library Web site. We simplified the page, changed the look, and with the help of two students, created a database-driven site.

The entire process of designing and redesigning the McKee Library Web site has been interesting, though time-consuming. All of the committee members have learned a great deal, and we have been pleased with the final results. Many people have said that the latest version of the Web site is now much easier to use. Although the redesign is now complete, updating the site is a continuous process. We invite you to visit our Web site at <http://library.southern.edu/>. 



Marge Seifert

Marge Seifert has been Public Services Librarian at the McKee Library at Southern Adventist University in Collegedale, Tennessee, for the past five years. Her responsibilities include reference and instruction. Previously, she was a librarian and teacher at Collegedale Academy in Tennessee for 12 years. Ms. Seifert holds an M.A.T. degree from Andrews University in Berrien Springs, Michigan; and a M.S.L.S. (Master of Science in Library Science) from the University



Patricia Beaman

of Tennessee in Knoxville. **Patricia Beaman** has been Periodicals Librarian at Southern Adventist University for the past five years and Chairperson of the university's Library Web Site Committee for four years. She previously served as a Librarian at Middle East College in Beirut, Lebanon.

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Distance Learners: Teaching and Assessing INFORMATION LITERACY

Information literacy and critical thinking skills must be priorities for every academic library. At Southern Adventist University (SAU), Collegedale, Tennessee, in keeping with the institution's goals, students are helped to master "basic skills of critical reasoning, independent thinking, computation, communication, collaboration, and creativity needed to enter the workplace with confidence, to pursue lifelong learning, and to exercise leadership as contributing citizens who advance their families, communities, the church, and society."¹ This includes learners who never, or rarely, set foot on campus.

The university must provide equal library support for off-campus students, including instruction, even if they live hundreds or even thousands of miles away. The Association of College & Research Libraries (ACRL) guidelines state that "Access to adequate library services and resources is essential for the attainment of superior academic skills in post-secondary education, regardless of where students, faculty, and programs are located. Members of the distance learning community are entitled to library services and resources equivalent to those provided for students and faculty in traditional campus settings."²

The university must provide equal library support for off-campus students, including instruction, even if they live hundreds or even thousands of miles away.

For Adventist tertiary institutions in the United States, distance-learning librarians also need to follow their accrediting body's guidelines for electronic library support. For example, the Southern Association of Colleges and Schools (SACS) states that "quality, relevance, accessibility, availability, and delivery of resources and services . . . regardless of location . . . must be taken into account in evaluating the effectiveness of library and learning resource support."³

Electronic Initiatives

There is an abundance of research on how distance-learning (DL) librarians use electronic initiatives to provide "equal support." However, the sophistication of the support is generally determined by the attitude of financial administrators and the creativity of the librarians. Support may include full text and bibliographic database access, document delivery, and asynchronous research assistance via E-mail and even synchronous desktop videoconferencing E-mail applications adaptable to unique virtual meeting spaces.⁴ These services can be delivered through a Web page designed exclusively for distance learners, accessible through a hyperlink in each online course.

Academic librarians can enhance their school's teaching and learning en-

BY ANN GREER



A librarian uses telecommunications to answer a distance-education student's question.

vironment by developing instructional tutorials. Because the Internet offers quick and easy access to both quality and mediocre information, students often need assistance in discerning the difference. Instructional tutorials can help distance learners develop information literacy and critical thinking skills that enable them to achieve their immediate academic goals and facilitate lifelong learning.

Librarians can also help teachers develop tools for assessing students' skills and achievements. The results of such assessment can provide one indicator of the quality of student learning for school administrators and accrediting agencies. These two areas will be explored in this article.

Figure 1

Bloom's Taxonomy of Educational Objectives

Level	Type of Performance
6. Evaluation	Make critical judgments.
5. Synthesis	Devise plan and accomplish it.
4. Analysis	Identify relationships, elements, and organizational principles of a situation.
3. Application	Remember knowledge to solve problems.
2. Comprehension	Transpose, interpret, and extrapolate.
1. Knowledge	Recall words, facts, dates, principles, theories, etc.

Adapted from Benjamin S. Bloom, ed., *Taxonomy of Educational Objectives: The Classification of Educational Goals: Handbook I, Cognitive Domain* (New York: Longmans, Green, 1956).

Developing and Measuring Critical Thinking Skills

The critical-thinking skills necessary for learning are based on Bloom's Taxonomy of Educational Objectives (see Figure 1).⁵ Tutorials should emphasize learning-outcomes assessment as recommended in the *Information Literacy Competency Standards for Higher Education* from the ACRL.⁶ Learning outcomes reveal how library users have been changed because of their use of library support. Assessment tools may also measure the library's contributions to the institution's goals.⁷

The tutorials developed by the SAU's DL librarian match Bloom's six performance levels and the ACRL's five learning-outcomes standards.⁸ Some tutorials fit into more than one level and standard; therefore, the samples in Figure 2 do not show all the possibilities.

The SAU DL librarian also developed tools, such as surveys, for assessing distance learners' academic achievement (see Figure 3). Research suggests that surveys

Librarians can also help teachers develop tools for assessing students' skills and achievements.

should be administered not only at the end of a course, but also during the semester to monitor the strengths and weaknesses of class content.⁹ Therefore, since Spring 2000, the DL librarian has administered both interim-course and post-course tools.

Conclusion

Librarians who provide electronic library support to culturally diverse distance learners must continually seek better ways to deliver and assess instruction.¹⁰ Library support for such students

must emphasize (1) developing and fostering critical thinking so students can locate, evaluate, and use information resources effectively; and (2) measuring and documenting information literacy. ✍

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Continued on page 44

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Researching an online question.

Figure 2

Integration of Tutorials, Bloom's Levels, and ACRL's Standards

Tutorials	Bloom's Levels	ACRL Standards
Easy Online Database Search Instructions, Search Tips	Level 1 - Knowledge	Standard 2 - Accesses effectively & efficiently information needed
Search Engines	Level 1 - Knowledge Level 2 - Comprehension	Standard 1 - Determines the nature & extent of information needed
Scholarly and Non-Scholarly Resources, Peer-Reviewed Journals	Levels 1 & 2, Described above	Standards 1 & 2, Described above
Evaluate Internet Resources	Level 3 - Application Level 6 - Evaluation	Standard 3 - Evaluates information and its sources critically
Search Engines	Level 5 - Synthesis	Standard 4 - Uses information effectively to accomplish a specific purpose
Style Formatting Ethical Issues	Level 4 - Analysis Level 6 - Evaluation	Standard 5 - Understands issues and uses information ethically and legally

University 2003-2004 Graduate Catalog (Collegedale, Tenn.: 2003), p. 6.

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3. From the "Must Statements" of the *Criteria for Accreditation, Educational Support Services* Section 5.1.1, of Southern Association of Colleges and Schools. *Criteria for Accreditation: Commission on Colleges* (1998), <http://www.sacscoc.org/SectV.htm>.

4. See <http://www.digitalspace.com/virtualmeetings/elements.html>.

5. Benjamin S. Bloom, ed., *Taxonomy of Educational Objectives: The Classification of Educational Goals: Handbook I, Cognitive Domain* (New York: Longmans, Green, 1956).

6. See <http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>.

7. Thomas G. Kirk, Jr., "Library Program Assessment." See <http://archive.ala.org/acrl/kirk.pdf>.

8. Association of College & Research Libraries, *In-*

formation Literacy Competency Standards for Higher Education, <http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>

9. Donald E. Riggs, "Distance Education: Rethinking Practices, Implementing New Approaches," *College & Research Libraries* 58:3 (May 1997), pp. 208, 209.

10. Association of College & Research Libraries, *Library Instruction for Diverse Populations Bibliography*, <http://www.ala.org/ala/acrlbucket/is/publicationsacrl/diversebib.htm>.

Figure 3

Sample Survey Designed to Elicit Learning Outcomes

The tutorials helped me learn how to locate and use resources with the use of search engines ____ Yes ____ No
[Nos. 2 (comprehension), 3 (application) & 5 (synthesis) on Bloom's levels]
[Nos. 2 & 4 on ACRL standards]

evaluate World Wide Web resources ____ Yes ____ No
[No. 6 (evaluation) on Bloom's levels]
[No. 3 on ACRL standards]

avoid plagiarism ____ Yes ____ No
[No. 6 (evaluation) on Bloom's levels]
[No. 5 on ACRL standards]

use style manuals (APA, MLA, etc.) for citations ____ Yes ____ No
[Nos. 1 (knowledge) & 2 (comprehension) on Bloom's levels]
[Nos. 2 & 5 on ACRL standards]

As a result of having used electronic library services, I gained skills that allowed me to complete class assignments satisfactorily ____ Yes ____ No
[Nos. 1 (knowledge) & 4 (analysis) on Bloom's levels]
[Nos. 1-5 on ACRL standards]

The library services enabled me to evaluate information to determine its validity, authority, and reliability ____ Yes ____ No
[Nos. 2 (comprehension) & 6 (evaluation) on Bloom's levels]
[Nos. 3 on ACRL standards]

helped me to locate and use information as a self-directed searcher ____ Yes ____ No
[Nos. 3 (application) & 5 (synthesis) on Bloom's levels]
[Nos. 1, 2 & 4 on ACRL standards]

Before	After
____ No prior knowledge	____ I did not gain any additional searching skills
____ I already had basic searching skills	____ I gained basic searching skills
____ I already had intermediate searching skills	____ I gained intermediate searching skills
____ I already had advanced searching skills	____ I gained advanced searching skills



ASDAL is an international organization open to any person interested in Seventh-day Adventist librarianship.

The 25th Annual Conference of the Association of Seventh-day Adventist Librarians will be held July 11-16, 2005, at Union College, Lincoln, Nebraska.

Monday, July 11 - Adventist Resources Section - Pre-Conference

Basic Adventist Research Center Collection Development
Cooperation and Coordination for Strategic Planning

Tuesday - Thursday, July 12-14 - ASDAL Conference

"Christian Librarianship: Occupation, Vocation, or Ministry?"

Thursday, July 14 - School Librarians Concurrent Session

"Preparing Your Library/Media Center for the 21st Century: A How-to Workshop"

Friday, July 15 - Post-Conference Workshop

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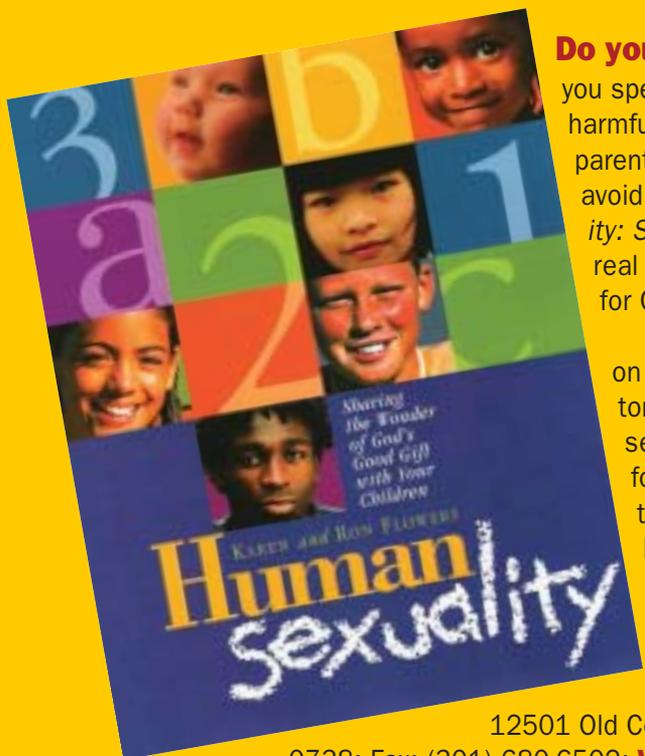
Saturday, July 16 - A Sabbath tour for those staying the weekend

Conference information: Linda Mack (mack@andrews.edu)

Membership information: Genevieve Cottrell
(gsteyn@southern.edu or P.O. Box 629, Collegedale, TN 37315)

For further information: <http://www.asdal.org>

Association of Seventh-day Adventist Librarians



Do you wish you knew how to talk about sexuality as easily as you speak of sports or music? Do your students have the skills to resist harmful peer and media pressure? Would you like help in collaborating with parents to educate young people to make wise choices about sex and avoid sexually transmitted diseases and teen pregnancy? *Human Sexuality: Sharing the Wonder of God's Good Gift With Your Children* provides real help for teaching the facts of life, biblical values, and practical skills for Christian living.

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Check Out the ASDAL School Library Section!

BY WOLFHARD TOUCHARD



The School Library Section is part of the Association of Seventh-day Adventist Librarians (ASDAL). Its purpose is to:

- foster professional growth and development;
- provide training in information literacy and instruction skills;
- provide resources to prepare students for today's and tomorrow's workplace;
- assist in locating electronic resources, and
- nurture spiritual growth.

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- provide time for spiritual growth and Christian fellowship at meetings; and
- arrange opportunities for networking and sharing.

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Wolfhard Touchard, M.L.S., is Reference and Database Librarian at James White Library at Andrews University, Berrien Springs, Michigan. He can be reached by phone at (269) 471-6263, or E-mail at touchard@andrews.edu.

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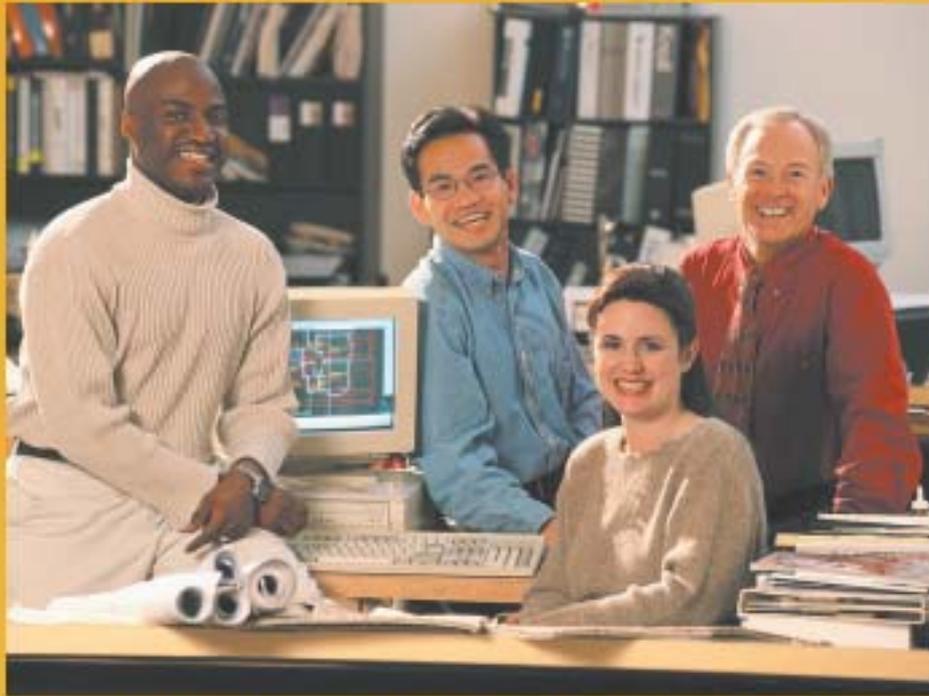
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