Birthday Party at PUC Library

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About ASDAL

ASDAL is an organization for individuals interested in Seventh-day Adventist librarianship. The Association was formed to enhance communication between Seventh-day Adventist librarians and to promote librarianship and library services to Seventh-day Adventist institutions.

The association holds an Annual Conference, publishes *ASDAL Action*, awards the D. Glenn Hilts Scholarship, and is a sponsor of the Seventh-day Adventist Periodical Index. The Adventist Library Information Cooperative (ALICE) is a service provided by the Association to give Member Libraries enhanced database access opportunities at reduced cost through collective efforts and resource sharing within the Cooperative.

Letters to the Editor

We welcome your comments and questions. Please submit letters to the editor to actioneditor@asdal.org

Membership is open to those who support the goals of the Association. Members receive a one-year subscription to *ASDAL Action* and discounted conference registration.

Get Involved with ASDAL

All members are invited to get involved in ASDAL. On the ASDAL website, select Get Involved on the quick links.

ASDAL Executive Committee

President: Katharine Van Arsdale
President-elect: Ashlee Chism
Past President: Lori Curtis
Secretary: Jason St. Clair
Treasurer: Neal Smith

*ASDAL Action* Editor: Neal Smith
A few days ago, *The Atlantic* published an article by Alia Wong titled “College Students Just Want Normal Libraries.” In her piece, Wong argues that college and university libraries today are losing their sense of mission by sinking personnel, time, and resources into high tech spaces that are trendy rather than timely. In short, “survey data and experts suggest that students generally appreciate libraries most for their simple, traditional offerings,” including access to books. The surveys Wong references here are a few years old, but from them she pulls statistics that show 92% of college students prefer paper books to electronic ones. As many as 42% have “never used” an ebook, she reports.

What does all this mean to Wong? She mentions the old adage, “If it ain’t broke, don’t fix it.” College and university libraries would be better served to refocus their energies on traditional resources and services, even if they are as unglamorous as free printing or study carrels. Most of all, Wong suggests, librarians should refuse to be plagued by “fears of obsolescence.” Just return to the old ways and stick to your guns. The day of the book is coming back.

Let me tell you about something else I read recently. It was another article, also from *The Atlantic*, but written by Dan Cohen and published in May. In his piece, Cohen—Dean of Libraries at Northeastern University in Boston, MA—examines his library’s plummeting print circulation statistics alongside a corresponding rise in database access and group study room use and rapid growth of the university archives. In the last five years, he says, the archives has doubled its holdings and greatly expanded its primary source teaching program. At the same time, Northeastern’s book circulation is down 50%. Cohen believes the library world is “witnessing a Great Sorting within the library, a matching of different kinds of scholarly uses with the right media, formats, and locations.” Cohen’s article title says it all: “The Books of College Libraries Are Turning into Wallpaper.” Books are out; everything else is in.

This is why I don’t fear the obsolescence of either libraries or librarians. Even the critics can’t decide if we should have more print books or fewer, more collaboration spaces or more study carrels. To explain why I’m not scared, I’d like to share one last thing I read. This one is a pamphlet my student worker found in the Pacific Union College archives. It was published in 1972 by the PUC library in an effort to advertise itself to incoming freshmen. The cover reads “Librarians are not cops nor witches… They are Information Guides in the Maze of Books.” The format of the maze has certainly changed since 1972. We know it will keep changing, and the trends will keep trending until the end of human time. However, each one of us still daily meets seekers hoping to enter the “maze” under the guiding hand of a librarian, archivist, or records manager who knows where the answers lie. As you read this season’s *ASDAL Action*, I hope you will be inspired and encouraged by your colleagues in the profession, and I hope you never let *The Atlantic* get you down.

Katharine Van Arsdale
*ASDAL President*


On September 19, Union College students, faculty, and staff gathered together in the Ella Johnson Crandall Memorial Library to save the world. During a routine research assistance appointment with a student the week before, a member of the library team had uncovered intel from the World Health Organization (WHO) alerting epidemiologist elites that three dangerous mystery illnesses were plaguing populations around the globe. If these diseases remained unidentified and without a cure, they would quickly create an event that strikes fear into the heart of every hypochondriac: a pandemic! Upon discovering this information, the library team took action and sent out the proverbial bat signal to the brightest minds on campus. And so it began: the 2019 Union College Library Fair.

Although the scenario in the paragraph above was kind of (completely) fake, the event itself was quite real. The Union College Library Fair is an annual event designed to orient students to library spaces and resources, as well as to get them comfortable with visiting the library. This year’s theme, “PANDEMIC!”, was inspired by the popular strategy board game. During the span of three hours, 106 participants traveled the globe to identify and cure diseases from the comfort of their own library.

Participants began in Atlanta, otherwise known as the circulation
desk, where they received instructions regarding their mission (should they choose to accept it) and picked up character cards. Modeled after the board game characters, these cards gave attendees a “special ability” to help them during their quest. The cards also listed the five cities, or stations, that each individual or group was to visit in order to discover and cure the mystery diseases: Paris, Manila, Moscow, Cairo, and Mexico City.

Participants were first sent to Paris, located in The Studio for Writing and Speaking, to properly nourish themselves for the task at hand. Among the supplied rations were croissant sandwiches, fresh vegetables with French onion dip, baguettes with spinach artichoke and sharp cheddar spread, and French macarons in a variety of flavors. Once attendees had fed their bodies, they were free to travel to any of the next three cities for some activities to feed their minds.

In Manila, located by the library computers, fair-goers were given an activity worksheet with a series of instructions and questions that would help them identify the “red” mystery disease causing an outbreak there. This activity was designed to be a short introduction to library databases, students used both Credo Reference and CINAHL Complete to identify the disease: Ebola. Individuals with the “researcher” character card were allowed to skip one question on the activity sheet. Once they had correctly answered all questions, participants were given a red city card to take with them to prove they had identified the red mystery disease.

To discover the “black” mystery disease, participants traveled to Moscow, or the Heritage Room, and were tasked with identifying cities using skyline pictures including prominent city features. Individuals with the “dispatcher”
character card were given the answer to one cityscape. Once they had identified all of the cities, participants used the first letter from each city name to spell out the disease: diphtheria. After successfully discovering the disease, participants were given a black city card.

Perhaps the most exciting city to visit was Cairo, which was located downstairs in the library’s general collection stacks. Here a “blue” mystery disease was waiting to be discovered within various library books. The library lights were dimmed, and flashing emergency lights added to the intrigue and suspense, creating an eerie, post-apocalyptic atmosphere. Participants were given call numbers for several books in the stacks, each book containing one letter. As they located the books, participants wrote down the letter found in each one, then unscrambled all of the letters to discover the disease: typhoid. Individuals with the “operations expert” character card were given the first letter of the disease to help them unscramble it. Once the
disease was identified, participants were given a blue city card to take with them.

After collecting all three city cards, participants moved on to Mexico City to try their hands at curing and eradicating the three diseases.

Participants traded their city cards for three “syringe” darts to throw at a map of the world with disease “hot spots” circled. If a syringe hit a disease hot spot, participants could select a band aid to unwrap with a prize written on it. Individuals with the “quarantine specialist” character card were given one extra syringe to throw to increase their odds of curing the diseases. The prizes at this station – 95 in total – were gift cards, coupons, and merchandise donated by local businesses ranging from bakeries to ethnic restaurants to entertainment centers. Students who completed all library fair activities were also entered into a bigger prize drawing for an Amazon Fire HD10 tablet, a Fire HD8 tablet, and an Amazon Fire TV Stick.

The “PANDEMIC!” Library Fair seemed to be well-received by its target audience – students, faculty, and staff. Eighty-two individuals responded to a short, anonymous survey about the fair, which included the question, “How likely are you to recommend the Library Fair to a friend?” On a Likert scale from 1 (would not recommend) to 10 (would highly recommend), respondents rated their likelihood of recommending the event at an average of 9.21. Several students commented on their way out the library doors that the fair was the most fun they have ever had while earning extra credit for a class. Some students said that this year’s fair was even better than last year’s Narnia-themed fair, which had been a huge hit.

With each successive Union College Library Fair, support for both the event and the library in general is building on campus. This year, seven college employees from departments outside of the library volunteered to help run stations at the fair. Faculty from various disciplines across campus encouraged their students to attend the fair, and several faculty from the humanities, communication, nursing, biology, and religion offered extra credit to students who participated. One faculty member even offered additional extra credit to students who could prove that they had brought a friend with them to the event.

Although fraught with peril and riddled with disease, the 2019 Library Fair was an overwhelming success. Several of the library team’s objectives were accomplished: diseases were cured, the world was saved, hypochondriacs were calmed, and the Union College campus community was brought together to learn, to have fun, and to create positive and lasting connections with the library.

Melissa Hortemiller is the Director of the Ella Johnson Crandon Memorial Library
A visit to Oakwood University in Huntsville, Alabama, is always an inspiring experience and journey. It is nestled in what legendary Pastor E.C. Ward, former campus pastor, called the “cotton fields of Alabama.” And for good reason - I love that the route to the campus can feel pastoral as one drives by acres of growing cotton. Oakwood University is also located in what could be referred to as Tornado Ally. I was very happy to be in the library rather than at home when a major tornado destroyed parts of the city in 1989. The campus proper sits on approximately 105 acres of the 1,185-acre property of the University. It is this land that Seventh-day Adventist founder Ellen White envisioned as a perfect place among the oak-treed former plantation to build a training school. She shared that desire with her son. Oakwood Industrial School opened in 1896, and the rest, as might be said, is history.

In a June 24, 1904, address to Oakwood, Mrs. White stated, “In regard to this school here at Huntsville, I wish to say that for the past two or three years I have been receiving instruction regarding it—what it should be and what those who come here as students are to become. All that is done by those connected with this school, whether they be white or black, is to be done with the realization that this is the Lord’s institution . . .”!

Graphite drawing of the original campus library at Oakwood

By Adria Kizer
Changes in names reflect the growth and development of Oakwood over the last century or more.

1896 – Oakwood Industrial School
1904 – Oakwood Manual Training School
1917 – Oakwood Junior College
1943 – Oakwood College
2008 – Oakwood University

The initial class was made up of 16 students, some of whose family are still in the Huntsville area today or are still engaged in the work of the Seventh-day Adventist Church. Those 16 students have mushroomed into a Fall 2018 total enrollment of 1,636 students, over 100 times as many!

The first courses were designed to enable post-reconstruction “colored” persons to be self-sufficient in farming the land, dairying, and later teaching and preaching. Today, according to the Fall 2018 Enrollment Statistics, the campus body is diverse, with courses offered through six schools and students coming from 24 countries. Regardless of the status of Oakwood, the library has been the center to success for the university and the student.

Not much is written about the earliest campus library and the building (now demolished) in which the library was housed. The current library of 44,000 square feet was constructed in 1973 and is named after Dr. Eva B. Dykes. She was the first woman of color to become eligible for a doctorate in English. Dr. Charles Bradford, whose mother was one of the original 16 students when Oakwood opened and who himself attended and graduated in the 1940s, recalls that Dr. Dykes was the only faculty holding a doctorate degree during her initial tenure at Oakwood. She graduated from Harvard University, and eventually her career path led her to Oakwood. Dr. Bradford recalls that there was no particular reason for the library to be named after Dr. Dykes other than that she was highly regarded. Being an English teacher, she had a special interest in books and libraries. A few monographs from her personal book collection remain today and are located in the archives.

Jannith B. Lewis, whom some in ASDAL would know, was an early director of the library. Dr. Lewis was an English major initially but was encouraged to manage the fledging library. She took on additional courses to become a librarian, afterwards earning a Ph.D. in library science from the Ohio State University. Her love of the profession enabled her to realize her career goal of serving as library director for 50 years, retiring in 2003.

Following, Dr. Lewis’s tenure, Paulette Johnson was invited to serve as Director of Library Services and served through June 2019. It is interesting even today to see the carefully structured 100 talking points that Jannith typed out to ensure that she gave Paulette a thorough orientation to her new role. The list ends in pencil with, “Did I forget something?” Paulette moved the library further into 21st century library service and into its role as a university library.

Today’s 44,000-square-foot, three-story university library has seating for over 400 persons and offers a variety of print, digital, archival, and multimedia materials and services to meet the information needs of the academic community. Staffing consists of three librarians: the Interim Director of Library Services, the Public Services Librarian, and the Interim Electronic Services Librarian. Full-time staff positions include Archivist, Cataloger, Acquisitions
and Technology Support, Circulation Manager (hiring), and Technical Services Assistant. Part-time staff include the evening supervisor and evening security officer (hiring). Additionally, there are student workers who support each of these areas.

The university library houses several unique collections and exhibits, including the Clara Peterson Rock Museum, the Archives, and Special Collections. Also housed in the facility, but not administered by the library, are the Anna B. Knight Women’s Leadership Center, the E.G. White Research Center, and Healthy Campus - for whom the library circulates bicycles.

The library’s public spaces feature a computer lab on the lower level and the Archives. The main level features Access Services at the entrance, 10 study rooms, open seating, additional computer workstations, a reproduction center, the Religion Reading Room, an auditorium, and the stacks area. The third floor (mezzanine level) houses Special Collections, ten additional study rooms – one of which is a prayer room, individual study carrels, a conference room, a classroom, book stacks, and current periodicals and newspapers. The most popular public areas are the group study rooms.

User services include the provision of resources in diverse formats, the library webpage, library orientation, library information literacy instruction, individual research and course consultations, student-manned reference kiosks on each floor, Archives research, library tours, and much more.

Every library has concerns about its service, staff, or facilities. In the spirit of transparency, items on our wish list might include being granted a new facility, control of water intrusion, tripling our budget, and the restoration of the technology budget line so that upgrades and enhancements can be scheduled. We are fortunate to
have administrators from the University President down who have a heart for libraries. I expect that these concerns will turn into opportunities for growth.

Awesome benefits planned by my predecessor are library renovations that are underway into their second year. During the 2019-2020 academic year, an automated LCD lighting system was installed on the first two floors of the library, ceiling fans were installed on the mezzanine level, and painting of the entire facility is in process. All flooring will be replaced, furniture will be replaced or restored, and the study rooms will receive sound treatments and systems to control for air circulation. We are fortunate as well to have received an increase in the budget for 2019-2020.

As we look into the future, some of what we envision include providing enhanced customer support, enhancing technology solutions, enhancing our social presence, and an increased immersion into classroom instruction.

Over the years, facilities, directors, and services have changed and will change, but this one thing has remained constant: commitment to service. The university library’s mission summarizes who we are:

The Eva B. Dykes Library supports the university curriculum by providing faculty, staff, and students access to scholarly resources, instruction, and services in order to facilitate excellence in biblically based teaching, learning, research, and service.

May God be glorified for what He has done and continues to do.

Ruth Maddox Swan is the Interim Director of Library Services at Oakwood University.


Report of the 39th Annual ASDAL Conference

General Conference of Seventh-day Adventists, Silver Spring, MD

Librarians Outside Libraries: Thinking Outside the “Box”

June 23 – 27, 2019

by Heather Rodriguez-James
ASDAL Secretary 2017-2019

2019 ASDAL Conference Group Photo
SUNDAY, JUNE 23, 2019

ARMS Workshop, What Do I Do with this Box of Stuff? – The Archives and Records Management Section hosted a fun, practical, hands-on workshop on Sunday afternoon, demonstrating methods and reasoning behind archival processing, at the Courtyard Marriott meeting room.

MONDAY, JUNE 24, 2019

Worship – General Conference Secretary G.T. Ng welcomed ASDAL to the General Conference. He spoke about signs, slogans (The Church Brew Works), and the Revelation prophecies. He admonished us, as Adventists, to follow our mission and mandate so that we would continue to exist. We need to seek to have our souls revived and reformed. We must be consecrated, and lastly, confess. Confession is necessary to empty self so that we can be filled with the Holy Spirit.

We were welcomed by Ted Wilson, President, General Conference of Seventh-day Adventists (via video); Roy Kline, on behalf of David Trim and the Local Arrangements Committee; Lori Curtis, ASDAL President; and Katy Van Arsdale, ASDAL President-elect.

Introduction to Conference Theme: Librarians Outside Libraries: Thinking Outside the “Box”

Dr. Hilary Dickerson, Professor of History, Walla Walla University, captivated us with her research, “Thus Closed One of the Most Interesting Years of My Life: Finding B.P. Hoffman in the Archives,” as she shared how she used archives, special collections, and libraries to trace Benjamin Philip Hoffman’s life in Japan and the United States. Hoffman was an Adventist missionary to Japan, a professor, a librarian, and an Office of Naval Intelligence agent during World War II. While researching Hoffman, Dr. Dickerson discovered another intriguing story: Nobuo Tatsuguchi, a graduate of the College of Medical Evangelists at Loma Linda. Dr. Dickerson showed us a copy of a newspaper clipping about Tatsuguchi’s death during the war. Much of Hoffman’s information was found at Pacific Union College. It was interesting to note that Adventist missionaries, like Hoffman, were opposed to the Japanese relocation. It was not easy to be an Adventist in war-torn Japan, nor to have transnational friendships. It speaks to the power of place. Dr. Dickerson said, “All historians need to recognize the power of place.”

Digitization at ASTR – Software and Systems Integration – Kenrie Hylton, Digital Records Manager, GC Office of ASTR, explained the process ASTR uses to digitize documents. He laid out their workflow model: Prepare → Scan → Verify → Store; and gave details for each step. For instance, in the Preparation Stage, there...
were the following processes that must be completed: box intake, data entry, generating the cover sheet, and cleaning. Kenrie spoke about the types of equipment and software systems used and also about the possibility of cross platform interoperability through the integration of different software.

Archives and Records Center
Accreditation – Roy Kline, Assistant Director, GC Office of ASTR, stood in for David Trim, ASTR Director. Roy Kline first let us know what accreditation was: “Accreditation is a quality assurance process through which a record-keeping facility of the Seventh-day Adventist Church can demonstrate that it meets the minimum record-keeping standards and guidelines recommended by the Office of Archives, Statistics and Research (ASTR).” When put in place, accreditation had three levels: Recognized, Approved, and Center of Excellence. Since then, a fourth has been added: Emerging. Roy spoke about what ASTR looks for in order to accredit archives and explained why accreditation mattered. For those seeking accreditation for their archives, documentation and guidelines can be found at https://www.adventistarchives.org/accreditation.

Tour of ASTR

Adventist Resources Section (ARS) Business Session and Update

It was VOTED to recommend to ASDAL in conference the appointment of the following ASDAL representatives to the ADL Board and subcommittees as shown:

**ADL Board**
- Carolyn Gaskell, Walla Walla University
- Cristina Thomsen, Southwestern Adventist University

**Content Subcommittee**
- Katy Van Arsdale, Pacific Union College
- Adorée Hatten, Burman University

**Systems Subcommittee**
- Gerald Rezes, Loma Linda University

Jim Ford, ARS Chair, mentioned that an original Ellen G. White letter, which had been found at Pacific Union College, was authenticated.

Neal Smith, Scholarly Communications Librarian, AdventHealth University, posed the question, *Do Scientists Know How to Read?* Neal reported on his initial findings in a study done on quotation accuracy for articles in top journals in general sciences (*Nature*, *Science*, etc.). Neal and his co-author randomly selected 200 references from among 100 most cited articles published in each journal in 2017 (from times cited in Web of Science). The first instance of the quotation from each of the selected references were placed into one of four categories:

- Fully substantiated (information is in the reference and reported accurately)
- Partially substantiated (numbers or other small details wrong, but overall...
Although the study has yet to be completed, the findings thus far (58 references) show 77.6% (45) fully substantiated, 3.4% (2) partially substantiated, 6.9% (4) unsubstantiated, and 12.1% (7) unverifiable. Neal recommended the following to researchers: read first, then write; justify every reference cited; don’t skip links in the chain; and use reference librarians.

The authors proposed the following sequence as a chain of events to shift users’ perceptions of librarians, which would result in greater information literacy competence and academic success for students: librarian-student interaction (in the classroom or at the reference desk) influences the perception of librarians as competent, which in turn increases the students’ use of library resources and services. Students perceive the desk worker as friendly when there is an easy-to-search library catalog, library hours are convenient, and the information literacy sessions are useful. Sheila shared the following as predictors of perceiving librarians as knowledgeable: if the students saw the librarians around and were in contact with them, if students were able to understand the information literacy session, and if the information was useful and relevant to the course. Librarian availability related to the friendliness of desk workers. Students with higher GPAs viewed the desk workers as less friendly, perhaps because their questions were harder and they expected more. The ease of searching the catalog was also part of availability, as well as convenient hours.

Having contact with librarians increased the students’ confidence in research, which resulted in higher GPAs. Sheila told the ASDAL librarians: “You might be a small university, but you are mighty.” Suggested further research, from one of the attendees, was a study similar to the one that was done but with a focus on library student workers and their GPAs. However, Sheila said her eyes were set on becoming an embedded librarian in the arboreal ecology class.
following retention schedules. Deborah gave one caveat, that she was representing ARMA rather than her employer, the National Archives and Records Administration, before delving into her presentation. She gave us seven benefits of applying a records retention schedule and seven key steps to establishing a records retention schedule.

Benefits
1. Efficiency
2. Cost savings
3. Compliance
4. Security
5. Access
6. Decluttering
7. Destruction

Key steps
1. Get support and establish a team
2. Conduct an inventory
3. Research rules and regulations
4. Draft retention rules
5. Obtain approvals
6. Publish
7. Implement and audit

A few remaining thoughts and issues:
- Many organizations have retention schedules and preservation policies but are challenged with getting users to follow them.
- Technology implementation can be difficult.
- Requirements exist, but systems weren’t built to implement retentions.
- Storage doesn’t cost what it used to.
- Do records retention have a new purpose? Are they sensible?
- Do retention rules focus on keeping the important stuff and can they help delete/destroy the ROT (redundant, outdated, trash)?

Roy Kline, Assistant Director, GC Office of ASTR, spoke to us about The Path to Becoming a Records Manager, his journey from a business background to records management. He shared how he learned on the job and was able to complete a records retention schedule that had been absent from the General Conference for approximately 35 years. His schedule was effective because of the following lessons he learned:
1. Relationships – treat people the way you would like them to treat you
2. Treat everyone alike, regardless of station
3. Attitude – no task is beneath you
4. Never quit until the job is done
5. You’re never too old to learn
6. Key personnel hires – for example, Kenrie Hylton, Ashlee Chism
7. Staff management skills – looking for friendships, or people that you can form a relationship with
8. ASTR alumni – tap their knowledge
9. Organizational skills – confidentiality
10. Working for the Lord is fulfilling
11. Service – the plan revolves around service

Tuesday, June 25, 2019

We were blessed by Sylvia Fowler Kline, a ram caught in the thicket, who brought us the day’s devotional message. She told the story of God’s amazing rescue of the Israelites from Egypt. Not very long into the journey, the Israelites complained about how good things were in Egypt (Numbers 5:11). Psychologists have done studies and remarked about the mind’s natural coping mechanism to forget negative memories (fading affect bias). Many people who are unable to remember positive memories are suffering from depression. Sylvia admonished us to make people smile. As keepers of history and knowledge, we can help those around us remember the good things of the past. We can remind them how God has led; it will help us as a church be resilient and move forward in spite of whatever is going on. She thanked the membership for helping to keep everyone centered and true to their faith. Sylvia ended by saying that reassurance from the memory keepers was needed, so that, as a church, we could move forward.
Finders Keepers: A Case Study in the Importance of Accession Records – Katharine Van Arsdale, Special Collections Librarian and Archivist, Pacific Union College, told us how accession records play an invaluable role in tracking ownership and giving context to archival records. She explained how we received donations in our institutions and the accessioning process. For instance, PUC’s unique archives, according to their collection development policy, is the history of Adventism on the West Coast, with an emphasis on California, PUC, and local history.

The definition Katy used for “accessioning” is “the act and procedures involved in a transfer of legal title and taking records or papers into the physical custody of an archival agency, records center, or repository… It is an attempt to establish three types of control over a collection: legal, physical, and intellectual.” Society of American Archivists & Hensen, SL (2007). Describing Archives: A Content Standard. Chicago: Society of American Archives.

The ideal scenario for a donation would include the donor being well-informed about your collection policy and on hand to impart the following information: a signed deed of gift; the donor’s name and address; the date of receipt; and a description of the collection or item donated, complete with restrictions, etc. You would then be able to give it an accession number and decide on the gift’s physical location. However, most donations are not ideal. Someone may send you something in the mail having never contacted you, or perhaps you find it on your desk waiting for you, or the donor may give it to someone to give to you, having had no conversation with you beforehand. Sometimes the box may be filled with archival material, sometimes not. How do you reconcile reality with the ideal? What does one do when boxes of mixed “stuff” are donated?
the information is missing, should you go back and try to get the missing information, or should you just move on?

To illustrate the importance of an accession record, Katy told the intriguing story of the “lost” Ellen G. White letter to John Corliss, dated May 9, 1882. There was no accession record on that letter. For years it was at Pacific Union College, hidden in a map drawer in the old archives. There were no details about the letter; the extent was not known. It was thought to be a forgery. It actually had more than one page, but the pages were not housed in the same drawer.

With the help of Jim Wibberding, Michael Campbell, and the White Estate, Katy was able to get the letter authenticated. The publicity triggered the memory of the late Gary Shearer’s wife, Lanis, who filled Katy in with a bit of the history. The White Estate was kind enough to scan the letter for themselves and return the “lost” letter to Pacific Union College. See more about the story: https://www.puc.edu/news/archives/2019/puc-archivist-makes-a-remarkable-discovery

Eric Anderson, Director, Walter C. Utt Center for Adventist Research, Pacific Union College, kept us captivated with his presentation: Trading Places: An Archives User Attempts to Become an Archive Builder. As a true historian, Dr. Anderson told stories, and did it well. He paid tribute to archivists and archives with a tale about a man who lived in rural Texas. This man had a long driveway and would have to cross the street to get his mail, which he did on a daily basis. One day, as he was crossing, a large Cadillac came barreling down the street, headed toward him. Every time he tried to move out of its way, it also shifted direction. He finally jumped into a ditch to avoid getting hit by the car. The car pulled over, the driver rolled down the window, and the man was stunned to see a squirrel at the wheel. The squirrel looked at him and said, “It’s not as easy as it looks.” Dr. Anderson’s research caused him to appreciate and support the work of archives. He told of his adventure, with Walter Utt, going through old boxes of presidential papers, and he asked pertinent questions such as: What do you do with the papers that are misfiled? How do you know when the file is in the right place? How do you decide where the artifact or document will get the most use?

Dr. Anderson gave an overview of the collection at PUC: Walter Utt papers, organized by Allison Fox, correspondence, book drafts, class materials, research notes, endless cartoons, rare underground student newspapers, maybe tape recordings on Adventist conspiracy theorists, the 1953 attack on the Revised Standard Version, the story of PUC or the history of the Seventh-day Adventist denomination, the Ford controversy, personal Utt letters, and letters to former students. The Utt papers will shape the history of Adventist history. For instance, regarding the Ford situation, perhaps historians are now in a position to transcend the battle lines of forty years ago.

As Dr. Anderson learned about the complexities of archive building, he discovered the power of archivists to shape historical narratives and conclusions. He spoke about a phrase that was used by two former North Carolina governors in the 1800s, “There is retribution in history,” and thought that perhaps it could be fitting to say, “There is retribution in archives.” The “savers of paper and reflective composers of letters” often have remarkable power. Archive-building may outweigh the archive user. At the end of his presentation, Dr. Anderson said, “There is clarification in history; we can express our faith, but the full story is more helpful than the preliminary report….In the words of Edmund Burke, ‘We must use the past to provide the materials of future wisdom from the past.”

Letter written by Ellen White, discovered at PUC Archives. Photo courtesy of PUC
errors and infirmities of mankind.”

Records Managers Brainstorming Session, moderated by Kenrie Hylton. The session challenged us to identify the problems that we face and to try to share ideas and address the issues. We had 20 minutes to meet in various groups and to report to the attendees. Here are the results from each issue group:

**Transitioning to Electronic Records**

**Questions**

- How do we facilitate receiving records from offices and departments electronically?
- How do we appropriately manage this transition? Accept via website? Store records solely on the network? Are there technology solutions worth exploring? What other issues should be considered and how can those be addressed?

**Discussion**

Educating the departments of what the expectations are would require building relationships and confidence that the document will be available to the department upon request.

We would accept via website, a little more tedious, but possible.

Establish a Dropbox or SharePoint where departments could consistently deposit their records. Specific times could be set, perhaps at the end of the semester or another set time period, based on one’s organization. You could get Laserfiche, if your organization could afford it.

Other issues include building relationships and continuous education.

**Managing Audio and Video Records**

**Questions**

- How can we appropriately manage and preserve older audio and video records on multiple media formats (reel to reel, 35mm film, 8-track, etc.)?
- How can these be digitized, and how should the files be stored and managed? What other issues should be considered and how can those be addressed?

**Discussion**

Make copies, but what about the original, the actual medium? Do you keep it? It depends on the significance of the object. If rare, keep.

What will it take to access the files when the record moves to a new format? Consider computer hardware, software, storing multiple copies in multiple locations. Look at Adobe Bridge as a digital asset manager. It is currently free.

Ethical issues depend on the professional ethics of archivists and professional record managers.

Someone asked for suggestions for solutions and tools that could be shared – Kenrie promised to have a place on the website for sharing solutions and tools.

**Big Data – Nontraditional Electronic Records**

**Questions**

- How can we capture and manage records in nontraditional electronic formats (instant/text messages, social media, etc.)? Everyone is creating data now. What are some major challenges with identifying as well as storing such records? How can these challenges be best addressed? What other issues should be considered and how can those be addressed?

**Discussion**

Discussion centered on the definition of big data – mixed feelings as to whether or not it included text messages, social media, etc. Maybe it is data created by primary research or big data sets. Researchers working with government grants could be mandated to make big data sets available. They could keep track of the usage of that data.

Issues: Everyone is creating data now. Privacy; access; security of the electronic records; changing formats;
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Email

Questions

How can we collect and manage the collection of email? What are some potential methods of getting users/employees on board with appropriate email use toward preserving valid records? Do we store everything or only valid email records? If only valid records, how do we feasibly identify these records or filter out records that are not valid?

Discussion

Challenges: emails are voluminous; storage and safety issues; somewhat difficult to strictly keep personal messages out of corporate email; corporate policy might not allow for archiving; many emails have attachments that might be historical documents.

Classes should be held on appropriate email use, and there needs to be a mandate from Administration against the personal use of corporate email. You could possibly use a system that screens e-mail from time to time.

Report on ARMS workshop – The workshop highlighted the thinking process that goes into the appraisal of random boxes that get left on your desk or outside of your office: how do you decide what to keep and what to throw away?

Comments on the workshop:

- Michelle found it useful to find out what colleagues thought.
- Neal thought that the workshop helped us think about a what we should do if presented with a list of random stuff, presented grouped together in a box, that might somehow be interrelated. “This was great for non-archivists.”

Possible themes or suggestions for the ARMS program at next year’s ASDAL conference:

- Institutional records
- Collaboration with other departments
- How to manage email (collaborate with IT)
- Copyright - hands-on
- Oral history projects
- Accreditation – a report from someone who has gone through an archives accreditation would be useful for newer archivists

ARMS Business Meeting

Nominations for two people to replace Ashlee Chism and Katy Van Arsdale on the ARMS Committee.

New members of ARMS Committee:

- Gina Lacson, Andrews University
- Barbara Stovall, Oakwood University

The ARMS Committee would welcome other ideas from the membership.
Report from the Seventh-day Adventist Periodical Index (SDAPI) Advisory Committee

Larry Onsager, who has chaired the committee for many years, retires July 1. Paulette Johnson will assume his position as chair of the advisory committee.

Report from the Editor – downloading of the linking words is ongoing -- the interface did not work too well this past year. The editor will be publishing to the SDA Librarian listserv a statement giving more detail on what happened about a year ago when Innovative pulled the plug on it. SDAPI has now been added to the Andrews University library catalog. Voted to move forward with a change in the interface to search by author, title, subject, and keyword, more like what users are accustomed to. Users will not need to be taken out of the index. The Obituary Index will be searchable by date, name, and keyword. There is a permanent link to put on library webpages, help screens, etc. This link will not change. http://sdapi.adventistdigitallibrary.org

SDAPI is beginning to talk about future editorial work. The editor is talking about retirement, and they need ideas of where it should go in the future, as far as personnel and the way the index should be done.

Norah Mauti, Head Librarian, Judith Thomas Library, Adventist University of Africa, presented on The Role of the African Adventist Heritage Museum (AAHM) in Promotion and Preservation of the Intangible Seventh-day Adventist Church Heritage in Africa. She told the story of creating the African Adventist Heritage Museum, which was spearheaded by the university’s librarian. The museum was established to help future generations understand and appreciate church history and culture and take pride in the achievements of their forebearers. Norah said that museums link old, new, and generations to come. Preservation of our heritage defines and contributes to who we are today and who we will be tomorrow. We must not refuse to embrace our culture, or treasures, and keep them. The museum started in 2015, with Norah and the former director of the E.G. White Estate Branch Office at the Adventist University of Africa, Dr. Anna Galenieks. When they approached their vice chancellor, Dr. Delbert Baker, with the idea, he embraced and “ran with it.” Norah expressed appreciation to him for turning their idea into reality. Norah was our personal tour guide as she walked us through the museum with her slides. Within the museum is a meditation gallery that displays the Church’s fundamental beliefs. If you want to see what that this beautiful museum looks like, go to https://www.africansdahistory.org

It is no wonder that the Judith Thomas Library was rated the #1 library in Kenya for 2018.
Dynamic Archives: Blythe Owen, American Music, and Collection 186 – Marianne Kordas, Director of the Music Materials Center, Andrews University. Marianne gave us a little background on how, with encouragement from her mentor and work-study supervisor Linda Mack, she was able to merge two of her passions: music and libraries. Marianne has worked on the Blythe Owen project since her undergraduate years. Linda introduced her to Blythe Owen’s life and works, as she, Marianne, learned how to transcribe oral histories, decipher primary works, etc. While transcribing, Marianne became fascinated with Dr. Owen’s life. This presentation examined the history of Collection 186, its processing, and some of the unorthodox processing choices made to better facilitate research in the collection. This collection has proven to be a rich locus for learning about the dynamic interaction between being the librarian/archivist processing a collection and the scholar conducting musicological research in it. After listening to Marianne’s presentation, one can easily feel the need to find out more about Dr. Owens life. The register is online at http://www.centerforadventistresearch.org The finding aid is located at http://www.centerforadventistresearch.org/wpcontent/uploads/collections/C0186.pdf

Some significant facts about Blythe Owens (1898 – 2000)
- Graduated from Pacific College Conservatory in 1917
- One of the first five women to graduate with a PhD in Composition from Eastman School of Music in Rochester
- Gave piano lessons at the Hull House Music School
- Important piano students: Jane Addams, founder of Hull House; Agnes Hope Pillsbury, famous pianist; Sheldon Harnick, lyricist for Fiddler on the Roof; Ned Rorem; Carlos Flores; and Linda Mack
- Significant friend and colleague: Florence Price, first African-American woman to have a work premied by the Chicago Symphony Orchestra
- Set the harmonization from the hymn 277 in the SDA Hymnal

Adventist Digital Library Update – Eric Koestor, Manager, Adventist Digital Library, Center for Adventist Research. ADL has no holdings of its own, but it serves as a consortium library for institutions and libraries that have their own digital collections. It is not an attempt to become the only digital library among Adventists, but an effort to bring together those that exist and cultivate and encourage them to create more and to bring the best of these into a platform where they can be centrally searched. It promotes and shares historical resources worldwide. This presentation gave us a glimpse of what goes on behind the scenes at the Center for Adventist Research, as they put new functionality to older technology in order to digitize.

Eric showed us the new ADL interface and add-on. He asked us to provide feedback before they actually release it. He wanted to know if we thought that Boolean logic was necessary. The enhanced ADL can search by institution and can sort. The links also work much better. The new system makes it much easier to correct authority records to keep our data clean, but the presentation will be visible even without squeaky clean metadata.
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WEDNESDAY, JUNE 25, 2019

Tour Day: Library of Congress, National Mall and Smithsonian Museums, Union Station

THURSDAY, JUNE 25, 2019

When I Lay My Isaac Down – devotion by Rowena Moore, Assistant Director, GC Office of ASTR. The title was taken from a Carol Kent book. It is a story of forgiveness and faith. Kent said that “nothing is too precious to be given to God.” Using Ps. 69:3, Ps. 56:8, and Ps.119:81, Rowena reminded us that we all have Isaacs in our life. What if all of a sudden, a dream that you have had for a while looks like it will come true, but then things fall apart. Are you willing to lay your Isaac down and trust in God fully, even though things look like they have taken a turn for the worse? We may get a ram caught in the thicket. We will either stand by what we believe or walk away from it. We need to let go and embrace God’s love, relinquish everything to Him, and see Him work. When we release our grasp, we show that we are trusting God. Be encouraged through prayer and supplication to put your trust in the One who loves you more.

Other Duties as Needed: Making the Catholic University Archives Reading Room into a Classroom – Shane McDonald, Reference and Special Collections Archivist, Catholic University of America. Shane calls himself a “historian who ended up on the ‘wrong’ side of the stacks and never looked back.” He shared his story of how he went from historian to archivist. Shane gave us a concise history of his institution. The University Archives at Catholic University of America (“CUA”) was founded in 1949 by Fr. Henry Browne. At first the Archives had a limited scope, focusing on the institutional memories of CUA. Its first non-university collection was the papers of the Congress of Industrial Organizations (CIO) from before they merged with the AFL in the 1950s. CUA’s labor collection is quite large, primarily because many of the labor union leaders were Catholic.
The scope of the Archives expanded to include:

- National Catholic organizations added in the late 1960s (CUA is the national university for the American Catholic Church)
- Museum added in 1970s
- American-born religious orders added in 2014
- Rare books added in 2018

CUA is directly answerable to the Vatican. The Archives tends to have material that document the heritage of the American Catholic people. The Archives strives to be comprehensive and respectful while providing opportunities to have fun when it tells the story of the church. That is how it copes with the limited full-time staff of four.

The Archives mission statement states: “The American Catholic History Research Center and University Archives collects, organizes, preserves, makes accessible, and promotes scholarly and public understanding of the records of The Catholic University of America and more generally the documentary and artifactual heritage of the American Catholic people.” The Archives staff refer back to their mission statement whenever they think about their programming or collection development. Their pedagogical approaches include reference, access, and administration as an educative function. Shane likes to hire students who may be interested in public history or archival work. He wants to give them a chance get a taste of archival work to see if they like it or if there are elements of one that they prefer over the other.

The archivists at CUA are proactive rather than reactive in curation and outreach when they make decisions on what stories are presented. Outreach can take many forms, such as attending conferences and interfacing with professional organizations, like the American Catholic Historical Association, to present research and forge bonds with other researchers interested in their collections. CUA archivists also take care of other duties as needed right there on campus.

The archivists have built the American Catholic History Classroom website, which is a series of exhibits and websites that uses primary sources from the collection to tell the story of American Catholics related to particular issues of a topic. You can see this site at https://cuomeka.wrlc.org/exhibits. This is designed primarily for secondary school teachers and students.

With declining membership, many religious orders are not remembering to preserve or collect their records. CUA archivists have been intentional in reaching out to the orders with conferences and workshops to educate them on the importance of collecting and preserving their records and making them accessible. A historian is invited to these conferences to reinforce the importance of documenting and archiving the stories of these orders.

If you have no time to build a website, then there is the option of social media and blogs. However, you must have a plan. Shane uses fun photos, like Pixie, Terence Powderly’s loyal companion, to tell stories for promotion and education. Shane keeps the Archives’ mission statement as a guide for whatever he does. The Archives’ blog is called “The Archivist’s Nook” and also has titles that catch your interest. For more information, go to: http://archives.lib.cua.edu.

Adaliz Cruz, Hilts Scholarship awardee, creatively addressed the Re-Succession issue in Adventist librarianship as part of the incoming generation of information professionals. She used menti.com to make this session interactive. She told us about her journey to librarianship as a career. Once Adaliz decided that she wanted to be a music librarian, she searched online for the steps to reach her goal. She signed up for organizations (e.g., the New England Music Librarians Association – NEMLA) that would assist her in her journey and, by being proactive, was matched with a mentor who
encouraged and advised her. Through the music librarian network, Marianne Kordas reached out to Adaliz, and the ASDAL connection was made. That was when Adaliz found out about the Hilts Scholarship, but she had to be accepted to a library school to apply. She volunteered at a children’s library that was run by a board, and in the absence of a librarian, she was asked to catalog a Coretta Scott King book donation they had won from ALA. NEMLA came to her aid and told her about copy cataloging. It was while attending a NEMLA conference that Adaliz got an internship at the New England Conservatory library. NEMLA provided great networking opportunities, and whenever a job opportunity became available, some of the members reached out to her encouraging her to apply. Although she was not eligible for most of the jobs, they said it would be a good opportunity for the libraries to get to know her name.

What is she doing now? Adaliz is at Simmons University and was the 2018 and 2019 Hilts Scholarship awardee. She works at the Simmons library fielding reference questions and processing ILL requests and also works at a global consulting firm as an intern cataloging records. She is the President and Past Treasurer of the Student Chapter, Special Libraries Association.

Where is she heading? Adaliz has decided that she loves reference and instruction, and she has already designed LibGuides and bibliographies. What she has learned in the short amount of time in our field is that you must be active, not a dusty repository; you must create exciting instruction sessions; you must make yourself known; you must make your presence indispensable; and sometimes you need to be a librarian outside of a library.

Allison Fox, Access Services Librarian, Pacific Union College – Management in Libraries: A Brief History of What I Hoped to Avoid was an enjoyable look at the reality of managing student workers. When asked to speak on this subject, Allison’s first thought was to stand up front and cry for 10 minutes – that would be her presentation. Instead, in a humorous way, she told us that management of student workers can be both wonderful and terrible. She offered some theories and coping mechanisms. It was, according to Allison, a more personal rather than academic assessment.

Although Allison is in charge of student workers, she had no management background. In fact, she never wanted to manage anybody. Whatever she picked up in library school was useless. From her teaching background, she knew how to manage students in the classroom, but that did not transfer over to the library as workplace. Students are a distinct kind of worker. They lack maturity and have many competing priorities. The students’ primary priority is their classes, and it is difficult to balance out the fact that we, as a library, depend so heavily on them for our staffing needs. While we are aware of their priorities, they should be responsible for giving a schedule which accurately reflects their availability.

Communication is extremely important. Today, you have to be willing to do a lot of texting in order to communicate with your student workers. However, while texting is good for short notes, Allison still lets them know they are responsible for checking their email, as not everything is communicated via text. She also had to train them to cut down on the overabundance of texting, especially when some would text after 11pm. They were told not to text unless they, or the library, was on fire. This was not an easy thing to say, being that they are in California. The student workers also needed to be trained in writing informative notes, as many of their notes contained incomplete information.

Allison also mentioned the importance of mentoring. She would sit at the circulation desk with student workers for a few minutes each day. It was during that time she would form close relationships with the student...
workers. Their conversations would include both personal and academic details of their lives. One has to be careful, as it could become difficult to balance affection for student workers with strictness about work requirements. It is important to use mentoring time to let student workers know your expectations for their job performance. Allison pointed out that the students strongly contributed to her spiritual growth and that “faith in the abstract is a lot easier than faith in practice.” She has become comfortable with the fact that people are not always predictable and that you really learn to depend on God that somehow everything will work out.

*Embedding in the Center for Population Health Research: A Story of Perception* – Neal Smith, Scholarly Communications Librarian, AdventHealth University. Neal first gave us a background of what the Center for Population Health Research is and does – tracing its origin back to work done by John Snow on the mapping of the instances of cholera during the London cholera outbreak in 1854. Neal then gave us the background of how he became embedded as a Research Associate of the Center who also happened to work at the library.

Although Neal had been assigned as the liaison to the Center for Population Health Research, he had made no headway with its director, Dr. Butler. Dr. Butler’s main interaction with the library was speaking with the circulation manager to request articles. So, determined to fulfill his liaison duty (and spruce up his curriculum vitae for promotion) Neal visited a Butler presentation. At the end of the session, when Dr. Butler placed a call for collaborators on a research project, Neal signed up and showed up. The only question asked at the Center door was whether or not he was a faculty member. He gained admittance, and Dr. Butler assigned him a workstation and the task of “national address locator.” Being first a librarian, Neal knew to check the US Census for the information and was able to use the census data to create an address locator. That task landed Neal as an integral part of the research center. Dr. Butler had not realized that Neal was a librarian, but he needed work done. Once that work was completed, he viewed Neal as a peer, and then wanted to know more about who he was and what he could do. Dr. Butler’s respect for Neal, and librarians, grew as he found out more about the assistance they could provide. Neal was subsequently introduced to other faculty as a research associate in the center who also worked in the library and would be able to assist them with literature reviews. Neal now mentors students and instructs in the center. “Sometimes we have to step out of the box, and then can invite others to come back to the box with us.”

Terry Robertson, Librarian, Andrews University, editor of the *Journal Adventist Libraries and Archives*. The journal is in its fourth year. It has five articles with a global readership. Over the last four years, it had 609 downloads, with half of them in the last year. The journal is starting to have an impact: 102 institutions from 58 countries. Terry would like to see growth in usage. Approximately 20% growth has happened in the last month. In the last month, the journal published Margaret Adeogun’s article “Library Space as a Teaching and Learning Resource: The Experience of One Class” and Terry’s “Towards a
Biblical Foundation for a Philosophy of Librarianship.” One faculty member at Andrews University, whose article in JALA was accepted as part of their portfolio, was accepted for promotion, and the individual was successfully promoted. The idea of a journal is to serve ASDAL membership in ways that will help promote their faculty growth and promotion. Where do we go from here? The suggestion was made to have a series on the formal histories of each of our libraries. It would feature articles about the history of each of our libraries. Sabrina will lead out in this project. The journal will also accept articles on any topic pertinent to Adventist libraries. The goal is to make the journal work for you as you work toward tenure or faculty status. Terry’s article was a first-time submission, and the peer reviews were helpful – and truly blind. JALA is a service that is helpful and shows a global impact.

Many of the ASDAL presentations could, and should, be turned into articles. Presenters were advised to take the extra steps to go to publication.

A Report from the Weimar Institute Library, aka the “New” Adventist College, or Retiree to Consultant to Librarian to … – Joel Lutes, Former Retired Librarian, Information Services Consultant, Weimar Institute. Joel gave two histories. 1) How he was pulled into working at the Library at Weimar; and 2) the history of Weimar.

In the 1930s, the government used Weimar as a tuberculosis campus. The Adventists bought it in the 1970s, and Weimar Institute began as self-supported college. All the buildings were still “1930s” with very few upgrades. The Weimar Institute was perceived as very conservative. It merged with Amazing Facts in late 1990s. That did not work out too well, and Amazing Facts moved to close the academy and divorce from the college in the 2000s. Amazing Facts did not succeed at that and eventually moved out. In 2010, the college and academy were rebooted and began the journey to a health sciences college. With various accreditation visits and reports coming, the Academic Vice President providentially bumped into Joel Lutes.

Joel was quite content with his new position as a retiree and was reluctant to accept the VP’s invitation to visit the Weimar Institute. However, he answered the call and found that Weimar had the feel of Loma Linda when Loma Linda started. Further exploration of the campus determined that the library would need quite a bit of work. What saved it was the assistance of a knowledgeable paraprofessional, Maryann Krueger. In the whirlwind of events that followed, Joel bargained for Weimar to send Maryann off to graduate school and make Joel the quarter-time librarian. They would be able to use his credentials for the accreditation visit. He then assessed the collection across the in six subject areas of the Weimar curriculum (natural sciences/premed, nursing, theology, psychology, education, and business) and created a library budget. All that happened within a week’s time.

Thanks to ALICE, Joel was able to obtain CINAHL, Academic Search Complete, and Business Source from Ebsco to fortify the collections. The facilities were another story completely. They needed seating for up to 130 students, so Joel unsuccessfully tried to move the stacks downstairs. The lower floor floods, and it had a low ceiling due to vents and pipes. Reluctantly, he put the seating downstairs. Joel embraced IKEA, built a wall of IKEA shelving, and designed alternative seating and group study areas. He is planning on moving some of the collection to remote storage to add extra space to the library. The library is also looking to get an ebook collection. Credo was suggested, but it was not priced right for Weimar. As far as information literacy goes, Joel has presented several IL sessions and is preparing an online student success class with IL components. Weimar was successful in accreditation. Lessons learned and recommendations: outsource
Libraries in Small Schools: A Case for Building Liaison Relationships with Education Faculty in Adventist Higher Education – Christy Scott, Education Services Librarian, Center for Library Education and Research (CLEAR), Walla Walla University. Christy looked at how teachers in Adventist schools, namely College Park Christian Academy, talked about libraries and library things. The library at College Park is a tiny room with one computer for checking materials in and out and searching. The school is located in Columbia, Missouri. It is the largest elementary school in the Iowa-Missouri Conference and serves around 61 students. Last year they had five teachers, which put them among the 44% of PreK-12 NAD schools that have more than four teachers. The library has no credentialed school library media specialist and is run by two volunteers who come in one day a week for students and spend an additional day (typically) on management and maintenance. Christy became the unofficial library consultant because one of the volunteers is her mother.

This experience got Christy thinking about how little she learned about libraries while doing elementary education in undergraduate school. Based on what she had seen ASDAL try to do to support libraries, she wondered if there were a better way to support school libraries in small schools, from ASDAL and particularly from a university campus standpoint. She realized that despite evidence supporting the importance of libraries to student outcomes, no courses covering library or school media center skills were offered to teachers. ASDAL tried to offer programming for school librarians, but it was difficult to get them to attend because the teachers could not afford it, and according to Barbara Strickland, in School Library Journal: “Principals don’t understand what a librarian brings to the position that an aid or parent volunteer cannot.” Teachers don’t always realize all that a librarian can do. Christy did a lot of research into the supporting evidence for library training for education students. Keith Curry Lance and Debra E. Kachel, in a 2018 issue of Phi Delta Kappan, report, “In 34 statewide studies, students earn better standardized test scores in schools that have strong library programs – reading, writing, math across the system.” This was true across color and poverty lines.

How do we get our education students to know something more – how to start teaching future teachers about libraries? The majority of our Adventist schools teach our education students how to manage multi-grade classrooms. They do not teach about cataloging, classification, or information literacy. Christy proposed that the key to getting library information into the classroom was by forming liaison relationships. Relationship forming should always happen with coffee or tea. She has embedded herself into some of the classrooms and uses the following classroom technology tools and standards.
within the curriculum: https://wallawalla.libguides.com/EDUC515. This opened the door for Christy to teach in other classes. Christy was then asked to teach various sessions in the Reading and Language Arts program on finding free literature available for teachers. Christy wanted something that was consistent and hit every elementary student coming through. The English writing coordinator asked her to come into her class https://wallawalla.libguides.com/ENGL374. Christy then introduced the class to the AASL Standards framework https://wallawalla.libguides.com/EDUC361. Christy was able to get three library courses added to the Education curriculum – all done through liaising.

What’s next – assessment needs to be done. Christy plans to do this next year, and also to speak with Walla Walla’s education graduates to see what they learned and wish they had learned, which would fuel how she would plan her future classes. She noted that none of what she was doing could be seen at the bulletin level.

What can ASDAL do to support school libraries further and more broadly? Is it more sustainable to reach the teachers before they go out, rather than after? Should we use LibGuides or other tools for the NAD? It would be good if this could be offered as an online program that could be pulled in and used at all the schools. Consideration should be given, when more data is collected, to taking Christy’s program, as a recommendation from ASDAL as a professional organization, to the NAD Board.

Recommendation that Christy’s model be taken to ASDAL after more research is done.

Reports from the break-out groups

Archives
Southern Adventist University has a Civil War collection. Oakwood University focuses on Black Adventism and has the special Anna Knight, E.E. Cleveland, and Rosa Banks collections. The Western African Division has the History of Adventism in Western Africa. Newbold College does not have a designated archives, but they found some “really cool stuff” in a room, and they are putting it in some sort of order now. Union College is carving out time to address special collections like the Medical Cadet Corps, Hicks papers, early Iowa church records, first missionary to China, and history of College View. Adventist University of Africa did not really have an archives but has started putting one together since the creation of the museum. Southern African Indian Ocean in Pretoria – the Division recently went through a change and scanned minutes going back to 1922, coordinating with Adventist University of Africa.

There was a question of where to find guidelines for organizing an archives. Ashlee says the General Conference has some. It is important to get the ARMS webpage populated with who to go to and who can be a resource when you have questions like this.

Solusi University spoke about the importance of getting buy-in from administrators. The focus at Pacific Union College has become controversy in the church on the Pacific coast. There was some talk about the Walter Ray and Desmond Ford papers and about Desmond Doss and Hacksaw Ridge. What should be done with sensitive papers and restrictions?

Public Services/Reference Section
Increase usage of the library materials (checking out more books, bodies in the library, and usage of databases). The ILS highlights resources. Technology will work harder for you. Partnering with the Student Association for events, pizza parties, etc. Let the students get to know the librarians as people; it humanizes us. The library is about students, so consider hosting student exhibitions (research projects, art, etc.). Engage in outreach to various orientations, including faculty.

Multiculturalism – how do librarians deal appropriately with
different cultures. It is important that everyone feels welcome. Do they belong and have access to everything we offer? Keep a welcoming face.

Directors
The directors talked about working with administrators in regard to budget: how to obtain their support and what kind of data that would help them make good decisions. Online vs print resources and how to allocate funds. Alumni access to databases.

People who took notes at the breakout sections were asked to send them to Katy Van Arsdale to be shared on the SDA Librarian listserv.

Sabrina Riley, The Family Archivist, coordinated a panel discussion on What Makes a Librarian Adventist?
Panelists:
  - Joel Lutes, Freelance Librarian
  - Johanna Bjork, Director, Lewis Clarke State College
  - Dustin Kelly, North Park University
  - Kendra Perry, Hagerstown Community College

What does it mean when we say that we are the Association of Seventh-day Adventist Librarians?

What we are seeing are staff reductions. If the future of ASDAL, as an organization, is focused on employees of Adventist libraries, then ASDAL is in trouble. We may need to redefine our objectives.

Sabrina found the following statement of objectives for ASDAL:
  - Enhance communication between Seventh-day Adventist librarians
  - Serve as a forum for discussion of mutual problems and professional concerns
  - Uphold principles of the Seventh-day Adventist Church

Is ASDAL an organization for Adventist librarians regardless of where they work or is it for librarians employed in Adventist institutions? In other words, is ASDAL exclusive or inclusive?

Dustin – The jury’s still out on inclusion for those outside employment of the church. ASDAL basically caters to those working in the SDA community; a lot more could be done for those working in the non-Adventist community.

Kendra – It is the view of the “wholistic” person. It should be in whatever workplace you are. Servant leadership. Effective in the broader community.

Dustin – Works in a Christian institution affiliated with the Evangelical Covenant Church. The staff and student body do not reflect that, and Dustin is the only SDA. They ask him a lot of questions. It is nice to be in a place where there is commonality.

Sabrina - There are enough topics for conversation if we had a breakout session for Adventists librarians working in non-Adventist institutions. Adventists librarians who leave denominational employment often feel excluded from ASDAL or that ASDAL is so narrowly focused and the programming is no longer relevant.

How can ASDAL support Adventist librarians in non-Adventist institutions?

Kendra – Offer an interest group that focuses on something relevant to all librarians to allow for professional release time to participate. You would not have to take personal time to attend ASDAL meetings.

Dustin – Had to attend ASDAL on vacation time and pay for it himself. This is probably not something that could be done every year. Solution may be to make some virtual conferences once in a while. There are other public librarians that are SDA, and participating in the physical space would be a barrier.

Johanna – Has always had to pay to attend.
What can Adventist librarians in non-Adventist institutions offer ASDAL and other Adventist libraries and archives?

Joel – Time and volunteering – school librarians need assistance like we saw in Christy’s presentation. Become a project-based librarian.

Sabrina – More work can be done online for retirees: find jobs that can be done remotely, come in as a peer consultant for a day, etc.

Dustin – Listservs. Expand our sphere of influence by sharing contacts with others.

Johanna – Recruitment and mentorship programs.

What is the best way to keep all Adventist librarians connected with each other? Is this something worth doing? Pros/cons?

Joel – Virtual meetings, teleconferencing, helping our school librarians build bridges with other libraries other than our libraries, which might be valuable and save costs.

Dustin – Short webinars on a particular theme or quarterly webinars; ACRL does a lot of planned seminars, so we may be able to combine with them, or ATLA has resources from a Christian viewpoint.

Sabrina – Follow through on providing content for ASDAL Action. It takes commitment on our part to stay connected. Plan a get together with our national conference. Make it intentional. Organization a dinner or get-together at the national conference.

Johanna – At Bismarck State College, she had the Dakota Adventist Academy English teacher bring the students to the library to introduce them to the LC system, but it prepared them for when they entered a bigger college, and the students went to the public library as well.

Sabrina - ASDAL needs to develop an inclusive mission statement.

Kendra – First time at ASDAL. She enjoyed the experience, cares about Adventist libraries, and would like to continue the communication.

Johanna – Hopes to get to other ASDAL meetings in a year or two.

Second ASDAL Business Session
See pages 32-36 for minutes of the business sessions.

Third ASDAL Business Session
See pages 32-36 for minutes of the business sessions.

The conference concluded with the annual banquet.

Artwork in the Jefferson Building, Library of Congress
Photo by Zorislav Plantak
MINUTES OF THE 2019 ASDAL ANNUAL GENERAL MEETING

39th ASDAL Conference, General Conference of Seventh-day Adventists, Silver Spring, MD

by Heather Rodriguez-James
ASDAL Secretary 2017-2019

MONDAY, JUNE 24, 2019 - 1ST SESSION

1. The meeting was called to order at 3:47pm by the President, Lori Curtis.

2. **Approved**: Neal Smith – to serve as Parliamentarian for the 2019 Business Sessions.

3. **Approved**: Motion to forgo the creation of an ad hoc Resolutions Committee as called for in the Standing Rules and to remove from Section 12 rules calling for the creation of a Resolutions Committee at the beginning of each conference.

3.1 ASDAL Executive will thank the hosts.

4. **Approved**: Report from the Nominating Committee – Per Lisle presented the results of the ASDAL election, with the following individuals being voted into office.

   - President-elect – Ashlee Chisolm (2019-2020)
   - Secretary – Jason St. Clair (2019-2021)
   - Treasurer – Neal Smith (2019-2022)
   - Constitution and Bylaws Committee
     Daryl Bennedbaek (2019-2022)
     Lori Curtis (2019-2022)
   - SDA Classification Advisory Committee
     Cristina Thomsen (2019-2022)
   - Site Planning Committee
     Pamela Stevens (2019-2022)

5. **Approved**: Motion to accept the following as members of the 2019-2020 Nominating Committee

   - Lori Curtis, Chair
   - Lynda Baildam
   - Don Essex
   - Carolyn Gaskell

   It was noted that there were only three positions that would need to be filled next year: President-elect, Constitution and Bylaws Committee (1), and ASDAL Action Editor.

6. Election of a member to the ADL Content Subcommittee was halted as it was determined that position would be appointed by the Seventh-day Adventist Periodical Index (SDAPI) Advisory Committee, not elected by the ASDAL membership.

7. The Scholarship and Awards Committee’s report was postponed to the 2nd Business Session, since a decision had yet to be made on the recipient. There were only sufficient funds for one awardee, but both applicants were equally deserving.

7.1 **Discussion**: The committee was down one member as one person did not renew membership, another member was currently
on leave, and the ASDAL President was also the Interim Treasurer. The discussion was focused on whether or not the structure should be changed to that of appointing a coordinator to receive the applications, present them to the Executive, communicate with the awardee, and liaise with The Community Foundation. The membership agreed to continue with the structure stated in the Bylaws. This past year may have been an anomaly.

End of first session

Thursday, June 27, 2019 - 2nd Session

8. Approved: Report from the Scholarship and Awards Committee – Both applicants will be awarded scholarships thanks to a special gift from ALICE (see 9.3 of the 2019 ASDAL Business Session Minutes). Recipients are Adaliz Cruz and Bliss Kuntz.

9. Received: Report from ALICE – Per Lisle
The ALICE Council met on June 25, 2019, at 7:00pm.
9.1 Carolyn Gaskell presented the Project Manager’s report, which was accepted. ALICE has 18 members and subscribes to 11 databases.
9.2 Lawrence Onsager presented the Treasurer’s report, which was accepted. The balance on April 30, 2019, was $43,464.25.
9.3 The Council voted to contribute $1,500 toward a second scholarship in addition to the D. Glenn Hilts Scholarship for 2019.
9.4 The Council voted to thank Lawrence Onsager for his 15 years as ALICE Treasurer.
9.5 The Council elected Don Essex as Chair for the period 2019-2022.
9.6 ALICE Council Officers:
   - Chair: Don Essex (2019-2022)
   - Project Manager: Carolyn Gaskell (2018-2020)
   - Treasurer: Paulette Johnson (Library Director at James White Library, fiscal agent for ALICE)
   - Secretary: Per Lisle (2018-2021)

10. Approved: Report from the Site Planning Committee – Paulette Johnson
2020 – Andrews University
2021 – Southern Adventist University
2022 – Nairobi, Kenya
2023 – Union College

11. Received: Report from the SDA Classification Committee – The Classification Scheme has been updated/edited.
11.1 The Scheme will be posted on the ASDAL website.
11.2 Lori Curtis was the Chair of the Classification Committee. As she is no longer at Loma Linda University, the institution will advise ASDAL when an original cataloger has been hired that will be the Loma Linda representative on the Classification Committee.

12. Approved: Report from the Membership Coordinator
12.1 Membership Coordinator Adorée Hatton was praised for her work. She reached out globally to Adventist institutions for contact information for their library staff; compiled a list of approximately 160 librarians not yet ASDAL members; worked with Allison Fox, the Publicity Coordinator, to design a recruitment email to those librarians; created a welcome email to send out to new member; and created a tracking system.
12.2 There are 91 members
12.2.1 80 regular
12.2.3 7 retirees
12.2.4 4 student members
12.2.5 32 new members (includes international members and previous members who had lapsed in membership)

13. Approved: Report from the Treasurer – Lori Curtis
13.1 Note: ASDAL financial year runs from June 1st to May 31st, so conference activity recorded is normally for the previous year.
13.2 Summary of balance sheet:
   6/1/2017-5/31/2018
   $30,816.44 total funds
   6/1/2018-5/31/2019
   $26,197.40 total funds
   Change between fiscal years
   $(4,619.04)
ASDAL funds are down from last year’s report, primarily due to the fraudulent event
and the payment of $5,532, for last year’s conference, which came out of this year’s budget.

13.3 Discussion: The online payment system fees, for membership and/or conferences, are too high. The company ASDAL uses works primarily with entities that do a much larger volume of business. This year ASDAL spent $883.90 for the system to collect membership fees. The Executive discussed alternatives, such as returning to the PayPal system ASDAL used before. The previous system was changed because one ASDAL member outside of the US was unable to use that system. The incoming Executive will look at whether or not ASDAL will keep the current payment system.

13.4 Discussion: The Executive also looked at the issue of changing its physical bank. It is hard to work with a bank that is located only in Lincoln, NE, when it is mandatory to make changes or special transactions in-person. The Executive felt that ASDAL would be better served with a bank that was represented nationally, as well as globally. The incoming treasurer will continue to research this.

13.5 The D. Glenn Hilts Donor Advised Scholarship Fund at The Community Foundation through the end of March 2019 had a balance of $41,719.55, of which only $1,812.00 (the interest) was available for distribution. Please continue to support the fund.

14 Approved: Report of the SDAPI Advisory Committee with the following note in 14.5 below.

14.1 ADL Board:
- Carolyn Gaskell, Walla Walla University
- Cristina Thomsen, Southwestern Adventist University

14.2 Content Subcommittee
- Katy Van Arsdale, Pacific Union College
- Adorée Hatton, Burman University

14.3 Systems Subcommittee, Gerald Rezes

14.4 Detailed discussion (for historical purposes):
About two years ago, the SDAPI Advisory Committee submitted a proposed revision to Section 4 in the Bylaws. Since there were questions regarding the proposal, it did not advance to the Constitution and Bylaws Committee. It was recently resubmitted, but there were still some issues, and once again, it failed to move on to the Constitution and Bylaws Committee. The ASDAL President intended to bring the proposed revision to the membership, but as she was preparing to present it, she noticed that the ASDAL President was not listed as a member of the Advisory Committee in the revision. At one point, the President had been listed as a member, but on the agenda passed out at a previous SDAPI meeting, the president was listed as an “invitee.” There was concern that the ASDAL President was listed as an ex-officio member of the Advisory Committee on the website, but it was not in the Bylaws. Lori Curtis felt that the Committee needed to have someone on the Committee representing ASDAL as a whole, “not an individual supporting institution.” She presented her thoughts to the memberships and wanted opinions and advice.

14.4.1 Another issue presented was that of having the ADL Liaison also serve as the Secretary. Before this “incarnation” of the Bylaws, the Bylaws had stated that the secretary would be selected from one of the representative institutions. Everyone there is a member of ASDAL, but the role the ADL representative is representing ADL, not ASDAL per se. There should be some separation. How should ASDAL proceed?

14.4.2 A suggestion was made to take issues one at a time and call for a vote on whether or not to include the ASDAL President on the SDAPI Advisory Committee. Point of order – change has to be made first by the Constitution and Bylaws Committee and then be reported to the membership.

14.5 Approved: Motion to include the ASDAL President as an ex-officio member of the SDAPI Advisory Committee. It was noted that decision needed to go to the Constitution and Bylaws Committee for
encoding and then be properly voted at the 2020 Annual Meeting.

14.6 Further discussion of 14.4.2

14.6.1 Members are passionate about ASDAL, SDAPI, and ADL. The Chair of the Committee is the Dean of the James White Library (Andrews University).

14.6.2 Meetings are called and the agenda set by the Chair of the Committee.

14.6.3 Over time, ASDAL might need to address this issue, but there has been a recent change at James White Library, and the issue of who is “in control” of the ADL and SDAPI may be moot.

14.6.4 A copy of the concerns should be kept in the minutes. (See 14.7).

14.7 Concerns, statements, and discussion about section 14.4.1 that are noted for historical purposes:

14.7.1 “SDAPI is part and parcel of the ADL even when there were no prior plans to move it.”

14.7.2 “ASDAL is a small, volunteer organization, where members and officers wear multiple hats; therefore, it is convenient for Jim Ford, in his role at the Center for Adventist Research, to be the Board secretary. We understand concern about propriety, but are not sure that concern rises to the level that a change is merited.”

14.7.3 “ADL chooses the liaison, so that means ADL is choosing who would be the secretary of an ASDAL committee, and if the secretary is the same as the liaison, it means that he [or she] is in the position for life; yes, it says 5 years, but they will always choose the managing editor, unless the job description is changed.”

14.7.4 Discussion continued on the proper committee reporting structure; who should be responsible for selecting ASDAL’s liaison to the ADL; should the managing editor of the Periodical Index be the secretary; who was responsible for calling the meeting and setting the agenda; and whether or not ADL had too much influence over SDAPI.

15. Approved: Report from the Constitution and Bylaws Committee (the red denotes approved changes):

15.1 Article I. Section 4. ASDAL Acronym Usage

15.2 No ASDAL member shall use the acronym ASDAL in a private email address.

15.32.1 Annual dues for regular members shall be $25.00. Retired persons and students shall pay $10.00.

15.3 Article IV. Section 1. Executive Committee

15.3.1 Duties of the Executive Committee shall include: approval of the agenda for the ASDAL business session, oversight of the publications of the Association in all formats, appointment of the coordinators, and selection of an auditor for the treasurer’s records. Furthermore, Officers and Committee members shall normally use the email address issued to them by their employing organization for ASDAL business.

15.4 Article IV. Section 6. Treasurer

15.4.1 The term of the Treasurer shall be three years. The duties of the Treasurer shall be to receive dues, dispense Association funds, and maintain such financial records of transactions as may be required, and present an annual financial report to the Association. The responsibilities of treasurer shall further be as follows:

15.4.1.1 All payments must be supported by genuine invoices specifying the services or goods for which payment is requested.

15.4.1.2 All new business or vendors must be voted by the Executive.

15.4.1.3 Normal business above $200 must be authorized by the President via email and
15.5 Article IV. Section 9. Vacancies

15.5.1 Office of the President vacancy:
   15.5.1.1 If the President resigns before their one-year term is complete, the current President-elect will serve out the remainder of the resigned President’s term as well as their own full-year term.

15.5.2 Other Offices:
   15.5.2.1 Vacancies for other offices shall be filled by the runner-up for that office or, if that person is unavailable, the position shall be filled by Executive Committee appointment.

16. The ASDAL Archives – Lori Curtis reminded the membership of the importance of the ASDAL Archives. Many are forgetting to send important ASDAL material (i.e., conference programs, presentations, minutes, treasurer’s reports, articles of incorporation, etc.) to the Archives at the James White Library. Please send a copy of ASDAL-related information to Jim Ford at Andrews University.

End of second session

THURSDAY, JUNE 27, 2019 - 3RD SESSION

17. On behalf of ASDAL, President Lori Curtis thanked the Local Arrangements Committee (Ashlee Chism, David Trim, Roy Kline, Rowena Moore, and Kenrie Hylton); ASTR; the General Conference of Seventh-day Adventists; the General Conference banquet chef and staff; Richard S., our bus driver for the tour day from Washington Adventist University; and Cheryl Adams and staff at the Library of Congress.

18. Lori acknowledged the following retirees:
   Joel Lutes, Pacific Union College, 2018
   Hilda Smith, La Sierra University, 2019
   Jerry Daly, Loma Linda University, 2019
   Steve Sowder, Andrews University, 2019
   Lawrence Onsager, Andrews University, 2019

19. Lori adjourned the meeting and the conference at 8:10pm and passed the ASDAL gavel to Katharine Van Arsdale, ASDAL President for 2019-2020.
By Cynthia Mae Helms and Xiaoming Xu

In June 2020, Andrews University will serve as the host for the 40th annual ASDAL conference. The meeting dates are Monday to Wednesday, June 22-24. But come early and stay after, if you can, for some other activities. Those who arrive by Sabbath may enjoy a worship experience at Pioneer Memorial Church on Sabbath and a pre-conference tour on Sunday. The next three days will be devoted to full conference days, followed by a post-conference tour on Thursday. We invite you to take this opportunity to learn from the presentations, network with old and new colleagues, and participate in the discussions.

Another good reason for you to come to Berrien Springs, Michigan, is the 61st Session of the General Conference in Indianapolis, Indiana, June 25-July 4. You can hit two birds with one stone by coming to the ASDAL conference and then driving on to Indianapolis, which is about three hours away from Andrews, afterward. If you are coming with your family, there will be things for them in Berrien Springs (gardens, beaches, lakes, museums, etc.) and Indianapolis (booths at the General Conference, the Children’s Museum of Indianapolis, the Indianapolis Motor Speedway Museum, etc.).

When you come to Andrews, you will see how the University has changed since 2009, when ASDAL was last held here. If you remember driving around two roundabouts to go to Pioneer Memorial Church on campus, you will now find only one because the roads and adjacent grounds have been replaced with a new building called the Andreasen Center for Wellness. Inaugurated on September 26, 2019, and officially opened on October 6, 2019, the Center was built with the philosophy of connecting body, mind, and spirit. Within the Center
are a Wellness Club and a Recreation Center. The former is composed of the Indoor Fitness Suite, Outdoor Fitness Suite, and Aqua Fitness Suite. The latter is composed of basketball courts, lockers, offices, and a training room. The Center for Wellness is open to all students; faculty, staff, and community access is fee-based. For more information, see https://www.andrews.edu/agenda/54392/ and https://andrews.edu/wellnesscenter.

Not too far away from the Wellness Center is the newly renovated Pioneer Memorial Church. The first time you come for worship, you will feel the changes as you sit on the padded pews, listen to the sermon and music with better acoustics, and see the participants with improved lighting. The church began renovation in the summer of 2019 while church members temporarily met at the Howard Performing Arts Center. Church services resumed at the Pioneer Memorial Church building in the fall while renovations were being continued. More details on the progress of the renovation are available at https://www.pmchurch.org/renovate/updates.

Another new building since ASDAL last met on campus is Buller Hall (the Undergraduate Learning Center), which opened in July 2011. AU alumni may notice that Griggs Hall, which housed the Library many years ago, is no longer in existence, as it was demolished to make room for the new building. The name Griggs Hall lives on: the former Lake Union Conference Building that is now a part of the University is called Griggs Hall. This building is on M-139 and houses, in part, a portion of the distance education programs and some other offices. Buller Hall was built to connect seamlessly with Nethery Hall (an older building) via an enclosed second floor walkway and exterior courtyard by reflecting the gothic architecture of Nethery. The new building contains seven electronic classrooms, a student lounge, the Red Rose Chapel, and the Newbold Auditorium, with a
seating capacity of 260. When you come on campus, steal away from group interaction and spend quiet meditation time in the cozy Red Rose Chapel or in the Margaret Davis garden right outside and behind the chapel.

It’s not too early to lay your plans for next year. Come to Michigan during the lovely summer months when snow, frost, and ice are forgotten for a while. Come and be a part of ASDAL’s 40th conference! The dates again are June 22-24, but come early and stay after. There will be more information in future issues of *ASDAL Action*.

Cynthia Mae Helms is Head of the Department of Information Services at the James White Library at Andrews University.

Xiaoming Xu is Cataloger at the James White Library at Andrews University.
Call for Papers

Looking Back, Looking Forward:
ASDAL and Adventist Librarianship

By Ashlee Chism
ASDAL President-elect

In 1981, a group of nearly forty Adventist librarians unanimously voted to organize ASDAL as a professional organization for any Seventh-day Adventist studying to be, working as, or retired from being a librarian. Larry Onsager was elected its first president, Peg Bennett as the president-elect, Kit Watts as the secretary-treasurer, and Margaret von Hake as the first editor of ASDAL Action.

The very first issue of ASDAL Action published an “ASDAL Membership Analysis.” The membership of ASDAL grew very quickly, increasing by over fifty members within three weeks of membership opening and to over eighty by January 1982. While the core group was initially college librarians, Kit Watts reported that the membership also included “academy, elementary school, and hospital librarians” and included people in North America, Puerto Rico, Singapore, and Hong Kong. Since 1981, ASDAL has held 39 annual conferences, hosted at various Adventist institutions on four continents.

“A heady moment of communal satisfaction” is how Margaret von Hake described the moment of ASDAL’s creation. Then she asked her fellow librarians, “Now that we’ve done it, what are we going to do with it?”

She asks that of us as well. In 2020, the Association of Seventh-day Adventist Librarians will hold its 40th annual conference, focusing on the nature and future of Adventist librarianship with its theme of “Looking Back, Looking Forward: ASDAL and Adventist Librarianship.”

The 2020 Conference Committee is now accepting papers, presentations, and posters on but not limited to the following:

- The nature of Adventist librarianship, i.e., exploring the question “What is Adventist librarianship?”
- The past of Adventist librarianship
- The future of Adventist librarianship
- Current research by Adventist librarians

Please submit your proposals to Ashlee Chism, ASDAL President-elect, at chisma@gc.adventist.org by February 28, 2020.
Unique Birthday Bash

PUC Library Celebrates Florentine Bible’s 500th Year

By Katherine Van Arsdale

This October, the Nelson Memorial Library at Pacific Union College celebrated a once-in-a-lifetime anniversary: the 500th “birthday” of a book.

The book in question is a small Latin Bible published in Venice on 15 October, 1519, by a Florentine named Luce Antonius de Giunta. Based on the date of publication, the Bible is considered a post-incunable.

The event took place in the library lobby, where sheet cake, balloons, and party hats drew students’ attention to the festivities. Special Collections Librarian Katharine Van Arsdale encouraged students with clean hands to take the Bible and read it for themselves while she explained what made the book historic and special for PUC.

Public Access Librarian Allison Fox served cake and invited faculty and administration to attend the event, while Cataloger Jason St. Clair and Library Director Patrick Benner added to the ambiance by gamely wearing party hats.

Thanks to the support of PUC’s administration, the visual arts department was able to create a short video about the Bible that played during the Thursday morning all-school community gathering. With that advertisement, as well as enthusiastic faculty support from several departments, the event was well attended by students, and almost every crumb of cake
disappeared during the two-hour party. On his way out the door, Academic Dean Milbert Mariano commended the library for hosting a good academic event that supported the college.

While the age and unique beauty of this Bible made it a good candidate for a library “birthday” celebration, the Pacific Union College librarians knew the story behind the book was also compelling. In the 1950s, PUC graduates Ezekiel and Lauretta Ramirez were serving as US Ambassadors to Spain. During their time in Europe, they received the Bible as a gift. The Ramirez family treasured it after their return to California, until the late 1960s when they gifted it to their pastor, Wayne Young. Wayne and his wife Vonnie happened to be PUC graduates as well. The Youngs kept the Bible until 2016, when they chose to pass the gift on to PUC grads once again. This time, they gave the book to the Nelson Memorial Library so that all Pacific Union College students could now share ownership and enjoyment of this compelling edition of the Bible.

A few features other than age make this Bible stand out. First, the colophon is particularly detailed, making it possible to pinpoint the exact date and city of publication, as well as the priest—Brother Albert Castellanus—who provided “accents of difficult words” to be printed in the
margins. The Bible is also exceptionally well illustrated and beautiful. It is printed in small Gothic type, partially in red and black. Three full-page woodcuts depict the days of creation and the birth of Jesus, and 212 smaller woodcut scenes and initials appear throughout the book. The woodcuts are derived from illustrations from a 1490 Italian Bible also printed under the auspices of Luce Antonius de Giunta. The binding and marbled endpapers, which probably date from the 1700s, are also beautifully detailed. Due to the sixteenth century rebinding, the Bible is in excellent condition. Even the clasps, while bearing signs of many repairs, still function.

The PUC library was pleased to turn students’ attention to the Bible this month on its 500th birthday.

Katharine Van Arsdales is the Special Collections Librarian at the Nelson Memorial Library at Pacific Union College
In September, Weis Library created a new copyright information page on its website to help students, faculty, and staff better understand and comply with the copyright laws of the United States and the copyright policies of Washington Adventist University.

As citizens and residents of the United States, WAU students and employees are expected to obey the laws of the nation, including those concerning copyright. And as members of a higher education community, they are required to understand how those copyright laws apply to the circumstances associated with teaching and learning at colleges and universities.

The new copyright information page is designed to help meet these objectives by providing a one-stop location on campus for authoritative copyright compliance and education information, including:

1) the copyright laws of the United States and government information about copyright concepts and policies.

2) the copyright policies and copyright information statement of Washington Adventist University.

3) several copyright factsheets prepared by Weis Library that explain copyright concepts for students and employees.

4) some copyright ebooks that contain guidance on applying copyright law in academic settings.

The copyright information page will provide students, faculty, and staff with a useful introduction to copyright for compliance and educational purposes while referring them to more comprehensive resources for more advanced or specialized copyright information.

Copyright Compliance

In the United States, colleges and universities that receive federal financial aid on behalf of their students are required by law to disclose or distribute specific copyright information to them. In particular, these institutions are directed by the Higher Education Act to provide students with information regarding their copyright infringement policies and sanctions. According to the U.S. Department of Education’s 2018-2019 Federal Student Aid...
Handbook, the disclosure must occur annually and include the following:

- “A statement that explicitly informs students that unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject the students to civil and criminal liabilities.”
- “A summary of the penalties for violation of federal copyright laws.”
- “A description of the school’s policies with respect to unauthorized peer-to-peer file sharing, including disciplinary actions that are taken against students who engage in illegal downloading or unauthorized distribution of copyrighted materials using the school’s information technology system.”
- “The legal alternatives for downloading or otherwise acquiring copyrighted material.”

A college or university can distribute its copyright information through print publications or electronic media, including posting it on the institution’s website. In the case of Washington Adventist University, Weis Library was authorized to develop a document entitled Copyright Information for WAU Students and Employees that meets the above specifications, and it is posted on the websites of the library and university.

Copyright Education

While it is important to obey federal laws on disclosing copyright information to students, there is much more involved in the copyright laws of the United States than institutional infringement policies and sanctions. Therefore, Weis Library purposed to develop its copyright information page not only to meet the compliance mandate of the Higher Education Act, but also to provide general copyright education resources for students, faculty, and staff.

As a first step toward this goal, the library produced Concerning Copyright, a series of copyright factsheets that explain basic copyright concepts.

- Concerning Copyright #1: Copyright introduces the concepts of copyright, copyrighted works, and copyright terms.
- Concerning Copyright #2: Fair Use explains the principle of fair use and the factors to consider in exercising fair use.
- Concerning Copyright #3: Public Domain discusses the public domain and guidelines for identifying public domain works.

The library plans to post additional education factsheets on its webpage in the near future. A benefit of providing this type of copyright information is it often encourages individuals to inquire about how to apply copyright laws to their circumstances. Recently, for example, Weis Library was asked whether it is a violation of copyright law for the university’s student association to rent videos from Redbox and show them to students on campus for entertainment.

Conclusion

Colleges and universities participating in federal financial aid programs are required to provide copyright information to students according to law. The campus library can be a valuable ally to its institution by helping to develop and distribute copyright compliance and education resources that not only meet the minimal legal requirements, but also encourage greater understanding of and curiosity about copyright among students, faculty, and staff.

Don Essex is Director of the Weis Library at Washington Adventist University

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ASDAL ACTION | FALL 2019
James White Library Dean of Libraries Retires

By Margaret Adeogun, James White Library, Andrews University

Lawrence W. Onsager retired as the Dean of Libraries at Andrews University on July 1, 2019. Larry faithfully served the James White Library, first as Head of Patron Services for three years and then as Dean of Libraries for 15 years. Larry will be remembered for the following notable achievements:

**Building upgrades:** New lobby décor; gallery area; built-in wooden shelves for E.G. White books; updated seminary reference area; updated media services area; updated general reading area; refurbished antique tables in stacks; and lounge furniture in top level stacks area.

**Information commons areas:** Computer labs in reference and media services areas and at the lower level; updated library instruction lab; and reprographic services that include a scanning station, a 3D printer lab, and large-format printing.

**Collection development:** Joined the MeLCat service for state-wide interlibrary loan; implemented a demand-driven ebook system; strategically converted print journals and printed indexes to online databases and ejournal packages; and established Digital Commons @ Andrews University, the institutional repository.

Larry also held positions at Loma Linda University as Medical Reference Librarian, Extramural Services Librarian, and Chair of the Department of Periodicals. He served later as the Acting Associate Library Director at La Sierra University and the Union College Library Director. Altogether, he served the SDA Church for 32 years.

Public Services Librarian Needed

The McKee Library at Southern Adventist University seeks a Public Services Librarian.

The Public Services Librarian provides principal information literacy instruction and serves as a reference librarian as part of the research coaching team. The Public Services Librarian also coordinates Campus Research Day, provides library tours, and contributes to managing the expert systems of the library.

This individual:
- Provides information literacy instruction and teaches students, faculty, and staff to use library resources.
- Provides virtual and in-person reference service.
- Develops and updates instructional materials (print and online).
- Provides outreach to faculty.
- Promotes library services and resources.
- Evaluates reference collection and contributes to collection development.
• Serves as a library liaison to assigned schools/departments.
• Shares responsibility for library expert systems maintenance.
• Recommends policies concerning the department.
• Maintains library public services statistics.
• Maintains expert knowledge of current trends impacting public services.
• Serves as the Campus Research Day chair and coordinates all aspects of the yearly Campus Research Day event.
• Plans and leads tours of the library for various groups.
• Coordinates with local artists to arrange for art exhibits in the library.
• Participates in library faculty meetings, university-wide committees, and in local, regional, and national professional organizations.

• Serves as an advisor for general education students.
• Performs all other reasonably business-related functions as assigned.

Special requirements: An expressed commitment to Jesus Christ, the teachings and mission of the Seventh-day Adventist Church, and SDA church member in good and regular standing.

Education and Experience: Masters Degree in Library/Information Science from an ALA-accredited program (or international equivalent).
Experience with public services and information literacy instruction, preferably 3 years; working knowledge of current reference and database applications, as well as knowledge of library expert systems such as SpringShare, Mendeley, Primo, and Alma.

Qualifications: The candidate must be knowledgeable about the academic environment and the role of libraries in higher education; serve as an enthusiastic advocate for the library within the university and external communities; must feel at ease in the classroom; must have strong oral and written communication skills; possess excellent interpersonal skills; must be well informed about library practices, trends, and automation; must possess administrative and organizational abilities; work productively with library faculty and staff; and promote collaboration.

Typical Physical Demands: Require sitting, standing, bending, and reaching. May require lifting up to 25 pounds. Requires manual dexterity sufficient to operate standard office equipment. Requires normal range of hearing and vision.

Working Conditions: Essential tasks are performed under normal office/school conditions with little or no noticeable discomfort. Work area is well lit and ventilated.

To Apply: Send CV and materials to Deyse Bravo, Director, McKee Library, dbravo@southern.edu

McKee Library Staff

Photo Courtesy of McKee Library
https://www.instagram.com/mckeelibrary/