ASDAL Website
http://spinergy.southern.edu/asdalhere/

Editor: Sallie J. Alger

Volume 30, No. 3

Published tri-annually by the Association of Seventh-day Adventist Librarians

Spring 2011

ISSN 1523-8997
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15BYTES & BITS
Atlantic Union College
Barbados S.D.A. Secondary School
Canadian University College
Oakwood University
Pacific Union College
Union College
In 1874 the Seventh-day Adventist Church founded its first college in Battle Creek, Michigan. A few years later, the rapidly growing California church began looking for a good location for a school in Northern California. Fifteen miles north of Santa Rosa, in the vineyards of Healdsburg, they found ideal property and purchased an imposing, fully furnished brick structure just off Healdsburg's main street. Healdsburg Academy opened there on April 11, 1882, with two teachers and twenty-six students. In 1899, to reflect the expanding curriculum, the school's name was changed to Healdsburg College.

In 1906 it became Pacific Union College. In 1909, the church purchased the Angwin Resort in the mountains above St. Helena. They bought the land and its buildings for $60,000, and PUC was dedicated at its present Angwin site on September 29, 1909. The resort's hotel, bowling alleys, and cottages became dormitories, classrooms, and faculty homes. Students and faculty worked together building other structures, often using lumber harvested from the College property.

Over time, the campus saw the changes and adventures of a growing country. Changes in facilities and programs reflected shifts in culture and development, including the coming and going of a dairy, a chicken farm, and such courses as blacksmithing and home economics. In time, the college added physical education majors, aviation and film & television programs, and other contemporary fields of study. The school has always had strong education, religion, and science programs, with particular focus and success in the pre-medical courses.

Today the college's beautiful natural setting and California style continue to welcome hundreds of students each year, offering a community of true learning and spiritual authenticity.
TECHNOLOGY PETTING ZOO

All ASDAL conference attendees are invited to participate in the Technology Petting Zoo, which will take place as part of the opening reception/poster presentations.

- What is a Technology Petting Zoo? An event which features a variety of electronic gadgets, applications, Web sites, software, games, etc. of interest to librarians and their patrons.
- Can you give some examples? iPads, iPods, Smartphones, Smartphone applications.
- E-book readers, Digital cameras, YouTube library videos, hand-held GPS devices, Virtual library tours, Blogs; Software for podcasting, text-a-librarian, video capture, etc.
- Who can participate? All ASDAL attendees can participate.
- How can ASDAL attendees participate? Just bring your stuff to the Petting Zoo table and be willing to share it with the group during the opening reception.
- Who to contact with additional questions? Lauren Maticio (matacio@andrews.edu)

PRELIMINARY PROGRAM

Sunday, June 19, 2011
Registration - Andre Hall
6:00-8:00 pm Opening Reception, Poster Presentations, Technology Petting Zoo – Cafeteria
Poster Presentations
Library Catalog as Institutional Repository. Terry Robertson. Rationale for using the library catalog as an institutional repository for dissertations and other gray literature.
Open Source Software Examples Great for Use in a Library. Kieren Bailey. Open source software for multimedia, word processing, ILS, and other applications useful to a library.

8:00-9:00 pm ASDAL Executive Committee – Maxwell Reading Room, Library

Monday, June 20, 2011 - Fireside Room, PUC Church
9:30-9:15 Welcome – Joel Lutes, ASDAL President; Adu Worku, Director, Nelson Memorial Library, Pacific Union College; Heather Knight, President, Pacific Union College
9:15-10:15 Keynote Address – Future Horizons for Higher Education: Learning, New Technologies, and Social Organizations. Stephanie Bangert, Executive Director, Office of the President, Samuel Merritt University, Oakland, CA
10:15-10:30 Break
10:30-11:30 Keynote Address, Part II – Stephanie Bangert
11:30-11:45 Group Photograph
11:45-1:00 Lunch Break
1:00-2:30 EBSCO E-books. Brian Duncan, Senior Director of Sales, EBSCO Publishing
2:30-2:45 Break
2:45-3:45 National Treasure or White Elephant? A Stewardship Case Study. Sabrina Riley, Library Director, Union College, Lincoln, NE. The nature of stewardship will be discussed through the story of one artifact in the Union College Library Heritage Room collection.
3:45-5:00 Business Session I
5:00-6:00 Supper Break
5:15-7:15 SDAPI – Cafeteria
7:30-9:30 ALICE – Maxwell Reading Room, Library
Tuesday, June 21, 2011 – Fireside Room, PUC Church
8:30-9:00 Devotional – Jean Sheldon, Professor of Religion, Pacific Union College
9:00-10:00 The Impact of SDA Values and Heritage on Library Collections and Services: The Helderberg College. Barenise Peffer, Classification and Media Librarian, Helderberg College, Somerset West, South Africa. Discussion and examples of how SDA values and heritage impact library collections and services in an academic institution, including services to people with disabilities.
10:00-10:15 Break
11:15-12:00 Is the Concept of a Learning Commons Right for your Library? Kieren Bailey, Assistant Librarian, Canadian University College, Lacombe, AB. Transformation from Information Commons to Learning Commons and how to partner with other campus entities to provide the best library services for students.
12:00-1:00 Lunch – Breakout by Library Roles – Cafeteria. Technical Services, Public Services, Special Collections, Systems & Multimedia, Administrators
1:15-2:15 To Tech, or Not to Tech, That is the Question. Bruce McClay, Librarian, Walla Walla University School of Nursing, Portland, OR, & Douglas McClay, recent MLS graduate, Drexel University, Vancouver, WA. A brief look at the challenges, joys, and frustrations of integrating new technology into an old library.
2:15-3:15 Business Session II
3:15-3:30 Break
3:45-4:45 ARS Presentation: Adventist Pitcairn Island and the Pitcairn Collection. Herbert Ford, Director of the Pitcairn Islands Study Center, Pacific Union College, Angwin, CA
4:45-5:00 ARS Presentation: Tour of the Library Heritage Room. Gilbert Abella, Archives/Special Collections Librarian, Pacific Union College, Angwin, CA
5:00-6:00 Supper Break
6:30-8:00 ARS Presentation: Elmshaven Tour

Wednesday, June 22, 2011
7:00 am Depart for Silicon Valley/Golden Gate Tour: Google Tour & Presentation, Computer History Museum, Golden Gate Bridge
8:00 pm Arrive back at PUC

Thursday, June 23, 2011 – Youth Chapel, PUC Church
8:30-9:00 Devotional – Norman Knight, Outreach Chaplain, Pacific Union College
9:00-10:30 ARS Presentation: Digitization at the Andrews University Center for Adventist Research. Merlin Burt, Director of the Center for Adventist Research, Andrews University, Berrien Springs, MI
10:30-10:45 Break
10:45-11:15 ARS Presentation: Insuring We Have “Nothing to Fear”: Adventist Archives and Manuscript Collections and Adventist History. David Trim, Director of the Office of Archives and Statistics at the General Conference of Seventh-day Adventists
11:15-12:00 ARS Presentation: Adventist Resources Updates. Jim Ford, Associate Director, Center for Adventist Research, Andrews University
12:00-1:00 Lunch Break
1:00-1:45 Table Talks – Cafeteria
Digitization. Jim Ford, Andrews University
Homemade Database Applications. Alfredo Vergel, Southwestern Adventist University
The Library in a Digital World. Steve Sowder, Andrews University
Library Usage of Social Media Sites like Facebook and Twitter. Annette Melgosa, Walla Walla University
Website Redesign: The McKee Library Experience. Joe Mocnik & Stan Cottrell, Southern Adventist University

2:00-2:45


2:45-3:00

Break

3:00-4:00

Report on New Library at Adventist University of Africa, Kenya. Larry Onsager, Dean of Libraries, Andrews University, Berrien Springs, MI, & Keith Clouten, Interim Librarian, Adventist University of Africa, Nairobi, Kenya


4:00-5:00

Business Session III

6:00-8:00

Banquet

ASDAL CONFERENCE KEYNOTE SPEAKER

Stephanie Bangert, Executive Director, Office of the President, Samuel Merritt University, Oakland, California, will be the Keynote Speaker for the 31st Annual Conference of the Association of Seventh-day Adventist Librarians. “Future Horizons for Higher Education: Learning, New Technologies, and Social Organizations,” is the title of her presentation.

According to Bangert, “The purpose of the keynote presentation is to explore meta trends in higher education and society that frame national and global conversations about learning, technologies, and the rise of social organizations shaped in large part by the millennial generation. The historical role of the university is being challenged for reasons of access to, and cost and quality of, education. There is an emerging debate among leaders in higher education, government, accreditation, industry and the service sector that radical transformation of social organizations, therefore, education is past due. What does this imply for the future of libraries? How might the enduring values of an institution be maintained in a global world where boundaries are changing in rapid and complex ways? Presenter Stephanie Bangert aims to provide a context for conference issues and strands, and to generate questions and discussion for future strategies and work.”

Previous to her position at Samuel Merritt University, Bangert held the position of Associate Director, Western Association of Schools and Colleges (WASC) Senior Accrediting Commission, Alameda, CA. Bangert served as Dean for Academic Resources at St. Mary’s College of California from 1994 to 1999 and Director of the Library at St. Mary’s College of California from 1987 to 1994.

She has expertise in strategic planning, program and policy development, accreditation, budgeting, fundraising, and administration, and has done consulting for many organizations. Bangert graduated with a B.A. in History and M.L.S. from the University of California, Berkeley.

Lauren Matacio, ASDAL President-elect (matacio@andrews.edu)
GETTING TO PACIFIC UNION COLLEGE

BY AIR
Unless you plan to rent a car, it is best to fly into San Francisco or Oakland airports. Getting to PUC from either of these airports is a two-step process. The first step is to take an Evans Airport Service bus into Napa. From Napa you'll need to make a reservation through PUC Library for the final step of your journey to PUC. See the transportation service listed below for details.

If you are renting a car, Sacramento Airport is popular among Angwin’s residents. It is a little farther, but the traffic is lighter than the Bay Area.

Evans Airport Service
Evans offers transportation from the San Francisco International Airport and Oakland International Airport to Napa seven days a week. It is often best to choose an airport and flight time based on Evans’ schedule. Evans can be contacted at 707-255-1559, or on the web at http://www.evanstransportation.com/rates_scheduled_airporter.php. Reservations are not required. ONLY CASH OR LOCAL CHECKS ARE ACCEPTED.
Point of departure at SFO is outside the baggage claim area of your airline at the center divider by the blue striped concrete pillars. Look for the sign for Napa. At Oakland Airport, cross the street outside of the baggage claim area to the Regional Transit shuttle stop (the same row as hotel, rental car, and parking shuttle stops).

From Evans in Napa to PUC
To get to PUC from Napa you'll need to make a reservation through PUC to get picked up. Be sure to include your travel arrangements on your reservation form. If there are any changes in your arrival times, please contact Patrick Benner, pbenner@puc.edu, Office: 707-965-6641, Cell: 707-968-7417.

BY CAR
When using a GPS system, please do not follow directions to drive up Old Howell Mountain Road from the Silverado Trail. Instead, continue down the trail until you reach the blinking red light and proceed east on Howell Mountain Road.

From San Francisco International Airport
1. Go north on U.S. 101. Follow signs to the Bay Bridge (U.S. 80 east) toward Sacramento.
2. Take U.S. 80 east after crossing the Bay Bridge. Cross the Carquinez Bridge.
3. Turn off at the Napa exit onto HWY 37.
4. From HWY 37 turn right (going north) on HWY 29.
5. Continue through the towns of Napa, Yountville, Oakville, Rutherford, and St. Helena. One mile past St. Helena, turn right on Deer Park Road, which turns into Howell Mountain Road. (8 miles to PUC).

From Oakland International Airport
1. Take HWY 880 north.
3. Follow directions in number 2 above.

From Sacramento
1. Take U.S. 80 west toward San Francisco to HWY 12.
2. Take HWY 12 toward Napa to HWY 29.
3. Turn right on HWY 29 and follow directions in number 5 above.

Distances
From San Francisco Airport - 87 Miles
From Sacramento - 92 Miles
From Oakland - 65 Miles
From Napa - 30 Miles

Joel Lutes, ASDAL President (jlutes@puc.edu)
INTERNATIONAL TRAVELERS
International attendees who need letters of invitation in order to obtain travel visas must email Lauren Matacio (matacio@andrews.edu) at the earliest possible time!

HOUSING ACCOMMODATIONS
All housing will be in Andre Hall (dormitory, not air-conditioned). Single-room fees are $58.00/person, per day, and double-room fees are $32.00/person, per day. There is also a one-time fee of $9.00/person for the linen package which includes sheets, pillow with case, towels, and a blanket.

MEALS
The PUC cafeteria will be open for our group. The menu choices are ala carte and you should plan on spending between $5.00 and $10.00 dollars per meal.

TOURS
On Tuesday evening there will be an Adventist Resource Section sponsored tour to Elmshaven, the past home of Ellen G. White. On Wednesday we will visit the Silicon Valley (Google) and then take a short Golden Gate tour.

WEATHER
The average June temperatures in Angwin, California, range from the 50’s at night to around 75-80 degrees during the day.

ADVENTIST RESOURCES SECTION INFORMATION

James Ford

Last year the ASDAL conference attendees asked to have future Adventist Resources Section presentations made as a part of the main conference. They felt that everyone could benefit from hearing the presentations and participating in the discussions. In accordance with this request the ARS Planning Committee has worked with Lauren Matacio, President-Elect, and conference planner, to integrate the ARS presentations with the main conference. We’ve kept the ARS portions in a couple of blocks, but these blocks are a part of the main conference.

ARS begins Tuesday afternoon with a presentation by Herbert Ford from Pacific Union College. Professor Ford is probably the pre-eminent expert on Pitcairn Island within the denomination. It has been his passion for many years. For those who don’t know, Pitcairn Island is associated with the famous mutiny on the Bounty back in the 18th century. The mutineers eventually ended up on remote Pitcairn Island where they established an existence. Through the years their numbers dwindled due to unhealthy lifestyles and disease. In the late 19th century Adventist stopped on Pitcairn Island and brought the light of the gospel to the people. The Advent message took hold to the point that nearly all the inhabitants became church members.
Pitcairn is one of the missionary icons of our church. Professor Ford will tell us about Pitcairn, this mission emphasis of the church in regard to Pitcairn, the boat by that name, and what has happened in more recent years. Following his presentation he will lead us on a tour of the Pitcairn Island Study Center, the premier collection on Pitcairn in the world.

Tuesday evening, following supper, transportation will be available down the mountain to Ellen G. White’s last home named Elmshaven. You will have an opportunity to spend some time looking around this very well preserved early 20th century home. We may have a vesper program as well.

The second ARS block will be on Thursday morning when we will hear from Merlin Burt from the Andrews University Center for Adventist Research. He will talk about the burgeoning digitization work being done at Andrews. The Center is now digitizing scores of books a month plus work on sound recordings, photographs, and the World Wide Web. Dr. Burt will focus on the text aspects but will also go into the other projects as well. This is designed to be a report as well as a session to spark ideas on how you can begin doing something at your own institution.

Following Dr. Burt, we will hear from the newly elected General Conference Archivist, David Trim. Dr. Trim comes from England with a background in academia. He has a lot of fresh and new ideas for Adventist historic research and how to make them available for access around the world. You won’t want to miss his presentation and to meet him and get better acquainted.

The last portion of the morning will be used for the ARS update session where you will learn about new and upcoming resources which will be of great value to your students. There will also be a report on AdventistResources.org which was instituted in 2009.

We feel this is a set of presentations which will greatly benefit you from an informational as well as from a practical point of view. Please be sure to be there for all of the presentations as well as the evening excursion to Elmshaven.

_Jim Ford, ARS Planning Committee (fordjim@andrews.edu)_

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FREE SERVICE TO S.D.A. INTERNATIONAL LIBRARIES

Cynthia Mae Helms

Do you work in a library outside North America? If so, you may want to be aware of a valuable service that Andrews University offers. It is called the Article Delivery Arrangements with Seventh-day Adventist Academic Libraries outside North America. You may request up to five free articles (up to 40 pages each) per month. Fees apply after your institution reaches the allotted number for each month. Unused quota from previous months does not carry over to the next month. Your library is responsible for abiding by copyright regulations. This service applies only to photocopies and not to returnable items such as books, dissertations, etc. Materials found only at the Center of Adventist Research are not covered by this service.

As a standard interlibrary loan procedure, start with your local resources before trying outside resources. If you are going to submit request the request to Andrews, please do so after verifying that (a) they cannot be obtained from a library in your local area/region/country, (b) they are not freely available on the Internet, and (c) they are listed in the James White Library’s (http://www.andrews.edu/library/index.cgi) holdings. We would like to be the library of last resort.

We ask that only the person in charge of interlibrary loan at your library be responsible for submitting requests to us. There should be only one contact person who is also responsible for tracking the quota each month. Please fill out completely and accurately one request form for each item. Requests submitted as a list will not be honored and may be returned to you. No one else from your institution should be sending us requests.

To learn more about this service, go to the James White Library (JWL) home page (http://www.andrews.edu/library), scroll down to Help/Services and click on Interlibrary Loan. Under Lending, click on Article Delivery Arrangements with SDA Libraries outside North America.

There is considerable interest in dissertations done at Andrews, particularly the ones from the Theological Seminary. We have started making the full text PDF of our dissertations available in the JWL catalog. We are able to do this only with the consent of the authors, so it is possible that a current dissertation you want for your patron is not freely accessible to the public although this is a rare occurrence.

The Center for Adventist Research (CAR) does not participate in this special interlibrary loan service. If you find something in our catalog that is located in CAR only, kindly direct your requests to car@andrews.edu. Theirs is a paid service, details of which are found on their website (http://www.andrews.edu/library/car/index.html). Follow this path to locate the request form: From General Information, click on Access and Use, and then go to Form and click on Material and Research Form http://www.andrews.edu/library/car/forms/Material%20and%20Research%20Request%20Form,%202003-11.pdf.

Cynthia Mae Helms is Interlibrary Loan Librarian and Head, Dept of Information Services, James White Library, Andrews University, Berrien Springs, MI (helmsc@andrews.edu)

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Περί Παιδείας 3
ON THE ORIGIN OF THE MIDEAVAL UNIVERSITY: Studia generalia, a fundamentally humanitarian institution born out of the urban mediæval society
Illo Humphrey

Most of the fundamental institutions of our modern western society: State, Church, Court of Law, Monastery, monastic Library, Hospital, School, University, University Library, etc., derive, practically without exception, from the western European post-roman urban society. It is important to understand the origin of the mediæval university in Western Europe in order to better understand the university of today. Indeed, this institution, one of the fundamental elements in civilization management and civilization development, has its origins in the urban mediaeval society of Italy, France, England, Spain, Germany, etc.

[0] Plato in his treatise Timaios (86b and 88b), in discussing the concept of Paideia (ἡ παιδεία = paideía), within the framework of the wise management of knowledge and ignorance, considers ignorance itself the worst of all plagues, stating that ignorance is indeed a form of illness, which can lead to individual and collective cognitive dysfunction and even to individual and collective cognitive impairment. If this is true, ignorance is not just the lack of knowledge, but a dynamic and formidable force, which, if not held at bay, will provoke on a large scale, severe socio-cultural pathologies, complex patterns of varied types of criminality, developing into epidemic and even pandemic proportions. In this sense, Ignorance in the cognitive world can be compared with a state of non-hygiene, non-sanitation, in the physical world, which, if left unchecked, will rapidly lead to massive cognitive devastation, massive disease, massive loss of life, massive destruction of the environment, massive misery and suffering: ignorance being to the mind what pathogenic bacteria and pathogenic viruses are to the body. In this perspective then, the Greek term Paideia (ἡ παιδεία), a veritable Leitmotiv in three important treatises by Plato: Republic or on Justice 30 Books (Πολιτεία ἢ περὶ Δικαίοσ Λέοντος Λέοντος Λέοντος), Timaios or on Nature 40 Books (Τίμαιος ἢ περὶ Φύσιος Μείλιος), and Laws or Legislations 43 Books (Νόμοι ἢ Νομοθετίαι Μείλιος), is in itself a fundamentally cultural-humanitarian concept, which concerns principally the wise management of knowledge and ignorance, that is to say the rigorous management of intellectual hygiene, in order to obtain a functional equilibrium between the two opposing forces of knowledge and ignorance.

[1] The university is above all an urban concept. It comes into being, generally, due to a combination of factors, among which are: demographic explosion of urban centres, political power mutations, meteorological conditions, technological progress, economic growth, fluvial proximity, and, most importantly, a universal common language. In the context of medieval Europe, the university evolved slowly from rural pre-Carolingian and Carolingian monastic and cathedral schools into a more and more urban structure, meeting the needs of a more and more complex urban society. The study of urban mediaeval demography is therefore closely related to that of the birth of mediaeval schools and universities, whose evolution corresponds closely to the population growth of urban centres, that is to say cities. One observes then, in a heavily populated urban environment, schools and universities spring up more or less spontaneously, being the outgrowth of the multiple needs and aspirations of the population: agriculture and food production, spiritual and religious instruction, public and private instruction, general culture, public health and sanitation, sound government, sound law enforcement, sound economy, thriving industry, trade, commerce, construction and technology, leisure, etc., coupled with the necessity of the wise management of all the complex needs and aspirations of collective urban centres. Between the years 1088 and 1288, European mediæval schools and universities grew so exponentially that they became an integral part of urban planning and public administration.

[2] Called in its first phase Studia generalia, the European mediæval university’s function, just as that of the monastic and cathedral schools which preceded it, was the organization of education and general culture for the benefit of the ruling class and clergy, as well as for that of the ever-expanding populations, and for children of modest or unprivileged origins. Thus, in the same manner that the mediæval hospitals, infirmaries, and clinics were largely founded and organized by religious orders for the maintenance of public health and hygiene, the classical example of which is the ancient Parisian hospital Hostel-Dieu (Hostelarum Dei: Hostel of God), founded in the year 651 by the Bishop of Paris Saint Landry (Landericus Parisiorum Ecclesiae Episcopus †656), so it was with the mediæval schools, generally founded also by religious orders: Benedictine, Cistercian, and, by the so-called Mendicant Orders (Order of holy Beggars, or holy Friars), namely: Franciscan (1209), Carmelites (1214), Dominican (1215), Servites (1233), Augustinian (1256), etc., whose function was the maintenance of intellectual and cognitive hygiene, as well as the protection and safeguard of the tangible and intangible cultural-humanitarian heritage, that is to say the preservation of public education and general culture for an ever growing urban population of poor gifted students.

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Thus, the function of both university and hospital in the mediæval society was fundamentally cultural-humanitarian in nature and in scope, the hospital’s role being the wise management of public health and hygiene, the university’s being the wise management of intellectual and cognitive hygiene, that is to say the wise management of knowledge and ignorance.

Evolving then from the primitive Studia generalia of the 11th and 12th centuries into the Uniueritas magistrorum atque scholarium vel discipularum (Community | Guild of Masters and Students or Disciples | Male and Female) of the 13th century, and simply Uniueritas as of the beginning of the 14th century, the European mediæval university, just as the mediæval Hôtel-Dieu (Hostelarium Dei: Hostel of God), became little by little one of the principal actors in civilization management and civilization development.

[3] 8 Observations on School and University in the context of civilization management and development i.e.

Civilization Management:

• School and University are principal partners of the important humanitarian structures, large and small, such as: the UN – UNICEF – UNESCO – CCFD – Caritas International – Amnesty International – MSF – MDM – HRW – NAPŠ – ADRA – IRLA, etc., in the protection and the safeguard of the tangible and intangible cultural-humanitarian heritage, that is to say, the memory of the fundamentals of a given civilisation, including the genome of the flora and fauna
• School and University are principal partners in the advancement and stimulation of fundamental research
• School and University are principal partners in the management of wisdom and hygiene
• School and University are principal partners in the management of temperance and beauty
• School and University are principal partners in the management of justice and power
• School and University are principal partners in the management of courage and wealth
• School and University are principal partners in the management of happiness and suffering
• School and University are principal partners in the management of the sevenfold canon of the liberal arts, of the supplementary arts of the cognitive process, stereometry, architecture, agriculture, and of the humanitarian arts of medicine, law, human rights, etc.;

Cf. Πλάτων, ἢ Πολιτεία ἢ περὶ Δικαίοσ [Pláton, Republic, Book VII: § 522c à § 531c]; cf. I. Hadot, Arts libéraux et philosophie..., p. 71


[5] University of Paris | Statistics: Approximately 76 different Colleges comprising the Studia generalia-University of Paris

[6] University of Paris | Organization of the University: Faculty of the Arts [Facultas artium]: prerequisite studies| Faculty of Theology | Faculty of the Decree [Canon Law] | Faculty of Medicine

[7] University of Paris | Lectio = Reading | Disputatio = Debate | Praedicatio = Preaching / Teaching | Determinatio = Examination

[8] University of Paris | Faculty of the [Liberal] Arts (Quaduvium / Trivium)| Some of the principal subjects: Ethics-Morality (the Highest human and divine Good) | The Substance-Essence of Number | The 10 Categories | The 5 Universals

[9] Thus, in the framework of this brief fundamental research on the liberal arts, the origin of the mediæval university, Studia generalia, we begin to look at the concept of school-university in a new light, and we begin to perceive its primitive and fundamental role and function in the wise management of civilizations, which is non other than that of maintaining, as Plato advocates in his greatest treatise, Laws, the highest level of intellectual hygiene as possible, and this in order to hold at a reasonable and functional proportion the formidable and devastating force of ignorance.

Explicit • (IH:ih | 17th of March | 2010)
Περί Παιδείας 3

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Nota bene: Lectio | disputatio | praedicatio: whose origin is attributed to Pierre le Chantre (Petrus Cantor) | Peter the Chanter: ✡ 22 September, 1197), Professor of Theology and Music at the Cathedral school of Notre-Dame de Paris, were the basic exercises of the Studia generalia

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For more information on this subject go to http://wn.com/Mediaeval_university

Illo Humphrey is the Director/Founder of LA B.I.R.E., Mairie de Duras, France (illo.humphrey@free.fr)

확연한 배경 검증

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LIBRARIANS ON THE LOOSE—EMBEDDED LIBRARIANSHIP

Katie McGrath

From prophets of doom who foretell the extinction of libraries to those who believe that despite the revolution in information technology things will go on as they always have, librarians everywhere are looking for answers to the same urgent question: How do libraries stay relevant in an age when everything seems to be online? We believe that one key to staying relevant is integrating the library into academic programs at the most fundamental level—instruction.

Here at Southern Adventist University, we have been working hard to embed ourselves in teaching and learning. We have expanded our traditional involvement with Introduction to Public Speaking and College Composition to include visits with students in our First Year Experience program. As a part of their participation in these required classes, students now come to the library for librarian-led instruction three times during their first year on campus. Librarians are also deeply involved in many research-based classes, both presenting formal instruction and working with students individually and in small groups as the research process moves forward. Building on these successes, we have also begun to offer librarians as guest lecturers in classrooms to address a variety of topics. Many presentations center on library-related issues such as use of copyrighted materials, online resource evaluation, and the role of young adult literature in education, but librarians are also involved in classes dealing with our various subject specialty areas such as history, biology, English, and education.

In addition to traditional in-library instruction, offering individualized help, and making ourselves available as guest lecturers, we have taken the idea of embedded librarianship to its extreme conclusion: making a librarian the actual professor of the class. Five different campus courses have now been taught by professional librarians. The results of this bold move have been overwhelmingly positive, with the library receiving many benefits.

The first big payoff has been in the area of relationships. Not only do students in librarian-taught classes feel very comfortable coming to the library for help, but their friends in other classes are more comfortable as well. Students who have positive experiences in librarian-taught courses tell others about these experiences, and the library grows in popularity. Students in librarian-taught courses form close connections with a librarian and begin to see the library as more than a place to go for sources—they make the librarian’s office their first destination for a variety of needs: a listening ear, someone to pray with, help navigating the maze of life, and of course, help with research and information discovery.

But it is not just our relationships with students that have benefitted from our presence in the classroom. Since we have stepped into the role of professor, we have gained greater recognition of librarians as true peers from other members of the faculty. Because we are teaching, attending departmental meetings, participating in curriculum planning sessions, and present in the halls of academic buildings, we are becoming more recognized on campus as an integrated part of the university.

When we first began teaching in academic buildings, we would often be greeted with a surprised, “What are you doing over here?” Now, our presence is no longer a surprise, but rather an expected part of the faculty’s day. Another big payoff has been in the area of information literacy. It can be difficult to build information literacy components into other professor’s curriculum, but it is easy to build them into our own. Because we are the ones designing instruction and creating assignments, we are able to intentionally build information literacy skills into the daily activities of our students. In this way, we are able to not only deliver information in context, but also create an environment where students can practice their information skills in an authentic context.

Finally, teaching entire courses makes it easy to demonstrate that we are contributing in a meaningful, observable way to the mission of the university. Because we are so active and so visible on campus, the question of what we do all day comes up less and less often. In the place of that question comes instead, “I know you are really busy all over campus, but do you think you could work in a visit to my class?” The answer, of course, is always an enthusiastic YES! As we do more on campus, we are asked to do more on campus. As our involvement in campus life continues to grow, so does recognition of the important contributions the library makes to our university. As librarians, we know that the library is important to an institution in so many ways, and classroom involvement is one key way in which we are able to clearly demonstrate this to our stakeholders.
When we are in the classroom, we are building relationships with students and faculty, integrating information literacy into the curriculum, and making significant contributions to the mission of the university. This is the essence of embedded librarianship—being there, being involved, and being recognized as campus leaders in teaching and learning.

What new and exciting things are going on in your library? Send your ‘Libraries on the Loose’ contribution to Katie McGrath, Reference/Instruction, McKee Library, Southern Adventist University, Collegedale, Tennessee. (kmcgrath@southern.edu) Twitter: @refmaster94

BYTES & BITS

Atlantic Union College

The G. Eric Jones library now has as part of its collection, the John Henry Weidner Collection. The John Henry Weidner Foundation for the Altruistic Spirit was established at AUC in 1993. We are proud to house these important documents in the library. It is a priceless collection. John Weidner helped to establish an underground railway which assisted in saving the lives of many Jews. He was also involved in resisting the Nazi occupation of France. Weidner was a Seventh-day Adventist.

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Barbados S.D.A. Secondary School

The separate School Boards of the Barbados Seventh-day Adventist (SDA) Secondary School and the Bridgetown SDA Primary School made a decision to have a single library to cater to both schools which are located on the same compound. With this in mind, the administrators of the East Caribbean Conference of SDA, to which both schools report, requested that a qualified librarian be asked to assist.

As a former Library Director at the University of the Southern Caribbean, I answered the call and was happy for the first time to work in the country of my birth. As an ASDAL member, I have attended ASDAL and ALA Conferences which have been beneficial especially now that I am working mainly at a Secondary School Library versus the University level.

The library building is small, and its holdings are now approaching 7,500 volumes. Both schools inclusively have an enrollment of approximately 650 students, and the small size of the library creates a problem in that the seating capacity is not sufficient for the number of students who wish to use the facility. Future plans for the school will have to include a new library, large enough to cater to more students. The Library also includes tertiary level volumes since it also caters to students enrolled in the Extension School of the University of the Southern Caribbean. I am thankful to the Library Director at that university for working closely with me, and sharing information needed for students.

A positive for the library is that its technology component is a plus for the students. Students have been introduced to EBSCOhost, to GALE Virtual Reference Library and Academic OneFile plus other Search tools that benefit academic libraries on the Secondary and College levels. Fees and passwords are generated by the Education Ministry of the Barbados Government and also by the University of the Southern Caribbean.

Our library has adopted the KOHA Integrated Library Program and at present we are still busy putting in the basic cataloguing information for our books. We find it very useful for our needs in retrieving titles, authors and subject headings. Very soon our in-house Programmer will guide us in our Circulation thrust, when we will adopt the use of our barcode system.
Canadian University College

Canadian University College is planning a new library. Administration has hired Brenda Beck, a building consultant. She is currently creating a functional space programming document for a new library. We will begin fundraising on May 1st.

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Oakwood University

It’s been a time of transition at Oakwood University. Oakwood’s new president, Dr. Leslie N. Pollard began his tenure on January 3, 2011. Dr. Mervyn Warren served as interim president from June 2010 to January 2011, following Dr. Delbert Baker’s appointment as a vice-president of the General Conference. The institution is preparing for re-accreditation from the Southern Association of Colleges and Schools (SACS) in Spring 2012.

Two librarians currently serve on the Quality Enhancement Plan Committee and have been instrumental in writing portions of the QEP document and providing resources for the development of the plan. Items from the Dewey Collection of about 4,700 books are being selectively re-classed to Library of Congress Classification and shifting is taking place to accommodate the changes in call number.

A decision requiring all freshmen to participate in library instruction through the “introduction to college” class, OU 101, resulted in an additional 20 classes or about 500 students. The SirsiDynix LMS was recently upgraded to Symphony 3.4.

The renovated and named Clara Peterson-Rock Museum honors Oakwood’s first archivist and is a visual story of Oakwood University and Black Adventism in the context of American history. Its completion and dedication were highlights of the year. The Museum welcomed ASDAL conference attendees, Huntsville-Madison Public Library librarians, scout groups, local residents, alumni, and friends of Oakwood, and more recently, the Oakwood Constituency and the General Conference Spring Council delegations.

During the month of March, the Library hosted the Annual Pages for Children Book Drive, and collected more than 300 new and gently used books, magazines, greeting cards, crayons and games that will be shared with children in area hospitals. This is the second year that the library partnered with Pages for Children and plans to continue the annual book and card drive.
The PUC Library is poised to engage in renovation this coming summer. Right after graduation, it will be action time to paint and carpet the library. The renovation also includes new furniture and new lighting throughout the library. The current library was built in 1958, and it needs a lot of face lift. At last, there will be adequate electrical outlets to accommodate laptops and other equipment. Those of you coming ASDAL at PUC, you will witness a lot of noise and activity in the library.

Adu Worku (aworku@puc.edu)
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ASDAL Action is the official publication of the Association of Seventh-day Adventist Librarians. Its purpose is to keep members abreast of the association’s activities, collection development projects and activities related to SDA materials, and the progress of SDA libraries throughout the world. It includes scholarly articles, bibliographies, book reviews, and other information that keeps SDA librarians up-to-date with the profession.

It is published three times a year: fall, winter, and spring. Deadlines are October 15, January 15, and April 15. Your subscription is part of the ASDAL membership fee. Non-members pay $20.00 per year.

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