

ACTEA Librarians eNews #12, September 2005

The mission of ACTEA is to promote quality evangelical theological education in Africa by providing supporting services, facilitating academic recognition, and fostering continental and inter-continental cooperation.

Greetings Fellow Librarians and Information Workers,

I trust that you are well into the New Year and have exciting things planned for your libraries.

In this issue of ACTEA Librarians eNews:

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3. The "Blended" Librarian
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1. "Shifted" Librarians

Jenny Levine (a librarian in the USA) coined this term to describe a librarian who is working to make libraries more portable or "shifted". She got the idea from a court case on copyright where the Supreme Court ruled in favour of the accused who was said to be simply "space shifting" when he copied a purchased music CD on to a blank CD.

Levine says that library patrons now expect information to come to them, via e-mail, the Web, online chats, cell phone, internet accessible catalogues and remote databases for access from home or anywhere else. She says that people aren't going out to get information, instead, it is coming to them.

What are we doing as librarians doing to meet the need for library portability? Do your faculty have access to the library catalogue from their studies? Are learners permitted to renew books over the telephone? Can learners ask reference queries over the phone? Do you have internet access in your library?

Jenny's presentation can be seen on:

www.sls.lib.il.us/infotech/presentations/shifting/

2. Disaster Planning

Do you have a plan in place for disaster? Disaster can result from something as simple as a roof leak or a broken water pipe. Major disasters may include fire, civil unrest, a bomb blast, or a flood.

You need a plan. Write it in small phrases. Have plans in place to prevent any preventable disasters from taking place in the first instance! Then consider most types of disaster that are likely to occur. To get you started you might need to consider the following:

1. Most important are you adequately insured? Read the small print.
2. What will the staff do during the disaster? Who can function under stress? What will administration expect?
3. Assign responsibilities
4. Prioritize the recovery of the collection and equipment
5. How should the library respond?

The above ideas were gleaned from the Special Libraries Association

www.sla.org/content/resources/inforesour/sept11help/disip/infokit.cfm

[It is worthwhile to check out the whole website, www.sla.org, for relevant information for your library.]

You will be able to add many other ideas to the list for a plan for disaster. Please write in and give us your ideas. Perhaps libraries in Sierra Leone, Liberia, Congo (Zaire) or other countries that have experienced disasters could tell us what you did or what you learned from your experiences.

Producing a disaster plan sounds difficult but the main thing is to start somewhere. You can always fine tune the plan as you go along. Remember that in the event of a disaster you may have to "compete" with other departments for "restoration" in the recovery phase be sure you have a clearly articulated recovery plan to present to administration.

Keep backups of all electronic data and documentation. It is a good idea to have backups somewhere off campus (as many as three different sets of backups in different locations might be a good idea). Recording the current value of each item catalogued is a good idea. Do you have an inventory of all your electronic media and videos, which also has records their current value?

3. The "Blended" Librarian

The American Library Association is now holding a seminar (8-22 September 2005) entitled "Effective Collaboration for Campus-wide Information Literacy: The Blended Librarian's Perspective on How to Make it Work".

The definition of a blended librarian (from the advert for the seminar) reads "A blended librarian is an academic librarian who combines traditional library and information technology skills, instructional design and technology skills and knowledge of collections of instructional resources with current trends in developing and distributing instructional resources." An example of the latter would be curriculum development and teaching methods. From this point of view the librarian's integration into the teaching and learning process is essential and faculty and librarians must be able to work together in a collegial way. This approach to librarianship, it is hoped, will help achieve maximum integration of the teaching and learning process throughout academic institutions. What is required is a team approach to learning.

This is a really exciting development in librarianship and one which we need to embrace. Librarianship is placed squarely within the teaching-learning process. The librarian's unique skills are brought to the table and the librarian also learns new professional skills by interaction with academics. If we are to be relevant in the 21st century we need to assert ourselves and take our place in the academic arena. How many of you attend Faculty Meetings? If you are not attending meetings it means that Faculty/ Administration do not understand your role in the whole education/ literacy process. Educate them now! Do not think that because you are in a small solo library somewhere in Africa that this does not apply to you it does!

It is unlikely that many of you will have access to the following article, but I will provide details anyway, just in case!

"The Blended Librarian: A Blueprint for Redefining the Teaching & Learning Role of Academic Librarians" by Steven Bell & John Shank in *College & Research Libraries* 65(7):372-375, July/August 2005.

4. Lighting for Libraries

As reading is the most important activity in libraries proper lighting is crucial to the overall success of the library. In a lighting project for Libris Design (supported by the US Institute of Museum and Library services) David Malman suggests some things one might consider when planning for the lighting of a library.

1. Light Sources:
 - a. Fluorescent - usually the best choice for energy efficiency, good colour and long lamp life. Disadvantages mercury pollution and hissing noise; won't come on with low voltage.
 - b. Incandescent. Should be avoided low efficiency and short life.
 - c. High-Intensity Discharge Lights very good colour, high efficiency and small size are advantages, provide much higher levels of light. Disadvantage - Noise.
 - d. Daylight use of this form of lighting is a function of good architectural design. Natural light is soothing to read by. Problems with fading of books on surrounding shelves and heat may be a problem you may need blinds.
2. Light Fixtures
 - a. Indirect lighting e.g. fluorescent lights to light up a light colour ceiling.
 - b. Direct lighting down lights to illuminate reading tables
 - c. Table lamps

You may require different lighting for different areas in the Library, e.g. service desks must have adequate lighting for reading but should not cause reflected glare in computer screens. Lighting should be pleasant as staff spends long hours at the service desk. Stack areas might be well lit with a mixture of direct lighting. Reading areas might make use of more sun light.

Lighting and architecture should work in harmony to create a pleasant working environment. Remember to be innovative in your approaches to the placing of lighting. Mention has already been made of indirect lighting and the use of natural sunlight.

These ideas have been drawn from an article "Lighting for Libraries". Created by David Malman (Architectural Lighting Design). It is provided by the Libris Design Project which is supported by the US Institute of Museum and Library Services. If you are planning a new library this article is a must.

You can access it at: www.librisdesign.org/docs/LightingLibraries.pdf

By the way, this internet site has other articles available for viewing on other topics related to library design, including:

- Acoustics for Libraries
- Collection Preservation in Library Building Design
- Cost Estimating Simplified
- Daylighting Design in Libraries
- Furniture and Shelving: Specification and Bidding
- Furniture for Libraries

- Library Collection Storage
- Library Interior Finish Materials
- Library Security Lighting for Libraries
- Renovation or a New Library: A Planning Process
- Site Selection
- Sustainable Library Design
- Technology Infrastructure Design for Libraries
- Universal Access in Libraries
- Wayfinding and Signage in Library Design

Go to: www.librisdesign.org/docs/

5. Theft in Libraries

This unpleasant topic needs to be aired. We are all familiar with the awful feeling experienced when we suspect theft in the library. All libraries have this problem, unfortunately, even ones in Christian schools!

The ALA (American Library Association) has guidelines regarding thefts from libraries. (That you have a commercial security system in place is taken for granted many of us don't have this luxury!) A few points from the guidelines follow:

- a. Appoint a Library Security Officer.
- b. Communicate with Law Enforcement Agencies foster good working relations.
- c. Report to Library and Book and Manuscript-Related Groups. Inform local rare book, manuscript and second-hand book sellers of your libraries collection.
- d. Know and Implement Preventive Security Measures in the Library e.g., Library stamp in all books, and not only in one place in the book; Provide proof of ownership catalogue card or something else; Eliminate catalogue backlogs. Stolen books that have been described in detail are far less easily sold.
- e. Conduct regular inventories.
- f. With really rare books record and verify every users ID and home address.
- g. Have limited access for rare books
- h. A recent theft or act of vandalism may give an indication of a building area, subject or artifact that will be the target of future theft or mutilation. Transfer the collection to a more secure place if possible.
- i. Reader use of materials should be confined to a secure area monitored by staff trained in surveillance.
- j. Install Security cameras.

Remember you should have a policy in place for reacting to Library Theft. ALA provides some guidelines:

1. Discreetly call for security or police. Try to tactfully keep the suspect in the library.
2. Do not confront a suspect with accusations. The suspect may have made an honest mistake.
3. If the suspect tries to leave before relevant authorities arrive, detain him/her by asking for registration details.

The theft policy of the ALA is quite comprehensive but it is largely relevant to the American scene so it is not produced in full here. If you are interested go to this page on the ALA website:

www.ala.org/ala/acrl/acrlstandards/guidelinesregardingthefts.htm

The point is, Have you a policy in place which is suited to your particular library? The Principal and Faculty must be involved in drawing up a policy. What disciplinary measures can be instituted against the delinquent borrower who steals books? This information should appear in the Student Handbook.

6. MARC specialized tools

For those of you who are using MARC to catalogue your books there are a number of free tools which could make your life more interesting and exciting as you catalogue. Two are mentioned below:

1. The Cataloguing Calculator is free from Kyle Banerjee (Oregon State University, 250 Winter Street, Salem OR 97301-3950 USA) Internet e-mail address: banerjek@earthlink.net

This calculator finds variable and fixed MARC fields (bibliographic and authority data), language codes, geographic area codes, publication country codes, AACR2 abbreviations, LC main entry and geographic Cutter numbers. Try it out at: <http://calculate.alptown.com/>

2. MARC Template Library. The MARC Template Library is a C++ library for MARC21 bibliographic records using C++ templates and the Standard Template Library. Open Source released under a BSD License.

<http://mtl.sourceforge.net>

Contact:

MARC Template Library
11/148 Brunner Road
Adamstown, NSW 2289
Australia Internet
e-mail address: markbasedow@bigpond.com

7. Our readers have their say

David Matsveru (studying Library and Information Science at the University of Botswana) says, "Thank you for affording us a platform to interact as professionals of Library and Information Science". He goes on to talk about professionalism and librarianship. He feels that librarianship is a profession which "is still trying to find it's way in the world of professions" and suggests that there is debate as to "whether librarianship is an art or a science" and says that "this impacts strongly on our profession".

As a science, "there are rules and regulations, there is no innovation, you are controlled. Librarianship as an art - you experiment with the situation."

In answer to Anne Podmore's question about compiling a subject catalogue (see last issue) David suggests that "a subject catalogue can be compiled by the individual librarian. You combine Sears principles and DDC subject facets to create your own subject list or subject catalogue."

I agree with you, David, when you suggest that "theological librarians should have subject interests far broader than theology alone." You contend that "there is also a need for a deep understanding of of theological field as well."

On theft in libraries David says, "Firstly, librarians are not police officers... our calling is to help people use information sources to their fullest." As a remedy he suggests "employing security guards or purchasing an alarm system."

David suggests that "mis-shelving and mutilation of information resources are a sign of a serious problem." He suggests that lecturers and students "should work together before term begins to determine how many copies of a book or other resource material should be available on Short Loan". David, I would suggest that lecturers and the librarian should have a very close relationship in order to ensure that students have enough study materials.

Thank you for your wonderful letter. I can see that we have a first class librarian in the making!

Well guys that is all for now!

Please write in and air your views. You can reach me at: dfitz@bisa.org.za

God bless.

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