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ANZTLA NEWSLETTER

**No 45
January 2002**

**HARVEST BIBLE COLLEGE
LIBRARY**

AUSTRALIAN AND NEW ZEALAND THEOLOGICAL LIBRARY ASSOCIATION

ANZTLA is an association of libraries and individuals involved and interested in theological librarianship. It seeks to co-operate with Australian and New Zealand Association of Theological Schools and to promote its aims and objectives insofar as they apply to libraries and librarianship. However, membership is open to all libraries and individuals sharing the interests of the Association, upon payment of the prescribed fee.

The ANZTLA Newsletter is published three times a year to provide a means of communication between members and interested persons.

Contributions are invited of relevant articles and items of interest to theological librarianship; scholarly articles; information on all aspects of librarianship; book reviews; library profiles; and news about libraries and librarians. Articles should be typed, and submitted to the Editor preferably in Word 6.0 electronically or on floppy disk; hard copy for scanning acceptable.

ANZTLA holds an annual conference, in association with the conference of the Australian and New Zealand Association of Theological Schools where practicable. Local Chapters of the Association in the major cities provide a forum for local interaction.

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ANZTLA Membership and Subscription to the Newsletter:

Association membership (which includes Newsletter subscription) \$A50 p.a.; Newsletter only \$A25 p.a. Payment in Australian dollars to Treasurer (Payment in any currency other than Australian dollars requires a further \$A10. Some back issues available from the Editor (\$A7.00 each).

Advertising in ANZTLA Newsletter:

Full page \$A120; half page \$A60. Advertising material should be tendered copy ready electronically, on disk or hard copy. *Circulation* : approximately 130 subscriptions to theological library managers and other readers interested in theological publications.



ANZTLA NEWSLETTER

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From the Editor



This issue continues some of the contributions made by speakers at the July 2001 conference in Auckland., in particular the paper presented by Filomena Davies on information literacy. Chris Szekely was not able to provide us with a paper for publication. Included however is a note regarding two of his journal articles which may be of interest for your follow-up.

The annual overview of Reference Resources continues with another contribution from Rhonda Barry. Many of us are involved in quite small libraries and are not always able, by dint of budgetary constraints, to keep abreast of new publications in the area of reference materials. We appreciate having the expertise of Moore College staff through Rhonda Barry in the continued provision of this service. Those readers who subscribe to ANZTLA-forum are no doubt familiar with the frequent offerings of Denise Cadman, in Brisbane, of information regarding interesting and relevant sites on the Internet. I have endeavoured to draw together some of these.

I have found the past year particularly taxing, and therefore, with some reluctance, I have come to the decision to bring to a close my career as Editor of the ANZTLA Newsletter. I have greatly enjoyed the challenges of this role and appreciated the many kind remarks expressed by readers over the years. I believe it is time for new talents to be tapped and revealed. ANZTLA members are invited to consider this strategic and challenging responsibility of the Association.

With every good wish to you all for a fulfilling 2002.

Lynn Pryor

ANZTLA Affairs



Kim Robinson, President of ANZTLA since 1997, chose not to stand for re-election. As I take over from him, I would like to acknowledge Kim's time as President and his continuing contribution to the Association. There are few people who have served the Association in so many capacities: Newsletter editor, ARI indexer and editor and President.

At this year's Annual General Meeting, the membership voted on some important changes for the Association, amongst which was a decision to become a company limited by guarantee under Australian Commonwealth Corporations law. The Executive has spent a good deal of time on this issue since the AGM, to ensure that we are fully informed of options and issues arising from this decision. We have also found a more cost-effective way of becoming incorporated than that notified at the AGM. As I write this, we are now in a position to move ahead with the process, including the drafting of an amended constitution for ANZTLA, which will take account the requirements of incorporation.

The AGM also approved the Executive setting up a sub committee to work on amending the constitution. This will proceed once we have a base document from the lawyer to work with.

The other major issue in process is the purchase by ANZTLA of the share of the Australasian Religion Index (ARI) data held by Charles Sturt University, and the development of new software to enable indexers to index directly on line, without further data input by another party. The terms of purchase have been agreed on, and once ANZTLA becomes incorporated as a Company, we will be in a position to proceed with the purchase. Much of the new software has been developed, and trials are underway. It is hoped that it will be ready for use by April 2002.

Lynn Pryor has notified her intention to relinquish the position of Editor of the *Newsletter* at the next AGM in July of this year. Please give thought to a possible replacement, and offer your services if you have an interest in this position. Stephen Connelly has resigned as the ANZTLA forum list administrator, and Jocelyn Morris (Luther Seminary) has taken on this role.

As advertised already, the 2002 conference will be held in Canberra, 4-7 July. The 2003 conference will take place in Perth, 10-13 July; this is an advance notice, to enable you to start thinking about the possibility of a mid-winter break in Western Australia.

Judith Bright
President

Information Literacy : Promoting Ourselves as the Experts

Filomena Davies

In this brave new so-called Knowledge Society, probably the most important skills that anyone can possess are information literacy skills and we Librarians are ideally positioned to encourage, teach and foster these skills in our students and colleagues to help them in their study, teaching and research. What I want to do in this session is to tell you a little of my experience that I have gained in my years as the Instructional Services Librarian at AUT. If I'm preaching to the converted, my apologies, but I hope that we will be able to share and learn from each other. Incidentally, I am aware that the numbers of clients we deal with will vary considerably, depending on the size of the institution we work in, but that doesn't matter. The principles are the same whether you are dealing with individuals, small or large groups.

So, where did this concept come from? Is it just another passing fad? To many, the term "information literacy" seems to be just another bit of jargon that forms the "technobabble" of the Information Age, joining an ever-growing list of "literacies" deemed necessary for survival in the 21st century. But, in fact, information literacy is not just about computers and technology, nor is it a very recent invention.

Although the concept was already being discussed in the mid 1960s, Paul Zurkowski first used the term in 1974 in a report entitled *The information service environment, relationships and priorities* (Zurkowski, 1974). At that time, Zurkowski was the President of the Information Industry Association in the U.S., and in his report he introduced the concept thus:

"People trained in the application of information resources to their work can be called information literates. They have learned techniques and skills for using the wide range of information tools as well as primary sources in molding [sic] information solutions to their problems." (Carbo, s.d., p.2)

That same year, at the National Conference on Library and Information Science, Zurkowski suggested the goal of achieving information literacy in the U.S. by the end of the 1980s (Guangjun, 1998). What did happen was that in 1989 the American Library Association adopted a definition of information literacy that became - and still is - universally accepted.

So, what is this definition? The American Library Association Presidential Committee on Information Literacy considers that to be information literate, people must be able to:

"Recognise when information is needed and have the ability to locate, evaluate and use effectively the information needed. Ultimately information-literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organised, how to find information and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning because they can always find information for the task or decision at hand." (p.1).

Later definitions make explicit skills that are implicit in this definition, eg, Christine Bruce (1997) suggests that an information literate person:

- Recognises the need for information
- Recognises that accurate and complete information is the basis for intelligent decision-making
- Identifies potential sources of information
- Develops successful search strategies
- Gains access to [appropriate] sources of information, including computer-based and other technologies
- Evaluates information
- Organises information for practical applications
- Integrates new information into an existing body of knowledge
- Uses information in critical thinking and problem-solving.

From this, it is clear that information literacy is a process that incorporates many different and often complex skills. Contrary to popular belief among the technocrats, information literacy is not to be confused with computer skills or information technology. Knowing how to use a pc is becoming increasingly important – some would say an absolute - but it is only one of the many skills that can help to make one information literate.

I hope that all I have said so far has made it patently obvious that being information literate is the best possible aid when undertaking research. Researchers today have far more information available to them to sift through than at any other time in human history. In fact, according to Gert Hopstede, a Dutch Professor who specialises in organisational behaviour, human beings are in danger of killing themselves with information stress (Bundy, 1997). Consider this extract from an article published in the *Professional reading guide for educational administrators* in which the professor was quoted (Bundy, 1997):

“We are awash with information. We are surrounded, prodded, consumed, and overwhelmed by it... A weekday edition of the New York Times now carried more information than the average person in the 17th century would digest in a lifetime. One thousand books are published every day. The total of all printed information doubles every five years. More information has been generated in the last three decades than in all the previous 5000 put together. We are in the midst of an information explosion. And, as is the nature with explosions, the casualties are mounting up. Psychologists are increasingly talking about a strange new ailment – Information Fatigue Syndrome.” (Ida Silva quoted in Bundy, 1997)

To return to our Dutch professor:

“Human beings were not designed to handle huge volumes of data. Basically, humans are very smart chimpanzees – there’s only 1.6 difference in our genes and those of our primate cousins – we program VCRs and fly space shuttles with the same brains our ancestors used to grunt or carve stone tools.” (Hopstede quoted in Bundy, 1997)

Plenty of food for thought there, though I think the professor’s observation really highlights the amazing capacity for humans to develop and adapt. But I digress...

One of the greatest difficulties facing students and researchers in their quest for information is the ability to create good search strategies for locating appropriate information accurately. Usually wide searches have to be made of secondary sources of information such as indexes and bibliographies - these days the term “metadata” describes data about data - to arrive at the primary source. Once that is determined, then the researcher must literally get his or her hands on that primary source - and that is not always the easiest part of the whole process! In fact, it can be the most frus-

trating and difficult. Even at their most basic, literature searches need careful planning and methodical execution, and the researcher needs patience and tenacity in large measure.

Last year I attended the Commonwealth Library Association's Seminar on User Education that was held in Christchurch. The keynote speaker was Professor Peter Underwood from the University of Capetown, and formerly an Oxford don. In his speech, the topic of which was the need for a strategic framework for information literacy and user education, he talked at length about the effective search, or what he also referred to as the "Information retrieval game". For me, he highlighted something that I think we Librarians can often overlook when helping our clients. It's not deliberate, I hasten to add, but it is simply because our familiarity with the process makes us assume that our clients are as familiar with it as we are. Let me quote Professor Underwood:

"Our job is to work with information and the game I have outlined is a well-known part of any course on information retrieval within the professional discourse. It is, however, largely unknown outside our domain. To "know the game" is to be in control of searching and "knowing the game" has recently become of much greater significance. With the widespread availability of search engines associated with CD-ROM databases and Internet resources, especially the World Wide Web, searching has become a more frequently encountered task for users, as well as for those who work professionally with information. We do our users a disservice by not making clear that searching is often problematic and is certainly a skill that they need to acquire. To pretend, as some of the search engine publicity would suggest, that effective searching is only a matter of typing in a few words to describe a topic is simply crass and it is certainly not a sound motivational technique when we *know* that such an approach will, in most cases, result in failure and frustration." (Underwood, 2000, p.4.)

So, the challenge there to you and to me is not to assume that all researchers, students or staff who cross our path will automatically know about using searching techniques such as Boolean algebra, or will know their MeSH from their LCSH. Dr Alan Bundy, a prominent Australian University Librarian and advocate of information literacy, used a quotation from T.S. Eliot's *The Rook* to preface a paper on the topic. I think it is apt.

Where is the life we have lost in living?

Where is the wisdom we have lost in knowledge?

Where is the knowledge we have lost in information?

So what do we do about it? Well, the first thing to remember is that there are many, many ways to skin the proverbial cat, and you will probably use different approaches to different situations and clients. What suits one group won't necessarily suit another and it is important not to make assumptions about the client's level of knowledge. I have encountered postgraduate students who knew much less than undergraduates about how to embark on literature searches, for example. Sadly it's not uncommon.

Credibility is important, and I would strongly recommend that if you intend to teach groups of students and don't already have a teaching qualification, you should obtain one. Many Universities and Polytechnics offer Certificates in Adult or Tertiary Teaching that are taught part-time. Apart from gaining you credentials, it will give you the confidence and security to teach successfully. **Remember that you *are* the expert.** If you really don't like teaching, give the job to someone who does. A passionate teacher will inspire and there is no bigger turn-off than a lack-lustre performance. We each have our own unique style and we should develop it.

The next challenge is to make sure that you have the support of the academic staff. No matter how knowledgeable and keen you are to impart your wisdom to students, you won't get anywhere unless you have the support and collaboration of the teaching staff. The success of any information literacy programme will depend on collaboration. How do you do that? It can be done in a number of ways, for example, formally through boards of studies or through attending departmental meetings, but, in my experience, nothing beats the personal approach. Target key people and talk to them. If you are starting from scratch and it seems like an insurmountable task to cover all the students at once, focus on one or two departments to begin with where you have used shameless opportunism to cultivate sympathetic staff and work hard with them. Other departments will soon hear about the success of your tutorials and will want it for their students too.

The ideal is that your programme will be so indispensable that it will be integrated into the curriculum and become part of the students' assessment. I found that this strategy worked beautifully when I collaborated with the very enlightened programme leader of a first year undergraduate programme in the Health Studies Faculty. The information literacy programme for that course comprised a Library orientation, three tutorials and a Library-based research assignment that was worth 40% of the module, followed by annual revision for the students as they went through their course. The success of this programme led to its adoption by other schools, with adjustments to suit the course requirements. Flexibility and adaptability are the keys to success.

Once we had "sold" the idea of an information literacy programme, the next step was to plan the *when*, *where* and *what*. We had already taken care of the *who* and the *how* – the *who* were the students in their tutorial groups of about 15-20 and the *how* was by orientation followed by three weekly lectures. The *when* is crucial. Poor timing of sessions can completely negate what you are trying to do. In my experience, it is a waste of time to run sessions in the first few weeks of a new semester. At best, you can offer orientations then, but don't expect the students to remember everything you tell them. They are usually like stunned mullets by the end of the first couple of weeks because they are trying to adapt to a new and unfamiliar environment. For the same reason, I have found that sessions after 2pm are not a good idea. I strongly recommend that you try to link the tutorials to the first major assignment that the students have to complete and that you base any Library assignment on the topics that the first assignment covers. If the students see the relevance of what you are trying to teach them to their course work, they will take more notice and be more interested. The assignment that is done best is the one that is assessed and carries credit. You all know as well as I do that students are reluctant to put energy into work that won't give them marks.

It is possible to get good results from Library assignments even when they are not credit-bearing. One school I worked with wasn't able quickly to change its course outlines to include a credit-bearing Library assignment, so we got agreement to make the Library assignment part of the preparation for the first major essay. The assignment required students to locate, retrieve, analyse and critique information on given topics that then had to be included in their essays and reference lists. Evidence of their literature searches and an evaluation of the process they used had to be handed in with the essay and failure to do so meant that the assignment was not completed. In another course, the students had to present the results of their literature searches to their tutorial group and had to justify why they had used or rejected the information they had retrieved. I have digressed a little, but the timing of assignments is as important as the timing of tutorials.

Where you teach is entirely up to you and the resources available to you. I have taught in the Library, in computer labs., classrooms and lecture theatres. I prefer to teach in small groups of around 15, but that's not always possible. When I first started, I used classrooms with overhead projectors and whiteboards, but my preference now is to use datashow and the trusty whiteboard. I have found that splitting tutorials into a "look-and-listen-and-ask" session followed by "hands-on" with a p.c. works pretty well

with most groups. If I have to teach everything in a computer lab., I find that it helps to have a colleague there to do the trouble-shooting. Trying to teach a class solely in a computer lab. is like trying to herd cats – but take heart - my colleagues who teach computing classes all the time tell me that they fare no better. And what's more, teaching academics in the computer lab. is far worse than teaching students – it's impossible to keep them together!

If I might go back to timing for a moment, one problem with which we fought long and hard was the business of getting students logged in to their internet accounts. Until our Information Technology Group set up student support, we found that we wasted valuable teaching time just helping students to register their internet accounts. Early in the semester, many students wouldn't have internet accounts at all because their fees had not been paid for whatever reason. This was frustrating for the students and the Librarian since the students couldn't practise what the Librarian was preaching about online searching. I suspect that for most of you there will be little, if any, IT support and that you are "it", so you will probably have to take this into account in your session-planning.

Another *where* that we have not yet considered is online. Distance learning is increasing exponentially, but, although I did embark on creating an online module for distance students, I do not feel that I am yet in a position to comment on the success or otherwise of this mode of delivery. If any of you have ventured into online teaching, I would love to hear about your experiences.

That leaves us with *what*. Again, you will decide and vary what you teach according to the particular needs of your students. I have found that the best approach is to keep the process logical and simple. I mentioned before that it is dangerous to assume the students' level of knowledge. It will probably be as varied as the individuals in the class. I have always tried to separate teaching about the Library catalogue from teaching about journal indexes. I think it is a pity that lecturers expect students to be able to search journal literature before they know the very basics of competent catalogue searching. I really believe that this is where we Librarians should take a stand. Remember that **we** are the experts, **we** are the professionals, **and we** trained for this, **not** the lecturers. We know the complexities of how these various tools are arranged, their content and the correct mode of searching them. Unfortunately, although the principles of using indexes remain the same and were relatively straightforward with print, computer technology, I think, has made index use far more complex while, simultaneously, indexes have become far more accessible to all and sundry. Once upon a time, Librarians searched the National Bibliography or Index New Zealand for clients. Now the clients do it themselves and what's more, they don't have to go to a Library to do it. How often have you come across a student wading through a couple of thousand records when a properly planned search strategy using a little Boolean logic would have given them exactly what they needed?

We Librarians have an opportunity to make a difference by teaching the correct or best way to search for information and most importantly, to explain the missing link - how, having found a reference, do they find the item itself, whatever it is. As I said previously, keep the process simple and logical. Avoid jargon like the plague, explain and define the terms we take for granted - descriptors, citations, field labels, records, abstracts, call numbers, DDC, corporate authors and so on. It even helps to explain how journals are published because lots of people don't understand the difference between a volume and an issue number. By the way, when you take classes, don't be afraid to include the lecturers as well. They may or may not be experienced Library users, but they are not afraid to ask questions that their students won't ask and they can often highlight particular areas that their students need to know about. You can plan your sessions to be as general as you think fit or you can perhaps concentrate on specific databases that your clients need to learn about.

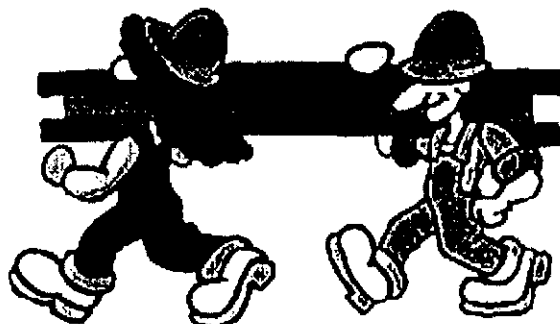
So, there we have it. A brief look at information literacy and what it is, followed by some pointers to help you get started in teaching, or for those of you who are teaching already, encouragement to continue. Just to end, let me tell you a story about a class of part-time students that I once had. It was an evening class and they were a lively group, all except for one young man. He was beautifully dressed and totally silent throughout the whole session, until, at the end, he came to me and thanked me for the session. Then he asked me why had the session happened when he was almost at the end of his course – why hadn't it happened at the beginning? He then told me that a friend of his had dropped out of the course because he didn't know how to do research and if he had had a session like the one we had just had he was sure his friend would have succeeded. You can imagine why I have never forgotten that young man and you will understand why I am passionate about information literacy. It's simple really. Information literacy skills are the best possible gift that we can give our clients. It is a gift that will last them a lifetime.

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June 2001

“Building Theological Libraries”



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Reference Resources 2001

Rhonda Barry

Biblical Studies

Arndt, William. *A Greek-English lexicon of the New Testament and other early Christian literature*. 3rd ed. Chicago : University of Chicago Press, 2000. 0226039331

Colossians. Compiled by Watson E. Mills. Lewiston, N.Y. : Mellen Biblical Press, 1999. 0773424768 \$78.00

Dictionary of New Testament background. Editors, Craig A. Evans, Stanley E. Porter. Downers Grove, Ill. : InterVarsity Press, 2000. 0830817808 \$55.00

DiTommaso, Lorenzo. *A bibliography of Pseudepigrapha research, 1850-1999*. Sheffield : Sheffield Academic Press, 2001. 1841272132 \$300.00

Eerdmans dictionary of the Bible. Editor, David Noel Freedman. Grand Rapids : Eerdmans, 2000. 0802824005 \$30.00

Essential IVP reference collection. Leicester : Inter-Varsity Press, 2001. \$260.00
1 compact disc containing several of the IVP reference works. Requires Windows 3.1, 95, 98 or Win2000, 16 MB RAM.

Hoffmann, Paul. *Synoptic concordance : a Greek concordance to the first three Gospels in synoptic arrangement*. Vol. 4. P-O. Berlin : de Gruyter, 2000. 3110166194 \$300.00

Hupper, William G. *An index to English periodical literature on the Old Testament and ancient Near Eastern studies*. Vol. 8. Lanham, MD : American Theological Library Association and Scarecrow Press, 1999. 0810836459 \$60.00

Mills, Watson E. *Bibliographies on the life and teachings of Jesus*. Vol. 1. Lewiston : Mellen Biblical Press, 1999. 0773424466 \$52.00

New dictionary of Biblical theology. Editors, T. Desmond Alexander, Brian S. Rosner. Leicester : Inter-Varsity Press, 2000. 085111976X \$55.00

New Interpreter's Bible. Vol. 6. Nashville : Abingdon Press, 2001. 0687278198 \$150.00

NIV theological dictionary of New Testament words : an abridgement of the New international dictionary of New Testament theology. Editor, Verlyn Verbrugge. Grand Rapids : Zondervan, 2000. 0310216508 \$80.00

The Oxford guide to people & places of the Bible. Edited by Bruce M. Metzger, Michael D. Coogan. New York : Oxford University Press, 2001. 0195146417 \$65.00

Strong, James. *The new Strong's guide to Bible words : an English index to Hebrew and Greek words*. Nashville : T. Nelson, 1996. 0785211977 \$15.00

Theological dictionary of the Old Testament. Edited by G. Johannes Botterweck and Helmer Ringgren ; translated by John T. Willis. Vol. 11. Grand Rapids : Eerdmans, 2001. 0802823351 \$50.00

Theology

The Dictionary of historical theology. Editor, Trevor A. Hart. Carlisle : Paternoster Press, 2000. 1842270028 \$100.00

The Encyclopedia of Christianity. Editors, Erwin Fahlbusch ... [et al.]. Vol. 2. E-I. Grand Rapids : Eerdmans, 2001. 082824145 \$100.00

Evangelical dictionary of theology. Edited by Walter A. Elwell. 2nd ed. Grand Rapids : Baker Book House, 2001. 0801020751 \$65.00

Grens, Stanley. *The Hodder pocket dictionary of theological terms : over 300 terms clearly and concisely defined.* Anglicised ed. London : Hodder & Stoughton, 2000. 0340785306 \$18.00

Hayward, James L. *The creation/evolution controversy : an annotated bibliography.* Lanham : Scarecrow Press, 1998. \$49.00

O'Collins, Gerald. *A concise dictionary of theology.* Rev. and expanded ed. Edinburgh : T. & T. Clark, 2000. 0567087336 \$45.00

The Oxford companion to Christian thought. Edited by Adrian Hastings, Alistair Mason and Hugh Pyper. Oxford : Oxford University Press, 2000. 0198600240 \$150.00

Who's who in theology and science : an international biographical and bibliographical guide to individuals and organizations interested in the interaction of theology and science. Compiled and edited by the John Templeton Foundation. 1996 ed. New York : Continuum, 1996. 0826408451

Church History

Biblia patristica : index des citations et allusions bibliques dans la littérature patristique. Centre d'analyse et de documentation patristiques. Vol. 7. Paris : Editions du Centre national de la recherche scientifique, 2000. 2271057272 \$80.00

Dictionary of early Christian literature. Edited by Siegmund Dopf and Wilhelm Geerlings. New York : Crossroad, 2000. 0824518055 \$160.00

Hillerbrand, Hans Joachim. *Historical dictionary of the Reformation and Counter-Reformation.* Lanham : Scarecrow Press, 2000. 0810836734 \$85.00

Jones, Kathleen. *A basic dictionary of saints.* Norwich : Canterbury Press, 2001. 1853113972 \$35.00

Mann, Friedhelm. *Lexicon Gregorianum : Worterbuch zu den Schriften Gregors von Nyssa.* Vol. 3. Leiden : Brill, 2000. 9004116966 \$400.00

Reallexikon für Antike und Christentum. Herausgegeben von Theodor Klauser. Stuttgart : Hiersemann, 2000-2001. Register der Bände I bis XV. 3777200158 \$260.00. Supplement Bd. 1. 3777201030 \$650.00

Renaissance and Reformation, 1500-1620 : a biographical dictionary. Edited by Jo El-dridge Carney. Westport, Conn. : Greenwood Press, 2001. 0313305749 \$104.00

Denominations and Sects of the Christian Church

Allen, James B. *Studies in Mormon history, 1830-1997 : an indexed bibliography.* Urbana : University of Illinois Press, 2000. 0252025652 \$130.00

Catholic source book. Edited by Peter Klein. 3rd ed. Dubuque, Iowa : Brown-Roa, 2000. 0159506530 \$50.00

Clergy of Derry and Raphoe. Belfast : Ulster Historical Foundation, 1999. 0901905879 \$120.00

Clergy of Down and Dromore. Belfast : Ulster Historical Foundation, 1996. 0901905712 \$120.00

Day, Peter. *Dictionary of religious orders.* Tunbridge Wells : Burns & Oates, 2001. 0860123146

Duffield, Holley Gene. *Historical dictionary of the Shakers.* Lanham : Scarecrow Press, 2000. 0810836831 \$72.00

Encyclopedia of monasticism. Editor, William M. Johnston. Chicago : Fitzroy Dearborn, 2000. 1579580904 \$195.00

Eleftheriou, Basil E. *Encyclopedia of the major saints and fathers of the Orthodox Church.* Minneapolis : Light & Life, 2000. 1880971518 \$30.00

Fleming, W. E. C. *Armagh clergy 1800-2000 : an account of the clergy of the Archdiocese of Armagh with copious genealogical details and notes on the Archbishops of Armagh since the Reformation.* Dundalk : Dundalgon Press, 2001. \$120.00

Friar, Stephen. *A companion to the English parish church.* Godalming : Bramley, 1996. 1858337380 \$30.00

Huber, Donald L. *World Lutheranism : a select bibliography for English readers.* Lanham : Scarecrow Press, 2000. 0810837269 \$85.00

New Catholic encyclopedia : a jubilee volume : the Wojtyla years. Detroit : Gale Group in association with the Catholic University of America, 2000. 078764787X

The Phillimore atlas and index of parish registers. Edited by Cecil R. Humphery-Smith. Chichester : Phillimore, 1995. 0850339502 \$165.00

Scottish episcopal clergy, 1689-2000. Edited by David M. Bertie. Edinburgh : T.&T. Clark, 2000. 0567087468 \$117.00

World Christian encyclopedia : a comparative survey of churches and religions in the mod-

ern world. Edited by David B. Barrett, George T. Kurian, Todd M. Johnson. Oxford : Oxford University Press, 2001. 0195079639 (2 v. set)

Missions

Directory of schools and professors of mission and evangelism in the USA and Canada, 1999-2001. Edited by John A. Siewert and Dotsey Welliver. Wheaton, IL : Evangelism and Missions Information Service, Billy Graham Center, 1999. 0961775130

Evangelical dictionary of world missions. General editor, A. Scott Moreau. Carlisle : Paternoster Press, 2000. 0853649952 \$145.00

Hattaway, Paul. *Operation China : introducing all the people of China.* 1st ed. Pasadena, Calif. : William Carey Library, 2000. 0878083510 \$45.00

Sun, Qing'e. *Catalogue of the London Missionary Society collection held by the National Library of Australia.* Canberra : National Library of Australia, 2001. 0642107416

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Contemporary religious ideas : bibliographic essays. G. Edward Lundin, Anne H. Lundin, editors. Englewood, Colo. : Libraries Unlimited, 1996. 0872876799 \$130.00

Contributions to Islamic knowledge : abstracts of dissertations and theses on Islamic subjects, 1924-1998. Compiled by AbuHasan M. Sadeq, Nazrul Islam. New Delhi : Vikas, 1999. 8125907947 \$50.00

Dictionary of manichaeorum texts. Vol. 1. Compiled by Sarah Clackson, Erica Hunter and Samuel N.C. Lieu. Turnhout : Brepols, 1998. 2503508197 \$130.00

The Encyclopedia of African and African-American religions. Editor, Stephen D. Glazier. New York : Routledge, 2001. 0415922453 \$163.00

The Encyclopedia of Judaism. Edited by Jacob Neusner, Alan J. Avery-Peck, William Scott Green. New York : Continuum, 1999. 3 vols. 0826411789 \$130.00

Levinson, David. *Religion : a cross-cultural encyclopedia.* New York : Oxford University Press, 1998. 0874368650 \$80.00

Melton, J. Gordon. *Encyclopedia of American religions.* 6th ed. Detroit : Gale Research, 1999. 0810384175 \$267.00

Melton, J. Gordon. *Religious leaders of America : a biographical guide to founders and leaders of religious bodies, churches and spiritual groups in North America.* 2nd ed. Detroit : Gale Research, 1999. 0810388782 \$143.00

Mikkelsen, Gunner B. *Bibliographia manichaica : a comprehensive bibliography of manichaeism through 1996.* Turnhout : Brepols, 1997. 2503506534 \$195.00

Neusner, Jacob. *The Halakhah : an encyclopaedia of the law of Judaism*. Leiden : Brill, 2000. 5 vols. 9004116176 \$750.00

The Penguin dictionary of religions. Edited by John R. Hinnells. Expanded new ed. London : Penguin, 1997. 0140512616 \$27.00

Shaikh, Wasir Muhammad. *A concise dictionary of Islam : people and places in the Holy Quran*. New Delhi : Cosmos, 1998. 8170206979 \$20.00

Taylor, Richard P. *Death and the afterlife : a cultural encyclopedia*. Santa Barbara : ABC-CLIO, 2000. 0874369398 \$98.00

Van Scott, Miriam. *Encyclopedia of heaven*. 1st ed. New York : St. Martin's Press, 1999. 0312098701 \$50.00

Culture and Social Sciences

Abercrombie, Nicholas. *The Penguin dictionary of sociology*. 4th ed. London : Penguin, 2000. 0140513809 \$20.00

Encyclopedia of millennialism and millennial movements. Richard A. Landes, editor. New York : Routledge, 2000. 0415922461 \$134.00

Evangelical dictionary of Christian education. General editor, Michael J. Anthony. Grand Rapids : Baker, 2001. 0801021847 \$65.00

The History of science and religion in the western tradition : an encyclopedia. Gary B. Ferngren, general editor. New York : Garland, 2000. 0815316569 \$168.00

The Pacific Islands : an encyclopedia. Edited by Brij V. Lal and Kate Fortune. Honolulu : University of Hawai'i Press, 2000. 082482265X \$240.00

Religion and American law : an encyclopedia. Editor, Paul Finkelman. New York : Garland, 2000. 0815307500 \$182.00

Language and Literature

Concise encyclopedia of language and religion. Edited by John F.A. Sawyer, J.M.Y. Simpson. Amsterdam : Elsevier, 2001. 0080431674 \$300.00

Ferber, Michael. *A dictionary of literary symbols*. London : Cambridge University Press, 2000. 0521000025 \$50.

The Little Oxford dictionary of quotations. Edited by Susan Ratcliffe with Helen Rappaport. 2nd ed. Oxford : Oxford University Press, 2001. 0198662661 \$26.00

The New encyclopedia of Christian quotations. Compiled by Mark Water. Grand Rapids :

HARVEST BIBLE COLLEGE
LIBRARY

Baker Books, 2001. 0801012066 \$60.00

Routledge encyclopedia of translation studies. Edited by Mona Baker. London : Routledge, 2001. 0415093805 \$80.00

The SBL handbook of style : for ancient Near Eastern, biblical and early Christian studies. Edited by Patrick H. Alexander. Peabody, Mass. : Hendrickson, 1999. 156563487X \$54.00

History

Barrington atlas of the Greek and Roman world. Edited by Richard J.A. Talbert. Princeton, N.J. : Princeton University Press, 2000. 069103169X \$400.00

Barrington atlas of the Greek and Roman world : map-by-map directory. Edited by Richard J.A. Talbert. Princeton, N.J. : Princeton University Press, 2000. 2 vols. 0691049459 \$400.00

Encyclopedia of the Middle Ages. Edited by Andre Vauchez. English ed. Paris : Cerf, 2000. 2 vols. 0227679318 \$715.00

Encyclopedia of the Renaissance. Paul F. Grendler, editor in chief. New York : Scribner's, 1999. 6 vols. 0684805146 \$936.00

Historical dictionary of Stuart England, 1603-1689. Ronald H. Fritze and William B. Robison, editors-in-chief. Westport, Conn. : Greenwood Press, 1996. 0313283915 \$300.00

The Oxford encyclopedia of ancient Egypt. Donald B. Redford, editor-in-chief. Oxford : Oxford University Press, 2001. 3 vols. 0195102347 \$390.00

Tudor England : an encyclopedia. Arthur F. Kinney and David W. Swain, general editors. New York : Garland, 2001. \$150.00

Philosophy and Psychology

Dictionary of existentialism. Haim Gordon, editor. London : Fitzroy Dearborn, 1999. 1579581676 \$130.00

Mautner, Thomas. *The Penguin dictionary of philosophy.* Rev. ed. London : Penguin Books, 1999. 0140512500 \$28.00

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Statt, David A. *The concise dictionary of psychology.* 3rd ed. London : Routledge, 1998. 0415179394 \$28.00

Watkin, Julia. *Historical dictionary of Kierkegaard's philosophy.* Lanham : Scarecrow

Press, 2001. 0810838176 \$117.00

Genealogical Sources

The County and city of Cork post office general directory, 1842-1843 : containing the names, seats and post towns of the nobility, gentry and clergy of the county at large, alphabetically arranged. Limited ed. North Sydney : Library of Australian History, 1996. 0908120915 \$35.00

London's bawdy courts. Vol. 1, 1703-1713, Consistory Court of London index to cases and depositions (with birthplaces). Compiled by Cliff Webb. London : Society of Genealogists. 1999. 1859518001 \$24.00

Pigot and Co.'s city of Dublin and Hibernian provincial directory : containing a classification of the nobility, gentry, clergy, professional gentlemen, merchants and manufacturers of Dublin. North Sydney : Library of Australian History, 1998. 0908120958 \$40.00

Register of the Cathedral Church of St. Columb, Derry, 1703-1732. Edited by Colin Thomas with Aubrey Fielding. Dublin : Representative Church Body Library, 1997. 0952300060 \$32.00

The Register of the parish church of St. Thomas, Lisnagarvey, Co. Antrim 1637-1646. Edited by Raymond Refausse. Dublin : Representative Church Body Library, 1996. 0952300052 \$16.00

The Register of the Parish of Holy Trinity, Cork, 1643-1669. Edited by Susan Hood. Dublin : Representative Church Body Library, 1998. 0952300028 \$30.00

The Registers of Christ Church Cathedral, Dublin. Edited by Raymond Refausse with Colm Lennon. Dublin : Four Courts Press, 1998. 1851823441 \$86.00

The Registers of St. John the Evangelist, Dublin, 1619-1699. Edited by James Mills. Dublin : Representative Church Body Library, 2000. \$38.00

Webb, Cliff. *An index of London schools and their records.* London : Society of genealogists, 1999. 185951703X \$24.00

Miscellaneous

ABTAPL union list of periodicals January 2000. Compiled and edited by Evelyn Cornell. Cambridge : ABTAPL Publishing, 2000. \$40.00

Macey, David. *The Penguin dictionary of critical theory.* London : Penguin, 2000. 0140293213 \$50.00

Der neue Pauly : Enzyklopadie der Antike. Herausgegeben von Hubert Cancik und Helmut Schneider. New ed. Stuttgart : Metzler, 1996-. Bd. 9 (2000) 3476014797 \$280.00 ; Bd. 10 (2001) 3476014800 \$270.00 ; Bd. 15/1 (2001) 3476014851 \$310.00.

Randi, James. *An encyclopedia of claims, frauds, and hoaxes of the occult and supernatural : James Randi's decidedly sceptical definitions of alternative realities*. New York : St. Martin's Griffin, 1995. 0312151195 \$18.00

Southwood, Helen. *In foreign parts : books and pamphlets on the world beyond Western Europe printed before 1900 in Canterbury Cathedral Library*. Canterbury : Dean and Chapter. Canterbury Cathedral, 2000. 0950139238 \$40.00

Rhonda Barry

*Assistant Librarian
Moore Theological College
Sydney, NSW*



The Library

In the library I sat
in the silence of my own world, quiet world
Shattered.
The loud voice across the room, the thump of bag
Let everyone know I am here!

In the library I sat
in the silence of my own world, quiet world
gone, just an illusion.
The discussion of football, the great Aussie icon
Everyone wants to hear?

In the library I sat
in the silence of my own world, quiet world
in desperation as I struggle
to decipher the world of YHWH.
I have lost my way
my way shattered, gone
my time, no more.

In the library I sat
in the silence of my own world, quiet world
I pray to my God, for calm,
for peace of mind
as I try to repair the lost thought
that I will never again own!

Anonymous

Liberating the Old and capturing the New at New Norcia

A report on the annual New Norcia Library Lecture, September 2001

Spring is a beautiful time of year in the monastic town of New Norcia, 132 kms north of Perth, and that is when the annual New Norcia Library Lecture is held. Viewing the wild-flower verges was an added pleasure for the hundred librarians who travelled to New Norcia on September 14. The principal pleasure was to hear Jan Fullerton, the Director-General of the National Library of Australia deliver the 2001 lecture.

Jan defied the airline crisis and a very busy schedule to present a very thought-provoking lecture entitled *Liberating the Old – Capturing the New* in which she explored the concept of a national library, then outlined the National Library's current directions and described some of its ongoing programmes.

Below is her lecture in summary:

A national public library, as stated in Federal Parliament in 1907, should be worthy of the Australian nation and be a centre for the collection of literature, manuscripts, documents and records from or about Australia. This collection should be available for all Australians. The National Library Act enshrined these aims.

The National Library has to compete with many other public cultural institutions for funding, and it has to resist attempts by the fund-providers to measure success on the basis of visitors through the doors. Rigorous public accountability is measured in financial outcomes, not values, and the challenge in this environment is to attract funding and still develop long-term strategies that uphold ideals.

The directions statement for 2000-2002 for the National Library expresses the values which "support the development of ideas, scholarship, research and creativity, and the enjoyment of these pursuits". Particular consideration is given to the use of technology, and a goal of the national library is to ensure that all Australians, at their place of choice, have direct, seamless access to print and electronic sources of information, with minimal intervention by librarians.

The decision of the National Library to concentrate on increasing collections of Australian literature was reinforced. It is and always has been an unattainable ideal to collect all books from all places and from all times. However, it is an important principle that all collections are available for people to access.

Obviously, the catalogue is important as point of entry to the National Library collections, so a major effort has been made to catalogue uncatalogued items, and to make sure that all catalogues are available online.

Online journals have become important, and Australian electronic publications have been captured and preserved, and will be accessible for posterity. The National Library has a lot of experience in ensuring viable and sustainable access to digital content, and is working with state libraries to develop the national electronic collection.

Cooperation with libraries of all kinds is important to the National Library in order to improve awareness and access to collections all over Australia. An example is the Interlibrary Benchmarking Study which examined interlibrary lending and document delivery, with the objective of allowing all Australians to get best service from the Australian library service.

Finally, Jan took us through some of the digital library initiatives as outlined on the National Library of Australia web-page. A careful look at the web-site is recommended.

After the delicious lunch, there was a panel discussion followed by questions from the audience. Before the discussion, panellists were asked to give their ideas on satisfying library user requirements.

Trevis Lawton, from the City of Joondalup, explained ways in which technology could provide personalised services away from the library building for the benefit of public library users. Bobbie Bruce, a corporate information manager for a multinational mining engineering firm, described how her librarian skills assist her company in strategic planning as well as records management. Finally, we were told by Paul Genoni, a Senior Lecturer in the School of Media and Information at Curtin University, that the speed and variety of technological change had impacts that could not be anticipated. Planning, therefore, by libraries, and by those training future librarians had become more problematic. Jan Fullerton joined the panellists to field a wide variety of questions before Abbot Placid Spearritt closed the day.



Expressions of interest

sought for the position of

Editor

ANZTLA Newsletter

The April 2002 issue of the Newsletter will be the final production from the desk of the present Editor. Members of ANZTLA are encouraged to consider offering for this responsibility.

Further information may be sought from Lynn Pryor

By email : anztla@minerva.com.au

Or by telephone : 03 9802 9405 after hours

Catching the waves with Cadman

Denise Cadman



200 Religion Class

<http://www.oclc.org/fp/images/products/ireligion.jpg>

The complete 200 Religion Class is reprinted from DDC 21 to meet the needs of libraries with in-depth religious collections, such as church, synagogue, and seminary libraries. A revised and expanded index, Manual notes, and Class 170 Ethics have been added to make this reprint easier to use. 200 Religion Class offers the detailed and comprehensive coverage found in DDC 21 at a fraction of the cost. For libraries with small general collections, Abridged Edition 13 is the ideal companion to 200 Religion Class.

Dewey Decimal Classification. 200 Religion Class. 1997. 272p. Paper. ISBN 0-910608-60-1. US \$30.00 UK£20.00

The Australian Catholic Theological Association

<http://people.myoffice.net.au/~acta> - regularly updated site of member profiles, a list of theologians in the Australian Catholic Church with an indication of their areas of expertise.

American magazine for members of the parish and ministry teams: <http://www.rpinet.com/ml/>
It explores the connection between liturgy and life... helping ministers use the visual, musical, poetic, and environmental arts to shape liturgies to their local culture. Reviews : courtesy of Catholic Telecommunications - a division of Catholic Resources.

<http://www.wire.org.uk/preview.html>

Some samples from an excellent source of **high-quality liturgical material**

Now visit their site: <http://www.cruzblanca.org/hermanoleon/index.htm>

Links:

- Religious images <http://www.cruzblanca.org/hermanoleon/boton.gif>
- The Ecole Initiative: Index of Images <http://www.evansville.edu/~ecoleweb/images.html>
- Un inmenso índice de pinturas de personajes bíblicos y santos. Extraordinario. <http://www.cruzblanca.org/hermanoleon/boton.gif>
- Christus Rex Fine Art Image Gallery <http://www.christusrex.org/www2/art/gallery.htm> Excelente. <http://www.cruzblanca.org/hermanoleon/boton.gif>
- Web Gallery of Art: <http://www.kfki.hu/~arthp/art/> Galería de pintura con un útil buscador que permite encontrar cualquier tema religioso. <http://www.cruzblanca.org/hermanoleon/boton.gif>
Santi e Beati <http://www.santiebeati.it/> imágenes y biografías de 1.600 santos.

The Institute for Theology and Peace (IThP) <http://www.ithpeace.de> is now making available free of charge an English-language version of an Online Bibliography Theology and Peace at <http://www.ithpeace.de/bibl> which currently contains 103,000 titles. The IThP is planning at least one update per year (approx. 5,000 titles are added annually).

The Institute for Theology and Peace (IThP) is a research institution of the Catholic Church. It was established in 1978 and is actively engaged in research projects on peace ethics, publishes the series "Theologie und Frieden" (Theology and Peace) and "Beiträge zur Friedensethik" (Contributions on Peace Ethics), has a library and documents the literature comprehensively. After publications in book form and on CD ROM, the Institute is now making available free of charge an Online Bibliography Theology and Peace at <http://www.ithpeace.de/bibl> which currently contains 103,000 titles.

The emphasis of the documentation is on the individual disciplines within theology. Literature from the fields of philosophy, political science, research into peace and conflict, international law and history is taken into consideration if it appears to be relevant to questions of peace ethics.

In the case of the monographs, a special service means that relevant contributions from collective volumes are also included. 574 collective titles of periodicals - mainly from Europe and North America - are evaluated. This evaluation covers, wherever possible, all issues of any given periodical. Access to literature on particular subjects is gained through subject indexing by way of descriptors/keywords. The list of descriptors, which currently contains over 1,400 entries, is constantly being added to. Technical requirements: A screen resolution of at least 600x800 is recommended. JavaScript and Cookies must be activated for technical reasons. Internet Explorer from version 4.01, Netscape Navigator from version 4.3.

Contact:

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Germany

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Fax: (+49)40/670 859-30

E-mail: schloessinger@ithf.de

Religion Online.org: Full texts by recognized religious scholars

<http://www.religion-online.org/>

Strictly speaking, that should read "Christian religion online." Nonetheless, this library of some 3,000 chapters offers valuable and authoritative resources on the Bible, counselling, prayer and sacraments, liturgy, etc. Browsable and searchable.

An absolutely extraordinary site for Religious Education - worth a look because of the amazing links it has. <http://www.faithcentral.net.nz>

Compiled by

Denise Cadman

Brisbane Catholic Education Centre Library

Brisbane Qld

dcadman@bne.catholic.edu.au



A note from the Treasurer:

With this Newsletter you should have received a brochure for the 2002 Conference to be held in Canberra (see page 10 advertisement), and also, if appropriate, a membership/ subscription renewal notice.

Please note : 1. Please keep payments separate; and 2. Please send conference registration to the Canberra address not to the Treasurer.

The World Council of Churches Library an international library?

Pierre Beffa

In May 1946, two years before the official founding of the World Council of Churches, an ecumenical library was created, the first of its kind, by Dr Visser 't Hooft. However he had some difficulties in defining an ecumenical library. It seems he wanted to give precedence to 'Kirchenkunde', that is, to the description of doctrine, discipline and organization of the separate churches. Over the years, the characteristics of an ecumenical library would be clarified as the movement itself evolved, but from the beginning, it was an international library obliged to follow certain specifications.

- a) an international staff, coming from different parts of the world and mastering several languages
- b) a mandate to build a collection coming from all over the world, in many languages, many more than the ones known by the library staff, but of course covering the field of ecumenism, The World Council of Churches could provide some help.
- c) awareness to serve a world constituency: the member churches, their clergy and laity all genuinely interested persons
- d) to adopt clearly recognized international procedures. For instance, the decimal classification was chosen in the beginning, later abandoned in favour of Dewey.. It seems that Visser 't Hooft found the Decimal classification "too catholic". But daily contact with the work of Melvil Dewey has convinced me that he was not a theological genius!
- e) to be located in Geneva, an international city having more that 50 very important international libraries, with contacts between these institutions that are both necessary and profitable.

If in the beginning the WCC library was the only ecumenical library, the situation changed rapidly. In 1970, a consultation of libraries specializing in ecumenism, brought together 51 ecumenical libraries, mainly from Europe and North America, but also from Africa and Asia. These libraries were able to establish an exemplary collaboration which has subsequently been characterised by a spirit of service, exchange and giving.

As anyone knows, the problems of classification can become excruciating. My predecessor set out to solve this problem. He proposed a classification for the whole field of ecumenism. He published his work in the 1976 yearbook of the American Theological Library Association. I have revised this classification several times to take into account the frequent structural variations of the WCC which have mystified more than one librarian. It will soon be available online on the WCC website. Many institutions adopted or took inspiration from this classification, which constitutes a simple but important link between them.

We were able to collaborate with other libraries on several projects. For instance the *International Ecumenical Bibliography*, between the years 1967 to 1992. We worked closely with the team producing *RIC*, between 1968 and 1992. Together with the Institute in Jerusalem, we produced a thesaurus in French and in English covering the ecumenical field in

theology. We also benefited greatly from the work of sister libraries, especially from the library of the Centro Pro Unione in Rome which each year issues the international bibliography on bilateral and multilateral dialogues between the churches and the confessions.

In 1986, the time came for us to become computerized. In the first phase, we made an inquiry among the international libraries in Geneva and, like the World Health Organisation and the United Nations, we chose a system called URICA. It worked for more than ten years to our total satisfaction. On this system we did attempt to build a thesaurus of keywords in 6 or 7 languages. It was technically possible, and offered real possibilities, but unfortunately the task was too big for our small staff. It shows how important it could be to undertake such big projects in a milieu where international collaboration can be established. Subsequently, the computer firm maintaining URICA chose to change its management policies, and the URICA product was almost abandoned. In any case, with URICA no new developments were in sight, and internet technology was arriving. We had to change our system and this time we adopted the VTLS system which is used by the Swiss National Library and all university libraries of the French-speaking part of Switzerland. The WHO and UN also changed to a different system. The main reason for having VTLS is that, being so strong in the Geneva area, the VTLS company will perhaps be a more reliable partner in the future. An international library must be anchored locally all the same.

The people who come to work in our library are from all over the world. Normally, they stay for one or two weeks only, because the cost of living in Geneva is quite high but they bring their experience and knowledge and, when several such researchers are present at the same time in the library, the exchange can be very enriching.

During all the years of its existence, the WCC library has maintained very close contacts with many partners. The Director is secretary of BETH, member of ATLA, faithful participant of the Swiss group of theological libraries, member of the Swiss association of libraries and librarians, and member of the association of international librarians in Geneva. All these links are precious to us because, since our constituency is international, it helps enormously to know people in the various sister institutions by name.

Today, the WCC library has a presence on the internet. People everywhere have access to our catalogue online. Deliberately, we have taken the risk to invite researchers to borrow books or documents almost without restriction from our library. It was the only thing to do to convince our authorities to continue to support the library. For them, the library must serve the world constituency or disappear. But they underestimate the present difficulties with the mailing systems, and do not see realistically enough the conditions of an impoverished world. It is possible that items are stolen on the way. In contrast, we will try to put online full text documents which are needed in institutions of theological training and which we are the only ones in a position to offer.

Pierre Beffa

Librarian

World Council of Churches / Conseil Oecumenique des Eglises

Geneva, Switzerland

www.wcc-coe.org

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The Library Decalogue

- 1. You have been brought into the house of intellectual freedom, and must have no law-breaking habits before you.*
- 2. You shall not make any graven image on any book, from the cover above to the cover below. You shall not bow down to any form of underlining, asterisking, numbering, page-bending or commit any form of sacrilege on these hallowed pages.*
- 3. You shall not write your name in vain on the pink, yellow and white cards or on request or renewal forms, so that no-one else but you can read it.*
- 4. Remember to keep every day you spend in the library holy by clearing desks of all your books, pens, twinks, mascots and similar idols; and tuck your chair in when you dispose of your presence. Neither shall you swing on chairs as unbalanced Christians, nor rest your unholy feet on seats intended for sanctified buttocks.*
- 5. You shall not follow any tradition of book-busters, by cutting articles out of magazines, journals or books - such mutilation and destruction of books is literary murder.*
- 6. Honour your brother and sister by keeping your conversation below the threshold of hearing, so that your stay in the library may be long.*
- 7. You shall replace any book taken from the shelves in its proper position - any mismatching of its position is to adulterate their classification.*
- 8. You shall not take any book out of the library without writing your name clearly on the pink and white cards, stamping them with the due date (also the book) and depositing cards in the issues box. Not to do so is to violate the principle of honesty and adopt a cultured form of literary theft.*
- 9. You must always leave the yellow card of a reserve book you intend to use on the shelf, duly signed (includes time and date) as a witness to your possession of the book. Failure to do so is to bear no witness - as well as false witness.*
- 10. You should not take books recommended in the lecturer's bibliography so that you deprive other students of their use. Such grasping of books is the offspring of selfishness and covetousness.*

A copy of this document was observed (and subsequently obtained) during a visit to the library at Bible College of New Zealand, July 2001 conference..

Notices and notes

Chris Szekely's most recent publications:

Issues and initiatives in indigenous librarianship: some international perspectives/ edited by Chris Szekely Auckland (NZ): Te Ropu Whakahau, 1999.

Szekely, Chris *Te ara tika=Guiding voices: Maori opinion on libraries and information needs.* Wellington (NZ): NZLIA and Te Ropu Whakahau, 1997.

These books can be purchased from the LIANZA Office office@lianza.org.nz <<mailto:office@lianza.org.nz>> and they will send them with an invoice enclosed.



A new publication:

Ministering Asian faith and wisdom: a manual for theological librarians in Asia / Rita M. England, with John C. England. Published by New Day Publishers, Quezon City, The Philippines, and ISPCK, Delhi, India, 2001. Cost USD13.50, including airmail postage to anywhere in Asia or beyond.

This book, which grew out of the bi-annual training course for theological librarians in Asia, seeks to assist librarians and theological institutions to re-orient their holdings to those emerging from their own local and regional context. It places today's theological libraries in the long tradition of Asia's Christian libraries and within the context of the theology and mission of Asian churches. Particular chapters focus on the theology and ministry of librarianship and on the range and acquisition of Asian Christian resources, cataloguing and classification for Asia collections, the promotion and preservation of Asian holdings, and the role of libraries and librarians, along with their training and networking within the total theological education framework. Extensive bibliographies and useful address lists are included.



Gleanings from the *Bulletin of ABTAPL* :

* "Making theology pay" Michael Walsh (Heythrop College, London). This article was reprinted from *The Tablet*, 11th November 2000.

* Articles on the New Divinity Faculty Library in Cambridge (Peta Dunstan), and the Exeter Cathedral Library (Peter Thomas)

* Reports on the annual gatherings of BETH and ATLA