ANZTLA

Australian and New Zealand Theological Library Association Limited

Newsletter No. 53
August 2004

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AUSTRALIAN AND NEW ZEALAND THEOLOGICAL LIBRARY ASSOCIATION LIMITED
ACN 101 980 287

ANZTLA is an association of libraries and individuals involved and interested in theological librarianship. It seeks to co-operate with the 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. ANZTLA holds an annual conference and local chapters of the Association in the major cities provide a forum for local interaction.

For further inforrmation see the web site: www.anztla.org

ANZTLA NEWSLETTER
ISSN : 1030-701X

The ANZTLA Newsletter is published three times a year in April, August and December to provide a means of communications 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, on disk, or preferably forwarded via e-mail as an attachment.

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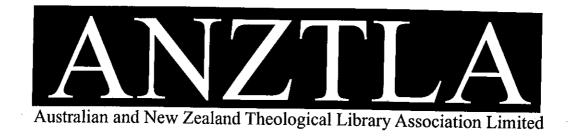Advertising material should be tendered copy ready electronically, on disk or hard copy.

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Association membership (including Newsletter subscription)	$A50.00
Newsletter only	$A25.00
Overseas surcharge	$A10.00

Payment in Australian dollars to
Treasurer ANZTLA LTD
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ANZTLA

Australian and New Zealand Theological Library Association Limited

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ANZTLA Board Report 2004

by Tony McCumstie
President

Over the past twelve months, the Association has gone about its business quietly but effectively. We have continued to produce the Australasian Religion Index and our own newsletter. The annual conference has been organised and promoted and the attendance is gratifying. Chapter meetings continue to provide forums for development (both personal and professional) and networking. As with preceding years, changes have taken place in terms of library appointments, resignations and retirements but the Association continues.

The Board too has, I think, gone about its business quietly but effectively.

Constitution and Board

Judith Bright reported last year that the constitution of the newly-incorporated Association may involve some changes to the way in which the Association and particularly the Board goes about its business. Over the past twelve months, Judith and Philip Harvey have been working through the constitution to identify any areas of the Association's operations that may need to be reviewed or redefined. This task should be completed during the coming year.

Conference guidelines

Philip Harvey has prepared a set of guidelines for the organisation of an ANZTLA conference listing various elements that have gone into the planning and conducting of our conferences over the years. The purpose of the document is by no means to restrict organisers of future conferences but simply to serve as a checklist for conference committees.

ARI

During the year, the Board received a report from the ARI Management Committee on the trial ARI software. The Board unanimously adopted the recommendation of the committee and authorised the distribution of the selected software to indexers. More detailed information on ARI can be found in the Management Committee's report.

Trevor Zweck Award & ANZTLA Consortia

At the 1994 AGM, the Association created the Trevor Zweck Award to recognise significant contributions made by individuals to libraries and librarianship. Only one Trevor Zweck Award has been conferred since its inception. The second was conferred at the conference to Ruth Millard for her outstanding efforts in leading the ANZTLA consortia working group which has successfully negotiated three consortia. We all congratulate Ruth.

Upon re-reading the minutes of the 1994 AGM, it became apparent that the guidelines covering the award were not clear. Philip Harvey prepared revised guidelines for the Board which were considered and submitted to the Annual General Meeting for ratification.

Pacific Sponsorship Scheme

ANZTLA as an association and a number of its member libraries have longstanding ties with theological libraries in the Pacific region.

At the 1999 AGM, the Association established an "ANZTLA Pacific Sponsorship Scheme" (to be administered by the Executive/Board) under which librarians from the Pacific region could be assisted in their professional development. Following the tragically early death of Jeanette Little, it was further suggested that the scheme could be called the "Jeanette Little Fund". For various reasons, the scheme has never actually been implemented.

During the past year, Lynn Pryor prepared provisional parameters for the scheme. The Board has since considered these parameters and they were submitted to the Annual General Meeting for ratification.

Asian theological libraries

The Board considered the possibility of broadening the scheme to include the Asian region. The general consensus was that our knowledge of and relations with Asian theological libraries are limited and that a formal sponsorship scheme covering these libraries would at this time be premature. This does not preclude the Board's or the Association's making an ad hoc decision to offer support should circumstances warrant it.

Communication

The success of an association such as ours depends very much on communication. I encourage members to keep in touch with one another through attendance at chapter meetings and annual conferences, through the ANZTLA-forum and personal email and telephone conversations. It is through conversation with one another that the vitality of our association is sustained, our existing endeavours are refined and new initiatives are devised and developed.

Appreciation

In an unusual turn of events during the past year, we have seen Lynn Pryor resign as Treasurer, Catherine Halsall step into the breach (only to find that she will not be able to continue in the role) and Lynn's sole nomination for election to the

position. In the April issue of the Newsletter (No. 52) I thanked Lynn for her generosity in serving the Association in a number of roles over many years. Those words stand and will be echoed at some time in the future at the completion of her encore performance.

The Board would like to express a particularly warm vote of thanks to Catherine Halsall. While her time as Treasurer was brief, the fact that Catherine did not hesitate to take on the responsibility when the position fell vacant reflects traits of generosity and commitment in Catherine that are truly admirable. We wish Catherine well in whatever comes next for her.

I thank all the members of the Board for their work and their support throughout the year. Our collective appreciation goes to the Brisbane Conference Committee for their organisation and management of this conference. Finally, I would like to thank all those members of the Association who consistently contribute their time and energy to continue the work of the association in all its endeavours.

Tony McCumstie
President (for the Board)
July 2004

Jeanette Little Sponsorship Scheme

Theological librarians from the Pacific region (not including Australia and New Zealand) are invited to apply for funding under the Jeanette Little Sponsorship Scheme.

Grants of up to $1000 are available under the scheme for such purposes as:

- attendance at the annual conference of ANZTLA
- the purchase of professional resources
- training or education (including travel)
- expert assistance or consultancies
- introduction of new technology

Applications should be addressed to The Secretary, ANZTLA Ltd, c/- Moore Theological Library, 1 King St, Newtown NSW 2042 Australia. All letters of application should include the amount of funding sought and an explanation of how the funds will be used.

Applications for funding to attend the 2005 ANZTLA Conference must be received by 30 November 2004.

Expanding Our Horizons
Developing Strategies for the 21st Century

Keynote address to the 19th Annual Conference of the
Australian and New Zealand Theological Library Association
1 July 2004, Brisbane, Queensland

by Lea Giles-Peters

The substantial changes soon to become evident at the State Library of Queensland are more than just physical. They represent a renewal of the institution, based on a reappraisal of the ways the library can benefit the communities it serves, and an acknowledgement of change being one of the few constants in 21st century life.

Change can be very unsettling. Libraries have always seemed so essential - but which of us hasn't honestly felt a bit threatened by Google, by huge electronic databases which seem to cut out the need for a "person" to help find something, or by the fact that Amazon can deliver a book far more quickly and cheaply than the average interlibrary loans service? The need for us to do many of the things we've always done is diminishing. A recent article in *The Guardian* newspaper reported the prediction of the demise of public libraries by 2020. We need to be very clear-eyed about the relevance of our practice but at the same time take courage from the fact that the human needs that libraries were established to address still endure. Our challenge is to keep pace with meeting those needs in ways that ensure our own continuing relevance.

What then is the vision guiding us at the State Library of Queensland, during this period of reappraisal? I will backtrack a little bit to my taking up the position as State Librarian in Queensland at the end of 2001. I was very fortunate to arrive at a time quite unique in the history of the State Library, and for that matter in any library's lifetime. Cabinet had just endorsed 'Smart Libraries Build

Smart Communities: Future Directions of the State Library', which had been developed after extensive community consultation; a new library management system was about to be installed which provided a platform not only for an improved library catalogue, but also for digital service delivery; and the library was in the last phase of architect selection process for the Millennium Library Project (MLP) which was part of the $280 million Millennium Arts Project. Shortly after the successful architectural consortia was announced, the architect, the library's MLP Project Manager, myself and a representative of the Department of Public Works embarked on an overseas trip to look at best-practice libraries. The group make-up was important, if all were to have a common understanding of what we wanted to achieve through the new Millennium Arts Library. We visited four countries, 28 different 'sites' in 18 days -- as you can imagine we brought back lots of photos and ideas. Staff asked, what was your favourite place? So, in response to this, we developed a framework which we have called our Six Spheres and have used this as our guiding principles, not only for the building, but for our services, and our staff.

Lea Giles-Peters was appointed State Librarian in 2001, the first female State Librarian for Queensland. Ms Giles-Peters was formerly Director, Northern Territory Library and Information Service. She is an advocate of digital technology, is very strongly people focussed and has a special interest in Indigenous services.

The six spheres are an accessible place, a place of transformation, a virtual place, a place of interaction, a place with atmosphere, and a voice in its place.

An accessible place

What makes an accessible place? Is it being able to be dropped off at the front door? Is it the look and feel of the place? Is it the staff? For that matter what is an accessible librarian? Is it a place where our collection is accessible? It is of course all of these things.

A familiar problem for all of us is to make the riches that we hold accessible to our current clients and beyond. For the State Library with a state-wide role, our challenge is to provide physical and virtual environments and a range of supporting systems to enable everyone to navigate the library's huge range of resources *freely, comprehensively* and with the greatest of ease. Clients should be able to focus on *engaging* with resources rather than finding them. Within the State Library's vast domain, whether physical or virtual, we want our clients to feel a sense of discovery and a sense of possibility.

We must also attend to differing needs and motivations. The library has to cater for clients motivated by a general desire to educate or enrich themselves, as much as for clients with very specific research needs. We also have to make the library a place which is accessible to children and families. This is something that is a whole new journey for the State Library to think about, how we make our services, collections and programs accessible to this audience.

The *place* itself also has to be easy to access, especially for people who have special physical needs. Importantly, the State Library provides a rare opportunity for individuals to experience community: *all* citizens can enter the library and feel, in an unqualified way, that they *belong*, that the place is *theirs* as much as it is the stranger's next to them.

A constantly transforming place

The Library as a place of transformation is something that we as librarians are very aware of. Each contact with a book, a piece of information, with expert staff, with other people in the library is in some way a transformation. Libraries serve literally to expand the minds of their clients

– *transformation* is a key function. Transformation involves growth, venturing out of familiar territory. You can look over the occupants of a library reading room and wonder at all the small intellectual miracles occurring behind furrowed brows and unblinking eyes, the minds reaching out for ever more complex understanding, the imagination transforming abstract concepts into new ideas. It is these sorts of processes we want to *externalise* in the library's physical and virtual spaces.

The emphasis in the new library will be on *linking* or *connecting* - linking people to each other, and linking the library itself with the life and preoccupations and aspirations of its communities. Those links, like life itself, will be restless and ever-changing.

The spaces in the new building are being designed for maximum flexibility. A space used for a display one week may be used for a poetry reading or a community forum the week after. The library's spaces will adapt seamlessly to the needs of its communities.

A virtual place

Through its redeveloped website the State Library will have a revitalised existence independent of its physical spaces. We want the website to function *like* the building, to be a *place* as powerfully as the building will be a place.

Most people's experience of the virtual tends to be confined to solitary private spaces, perhaps ironic given that the Internet could be described as the biggest "public space" in the world. Despite the enormous associative power of virtual domains, the most profound effect of immersion in them is isolation and alienation. At the State Library we're interested in exploring synergies between real and virtual public domains, and making the immersion in the virtual an enriching and rewarding, not isolating, experience.

A place of interaction

I have already touched upon the State Library being a place where people can experience community. In public libraries your right to occupy space, use resources, be treated with respect, without having to pay anything or otherwise establish your status or credentials, is a given. We are proud of the fact that in our reading rooms people from every conceivable background happily coexist.

A sense of community involves a sense of the *others* with whom it is shared. Libraries are a vital part of the infrastructure sustaining the sense of community and building cohesiveness and social capital. The State Library will participate in the life of the community more than ever before - through Brisbane-based programs and activities, through outreach programs, through the website, and by sharing ideas and encouraging conversations – no longer the sssshh from the remote librarian sitting at the registration desk.

A place with atmosphere

One of the lessons learned from our overseas trip was the importance of authenticity of place. As the world goes global, more and more the local takes on greater importance. As an institution the State Library is representative of the core values of the liberal democratic state. Its physical and virtual *fabric* should project this status. Our aspirations will be matched by architecture and design. The new building will be a testament to the faith and confidence invested in the institution and will serve as a powerful emblem of Queensland's ideals.

Our Library will be an authentic *public* building, a building for our special place: the river, the city, Indigenous connection, the Southbank educational precinct, a cultural precinct. The library will speak a language of care for and interest in the communities in which it stands. The architecture will be generous and expressive, inviting the public's pride and delight.

A voice in its place

We are the custodians of the knowledge and history of *this place* – the Queensland in which we live and in which our children and their children will live. The notion of ourselves as *knowledge ancestors* must shape and drive our thinking about the collections we build and the services we offer. What will they think about us, in 50, 100 or 150 years? What we left behind, what we valued enough to protect and preserve, will stand as a record of our values and our spirit – a hugely challenging and exciting idea for us to grapple with. Our values become central and compelling when we consider the spiritual journey from our present to the future.

Our library will be a place in which past and present voices can play, in which the acts of speaking and listening are honoured. For Indigenous peoples, the original occupants of this place, the *land* itself still speaks with its own voice, is a repository of accumulated wisdom. We honour and celebrate

this through the establishment of Indigenous Knowledge Centres around the State and in the new building at South Brisbane.

Investing place with meaning is of course a universal cultural practice. Queenslanders cherish the memories of the mango tree in the backyard, the squabble of bats on hot summer nights, cattle and cane, blue skies and thunderheads, curling up on the back seat of the Kingswood on interminable drives to the beach. We delight in the uniqueness of this place. Place is part of us and binds us. We need the reassurance of its many voices.

Conclusion

How we as librarians face the challenges of the 21st century is shaped by the values we hold dear, and the dreams we have about the endless possibilities of tomorrow. We might have to acknowledge that what we knew yesterday won't meet the needs of next week or next year. But I believe that one thing we can count on is the *need to know* that has always engaged the human spirit and intellect. Life is a journey to discovery. It's up to us to get front row seats on the trip.

Lea Giles-Peters

More Than Just a 'storehouse' of Knowledge : Library Design and the Facilitation of Relationship

Address to the 19th Annual Conference of the
Australian and New Zealand Theological Library Association
4 July 2004, Brisbane, Queensland

by Beth Crawter

Designing a library is more than just creating a space to house books, computers, customers, and staff. Compare the Laurentian Library in Florence, designed by Michelangelo in 1525 to house the collections of the Medici family, with the new Seattle Public Library, designed by Koolhaas. The libraries are images of their time – the former a grandiose impediment to access by lesser mortals, while the Koolhaas is a building that is transparent. The buildings were designed to reflect the nature of the society in which they exist. Why? Because libraries not only hold the history of a society and culture, but the way they are used at any time is responsive to a society and its values.

Writing about the development of the Polytechnic Institute of New York Library, Richard Sweeney commented "The truth is there's still a lot of guessing that goes on with developing tomorrow's library" (Sweeney 1984) Twenty years later we realise he made some good decisions – like allowing space for a growth in micro-computers. He also talked about "the library beyond walls". When we talk about library design, I think we are entering the world of multiple personality disorders. Consider what we see in today's library (depending first, of course, on whether we are in the 'virtual' library or the 'real' library. I would like to see them much more of a single-looking identity.)

Our new 'real' library is, first of all, an architect's dream opportunity. Libraries have a history of being a 'place' – a place beyond just a book store. Think of the Library at Alexandria (old and new) and the 19th century School of Arts Libraries throughout

the world. Perhaps that very sense of 'libraryness' – the entrance, the desk, the rows and rows of "intelligence" – is what alienates a lot of people, and particularly in Australia, indigenous people. For those of us trying to get them into the knowledge, the building is a barrier. We design grand, large scale buildings for people to work in solitude. We need space for books yet most libraries have a large atrium area, which is effectively wasted space. Even though somewhere in our mind the library is a storage space (for books, information, and computers) for some reason we also have this image of the library as a place where people meet a tradition.

With the advent of the computer age, we building-type, statistics-wielding librarians are feeling threatened. Although the use of our online resources skyrockets, the physical use of the library as a library is dropping. The crowds using our books are thinning out.

In an article about the development of library-museum hybrids, Juris Dilevko and Lisa Gottlieb of the University of Toronto look at how the library community has addressed the reduction

Beth Crawter is Deputy Manager (Library), McAuley at Banyo Campus of the Australian Catholic University. She previously worked at the Ipswich campus of the University of Queensland and has been involved in the design of three libraries.

in book use by emphasizing the importance of the library as a physical space. Hence, we have the now-ubiquitous (or is that iniquitous?) library cafes, plush chairs, dancing classes, seminars, art galleries, magic shows and yoga lessons in public libraries. In the Texas Christian University, library traffic doubled after major renovations – but circulation continued to fall . Are we bribing people to come into our parlours?

Just as public libraries are reinventing themselves with free internet and activities to bring in the crowds, we at universities are providing computer labs, multimedia production facilities and information commons to give our students online

A library is not just a 'storehouse' of knowledge, but is about creating and facilitating a relationship between its customers and that knowledge

access – as much as *we* can afford. We offer group study rooms, multipurpose learning spaces. What has this got to do with libraries? Part of the nature of a library is not just as a 'storehouse' of knowledge, but is also about creating and facilitating a relationship between its customers and that knowledge. I use the word 'knowledge' intentionally. I think we fail in not making that relationship evident enough. For example in our plans at Stage 2, we intended to create a physical space where, within a subject area, books and online resources, journals, group study tables and course materials nested in the same space. This was not carried on into Stage 3.

If you are starting to design a new research library, the first step is to re-think the relationships in the existing human/knowledge network (that's us vs them). We did that with all three stages of the library at the University of Queensland Ipswich Campus.

The earliest of briefs for the library, at Stage 1, was for a room with a lot of computers and good access to databases. The courses being taught there were contemporary, leading edge…modern! But what we found is that most Australian material is still paper-based. Also, our students were studying popular culture.

People started using the library as a social centre.

We observed the following:

-- they worked in groups around the PCs.
-- they wanted spaces where we could teach them things.
-- they spoke to us a lot when we were walking beyond the help desk.
-- some of them sat for eight hours a day at the same computer – and they did it regularly.
-- they wanted us to be able to help them find a book, or get the PC working.
-- some people never wanted to contact a librarian at all.
-- they wanted noise and open space.
-- they wanted enclosed silence.
-- they wanted to work with a book and a PC, or a book and a PC and their course readings.
-- they wanted to practice Powerpoint presentations.
-- they wanted to use a whiteboard.

Stage 3 has nineteen different kinds of learning spaces, from a small individual room with a PC to a bench with cushions beside a garden.

Sometimes our library users create those spaces themselves. The Library at Australian Catholic University Banyo is a straightforward design – books on the bottom, computers and library staff in the middle and the rest of the print collection at the top. The users created their own spaces. The carrels on the ground floor are all for quiet study; the Information Commons on level B is noisy. On Level C the carrels near the serials are quiet, the carrels and tables near the Curriculum Collection are noisy and the Information Commons Annex (Training Room) at the top is quiet. The students, with the help of the physical environment, created their own library spaces even before the signage was planned. There is a space for everyone. The environment not only shapes the space but encourages respect for it.

Space is money, and while at the first stage of the online explosion librarians could be happy that rows of shelves were being freed up by the development of online resources, now that space and more is being used in other ways.

As we increase our teaching role, most new education libraries include space for 'teaching PCs' – either in a cluster or in dedicated separate rooms. The changes in pedagogy – from single learner to peer learning in pairs or in groups – affect our planning. The most effective library Information Commons areas enable students to work alone in a semi-private space or to work in

mobile groups in the same space, coming together to discuss then drawing apart to record. This is on top of the need for group study rooms. At Ipswich we added another dimension, with café-style booths allowing two to four students to work around a PC in a limited space. The solitary reader still has needs. If your 'big' space is noisy and busy the solitary reader will start using a group study room for privacy.

Why are the big spaces so noisy? Why encourage them? We return to the idea of the library as a community space. As cities become more crowded we are more willing – we are encouraged– to be more "close". If you watched "My Restaurant Rules" or even if you eat out a little, you realize that the idea of dining at a refectory-style bench with a group of strangers is becoming the norm. At universities, the library is one of the few semi-structured places for students to meet. A student might complete a degree in accounting or arts and not meet a familiar face as classes change each semester. Many of our newer libraries are being designed with meeting spaces – big tables, low partitions, gathering places, ottomans, cushions or coffee shops. The computer spaces can also be designed to contribute to the library's position as a social space. Flexible computer spaces encourage collaboration and support between students. In a more open environment, students can offer cross-disciplinary support. Where the space enables them to, they are more likely to ask each other "Do you know anything about…?" At a purely functional level, this reduces work for library support staff, but it also encourages the kind of independent learning which will carry our students beyond university.

There is a space for everyone.
The environment not only
shapes the space but
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The big tables become places to meet because of our propensity to "nest". We see it on buses or in church. Students tend to sit in the same area whenever they visit the library. To some extent, personality dictates that extroverts (e.g. teachers) will gravitate to noisy places, theology students will select quiet places and nurses will sit where they can work together.

In designing a library we can manipulate those spaces *without signage*. Soft lighting encourages

quiet. Lighting can also draw attention to a feature such as Reference or Help Desk. Carpeting can delineate areas. Different carpet prints and colours might create a gathering area, mark a low-traffic area, draw visitors along a path or make them stop. A combination of carpet, lighting and even the shape of a ceiling builds movement patterns.

Hamilton Wilson, who designed Stage 3 of UQ Ipswich used to say you should be able to "read" a building on entry and decide what you want to do. So, firstly something needs to stop you as you

If you wouldn't do it at home,
why do it where you spend
most of your waking life?

enter. Carlton College Minnesota was designed in 1956 and one of the design principles stated "on entering the door, the Reader Service area should be in clear view". (Metz, 1987) In the Library=Space scenario, this is valid, but do we need such Reader Service in the online world? Can we afford to make a permanently staffed desk the first port of call in facilitating independent discovery? If the desk is staffed by a librarian is it not a waste of our resources to have them answer questions like "where's the water fountain"? The design should ensure that our visitors self-serve first and only visit the desk when that fails. The purpose of the desk should determine its position and consequential issues such as staffing levels, positioning of power and data points, location of a telephone, number of service staff, storage space and the positioning of the security gate.

I think the library desk creates one of the most negative images of libraries, as so many of our desks look more like judicial benches than service centres.
Some points to consider regarding library desks:
-- Do we want the user to be taller than us (we sit)
-- Bending toward each other (low desk)
-- Or both be separated (by a high desk)
-- Lean together (high narrow desk)
-- Have users behind us (central desk)
Do we want Circulation and Reference at the same desk – with the same staff? If not, how to distinguish? How do we deal with people in wheelchairs, or who are not tall? Or with staff who are particularly tall? Do we want to be able to sit down and have a long transaction – or discourage

questioners by forcing them to stand? Will your staff stand up to serve a customer? Will they move out from behind the desk – should they? (In which case, make it easy.) Do library staff want to be lined up behind a long straight bench – or out in the middle of it all, alone?

Whatever, the desk must be high enough, low enough, wide enough, narrow enough. The desk needs to have storage underneath, to be scratch-proof, non-reflective, with no sharp corners. But in the end, no matter what the design, someone will be unhappy!

Most architects know nothing about libraries, let alone library design and indeed, nor do most of the people who run the finance, facilities and administrative sections of organisations. When there is an opportunity to have a new library, we librarians need to remember that we have professional skills and knowledge to bring to the discussion, and that most of the people who are working on the new library project rarely even visit a library. Ask them. Good libraries are designed by collaboration between responsive architects and forward-thinking librarians.

Are we bribing people to come into our parlours?

There are many important practical issues to consider. You can never, ever have too many power and data points – and these need to be incorporated in every stage of the brief, as they determine the positioning of furniture and affect potential growth. Every time a new plan arrives – re-count the power and data points.

You will always need more storage space. Even if your day and evening staff are not on site at the same time, they will need separate desks. Passageways need to be wide enough for a wheelchair, and perhaps consider having the shelving a bit lower. At Ipswich Stage 3 we cut the shelving down. Not only people in wheelchairs, but anyone under five foot tall has problems with high shelves – both in reaching the books but also pulling books on top of themselves. End panels turn metal shelves into furniture and the effect far outweighs the cost involved. Signage should be explicit, clear and sparse. Many industries use colour-coded signage to distinguish the activities to take place in a particular service-point. Your library will need an area for displays, a place for collating, a conveniently located return box and processing

area. People like maps to position themselves. If you are having a tearoom, its placement is important. Firstly, tearooms are noisy if you have more then three staff together. If you want the staff to be able to escape the Desk, the tearoom should be positioned well away from any service areas. If however, you are short-staffed, you may

We return to the idea of library as a community space

be happy for staff to interrupt their breaks to work with customers, in which case your tearoom should be positioned close to the desk. Again, the ethos of your library affects every aspect of design.

Walls don't need to be beige. In Stage 1 at Ipswich we had walls that were jacaranda blue, maroon, pumpkin, deep blue. We and our customers loved it. It had life, it was different. The colours the architects chose were not especially fashionable for the time, but they carried energy into what might have been a dull building. (Many of the offices were slightly remodeled cubicles from the years when the heritage-listed site was a benevolent asylum) A tin of carefully-selected coloured paint can turn a place around. Similarly, why buy furniture only from a library supplier? Ash is not the only timber in the world. We can make our libraries more interesting by choosing furniture from church or office suppliers.
If you have the privilege of a redesign or a repaint, a little extra effort pays dividends.

As for mess, if you wouldn't do it at home, why do it where you spend most of your waking life? Multicoloured bookends belong in a kindergarten not a research facility. Store stuff in the backroom, not the public area. Recycling is great, but ugly. It costs very little to go to an office supermarket (wait for a sale) and buy plastic crates instead of using cardboard cartons.

Have as few instructional signs as possible. Those you do have should be in a consistent style and font, and laminated. I prefer to put my signs in Perspex photo frames, rather than blu-tacked on a wall. Never, ever use hand-written signs unless you have a noticeboard you use for that purpose. Keep public notices on noticeboards so they are not confused with library signs. Never put signs up with sticky tape. Don't use coloured paper.

If libraries are to be respected, and librarians

regarded as professionals we need to ensure we are creating and working in a professional environment. If your library looks professional your users are less likely to behave like children in it. It is all about psychology. Look at how a five year old behaves in a hushed, slightly darkened room. In running a library we are creating an environment. Do we want to create a primary school classroom? McDonalds? A nice café? A truck stop or an a la carte restaurant? The environment we create determines how the library is used and how it is cared for. I don't buy into the traditional image of a library drowning in bits of paper and populated by batty people who take no pride in their presentation. This is 2004 not 1950. We are operating in a sophisticated, competitive marketplace. If you can't have a cent for a new library, create a better space for yourself and your users by cleaning up and professionalising your old space. Rethink and replan what you already have.

We have gone past the days of designing a building for the stuff we are going to fill it with. Our new libraries are about creating places for the variety of people who use our resources and for our staff, creating flexible spaces that are familiar and comfortable but that will marry the heritage of the library with whatever's going to happen next. And that is anyone's guess.

Beth Crawter

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Rapid Return : Current Inter-Library Loan Practices in Australia and New Zealand

compiled by Carlos Lopez, Philip Harvey & Helen Greenwood.

We will always be seeking print materials from other libraries. The voucher system for inter-library loans has been the regulated means for a couple of decades in Australia and continues as an effective form of transaction. At the same time there is no longer a fixed procedure for inter- library loans. This especially became the case with the introduction of the GST; many libraries decided to go with their own system in order to have more effective delivery at cheaper rates. This matter of choice is indicated in the scope statement of the Australian Interlibrary Resource Sharing Code: "Although the ILRS Code is voluntary all libraries participating in resource sharing are encouraged to operate under the principles and implement the service level standards specified ensuring an efficient and effective system. The core service is mandatory. Libraries are encouraged to offer all four service levels. Core and priority levels must be provided before offering the higher levels. Maximum prices are recommended for each service level. The charge drops to the service level delivered when a supplying library fails to meet the turnaround time."

Here are the basic requirements for present-day inter-library loans.

Requesting

Requesters are expected to provide sufficient, accurate bibliographic details for all requests wherever possible The following details are essential on any request slip:

1. Identification of the item. This must include title, author and date for monographs; article title, article author, publication title, volume number, pagination, and date for journal and monograph articles.
2. The copyright statement. The wording of this statement in Australia ought to be something like "Request complies with Australian Copyright Act, Section 49." Further information about reproduction and communication of works by librarians and archivists can be found in the Commonwealth's Copyright Act 1968, Section 49. Online at:http://www.austlii.edu.au/au/legis/cth/consol_act/ca1968133/s49.html
3. The shipping address. This is presented in full, preferably with the name of the ILL officer in the notice.
4. Verification of the source of information. This is very useful if anyone needs to check the references.

Supplying

Within Australia the three most common forms of inter-library loan are via Kinetica Document Delivery, the voucher system or via an invoice system.

Whichever system you choose, the following information is essential:

1. On an invoice, the institution's ABN number (i.e. in Australia) and preferred method of payment.
2. The payment due.
3. The terms of the loan, most especially the due return date.

Reciprocal and cooperative systems are in operation within some library networks where

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Carlos Lopez and Philip Harvey work at the Joint Theological Library in Melbourne and Helen Greenwood works in the Kinder Library at St John's College Auckland.

there is a common interest. Within ANZTLA, the New South Wales Chapter forged an agreement (there is no written arrangement) in which member libraries of the Chapter only charge each other half the regular national price for ILL loans. The following is an excerpt from the minutes of the NSW Chapter meeting on 15 August, 1997: "Inter-library loan costs were discussed drawing attention to the fact that charges had been raised by State and National Libraries. Jocelyn Morris moved that the following charges be established for the ANZTLA (NSW) chapter beginning on 1 September, 1997.

Journal articles up to 30 pp. $ 6.00 (each additional 30 pp. $6.00)
Loan of monographs $6.00
Urgent fax $12.00 (+ $3.00 for each 10 pages faxed)

The motion was seconded and carried."
These amounts were raised again to cover half of the GST costs when GST came in, so that NSW libraries would still be charging half of the normal ILL rates (e.g. $6.60 instead of $6.00) The arrangement only concerned the issue of the cost of such loans. Chapter members still require the appropriate request forms as this fulfills legal requirements.

Here are three websites that provide further useful information on inter-library loans:

1. The National Resource Sharing Working Group (http://www.nla.gov.au/initiatives/nrswg/), which includes links to the Interlibrary Resource Sharing (ILRS) Code.
2. ALIA : Interlibrary Loans (http://www.alia.org.au/interlibrary.lending/), which includes links to the ALIA Voucher System and to the Interlibrary Resource Sharing (ILRS) Code.
3. LIANZA : Interlibrary Loans (http://www.lianza.org.nz/interloans_ handbook.shtml)

New Zealand

In New Zealand requesters are encouraged to use electronic request systems e.g. Te Puna Interloan, wherever possible. Supplying libraries may either: (i) accept manual and non- compliant electronic requests and proceed as usual; or (ii) accept manual or non-compliant electronic requests but negotiate a price differential for them; or (iii) refuse to accept manual or non-compliant electronic requests.

Supplying Libraries may either:(i) accept incomplete requests and proceed as usual; or (ii) negotiate a higher charge for any extra bibliographic work required; or (iii) reserve the right to give incomplete requests lower priority. or (iv) refuse to accept requests with incomplete bibliographic details and return them to the requester.

Supplying libraries may refuse to supply items to libraries which fail to make payments on time. Interlibrary loan operates as a charged system with each library free to set its own charges, including a zero charge. The average cost per interloan established in 1997 and recommended as the standard charge is $14.00 per loan. This cost is a guide only, for libraries to adopt if they wish. A surcharge may be applied for urgent or fast-track services. Each library may set different levels of charges for different categories of requester, for example, a higher rate to Non-Charter libraries which do not report holdings, to reflect their lack of contribution to the Interloan infrastructure. Each library will be free to enter into formal or informal arrangements on a regional, sector or other basis, and to negotiate charges with these groups accordingly, including discounting or waiving charges. It is up to each library to determine whether charges are passed on to the end-user or met by the library or shared between the two. LIANZA and the National Library have jointly established a billing agency, the Interloan Billing System (IBS), to handle all interloan charging. The IBS is operated by Grant Thornton for the JSCI, and is designed to provide a low-cost, cooperative approach to billing and crediting of interloan charges. It takes billing information electronically from Te Puna and other sources, or manually. Use of the IBS for billing purposes is optional. However all libraries requesting items by Interloan may receive IBS invoices and are required to abide by the rules of the IBS, for example by paying invoices on time.

If Australian libraries wish to place a request, I suggest they contact the relevant holding library in New Zealand. Many will accept ALIA vouchers in payment for requests and/or will negotiate a means of payment.

Other things to keep in mind

If all the detail is spelt out properly then the transaction should be clean and efficient. In the nature of things though, problems can arise and it is easier sometimes to make a simple phone call or email for clarification

New Horizons

Vice President's Informal Report of the Association's 19th Annual Conference in Brisbane, July 2004

by Philip Harvey

At least one member of ANZTLA has a husband in the rental car business, making travel around Brisbane much less stressful. As the Vice President's luggage was carried to the limousine (Queensland white L plate) by his chauffeur, he was met by the mighty sunshine of Brisbane. It all came flooding back: jacarandas, frangipanis, lunch-crashing ibis. He sat in the limousine watching the city go past and began making mental notes for the Veep's Report.

This year saw the longest cataloguing session on record, with very high attendances. One reason for this was shown later in the conference when a young, mentored library student said of his first fieldwork: "I had to figure out how to catalogue the collection." An otherwise happy and informative workshop over two days was only marred by acrimonious differences about the town of Basingstoke and how to present Basingstoke in a bibliographic record. Stressed and disappointed cataloguers were heard to mutter afterwards, "I'm never going back to Basingstoke." We heard from Rhonda Barry about the FRBR future (Functional Requirements for Bibliographic Records) and practised the new verb 'to FRBRise' and the new noun 'FRBRisation'. Opening the Rules to work through shared contradictions was extremely helpful. The open discussion about library issues was of inestimable value in highlighting the nitty gritty of our daily lives. Rumours that the facilitator of the workshop makes up his own headings whenever he feels like it are grossly exaggerated. He did not loudly and publicly advocate invention of headings, he whispered it softly as possibly maybe just okay if no heading was available and the heresy that the book was all about would take ten years to get through to the Library of Congress.

The Queensland State Librarian, Lea Giles-Peters, gave the keynote speech on that Library's huge redevelopment. They haven't lost a book and they haven't lost a person. Everything dreamy changed during preparations though when the Managing Contractor said, "You can't afford it!" This definitely caused a creative rethink. Lea quoted an alarmist article from the Guardian that asks: By 2020 will the public library be a thing of the past? In planning visions a committee went all over the world. They came up with six spheres in building a library: place of access, place of atmosphere, place of transformation, but she talked very quickly and I didn't get the rest. (See her address in this issue.) "What kind of 'knowledge ancestors' do we want to be?", asked a Torres Strait Islander at a recent event. Meaning, both the ancestral knowledge and the knowledge that we give, as ancestors ourselves, to the future. Do we want to be part of the knowledge economy, or part of the knowledge community?

Next morning, Martin Borchert of Griffith University, spoke on digital libraries. Our libraries have become the digital pantries for digital shopaholics, and this can have its disadvantages. We have many different kinds of databases in our library, but are there convenient ways of linking them all? Do we have one library or many libraries with databases? We live in a world in which we must distinguish information savvies from information savemes - an age-old reference situation. Martin insisted that it is the librarians who must specify what is required. An open URL service was the recommended way to start a search service, before trying a federated service. Anthony Aspiridis

Philip Harvey is Vice-President of ANZTLA and works at the Joint Theological Library in Melbourne.

took us through Ebsco Host. We learnt that Ebsco abstracts are written by humans, many of them written by humans in the Ebsco office. This is a proud boast of Ebsco, a step beyond the scanning by machine of the first lines of article paragraphs. Later we went on to "function heavy" Ebsco Admin.

No library is exempt from disaster. We heard about different disasters, and solutions, from Grant Collins at the Queensland State Library. Such challenges as the deep-freezing of Queensland newspapers inhabited by tobacco beetles; the results of air-conditioning failures like mould and sprinklers; poor building design; fire, cloudbursts, lightning. We might want to think about a disaster recovery team for control of different disasters. Some were left wondering, is the Queensland State Library more accident prone than most? Do most libraries have this many disasters? Is this why they are planning a new building? It certainly supplied many good examples of recovery and response, e.g. the librarian who goes to water at the sight of flood and the librarian who responds to disaster as a positive challenge. The basic parts of any plan are prevention, preparedness, response, recovery.

Word had it at that evening, at Bean Scene Cafe in St Lucia, that Phil Teece of ALIA reported on the NSW judicial enquiry into pay scales. Four types of employment were studied: librarians, childcare workers, hairdressers, and salmon-canners. Librarianship had been feminised, undervalued and underpaid. This was overturned by the judge, who found in favour of a defeminised librarianship with properly valued and paid librarians. The judge was a former librarian. Later the findings went to Parliament, where they were questioned. A test case was tried and once again librarians won the day and pay rises ensued.

It's moments like these you need mentees, I thought next morning, as Gill Hallam and Chris Gissing led sessions on mentoring. Mentoring· is a relationship between individuals who share knowledge, experience and insights. They are willing to benefit from the exchange to develop skills, confidence and abilities to enrich professional life. How do you capture your mentor? In a productive couple of sessions we offered up expectations of a mentoring program, including improved skills in all areas, the sharing of similar interests, and the pursuit of BHAGs ('Big hairy audacious goals"). Problems included ethical issues, confidentiality, and the concern that the mentor doesn't have the answer. Amongst the strategies were clearly stated confidentialty

clauses, ethical agreements, and respect.

Are libraries one of the creative industries? Alice Steiner talked about information literacy at Queensland University of Technology's Creative Industries Faculty. The Teaching and Learning Program, in one of those periodic name changes now called the Learning and Teaching Program, is about learner-centred curriculum, authentic learning, and scaffolded learning. We introduce the resources, provide database principles of searching and evaluating. They learn to analyse information usage and different resources. We design learning opportunities to become familiar with industry information sources. Learning is designed to integrate learning, support information skills, and provide opportunities for application of knowledge and skills.

Beth Crawter of the Australian Catholic University talked about library design which, we were told, is a world of multiple personality disorders. There are too many choices, but which one fits? It has to be an architect's dream for it to work. Are we bribing people into our parlours?, Beth asked. Big space, coffee shops, computer networks. We have to set up communication between ourselves and our customers. Nine different kinds of study space are found at Ipswich Campus, where Beth arrived to set up the library. Signage is always wrong - it arrives a year late after everything has been re-arranged. It needs though to be clear and sparse. The library can be a community meeting-place and needs to be designed to create those places. Librarians have a Big Desk Hangup, she asserted. Do we want a high desk? A low desk? What is our relation to the user? It doesn't matter what you do though, it'll be wrong! Be prepared to have four or five design changes once the library is opened.

Rhonda Barry spoke impromptu about inter-library loan and Christine Brunton led a discussion on ProQuest and Ebsco. We had library profiles from Blan McDonagh, Stephen Morton, Fiona Harland, Joana Waqairatu, Patty Overend, Denise James, and Ian Stoodley, nearly all of them in the process of planning new libraries. Much conference work was done by Patty Overend, Stephen Morton, Fiona Harland, and Deborah Cronau. And thanks in particular went to the members of the Queensland Organising Committee, Ian Stoodley, Annette McGrath, Heather Griffiths, Carolyn Willadsen, and Christine Brunton, most of whom by Sunday afternoon were planning a well- deserved break for the following week.

Philip Harvey

Dealing with Disaster in Libraries

Address to the 19th Annual Conference of the
Australian and New Zealand Theological Library Association
2 July 2004, Brisbane, Queensland

by Grant Collins

No library is exempt from the risk of disaster. The very nature of library collections whether traditional or in digital form, is not exempt from a catastrophic event like fire or flood, or a slower undetected ruinous outcome, such as insect damage. Counter Disaster Planning is a fundamental strategy that all libraries should have in place. Principally it is a form of risk management that can prevent a disaster, and provide for a dedicated readiness plan, should a disaster occur. A disaster in a library is an unexpected occurrence that places items at risk and/or causes minor to major damage to collections. This paper gives an understanding of the issues affecting libraries today, and the principles for prevention and readiness procedures that are incorporated into a counter disaster plan.

Questions

What is a disaster in a library? It is an unexpected occurrence that places items at risk and/or causes minor to major damage to collections and/or library management systems. Counter Disaster Planning is a fundamental strategy that all libraries should have in place. In today's library, the emphasis placed on recovery of irreplaceable heritage original collections and on-line material includes the element of a library's business continuity. This is prevalent where a disaster has impacted on automated library management systems and digital repositories, adding a further dimension to contingency planning.

What is a Counter Disaster Plan? It is a pro-active, dynamic planning document that articulates the necessary considerations in minimising risk to library collections, and is a guide for the implementing of disaster preparedness activities should a disaster occur.

Why do we need a Counter Disaster Plan? I have attended a number of library disaster scenes in the last ten years. At most of them I carried out the role of response coordinator. A number have been at State Library where a counter disaster plan is in place. I compare this to other libraries large and small, where there were no contingency plans in place. The main differences I experienced where · there were no prior contingency plans developed were:
* The extra time required to complete the recovery to establish business as usual.
* No instant access to equipment and consumables required for response procedures.
* No guaranteed access and price negotiation to off-site facilities such as industrial freezer units.
* A chaos scene at the library.
* Higher loss of collections than would have been expected

Grant Collins is currently the Manager, Collection Preservation at the State Library of Queensland. He has extensive expertise in the field of Preservation and Conservation of Library Materials and part of his role at the State Library is the responsibility for coordination of Counter Disaster Planning and Preservation Management

With one fire at a school library, a majority of the collections had been affected by fire, soot and water damage. This library had no contingency plan. I was requested to consult on the response requirements and procedures to salvage the collection. On arrival there were a large number of enthusiastic and well-meaning volunteers placing all the damaged collection items into cardboard boxes. A contingency plan would have detailed and informed the process to prioritise collections for the sequence of response, categorise levels of damage, and broken the volunteers up into teams to carry out respective response procedures. If the boxed damp collections were left unchecked, there potentially would have been a high risk of mould outbreak covering these items within two days.

Four Components in Compiling a Counter Disaster Plan

Prevention, Preparedness, Response, Recovery

Prevention
Formulate an assessment of all risks to your Library. Examination of the facility plans or reports is a good starting point. Formulate measures to reduce or prevent risks from occurring. Establish mitigation for each of the risks. Causes of disaster in Australia include but are not limited to cloud bursts and lightning strikes; cyclone, hail and flooding; power failure and fire; mould and insect outbreak; earthquake; chemical contamination; poor building design and maintenance as well as poor storage system design; plumbing bursting or leaking; war, bombs, and terrorist attack.

Preparedness - Being ready for disaster/catastrophe
Develop a readiness plan that clearly articulates response and recovery procedures. Collate all emergency procedures into a single plan. Conduct practicality tests to ensure it works and keep it simple. I had reviewed a particular organisation's counter disaster plan that was well researched and a piece of exceptional writing. The bottom line was that in a catastrophe scenario I had doubts about its capacity to guide process in a logical and non-complex approach. In a disaster situation the only thing that should be sophisticated is the welfare of the people. Collate all resources into the plan including equipment, whether hired or purchased. If the intention is to hire the equipment, formulate a contract with your nominated supplier and agree on price and guaranteed use in any given circumstance, within the contract. This needs to be done in advance, because at the time of disaster it is too late. Have on hand all necessary supplies you would deem necessary for immediate response

to a disaster to collections. At the State Library of Queensland we have opted for a series of kits across our current transitional locations. This is supplemented by a larger scale counter disaster store for these consumables at our main Cannon Hill site (See sample Mobile Disaster Response Kit Contents on page 20.)

Establish a counter-disaster response network within your organisation. At State Library this has three tiers, including an emergency planning committee, team co-ordinator and team leaders, and team members. The emergency planning committee is made up of representation of staff members who will be responsible for prioritisation of the sequence in which items would be recovered and accordingly the level of treatment that may go into recovery of collections. The committee is also responsible for keeping the plan up-to-date. The team co-ordinator and team leaders are established to instigate the implementation of documented recovery procedures for the various media aligned to its prioritisation for recovery. These recovery procedures should be clearly articulated in the recovery plan that marries the type of damage to the type of media, e.g. water damage to a photographic negative, or fire and soot damage to an antiquarian book. The team members carry out these procedures under the guidance of their respective team leader. All contact details of each level of the counter-disaster network should be included within your disaster plan.

Prioritising
The State Library of Queensland holds a variety of material identified by collection areas as being of high state and or national significance. During an emergency, which is affecting or has affected relevant collection areas, this material is given priority for recovery and treatment.

Priority Criteria are as follows:

Priority 1 is material that is identified as unique, highly significant to the collection and irreplaceable. Items assigned this priority are to be salvaged/recovered at all costs.

Priority 2 is material that is identified as rare and significant to the collection, difficult to replace but it is not unique. Items assigned this priority are to be salvaged/recovered as time permits. Also, items given this priority are likely to be recovered well and returned to a useable state.

Priority 3 is material that is identified as significant to the collection, not excessively difficult to replace

and not unique. Items assigned this priority are to be salvaged as part of a post-disaster recovery operation after the Priority 1 and 2 items are attended to. It is possible to discard and eventually replace Priority 3 items if necessary, as they are not unique.

Mapping Collections

A further feature for forward planning contained in our Counter Disaster plan is the mapping of priority one collections. This prepares us to more efficiently locate and commence response procedures for high priority items in a given catastrophe. This is achieved by developing compactus/shelving diagrams and highlighting (colour shading) the location of these items on your map.

Training

Develop a training module as part of your counter-disaster plan. This should include: Capacity to impart awareness of the organisations Counter-Disaster Plan. It should give particular focus to Disaster Response procedures. Sessions should be held with response teams that allow for application and practicing of documented response procedures. This would cover an introduction to the logic behind the preparedness plans and a simulation exercise that allows team members to apply the procedures for a range of collections and with differing types and levels of damage. The three areas that should be covered would include retrieval, categorisation and salvage practices. These sessions also have the value of allowing team members to get familiar with handling damaged collections and also team coordinators an opportunity to assess the competence and suitability of each trainee. An advanced session with team leaders would also be required that would allow for a more comprehensive understanding and manual dexterity for leadership of their respective teams in a given disaster scenario.

I was impressed by the approach of the Queensland University of Technology Library which had a majority of their Senior Management participate in recovery procedure training and used inventive means by which to impart and teach the various components of their recovery plan. This included some creative and at times humorous means of constructing wind drying tunnels for damp books.

Response - So a disater has occurred
Established procedures should be in place in the plan that instigate an immediate communications process once a disaster has occurred. At State Library this includes the sequence of contact commencing with the Building Manager → Disaster

Recovery Coordinator→Team Leaders→Team Members.

Access to the disaster site should be subject to confirmed accessibility via emergency services, e.g. fire brigade. Initial assessment is completed by the chair of the Emergency Planning Committee and Disaster Recovery Coordinator. It is important not to allow an unplanned and reactive "boots and all" approach to response procedures. My experience is that this assists in eventuating in chaos. The only instance where this should be implemented is in preventing any further damage. For example, if new leaks occur in collection locations other than the initial disaster site.

A pro-active approach would conduct a preliminary appraisal initially of the stability of the site to ascertain how you will access the collection area and retrieve the collections. At this point your thinking should be aimed at the best passage to transport your damaged items to a predetermined salvage centre. Time taken at the preliminary appraisal will save time in the overall response and recovery exercise.

At State Library, during our Millennium Library Project (redevelopment of the existing State Library) a salvage centre would be made available through the Department of Emergency Services. While the type of facility has been pre-determined, being a contingency has meant that the location would be selected from a list of available facilities at the time. State Library has specified that the salvage facility/ building would have the following requirements:

* Approx 500-1000 sq metres (this would depend on how large your collection is)
* Accessible during flooding
* Telephone
* Small office space with toilet and kitchen facilities
* Sealed floors (loadings 5.0 kpa)
* Floor drain access
* Sink/water supply
* Emergency power
* Ceiling height min of 2.4 metres
* Basic lighting
* Lockable
* Security presence
* Smoke sensors
* Brisbane metro area
* Truck loading bay (weatherproof)
* Power points in regular intervals on the walls
* Air-conditioned with dehumidification control
* Be clean and dry
* Pallet truck/forklift
* Some basic shelving

Upon assessment of the extent of the damage, a summary of the resources for the response should completed by the Disaster Recovery Coordinator. You are now in preparation for the recovery phase by instigating response processes. This would determine the number of team leaders and team members needed, and the consumables, equipment and services required for the response. Initial response plans would then effect the retrieval of collections commencing with high priority items designated on the mapping. There have been occasions where items on the floor or those at risk from falling from the edge of book shelves have been retrieved in these areas first, as they were at risk from further damage by the retrieval process. While team members are retrieving and recording those items, other teams would be designated to set up areas in the salvage centre to categorise the items for salvage. This can include anything from placing reels of microfilm into a bucket of water before being sent off for reprocessing, to packaging sodden books in preparation for sending to an industrial freezer complex. In some instances with significant items, this may require a photographic record for claiming on insurance. Another team led by the respective team leader would be assembling trestle tables and drying lines for the salvage operations to begin.

Recovery - Establishing business continuity
By now you will have established the extent of the catastrophe and the resources required for the recovery. You will also have established a process for retrieval, categorization and salvage/recovery. With your respective teams in place you are now ready for the recovery phase to begin. This is where your documented processes for recovering the range of media affected by the differing causes of damage are instigated.

* Items of high significance should be forwarded directly to a conservator.
* Your prioritisation should be driven by your established priority listing.
* Those items that are frozen would be last items that you would recover. By freezing these collections you have simply bought yourself time, particularly against the possible onset of mould.

* Prepare the repository for return of the collections. This would include such measures as replacement of carpets, and drying, cleaning, or replacement of storage systems.

Post Recovery
The post-recovery phase is an essential component of prevention and improvement for the counter disaster plan. It is also essential for allowing robust discussion on what went well and what would improve the plan. These results should be forwarded to the Emergency Planning Committee in updating the document. Post-recovery should also act as a prompt for redressing the cause of the disaster, also any contractual arrangements with external services and replacement of supplies that were used for the recovery phase. It should also perform the monitoring of the collections to ensure that once they have been returned to their store, that no mould outbreaks occur as books that have become wet have a capacity to absorb large quantities of water.

In conclusion, the work that goes into the development of a functional disaster readiness plan will ensure that your library is effectively managing risk to the collections and library management systems. Your Counter Disaster Plan will ensure that if disaster one day strikes, your organisation is prepared.

Grant Collins

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Sample Mobile Disaster Response Kit

Contents Checklist

Check	Description	Quantity
	Disaster Response Procedures	
	Adhesive Waterproof Tape, Masking tape and dispensers	2 each
	Bandages – crépe/gauze	4
	Bin Liners	
	Blotting Paper	2 reams
	Buckets	3
	Cartridges for HEPA Respirators (see PPE)	6
	Cleaning Cloths	20
	Clipboard	1
	Detol & Detol Hand wash	1
	Disposable Camera & other documentation equipment	1
	Drying Lines & Pegs	3
	Dust Bunnies	20
	Dust Masks - Disposable	20
	Dust pan and broom	2
	Extension Lead	1 x 30m
	Eye Wash	1
	First Aid Kit	1
	Foam Sponges (Large – car washing type)	2
	Folded Sorbents	1 pack
	Freezer Bags	25
	Garbage Bags (blue and black)	25
	Glasses, Safety	2
	Gloves, cotton	15 pairs
	Gloves -Disposable Latex	1 box
	Gloves, Finger Grip	
	Greaseproof or Silicon Paper	1 roll or 1 ream
	HEPA Respirators (see PPE)	3
	Knives (Stanley knives or box cutters)	2
	Marker Pens	24
	Masking Tape and Dispenser	1 roll
	Paint brushes	6 various sizes
	Paper Towels – perforated, interleaving	7 rolls
	Pencils	16
	Pens	15
	PPE - Personal Protection Equipment (Gloves, respirators, clothing, boots etc)	2 pairs of each
	Plastic Paper Clips	1 box
	Polyethylene Sheeting-cover/protect collections/quarantine area or Tarpaulins	2 lengths
	Polypropylene Plastic Containers with lids	10
	Power Boards	1 x 6 outlets
	Rolling Organisers (with wheels and red lid clips)	8 (to contain kit)
	Scissors, non-magnetic	2
	Sponges – Soot	5
	Sponges – Household small	1 pack
	Spray Bottles	1
	Stanley Knives	4
	Staple Gun & staples	1
	Step Ladder	
	Storage Units	
	String	1 roll
	Tarpaulins	
	Twist Ties (Gardening Twine)	
	Wet Ones – Personal Hygiene	1 dispenser
	Whistle – calling people to assemble or evacuate	1

The Trevor Zweck Award

by Philip Harvey

At this year's conference of the Australian and New Zealand Theological Library Association, the members at the AGM formally approved the following updated terms for the Association's most prestigious form of professional recognition, The Trevor Zweck Award.

The Terms

1. An Award, known as the "Trevor Zweck Award" may be made at each ANZTLA annual conference.

2. The recipient of the award should be a person who, in the opinion of the Board, has made a significant contribution to the development of theological libraries and librarianship in Australia or New Zealand in any way during the previous twelve months. Recipients need not necessarily be librarians or members of ANZTLA.

3. No person may receive the Award on more than one occasion.

4. The Board will decide each year whether or not the award is to be conferred. This decision will be made after consideration of nominations received from ANZTLA members and Chapters. The Board is free not to grant the Award if no nominations are received or if it cannot agree on a nomination for a particular year. If more than one nomination for the Award is received, then the Board may decide to confer more than one Zweck Award in the same year.

If the Award is to be conferred, then:

5. The Conference Committee, in consultation with the Board, will allocate a time for a ceremony at which the Award will be presented, normally at either the conference dinner or the Annual General Meeting.

6. The Board will arrange the ceremony at which the Award will be presented.

7. The Award has no monetary value, but consists of a certificate stating:

   "Awarded by the Australian and New Zealand Theological Library Association to record the outstanding contribution made by [name] to theological libraries and librarianship in Australia and New Zealand [date]."

   Further details of the recipient's contribution may be added to the certificate and changes made be made by the Board where appropriate. The certificate should be framed, attractive and dignified.

8. The certificate will be supplied by the Board from ANZTLA funds for presentation at the Conference.

9. The recipient should be informed in advance of the Award by the Board and be invited to attend the presentation ceremony.

Background and Brief History

At the Annual General Meeting of ANZTLA in 1994, held at Ormond College in Melbourne, Coralie Jenkin proposed from the floor that an Award be instituted "to a person who has contributed to theological libraries in Australia or New Zealand." This was a new idea for the Association members, one that was met with positive approval. After some careful consideration of the detail by different members, the terms of this Award were finally presented to the meeting as a series of motions. The full set of original terms can be found at item 7 in the 1994 AGM Minutes. Significant amongst the terms were that "the recipient be a person who, in the opinion of the Executive Committee [the forerunner of the present Board], has made a significant contribution to the development of theological libraries in Australia or New Zealand in any way during the previous twelve months"; that "recipients will not necessarily be librarians"; and that "no person receive the Award on more than one occasion."

The motions were duly put to the AGM and passed. These included the first motion, namely that the Award "be known as the Trevor Zweck Award." This was greeted as a great marvel by many of the members in attendance, not least Trevor Zweck himself, who had been sitting in the Chair for the entire proceedings. Trevor was Librarian of the Lohe Memorial Library at Luther Seminary in North Adelaide. He was one of the founding figures in the creation of ANZTLA and a driving force in helping establish the chapter system. He was instrumental in adopting and promoting key ANZTLA initiatives, his word often being decisive for their implementation. When the Award was formally voted on that night in 1994, Trevor had been President of ANZTLA for eight years.

In fact, the Trevor Zweck Award is the highest accolade that ANZTLA can award. It is awarded to an individual (not an institution) in recognition of an outstanding contribution which has furthered the course of theological librarianship. It can be awarded annually but, since its inception in 1996, has only ever been awarded once before. Members of the Association nominate a person to receive the award and this must then be approved by the Board. Before this year only one Zweck Award had been given, to Tony McCumstie for his work in producing AULOTS 3.

Philip Harvey

Ruth Millard Receives the 2004 Zweck Award

Ruth Millard, librarian at Ridley College in Melbourne since 1992, was nominated by certain members in the South Australian chapter of ANZTLA. Ruth received the award for her leadership work in organising the Consortium Task Group. She led some thirty-one theological libraries, and universities that teach theology, in protracted negotiations with vendors. This resulted in three separate consortia for online databases of 27, 18 and 11 libraries respectively. Subscribing as a consortium reduces the cost and has enabled many libraries which would not have been able to access these valuable resources to now provide this service to their students. The job was seriously challenging, gathering information and decisions from libraries and then negotiating with vendors about any number of different scenarios. It was a huge organisational task done with Ruth's characteristic efficiency and grace. In keeping with the terms of the Award, Ruth was presented with the Award at the Conference Dinner in Brisbane in early July.

Philip Harvey

ANZTLA Statistics 2002

compiled by Ruth Millard

Notes on ANZTLA Statistics 2002

Reporting Categories:

A.   Provides clergy training programmes, usually leading to degree or post-graduate qualifications (i.e. ANZATS member schools)

B.   Schools and training institutions which may offer degree, but not usually post-graduate qualifications (i.e. Bible Colleges, Missionary training institutions)

C.   Do not have students (i.e. church administrative libraries, resource centres, parachurch organizations, etc.)

D.   Institutions offering non-theological courses in addition (i.e. teacher training)

In calculating averages and medians, the NAs and ?s have been disregarded.

Key to Tables:

[ ] = approximations supplied by library

TABLE 1A 2002 LIBRARY STAFF

INSTITUTION	STATE/NZ	PROFES-SIONAL [1]	PARA-PRO-FESSIONAL [2]	LIBRARY SUPPORT [3]	TOTAL STAFF [4]
1. Adelaide Theological Library	SA	1.60	0.00	0.58	2.18
2. Baptist Theological College of WA	WA	0.60	0.50	0.00	1.10
3. Bible College of New Zealand	NZ	2.00	2.00	0.00	4.00
4. Bible College of South Australia	SA	0.30	1.20	0.00	1.50
5. Bible College of Victoria	VIC	1.00	0.00	0.53	1.53
6. Burleigh College	SA	0.40	0.00	0.20	0.60
7. Catholic Institute of Sydney	NSW	2.75	1.75	0.50	5.00
8. Catholic Theological College	VIC	1.80	0.00	0.50	2.30
9. Centre for Ministry	NSW	2.00	1.50	0.00	3.50
10. Churches of Christ Theological College	VIC	0.40	0.00	0.25	0.65
11. Garden City College of Ministries	QLD	0.40	0.00	0.00	0.40
12. Harvest Bible College	VIC	1.00	0.00	0.00	1.00
13. Kingsley College	VIC	1.00	0.00	0.00	1.00
14. Knox College	NZ	0.00	2.08	0.00	2.08
15. Moore Theological College	NSW	3.00	3.00	0.00	6.00
16. Nazarene Theological College	QLD	0.53	0.00	0.53	1.06
17. Presbyterian Theological Centre	NSW	1.00	0.00	0.00	1.00
18. Presbyterian Theological College	VIC	0.50	0.00	0.00	0.50
19. Queensland Baptist College of Ministries	QLD	1.00	0.00	0.00	1.00
20. Reformed College of Ministries	QLD	1.00	0.00	0.00	1.00
21. Ridley College	VIC	1.20	0.00	0.20	1.40
22. St. Andrew's Greek Orthodox Theological College	NSW	1.00	0.00	0.33	1.33
23. St. Francis' Theological College	QLD	1.20	0.00	0.00	1.20
24. St. John's College	NSW	1.00	0.00	0.00	1.00
25. St. John's College	NZ	3.00	0.00	1.00	4.00
26. St. Mark's National Theological Centre	ACT	1.50	0.00	2.23	3.73
27. St. Paschal Library	VIC	1.60	0.00	2.00	3.60
28. Trinity College - Leeper Library	VIC	2.00	0.00	1.40	3.40
29. Trinity Theological College	WA	0.80	0.10	0.10	1.00
30. Vianney College	NSW	1.00	0.00	0.00	1.00
31. Whitley College	VIC	1.00	0.00	1.00	2.00
TOTAL		**32.78**	**12.03**	**8.85**	**53.66**
AVERAGE		**1.06**	**0.39**	**0.29**	**1.73**
MEDIAN		**1.00**	**0.00**	**0.00**	**1.33**

TABLE 1B 2002 LIBRARY STAFF

INSTITUTION	STATE/NZ	PROFES-SIONAL [1]	PARA-PRO-FESSIONAL [2]	LIBRARY SUPPORT [3]	TOTAL STAFF [4]
1. Bible College of Queensland	QLD	0.60	0.00	0.00	0.60
2. Booth College of Mission	NZ	1.00	0.00	1.00	2.00
3. Canberra College of Theology	ACT	1.00	0.00	0.00	1.00
4. Emmaus Bible College	NSW	0.00	0.60	0.10	0.70
5. New Covenant International Bible College	NZ	1.00	0.00	6.00	7.00
6. New Creation Library	SA	0.00	0.00	3.00	3.00
7. Perth Bible College	WA	0.00	2.00	0.00	2.00
8. Sydney Missionary and Bible College	NSW	0.00	1.40	2.00	3.40
9. Tabor College (Tasmania)	TAS	0.00	1.00	0.00	1.00
10. Tabor College (Victoria)	VIC	1.00	0.20	1.00	2.20
11. Tahlee Bible College	NSW	0.50	0.00	0.30	0.80
12. Wesley Institute	NSW	1.00	0.60	0.40	2.00
13. Worldview Centre for Intercultural Studies	TAS	0.20	1.00	0.30	1.50
TOTAL		6.30	6.80	14.10	27.20
AVERAGE		0.48	0.52	1.08	2.09
MEDIAN		0.50	0.20	0.30	2.00

TABLE 1C 2002 LIBRARY STAFF

INSTITUTION	STATE/NZ	PROFESSIONAL [1]	PARA-PROFESSIONAL [2]	LIBRARY SUPPORT [3]	TOTAL STAFF [4]
1. Anglican Resource Centre	SA	0.00	0.80	0.20	1.00
2. Carmelite Library	VIC	0.40	0.20	0.20	0.80
3. Catholic Education Office Bendigo	VIC	0.60	0.40	0.00	1.00
4. Catholic Education Office Townsville	QLD	0.60	0.00	0.00	0.60
5. Catholic Resouce & Info Service	SA	1.00	0.00	1.00	2.00
6. Colin Library	NSW	0.00	0.50	0.00	0.50
7. Dominican Studium Library	VIC	0.60	0.20	0.20	1.00
8. Evangelical Library	SA	0.00	0.00	?	?
9. House of Prayer for All Nations	SA	0.00	0.40	0.50	0.90
10. L.A. Falk Library	NSW	0.00	?	?	?
11. New Norcia Library	WA	0.60	0.50	0.00	1.10
12. St Benedict's Monastery	NSW	0.20	0.20	0.00	0.40
13. Trinity College - Mollison Library	VIC	?	?	?	?
TOTAL		4.00	3.20	2.10	9.30
AVERAGE		0.33	0.29	0.21	0.93
MEDIAN		0.30	0.20	0.10	0.85

TABLE 1D 2002 LIBRARY STAFF

INSTITUTION	STATE/NZ	PROFES-SIONAL [1]	PARA-PRO-FESSIONAL [2]	LIBRARY SUPPORT [3]	TOTAL STAFF [4]
1. Australian Catholic Uni. – McAuley at Banyo Campus	QLD	6.19	7.00	2.30	15.49
2. Australian Catholic University – Mt. St. Mary's Campus	NSW	5.53	5.73	2.01	13.27
3. Australian Catholic University – St. Patrick's Campus	VIC	6.00	6.30	3.80	16.10
4. Australian Catholic University – Signadou Campus	ACT	3.00	1.60	1.50	6.10
5. Catholic Library of WA	WA	2.00	2.00	2.00	6.00
6. Murdoch University	WA	23.10	4.00	29.50	58.60
7. Nungalinya College	NT	0.40	0.00	0.40	0.80
8. Tabor College, Adelaide	SA	1.60	0.00	0.00	1.60
9. University of Notre Dame *	WA	0.50	0.00	0.00	0.50
TOTAL		48.32	26.63	41.51	118.46
AVERAGE		5.37	2.96	4.61	13.16
MEDIAN		3.00	2.00	2.00	6.00

* Theology library staff only

TABLE 2A 2002 LIBRARY SERVICES

INSTITUTION	STATE / NZ	TOTAL NUMBER OF LOANS [8]	INTERLIBRARY LOANS					
			ORIGINAL ITEMS LENT [9]	PHOTOCOPIED ITEMS LENT [10]	TOTAL ITEMS LENT [11]	ORIGINAL ITEMS BORROWED [12]	PHOTOCOPIED ITEMS BORROWED [13]	TOTAL ITEMS BORROWED [14]
1. Adelaide Theological Library	SA	*15715	119	56	175	9	4	13
2. Baptist Theological College of WA	WA	13710	?	?	?	?	?	?
3. Bible College of New Zealand	NZ	[22792]	83	53	136	40	26	66
4. Bible College of South Australia	SA	4305	2	3	5	1	1	2
5. Bible College of Victoria	VIC	20429	2	3	5	4	4	8
6. Burleigh College	SA	3344	2	0	2	21	23	44
7. Catholic Institute of Sydney	NSW	11073	23	60	83	17	23	40
8. Catholic Theological College	VIC	13250	23	27	50	21	30	51
9. Centre for Ministry	NSW	14607	18	8	26	46	23	69
10. Churches of Christ Theological College	VIC	2226	2	4	6	1	0	1
11. Garden City College of Ministries	QLD	3998	0	2	2	10	25	35
12. Harvest Bible College	VIC	6426	?	?	?	?	?	?
13. Kingsley College	VIC	5470	?	?	?	?	?	?
14. Knox College	NZ	4605	34	29	63	50	3	53
15. Moore Theological College	NSW	18436	148	187	335	16	26	42
16. Nazarene Theological College	QLD	2286	0	2	2	4	0	4
17. Presbyterian Theological Centre	NSW	3927	4	8	12	10	143	153
18. Presbyterian Theological College	VIC	?	5	3	8	3	4	7
19. Queensland Baptist College of Ministries	QLD	6763	2	20	22	20	11	31
20. Reformed College of Ministries	QLD	1183	1	1	2	7	8	15
21. Ridley College	VIC	19136	3	4	7	4	1	5
22. St. Andrew's Greek Orthodox Theological College	NSW	?	1	3	4	3	7	10
23. St. Francis' Theological College	QLD	5652	18	22	40	6	8	14
24. St. John's College	NSW	2476	0	0	0	0	27	27
25. St. John's College	NZ	19265	?	?	224	?	?	98
26. St. Mark's National Theological Centre	ACT	24800	133	12	145	133	12	145
27. St. Paschal Library	VIC	2529	2	13	15	19	22	41
28. Trinity College - Leeper Library	VIC	4500	0	5	5	0	0	0
29. Trinity Theological College	WA	2341	4	6	10	3	4	7
30. Vianney College	NSW	1391	0	1	1	0	0	0
31. Whitley College	VIC	11686	1	1	2	0	4	4
TOTAL		268321	630	533	1387	448	439	985
AVERAGE		9252.45	23.33	19.74	49.54	16.59	16.26	35.18
MEDIAN		5652	2	5	9	7	8	21

*Feb-Dec

TABLE 2B 2002 LIBRARY SERVICES

INSTITUTION	STATE / NZ	TOTAL NUMBER OF LOANS [8]	INTERLIBRARY LOANS					
			ORIGINAL ITEMS LENT [9]	PHOTOCOPIED ITEMS LENT [10]	TOTAL ITEMS LENT [11]	ORIGINAL ITEMS BORROWED [12]	PHOTOCOPIED ITEMS BORROWED [13]	TOTAL ITEMS BORROWED [14]
1. Bible College of Queensland	QLD	6100	0	4	4	0	0	0
2. Booth College of Mission	NZ	?	20	4	24	20	6	26
3. Canberra College of Theology	ACT	2600	0	1	1	0	0	0
4. Emmaus Bible College	NSW	726	0	0	0	0	0	0
5. New Covenant International Bible College	NZ	5382	0	0	0	0	0	0
6. New Creation Library	SA	?	?	?	?	?	?	?
7. Perth Bible College	WA	2866	0	0	0	0	0	0
8. Sydney Missionary and Bible College	NSW	15100	0	0	0	0	0	0
9. Tabor College (Tasmania)	TAS	?	0	0	0	0	0	0
10. Tabor College (Victoria)	VIC	9405	0	0	0	0	0	0
11. Tahlee Bible College	NSW	?	0	0	0	0	0	0
12. Wesley Institute	NSW	5884	?	?	?	?	?	?
13. Worldview Centre for Intercultural Studies	TAS	8816	0	0	0	0	0	0
TOTAL		56879	20	9	29	20	6	26
AVERAGE		6319.89	1.82	0.82	2.64	1.82	0.55	2.36
MEDIAN		5884.00	0.00	0.00	0.00	0.00	0.00	0.00

TABLE 2C 2002 LIBRARY SERVICES

INSTITUTION	STATE / NZ	TOTAL NUMBER OF LOANS [8]	INTERLIBRARY LOANS					
			ORIGINAL ITEMS LENT [9]	PHOTOCOPIED ITEMS LENT [10]	TOTAL ITEMS LENT [11]	ORIGINAL ITEMS BORROWED [12]	PHOTOCOPIED ITEMS BORROWED [13]	TOTAL ITEMS BORROWED [14]
1. Anglican Resource Centre	SA	[1250]	0	0	0	0	0	0
2. Carmelite Library	VIC	284	0	6	6	0	0	0
3. Catholic Education Office Bendigo	VIC	?	0	0	0	0	0	0
4. Catholic Education Office Townsville	QLD	1568	0	0	0	0	0	0
5. Catholic Resouce & Info Service	SA	11250	0	0	0	3	0	3
6. Colin Library	NSW	?	3	0	3	2	1	3
7. Dominican Studium Library	VIC	2400	2	2	4	1	2	3
8. Evangelical Library	SA	?	0	0	0	0	0	0
9. House of Prayer for All Nations	SA	?	0	0	0	0	0	0
10. LA Falk Library	NSW	0	0	6	6	0	0	0
11. New Norcia Library	WA	[100]	10	10	20	0	2	2
12. St Benedict's Monastery	NSW	10	0	7	7	0	1	1
13. Trinity College - Mollison Library	VIC	400	4	4	8	0	0	0
TOTAL		15912	19	35	54	6	6	12
AVERAGE		1918.00	1.46	2.69	4.15	0.46	0.46	0.92
MEDIAN		400	0	0	3	0	0	0

TABLE 2D 2002 LIBRARY SERVICES

INSTITUTION	STATE / NZ	TOTAL NUMBER OF LOANS [8]	INTERLIBRARY LOANS					
			ORIGINAL ITEMS LENT [9]	PHOTOCOPIED ITEMS LENT [10]	TOTAL ITEMS LENT [11]	ORIGINAL ITEMS BORROWED [12]	PHOTOCOPIED ITEMS BORROWED [13]	TOTAL ITEMS BORROWED [14]
1. Australian Catholic Uni. – McAuley at Banyo Campus	QLD	80813	414	154	568	276	565	841
2. Australian Catholic University – Mt. St. Mary's Campus	NSW	64048	88	84	172	80	86	166
3. Australian Catholic University – St. Patrick's Campus	VIC	86579	254	86	340	126	319	445
4. Australian Catholic University – Signadou Campus	ACT	28679	332	262	594	59	58	117
5. Catholic Library of WA	WA	22443	0	0	0	0	0	0
6. Murdoch University	WA	1888755	1374	3072	4446	973	2064	3037
7. Nungalinya College	NT	[2500]	20	1	21	4	0	4
8. Tabor College, Adelaide	SA	28309	?	?	?	?	?	?
9. University of Notre Dame	WA	?	?	?	?	?	?	?
TOTAL		2202126	2482	3659	6141	1518	3092	4610
AVERAGE		275265	354.57	522.71	877.29	216.86	441.71	658.57
MEDIAN		46363.5	254.00	86.00	340.00	80.00	86.00	166.00

TABLE 3A 2002 COLLECTION RESOURCES

INSTITUTION	STATE/NZ	MONOGRAPH VOLUMES ADDED 2002 [15]	TOTAL END 2002 [16]	NON-BOOK MATERIALS ADDED 2002 [17]	TOTAL END 2002 [18]	SERIAL VOLUMES ADDED 2002 [19]	TOTAL END 2002 [20]	SERIAL SUBS CURRENT [21]
1. Adelaide Theological Library	SA	934	[60000]	1.	?	222	?	222
2. Baptist Theological College of WA	WA	893	30200	[15]	?	[380]	?	128
3. Bible College of New Zealand	NZ	1598	[40872]	5	?	?	?	208
4. Bible College of South Australia	SA	1000	23000	2	?	800	19258	69
5. Bible College of Victoria	VIC	950	37950	85	2939	80	1650	289
6. Burleigh College	SA	715	18658	77	482	50	1770	50
7. Catholic Institute of Sydney	NSW	4192	[68000]	21	[356]	280	?	280
8. Catholic Theological College	VIC	3700	[95000]	?	?	[200]	?	207
9. Centre for Ministry	NSW	1405	[56078]	30	262	156	?	156
10. Churches of Christ Theological College	VIC	185	18320	?	11	156	?	105
11. Garden City College of Ministries	QLD	346	11767	68	449	?	?	21
12. Harvest Bible College	VIC	1708	[26500]	1.	1.	21	?	[100]
13. Kingsley College	VIC	[450]	[20600]	[468]	[3895]	?	[100]	145
14. Knox College	NZ	299	[55566]	?	?	0	?	[78]
15. Moore Theological College	NSW	10182	191733	?	?	?	?	725
16. Nazarene Theological College	QLD	?	?	5	5	?	?	76
17. Presbyterian Theological Centre	NSW	3567	27842	151	3691	72	[10000]	86
18. Presbyterian Theological College	VIC	599	16200	?	?	552	?	?
19. Queensland Baptist College of Ministries	QLD	551	18600	364	?	?	?	140
20. Reformed College of Ministries	QLD	338	13138	6	?	55	?	29
21. Ridley College	VIC	746	40102	34	889	29	822	[145]
22. St. Andrew's Greek Orthodox Theological College	NSW	1035	12035	5	[500]	[145]	?	[134]
23. St Francis' Theological College	QLD	783	24243	8	26	[134]	[398]	99
24. St. John's College	NSW	886	?	?	?	[100]	[2576]	45
25. St. John's College	NZ	2279	82000	1.	1.	35	?	[350]
26. St. Mark's National Theological Centre	ACT	1535	85535	?	22	[350]	?	300
27. St. Paschal Library	VIC	2484	41659	8	25	900	?	182
28. Trinity College - Leeper Library	VIC	320	10320	1	51	3	[210]	20
29. Trinity Theological College	WA	1142	12380	53	[400]	1	398	42
30. Vianney College	NSW	323	13955	?	?	42	?	64
31. Whitley College	VIC	966	28781	3	180	64	?	
TOTAL		46111	1181034	1409	14183	4836	40677	4660
AVERAGE		1537.03	40725.31	70.45	834.29	193.44	4067.70	155.33
MEDIAN		942	27842	18	356	100	1710	131

1. Included with monograph count.

TABLE 3B 2002 COLLECTION RESOURCES

INSTITUTION	STATE / NZ	MONOGRAPH VOLUMES ADDED 2002 [15]	TOTAL END 2002 [16]	NON-BOOK MATERIALS ADDED 2002 [17]	TOTAL END 2002 [18]	SERIAL VOLUMES ADDED 2002 [19]	TOTAL END 2002 [20]	SERIAL SUBS CURRENT [21]
1. Bible College of Queensland	QLD	678	17558	17	110	[165]	?	[165]
2. Booth College of Mission	NZ	342	10652	24	1937	2	1148	41
3. Canberra College of Theology	ACT	805	12674	[13]	[1300]	0	148	47
4. Emmaus Bible College	NSW	727	10841	1	?	57	?	60
5. New Covenant International Bible College	NZ	572	13020	400	1990	600	2585	158
6. New Creation Library	SA	330	8726	?	?	?	?	?
7. Perth Bible College	WA	1446	20557	85	224	?	?	175
8. Sydney Missionary and Bible College	NSW	1139	22740	60	670	182	3360	182
9. Tabor College (Tasmania)	TAS	650	4255	?	?	6	100	6
10. Tabor College (Victoria)	VIC	1625	24860	97	775	428	2986	89
11. Tahlee Bible College	NSW	380	18342	134	3234	65	?	65
12. Wesley Institute	NSW	[1108]	34085	[81]	1523	?	?	[90]
13. Worldview Centre for Intercultural Studies	TAS	401	18506	84	4229	[76]	?	80
TOTAL		10203	216816	996	15992	1581	10327	1158
AVERAGE		927.55	16678.15	90.55	1599.20	158.10	1721.17	96.50
MEDIAN		588.00	17558.00	81.00	1411.50	70.50	1866.50	84.50

TABLE 3C 2002 COLLECTION RESOURCES

INSTITUTION	STATE / NZ	MONOGRAPH VOLUMES ADDED 2002 [15]	TOTAL END 2002 [16]	NON-BOOK MATERIALS ADDED 2002 [17]	TOTAL END 2002 [18]	SERIAL VOLUMES ADDED 2002 [19]	TOTAL END 2002 [20]	SERIAL SUBS CURRENT [21]
1. Anglican Resource Centre	SA	?	3772	?	945	13	?	13
2. Carmelite Library	VIC	905	25905	0	0	60	?	66
3. Catholic Education Office Bendigo	VIC	?	?	?	1500	4	15	4
4. Catholic Education Office Townsville	QLD	324	5530	377	1433	?	?	57
5. Catholic Resource & Info Service	SA	743	11230	183	3531	60	?	60
6. Colin Library	NSW	86	[41547]	0	0	0	?	0
7. Dominican Studium Library	VIC	2300	35000	10	20	100	?	100
8. Evangelical Library	SA	1288	10112	[170]	[670]	0	[5]	0
9. House of Prayer for All Nations	SA	200	4200	50	1550	0	30	6
10. L.A. Falk Library	NSW	139	[6000]	3	28	25	?	6
11. New Norcia Library	WA	4640	49620	4	19	83	1336	?
12. St Benedict's Monastery	NSW	[50]	[15830]	1	[75]	40	[1480]	40
13. Trinity College - Mollison Library	VIC	325	16325	1	4	-1	2055	18
TOTAL		11000	225071	799	9775	384	4921	370
AVERAGE		1000.00	18755.92	72.64	751.92	32.00	820.17	30.83
MEDIAN		325.00	13530.00	4.00	75.00	19.00	683.00	15.50

TABLE 3D 2002 COLLECTION RESOURCES

INSTITUTION	STATE / NZ	MONOGRAPH VOLUMES ADDED 2002 [15]	TOTAL END 2002 [16]	NON-BOOK MATERIALS ADDED 2002 [17]	TOTAL END 2002 [18]	SERIAL VOLUMES ADDED 2002 [19]	TOTAL END 2002 [20]	SERIAL SUBS CURRENT [21]
1. Australian Catholic Uni. – McAuley at Banyo Campus	QLD	4164	109521	?	?	675	17834	?
2. Australian Catholic University – Mt. St. Mary's Campus	NSW	1724	108952	?	?	?	?	1163
3. Australian Catholic University – St. Patrick's Campus	VIC	4792	102585	[350]	?	634	11853	548
4. Australian Catholic University – Signadou Campus	ACT	1251	53405	?	?	?	?	627
5. Catholic Library of WA	WA	453	14118	328	5383	?	?	291
6. Murdoch University	WA	12471	405243	?	?	119	?	119
7. Nungalinya College	NT	[200]	[17000]	?	[1000]	2530	?	?
8. Tabor College, Adelaide	SA	873	27738	?	?	62	?	[91]
9. University of Notre Dame	WA	?	200000	?	?	320	6000	96
TOTAL		25928	1038562	678	6383	4340	35687	2935
AVERAGE		3241.00	115395.78	339.00	3191.50	723.33	11895.67	419.29
MEDIAN		1487.50	102585.00	339.00	3191.50	477.00	11853.00	291.00

TABLE 4A 2002 LIBRARY EXPENDITURE (AU$)

INSTITUTION	STATE / NZ NZ	MONOGRAPHS [22]	SERIALS [23]	NON-BOOK MATERIALS [24]	TOTAL [25]
1. Adelaide Theological Library	SA	34995	31695	0	213721
2. Baptist Theological College of WA	WA	12500	18500	0	64000
3. Bible College of New Zealand *	NZ	29488	12046	509	148042
4. Bible College of South Australia	SA	?	?	?	32000
5. Bible College of Victoria	VIC	14000	10000	2300	52000
6. Burleigh College	SA	21310	3630	540	[45000]
7. Catholic Institute of Sydney	NSW	60000	30000	0	[234600]
8. Catholic Theological College	VIC	41100	25500	0	230000
9. Centre for Ministry	NSW	32450	11850	7250	?
10. Churches of Christ Theological College	VIC	3946	3883	0	26128
11. Garden City College of Ministries	QLD	11500	1850	500	[40000]
12. Harvest Bible College	VIC	?	?	?	[70000]
13. Kingsley College	VIC	6942	4036	1142	?
14. Knox College *	NZ	?	?	?	97454
15. Moore Theological College	NSW	218416	67017	17993	758314
16. Nazarene Theological College	QLD	27054	6419	1276	?
17. Presbyterian Theological Centre	NSW	20998	4467	?	?
18. Presbyterian Theological College	VIC	10000	7000	1000	?
19. Queensland Baptist College of Ministries	QLD	20000	9000	2600	55000
20. Reformed College of Ministries	QLD	6550	1037	32877	?
21. Ridley College	VIC	23999	16421	0	110667
22. St. Andrew's Greek Orthodox Theological College	NSW	[24500]	[500]	0	?
23. St. Francis' Theological College	QLD	[15000]	[20519]	[780]	86632
24. St. John's College	NSW	?	?	?	11000
25. St. John's College *	NZ	68800	34400	?	292400
26. St. Mark's National Theological Centre	ACT	35000	15000	1500	?
27. St. Paschal Library	VIC	35000	20500	16100	182000
28. Trinity College - Leeper Library	VIC	?	?	?	?
29. Trinity Theological College	WA	13350	1300	1300	47000
30. Vianney College	NSW	7934	10074	0	23741
31. Whitley College	VIC	35000	15000	800	137000
TOTAL		829832	381644	88467	2956699
AVERAGE		31916.62	14678.62	3686.13	134395.41
MEDIAN		22654.50	10962.00	790.00	78316.00

* Exchange rate = 0.86

TABLE 4B 2002 LIBRARY EXPENDITURE (AU$)

INSTITUTION	STATE / NZ	MONOGRAPHS [22]	SERIALS [23]	NON-BOOK MATERIALS [24]	TOTAL [25]
1. Bible College of Queensland	QLD	13632	2500	240	45000
2. Booth College of Mission *	NZ	11358	2280	0	[25800]
3. Canberra College of Theology	ACT	8775	1480	635	?
4. Emmaus Bible College	NSW	6858	224	1688	?
5. New Covenant International Bible College	NZ	13416	?	6447	?
6. New Creation Library	SA	?	?	?	?
7. Perth Bible College	WA	21218	1619	40	?
8. Sydney Missionary and Bible College	NSW	39745	12885	1035	74570
9. Tabor College (Tasmania)	TAS	?	?	?	[1020]
10. Tabor College (Victoria)	VIC	12108	12116	500	?
11. Tahlee Bible College	NSW	6099	3952	1689	?
12. Wesley Institute	NSW	10894	13077	1	?
13. Worldview Centre for Intercultural Studies	TAS	4220	4340	330	10102
TOTAL		**148323**	**54473**	**12604**	**156492**
AVERAGE		**13483.91**	**5447.30**	**1260.40**	**31298.40**
MEDIAN		**11358.00**	**3226.00**	**567.50**	**25800.00**

* Exchange rate = 0.86
1 Included in monograph figures
2. (Booth College) June 01-June 02

TABLE 4C 2002 LIBRARY EXPENDITURE (AU$)

INSTITUTION	STATE / NZ	MONOGRAPHS [22]	SERIALS [23]	NON-BOOK MATERIALS [24]	TOTAL [25]
1. Anglican Resource Centre	SA	2002	1	1	?
2. Carmelite Library	VIC	?	?	?	?
3. Catholic Education Office Bendigo	VIC	?	?	?	19000
4. Catholic Education Office Townsville	QLD	4320	2250	8100	?
5. Catholic Resource & Info Service	SA	19000	1000	5000	162182
6. Colin Library	NSW	?	?	?	?
7. Dominican Studium Library	VIC	16700	12000	300	60500
8. Evangelical Library	SA	5003	0	1	11500
9. House of Prayer for All Nations	SA	?	?	?	?
10. L.A. Falk Library	NSW	?	?	?	?
11. New Norcia Library	WA	9600	4050	?	?
12. St Benedict's Monastery	NSW	4903	3564	586	?
13. Trinity College - Mollison Library	VIC	?	?	?	?
TOTAL		61528	22864	13986	253182
AVERAGE		8790	3811	3497	63296
MEDIAN		5003	2907	2793	39750
1 Included in monograph figures					

TABLE 4D 2002 LIBRARY EXPENDITURE (AU$)

INSTITUTION	STATE / NZ	MONOGRAPHS [22]	SERIALS [23]	NON-BOOK MATERIALS [24]	TOTAL [25]
1. Australian Catholic Uni. – McAuley at Banyo Campus	QLD	145489	95301	0	1105830
2. Australian Catholic University – Mt. St. Mary's Campus	NSW	95990	96810	0	932420
3. Australian Catholic University – St. Patrick's Campus	VIC	113400	120000	[26000]	1125000
4. Australian Catholic University – Signadou Campus	ACT	55463	40110	0	452492
5. Catholic Library of WA	WA	22275	15138	26060	?
6. Murdoch University	WA	500020	2316935	0	7327823
7. Nungalinya College	NT	3385	2520	[2000]	62954
8. Tabor College, Adelaide	SA	?	?	?	?
9. University of Notre Dame	WA	?	?	?	?
TOTAL		936022	2686814	54060	11006519
AVERAGE		133717	383831	7723	1834420
MEDIAN		95990	95301	0	1019125

TABLE 5A 2002 INSTITUTIONAL POPULATION AND LIBRARY FACILITIES

INSTITUTION	STATE / NZ	ACADEMIC STAFF FULL-TIME [26]	PART-TIME [27]	STUDENTS FULL-TIME [28]	PART-TIME [29]	DISTANCE EDUCATION [30]	TOTAL	REGISTERED BORROWERS [31]	TOTAL SEATING CAPACITY [32]
1. Adelaide Theological Library	SA	25	60	?	?	?	?	[500]	40
2. Baptist Theological College of WA	WA	3	7	?	?	0	?	133	?
3. Bible College of New Zealand	NZ	12	10	173	126	48	347	523	102
4. Bible College of South Australia	SA	3	13	14	88	0	102	?	22
5. Bible College of Victoria	VIC	11	10	115	140	20	275	420	130
6. Burleigh College	SA	4	9	12	55	2	69	72	24
7. Catholic Institute of Sydney	NSW	13	16	69	301	0	370	959	106
8. Catholic Theological College	VIC	2	39	52	182	0	234	366	75
9. Centre for Ministry	NSW	9	27	39	198	0	237	689	50
10. Churches of Christ Theological College	VIC	3	12	28	75	0	103	171	15
11. Garden City College of Ministries	QLD	4	2	[20]	[75]	4	99	255	16
12. Harvest Bible College	VIC	9	[11]	117	86	655	858	[300]	25
13. Kingsley College	VIC	6	6	32	100	70	202	241	30
14. Knox College	NZ	5	0	[15]	?	?	?	[1235]	69
15. Moore Theological College	NSW	16	16	262	117	0	379	427	58
16. Nazarene Theological College	QLD	3	14	24	33	0	57	?	30
17. Presbyterian Theological Centre	NSW	4	16	39	62	4	105	190	36
18. Presbyterian Theological College	VIC	4	7	18	52	1	71	88	18
19. Queensland Baptist College of Ministries	QLD	6	6	70	106	0	176	280	70
20. Reformed College of Ministries	QLD	2	4	11	44	5	60	170	18
21. Ridley College	VIC	7	8	62	150	0	212	450	80
22. St. Andrew's Greek Orthodox Theological College	NSW	7	15	11	11	0	22	[60]	25
23. St. Francis' Theological College	QLD	4	1	12	32	0	44	158	32
24. St. John's College	NSW	1	12	?	?	?	29	102	10
25. St. John's College	NZ	15	3	?	?	0	[200]	1200	54
26. St. Mark's National Theological Centre	ACT	6	28	[60]	320	[300]	680	680	25
27. St. Paschal Library	VIC	1	[50]	?	?	0	220	?	40
28. Trinity College - Leeper Library	VIC	1	7	10	18	94	122	[120]	100
29. Trinity Theological College	WA	5	4	28	27	0	55	160	27
30. Vianney College	NSW	1	14	12	26	0	38	163	25
31. Whitley College	VIC	8	20	117	233	0	350	547	71
TOTAL		200	447	1422	2657	1203	5716	10659	1423
AVERAGE		6.45	14.42	54.69	106.28	42.96	204.14	380.68	47.43
MEDIAN		5.00	11.00	30.00	86.00	0.00	149.00	267.50	34.00

TABLE 5B 2002 INSTITUTIONAL POPULATION AND LIBRARY FACILITIES

INSTITUTION	STATE / NZ	ACADEMIC STAFF		STUDENTS				REGISTERED	TOTAL
		FULL-TIME [26]	PART-TIME [27]	FULL-TIME [28]	PART-TIME [29]	DISTANCE EDUCATION [30]	TOTAL	BORROWERS [31]	SEATING CAPACITY [32]
1. Bible College of Queensland	QLD	5	8.6	50	60	0	110	153	35
2. Booth College of Mission	NZ	6	3	22	9	0	31	249	53
3. Canberra College of Theology	ACT	3	3	17	10	?	27	45	32
4. Emmaus Bible College	NSW	1	5	8	[21]	1	30	55	4
5. New Covenant International Bible College	NZ	18	11	94	12	200	306	435	20
6. New Creation Library	SA	3	20	1	4	0	5	335	10
7. Perth Bible College	WA	5	3	26	43	0	69	?	35
8. Sydney Missionary and Bible College	NSW	11	3	150	318	0	468	495	70
9. Tabor College (Tasmania)	TAS	0	18	16	46	3	65	85	?
10. Tabor College (Victoria)	VIC	8	30	145	285	13	443	505	25
11. Tahlee Bible College	NSW	3	14	14	15	0	29	[50]	24
12. Wesley Institute	NSW	[15]	[35]	198	75	0	273	[325]	25
13. Worldview Centre for Intercultural Studies	TAS	10	3	43	18	0	61	176	34
TOTAL		88	156.6	784	916	217	1917	2908	367
AVERAGE		6.77	12.05	60.31	70.46	18.08	147.46	242.33	30.58
MEDIAN		5.00	8.60	26.00	21.00	0.00	65.00	212.50	28.50

TABLE 5C 2002 INSTITUTIONAL POPULATION AND LIBRARY FACILITIES

| INSTITUTION | STATE / NZ | ACADEMIC STAFF | | STUDENTS | | | | REGISTERED | TOTAL |
		FULL-TIME [26]	PART-TIME [27]	FULL-TIME [28]	PART-TIME [29]	DISTANCE EDUCATION [30]	TOTAL	BORROWERS [31]	SEATING CAPACITY [31]
1. Anglican Resource Centre	SA	NA	NA	NA	NA	NA	NA	538	16
2. Carmelite Library	VIC	NA	NA	NA	NA	NA	NA	155	6
3. Catholic Education Office Bendigo	VIC	NA	NA	NA	NA	NA	NA	2500	30
4. Catholic Education Office Townsville	QLD	NA	NA	NA	NA	NA	NA	?	2
5. Catholic Resouce & Info Service	SA	NA	NA	NA	NA	NA	NA	4232	20
6. Colin Library	NSW	NA	NA	NA	NA	NA	NA	NA	6
7. Dominican Studium Library	VIC	NA	NA	NA	NA	NA	NA	220	12
8. Evangelical Library	SA	NA	NA	NA	NA	NA	NA	?	5
9. House of Prayer for All Nations	SA	NA	NA	NA	NA	NA	NA	40	4
10. L.A. Falk Library	NSW	NA	NA	NA	NA	NA	NA	0	18
11. New Norcia Library	WA	NA	NA	NA	NA	NA	NA	NA	10
12. St Benedict's Monastery	NSW	NA	NA	NA	NA	NA	NA	NA	10
13. Trinity College - Mollison Library	VIC	NA	NA	NA	NA	NA	NA	[100]	100
TOTAL								7785	239
AVERAGE								973.13	29.88
MEDIAN								187.50	10.00

TABLE 5D 2002 INSTITUTIONAL POPULATION AND LIBRARY FACILITIES

| INSTITUTION | STATE / NZ | ACADEMIC STAFF | | STUDENTS | | | | REGISTERED | TOTAL |
		FULL-TIME [26]	PART-TIME [27]	FULL-TIME [28]	PART-TIME [29]	DISTANCE EDUCATION [30]	TOTAL	BORROWERS [31]	SEATING CAPACITY [32]
1. Australian Catholic Uni. – McAuley at Banyo Campus	QLD	75	30	?	?	500	?	?	170
2. Australian Catholic University – Mt. St. Mary's Campus	NSW	?	?	?	?	?	?	?	176
3. Australian Catholic University – St. Patrick's Campus	VIC	137	30	2643	1114	120	3877	3500	145
4. Australian Catholic University – Signadou Campus	ACT	?	?	?	?	?	?	700	69
5. Catholic Library of WA	WA	2	3	?	?	?	?	2039	35
6. Murdoch University	WA	?	?	?	?	?	?	20995	1000
7. Nungalinya College	NT	29	12	105	263	8	376	135	16
8. Tabor College, Adelaide	SA	13	31	?	?	300	?	811	?
9. University of Notre Dame	WA	?	?	?	?	?	?	?	?
TOTAL		256	106	2748	1377	928	4253	28180	523
AVERAGE		51.20	21.20	1374.00	688.50	232.00	2126.50	4696.67	74.71
MEDIAN		29.00	30.00	1374.00	688.50	210.00	2126.50	1425.00	145.00

STAFF SALARIES 2002

Scale	Category A	Category B	Category C	Category D	TOTAL
Professional	12	2	2	7	23
Church salary	10	2	1	0	13
Other	3	3	0	0	6
Not specified	6	8	10	2	26

AUTOMATION 2002

SYSTEM	No. of libraries
AIMS	4
Aleph	5
ALICE	5
AMLIB	1
Athena	5
Bibliofile ITS for Windows	1
Bookmark	5
Catalist	2
DB text Version 5	1
Dynix	6
Endeavour Voyager	1
FILMS	2
Heritage IV	1
Horizon	6
In House Automated System	2
Informatif	1
Inmagic	2
Innopac	1
Liberty	2
Library Master	1
Library pro	1
Oasis	2
URICA 2000	1

COMPUTER PRODUCTS 2002

Product	No. of libraries		Product	No. of libraries
Academic Research Library	1		Karl Barth, Kirche dogmatik	1
The Age	1		Lest we forget	1
Anchor Bible dictionary	1		Life way	1
Arthur Pink Collection	1		Lion CD of the Bible and Christianity	1
ATLA religion indexes	28		Logos Bible software	5
ATLAS	1		Luther's works	1
Auslit	1		Mabo: the Native Title revolution	1
Australian Bureau of Statistics	1		Marriage, family and X'n counselling	1
Australian Public Affairs	1		Master Christian library	2
Australia's religious communities	5		Message	1
AUSTROM	2		Microsoft Bookshelf 95	1
Baker digital reference library	1		Microsoft Encarta 97	1
Bethany Bible	1		National Church Life Survey	1
Bible & Christianity	1		National geographic	1
Bible chronology	1		Nelson's electronic reference Bible	2
Bible in English	2		New int. dict. of NT theology	1
Bible works	2		New Testament abstracts	6
Bibliography tutor	1		NIV study Bible	1
Bookshelf	1		Old Testament abstracts	3
C H Spurgeon collection	1		Online databases (not specified)	3
CathLINK	1		Operation China	1
Catholic periodical and literature index	6		Operation world	3
CD-ROMs (not specified)	18		Ovid	2
CEO Sydney RE guidelines	1		Oxford reference	1
CETEDOC	1		Patchefstroom Uni Library d/base	1
Changing society, changing religion	1		PC Bible atlas	1
Christian history	4		Peoplefile	2
Church documents	1		Perseus	1
Church in mission 20:21 library	1		PHI Greek doc texts	1
Collected writings of John Gill	1		Philosophers index	1
Collegeville Catholic ref. library	1		Presbyterian hymnal	1
Compton's interactive Bible	1		Proquest	11
Compuworks desktop Bible	1		Religious and theological abstracts	6
Current contents	1		Religious education guidelines	1
Dead Sea scrolls	1		Religious periodicals	1
Digital dissertations	2		Resource Christian music	1
Discovery ed'n Christian library	1		Routledge encyclopedia online	1
DVD resources	1		Rule of St Benedict	1
E-Sword Bible software	1		Sage digital library	2
Early church fathers	2		SEDOS 2000	1
Encarta	1		Spiritual warfare	1
Encyclopedia Britannica	1		Sydney morning herald	1
Encyclopedia Judaica	1		Te Puna National Library	1
Encyclopedia of aboriginal art	1		Theological journal library	1
Essential IVP reference collection	2		Thomas Aquinas	2
Evangelism & church growth	1		Time almanac	1
Expositors Bible commentary	1		Thesaurus Linguae Graecae	1
Galaxie journals	1		Trends 2100	1
Get lost in Jerusalem	1		Vatican Council II	1
Gramcord	1		WEF theological resource library	1
Greek Hebrew tutorial	1		Whole Bible classic sermon collection	1
Greek tutor	6		Works of John Owen	1
Grove art	1		World atlas	1
Hebrew tutor	6		World book encyclopedia	1
Informit	2		World Christian trends	1
Interactive sources & st. on ancient Greek	1		World in need - Islam	1
Internet facilities	15		World of Islam	4
Introduction to the Catholic Church	1		World guide	1
Japan	1		World religions	1
John Calvin collection	1		World vue	1
Justice and equity resources	1		Zeitschriften Inhaltsdieust Theologio	1

Editorial Postscript on the Book

by Philip Harvey

The book keeps showing up on the desk. It is foursquare and irrefutable. Its title may be bland as blah or lively as a barrelful of monkeys. The blurb may bowl us over or add to our collection of gobbledegook. We are reminded every day that questions keep being asked, that there are unexpected needs that have to be met. The book may cost but long term is more stable and valuable than the gleam of many a website.

We wonder about the author, tireless after years. What hours and months went into one page, getting the details right, arranging the grammar. It is possible to imagine, but all of that labour - the inspiration, false starts, private arguments - is not apparent as we confront the rectangle of print on the eventual page. The dignified choice of words is effortless as it is precise. The cause and effect that brought these thoughts into proximity seem natural as sunlight after shower. Thesis, antithesis and synthesis gyrate in perfect coils. Who wrote and what is written vie for our private attention. The reason we value some books and not others is no accident.

Does it matter who the author is? It could be anybody or nobody. Time turns disputes into case studies and enmities into psychological paradoxes. We tend not to ask too many questions, just as we do upon being introduced to somebody, and the more we read that somebody the more we find that they are somebody, whether for good or otherwise somehow. Contact has been made. Somebody is our personal companion, be he the survivor of Troy or the archdeacon of Barchester. Some days somebody need only be a chatterbox, other days only an apostle is good enough.

The electronic revolution is supposed to have changed all that. No self-respecting library journal of the past twenty years is without an editorial heralding the triumph of the electron and, often in the same breath, lamenting the demise of paper and rag. How easy it has been to adopt that view. The zeitgeist has handed it to us on a plate.

And yet, what is this revolution? Like any revolution, it's immediate and dramatic arrival distracts us from the continuing reality of established forms of behaviour - like the making and reading of books, for example. Reading habits may have changed, we read the newspaper online and correspond daily without recourse to a stamp and envelope, but not our reliance on the printed, bound book. Rumours of the demise of the book have been seriously exaggerated. Furthermore, we know that actual books contain any length of language not out there in the virtual equivalent.

All good revolutions have different currents of belief. Outcomes can be drastically other than the stated intentions of the revolutionaries. So much emphasis is now placed on online applications and resources that there are some who are discovering the book again as if for the first time. Indeed, an urgent need in libraries (of all places) is for the rediscovery of the book and of the somebody behind the ink. Consciousness of this somebody needs to be learnt each day. Why somebody made an index the way they did is the lead to its best usage. Familiarity with the names, terms and scope inside the broad range of library acquisitions continues to be a failsafe improvement over the superstition of the keyword search. The book crosses the desk and onto the shelf. The somebody behind the book should not be ignored;