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# ANZTLA

Australian and New Zealand Theological Library Association Limited

ANZTLA Newsletter No. 57  
December 2005

## **Main Articles**

Linda Heald on The Entrepreneurial Librarian

Philip Harvey and Kit Smith on Church Music Collections

Rachel Bahl on Library Tours

Reference Resources 2005

**ANZTLA Statistics 2004**

**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 information see the web site: [www.anztle.org](http://www.anztle.org)

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- 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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### Editorial Note

At the Association's AGM in Sydney in 2005 it was agreed that the frequency of ANZTLA Newsletters be reduced from three issues per year to two issues. This change takes effect in 2006, so in the new year you can expect an Autumn issue and a Spring issue. The copy now in your hands is the last issue following the old pattern of three per annum. There are no plans at present for the ANZTLA Newsletter to go online.

Philip Harvey & Kathryn Duncan

# The Entrepreneurial Librarian

*by Linda Heald*

*This paper was given to the 20th Annual ANZTLA Conference in Sydney, 2005. Numerous video clips were used throughout the paper to illustrate my points. I have modified the paper for print and giving references to the movies cited and the web addresses used.*

## The image and stereotype of the librarian

The 1947 Vocational Guidance Film 'The Librarian' (Twogood, 1947 - view it at [www.archive.org/details/Libraria1947](http://www.archive.org/details/Libraria1947)) offers us a glimpse into the image of the librarian at that time. It presents librarianship as a vocation that "gives full enjoyment to the Librarian and radiates it to the public", panning to the kindly looking, middle-aged lady smiling benevolently at the patrons.

How does one recognize a librarian? The stereotype of our profession is very familiar - a very dull, earnest body, usually female, with glasses (probably those little half glasses), her hair in - yes here it comes - a bun, wearing sensible shoes, support hose, tweed skirt, droopy sweater. (Hall, 1992)

And the stereotype of what we do? Well, we guard the books, chase people with overdue loans and say "Shh" a lot.

In many ways we are confronted each day with the ghosts of this stereotypical librarian:

- when our students timidly come to ask for help and firstly apologise for interrupting us
- when a student greets you in the hallway with a guilty smile and the words: "I'll return my overdue books tomorrow"
- when there's some surprise that you actually have a life outside the library and that it might be interesting, or even remarkable

- when it's assumed that when the students aren't around we don't have much to do - libraries are, after all, such quiet places....
- when the person that you've just met learns that you are a librarian and says "oh - you don't look like a librarian", or "that would be a great job - reading books all day".

What do we do with these stereotypes? How do they affect the way we see our profession? Should we try to change them?

Once the stereotypes no longer hold the essence of what we do within them, they become caricatures and eventually fade or grow into new images. We can, through what I am calling an entrepreneurial approach, bring about these changes and move towards a new dynamic in the role and practice of the librarian, and of the role of the library within the organization.

First, let's take a brief look at the two aspects of the stereotype: what we look like and what we do.

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*Linda Heald is the librarian at Morling College, the Baptist college in Eastwood, Sydney.*

## What we look like

Females have been heavily stereotyped. Ask any person on the street what image comes to mind when they think of a librarian, and they'll probably say an older woman, with her hair in a tight bun, wearing glasses, a cardigan, and sensible - meaning ugly - shoes.



Positive and negative images of male librarians are not as strong in popular culture. Despite the fact that Casanova was a librarian for 13 years, the image of the male librarian was often portrayed as shabby, bald, shy, fastidious and, often, a bachelor.

One example is Peter Sellers who plays a small town Welsh librarian in the 1962 movie *Only Two Can Play*. Lewis, the librarian is portrayed as lecherous and bored with his books and his users.

## As for what it is that librarians do ...

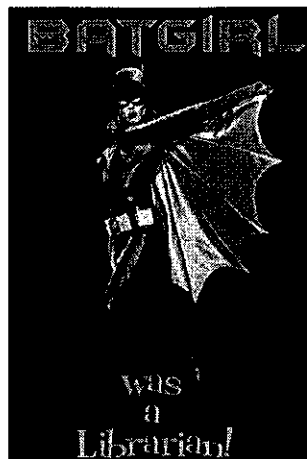
Scenes of librarians "ssh-ing" hapless borrowers are not hard to find in the movies. *Bob the Builder*, *Breakfast at Tiffany's* and, as if to prove the ingrained nature of the habit, even the ghost librarian in *Ghostbusters* 'sshh-es' the Ghostbusting trio. Not content to 'sshh' in the movies one librarian ( tongue-in-cheek ) has set up a web page where you can be 'sshh-ed' whenever you wish. (<http://www.stevegarwood.com/sshh/>)

And as to our work in the library – how are we portrayed? From the officious, futuristic librarian in *Star Wars Episode III – Revenge of the Sith*, complete with bun, to the polite but unhelpful librarian from *Men of Honour* (also complete with bun). Moving to a more alternative look of spiked hair and contemporary dress, the librarian in *Bob the Builder* still becomes a little petulant when she can't stamp the book, and is very fast with the sshh-ing! Evie, the librarian in *The Mummy* manages to hold intelligence and incompetency in tension as she single handedly demolishes the library she is to assist in.

Then there is the classic, Marian the Librarian from *The Music Man*. Straight-laced, yet

intuitive of people's better sides, her library is taken over for a song and dance number that reflects both the rigidity of the environment and the idea that perhaps she has other dreams beyond the role she plays as librarian.

But the news is not all bad - did you know, for example, that Batgirl was a librarian?



(see <http://www.naughtykitty.org/librarian.html>)

The Librarian in the movie *Black Mask* gives a positive image of male librarians. Despite the fact that he is shy, and somewhat unsociable at work, he is a jokester outside the library with his friend. He is also a physical marvel, able to fight many opponents successfully without getting hurt. When he chooses to lead a normal life he works in a library. In 1957 Katherine Hepburn gave a positive image in the movie *Desk Set*. Bunny, her character, is incredibly intelligent, being able to answer most questions asked of her without looking them up. She has a good personality, she is playful with her co-workers, and perhaps most shocking of all, she has two men pursuing her.

Librarians have been portrayed as having interesting lives – look at the librarian in *How I fell in love with a librarian and lived to tell about it* (Ellis, 2003) or a recent release, *The Librarian* where mild-mannered librarian David Goldberg is plunged into a dark and frenetic, paranoid world in which knowledge is a dangerous thing, and the most dangerous man is the fellow indexing the archives. (Beinhart, 2005).

And of course, there's Giles, the Librarian in *Buffy the Vampire slayer*. The character of Giles in the television series was an interesting portrayal of a librarian. He portrays the

librarian as enormously intelligent, literate, genteel, sensitive, and devoted to patrons. Whilst he also conforms to the stereotypes of bookish, stuffy, reserved, technophobic he has, according to some writers, done more for the image of the professional librarian than anything in the past 50 years. This wily and attractive professional, is our hero librarian: a pop culture idol whose love of books and devotion to research hold the key to saving the universe – every week.

In 2003 we came to a new place in how we are seen as librarians, with the arrival of the Librarian Action Figure - Nancy Pearl. Not only is she dowdily dressed and sensibly shoed, her action is a SSH-ing motion. Yet the doll is a best seller.



The figure was modeled on a librarian from Seattle named Nancy Pearl and having heard Nancy speak at the 2005 Sydney Writer's Festival, it was clear that she did it a little 'tongue in cheek'. She made it clear that the choice of clothes on the doll were not hers – she had arrived for the digitalization in a smart outfit she'd bought for an up market speaking engagement. The manufacturer made the changes to fit the stereotype.

But I think it's a sign of our maturity as a profession that we can see the funny side of this. Well, some of us at least. The doll caused considerable controversy among librarians.

On Web sites and discussion groups, in phone calls and e-mails, librarians from as far as

Australia have made it clear how annoyed they are with the doll and Nancy Pearl, the 58-year-old real-life librarian who posed for the action figure. One unsigned e-mail accused Pearl of setting the profession back 30 years. (Librarians oppose sshing action figure, 2003) But I think it became a best seller because librarians liked the joke. I think we've come of age a bit and recognize that we are more than the stereotype. And, more importantly, we do more than the stereotype.

Where did this bookish, unapproachable image come from?

### Origins

Work done by the early librarians contributed to a negative public image. The Harvard Library Keeper was first appointed in 1667. It was a male only position then and his duties included sweeping the floor, dusting and arranging the books and airing the Library once a week. Library hours were 11am – 1pm daily, loan periods did not exceed one month and only the professors could borrow. The library keeper was required to do an inventory each month and it was not uncommon for the library keeper to have to pay for any unaccounted for books at the end of his tenure. This sort of practice today could take our efforts for overdues to new heights.

Reference or instructional services were non-existent. The Library keeper collected the circulation fees from the students and, given that there were closed stacks well into the 19th century, the librarian was seen as the sole keeper, the guardian and protector of the books. Is it any wonder that the popular perception of this librarian was grim, grouchy, eccentric and, then, male?

At the turn of the twentieth century, librarians were still seen as caretakers of books and the space they occupy. Although there was considerably more to the job than that, anything other than shelving and circulation was kept out of the public view. As a result, while technological and societal changes were occurring rapidly on the outside, the library seemed to remain static. While the ideas contained in the books may have been progressive and exciting, the task of cataloguing them by Dewey order certainly

wasn't seen to be.

In recent years, the collective stereotype of the dowdy middle-aged woman in sensible shoes, the library sentinel guarding against the slightest whisper of conversation - and the book-stamping control freak - have met a reaction on the web. What has been mobilised is an army of loud, pierced, punk, belly-dancing, barbarian, leather-clad, and laughing librarian web pages such as:

- The bellydancing librarian
- The Lipstick librarian
- The modified librarian
- The adventures of Conan the Librarian
- The rabid librarian
- The rogue librarian
- The anarchist librarian

The new breed of librarians are those who say that the term "sensible shoes" might one day refer to footwear with locator devices, who want to be heard and seen, and who know how to blog. So the caricatures continue.

Other ways of looking at it...

Monty Python's sketch *The Gorilla Librarian* look a slightly left field view.

The Chairman of the interview panel explains library policy to the applicant for the position of Librarian, who appears to be a gorilla.

Chairman: "Oh, no, don't be sorry. You see, I don't believe that libraries should be drab places where people sit in silence, and that's been the main reason for our policy of employing wild animals as librarians." (The Gorilla Librarian, nd)

I think that new directions can take some instruction from Terry Pratchett's librarian in his fantasy Discworld novels.

The Librarian started off as human but an explosion of magic introduced him to 'unexpected apehood', and he just preferred it that way. The character is written as intelligent and exemplary in his devotion to the library. In one of the Discworld novels he goes through a few other physical changes, for reasons too hard to explain here. At various points in the story he changes into something that relates to



(See <http://www.au.lspace.org/art/kidby/xmslib.jpg>)

where he is - a hot water bottle, a book, a shell - and in all these changes he keeps his most distinctive feature, his tuft of red hair, and adapts to his new environment and form (Pratchett, 1998). I think that in our changing environment, that this is a good analogy for us.

### Adapting and changing the image

It's not so much the image itself that matters, but in the way it then affects what we do. As I suggested earlier, we can disempower it by finding new and innovative ways to be librarians. As we become flexible in our situations, taking our equivalent of the tuft of red hair, we can change as our circumstances change around us.

### The changing environment of College Libraries

Education has become, whether we like it or not, a market driven industry. Some years ago, I managed the Library for a commercial provider of tertiary education. The college was totally market-focused and driven. This had significant impact on Library processes and policies.

Now I don't believe that most theological institutions are there yet, however I believe that market forces will increasingly come into play in the next few years. I was Librarian at St Mark's National Theological Centre when they signed an agreement with Charles Sturt University to provide a Bachelor of Theology course. My own College, Morling, is moving to diversify and move into new markets to both expand the

vision of the College – and to create a stronger hold in the changing education sector. This year Counseling Courses have been stepped up and we have affiliated with another College for post-graduate teacher training.

In this market driven scenario, the place of the Library can change as we come to be judged more and more by the same standards of quality, excellence and accountability as all other sections of the institution. In this climate, resources provided for the provision and development of library services are being more closely scrutinized.

We know that we are indispensable to our institutions, but we can no longer assume that our institutions know. There have been some developments in the Sydney chapter where full reviews of the Library services have taken place and in one instance cutbacks in Library staff have resulted. We need to take the initiative in looking at our services and ask 'do we need to do things differently to stay in step with the changes that are happening around us?'

I believe that we cannot afford to hold on to all the aspects of the traditional models for the provision of library services – even given that theological libraries serve religious institutions, which, in my experience, are often years behind in their embracing of technology and change.

And here's where the idea of us being entrepreneurs comes in.

So, what's an entrepreneur? Johnny Hart has a B.C. cartoon in which Wiley's Dictionary defines 'entrepreneur' as 'A person who does everything he can think of to keep from getting a job.' Well, maybe not. Innovation depends on organized abandonment. When the term was coined 200 years ago the entrepreneur was seen as someone who upsets and disorganizes, because to get at the new and the better, you have to throw out the old, the worn, the obsolete, the no longer productive, as well as the mistakes, failures and misdirections of the past.

Entrepreneurs are themselves the subject of stereotypes. They are seen to be risk-taking innovators, individualistic, believers

in themselves and in their own competence, regardless of the views of others. They are seen as stubborn, selfish, insensitive to the concerns of others, at least when these concerns get in the way, sometimes arrogant and ruthless. All in all, not the role model you'd want for a librarian in a theological library.

But this is not where I'm going with this.

It's the entrepreneurial spirit we want to look at. Entrepreneurs innovate. They look at a situation or task from a different angle and see new possibilities. In some ways, many of us in smaller or one person libraries have been operating as entrepreneurs for years. But so far we have largely done this in the context of our traditional library practice framework. I think that the parameters are changing. Not only is the educational scene changing, but so is the demographic of our users. (This was clear from our multicultural session at this Conference when Judith Bright told us that other cultures questioned even the way that our knowledge is organized.)

### **Innovation**

I'm talking about a response to the changing educational environment around us that is open to innovation, is open to asking the questions: Why do we do this -this way? Do we need to do this at all? Given our limited resources, is there another service that would be more useful for our users? Should we look at the way we provide this service in a different way?

Because simply to do what we have done, better will leave us, as a profession, standing still in a world that is changing around us.

At Morling College, I'm dealing with things now that were not in my job description this time last year. I have become, as the book title so beautifully puts it, an 'accidental systems librarian'. With a change of library system, I am in the process of tailoring the system to meet our library's needs. One area is working through what a catalogue has to do and be for the users that we have. How radical a question is that! Could we have imagined 20 years ago that the catalogue was going to be so – flexible? That the five by threes that we took such meticulous care of would be doing so much more in this digital format?



The catalogue can be more than it's ever been – not only a link to our holdings and databases for on site users and off - but allowing our users to view websites, e-journals and e-books, we can attach exam papers and closed reserve documents and items for distance education students. New technology allows video footage and a searchable transcript to be loaded and viewed on the same screen. So, in our context, a video and transcript of a lecture could be added to the catalogue, and the student could watch, listen, and read as they went, and later search the transcript.

It is essential to keep up to date with the new developments that could be relevant to our clientele. ALIA's magazine *InCite* is a great source. As are trade shows and of course, the web. Let me encourage you to keep up with what's happening in the library world and network through the Association.

Sometimes the opportunity to innovate can come from other directions

- unexpected successes or windfalls – a programme or resource you've tried is successful, so you begin to expand it.
- the opportunity to make physical changes to the library.
- unexpected problems when an area is not working effectively, e.g. the reservation system . In assessing what needs to be done and what the system needs to do new directions can be established.
- The changing education environment itself has some changes that need to be responded to. Areas such as the increasing use of flexible delivery. Morling has 200 distance students and up to this year they have all been that – distant. We now have distance students in Sydney suburbs and several that live on campus. Suddenly the parameters have to change. We can't continue to operate as we always have done.
- The changing technology environment – for example using suppliers who can streamline our purchasing, subscription agencies who can manage e-journals. Even book covering machines that can take the

time to cover a book down to about 10 seconds.

Peter Drucker, a management guru, argues that innovation should be based on an analysis of opportunities, that it should be kept as simple as possible, that it should start small, and that innovation should be for the present and not for the future . (Drucker, 1985).

He gives a useful framework to think about innovation. What is needed is:

*1. A clear definition of organizational mission*

For us this is tied to our institution's mission statement.

*2. Realistic statement of objectives*

These can be looked at for all the separate processes in the Library.

What is our objective in relation to, say, overdue books? To get them back in a reasonable time? To reduce the number of overdue letters, accepting that there will always be books overdue? What is it that we need this procedure, this service, to do?

Or in other areas - is the reservation system working to the best advantage of the students? Is the web page the clearest and most useful introduction to the Library's services?

*3. The recognition that a failure to achieve objectives requires the redefinition of these objectives in terms that can be achieved*

If we fail to achieve those objectives, particularly if it is related to inadequacy of resources, do we reassess? Do we ask ourselves if the expectation to provide this service is realistic, given our staffing and financial resources? Do we consider that perhaps it can't be done in this way any more, or that perhaps this process shouldn't be done at all? Do we ever get above the deadlines or housekeeping tasks to assess exactly what is happening?

In our belief in the 'goodness' of our service we might take a personal responsibility for providing it, regardless of our resources. Do we see that by extending ourselves and our staff

we will somehow justify more resources in a financial climate that does not back this up?

We can choose to deal with declining resources by assuming it's temporary and keep on going regardless, or by trying to absorb the cuts, or by choosing to ignore the increased pressure. However this inevitably places stress on everyone involved and is based on the absurd notion that somehow we can find more hours in the day.

Or we can re-examine and change how or indeed if, it is to be done at all and not fall back to known methods and just keep sending out the letters, stop the borrowing rights and so on and so on.

4. The need to look at innovation as an opportunity rather than as a threat.

Herein lies the opportunity for innovation – the entrepreneur looks around - options will suggest themselves as long as we concentrate on the objectives and not the processes themselves.

We must concentrate on results rather than budgets and apply a healthy dose of innovation and entrepreneurial thinking to the processes.

It doesn't have to start with major areas of library operations, in fact. Drucker states that it's better if you don't. He advises starting in small areas or in simple processes. (Drucker, 1985)

Let me encourage you to go back to your libraries and continue to be proud to be the librarian in that place. You have the skills, you have experience, you have a network of people in ANZTLA who can contribute ideas and experience. There are all sorts of possibilities as to how you can make your library service the best it can be within the resources and skills that you have. Be innovative in your response to the changes that come. Change the culture. Disempower the stereotype.

Make the library a central part and even a marketable factor of the institution by the provision of relevant, timely and innovative services. Take up the entrepreneurial spirit!

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# Whitley College Awarded 2005 Federal Community Heritage Grant

Whitley College, Parkville, has been awarded a \$6,600 Federal Community Heritage Grant to fund a preservation survey of its collections and conservation training for members of the Victorian Chapter of the Australian and New Zealand Theological Library Association.

The grant was announced by the Federal Minister for the Arts and Sport, Senator the Hon. Rod Kemp, at the National Library of Australia, Canberra on Wednesday evening, 9th November.

A total of \$377,865 was distributed to 76 groups from around Australia including museums, libraries, archives, historical societies, art galleries, migrant, indigenous and religious organisations. Each received funds to assist in the identification and preservation of community owned but nationally significant heritage collections. In addition, Kerrie Hunter, the Senior Librarian from Whitley College attended a three-day intensive preservation and collection management workshop held at the National Library of Australia, the National Archives, the National Museum of Australia and the National Film and Sound Archives in Canberra.

Kerrie said the grant was very important in supporting the effort to preserve Whitley College's Australian Baptist Heritage collection at the grassroots. "The grant provides the funds, and the workshop the expertise to help us protect our collection and make it accessible while it remains in the local context," she said.

Whitley College, formerly the Baptist Theological College of Victoria, was established in 1891 and was the first Baptist theological college in Australia. Its Australian Baptist Heritage collection includes books, significant runs of early and current Australian Baptist newspapers and other serial publications, photographs, Whitley College council and committee minutes, audiocassettes, theses, ephemera (including pamphlets, brochures, scrap books, newspaper cuttings, essays, sermon materials and resource kits), and the F.W.

Boreham collection. A preservation survey of the collection will establish priorities for future preservation work, including possible digitisation of unique or at risk resources, re-housing of specific items and possible conservation activities. The conservation training will improve the preservation and collection management skills of staff working with nationally significant cultural heritage materials in Victorian theological libraries.

In announcing the awards Senator Kemp said, "This year sees the Community Heritage Grants program come of age with a stronger emphasis on training, the inclusion of artefacts, and the participation of the National Museum".

Jan Fullerton AO, Director-General National Library of Australia, said the Community Heritage Grants demonstrate the commitment of the National Library and all the partner institutions to preserving our heritage, particularly through training. "It's about our national institutions coming together to share their expertise which is then taken back to communities throughout Australia. This skills transfer aims to have heritage collections remain in the community and available for the pleasure and research interests of future generations of Australians," she said.

The Community Heritage Grants Program is managed by the National Library of Australia. It is funded by the Australian Government through the Department of Communications, Information Technology and the Arts, the National Archives of Australia, the Australian Film Commission, the National Museum of Australia and the National Library of Australia.

For further information please contact:  
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Email: [library@whitley.unimelb.edu.au](mailto:library@whitley.unimelb.edu.au)

# Three Major Church Music Collections

*compiled by Philip Harvey*

## Leon Morris Library Ridley College, Parkville

In early 2000, the Leon Morris Library at Ridley College in Melbourne received the final consignment of a handsome donation. The donor was Canon Lawrence Bartlett, then Precentor at St Andrew's Anglican Cathedral in Sydney. Canon Bartlett is an important figure in the liturgical and musical life of Australia. At the time of the donation he was still the Chairman of the Australian Hymn Book Editorial Committee.

The core of the donation is Canon Bartlett's own collection of hymnbooks, collected over a lifetime, but the entire donation served as the library of the Committee. In other words, this is the foundation resource for the compilation of *The Australian Hymn Book*, and the consecutive versions of *Together in Song*. Understandably, this is a broad and ecumenical collection, with imprints dating through the nineteenth and twentieth centuries. Official hymnbooks in all the major denominations are represented, as well as numerous less well-known texts. The works of individual contemporary hymn writers add to the richness of the collection.

The collection itself is, in Bartlett's own words, "a very valuable resource for specialists in worship." It will serve researchers in the music of worship, hymns in particular, and can in turn be used by future compilers and editors. Different editions and versions contain variations in texts, highly useful for students wanting to trace the history of individual hymns and songs. Lawrence Bartlett published a conference paper on the history of compilation entitled 'Not another hymn book!' in *One voice*, the journal of the Australian branch of the Royal School of Church Music, vol. 14, 2 (1999) and vol. 15, 1 (2000).

Those interested can visit the website, phone or email with enquiries (Librarian: Ruth Millard. Phone: (03) 9207-4905. Email: [library@ridley.unimelb.edu.au](mailto:library@ridley.unimelb.edu.au)), or visit the Leon Morris Library to view the full range of this excellent addition to church music research.

### **Biography: Lawrence Bartlett (1933-2002)**

The Australian Music Centre in Sydney contains the following information on its website: Born in Sydney on the 13th February, 1933, Lawrence Bartlett studied at the Sydney Conservatorium of Music between 1950 and 1957, and at the Melbourne Conservatorium of Music in 1960. He studied organ with Mervyn Byers, piano with Alexander Sverjensky, singing with Raymond Beatty, composition with Alex Burnard and Noel Nickson and also attended a diploma class under Eugene Goossens.

He held the position of Assistant Director of Music at the King's School, Parramatta, in 1952, and between 1958 and 1960 was tutor in church music at Ridley College in Melbourne. In 1965 Bartlett was acting cathedral organist and master of the choristers at St Andrew's Cathedral in Sydney.

An Anglican clergyman, Bartlett wrote many compositions suitable for church performance. These include his *Ceremonial Te Deum*, which was first performed in the presence of the Prince and Princess of Wales at the Bicentennial Church Service for the Order of Australia in 1988, *Anthem* (based on Psalm 116) and *The Song of Simeon*. Bartlett has also been a member of the Australian Hymn Book committee, and has been involved in the initiation of schemes for promoting the composition and performance of new liturgical music.

Lawrence Bartlett died in Sydney on 17 March 2002 at the age of 69 years.

At the General Synod of the Anglican Church in Australia in 2004, held in Perth, the Synod adopted this Minute of appreciation for Lawrence Bartlett:

Lawrence Bartlett served the Liturgical Commission continuously during the period in which both *An Australian Prayer Book* and *A Prayer Book for Australia* were produced. Throughout this time he offered careful and insightful advice on the full range of matters which came before the Commission, informed by a nuanced understanding of the Anglican liturgical tradition, graced by profound spiritual insight, and seasoned with a gentle humour and a delightful sense of the ridiculous.

Lawrie chaired the Commission during perhaps the most difficult period of its life, the years surrounding the authorisation of *A Prayer Book for Australia*. He was hard-working, tireless in patience, thorough in attention to detail, never pretentious, and willing to work with anyone and everyone, despite considerable personal cost.

Alongside his ministry on the Liturgical Commission, and as a faithful parish priest, Lawrie served for many years as an Anglican representative on The Australian Consultation on Liturgy, and on The Australian Hymn Book Company, serving as its chair in the period leading to the publication of *Together in Song*.

In 1996 Lawrie was awarded the degree of Doctor of Theology by the Australian College of Theology in recognition of his multi-faceted academic contributions to the life of the Church, especially in liturgical work. In 2000 he was made a member of the Order of Australia for services to the Church, awards in which the Liturgical Commission took particular pleasure.

We, the members of the General Synod of the Anglican Church of Australia, record our thanks to God for the life, person, friendships, prayers and music of Lawrence Francis Bartlett.

Charles Sherlock moved, David Richardson seconding.

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## **Raheen Library, Australian Catholic University, St. Patrick's Campus, East Melbourne**

The Library has three research collections that focus on church music. They are housed separately, as closed access collections, and can be viewed with prior arrangement.

### **1. Percy Jones Australian Church Music Collection**

The idea for a research collection named in honour of Percy Jones (see brief biography below) began to take shape in 1994 and, given his interest in Australian church music, it was decided that that should be the focus.

To this end the Library has been actively acquiring books, musical scores and recordings of Australian composers working within all the Christian traditions, including the Orthodox Church. The aim is to build and maintain a comprehensive collection. Some thought is also being given to collecting the music of other faiths that has been written in this country.

### **2. Church Music Research Collection**

In 1981 Percy Jones donated a large part of his own library to the then Institute of Catholic Education to help establish a church music course at the Ascot Vale campus. Some of this material was kept aside to form the basis of a research collection. Over the years other donations have been added, including material from Centre Music in Sydney and the Melbourne Diocesan Centre. A

collection of hymnals, known as the Osborne-Mannet Collection, was incorporated in 1997. There are a large number of composers represented in the collection. It contains a variety of types of church music, including hymns, chant, plainsong, masses, and motets.

### **3. Alan Moffat French Church Music Collection**

This collection is focussed on French church music in the 19th and 20th centuries, with particular emphasis on the organ. The materials include compact discs and LP records, books, sheet music, scores, videos, and papers. The papers include articles, offprints, copies of archival material, and photographs. Included are some rare items, such as a copy of *Chants Chretiens*, 2nd ed., Paris, 1880.

#### **Biography: Percy Jones (1914-1992).**

Percy Jones is one of the most influential people in Australian church music. He was born in Geelong in 1914, and came from a musical family. The young Percy showed an aptitude for music early and at the age of ten had come to the attention of Percy Grainger. Whilst still at school he decided that he would study for the priesthood and left Australia to study at the Propaganda College and the Pontifical Institute for Sacred Music, where he completed his Doctorate in Music. He was ordained a priest in 1937.

Percy Jones returned to Melbourne in 1939 and was appointed by Archbishop Daniel Mannix to be Diocesan Director of Music for the Catholic Archdiocese of Melbourne (1940-1975) and Director of the St. Patrick's Cathedral Choir (1942-1973). He published major hymnals for the use of the Australian Catholic Church (*The Hymnal of St. Pius X* in 1952 and *The Hymnal of St. Pius X*, new edition in 1966), as well as numerous smaller collections of liturgical music that aimed to serve the changing needs of the time.

Percy was prodigious in his effort to develop the musical life of the local church, working with the Cathedral Choir, teaching music and performing in parishes and schools. Beyond the Archdiocese he was a member of the Advisory Committee of the International Committee on English in the Liturgy (1964-1973), playing a fundamental role at the international level in the musical and liturgical reforms that followed in the wake of the Second Vatican Council.

Apart from his work within the church, Percy also exerted a strong influence in the secular musical world. During the 1940s he began collecting Australian folk songs, listening to and transcribing live performances. He was Vice-Director of the Melbourne University Conservatorium of Music (1950-1973), a position he held until 1979. Percy was a driving force in the establishment of the Victorian Schools Music Association, the National Music Camp Association, and the Australian Youth Orchestra. His legacy in so many areas of music, including performance, music education and music therapy is truly outstanding.

A biography of his life has been published: '*Percy Jones, priest, musician, teacher*', by Donald Cave. Melbourne University Press, 1988.

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## **Veech Library, Catholic Institute of Sydney, Strathfield**

The Veech Library Church Music Collection of sacred sheet music dates from ca. 1829, and comprises items originally from St Mary's Cathedral Sydney, St Patrick's College Manly, and St Columba's College Springwood. It includes some hundreds of mass, oratorio, cantata, motet and instrumental scores, and miscellaneous sacred vocal music. The Collection has now been professionally catalogued and stored, and can be searched online.

Future development of the Collection will focus on contemporary church music, while continuing to acquire earlier items, both in published and manuscript form, whenever possible.

### **The Church Music Collection**

The collection is in printed music form only, and was moved from the basement to the second floor of the library, where all other special collections are housed in compactus steel shelving. The collection consisted of eight large tea chests of loose, unsorted, extremely dirty and often fragile sheet music items, three four-drawer steel filing cabinets of manuscripts and photocopied music, and about 625 bound volumes of hymnals, collections of oratorios and miscellaneous sacred vocal music bound together. Much of the contents of the tea chests had been exposed to rodent and insect infestation, atmospheric pollutants, light, and careless storage and handling.

### **Initial assessment**

This collection of works has potential to contribute to an understanding of the development of church music and church musicians, particularly in Australia, from the nineteenth century to the present time. Much of the material has historical and liturgical significance, indicating the importance of classical works for choirs, with emphasis on masses, oratorios, motets, and cantatas, as well as choir and parish use of Australian composers' works from the late 1880s. It contains an amount of material not available or accessible in other collections.

### **Storage**

Records in poor condition are difficult to handle, and while access is of paramount importance, so is the safety of the items. The problem of archival storage was largely solved by the purchase of acid-free polypropylene music satchels in various sizes. These satchels are ideal for thin, unbound material requiring support on the shelves without exposing the items. As funds allow, more satchels will be purchased.

### **Black bound volumes - Sacred vocal music (SVM) Series**

Included in the bound volumes is a collection of 268 volumes of miscellaneous sacred vocal music, apparently bound 'in-house' at St Patrick's Seminary. Although often collated in unrelated categories, it was desirable to keep this valuable series shelved together. While this section can be referred to as 'collected works', each work in each volume has a separate bibliographical record which has been catalogued and linked to its particular volume.

### **Donations**

During the course of work on this project, many boxes of unsolicited but very fine donations for the collection arrived at the Veech Library, indicative of the value of establishing and maintaining a central church music repository ultimately accessible to all. These donations have now been catalogued and stored as part of the Church Music Collection.

### **Access**

While it is necessary to impose certain restrictions on the use of the music collection, the Veech Library is conscious of its value to the wider community. The ultimate aim of the project has always been to provide access to the material, in spite of the very real obstacles of lack of funds and time to either reformat or provide sound conservation treatments.

The Collection is available, by appointment, for supervised access. Enquiries and requests for assistance are welcomed and indeed encouraged.

Kit Smith (Music Librarian) Ph. 9752 9534 or Anne Hocking (Veech Librarian) Ph. 9752 9530  
Veech Library, Catholic Institute of Sydney, 99 Albert Road, Strathfield NSW 2135.  
Telephone: 02 9752 9530; Fax: 02 9746 6022; e-mail: ahocking @cis.catholic.edu.au

Philip Harvey wishes to thank Ruth Millard, Stuart Whelan, Anne Hocking and Kit Smith for their assistance in the compilation of this article.

# Knowing the Score: The Veech Library Church Music Collection

*by Kit Smith*

*This article originally appeared in a slightly different form in The Catholic Weekly August 13, 2000 (p. 15)*

The concept that music and society are inextricably linked is not new. Indeed, in this context, Confucius (c.551-479 B.C.) is often quoted: 'If you want to know if people are well-governed, and if its laws are good or bad, examine the music it practises'. As recently as 1991, Mark Roosa, in his opening address during a Library Association Conference in Atlanta, Georgia, spoke of music as a 'barometer of society'.

Until the present digital age, most of our existing music resources were in print-based form, that is, sheet music. It is a fascinating exercise to trace Australia's history, with its changing social values, through its sheet music. In the same way, changing styles and fashions in church music are relevant to scholars and historians.

For some time, Hans Arns, well known for many years as Veech Librarian before his retirement, had been concerned about the future, and indeed survival, of a major church music collection in the library's care. The Veech Library is the principle theological information resource of the Catholic Church in New South Wales, and forms an integral part of what has become the Catholic Institute of Sydney. The library, which began as a collection in Bishop Polding's first Catholic Seminary in 1836, was relocated, with the Institute, from Manly to Strathfield in 1996.

The church music collection consisted of printed music from St Mary's Cathedral Sydney, St Columba's College Springwood, and St Patrick's College Manly. Most of the items had never been professionally catalogued nor even safely stored. Music librarians are ideally trained musicians, proficient in sight reading, and familiar with the literature and bibliography

of that body of material. Hans Arns was well aware of the importance of this criteria. Responding to his advice, in December 1997 Father Brian Lucas, Archdiocesan Secretary, offered a contract to this writer to catalogue the Church Music Collection. The proposal had enthusiastic approval and support of the present Veech Librarian, Anne Hocking, and work commenced on the collection in February 1998.

The collection comprised eight large tea chests of loose, unsorted, extremely dirty sheet music items, three four-drawer steel filing cabinets of manuscripts and photocopied music, and approximately six hundred and twenty-five bound volumes of hymnals, collections of oratorios, and miscellaneous sacred vocal music. The bound volumes were all in excellent condition. The collection was to be housed, as are all other special collections, in compactus steel shelving on the second floor of the library. There is no public access to this area, and constant temperature and low humidity is maintained.

With the bound volumes safely on shelves, work began immediately on sorting the music in the tea chests. Each item had to be carefully lifted from the container, gently brushed and

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creases carefully straightened before being laid out for identification and sorting. Many works had become detached from their bindings, so it was only one of many challenges to identify separated pages and restore them to their original format. Much of the collection had, over the years, been exposed to rodent and insect infestation, atmospheric pollutants, light, and inadequate storage. Many of the items are acidic, with torn, brittle paper and mould stains. Nevertheless, the music notation is, on the whole, clear and unfaded, and it was sheer joy to watch these works gradually emerging once again as the precious items they undoubtedly are.

By the end of March, the eight tea chests had been emptied (except for the rodent droppings!) and removed from the library. Classification and cataloguing could now proceed - but significant preservation issues could not be ignored.

In negotiating a contract to have the Church Music Collection professionally catalogued, there is no way that the Catholic Archdiocese of Sydney could have foreseen the now obvious preservation needs. However, we at the Veech Library recognized that it was not feasible to catalogue the material without some simultaneous preservation investigation and archival storage measures being undertaken.

Apart from the fragile condition of much of the music, the storage of scores was a vital consideration. The Collection includes some hundreds of mass, oratorio, cantata, motet and instrumental scores. Music scores have significant characteristics which distinguish them from other library materials. First, they often have several separate vocal or instrumental parts. These are all catalogued and shelved together, but must be physically separate pieces so that performers can use and study them individually. Any preservation treatment must leave these items separate. Second, they are often quite thin and flimsy, with lightweight paper covers. This makes them very vulnerable to damage when shelved in an upright position. Third, they must open freely and stay open so that they can be easily used by musicians in performance situations.

To prevent further deterioration, especially from acid migration, it is ideal for as much of the material as possible to be stored in acid-

free containers. Many companies throughout Australia are now marketing such products at quite reasonable prices. Within the constraints of the library budget, the Veech Library purchased a quantity of polypropylene music satchels, in a variety of sizes. Polypropylene is an inert plastic which is strong, stable and very adaptable to archival design demands. The satchels are ideal for thin, unbound material requiring support on the shelf without exposing the items. While some of the material in multiple copies were catalogued and shelved in labelled pamphlet boxes awaiting further consideration, most catalogued items (with the exception of the bound volumes) have been stored in polypropylene satchels, thus preventing further deterioration.

Good news travels fast - even in church music circles! Many boxes of unsolicited but very fine donations of sheet music items for the Collection have already arrived at the Veech Library. Even without publicity, there has been a steady stream of enquiries, and requests for assistance in researching church music, indicating the real need for such a central resource. In 1999, the Catholic Archdiocese of Sydney recognized the value of the work already completed and extended the time of the original contract.

### Items of special interest

The major portion of the collection is made up of material which has clearly been influential in the development of church music in Sydney, from the early nineteenth century. There is, for example, a large collection of hymnals which includes material from a variety of Christian traditions.

A smaller, but significant and valuable portion of the Collection includes music composed, edited or arranged by Australians, or in Australia. Many people who attended Catholic schools during the first half of the twentieth century will affectionately recall learning to sing *Australia* (God bless our lovely morning land!), a national anthem composed by Father Maurice J. O'Reilly CM (1866-1933). This, as well as his other published works, are held.

Much to the delight of a Sydney musicologist currently researching works by Paolo Giorza (1832-1914), the Veech Library Church Music

Collection yielded a number of 'treasures' hitherto inaccessible. Paolo Giorza was the most significant nineteenth century Italian composer to visit Australia, where he worked from 1871 to 1884 as composer, conductor and organist. His Australian compositions included a significant amount of superb church music.

One of the greatest privileges of this project has been a growing appreciation of the personal and professional qualities of Father Joseph Muset-Ferrer (1890-1957). In all the history of music at St Patrick's College Manly, it would be difficult to discover a priest more beloved and admired than this saintly and talented man. One the very first morning of work on this project, several faculty members spoke inspirationally of his work, and many users of the Collection who experienced his teaching and value his music, continue to 'sing his praises'. Father Joseph Muset-Ferrer, world famous organist and prolific composer, was a Spanish priest who came to Australia at the instigation of the Apostolic Delegate in 1939. As Professor of Sacred Music at St Patrick's College Manly until 1945, Father Muset-Ferrer raised the standard of choral singing there to an amazingly high level. His many motets and major organ works were often composed overlooking the ocean at Manly, or among the gum trees of Springwood. His work is described as being possessed of a profound spiritual quality, and is regarded by many as 'the greatest music ever produced here by a Catholic' (Richard Connolly, *The Catholic Weekly*, 14 March 1957). He was renowned for his humility, and for his unflinching patience and compassion for all. It has indeed been a privilege to process his published and manuscript works as precious items in the Veech Library Church Music Collection. His memory warrants infinitely more perpetuation than these few lines can provide.

A significant number of manuscripts by local composers, too numerous to discuss in this article, are now catalogued and safely stored. At the bottom of the last tea chest, however, lay a most precious gem - an *O salutaris*, in original manuscript form, signed 'J.A. Delany 15 August 1900'.

John Albert Delany (1852-1907), layman, was Director of Music, and sometimes organist, at St Mary's Cathedral Sydney, from 1872 to 1877, in 1882, and from 1886 to his death in

1907. Delany was a composer of considerable output and a brilliant conductor, who 'scaled musical heights yet to be exceeded and left behind him a name that will never be erased from the history of Australian music' (Errol Lea-Scarlett, *Musicology V*, 1979). Delany's genius as a conductor and arranger is unquestioned, and prints of lithographic master sheets in his own fine notation, prepared for various occasions, are among the most valued items in this Collection. His greatest achievement was the presentation of the Australian premiere of Sir Edward Elgar's oratorio *The Dream of Gerontius* in Sydney Town Hall in 1903, to mark the golden jubilee of Cardinal Moran, Archbishop of Sydney.

Delany's own works are incredibly beautiful, and music-loving Sydney often hailed him as 'The Australian Gounod'. In 1993, to celebrate the 175th anniversary of St Mary's Cathedral Choir, Delany's *Mass in A flat*, first performed for Christmas 1892, had its first modern performance at a concert given and recorded by St Mary's Cathedral Choir, and Sydney Conservatorium Choir and Chorale, conducted by David Russell. This glorious sacred music is readily available for purchase on a Walsingham Classics CD, and is a fitting tribute to the work of a great Australian musician. Let us hope that future performances of Delany compositions will include the superb *O salutaris*, now safely rescued from the tea chests!

### The future

The Catholic Archdiocese of Sydney, and the Catholic Institute of Sydney Strathfield, in encouraging and actively supporting this work, have facilitated an invaluable contribution towards the preservation of and access to an extremely important and probably unique resource. But this Collection has never been intended as an exhibit in a museum. It is a vital source of information that is meant to be used. The Collection is already attracting many users - and the rewards are magnificent. The second floor of the Veech Library may be 'library quiet', but to those of us with a passion for sacred music the compactus shelves now resound with glorious harmonies.

The potential for development of this Collection is enormous. The donations of sheet music already mentioned have served to fill some

gaps in the original collection, and have provided some much needed post-Vatican II church music. There undoubtedly exist many more collections whose owners are concerned about their future preservation and usefulness. The tragic possibility that our knowledge of the past will disintegrate with the paper that carries it, is only too real. The Veech Library staff would be most interested in discussing these issues with possible donors.

It will come as no surprise, of course, that one of the most difficult problems connected with this ongoing work is that of finance. Both the Archdiocese and the Catholic Institute of Sydney have been more than generous in extending their budgets to meet the demands of preservation resources and professional staff. There is serious doubt as to whether this financial support can be continued indefinitely.

This is our history, our heritage, our 'barometer' of the liturgical, spiritual and theological

life of the Australian Church almost from its beginning. Could there possibly be a more profoundly beautiful way to promote the Gospel message than through music? Our prayer is that we can continue to maintain and develop these unique records of our rich ecclesiastical heritage for the benefit of many, many future generations.

Enquiries can be made to: Kit Smith or Anne Hocking, Veech Library, Catholic Institute of Sydney, 99 Albert Road, Strathfield 2135. Telephone: 02 9752 9530; Fax: 02 9746 6022; e-mail: [ahocking@cis.catholic.edu.au](mailto:ahocking@cis.catholic.edu.au)

*A further article by Kit Smith entitled "The Veech Library Australian Church Music Collection," can be found in The Australasian Catholic Record Volume 82, No. 2 (April 2005) : 189-201.*

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# Library Orientation Tours : Changing our focus

*by Rachel Bahl*

The ubiquitous library tour: a group of users come in; we try to be friendly and personable and show (and tell!) them as much about the library as we can possibly fit into twenty to thirty minutes. At the Canberra Campus of Australian Catholic University (Signadou), the demand for library tours is in Orientation Week (O-Week), with around 180 new undergraduate students turning up to be shown around the library.

In 2005, with a changing student population, changing courses and an extended library space, it was timely that we revisit the content and methodology of our library tours. When the opportunity came up to attend training at the National Library of Australia on running library tours, we were keen to be involved.

The training began with a tour of the National Library, conducted by Fiona Hooten. The National Library is a fascinating place, all the more so when you have an experienced guide showing you the services and facilities, with generous amounts of "behind the scenes" views thrown in for good measure. After the tour, Fiona led a group discussion on whether or not it was a good tour experience and discussed what worked best with the tour. This was followed by the cryptically titled presentation, *How to bend spoons and other mind games*.

## How to bend spoons and other mind games

Fiona's presentation really captured our imaginations. While some of the issues raised in the presentation might be considered mere 'common sense' (smile, introduce yourself, don't speak over other people, wear a name badge), other issues made us reconsider our

approach to our own library tours.

We started by looking at the aim of guiding. What are we hoping to achieve with our library tours? Fiona's presentation suggested that we want to "create a positive environment which supports involvement, enjoyment and learning", and that we want to "interpret – reveal meanings and relationships through experience using illustrative communication". This was quite different from how we'd approached our library tours in the past. Previous library tours tended to be quite content heavy. It was exciting to think that we could involve our users in a real learning experience simply through the library tour process.

Fiona introduced us to the EROTicism of guiding. Guiding should be:

*Enjoyable* – use active language, personalise the activity;

*Relevant* – relate to what we already know, create bridges;

*Organised* – use cognitive chunking, 5 or less ideas;

*Thematic* – the big deal, the key purpose.

There were many practical suggestions in the presentation as well. Some of them related to

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*Rachel Bahl is the Access Librarian at the Signadou Campus of the Australian Catholic University in Canberra*

logistical issues such as asking clients about mobility issues (can they all use the stairs?), waiting at natural pauses such as doorways and don't walk any faster than the slowest member of your group (but don't let them know you're doing it!). In addition there were suggestions regarding the content and delivery of the tours. Some of these suggestions included using an observable object or feature to inform the commentary at stops, and making a thematic connection to the next stop. Other suggestions included eliciting personal stories and responses, organising information into five-minute blocks, and being quiet occasionally. The training emphasised making the cerebral connection between users and their existing experience and the new information you're trying to give them.

With all this in mind, we reflected on the library tours we'd conducted in previous years.

### Reflecting on previous tours

When we returned to our workplace we had a brainstorming session on the issues raised at the library guiding training. We reflected on the orientation tours that we had offered in previous years. We observed that there had

### Context – O Week

A note of context might be useful here. At our campus, the library orientation tour is offered as part of a campus-wide program of tours for new students. This year, with an enlarged campus and a larger student cohort, the 'matrix' of tours expanded from four groups (in previous years) to five groups of students attending five separate sessions. Thirty minutes is allocated for each tour, however in real terms this equates to a twenty-minute session and ten minutes to travel between activities.

Once the group of students had been brought to the library and introduced to staff, they would be divided into smaller groups of 6-8 to be taken around the library. Depending on the numbers in the original group we might have up to four smaller sub-groups working their way around the library.

Previous years' tours were very wordy and were structured very much as a walk around the library identifying key collections and resources. We would tell the students (in great detail!) important information about how to register their cards so they could borrow; how to borrow and all about the borrowing

Time	GOLD	RED	BLUE	PINK	GREEN
11.15 am	Your SSA	All around Signadou	All around Blackfriars	You, me & Technology	You, me & the Library
11.45 am	You, me and the Library	Your SSA	All around Signadou	All around Blackfriars	You, me & tehcnology
12.15 pm	You, me & Technology	You, me & the Library	Your SSA	All around Signadou	All around Blackfriars

Figure 1: Orientation tours matrix (partial). Library tours commenced with 'green' group, then 'gold', 'red', with 'blue' and 'pink' after a lunch break.

been too many things to say, and a sense that students were leaving either over-whelmed (too much information) or under-whelmed (they had switched off). We felt that the timing of the tours were important in this respect. Most of the tours take place in O-Week and this makes the entire exercise a blur for students.

conditions, including the fines system; how to use the photocopying system; as well as introducing them to the catalogue terminals and the loans and information desks and encouraging them to attend scheduled library tutorials in lecture week two. Questions were answered in great detail.

## **Our 2005 tours – “It’s your library and we’re here to help”**

It was clear from our brainstorming session that our tours had opportunities for improvement. We decided to incorporate a number of the suggestions we received at the training at the National Library into our tours for 2005. We decided to introduce a key theme or message for our orientation tour and that it would be “it’s your library and we’re here to help”. We wanted to give the students tools to find information later when they really needed it.

We decided to focus on six key tools: library signage, handouts, our website, communication (particularly via email), further training and ‘ask us’. We were conscious of ‘mentally’ spacing the information we wanted to give to the students into manageable ‘chunks’, as well as ‘physically’ spacing the tours so that our small sub-groups were not on top of one another as they made their way around the library. In previous years we had found that we inevitably ended up with two or more sub-groups in the main library area. With this in mind we nominated four ‘stations’ around the library where we would stop and speak to the students. With around twenty minutes for our tours, this also allowed us to keep to five minutes worth of information at each station. Four staff were rostered to conduct the tours as we were committed to keeping numbers in the sub-groups low.

Station one was an area near the Information and Loans desks. Topics to be covered were based around the key functions of the Loans and Information desks and they were simply:

### **How do I borrow a book? How do I get help?**

These two topics encapsulated the range of issues addressed at the two desks namely all circulation matters, and the kinds of questions we encounter at the information desk such as help with finding information using catalogues or using e-resources.

Station two was situated at our ‘autoloader’, which is the machine that is used to add credit to the student’s copying card. Here we covered:

### **How do I print? How do I photocopy?**

We were able to give a very brief demonstration, in particular highlighting the signage that could be referred to later.

Station three was just outside our new library extension. This area is known as our Teachers’ Resource Centre. Outside this room are two OPACs and a large open space with study tables. At this point we focussed on the catalogue and we covered:

### **How do I find stuff?**

The information we mentioned here focussed on encouraging students to attend further training sessions so they would learn how to use the catalogue in more detail. We encouraged students to read the screen and nearby signage to see which collection an item would be found in. We also encouraged students to read their email and, look for posters advertising training sessions. We felt that all of this gave them ideas on problem solving that they could use later when they needed them.

Station four was on our mezzanine level outside the online centre. Our topic for this stop was:

### **Where can I use computers?**

This allowed us to tell the students where to find the computer labs and what computing facilities were available in the library. We also used the theme of computers to talk about the library website and the services offered there. After all, the physical library is increasingly only the tip of the iceberg in terms of what libraries have to offer.

Each tour guide carried a single sheet with prompts for the information to be covered at each station, and a summary of the ‘tips’ for students and the tour guides.

### **Outcomes**

We were surprised by the effect of our simplified library tour on the students. We found that students were more engaged with the tour process. There were lots of questions.

We felt that 'less was more' – if there was something that students were particularly interested in and we hadn't already mentioned it, they would ask about it. There was a better physical flow around the library. While there were still close encounters as the small sub-groups passed in corridors, tour leaders could usually see whether the next station was available and move their group at an appropriate time.

With four stations, we knew that we had roughly five minutes at each one – this helped with planning what we said at each point. The key message resonated with students – it was the message we left them with at the end of the tour and if they remembered nothing else we wanted them to remember that. We also found that there was much less 'loss' during the tours. There were no glazed eyes or personal conversations amongst students. None of this is particularly 'earth shattering' stuff, but there was a discernible improvement for both users and library staff.

Reflecting on our O-Week tours in 2005, we can report that those students who participated

in the tours have been noticeable in their use of the library. While we have not conducted a serious evaluation of the tours, the feeling amongst my colleagues is that those who attended the tours are not just using the library, but give an impression of feeling comfortable in the library and are certainly asking us when they're not sure about something.

## **Conclusions**

We found it was a valuable process to revisit both the content and the purpose of our library orientation tour. We found the idea of focussing on a key theme particularly useful. It was important for us to make the connection with our students. This was the students' first contact with the library – we wanted it to be engaging and pleasant, not eye-glazingly boring! It was useful that students left the library with the key theme firmly established. We will continue to look at tours using this framework. Library tours are clearly not just a walk around the library, but an opportunity to make a lasting impression on our clients.

## **Acknowledgements**

Thanks to our colleagues at the Australian National University (ANU) who organised with the National Library to run the library guiding training session and invited us to participate.

The training was conducted and coordinated by staff of the Education Office at the National Library, led by Heidi Pritchard. Fiona Hooten conducted our particular session. Thanks to Heidi and Fiona for their permission to use their presentation in this article.

I would also like to particularly acknowledge my colleague Kate Bunker for her assistance with this article, and our colleague Carolyn Willadsen from Brisbane who suggested we write it. This article arose out of a presentation given by Kate and myself at the national face-to-face meeting of Australian Catholic University Information Services Librarians held earlier this year.

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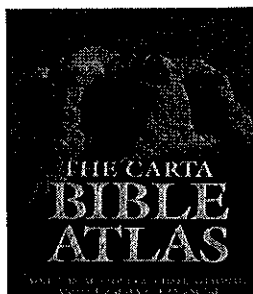
*compiled by Lalitha Subramaniam*

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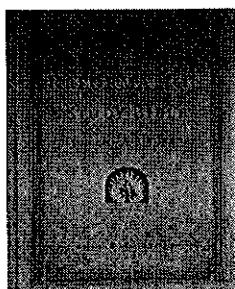


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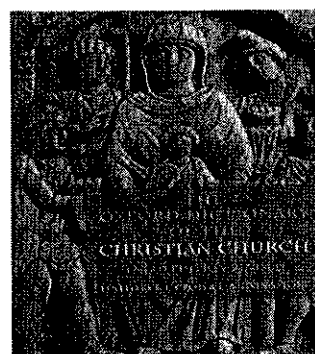
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*Lalitha Subramaniam works as a Librarian/ Cataloguer at Moore Theological College Library from where this list was compiled.*



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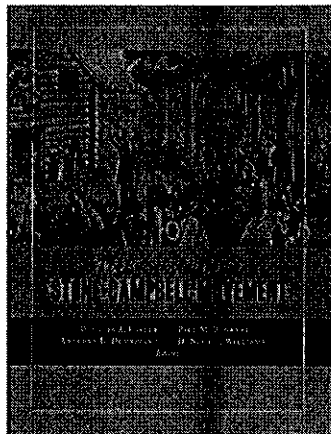
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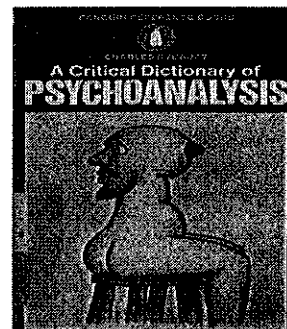
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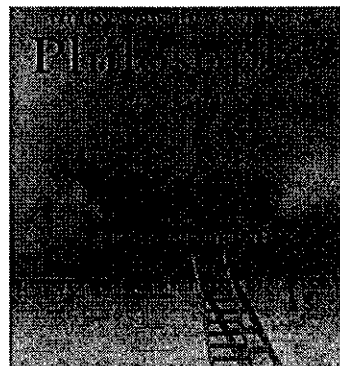
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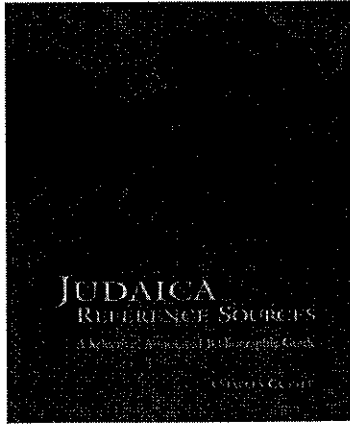


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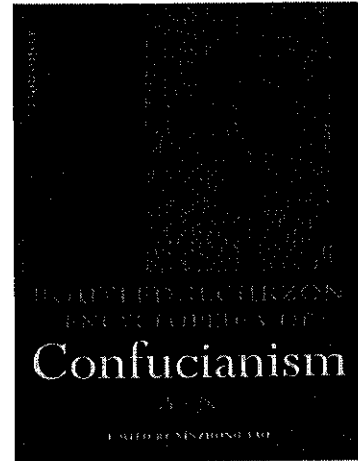
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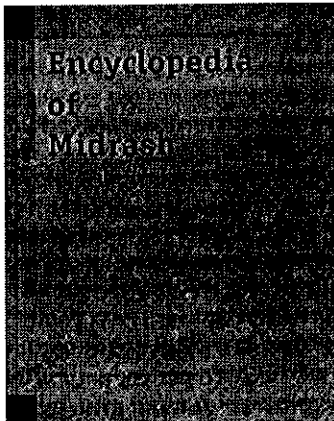
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# ANZTLA 2004 Statistics

*compiled by Kerrie Stevens*

## Notes on ANZTLA 2004 Statistics

### Reporting Categories:

- A Provides clergy training programmes, (i.e. ANZATS member schools) and/or schools and training institutions which offer broad theological training (i.e. Bible Colleges, Missionary Training Institutions) possibly leading to degree or post-graduate qualifications
- B Do not have students (i.e. church administrative libraries, resource centres, para-church organizations, etc.)
- C Institutions offering non-theological courses in addition (i.e. teacher training)

### Statistics Response:

Of the 108 questionnaires sent out, 49, or 52.9% were returned. This is down from last year (55.67%)

### Future Statistics Questionnaires:

The statistics questionnaire will be reviewed in the second half of 2005, and distributed in early 2006 for 2005 data.

Thank you to all the Libraries who responded with their statistics!

Kerrie Stevens  
Statistician

**TABLE 1A 2004 LIBRARY STAFF**

INSTITUTION	STATE/NZ	PROFESIONAL [1]	PARA-PROFESSIONAL [2]	LIBRARY SUPPORT [3]	TOTAL STAFF [4]
Adelaide College of Divinity	SA	1.6	0	0.58	2.18
Alliance College of Australia	ACT	1.00	0.00	0.00	1.00
Australian Lutheran College	SA	2.60	0.00	1.20	3.80
Bible College of New Zealand	NZ	2.00	1.00	0.50	3.50
Bible College of Victoria	VIC	1.00	0.00	0.30	1.30
Booth College of Mission	NZ	1.00	0.00	0.00	1.00
Bible College of South Australia	SA	1.00	0.00	0.00	1.00
Burleigh College	SA	0.40	0.00	0.20	0.60
Camden Theological Library	NSW	2.00	0.80	0.00	2.80
Carey Baptist College	NZ	2.00	1.00	0.00	3.00
Catholic Theological College	VIC	1.80	1.00	0.00	2.80
Churches of Christ Theological College	VIC	0.20	0.00	0.00	0.20
Garden City College of Ministries	QLD	0.40	0.00	0.00	0.40
Harvest Bible College	VIC	1.00	0.00	0.00	1.00
Joint Theological Library	VIC	2.50	1.60	0.00	4.10
Kingsley College	VIC	1.00	0.00	0.00	1.00
Moore Theological College	NSW	3.00	3.00	1.00	7.00
Nazarene Theological College	QLD	0.67	0.22	0.16	1.05
New Creation Library	SA	0.00	0.00	3.00	3.00
Phlair International College	NZ	1.00	0.00	2.00	3.00
Presbyterian Theological Centre	NSW	0.80	0.00	0.00	0.80
Presbyterian Theological College	VIC	0.50	0.00	0.00	0.50
Queensland Baptist College of Ministries	QLD	0.60	0.00	0.00	0.60
Ridley College	VIC	1.31	0.00	0.35	1.66
St. Andrew's Greek Orthodox Theological Coll.	NSW	1.00	0.00	0.30	1.30
St. Charles Seminary	WA	0.60	0.00	0.00	0.60
St. Francis' Theological College	QLD	1.00	0.00	0.33	1.33
St. John's College Ministry Centre	NSW	0.00	0.60	0.00	0.60
St. Paschal Library	VIC	1.80	0.00	1.00	2.80
Sydney Missionary & Bible College	NSW	1.40	0.20	0.00	1.60
Tabor College - Victoria	VIC	1.00	0.00	1.30	2.30
Tahlee Bible College	NSW	0.40	0.00	0.50	0.90
Talua Ministry Training Centre	VAN	1.00	0.00	1.00	2.00
Trinity Theological College	WA	0.80	0.20	0.20	1.20
Vianney College	NSW	0.03	0.00	0.00	0.03
Wesley Institute	NSW	1.00	0.60	0.40	2.00
Worldview Centre for Intercultural Studies	TAS	0.20	0.60	0.30	1.10
<b>TOTAL</b>		<b>39.61</b>	<b>10.82</b>	<b>14.62</b>	<b>65.05</b>
<b>AVERAGE</b>		<b>1.07</b>	<b>0.29</b>	<b>0.40</b>	<b>1.76</b>
<b>MEDIAN</b>		<b>1.00</b>	<b>0.00</b>	<b>0.16</b>	<b>1.30</b>

VAN = Vanuatu

**TABLE 1B 2004 LIBRARY STAFF**

INSTITUTION	STATE/NZ	PROFESSIONAL [1]	PARA- PROFESSIONAL [2]	LIBRARY SUPPORT [3]	TOTAL STAFF [4]
Benedictine Community of New Norcia	WA	0.60	0.90	0.50	2.00
Carmelite Friars	VIC	0.50	0.40	0.00	0.90
Catholic Education Office	SA	1.00	0.00	1.00	2.00
Catholic Education Office	WA	2.00	2.00	2.00	6.00
Dominican Fathers	VIC	0.80	0.20	0.00	1.00
Evangelical Library	SA	0.00	0.00	0.00	0.00
St. Benedict's Monastery	NSW	0.20	0.20	0.00	0.40
<b>TOTAL</b>		<b>5.10</b>	<b>3.70</b>	<b>3.50</b>	<b>12.30</b>
<b>AVERAGE</b>		<b>0.73</b>	<b>0.53</b>	<b>0.50</b>	<b>1.76</b>
<b>MEDIAN</b>		<b>0.60</b>	<b>0.20</b>	<b>0.00</b>	<b>1.00</b>

**TABLE 1C 2004 LIBRARY STAFF**

INSTITUTION	STATE/NZ	PROFESSIONAL [1]	PARA- PROFESSIONAL [2]	LIBRARY SUPPORT [3]	TOTAL STAFF [4]
Australian Catholic University - Banyo	QLD	6.12	6.70	2.80	15.62
Australian Catholic University - Signadou	ACT	3.00	1.60	1.50	6.10
Australian Catholic University - St. Patrick's	VIC	6.00	6.60	4.80	17.40
MASTERS Institute	NZ	0.00	1.00	0.00	1.00
Trinity College - Leeper & Mollison Libraries	VIC	2.2	0	0.4	2.60
University of Notre Dame	WA	0.5	0	0	0.50
<b>TOTAL</b>		<b>17.82</b>	<b>15.90</b>	<b>9.50</b>	<b>43.22</b>
<b>AVERAGE</b>		<b>2.97</b>	<b>2.65</b>	<b>1.58</b>	<b>7.20</b>
<b>MEDIAN</b>		<b>2.60</b>	<b>1.30</b>	<b>0.95</b>	<b>4.35</b>

**TABLE 2A 2004 LIBRARY SERVICES**

INSTITUTION	STATE/ NZ	TOTAL NUMBER OF LOANS	INTERLIBRARY LOANS					
			ORIGINAL ITEMS LENT	P'COPIED ITEMS LENT	TOTAL ITEMS LENT	ORIGINAL ITEMS BORROWED	P'COPIED ITEMS BORROWED	TOTAL ITEMS BORROWED
			[5]	[6]	[7]	[8]	[9]	[10]
Adelaide College of Divinity	SA	14730	82	80	162	29	6	35
Alliance College of Australia	ACT	614	9	0	9	0	0	0
Australian Lutheran College	SA	11382	56	51	107	6	14	20
Bible College of New Zealand	NZ	9266	81	61	142	104	34	138
Bible College of South Australia	SA	1347	0	6	6	0	7	7
Bible College of Victoria	VIC	0	3	15	18	3	9	12
Booth College of Mission	NZ	3577	0	1	1	39	4	43
Burleigh College	SA	3026	1	1	2	10	21	31
Camden Theological Library	NSW	12915	28	8	36	9	5	14
Carey Baptist College	NZ	15766	31	2	33	25	7	32
Catholic Theological College	VIC	14970	21	14	35	36	61	97
Churches of Christ Theological College	VIC	3150	0	0	0	0	0	0
Garden City College of Ministries	QLD	2361	4	0	4	17	6	23
Harvest Bible College	VIC	5206	0	0	0	0	0	0
Joint Theological Library	VIC	18650	0	0	320	0	0	10
Kingsley College	VIC	1904	1	0	1	0	0	0
Moore Theological College	NSW	24325	117	125	242	5	2	7
Nazarene Theological College	QLD	1668	1	0	1	1	3	4
New Creation Library	SA	0	0	0	0	0	0	0
Phlair International College	NZ	3185	0	0	0	0	0	0
Presbyterian Theological Centre	NSW	4672	0	6	6	1	41	42
Presbyterian Theological College	VIC	0	14	8	22	3	7	10
Queensland Baptist College of Ministries	QLD	6864	3	4	7	20	23	43
Ridley College	VIC	12632	1	6	7	7	9	16
St. Andrew's Greek Orthodox	NSW	0	2	1	3	0	0	0
St. Charles Seminary	WA	1115	0	0	0	0	0	0
St. Francis' Theological College	QLD	5762	14	24	38	4	6	10
St. John's College Ministry Centre	NSW	2471	0	4	4	6	21	27
St. Paschal Library	VIC	2248	13	5	18	42	19	61
Sydney Missionary & Bible College	NSW	18000	1	4	5	0	2	2
Tabor College - Victoria	VIC	13051	0	2	2	0	0	0
Tahlee Bible College	NSW	1384	0	0	0	0	0	0
Talua Ministry Training Centre	VAN	2000	0	0	0	0	0	0
Trinity Theological College	WA	3217	24	4	28	0	3	3
Vianney College	NSW	1237	4	0	4	1	0	1
Wesley Institute	NSW	9494	0	4	4	0	0	0
Worldview Centre for Intercultural	TAS	9449	1	0	1	0		0
<b>TOTAL</b>		<b>241638</b>	<b>512</b>	<b>436</b>	<b>1268</b>	<b>368</b>	<b>310</b>	<b>688</b>
<b>AVERAGE</b>		<b>6530.76</b>	<b>13.84</b>	<b>11.78</b>	<b>34.27</b>	<b>9.95</b>	<b>8.61</b>	<b>18.59</b>
<b>MEDIAN</b>		<b>3217</b>	<b>1</b>	<b>2</b>	<b>5</b>	<b>1</b>	<b>3.5</b>	<b>7</b>

**TABLE 2B 2004 LIBRARY SERVICES**

INSTITUTION	STATE / NZ	TOTAL NUMBER OF LOANS	INTERLIBRARY LOANS					
			ORIGINAL ITEMS LENT		TOTAL ITEMS LENT	ORIGINAL ITEMS BORROWED	P'COPIED ITEMS BORROWED	TOTAL ITEMS BORROWED
			[5]	[6]	[7]	[8]	[9]	[10]
Benedictine Community of New Norcia	WA	100	0	10	10	0	0	0
Carmelite Friars	VIC	546	6	11	17	0	0	0
Catholic Education Office	SA	12676	0	0	0	0	0	0
Catholic Education Office	WA	26645	0	0	0	0	0	0
Dominican Fathers	VIC	2000	4	6	10	0	4	4
Evangelica Library	SA	4186	0	0	0	0	0	0
St. Benedict's Monastery	NSW	0	1	3	4	1	0	1
<b>TOTAL</b>		<b>46153</b>	<b>11</b>	<b>30</b>	<b>41</b>	<b>1</b>	<b>4</b>	<b>5</b>
<b>AVERAGE</b>		<b>6593.29</b>	<b>1.57</b>	<b>4.29</b>	<b>5.86</b>	<b>0.14</b>	<b>0.57</b>	<b>0.71</b>
<b>MEDIAN</b>		<b>2000.00</b>	<b>0.00</b>	<b>3.00</b>	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**TABLE 2C 2004 LIBRARY SERVICES**

INSTITUTION	STATE / NZ	TOTAL NUMBER OF LOANS	INTERLIBRARY LOANS					
			ORIGINAL ITEMS LENT		TOTAL ITEMS LENT	ORIGINAL ITEMS BORROWED		TOTAL ITEMS BORROWED
			[5]	[6]	[7]	[8]	[9]	[10]
Australian Catholic University - Banyo	QLD	74155	771	227	998	344	635	979
Australian Catholic University - Signadou	ACT	30485	246	56	302	193	102	295
Australian Catholic University - St. Patrick's	VIC	81384	332	183	515	124	366	490
MASTERS Institute	NZ	6283	0	0	0	0	0	0
Trinity College - Leeper & Mollison Libraries	VIC	10607	0	0	0	2	0	2
University of Notre Dame*	WA	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>202914</b>	<b>1349</b>	<b>466</b>	<b>1815</b>	<b>663</b>	<b>1103</b>	<b>1766</b>
<b>AVERAGE</b>			<b>224.83</b>	<b>77.67</b>		<b>110.50</b>	<b>183.83</b>	<b>294.33</b>
<b>MEDIAN</b>		<b>20546</b>	<b>123</b>	<b>28</b>	<b>151</b>	<b>63</b>	<b>51</b>	<b>148.5</b>

**TABLE 3A 2004 COLLECTION RESOURCES**

INSTITUTION	STATE/ NZ	MONOGRAPH VOLUMES		NON-BOOK MATERIALS		SERIAL VOLUMES			ELEC. SERIALS
		ADDED 2004	TOTAL END 2004	ADDED 2004	TOTAL END 2004	ADDED 2004	CURRENT SUBS	TOTAL END 2004	
		[12]	[13]	[14]	[15]	[16]	[17]	[18]	
Adelaide College of Divinity	SA	1131	60000	0	0	0	223	0	0
Alliance College of Australia	ACT	556	14377	91	1254	0	48	147	0
Australian Lutheran College	SA	938	86475	33	0	0	300	550	0
Bible College of New Zealand	NZ	1620	44062	2	0	2	130	0	0
Bible College of South Australia	SA	400	30267	74	1465	0	68	773	1
Bible College of Victoria	VIC	855	39362	170	2516	3	135	160	0
Booth College of Misison	NZ	742	11309	89	1448	1	40	99	0
Burleigh College	SA	505	19000	18	485	7	50	140	2
Camden Theological Library	NSW	1886	60644	15	382	0	120	500	0
Carey Baptist College	NZ	583	33849	2	222	0	220	0	0
Catholic Theological College	VIC	953	90000	0	0	6	219	0	1
Churches of Christ Theological College	VIC	245	20000	5	150	67	75	188	2
Garden City College of Ministries	QLD	1445	13742	6	658	1	11	36	6
Harvest Bible College	VIC	4062	26657	0	0	0	144	248	0
Joint Theological Library	VIC	2565	120000	10	200	3	405	1354	12
Kingsley College	VIC	376	24465	27	4640	1	149	161	0
Moore Theological College	NSW	7992	209955	0	0	20	777	2603	0
Nazarene Theological College	QLD	772	35000	30	374	1	68	137	2
New Creation Library	SA	280	8400	0	0	0	0	0	0
Phlair International College	NZ	614	16970	190	2006	6	16	182	0
Presbyterian Theological Centre	NSW	1828	32654	0	0	0	98	0	0
Presbyterian Theological College	VIC	800	18000	0	0	2	106	0	0
Queensland Baptist College of Ministries	QLD	560	19070	465	635	1	150	300	0
Ridley College	VIC	1371	42682	13	915	6	152	359	0
St. Andrew's Greek Orthodox Theological	NSW	365	13460	0	0	0	110	110	0
St. Charles Seminary	WA	311	6955	14	88	2	19	36	0
St. Francis' Theological College	QLD	657	25100	10	56	2	100	248	0
St. John's College	NSW	135	16400	0	0	6	3	9000	2
St. Paschal Library	VIC	729	53000	50	80	0	220	250	10
Sydney Missionary & Bible College	NSW	1626	25626	92	876	242	179	3750	12
Tabor College - Victoria	VIC	2662	28730	57	1062	3	87	412	0
Tahlee Bible College	NSW			66	3308	0	68	178	0
Talua Ministry Training Centre	VAN	200	9550	100	1000	2	17	36	0
Trinity Theological College	WA	839	13989	40	490	7	45	91	0
Vianney College	NSW	238	14546	0	0	0	0	0	0
Wesley Institute	NSW	1483	39703	20	1649	0	128	411	0
Worldview Centre for Intercultural Studies	TAS	232	18924	123	4397	3	75	105	1
<b>TOTAL</b>		<b>42556</b>	<b>1342923</b>	<b>1678</b>	<b>30156</b>	<b>394</b>	<b>4755</b>	<b>22564</b>	<b>51</b>
<b>AVERAGE</b>		<b>1182.11</b>	<b>37303.42</b>	<b>52.44</b>	<b>861.60</b>	<b>10.65</b>	<b>128.51</b>	<b>609.84</b>	<b>1.38</b>
<b>MEDIAN</b>		<b>757</b>	<b>25363</b>	<b>16.5</b>	<b>382</b>	<b>1</b>	<b>100</b>	<b>160</b>	<b>0</b>



**TABLE 3B 2004 COLLECTION RESOURCES**

INSTITUTION	STATE/ NZ	MONOGRAPH VOLUMES		NON-BOOK MATERIALS		SERIAL VOLUMES			ELEC. SERIALS
		ADDED 2004	TOTAL END 2004	ADDED 2004	TOTAL END 2004	ADDED 2004		TOTAL END 2004	
		[12]	[13]	[14]	[15]	[16]	[17]	[18]	
Benedictine Community of New Norcia	WA	6249	70000	68	332	0	0	1500	1
Carmelite Friars	VIC	925	30000	0	0	61	66	76	0
Catholic Education Office	SA	896	16301	170	4010	60	0	60	1
Catholic Education Office	WA	506	14841	293	5865	12	97	105	4
Dominican Fathers	VIC	1365	32000	5	33	1	55	80	0
Evangelical Library	SA	10170	10548	1013	1304	0	0	0	0
St. Benedict's Monastery	NSW	104	16150	0	75	40	0	1560	0
<b>TOTAL</b>		<b>20215</b>	<b>189840</b>	<b>238</b>	<b>11619</b>	<b>174</b>	<b>218</b>	<b>3381</b>	<b>6</b>
<b>AVERAGE</b>		<b>2887.86</b>	<b>27120.00</b>	<b>79.33</b>	<b>1659.86</b>	<b>24.86</b>	<b>31.14</b>	<b>483.00</b>	<b>0.86</b>
<b>MEDIAN</b>		<b>925</b>	<b>16301</b>	<b>68</b>	<b>332</b>	<b>12</b>	<b>0</b>	<b>80</b>	<b>0</b>

**TABLE 3C 2004 COLLECTION RESOURCES**

INSTITUTION	STATE/NZ	MONOGRAPH VOLUMES		NON-BOOK MATERIALS		SERIAL VOLUMES			ELEC. SERIALS
		ADDED 2004	TOTAL END 2004	ADDED 2004	TOTAL END 2004	ADDED 2004	CURRENT SUBS	TOTAL END 2004	
		[12]	[13]	[14]	[15]	[16]	[17]	[18]	
Australian Catholic University - Banyo	QLD	5944	141233	0	0	0	454	0	3000
Australian Catholic University - Signadou	ACT	3127	57525	0	0	0	179	0	0
Australian Catholic University - St. Patrick's	VIC	3169	101576	97	4490	31	278	750	0
MASTERS Institute	NZ	134	12047	10	3197	2	87	85	0
Trinity College - Leeper & Mollison Libraries	VIC	1276	54000	98	157	0	131	337	0
University of Notre Dame	WA	500	15000	0	0	0	41	151	0
<b>TOTAL</b>		<b>14150</b>	<b>381381</b>	<b>97</b>	<b>7844</b>	<b>33</b>	<b>1170</b>	<b>1323</b>	<b>3000</b>
<b>AVERAGE</b>		<b>2358.33</b>	<b>63563.50</b>	<b>32.33</b>	<b>1307.33</b>	<b>5.50</b>	<b>195.00</b>	<b>220.50</b>	<b>500.00</b>
<b>MEDIAN</b>		<b>2201.5</b>	<b>55762.5</b>	<b>0</b>	<b>78.5</b>	<b>0</b>	<b>155</b>	<b>118</b>	<b>0</b>

**TABLE 4A 2004 LIBRARY EXPENDITURE (AU\$)**

INSTITUTION	STATE / NZ	MONOGRAPHS	SERIALS	NON-BOOK MATERIALS	ELECTRONIC D'BASES	TOTAL
		[21]	[22]	[23]	[24]	[25]
Adelaide College of Divinity	SA	\$35,138	\$25,058	\$0	\$4,080	\$64,276
Alliance College of Australia	ACT	\$5,497	\$2,190	\$217	\$0	\$7,904
Australian Lutheran College	SA	\$41,500	\$20,000	\$5,000	\$5,000	\$71,500
Bible College of New Zealand	NZ	\$31,830	\$14,684	\$428	\$4,727	\$51,669
Bible College of South Australia	SA	\$3,346	\$5,700	\$1,500	\$1,200	\$11,746
Bible College of Victoria	VIC	\$12,800	\$9,161	\$500	\$0	\$22,461
Booth College of Mission	NZ	\$11,183	\$3,669	\$909	\$0	\$15,761
Burleigh College	SA	\$6,000	\$4,200	\$45	\$3,000	\$13,245
Camden Theological Library <sup>^</sup>	NSW	\$44,000	\$12,400	\$0	\$7,600	\$64,000
Carey Baptist College <sup>*</sup>	NZ	\$39,060	\$16,740	\$0	\$2,790	\$58,590
Catholic Theological College	VIC	\$40,900	\$23,700	\$0	\$0	\$64,600
Churches of Christ Theological College	VIC	\$3,861	\$6,046	\$0	\$3,567	\$13,474
Garden City College of Ministries	QLD	\$25,083	\$1,300	\$200	\$676	\$27,259
Harvest Bible College	VIC	\$17,000	\$8,000	\$0	\$0	\$25,000
Joint Theological Library	VIC	\$152,900	\$64,214	\$0	\$0	\$217,114
Kingsley College	VIC	\$2,738	\$5,310	\$300	\$520	\$8,868
Moore Theological College	NSW	\$218,006	\$76,376	\$13,313	\$6,189	\$313,884
Nazarene Theological College	QLD	\$11,737	\$6,717	\$693	\$619	\$19,766
New Creation Library	SA	\$0	\$0	\$0	\$0	\$0
Phlair International College	NZ	\$2,831	\$562	\$1,165	\$0	\$4,558
Presbyterian Theological Centre	NSW	\$27,974	\$6,564	\$0	\$0	\$34,538
Presbyterian Theological College	VIC	\$16,000	\$8,000	\$2,000	\$3,000	\$29,000
Queensland Baptist College of Ministries	QLD	\$20,800	\$5,000	\$0	\$4,495	\$30,295
Ridley College	VIC	\$37,494	\$10,843	\$0	\$4,729	\$53,066
St. Andrew's Greek Orthodox Theological College	NSW	\$5,849	\$397	\$0	\$0	\$6,246
St. Charkes Seminary	WA	\$0	\$0	\$0	\$0	\$0
St. Francis' Theological College	QLD	\$14,000	\$12,200	\$378	\$3,174	\$29,752
St. John's College Ministry Centre	NSW	\$2,500	\$4,500	\$0	\$0	\$7,000
St. Paschal Library	VIC	\$28,000	\$15,000	\$0	\$0	\$43,000
Sydney Missionary & Bible College	NSW	\$49,980	\$21,000	\$1,658	\$3,000	\$75,638
Tabor College - Victoria	VIC	\$19,604	\$12,746	\$400	\$4,480	\$37,230
Tahlee Bible College	NSW	\$0	\$0	\$0	\$0	\$0
Talua Ministry Training Centre	VAN	\$0	\$1,333	\$1,333	\$0	\$2,667
Trinity Theological College	WA	\$47,125	\$5,210	\$3,828	\$3,520	\$59,683
Vianney College	NSW	\$3,000	\$0	\$0	\$0	\$3,000
Wesley Institute	NSW	\$0	\$0	\$0	\$0	\$41,818
Worldview Centre for Intercultural Studies	TAS	\$3,438	\$2,839	\$190	\$27	\$6,494
<b>TOTAL</b>		<b>\$981,174.19</b>	<b>\$411,659.33</b>	<b>\$34,057.33</b>	<b>\$66,392.67</b>	<b>\$1,535,101.52</b>
<b>AVERAGE</b>		<b>\$26,518.22</b>	<b>\$11,125.93</b>	<b>\$920.47</b>	<b>\$1,794.40</b>	<b>\$41,489.23</b>
<b>MEDIAN</b>		<b>\$14,000.00</b>	<b>\$6,046.00</b>	<b>\$45.00</b>	<b>\$520.00</b>	<b>\$27,259.00</b>

\* Exchange rate = 0.93

<sup>^</sup> Financial Year 03-04

**TABLE 4B 2004 LIBRARY EXPENDITURE (AU\$)**

INSTITUTION	STATE / NZ	MONOGRAPHS	SERIALS	NON-BOOK MATERIALS	ELECTRONIC D'BASES	TOTAL
		[21]	[22]	[23]	[24]	[25]
Benedictien Community of New Norcia	WA	\$13,500	\$3,400	\$0	\$0	\$16,900
Carmelite Friars	VIC	\$30,000	\$3,000	\$0	\$0	\$33,000
Catholic Education Office	SA	\$19,000	\$1,000	\$5,000	\$0	\$25,000
Catholic Education Office	WA	\$15,067	\$8,909	\$18,052	\$12,000	\$54,028
Dominican Fathers	VIC	\$13,900	\$10,000	\$100	\$0	\$24,000
Evangelical Library	SA	\$0	\$0	\$0	\$0	\$0
St. Benedict's Monastery	NSW	\$11,807	\$3,199	\$1,589		\$16,595
<b>TOTAL</b>		<b>\$103,274.00</b>	<b>\$29,508.00</b>	<b>\$24,741.00</b>	<b>\$12,000.00</b>	<b>\$169,523.00</b>
<b>AVERAGE</b>		<b>\$14,753.43</b>	<b>\$4,215.43</b>	<b>\$3,534.43</b>	<b>\$2,000.00</b>	<b>\$24,217.57</b>
<b>MEDIAN</b>		<b>\$13,900.00</b>	<b>\$3,199.00</b>	<b>\$100.00</b>	<b>\$0.00</b>	<b>\$24,000.00</b>

**TABLE 4C 2004 LIBRARY EXPENDITURE (AU\$)**

INSTITUTION	STATE / NZ	MONOGRAPHS	SERIALS	NON-BOOK MATERIALS	ELECTRONIC D'BASES	TOTAL
		[21]	[22]	[23]	[24]	[25]
Australian Catholic University - Banyo*	QLD	\$155,000	\$77,500	\$0	\$470,000	\$702,500
Australian Catholic University - Signadou*	ACT					
Australian Catholic University - St. Patrick's*	VIC					
MASTERS Institute	NZ	\$2,250	\$8,000	\$250	\$0	\$10,500
Trinity College - Leeper & Mollison Libraries	VIC	\$0	\$0	\$0	\$0	\$0
University of Notre Dame	WA	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>		<b>\$157,250.00</b>	<b>\$85,500.00</b>	<b>\$250.00</b>	<b>\$470,000.00</b>	<b>\$713,000.00</b>
<b>AVERAGE</b>		<b>\$39,312.50</b>	<b>\$21,375.00</b>	<b>\$62.50</b>	<b>\$117,500.00</b>	<b>\$178,250.00</b>
<b>MEDIAN</b>		<b>\$1,125.00</b>	<b>\$4,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$5,250.00</b>

\* combined for all ACU campuses

**TABLE 5A 2004 INSTITUTIONAL POPULATION AND LIBRARY FACILITIES**

INSTITUTION	STATE / NZ	ACADEMIC STAFF		STUDENTS				REGISTERED BORROWERS	TOTAL SEATING CAPACITY
		FULL-TIME	PART-TIME	FULL-TIME	PART-TIME	DISTANCE ED.	TOTAL		
		[26]	[27]	[28]	[29]	[30]			
Adelaide College of Divinity	SA	27	60				0	500	40
Alliance College of Australia	ACT	3	2	27	8	10		129	16
Australian Lutheran College	SA	12	13	72	55	428	555	1505	60
Bible College of New Zealand	NZ	16	18	341	662	147		661	95
Bible College of South Australia	SA	2	17	18	64	121	203	217	27
Bible College of Victoria	VIC	6	10	107	81	70	258	388	80
Booth College of Misison	NZ	8	1	24	11		35	257	53
Burleigh College	SA	2	8	21	35	1	57	198	18
Camden Theological Library	NSW	10	5	91	102		193	454	50
Carey Baptist College	NZ	10	11	202		132	334	455	113
Catholic Theological College	VIC	2	39	158	234		392	355	72
Churches of Christ Theological College	VIC	3	12	128		0	128	210	15
Garden City College of Ministries	QLD	4	4	23	28	0	51	368	18
Harvest Bible College	VIC	9	5	169		288	457	197	16
Joint Theological Library	VIC	25	9	290	31	27	348	693	60
Kingsley College	VIC	6	6	30	100	70	200	365	30
Moore Theological College	NSW	20	16	291	157	0	448	550	33
Nazarene Theological College	QLD	3	7	20	20	3	43	50	22
New Creation Library	SA	2	20	6	200	19	225	347	13
Phlair International College	NZ	6	15	197	208	147	552	790	18
Presbyterian Theological Centre	NSW	4	18	42	71	10	123	130	36
Presbyterian Theological College	VIC	4	6	0	0	0	0	0	18
Queensland Baptist College of Ministries	QLD	4	6	50	86		136	200	70
Ridley College	VIC	7	8	73	157	0	230	405	80
St. Andrew's Greek Orthodox Theological Coll.	NSW	19		14	33	0	47	104	25
St. Charles Seminary	WA	2	14	0	23	0	23	45	13
St. Francis' Theological College	QLD	4	2	27	48		75	242	32
St. John's College Ministry Centre	NSW	2	12	9	20		29	40	18
St. Paschal Library	VIC	3	50	300		0	300	150	40
Sydney Missionary & Bible College	NSW	11	10	170	315	0	485	506	70
Tabor College - Victoria	VIC	9	6	180	450	18	648	665	22
Tahlee Bible College	NSW	6	10	17	51	0	68	56	20
Talua Ministry Training Centre	VAN	12	4	68	18		86	120	24
Trinity Theological College	WA	5	5	35	28		63	250	45
Vianney College	NSW	4	6	5	14	0	19	107	22
Wesley Institute	NSW	35	60	280	290		570	486	37
Worldview Centre for Intercultural Studies	TAS	6	5	53	3	0	56	174	44
<b>TOTAL</b>		<b>313</b>	<b>500</b>	<b>3538</b>	<b>3603</b>	<b>1491</b>	<b>7437</b>	<b>12369</b>	<b>1465</b>
<b>AVERAGE</b>		<b>8.46</b>	<b>13.89</b>	<b>98.28</b>	<b>112.59</b>	<b>55.22</b>	<b>212.49</b>	<b>334.30</b>	<b>39.59</b>
<b>MEDIAN</b>		<b>6.00</b>	<b>9.50</b>	<b>51.50</b>	<b>53.00</b>	<b>3.00</b>	<b>136.00</b>	<b>250.00</b>	<b>32.00</b>

**TABLE 5B 2004 INSTITUTIONAL POPULATION AND LIBRARY FACILITIES**

INSTITUTION	STATE / NZ	ACADEMIC STAFF		REGISTERED BORROWERS	TOTAL SEATING CAPACITY
		FULL-TIME	PART-TIME		
		[26]	[27]		
Benedictine Community of New Norcia	WA				8
Carmelite Friars	VIC				8
Catholic Education Office	SA			4874	20
Catholic Education Office	WA	96		3548	29
Dominican Fathers	VIC			292	12
Evangelical Library	SA				
St. Benedict's Monastery	NSW				10
<b>TOTAL</b>		<b>96</b>		<b>8714</b>	<b>87</b>
<b>AVERAGE</b>		<b>96.00</b>		<b>2904.67</b>	<b>14.50</b>
<b>MEDIAN</b>		<b>96.00</b>		<b>3548.00</b>	<b>11.00</b>

**TABLE 5C 2004 INSTITUTIONAL POPULATION AND LIBRARY FACILITIES**

INSTITUTION	STATE / NZ	ACADEMIC STAFF		STUDENTS				REGISTERED BORROWERS	TOTAL SEATING CAPACITY
		FULL-TIME	PART-TIME	FULL-TIME	PART-TIME	DIST. ED.	TOTAL		
		[26]	[27]	[28]	[29]	[30]			
Australian Catholic University - Banyo	QLD	75	25				1800		207
Australian Catholic University - Signadou	ACT								
Australian Catholic University - St. Patrick's	VIC	117	105	2262	1145		3407	3500	136
MASTERS Institute	NZ	6		50	0	50	100	70	17
Trinity College - Leeper & Mollison Libraries	VIC						0	2045	112
University of Notre Dame	WA								
<b>TOTAL</b>		<b>198</b>	<b>130</b>	<b>2312</b>	<b>1145</b>	<b>50</b>	<b>5307</b>	<b>5615</b>	<b>472</b>
<b>AVERAGE</b>		<b>66.00</b>	<b>65.00</b>	<b>1156.00</b>	<b>572.50</b>	<b>50.00</b>	<b>1326.75</b>	<b>1871.67</b>	<b>118.00</b>
<b>MEDIAN</b>		<b>75.00</b>	<b>65.00</b>	<b>1156.00</b>	<b>572.50</b>	<b>50.00</b>	<b>950.00</b>	<b>2045.00</b>	<b>124.00</b>

## COMPUTER PRODUCTS 2004

PRODUCT	TOTAL
Anchor Bible Dictionary	2
Aotearoa	1
Arthur Pink Collection	1
ATLA Religion Index	26
ATLAS	6
Australia's Religious Communities	16
Baker Digital Reference Library	1
Bible Atlas	1
Bible in English	1
Bible Software 2.0	1
BibleWorks	1
Book of Worship	1
Bookshelf '95	1
Catechism & Scripture	1
Catholic Documents	1
Catholic Periodical & Literature Index (CPLI)	7
Changing Society, Changing Religion	1
Christian History Interactive	2
Christian Library	1
Dead Sea Scrolls	1
Desktop Bible	1
Dictionary of New Testament Theology	1
Dictionary of Old Testament Theology	1
Early Church Fathers	1
Encarta '97	1
Encyclopedia Britannica	3
Essential IVP Reference Collection	1
Expositor's Bible Commentary	1
Gramcord	1
Greek Tutor	2
Hebrew Tutor	2
Japan 2000	1
John Calvin	3
John Owen	1
Justice and Equity	1
Lest we Forget: a history of the Holocaust	1

PRODUCT	TOTAL
Let's Get lost in Jerusalem	1
Logos Bible Atlas	1
Logos Bible Software	3
Marriage, Family and Christian Counseling	1
Martin Luther	1
Master Christian Library Discovery Edition	3
Nelson's Electronic Bible Reference Library	1
New Dictionary of New Testament Theology	1
New Testament Abstracts (NTA)	2
Old Testament Abstracts (OTA)	2
Operation World	2
Phi Greek Documentary Texts	1
Proquest Religion Database	15
Religion and Philosophy Collection	15
Religious and Theological Abstracts (RTA)	5
Research Methods for Ministry and Missions	1
Routledge Encyclopedia of Philosophy	1
SAGE Digital Library	2
Spurgeon Collection	2
The Message	1
Theological Journal Library	2
TLG	2
Trends 2100	1
Tresures Imperials	1
Unlocking Time: Bible Chronology	1
Welcome to the Catholic Church	1
Westminster Confessions	1
Westminster Journal	1
Whole Bible Classic Sermon Collection	1
Works of Cornelius Van Til	1
World Atlas	1
World Christian Trends AD30-AD2200	1
World of Islam	7
World Religions	1
Worldwide Prayer Guide	1
WorldVue: the great commission map collection	1