

The ANZTLA *E*Journal

Australian and New Zealand Theological Library Association  No. 25 (2020)



2020 ANZTLA Virtual Conference

Although this issue of the journal would usually publish papers presented at the annual ANZTLA conference, due to COVID-19, that conference has been postponed until 2021. To meet the desire for professional development and collegiality, a virtual conference was held during September, which also included entertaining and informative pre-conference cataloguing sessions and online excursions to various libraries around the world. The discussions relating to cataloguing and classification have been condensed and shared here.

Surveys were administered in April and September to capture ANZTLA members' experiences of dealing with the challenges and opportunities that COVID-19 presented to our libraries and institutions. The breadth of responses makes for very interesting reading and may prove useful for future planning.


After Whom is Your Library Named? appears for the first time in *The ANZTLA EJournal*. This will become a regular column in the non-conference issue. Featured this time are the James Wallace Memorial Library and the Colin Library. Who were these people and what were the circumstances that led to libraries being named after them?

Kerrie Stevens & Eve James

Editorial team

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Classifying Religion: A Conversational Survey of the Three Main Classification Systems

by Philip Harvey & Helen Greenwood

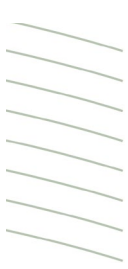
Member libraries of the Australian and New Zealand Theological Library Association each use one of the three established classification systems for arrangement of their physical collections. At this year's Virtual Conference in September, a Pre-Conference Cataloguing Workshop was conducted on the Association's e-list. The following is a distillation of ideas and experiences expressed in the Workshop. Helen Greenwood presented the summary of the Library of Congress Classification.

Dewey Decimal Classification (Philip Harvey)

Most of us work in libraries with an inherited classification system. This means that if we use Dewey, for example, we also inherit numbers and numbering processes that predate the current electronic WebDewey version.

<https://www.oclc.org/en/dewey/webdewey.html>

Differences in numbering for many books are therefore inevitable because 1) a library has developed ways of using Dewey, including in-house expansions of numbers, that are fixed practice, 2) classifying books by subject means cataloguers will place the emphasis on one main subject rather another, with the result that the same book can justifiably go in different parts of the collection, and 3) the classification numbers inside books and on databases are themselves not always consistent, and even offer a choice. Consistency across libraries is an impossibility, which is why we must acquaint



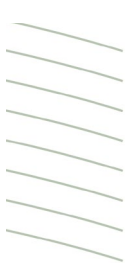
ourselves with in-house practice in our own libraries and keep to the traditions of our own place. It is paramount to be consistent within our own collection.

This is the case in my own library, the Carmelite Library in Melbourne, where alterations to the standard 200s were done long ago with little thought for the internal logic of the subject arrangement. Added to this, the library has a General Collection and a separate Carmelitana Collection (first element of the call number is capital-C), both using modified Dewey, each with their own special expansions. This is why the numbers are of no earthly use to other cataloguers seeking authoritative Dewey numbers for their own collection; our evolved system is so in-house it is only authoritative within the four walls of that library. (1)

DDC 23 would seem to be the last print edition, after the editorial staff announced in 2017 that an English print edition would no longer be produced. My guess is that some of us use the latest WebDewey, others consult the much-annotated print version of one of our own Dewey editions, while others work between a print Dewey edition and the sheaves of precious expansions and changes in homemade manuals or computer files.

But we still face similar daily issues. Here are some of the regular questions that were presented in the Workshop:

1. Which online sites do we use to make our numbers? (2)
2. Do we work from the book, with assistance from whatever online sites are available?
3. How many numbers are justified after the decimal point before the purpose of the number is lost? (3)
4. How many libraries have made overhauls of the numbering to keep in line with Dewey changes, e.g. shifting general Religion numbers from the 290s to 200-219?
5. How far can we justify expansions and alterations to the 200s?
6. Do we invent new numbers for new subjects, rather than wait for WebDewey to come up with a number? Or must we invent a new number in order to fit the in-house Dewey system that has evolved over time? (4)
7. Which subjects are currently causing headaches due to lack of an appropriate number?



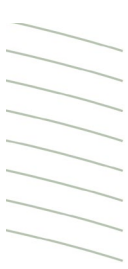
8. Is WebDewey user-friendly? If not, how so?
9. Do we ever receive a book that defies classification and where do we number it?
10. Do the Schedules' inherent biases or emphases, reflective of a worldview a century ago, cause problems for us in today's subject classifying?

This last question has become a somewhat standard matter of discussion in some quarters. (5) I find it useful and sensible to phrase the question that way when questioning the Christian-bias in Dewey, rather than simply adopting the attitude that yes Dewey has a Christian-bias, so let's change it. Experience teaches that change will happen when change is necessary.

History, please. Dewey developed out of Amherst College, a liberal arts college in that bastion of liberalism, Boston, Massachusetts. DDC's establishment occurred on the east coast of the United States in the late 19th century, where Enlightenment thinking and Christian religion rode side by side. This is why sentences like the following on The Dewey Blog deserve scrutiny: "While Dewey was working there, the Amherst College library's collection was heavily skewed towards books about Christianity, as was the first edition of Melvil's Decimal Classification." This is like complaining that a horticulture library is heavily skewed towards horticulture. In that society, to create sections for the other major religions indicated a knowledge of those religions that betokened an openminded quest for knowledge in American society at large, not least in Boston, and as expressed in constitutional rights about freedom of religion.

This emphasis on Christianity is perhaps less of an issue in our theological libraries, where Christian literature is the vast majority of the holdings, than in public libraries, where collection policies ask for equal coverage of religion. In my mind this only truly becomes an issue however in multi-faith libraries, and libraries of other major faith traditions where the majority of the holdings represent (I wouldn't say are skewed) towards that tradition.

This was the Dewey editorial's purpose in offering whole adjustment of the 200s. The editors were more enlightened than their detractors. Options are available to re-arrange the 200s to suit a Jewish, Islamic, Hindu, or Buddhist library, just to name four other major world religions. How many libraries have taken up the options is not clear in 2020. But what is noticeable is how little change there is in general use of the established Dewey 200s. It could be argued that the reasons for this are simple. Cataloguers in most public libraries find the existing 200 Schedules satisfactory for their immediate needs. Cataloguers in any Christian theology library are not going to change something that works for them, as near a perfect fit as may be possible. Their concern is not on emphasis, but on



how Dewey deals with variations within Christian tradition, as well as how it allocates numbers for new and emerging subjects.

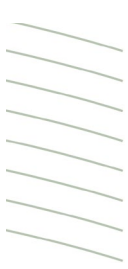
Union Classification (Philip Harvey)

Julia Pettee (1872-1967) was the woman for the job. She responded to the need for a proper classification of the library of Union Theological Seminary in New York by devising an informed and specialist scheme for any theology library. The first edition was published in 1924. Its similarity to LC Classification, also a two-letter and number system, is no accident. Pettee took time off during the creation of the Union system to work at the Library of Congress on its emerging classification scheme, more particularly on Religion. Her wiki declares her immortal words that should be carved in stone at the library door: ‘Throughout her career, she emphasized that “there is no infallible substitute for the good judgement of the cataloger”. (6)

Union Classification, commonly referred to simply as Pettee, is a product of its time, but then much of what goes on in theology is timeless and much about classification is subject to contingency. Pettee’s great strengths are its sophisticated tables for Bible, Patristics, Medieval and Modern Theologians, Systematic Theology, Church History, and Liturgy. She did a sizable job of arranging the literature of the major world religions into some order, given the spread of knowledge about those literatures available at the time in the United States. Obviously too, if what you are classifying is a vast library of mainly Christian literature, then that’s where you start. You start with what you have, not with what is hypothetical. Union Classification continues to operate effectively in many theological libraries worldwide, including a fair number in our part of the world.

Pettee has no web presence. This is because no formal international editorial authority has operated since the 1980s. There is no website dedicated to updates. The implosion happened in the United States at that time, when college decision-makers were persuaded of the long-term advantages of switching to LC Classification. The advent of automation prompted many to believe that LC would become the universal system for classification, a casual belief taken up more dogmatically by library boards than librarians. Conversion away from Pettee ensued rapidly in North America, while Australia was insulated from the changes abroad. Pettee is a nice thought in New Zealand.

In the absence of an international authority, the cataloguers who maintained some management of Pettee at Union Presbyterian Seminary in Richmond, Virginia graciously approved ANZTLA’s request to workshop new subject numbers at annual conferences. At these workshops, which continued into the new millennium and were light-heartedly known as Pettee Sessions, ANZTLA cataloguers tabled expansions to their own manuals, discussed the whys and where-puts of new



subjects in the field, and generally arrived at agreed changes which were then adopted by all users of the scheme.

Conversion from Pettee in Australia has not been a high priority. This seems to be the case with the larger theological libraries, due as much as anything to the time and costs involved in such a massive undertaking, and for what? The reality about Pettee is quite simply that it is a tailor-made theological classification system, ideal for handling the categories of knowledge that are the stock of Theology. It is the only specialist theology classification of its kind. Where the Dewey 200s (Religion) are spread across ten main subjects, Pettee has 26. It is user-friendly and infinitely more capable of updates than either Dewey or LC.

Library of Congress Classification (Helen Greenwood)

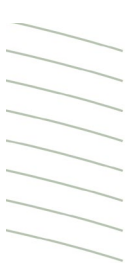
The Library of Congress Classification (LCC) was developed by the Library of Congress as a means of organising and arranging their own collection. Over the years, it has been adopted and used by many libraries, especially academic libraries and especially in the US. It is developed and maintained by the Library of Congress Policy and Standards Division. (7)

The classification is based on literary warrant, so it is under constant development and is very responsive to new concepts and trends. Subject specialists develop and maintain individual schedules and are responsible for additions and changes.

The use of LCC at my workplace, the John Kinder Theological Library in Auckland, is a happy historical accident. Many years ago an Anglican layperson was called in to advise on the library. He happened to be the librarian at the Victoria University of Wellington which used LCC and recommended its implementation. For many years, we were the only ANZTLA library using LCC, but we have been joined by others in recent years.

Advantages

1. It is easy to use, Unlike Dewey you don't have to build numbers, they are enumerated in the schedule. You can achieve specificity without requiring 23 numbers after the decimal point, which has practical implications for printing on spine labels and borrowers being able to easily locate on the shelves.
2. There are unique numbers for a wide range of subjects, including theology and religion.



3. It is continuously revised and is responsive to new areas of scholarship. For example, it didn't take long for Postcolonial Theology to be assigned a unique number.
4. It is enormously expandable without needing wholesale revision, meaning numbers don't often disappear or move. There are exceptions, e.g. Buddhism required expansion and was moved from BL to BQ.
5. LCC numbers are in most online records for ease of copy cataloguing.
6. It has the backing of the Library of Congress.
7. The LCC schedules are now freely available online. <https://www.loc.gov/aba/publications/FreeLCC/freelcc.html> so they are always current and you no longer need to purchase and store physical volumes. Having the schedules online means they are searchable, up-to-date and easy to transport to the home office.
8. It is available online via Classification Web – although we have never subscribed to this.

Disadvantages

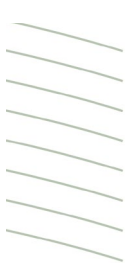
1. It is American-centric, although this is becoming less so as they entertain new class number proposals through SACO.
2. We have ended up creating our own expansion for the Anglican and Methodist churches in New Zealand because the depth of material we hold in these areas was not catered for with a single LC number.

Responses and Sources


- (1) Erin Mollenhauer (Moore College) posted the following, which is reproduced with permission and for the record. “Here is our in-house classification scheme, devised by one of my predecessors for the Rare Book Collection:

A: Patristica, liturgica and Bibles (includes Books of Common Prayer) – some folio

B: Foreign theology – folios



- C: English Short Title Catalogue quartos (1475-1640) [Pollard, Alfred W., Redgrave, G. R. A short-title catalogue of books printed in England, Scotland, & Ireland and of English books printed abroad, 1475-1640. 2nd ed. London: Bibliographical Society, 1976-1991]
- D: English Wing quartos (1641-1700) [Wing, Donald. Short-title catalogue of books printed in England, Scotland, Ireland, Wales, and British America, and of English books printed in other countries, 1641-1700. 2nd ed. New York: Modern Language Association, 1972-1998]
- E: Foreign Short Title Catalogue quartos
- F: Foreign Wing quartos (and foreign non-Wing items)
- G: Biblical criticism folios – 17th and 18th centuries
- H: Bray library – Port Jackson 1809
- I: Protestant library 1839
- J: English and foreign 18th century quartos
- K: 19th century to 1840 quartos, non-Broughton collection
- L: Broughton collection – 19th century to 1839
- M: Broughton, Watson, Broughton personal, Barker, Smith 18th & 19th centuries
- N: Broughton collection 18th century and some lexica of other periods - folio
- O: Secular and literary works
- P: English theology – 16th to 19th century folios
- Q: Conciliana and legal works - folios
- R: Broughton, Bray etc. 19th century collections
- S: Post 1840 – 1st editions, associated volumes, secular works, etc.
- U: Serials – Alphabetical by title



V: Croft Collection: Books of Common Prayer, 1549-2000

W: Bicentennial Collection – sent by SPCK on Young Endeavour, 1988

The books in each section have a number added to the letter (A1, A2, B1, B2 etc.) but the numbers are purely numerical and have no other meaning.


Bishop Broughton's books ended up spread over several sections, but otherwise they're grouped by general subject (Biblical criticism), size (e.g. folio), age (e.g. within the age range of Wing or STC) or provenance (e.g. the Bray library was donated by the Associates of Thomas Bray). Shelving folios together works well as we can lay them flat instead of standing them upright.

As all the Rare books are in a locked room with access mediated by me, having a subject classification system is less important than it is for the main collection. New acquisitions are added on to the existing categories where appropriate, although we would set up a new category if we obtained a substantial acquisition with significant provenance. I suppose we will have to think about what we'll do when we fill up the alphabet! In any case this classification system, although somewhat peculiar, may be considered part of the history of Moore College's rare book collection. Australiana Rare books are all shelved together with DDC numbers, as are Rare pamphlets which are all in individual envelopes, then boxed." ANZTLA-Forum post Monday 31 August 2020, 1:18 PM.

(2) Stephen Morton (Christian Heritage College Library) in response to Deborah Decru (St. Athanasius College Library): "Deborah, a sometimes overlooked and easy to access resource that assists with considering what Dewey number to assign, is the OCLC Classify website at <http://classify.oclc.org/classify2/>. Use it with discretion, as I suspect that many libraries simply import the CIP record and use the default classification that comes in with that record. Also, the majority usage is not necessarily from the latest DDC edition, so a careful check against your DDC-23 resources, and the locations within your existing collection, will be a further useful step in the process." ANZTLA-Forum post Friday 28 August 2020, 1:13 PM.

(3) Philip Harvey, The Longest Dewey Number in the World: <http://thecarmelitelibrary.blogspot.com/2020/08/the-longest-dewey-number-in-world.html> The Carmelite Library Blogspot, 30 August 2020.

(4) Erin Mollenhauer (Moore College): "I don't work much with Dewey myself anymore as my colleagues do most of the print cataloguing. However I have used WebDewey in the past and




although it did take a bit of getting used to how it works, I preferred it to flipping through the book. If you need to construct a number using the tables it can help you compile it. In the past cataloguers here have created some excessively long numbers! Nowadays we generally try to get a balance between being specific enough to be meaningful and short enough to be easily printed on the spine label. If there are two possible numbers for a book, and one of them is in the 200s, then that's the one we choose. We stick to numbers prescribed by Dewey as we would prefer to adhere to an international standard rather than making up our own." ANZTLA-Forum post Friday 28 August 2020, 1:30 PM.

Philip Harvey in response to Erin Mollenhauer: "I think your rule of thumb is absolutely right; "We generally try to get a balance between being specific enough to be meaningful and short enough to be easily printed on the spine label." Some cataloguers take seriously the view that you only go past the decimal point when you must, and even then the numbers after the decimal point should be kept to a minimum. I have come increasingly to this way of thinking too, as practically speaking the book is just as likely to be found on the same shelf if it has four digits after the point, or forty. It is sensible to use the 200s number where there is a choice; we are theology libraries, after all! I would only stray from that where the book related directly to another book outside of that 200 range, reason being a user then finds both books together. But that's just me."

- (5) On Dewey's religious biases: <https://ddc.typepad.com/025431/2019/11/why-are-the-200s-so-heavily-focused-on-christianity-an-explainer.html>
- (6) 'Julia Pettee, librarian: the life and work of Julia Pettee (1872-1967)', by Lennart Pearson, published in 2011, is a valuable addition to your collection. Elizabeth Call wrote an admiring brief history entitled 'Organizing the Divine' in 2016:

<https://blogs.cul.columbia.edu/burke/2014/11/03/organizing-the-devine-julia-pettee-and-the-union-classification-system/>

- (7) You can read more about the history and development of LCC at <https://www.loc.gov/catdir/cpso/lcc.html> and in Wikipedia at https://en.wikipedia.org/wiki/Library_of_Congress_Classification



Reclassifying a Whole Dewey Section – Public Worship (264)

by Susan Thomas

Roscoe Library, St Francis College

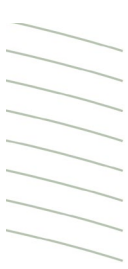
Challenges and solutions when turning a collection begun in 1906 into something fit for the 21st century.

St Francis College (Anglican College for Southern Queensland) began in 1897 in a disused Rectory. In 1906, it moved from the centre of Brisbane to an outer northern suburb, Nundah, into an old Anglican High School building. The College moved to its present, purpose-built home in Milton in 1934. The College's library dates from 1906 and some of the books I was dealing with in the public worship section were accessioned in 1906.

The Public Worship (Dewey number 264) section in the Roscoe Library is large (over 700 monographs, with ebooks too). The College only employed a qualified librarian from 1975. Several librarians have worked here since then. The 264 section has been added to since 1906 and by 2000 had developed into an inconsistent and haphazardly classified section. Many of the other areas in the Roscoe Library, such as Biblical studies (220-229), Church History (270-279) and Theology (230-239) have already been thoroughly weeded and in many cases given new, consistent Dewey numbers to achieve a coherent collection. The Public Worship section was overdue for such work.

Public Worship is used in several subjects taught at the College and also by some of our other categories of borrowers: clergy, laity, lay ministers, chaplains. Tidying this section and giving it clarity and consistency has been a desire for many years. COVID has given us time and space (with the Library being closed) to remove books and reorganize them.

Our task began with identifying those books still not on the electronic system and evaluating for retention. If a book was published prior to 1924 and freely available online, an empty record was created on the system with a link to the online version and the physical item weeded. Older resources both on or off the system were retained if still used or if they were thought to be of future use, or if necessary for retention because of status (e.g. we have items from the library of Benjamin



Within these sections, by far the largest, unsurprisingly, is the 264.03 section. Within that, we created a consistent number for the Book of Common Prayer (and books about the BCP), with extra numbers differentiating between the BCP in different countries. For example, 264.0300942 for the Church of England Book of Common Prayer (and its successors) and 264.0300993 for the New Zealand Book of Common Prayer. This has created a collection from a muddle of prayer books or books about prayer books under a huge variety of numbers and thus sometimes many shelves apart. We also found confusion between American and English BCPs and even confusion between denominations. (e.g. the prayer book used by the Church of Scotland is not an Anglican prayer book and, apart from not being 264.03, should also not have “Church of England” in any of its subject headings!). As well as reclassifying many items, records were tidied up for subject heading consistency and, for books about worship, but not texts of services, inclusion of Tables of Contents. (This is part of a larger project to ensure these are on all records to improve the library experience for remote users and enable more informed choices).

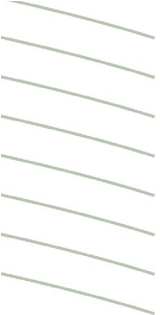
Out of date 20th century prayer books (e.g. The Alternative Service Book of the Church of England in use from 1980-2000) were moved to Stack.

There were also numerous copies of the Church of England Book of Common Prayer (mostly the version arrived at in 1873 and constantly reissued) and these were weeded or moved to Stack, if of special interest: for example the Coronation Prayer Book of King George V and Queen Mary which contains the form of service used for their Coronations in 1911.

264 also has sections on elements of worship (Prayer, Music etc.) which had been used haphazardly over the 100+ years of the building of this collection. These have now been clarified, reclassified for consistency, and subject headings reviewed and changed in many cases and finally, again, Tables of Contents added. Some books in these sections of 264 were moved out to 242 (prayer) or 781.7 (sacred music) or 782.3 (vocal music for liturgy).

Finally, books in 265 (Sacraments) which were denomination specific (usually Anglican) were moved into their denominational area within the 264s as Dewey recommends.

The Roscoe Library now has a Public Worship section which is consistent in its classification and has been weeded. As we have also enhanced most of the records, we now hope people using this section will have a better experience.



After Whom is Your Library Named?

by Kerrie Stevens & Eve James
ANZTLA EJournal Editorial Team

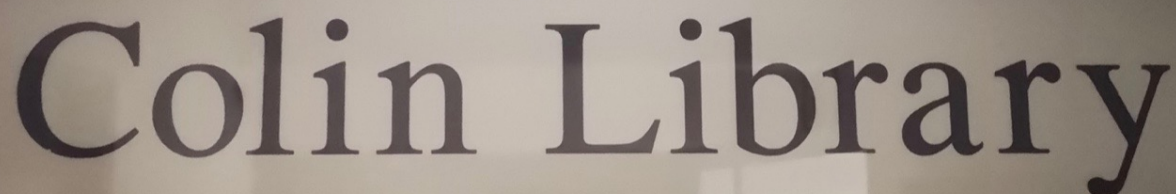
Some of our libraries are named after people. Have you ever wondered about who those people were, and how they came to have a library named after them? We are keen to know those stories and you are invited to investigate and report! After whom is your library named? Why was the library named after this person? What were the circumstances behind this? When did it happen? *After Whom is Your Library Named?* will be regularly published in *The ANZTLA EJournal*.

Due to our not having a 'conference' issue this year, the first two submissions appear here. In the future they will be published in the first issue of the year, the non-conference issue. If your library is named after someone, please consider doing a little research and submitting your library's story for publication!

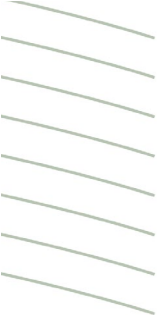
The first libraries to share their stories are:



The James Wallace Memorial Library



Colin Library



The James Wallace Memorial Library - Alphacrucis College

by Kerrie Stevens

Director of Library Services, Alphacrucis College



James Wallace
CBC President 1951-1961

2021 marks the 50th anniversary of the naming of the James Wallace Memorial Library at the Sydney campus of Alphacrucis College.

James (Jim) Wallace was the 4th President of the Commonwealth Bible College (CBC), the national training institute of Assemblies of God in Australia (AGA – later renamed Australian Christian Churches or ACC). Wallace had come from Scotland to assume the position in New Farm, QLD. He was pastor at Glad Tidings Tabernacle (Qld), and was in demand as a guest speaker all over the country. Under Wallace's leadership, CBC's impact on church planting in Australia resulted in church numbers almost doubling between 1951-1969. (Austin, 2013, 67-69, 76)

Wallace held the position of College President from 1951 until his premature death from a sudden and fatal heart attack in mid-January 1961. He was just 53 years old. Almost an entire issue of *The Australian Evangel* (v18(2) 1961) was dedicated in tribute to James Wallace and the admiration and love that flowed in remembrance for a man described as *a giant for God* is touching.

It was just prior to his wife, Margaret (Meg) Wallace, leaving Australia and returning to Great Britain, that his personal library was donated to CBC, presumably as part of the estate settlement (Hovey, 2020). The CBC library was named in memoriam. Wallace's leadership had aimed to instil in the students the importance of lifelong learning; sought to have CBC in a position to have a separate library building; and to provide proper study facilities for students (Read, 1971, p. 19), so naming the library in his honour seemed fitting.



Photo from: Australian Evangel 28 (10) 1971 p19. Margaret Wallace imposed front right, students studying in the library at rear.

The influence of James Wallace has been significant on the college, the AGA/ACC denomination and the wider Australian Pentecostal movement. Alphacrucis College (AC), so named since 2009, began as the CBC in 1948 and was later known as Southern Cross College (SCC) (1993-2009).



Photo supplied by and used with permission from Denis Smith: L-R Molly Duncan, Irene Read, Pastor Ralph Read, Pastor Phil Duncan. Ralph Read was CBC President after James Wallace. Photo of the library entrance from the early 1970s.

The library started in Brisbane and quickly grew to over 3,000 volumes largely due to generous donations from Australia and beyond. The library was one of the first rooms evacuated in the devastating 1974 Brisbane floods, with everyone on location assisting with the urgent task. The initial location used for storing the evacuated books was soon also facing rising floodwaters, meaning the collection had to be moved a second time. Remarkably, not a single volume was lost in the emergency (Austin, 2013, pp. 108, 118-119).

In 1975, the college moved to a property that was previously a derelict hotel called *Palais Royale* in Katoomba, NSW. After significant renovation and outfitting, the property served its purpose and the library became Australia's leading Pentecostal collection. By 1991, the collection consisted of over 18,000 volumes. In 1996, the college moved to Chester Hill and it was the location of the college and library until 2012. The first trained librarian joined the library in 1998 and a computerised catalogue system was introduced in 1999 (Austin, 2013, pp. 127, 129, 141, 216, 237, 255, 258).

Over the years, the library (and college) has expanded across several campuses around Australia, in New Zealand, and has partnerships with colleges in Australia, the Philippines and Finland!

Brisbane

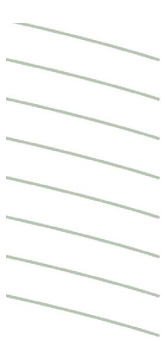
Ironically, devastating Brisbane River floods again threatened the Brisbane campus library in 2011, requiring the several-thousand volume library to be packed up and relocated by carloads in the middle of the night (Austin, 2013, p. 291). The Brisbane campus is currently located in Woolloongabba.

Sydney

In 2012, the James Wallace Memorial Library, along with the entire Sydney campus, moved to Parramatta, its current location. A Korean language collection had begun in 1996 when the Korean program was first developed (Austin, 2013, p. 242), and it now numbers over 8,000 titles. Since 2001, the James Wallace Memorial Library has been home to the Australasian Pentecostal Studies Centre (APSC), a physical and digital Pentecostal archive invaluable in supporting research into the history and impact of Pentecostal and Charismatic movements in Australia. To date, around 32,000 archives have been digitised for preservation and research purposes. The APSC collection also includes over 200 oral history recordings. As such, it is one of the largest Pentecostal archival collections in the Oceania region and has been deemed by the National Library of Australia as a collection of national significance to the history of spirituality in Australia.



Sydney Campus Library



Perth

In 1996, SCC expanded its external campuses to include Perth which had a 6,000 volume library. A few years later the campus withdrew from SCC and associated itself with Harvest Bible College (Stockley, 2007, p. 84). When Harvest merged into AC in 2018, the Perth library returned to AC. The collection is currently too large for the library space with approximately 3,000 volumes available at any one time. The majority of the collection (over 11,000 items) is housed in off-site storage. Selected resources are rotated between storage and the campus library each semester to ensure students have access to what they need.

Auckland

In 2007, a formal partnership was initiated between AC and Assemblies of God NZ. Phlair International College (previously known as New Covenant International Bible College) became ACNZ in October 2009 (Lottering 2020). That library collection was incorporated into the AC library catalogue in October 2014 (Lau 2020).

Hobart

The AC Hobart campus library was formerly the library of Tabor Tasmania. That collection became the Hobart campus of the AC Library in 2016 (Hattrell 2020).

Melbourne & Adelaide

In 2018, Harvest Bible College, and its campus libraries also merged into Alphacrucis College. This brought a significant collection from Melbourne into the expanding AC library collection. The Melbourne collection is currently split between the campus library and off-site storage due to space restrictions. Retrieval of titles from storage is easy and titles can be available in as little as 15 minutes of a request being made. The former Harvest Queensland campus collection had been shipped to Melbourne for sorting prior to the merge, after which it was shipped to supplement the library collection at the newly established AC Adelaide campus in 2019.



Melbourne Campus Library

Higher Education Third Party Arrangements (HETPAs)

Since 2015, the Alphacrucis Libraries have also worked in conjunction with a number of colleges who hold HEPTAs with AC, themselves with library collections numbering over 47,500 items in total. These partnerships include Hillsong College, Planetshakers College, the National Institute for Christian Education, Iso Kirja College (Finland), and Asia Pacific Theological College (Philippines).

Today (2020), the James Wallace Memorial Library is one of 7 campus libraries (Sydney, Melbourne, Hobart, Brisbane, Adelaide, Perth and Auckland); has 4 dedicated library staff plus numerous others who assist in the libraries; and is comprised of a collection of over 85,000 physical resources, not to mention hundreds of thousands of digital resources (e-books and journal articles) used to support research and study from VET to doctoral level.

Early history of the James Wallace Memorial Library showed a commitment to developing a collection to support students in their studies and to cultivate a love of lifelong learning. More recent history has been one of great expansion and continued growth and development of collections and campus locations. The future is bright as Alphacrucis College moves towards becoming a global Christian University. A university needs a world class library to support both staff and students in their research, and the James Wallace Memorial Library, in conjunction with all Alphacrucis campus libraries, is ready to fulfil that need!



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Colin Library – Te Kupenga Catholic Theological College

by Mark Hangartner

The library is named after the Venerable Jean-Claude Colin, S.M., a French priest (7 August 1790 – 15 November 1875) who became the founder of the Society of Mary (Marists).

Father Colin was elected Superior General on September 24, 1836, and on that same day the first Marist religious professions took place. Outside France, the first field of labour was the Vicariate Apostolic of Western Oceania, including New Zealand, Tonga, Samoa, Micronesia and Melanesia.

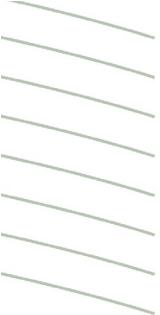
A phrase that was central to his understanding of religious life was "inconnu et caché en ce monde", translated as "unknown and hidden in this world". For Colin this sentence is exemplary for the way Mary lived the Gospel in a humble, modest, and simple way.

It is, of course, impossible to separate the life of Jean-Claude Colin from the history of the Society that he founded and led.¹ He is described as growing up in revolutionary France, a fervent catholic in a church deprived of its privileges



Portrait of Jean-Claude Colin by Lyons artist, Antoine (Tony) Tollet (1857-1953) based on photographs taken during the 1866 general chapter.

¹ Taylor, 2018, p. xix



under the *ancien régime*, facing persecution and rejection. He was described as a youth as small, shy, sickly and having a stammer.²

Nonetheless, he was vigorous in his efforts for the Society of Mary for which he was seeking recognition in Rome. By 1835, by happy coincidence, a mission territory being set up in the Western Pacific and the Society of Mary had links with its leader Bishop Pompallier. So the task of providing missionaries in Oceania fell to the society and responsibility to their superior general.

He sent the first Marist missionaries to New Zealand, as well as the islands, each with their own books mostly in French and Latin.

Father Colin advocated learning in his priests, encouraged them to read and study, and acquired books for them, including Migne's collections of Church Fathers and classic theologians and Scripture commentators.

When a Marist seminary was established, the library was named in his honour. The first books used for teaching originated with those initial missionaries. These volumes are now housed in the Marist archive.

In the 1990s the Holy Cross seminary and the Marist seminary relocated to Auckland. The academic works from both seminaries form the collection of the Colin Library.

Apart from the extensive collection, not all of it theological, the library boasts its own home-grown library classification system. Fr Kevin Bonisch, a Marist teacher of Philosophy at the seminary, reused the Dewey principle but allocated the numbers to serve Roman Catholic theology. This allows shorter numbers in some areas. The 300's, for instance, are all allocated to the Bible allowing each gospel to have its own 3-digit number. While it gains in brevity, it loses in simplicity (as users confuse it with Dewey), consistency, a lack of regular updates, relatively little thought to the passage of time, ecumenism or developments in theology. For all that, being unique does allow a certain amount of freedom so in recent years the classification numbers for NZ Church history, abuse, and Church Councils have been rearranged.

For church councils, for instance, a single number was used for all councils from Nicea to Vatican II (271.6). These are now separated into historical periods, allowing for 4 future councils:

- 271.6 History of the Councils (*see also 231.761*),
- 271.61 First seven councils (Nicea 325 to 2nd council of Nicea 787)
- 271.62 (4th Council of Constantinople 869 to 5th Council of the Lateran 1512)
- 271.63 Council of Trent (1545–1563)
- 271.64 Vatican I
- 271.65 Vatican II
- [271.66 – 271.69 Councils to come]

² Taylor, 2018, pp. 15-16

In the last 5 years there has been significant work updating the collection. Ebook and ejournal holdings have increased. The focus of the collection is on works relating to Theology. It supports the teaching of seminarians but also lay students and members of religious communities, and resources the wider Catholic church and community.

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Plaque above library entrance.



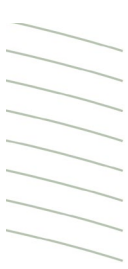
Technology, Metadata and Mannix Library Special Collections: Descriptive Tools and Considerations

by Huw Sandaver

Catholic Theological College, University of Divinity

This paper discusses the varying metadata and technical standards used with Mannix Library's special collections, specifically descriptive standards, the MARC standard, the Dublin Core Metadata Element Set in use with the University of Divinity's CONTENTdm repository and tools such as Mirador, Omeka and the services they interact with. The paper merges and expands on a virtual conference presentation for ANZTLA Virtual Mini-Conference 2020 and several posts for a pre-conference cataloguing workshop.

The polysemic nature of the historical collections in libraries has presented unique opportunities. Library special collections present a unique opportunity. Considerable work has been undertaken over the last several years to evaluate Mannix Library's rare books and special collections, which consists of roughly ten thousand items spread over several different categories. The criteria around what is considered special is fairly fluid, however, most importantly, age, scarcity and provenance is taken into consideration.



The Rare Books and Manuscripts Section of the Association of College and Research Libraries mentions several professional competencies¹ around metadata and technologies, the most relevant being that librarians working with special collections should:

- Maintain awareness of issues, standards, trends, and current best practices regarding the full range of information technologies
- Understand the use of methodologies, including digital imaging and recording technologies, for creating reproductions of primary source materials
- Be able to engage and collaborate with scholars to develop innovative teaching strategies and scholarly tools utilizing information technologies and special collections materials
- Be familiar with the use of digital asset management systems and metadata for providing access to digitized primary source materials
- Develop and maintain knowledge of standards, rules, best practices, and tools used for organizing and describing special collections' materials in library catalogues, archival finding aids, databases, and Web sites
- Understand integrated library systems, bibliographic utilities, and federated, Web-based platforms for sharing information about collections
- Develop and maintain knowledge of descriptive practices in related fields, such as archival and museum communities, and appropriately adopt and apply such practices to the description of special collections materials.

Information Technologies

The most obvious information technology librarians working with special collections interact with is their library management system. Mannix Library uses WorldShare Management Services from OCLC. The metadata module within this system enforces validation of MARC before a record can be saved, therefore inherently adhering to best practices for metadata creation. Information technology changes rapidly and regular reading of journals such as *Information Technology and Libraries*, *Library Technology Reports* and *Code4Lib Journal* allows for current insight into best practices regarding library information technologies.

At Mannix Library various IT platforms and services are in place to assist with special collections:

Ubuntu Linux Server

Mannix hosts its own website (<https://mannix.org.au>) on a cloud-based Ubuntu (<https://ubuntu.com>) Linux server. This allows for not only the hosting of websites, but also to create

¹ 'RBMS Competencies for Special Collections Professionals: Approved by the ACRL Board of Directors, July 2008'. *College & Research Libraries News* 69, no. 10 (2008): 622–29. <https://doi.org/10.5860/crln.69.10.8083>.

scripts that specialised tools including ImageMagick (<https://imagemagick.org/index.php>), an IIIF image server (<https://iipimage.sourceforge.io/documentation/server/>), Omeka (<https://omeka.org/>), Pandoc (<https://pandoc.org>), Tesseract (<https://github.com/tesseract-ocr/tesseract>), MediaWiki (<https://www.mediawiki.org/wiki/MediaWiki>).

OAI-PMH through Omeka and CONTENTdm

The Open Archives Initiative Protocol for Metadata Harvesting (OAI-PMH) (<https://www.openarchives.org/pmh/>) allows interoperability between different repositories, effectively allowing metadata from one system to display in another. Currently the Omeka site for Mannix Library's Archbishop Goold Special Collection (<https://gooldlibrary.omeka.net/>) is being harvested by the Atla Digital Library (<https://dl.atla.com/collections/university-of-divinity>) and the OCLC hosted CONTENTdm (<https://divinity.contentdm.oclc.org/>) is currently being harvested by WorldCat (<https://www.worldcat.org/>). JSTOR also harvests the material (<https://www.jstor.org/site/university-of-divinity/>). The protocol allows for greater engagement with collections by capturing the collection and displaying it in a larger aggregated database, thereby minimising how many different systems a scholar has to search through. The harvesting systems may also provide greater functionality than the host platform. In the case of the Atla Digital Library and WorldCat both of the systems are enabling shareability of the collection through social media and other services that the native platforms aren't providing for. Both WorldCat and Atla Digital Library offer a citation in different formats not provided for on the host platforms. Choice of platform that includes the protocol is therefore a high value and low maintenance way of increasing usage and enhancing functionality.

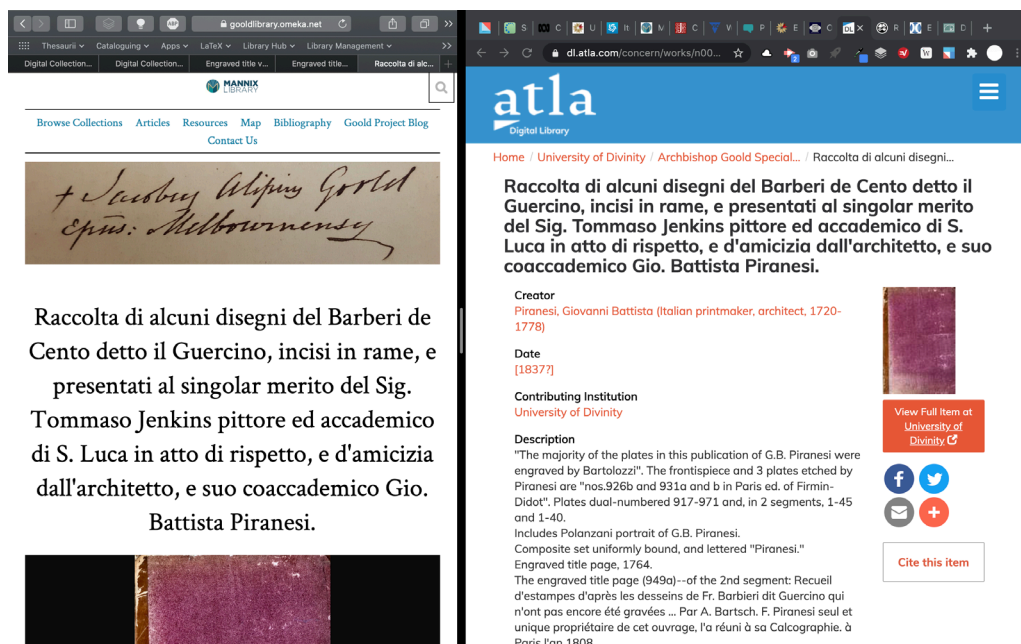


Figure 1. Omeka and Atla Digital Library showing the same item through OAI-PMH.

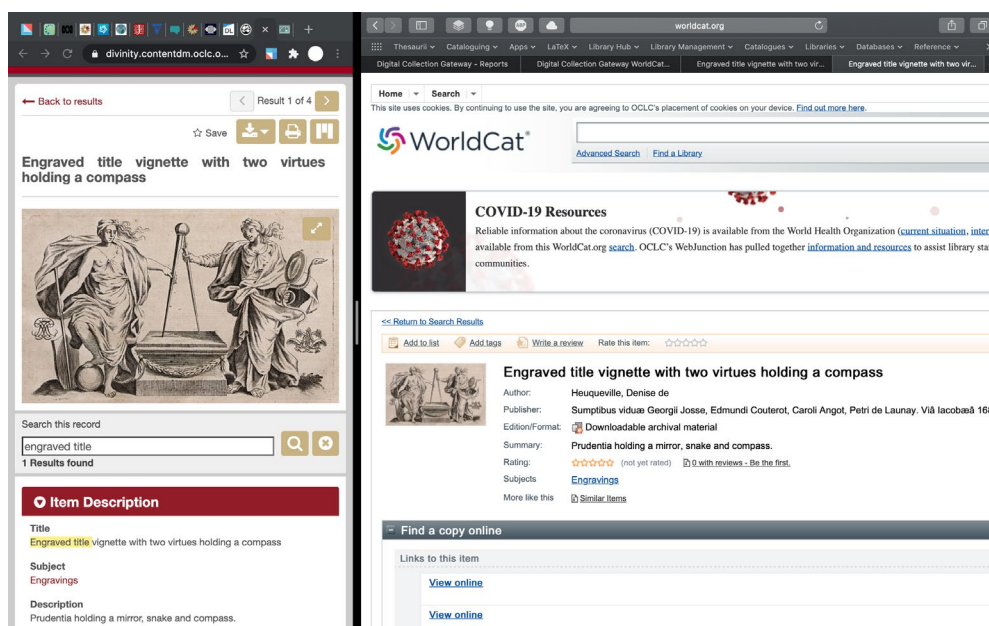


Figure 2. CONTENTdm and WorldCat showing the same item through OAI-PMH

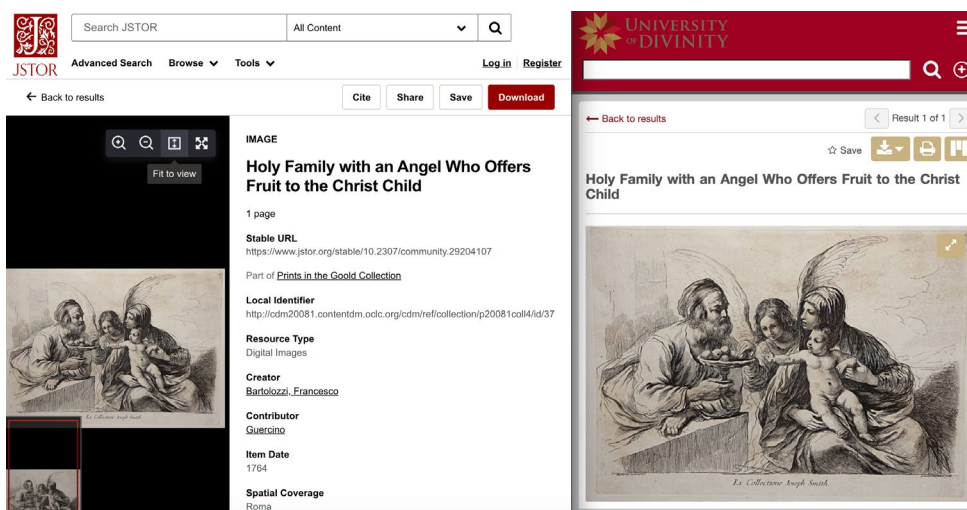


Figure 3. JSTOR and CONTENTdm showing the same item through OAI-PMH

Application Programming Interfaces (APIs)

Various APIs² are useful for both the general collections at Mannix Library but because of the ability for an API to display content from one system in another they are especially useful for special collections, where material is usually hosted externally, or utilising an existing system to display information in a specific manner.

² Application Programming Interface <https://www.wikiwand.com/en/API>



WorldCat

In order to construct search widgets for WorldCat discovery, part of the WorldCat REST³ API architecture (<https://developer.api.oclc.org/wcv2>) can be utilised. While Mannix Library uses this architecture for the whole collection, we can further refine this service for use with special collections. The special collection for ISCAST Network (<http://iscast.org/library>), for example, has a specific utilisation of this architecture which points only to their physical collection. In this case instead of requesting JSON⁴ from the server, HTML is called from the server and displayed in the native interface.

SUSHI

The SUSHI COUNTER⁵ API (https://app.swaggerhub.com/apis/COUNTER/counter-sushi_5_0_api/1.0.0) uses REST to allow statistical data about usage of digital collections to be displayed as a structured dataset from the raw JSON response. This allows for an automated workflow through the Wolfram|One platform, rather than manually dealing with CSV or Excel Spreadsheets. Programmatic calls to the server can be made and then manipulated into a dataset and then subsequently a visualisation. While this service is generally used for born digital items, such as electronic journals and eBooks, if a collection is being harvested to JSTOR for example, the usage will show as COUNTER compliant statistical data, which is able to be retrieved through an API call.

```
sushi11 =  
URLExecute [  
  "https://www.jstor.org/sushi/reports/pr?requestor_id=  
  [REDACTED]&customer_id=[REDACTED]&begin_date=  
  2019-01-01&end_date=2019-12-31&Total_Item_Requests  
  ", "RawJSON"];
```

Figure 4. The SUSHI API Call asking for a response in Raw JSON

³ Representational State Transfer https://www.wikiwand.com/en/Representational_state_transfer

⁴ JavaScript Object Notation <https://www.wikiwand.com/en/JSON>

⁵ COUNTER is a standard that allows for consistent usage report data across different platforms

<https://www.projectcounter.org/>

Platform	Type	Item_ID Value	Database	Publisher	Period		Performance
					Begin_Date	End_Date	Total_Item_Investigations
EBSCOhost	Proprietary	EBSCOhost:edsacl	ACLS Humanities E-Book	American Council of Learned Societies	2020-08-01	2020-08-31	Total_Item_Investigations
EBSCOhost	Proprietary	EBSCOhost:edspdh	APA PsycArticles	American Psychological Association	2020-07-01	2020-07-31	Total_Item_Investigations
EBSCOhost	Proprietary	EBSCOhost:asx	Academic Search Index	EBSCO Publishing	2020-08-01	2020-08-31	Total_Item_Investigations
EBSCOhost	Proprietary	EBSCOhost:h7h	Atla Historical Monographs Collection: Series 1	American Theological Library Association	2020-08-01	2020-08-31	Total_Item_Investigations
EBSCOhost	Proprietary	EBSCOhost:h8h	Atla Historical Monographs Collection: Series 2	American Theological Library Association	2020-08-01	2020-08-31	Total_Item_Investigations
EBSCOhost	Proprietary	EBSCOhost:lsdar	Atla Religion Database with AtlaSerials PLUS	Undefined	2020-08-01	2020-08-31	Total_Item_Investigations
EBSCOhost	Proprietary	EBSCOhost:lsdah	AtlaSerials PLUS, Religion Collection	Undefined	2020-08-01	2020-08-31	Total_Item_Investigations
EBSCOhost	Proprietary	EBSCOhost:edsaup	Australian Public Affairs - Full Text	RMIT Training Pty Ltd trading as RMIT Publishing	2020-08-01	2020-08-31	Total_Item_Investigations
EBSCOhost	Proprietary	EBSCOhost:edsjbk	Books at JSTOR	JSTOR	2020-08-01	2020-08-31	Total_Item_Investigations
EBSCOhost	Proprietary	EBSCOhost:edsble	British Library ETHOS	British Library Board	2020-08-01	2020-08-31	Total_Item_Investigations

Figure 5. JSON Converted to a Dataset by Wolfram One

IIIF Presentation API and JsonStorage API

The IIIF⁶ Presentation API (<https://iiif.io/api/presentation/2.0/>) is heavily used with CONTENTdm. The API itself makes use of Linked Data as manifests in JSON-LD⁷ format. Items uploaded and described on CONTENTdm are displayed using an IIIF server. Typically, this is used to bring a high-resolution image viewer into the native catalogue interface (WorldCat Discovery⁸).

⁶ International Image Interoperability Framework (<https://iiif.io/>)

⁷ JavaScript Object Notation for Linked Data (<https://www.wikiwand.com/en/JSON-LD>)

⁸ The example shown here is accessible from the following link and clicking the diagonal viewer arrows on the thumbnail image <https://divinity.on.worldcat.org/search?databaseList=&queryString=no%3A1142635892#/oclc/1142635892>

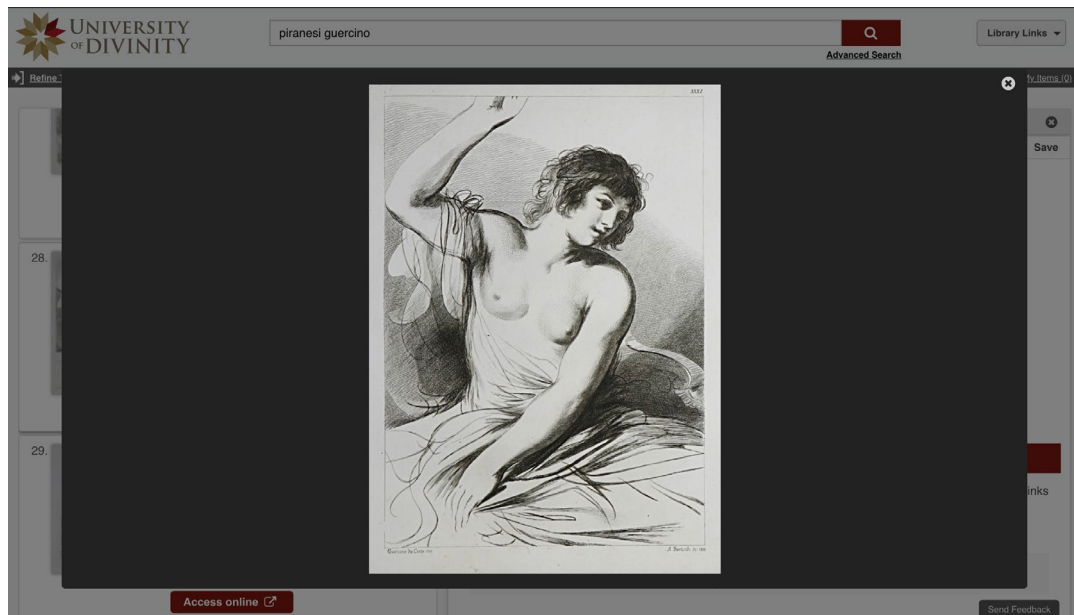


Figure 6. WorldCat Discovery displaying an image using the IIIF Server

The API is also used to display the alternate viewer Mirador (<https://projectmirador.org>), which is an added integration for CONTENTdm. Mirador can be used both within CONTENTdm and also externally, using the API to use the data output by CONTENTdm. This allows extensive use of the viewer in various applications including learning management systems such as Moodle (<https://moodle.org>).

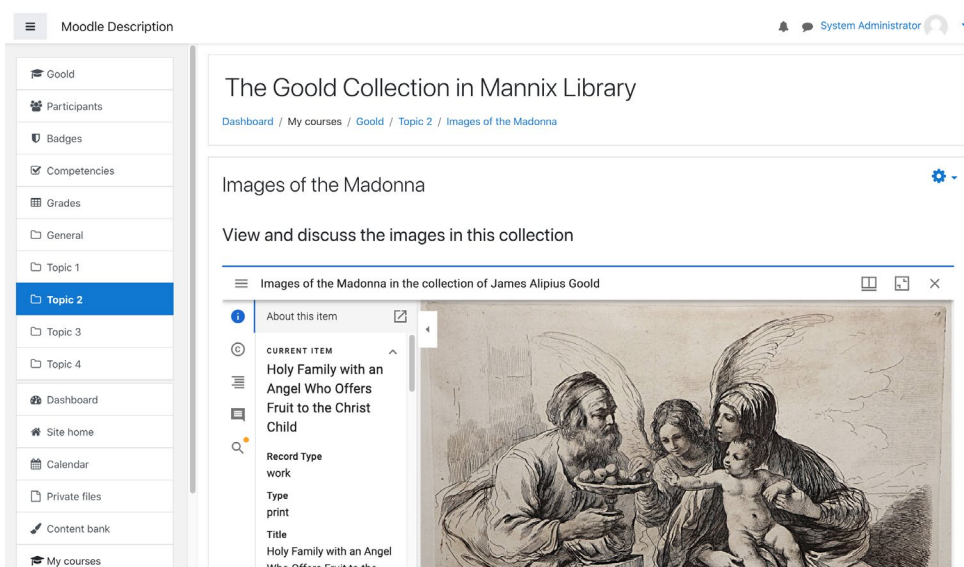
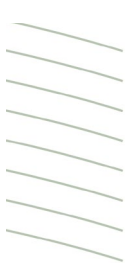


Figure 7. An example of Mirador embedded into Moodle



The viewer can be styled and has a gallery function, making it especially good for a virtual exhibition style web site. Crucially, this element engages with the professional competency around “developing innovative teaching strategies and scholarly tools utilizing information technologies and special collections materials”.

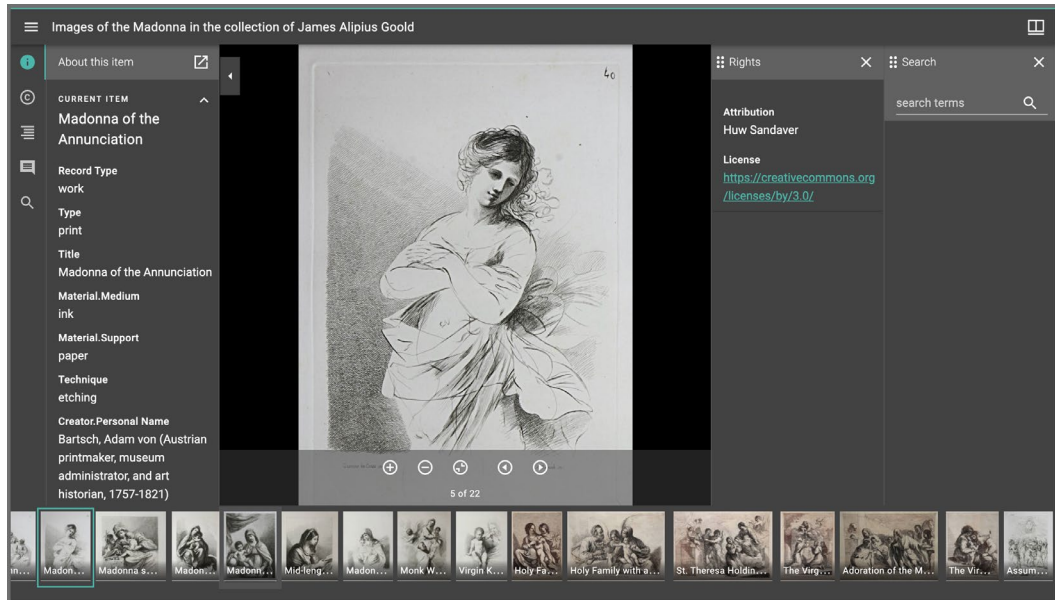


Figure 8. Mirador displaying a manifest

Further to this with an annotation server installed, librarians and academics can mark up images and texts with explanatory information and transcription. The presentation API allows a further search API to be embedded into the manifest. Annotations allow hyperlinks, images, audio and other HTML elements to be embedded into the information panel, which can greatly improve the user understanding of the elements of the collection.

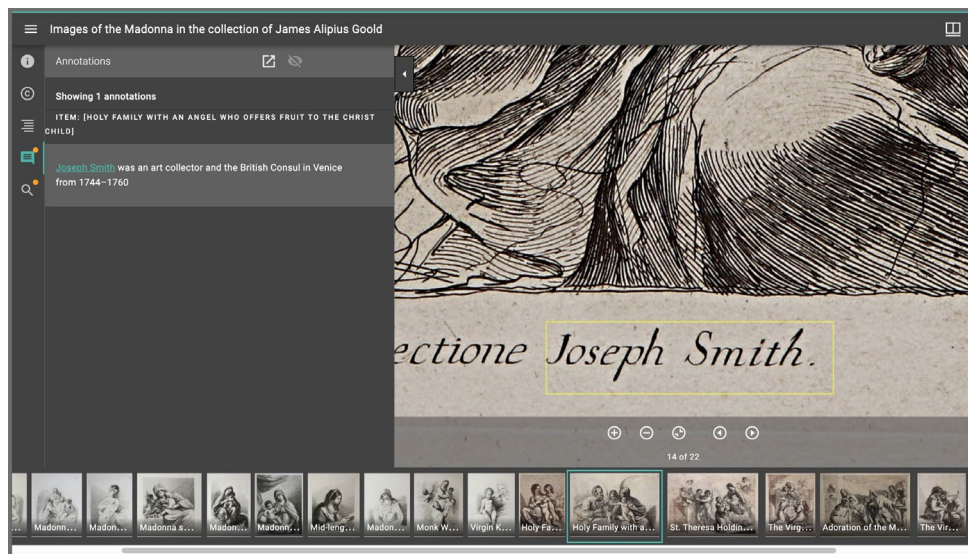
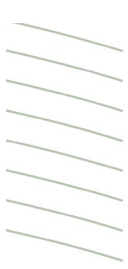


Figure 9. Mirador displaying an annotation



Manifests can be created and edited in an online application created by Oxford University <https://digital.bodleian.ox.ac.uk/manifest-editor/> however, for full functionality the JSON-LD file must be directly edited and stored as an URI⁹. JsonStorage.net can be used to create an URI for the manifest.

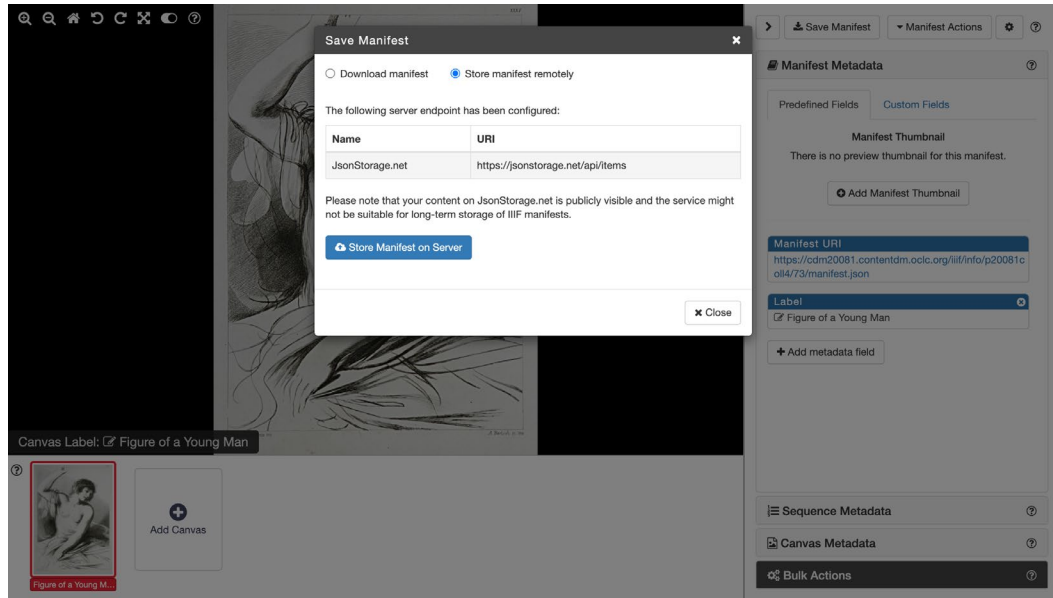


Figure 10. Visual Manifest Editor used to store a manifest as a URI on JsonStorage.net

Free API development software such as Postman (<https://www.postman.com/>) assists with this, as it allows retrieval and manipulation of the JSON-LD file directly from the storage server.

⁹ Uniform Resource Identifier https://www.wikiwand.com/en/Uniform_Resource_Identifier

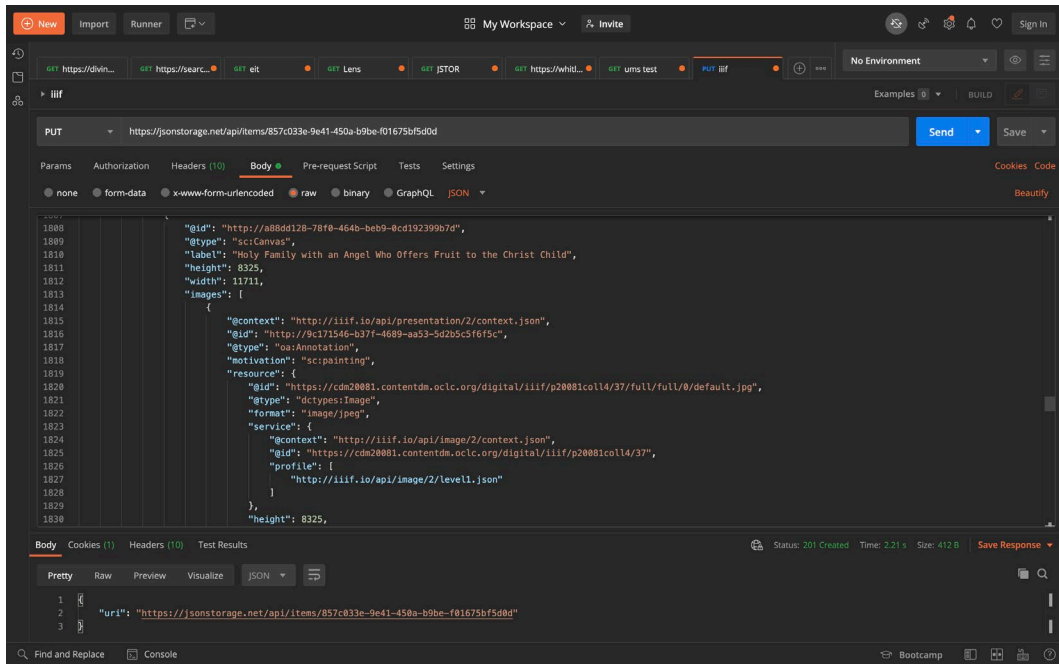


Figure 11. Postman using the JsonStorage API to manipulate data

Once the custom manifest is created, various manipulations of the material can be made, such as alterations in brightness, inverting colours. This can have benefits to the researcher since these interventions often highlight underlying imagery not always seen in the normal scan, such as watermarks.

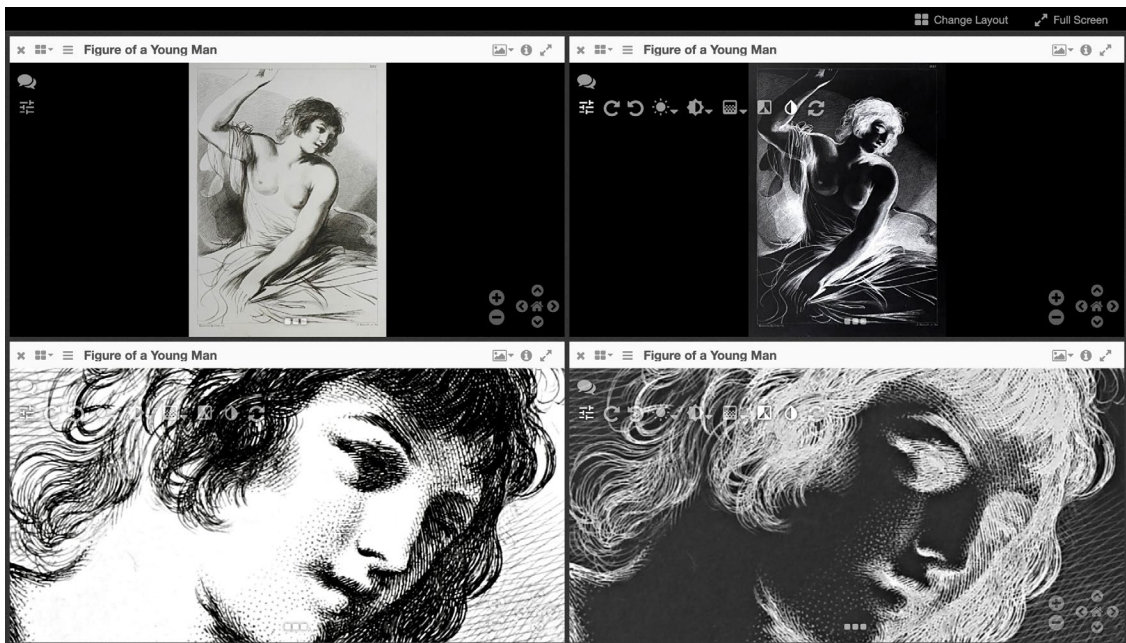
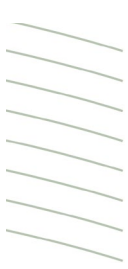


Figure 12. Mirador proxied by CONTENTdm with the image manipulation toggle



Wolfram|One/Cloud additional uses for Special Collections

While any kind of API can be utilised from within Wolfram|One, the entire platform has functions of specific benefit for special collections. Conservation is one area where Wolfram can help visualise how well the environment is suited to where the collection is being stored. With a simple electronic device, environmental data can be recorded and compared against the actual trend. The goal is to keep the conditions from varying over five degrees warmer or cooler. Wolfram’s visualisations help to show any warning trigger points for checking the status of more fragile bindings that might be vulnerable to such change.

Temperature measurements

```
Compactus = {{{(2016, 9, 27), 23.9}, {(2016, 9, 29), 22.4}, {(2016, 10, 4), 22.3}, {(2016, 10, 5), 21.8}, {(2016, 10, 6), 22.8}, {(2016, 10, 7), 22.9}, {(2016, 10, 17), 22.3}, {(2016, 10, 19), 20.7}, {(2016, 10, 20), 22}, {(2016, 10, 21), 22.3}, {(2016, 10, 24), 18.5}, {(2016, 10, 25), 20.7}, {(2016, 10, 26), 21.3}, {(2016, 10, 28), 20}, {(2016, 10, 31), 21.6}, {(2016, 11, 2), 22.4}, {(2016, 11, 3), 22.7}, {(2016, 11, 4), 22.7}, {(2016, 11, 7), 22.6}, {(2016, 11, 8), 22.4}, {(2016, 11, 9), 22.7}, {(2016, 11, 10), 22.4}, {(2016, 11, 11), 22.5}, {(2016, 11, 14), 22.6}, {(2016, 11, 15), 22.3}, {(2016, 11, 16), 22.5}, {(2016, 11, 21), 23.3}, {(2016, 11, 22), 22.8}, {(2016, 11, 23), 22.7}, {(2016, 11, 24), 22.4}, {(2016, 11, 25), 22.5}, {(2016, 11, 28), 22.4}, {(2016, 11, 29), 22.4}, {(2016, 11, 30), 22.6}, {(2016, 12, 1), 22.6}, {(2016, 12, 2), 22.7}, {(2016, 12, 5), 22.9}, {(2016, 12, 6), 22.7}, {(2016, 12, 7), 21.9}, {(2016, 12, 8), 22.6}, {(2016, 12, 9), 21.7}, {(2016, 12, 12), 21.4}, {(2016, 12, 13), 22.8}, {(2016, 12, 14), 22.7}, {(2016, 12, 15), 22.2}, {(2016, 12, 16), 22.4}, {(2016, 12, 20), 22.8}, {(2016, 12, 21), 22.6}, {(2016, 12, 22), 21.9}, {(2017, 1, 25), 22.8}, {(2017, 2, 6), 22.6}, {(2017, 2, 7), 22.5}, {(2017, 2, 8), 22.8}, {(2017, 2, 10), 23}, {(2017, 2, 13), 22.3}, {(2017, 2, 14), 22.3}, {(2017, 2, 15), 22.6}, {(2017, 2, 17), 22.7}, {(2017, 2, 20), 22.3}, {(2017, 2, 21), 22.3}, {(2017, 2, 22), 22.4}, {(2017, 2, 23), 22.9}, {(2017, 2, 24), 22.6}, {(2017, 2, 27), 22.7}, {(2017, 2, 28), 22.6}, {(2017, 3, 1), 23.1}, {(2017, 3, 2), 23.1}, {(2017, 3, 3), 22.7}, {(2017, 3, 6), 22.5}, {(2017, 3, 7), 22.7}, {(2017, 3, 8), 22.7}, {(2017, 3, 9), 22.8}, {(2017, 3, 10), 23}, {(2017, 3, 13), 23}, {(2017, 3, 14), 22.8}, {(2017, 3, 15), 22.9}, {(2017, 3, 16), 23}, {(2017, 3, 17), 22.7}, {(2017, 3, 20), 22.6}, {(2017, 3, 21), 23}, {(2017, 3, 22), 22.7}, {(2017, 3, 23), 22.7}, {(2017, 3, 24), 22.6}, {(2017, 3, 28), 22.1}, {(2017, 3, 29), 22.4}, {(2017, 3, 30), 22.3}, {(2017, 3, 31), 22.2}, {(2017, 4, 3), 21.6}, {(2017, 4, 4), 21.5}, {(2017, 4, 5), 21.8}, {(2017, 4, 6), 22.1}, {(2017, 4, 10), 21.7}, {(2017, 4, 11), 21.3}, {(2017, 4, 18), 21.4}, {(2017, 4, 19), 22.7}, {(2017, 4, 20), 23.2}, {(2017, 4, 21), 23.2}, {(2017, 4, 26), 23.1}, {(2017, 4, 27), 21.7}, {(2017, 4, 28), 21.5}, {(2017, 5, 1), 20.9}, {(2017, 5, 2), 22}, {(2017, 5, 3), 22.1}, {(2017, 5, 4), 20.2}, {(2017, 5, 5), 21}, {(2017, 5, 8), 21.8}, {(2017, 5, 9), 22.4}, {(2017, 5, 10), 22.3}, {(2017, 5, 11), 22.4}, {(2017, 5, 12), 21.9}, {(2017, 5, 15), 22.6}, {(2017, 5, 16), 22.7}}};
Outside = WeatherData["VNMHL", "Temperature", {{2016, 9, 27}, {2017, 5, 16}, "Day"}];
DateListPlot[{Compactus, Outside}, PlotLegends -> {"Compactus", "Outside"}, Joined -> True]
```

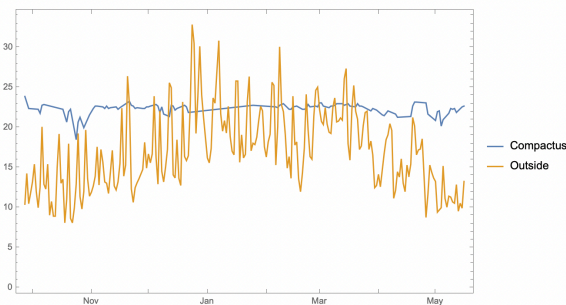
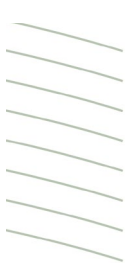


Figure 13. Conservation Environmental Data using Wolfram|One

It is also possible to analyse images in order to achieve a greater understanding of the collection. For example, with chromolithographs the chromaticity (a chart displaying the properties of the colour used in an image) can be examined. In the case presented here we can compare two artists, one known to be part of the Barbizon school, a realist movement during the mid-to-late 19th century. The examination of the images shows that realist artist does indeed have a narrower and more naturalistic use of colours in the lithographs (represented by the top two graphs in the set). It is also possible to examine an image in terms of spread of ink or colours in an image. The sanguine toned prints digitised as part of the Goold collection in the Mannix Library display three colour tones – Wolfram can break the image down to show the distribution of inks. It is also possible to leverage machine learning to try and understand representations of emotion in an image. The resulting processing shows the strongest face in the central



part of the image, the faces are designed to promote an empathetic response in the viewer and that if edges are detected in the image, we see a conversion in the central part of the image promoting a sense of balance. These are all specific traits of a Renaissance style image (something that the engraver was emulating). In fact, of all the images in the folio, the image presented in the examination has the most defined sense of balance and empathy which most definitely explains why many people are drawn to it as one of the strongest images in the collection.

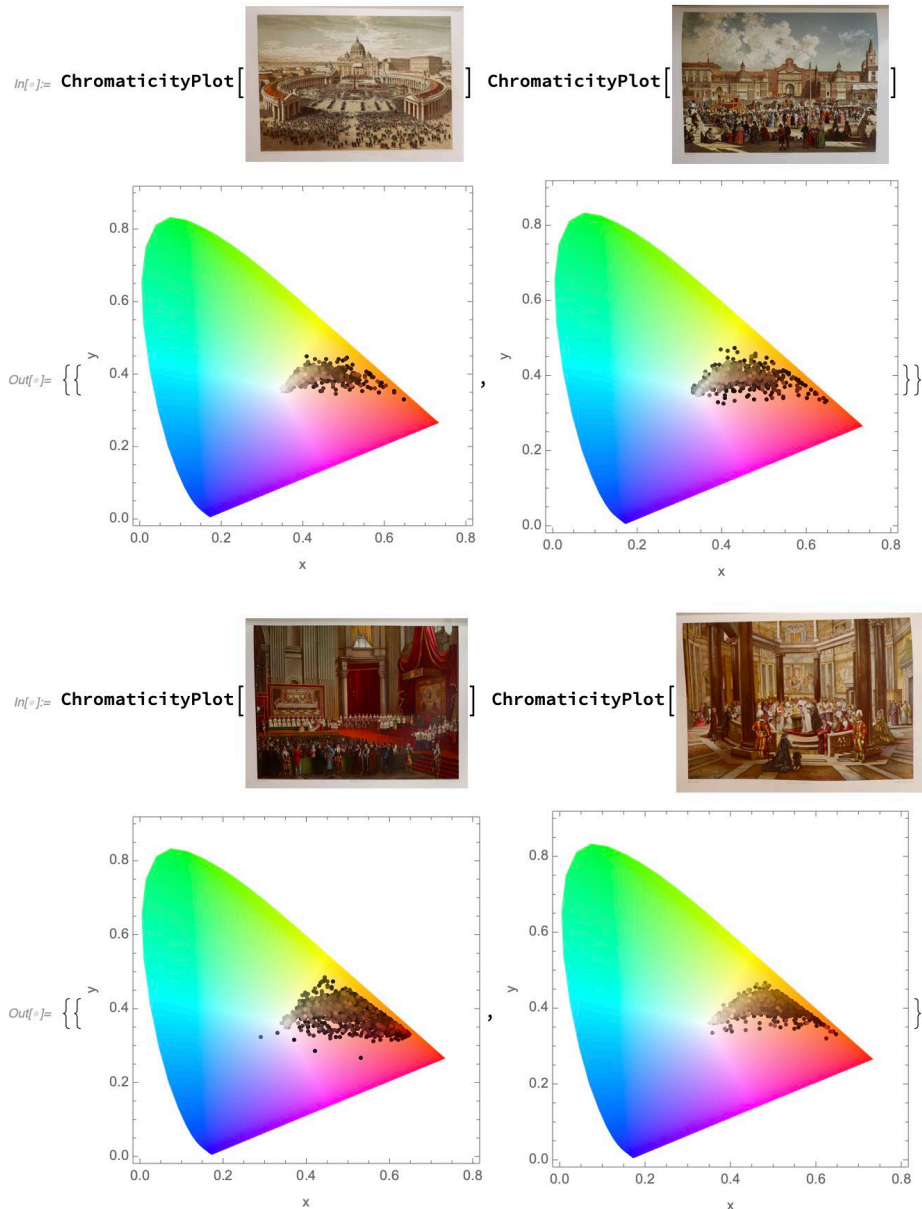


Figure 14. Chromaticity in four chromolithographs measured by Wolfram One

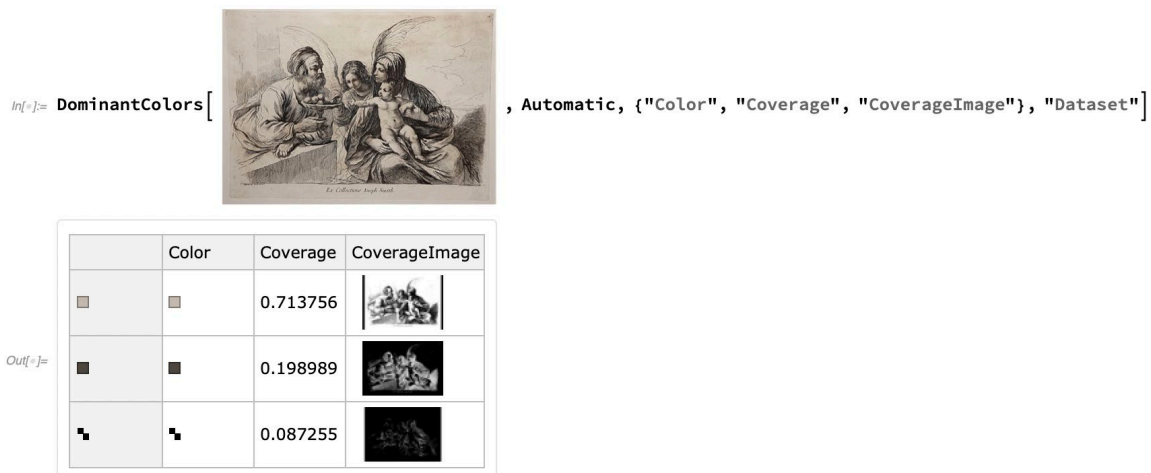
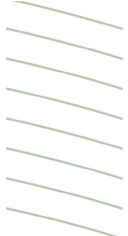






Figure 15. Dominant Colours measured by Wolfram One and converted to a Dataset

`In[]:= FindFaces[OCN1142635756, {"Image", "Strength", "Emotion"}] // Dataset`

`Out[]:=`

Image	Strength	Emotion
	0.976685	sadness
	0.932064	sadness
	0.843959	sadness
	0.825374	sadness

`In[]:= HighlightImage[OCN1142635756, MapThread[Labelled, {FindFaces[OCN1142635756], FacialFeatures[OCN1142635756, "Emotion"]}]]`



Figure 16. Emotion as recognised by a machine learning model by Wolfram One

In[]:= HighlightImage[OCN1142635756, region]

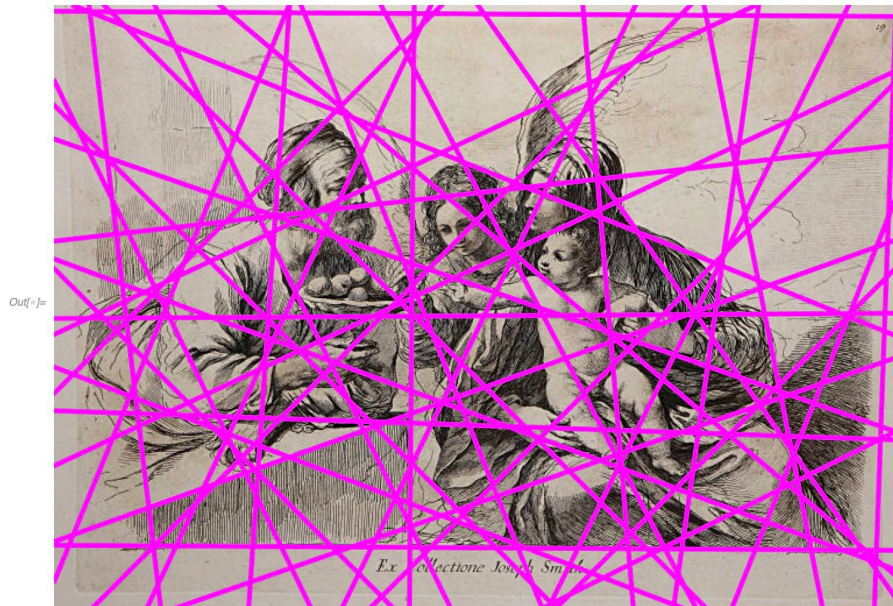


Figure 17. Edge Detection shows how the artist worked to achieve a focal point

Metadata

Metadata is fundamental to the discovery of special collections. While open access parts of library collections can be browsed, typically special collections are held in closed storage spaces within libraries, for conservation and protection. The biggest intersection of information technologies and special collections is how metadata is treated. In order to correctly describe an item, the cataloguer should completely understand what they are describing.

Case Study 1: Incipit Rationale diuinorum officiorum.

Incunabula represents a particular challenge for rare books cataloguing, mainly due to the fact that more modern conventions in regard to printed publication detail are mostly absent from these items. In order to catalogue the material, a fair degree of research must be undertaken to ensure accuracy.

This backlogged item from Mannix Library had next to no information about the item other than a supposed Hain number¹⁰. A blurb from an auction catalogue or book seller mentioned this item was supposedly Hain 6463. This detail allows for verification of the title, and some detail about the place of publication and the typography. Hain doesn't mention dates or printers in this particular set of

¹⁰ Hain numbers come from Ludwig Hain's *Repertorium Bibliographicum* (<https://catalog.hathitrust.org/Record/003915335>)

information. The auctioneer's blurb suggested that this item was printed by Berthold Ruppel, an apprentice of Johannes Gutenberg, notable for being the first printer in Basel, Switzerland.

* 6463: - F. 1 a: Iste liber di-
uiditur in octo libros. || Primus
liber habet nouem R. || etc. Seq.
tab. 3 col. impressa, quae expl. f.
1 b col. 2. F. 2 a: Incipit Rationa-
le diuinorum officiorum. || () Ve-
cūq; I ecclialticis || officijs rebus
ac orna || etc. Expl. f. 266 a col. 2.
l. 60. : tas oraciones effundant Deo
gracias. s. l. a. et typ. n. f. g. ch.
s. f. c. et pp. n. 2 col. 60 l. 206 ff.
(Basileas.)

Figure 18. Hain 6463

Ruppel, operated in Basel from about 1468 onwards so, in the absence of any other evidence about the printing, the watermark was consulted. The watermark in the work is a bull's head with a tau cross above it. It can be explicitly dated to 1468 from the Piccard watermark database¹¹. The mark is associated with a Basel papermaker called Anton Gallician known to have supplied Ruppel¹². The watermark confirms two facts then, that the printer was likely Ruppel in 1468. Ruppel often worked with another printer called Michael Wensler, however these works tended to have different types according to who was printing and the work in question doesn't have any evidence of the work of multiple printers. It is most likely that this isn't what the Incunabula Short Title Catalogue links as Hain 6463 (<https://data.cerl.org/istc/id00415000>), but an earlier edition printed solely by Ruppel.

¹¹ <https://www.piccard-online.de/detailansicht.php?PHPSESSID=&klassi=002.003.008.007.001&ordnr=72524&sprache=>

¹² Allan Stevenson, *The Problem of the Missale Speciale*, Bibliographical Society Publication, 1963-1964, Special Am, Pittsburgh SE: Thomas C. Pears, 1967.

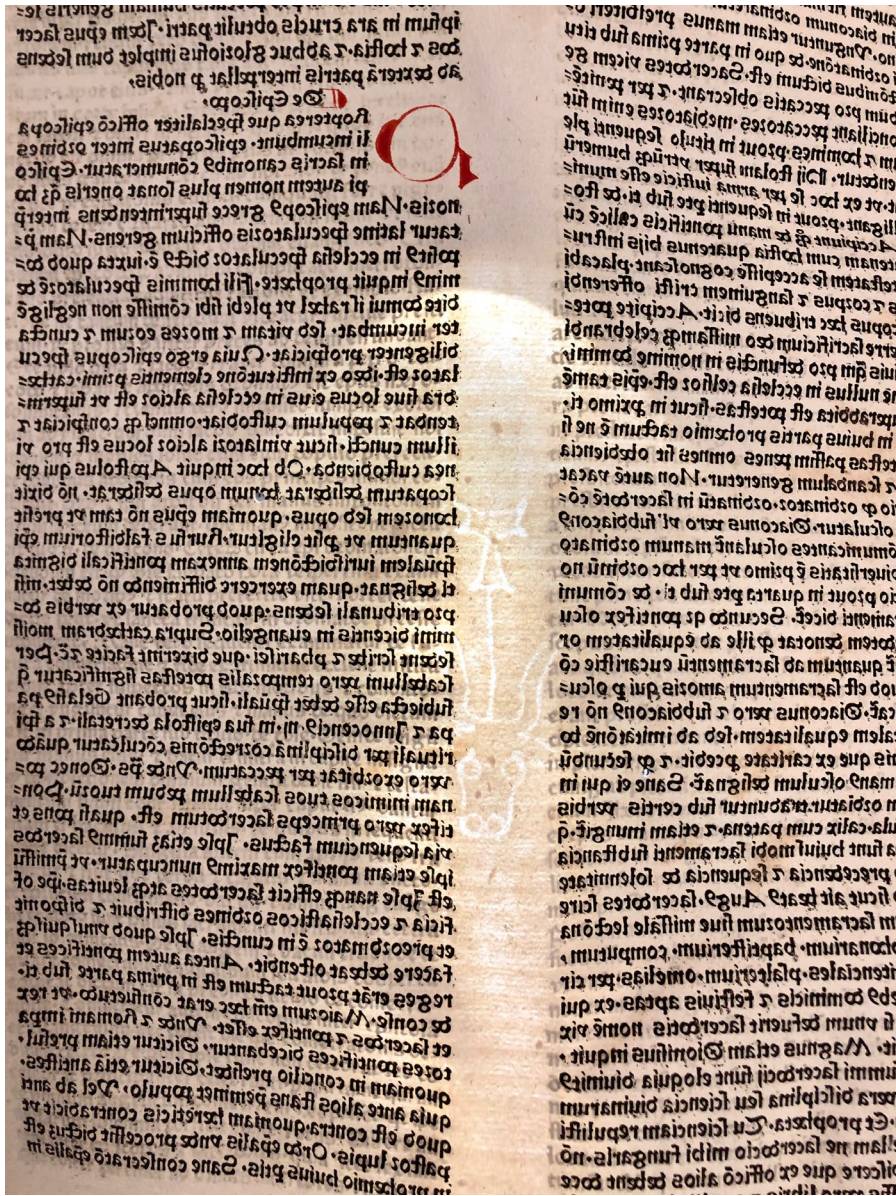
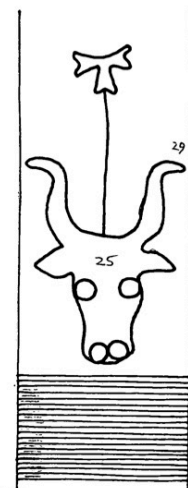


Figure 19. Bull's head Tau watermark

SEA BASEL Gerichtsarchiv C 77 +
Basel 1468



+ Verzichtbuch 1465-1471

A

// 31

Figure 20. Watermark dated from Piccard Database

Having gathered enough evidence to confidently assign metadata, given that this is an extremely rare item that has previously been undescribed in any literature, a full DCRM(B) (<http://rbms.info/dcrm/dcrmb/>) record needed to be created. In the MARC we assigned both rda and dcrmb as the standards used, since they are complementary. The descriptive standard for rare books allows for correct transcription of the incipit, since a u is used in place of a v. Key to the DCRM(B) are extensive notes on evidences about the printing of the work, provenance, citations and binding, as well as properly attributed relator terms. Additionally, RBMS controlled vocabularies (<http://rbms.info/vocabularies/index.shtml>) are applied for richer data for researchers and other special collections librarians. Embedding Linked Data URIs into the record helps to open up the information out of the catalogue. MarcEdit can be used for this purpose with the build links function.

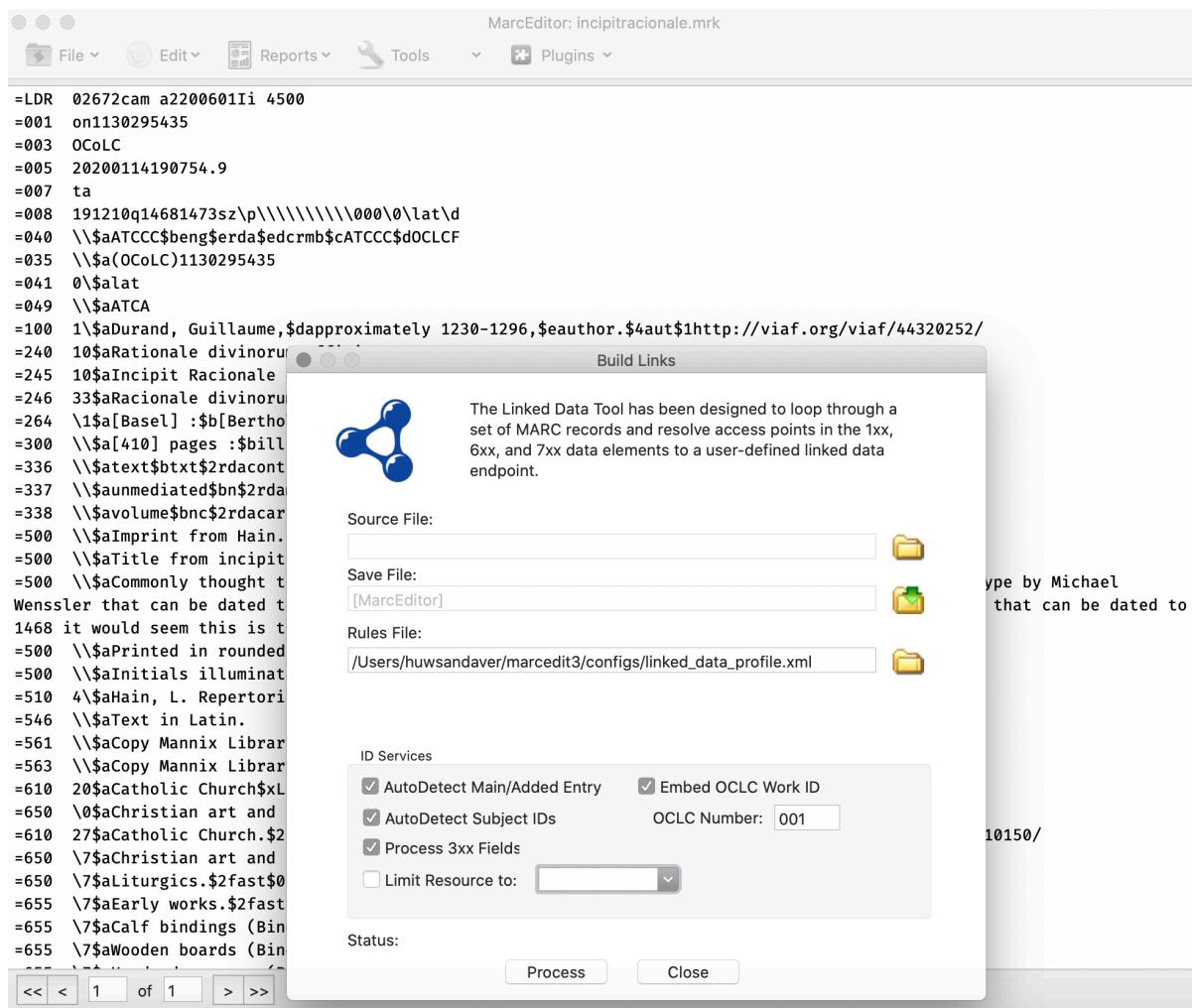


Figure 21. Linked Data function in MarcEdit

The resulting full level MARC record then provides access to the richest set of metadata that can be provided for the item, complete with Linked Data URIs. Linking this item with a digitisation is also possible with annotations. Since this is a newly discovered edition, researchers may be interested in studying the item in detail. One of the challenges with older works and digitisation is that Optical Character Recognition will fail if the typography is unusual. This can be overcome with an annotation server, which allows transcription on a line by line basis with search capability.

```

=LDR 02672cam a2200601i 4500
=001 on1130295435
=003 OCoLC
=005 20200114190754.9
=007 ta
=008 191210q14681473sz\p\000\0\lat\d
=040 \\\$aATCCC$beng$erda$edcrmb$cATCCC$dOCLCF
=035 \\\$a(OCoLC)1130295435
=041 0\alat
=049 \\\$aATCA
=100 1\\$aDurand, Guillaume,$dapproximately 1230-1296,$eauthor.$4aut$1http://viaf.org/
viaf/44320252/
=240 10\\$aRationale divinatorum officiorum
=245 10\\$aIncipit Rationale diuinorum officiorum.
=246 33\\$aRacionale divinatorum officiorum
=264 \\\$a[Basel] :$b[Berthold Ruppel],$c[between 1468 and 1473]
=300 \\\$a[410] pages :$billuminations,$c42 cm (fol.)
=336 \\\$atext$btxt$2rdacontent
=337 \\\$aunmediated$bn$2rdamedia
=338 \\\$avolume$bnc$2rdacarrier
=500 \\\$aImprint from Hain.
=500 \\\$aTitle from incipit on leaf [a1].
=500 \\\$aCommonly thought to have been printed by Berthold Ruppel in 1468, some
editions include type by Michael Wenssler that can be dated to 1477. The present
edition only has one example of type and a watermark that can be dated to 1468 it would
seem this is the earlier edition solely printed by Ruppel.
=500 \\\$aPrinted in rounded gothic type in two columns.
=500 \\\$aInitials illuminated and rubricated in red.$5ATCCC
=510 4\\$aHain, L. Repertorium Bibliographicum,$c6463

```

Figure 22. Full MARC record for Incipit Rationale Diuimorum Officiorum

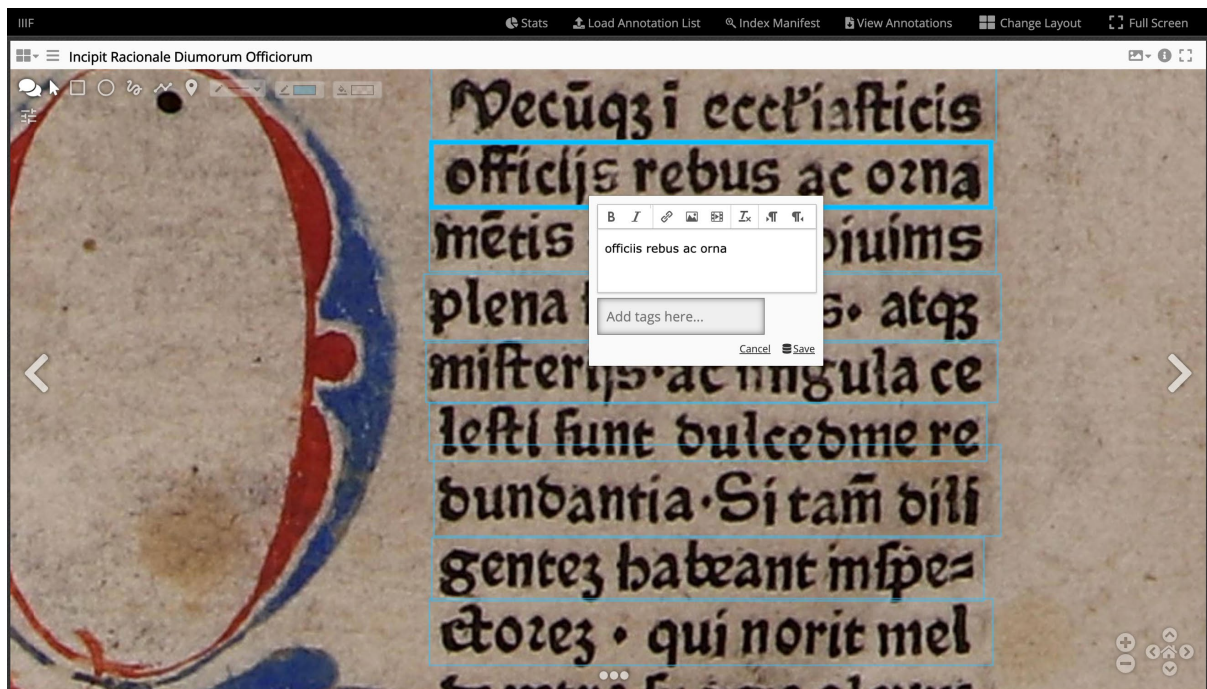


Figure 23. Transcription via Annotation Server

Case Study 2: Holy Family with an Angel Who Offers Fruit to the Christ Child

Separately digitising elements of bibliographic items is an increasingly popular way of representing a collection. The case study presented here is Francesco Bartolozzi's *Holy Family with an Angel Who Offers Fruit to the Christ Child* an engraving made in sanguine tone after the Renaissance artist Guercino and printed by Giovanni Battista Piranesi. In Mannix Collections the metadata is handled by CONTENTdm using Dublin Core (<https://dublincore.org/>). CONTENTdm makes it mandatory to use controlled vocabularies with certain fields. Since primarily the digitisations are representations of art objects or textual objects presented as material culture, we use Getty controlled vocabularies as they are the most appropriate for this kind of material. Subjects are set by the Getty Art and Architecture Thesaurus, names by the Getty Union List of Artist Names and places by the Getty Thesaurus for Geographic Names. Best practices for the use of other Dublin Core fields are used, such as the DCMI Type Vocabulary and DCMI recommended vocabularies for format.

The screenshot shows the CONTENTdm Administration interface. At the top, there is a navigation bar with 'admin home', 'server', 'collections', and 'items'. Below this is a utility bar with links: 'approve', 'index', 'add', 'edit', 'find & replace', 'lock administration', 'view collection', and 'help'. The current collection is identified as 'Prints in the Goold Collection'.

The 'Edit item' section includes instructions: 'Edit metadata then click **save changes**. To remove this item from the collection, click **delete**. After making changes, you must rebuild the text index.' A note states: '* Fields marked with an asterisk are required.'

The metadata entry form is a table with the following fields and values:

view this item	
Title *	Holy Family with an Angel Who Offers Fruit to the Christ Child
Subject *	Engravings <small>shared controlled vocabulary</small>
Description	At lower left: Guercino da Cento invent. At lower right: Francesco Bartolozzi sculp. At bottom center: Ex Collectione Joseph Smith.
Creator	Bartolozzi, Francesco <small>shared controlled vocabulary</small>
Publisher	
Contributors	Guercino <small>shared controlled vocabulary</small>
Date	1764
Type	Image
Format	jpg
Identifier	
Source	
Language	
Relation	
Coverage	Roma
Rights	
Audience	
Accrual Method	

Figure 24. CONTENTdm metadata entry form

Once the data is in CONTENTdm we can then use the IIIF presentation API to manipulate it, for example into a virtual exhibition using Mirador. Using the online Manifest Editor, it is then possible to manipulate the metadata to a more appropriate format for an exhibition. In the case of the prints in

the Mannix Collections the Visual Resources Association core (<https://www.loc.gov/standards/vracore/>) known as VRA Core is a more appropriate standard as they are able to display data that is much more comparable to a museum didactic label. Manifests can use any schema desirable for use with the images, so while the core database, such as CONTENTdm or another repository may insist on Dublin Core, it's possible to re-imagine your collection with otherwise minimal intervention, while keeping the data hosted centrally.

The screenshot displays the Visual Manifest Editor interface. On the left, a large engraving of the Holy Family with an angel offering fruit to the Christ Child is shown. Below the image, the text reads "Ex. Collectione Joseph Smith" and "Canvas Label: Holy Family with an Angel Who Offers Fruit to the Christ Child". Below the main image are six smaller thumbnail images, with the fourth one, "Holy Family with an...", highlighted with a red border. On the right, a sidebar contains metadata fields under the heading "Manifest Metadata". The fields are: "Record Type" (work), "Type" (print), "Title" (Holy Family with an Angel Who Offers Fruit to the Christ Child), "Material.Medium" (ink), "Material.Support" (paper), "Technique" (etching), "Creator.Personal Name" (Bartolozzi, Francesco (Italian engraver, 1727-1815)), and "Creator.Role". At the bottom of the sidebar is a "Bulk Actions" button.

Figure 205. VRA Core Metadata entered via Visual Manifest Editor

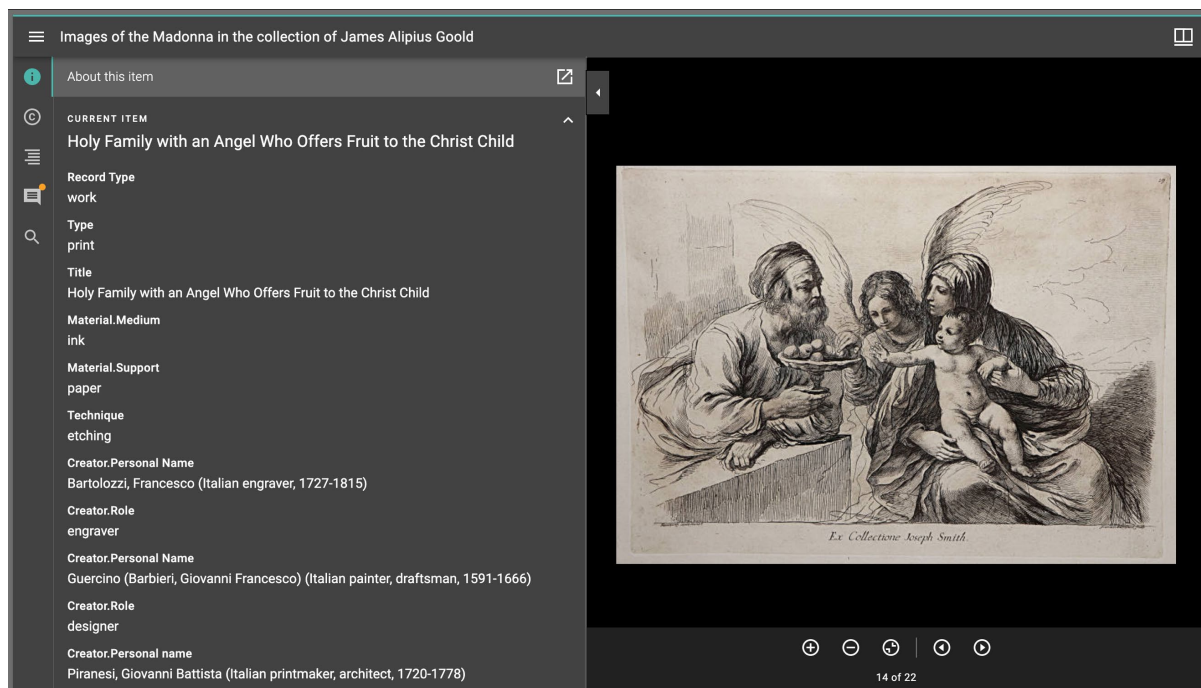


Figure 216. VRA Core metadata displaying as a virtual exhibition item with Mirador

Conclusion

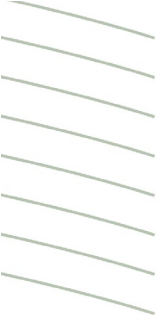
There are many unique opportunities to break specialised material held in libraries out of their silos. While there may be a distinct learning curve around newer metadata schemas and information technology, and some costs involved, engaging with the collection in new ways using new tools can lead to greater engagement and interest in the material, and not least, a greater understanding of the collection and what is in it.

Bibliography

'RBMS Competencies for Special Collections Professionals: Approved by the ACRL Board of Directors, July 2008'. *College & Research Libraries News* 69, no. 10 (2008): 622–29. <https://doi.org/10.5860/crln.69.10.8083>

Hain, Ludwig. *Repertorium Bibliographicum, in Quo Libri Omnes Ab Arte Typographica Inventa Usque Ad Annum Md. Typis Expressi, Ordine Alphabetico Vel Simpliciter Enumerantur Vel Adcuratius Recensentur*. Repertorium Bibliographicum. Stuttgartiae: J.G. Cotta; [etc., etc.], 1826. <https://catalog.hathitrust.org/Record/003915335>

Stevenson, Allan. *The Problem of the Missale Speciale*. [Bibliographical Society Publication for the Years 1963 & 1964.]. Pittsburgh: T. C. Pears III, 1967.



ANZTLA Members' COVID-19 Responses: Pre-, During, and Post- Lockdown

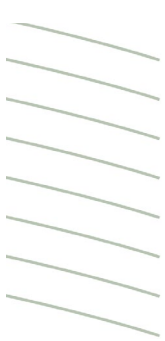
by Kerrie Stevens & Eve James



Unprecedented... never before has a word been used so often to describe something that has been this unexpected, unwelcome and unhelpful. Whilst we're still learning to operate in the new COVID-normal, throughout this crisis ANZTLA libraries have strived to continue to serve their communities to the best of their abilities. This paper looks at how our member libraries continued to operate during 2020's *unprecedented* worldwide pandemic.

2020 has been a year of challenges and changes. Most notably, and most unavoidable, has been the global impact of the COVID-19 pandemic. This paper captures how ANZTLA libraries faced the sudden, and sometimes enforced, changes brought about by restrictions and reactions to COVID-19.

It has been a difficult time since enforced shutdowns closed many of our libraries, and other institutions, to patrons towards the end of March. Some libraries shifted to staff working from home, either entirely or at least part-time; others continued to operate with staff but without patrons entering their libraries.



Throughout the world, “we are all in this together” has become a familiar refrain. As theological librarians, we’ve had a common goal of supporting our patrons with their studies and research, despite limited or no access to our physical collections. The ANZTLA Forum has played an important part in disseminating information; for example, emails have been shared when a new resource or free offer was made available. The prompt response by electronic publishers to make available increased resources, often at no or reduced cost, especially in the initial period of lockdown, was a significant help and greatly appreciated. A number of ANZTLA libraries took advantage of these opportunities to increase licences for ebook access, from single user to multiple or unlimited users, at a greatly reduced cost. This ensured that their ebook collections could cater for the increased demand resulting from less access to physical items.

At the beginning of the lockdown period, ANZTLA ran a survey to find out what its members were doing, how they were providing access to their collections, and how the restrictions being put in place were affecting staffing processes and procedures. Later, as restrictions were easing and libraries were reopening to patrons, ANZTLA ran a second survey to find out what members have learned and how decisions made have affected their libraries and access to resources for their patrons. These early practices, and those that will likely continue for some time until we are out of the shadows of COVID-19, are presented below.

Early Days

A few members posted pictures of their work-at-home situations. Many have not only been surrounded by pets, but children, spouses and partners; creating a plethora of potential distractions.

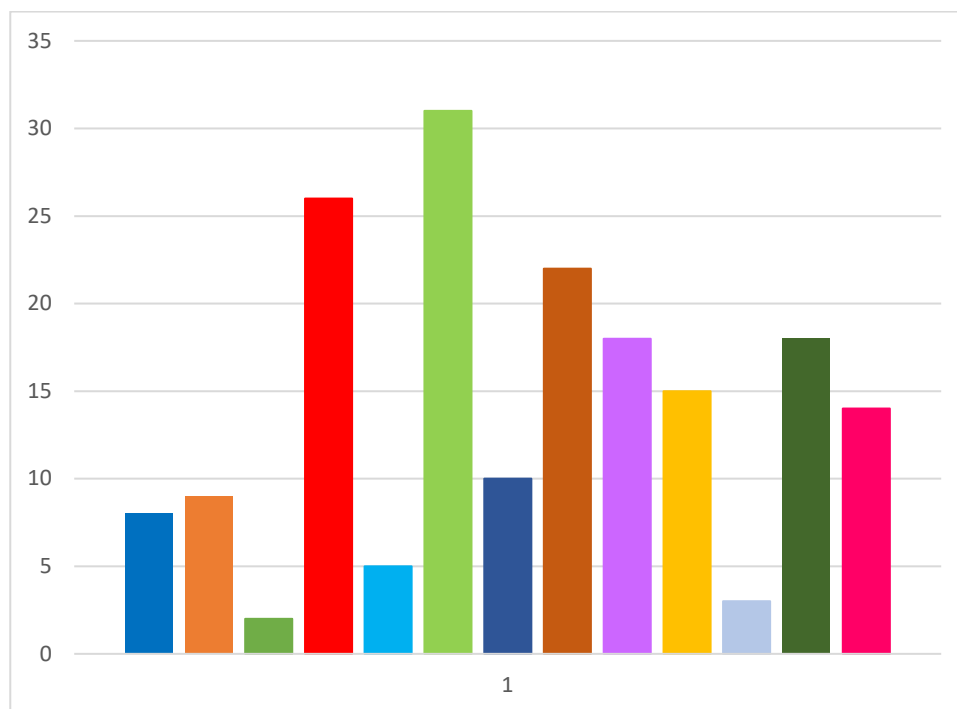


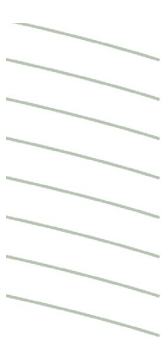
Survey 1

An online survey was distributed to the Forum on 8th April 2020 and 38 responses were received by the closing date of 30th April 2020.

- In the early days of the COVID-19 pandemic (prior to suspending on-campus delivery), what measures did you put in place to protect staff, patrons and volunteers?

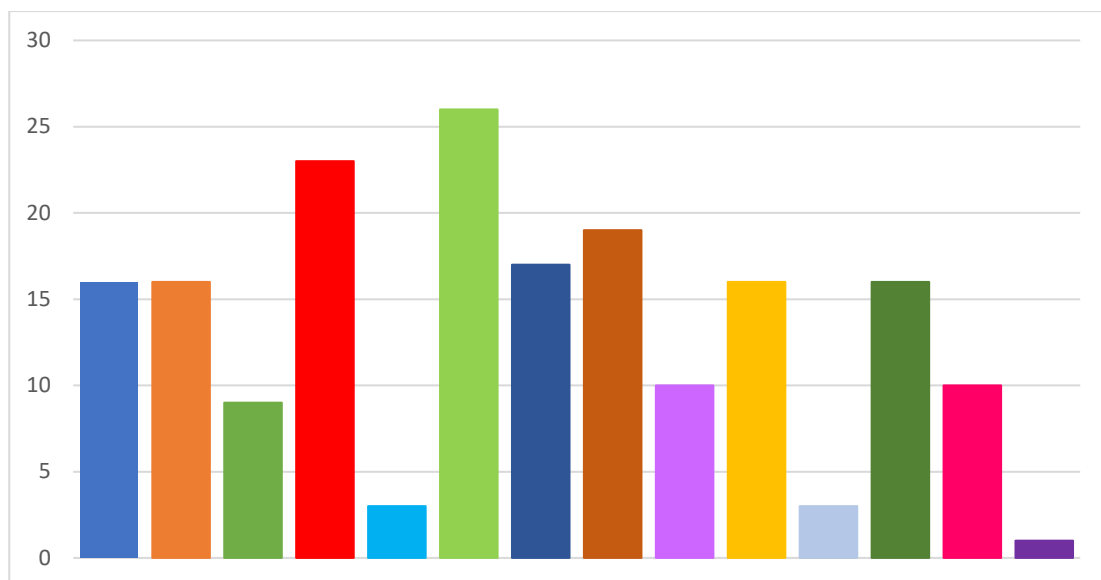
Quarantining returned books; delaying handling and reshelving items for a period, e.g. 24 hours	8
Wiping items with disinfectant cloth upon return	9
Wiping items with disinfectant cloth when checking items out	2
Wiping surfaces, door handles, keyboards, copier, stapler etc with disinfectant cloth	26
Using a disinfectant air spray	5
Provision of hand sanitizer	31
Using/providing gloves	10
Displaying ALIA's "COVID-19 Staying safe in the library" sign (or equivalent)	22
Limiting the number of people to comply with physical distancing rules	18
Rearranging library furniture to comply with physical distancing rules	15
Placing large Xs on the floor at the circulation/reference desk to remind patrons of physical distancing expectations (or equivalent)	3
Leaving doors open so that door handles are not used to enter/leave the library	18
Suspending work of volunteers	14

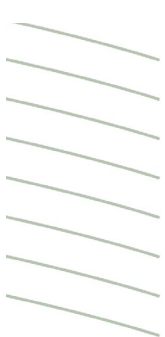




2. After the suspension of on-campus delivery, what measures have you put in place to protect staff, patrons and volunteers?

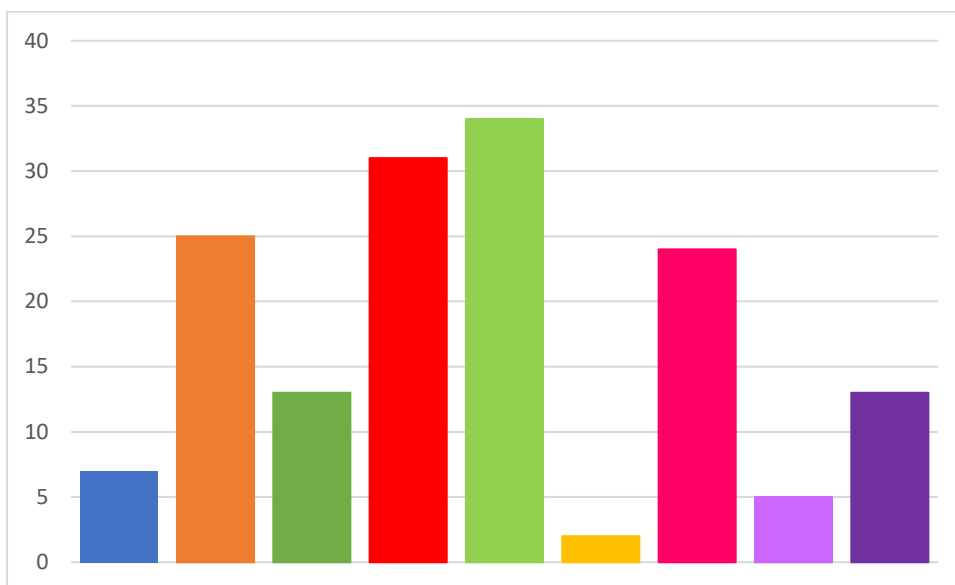
Quarantining returned books; delaying handling and reshelving items for a period, e.g. 24 hours	16
Wiping items with disinfectant cloth upon return	16
Wiping items with disinfectant cloth when checking items out	9
Wiping surfaces, door handles, keyboards, copier, stapler etc with disinfectant cloth	23
Using a disinfectant air spray	3
Provision of hand sanitizer	26
Displaying ALIA's "COVID-19 Staying safe in the library" sign (or equivalent)	17
Limiting the number of people to comply with physical distancing rules	19
Rearranging library furniture to comply with physical distancing rules	10
Suspending work of volunteers	16
Closing the library to patrons, staff still working normal hours at the library	3
Closing the library to patrons, staff working reduced hours at the library and some hours at home	16
Closing the library to patrons, staff working all their hours at home	10
Closing the library to patrons, staff being laid off, or taking leave	1





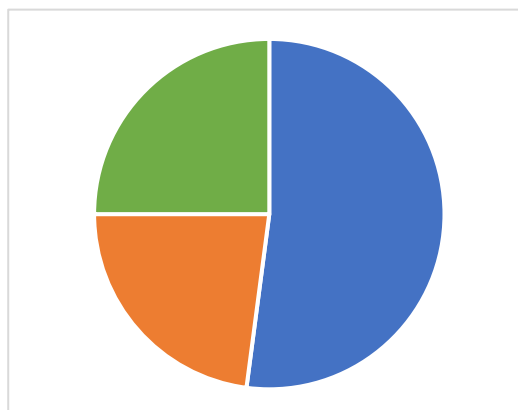
3. With regard to COVID-19, how are you maintaining access to your collection?

Allowing patrons to visit	7
Allowing patrons to collect loans via a non-contact method	25
Posting out loans	13
Providing a scan and email service, whilst complying with the fair use provision of the Copyright Act	31
Extending loan periods or providing an amnesty on book returns	34
Reducing loan periods and not allowing renewals to ensure everyone has access to the print resources	2
Expanding the scope of online/telephone/videoconferencing communication to ensure that students can satisfactorily access the resources that they need	24
Preparing additional instructional videos	5
Other	13

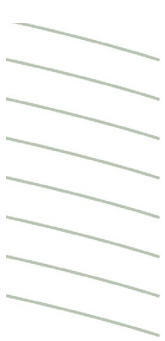


4. In relation to COVID-19, in addition to the many free offers publishers have made, have you increased your online resources? (If you answer YES, please give details in Other box)

No	11
Yes	22
Other	24



Purchased more individual ebook titles, made Logos collection available to students on a trial basis
Identifying key books and making available as an ebook, adding databases (temporarily free or special deal, eg Bloomsbury
Yes more e-books
Purchasing ebook copies of titles on set reading lists
Looking for extra eBook resources which were previously in the too expensive box
Additional eBooks are being purchased for the UD Library Hub by all associated libraries
Set up significant numbers of DDAs and purchased key ebooks outright
Outright purchase of a database but it was happening anyway, it was not purchased as a result of COVID-19 restrictions
Running more trials
As a branch library, we and our borrowers benefit from the increases made by our director of libraries
Bloomsbury offer, Logos/Faithlife offer, Cambridge offer, listed open access journals and books on Library website e.g. National emergency library, arhive.com, Muse, Haithi Trust, UnPaywall, DOAJ etc, investigating Mohr Siebeck offer, making students aware of State and National library services, University of Michigan press
Expanded collection of purchased ebooks on EBSCO and Wheelers. Expanded available databases on EBSCO. Investigating platforms like Logos
Some titles are converted to online resources. By and large the publishers' offers were not relevant or involved spending more money
We are in discussion with several vendors regarding the purchase of/subscription to additional online resources
Bloomsbury and Cambridge University Press
Purchased additional ebooks/audiobooks
EBSCO offers
We were encouraged us to create a list of key texts lecturer's needed as ebooks for students. Funding has been spread across the libraries for those books requested by more than one library. Budgets were increased accordingly
The broader library consortia we are a part of has increased numbers of online resources, but that did not take place in this library
Attempting to purchase high use items in ebook format. Taking advantage of discounted ebook prices
Atla resources. EBSCO extended resources
Mostly through temporary resources that are available as far as free resources



5. In response to COVID-19, have you found a resource/service you've been trying that you wish you'd tried ages ago and will likely continue even after the lockdown is over? (If you answer YES, please give details in Other box)

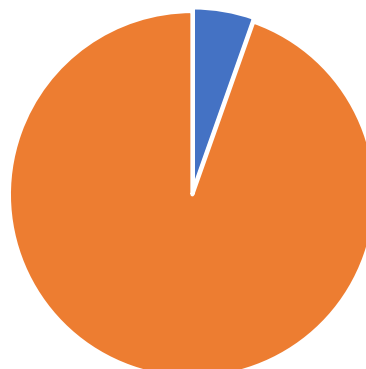
	No	25
	Yes	11
	Other	12



EBSCO Ebook Religion Collection (have been waiting on ACT for this too);
Zoom, more frequent e-newsletter postings
Depending on pricing: JSTOR ebooks (EBA model), and Logos packages
Zoom, Ask a Librarian, Slack
Will be assessing student use during this time
Bloomsbury. Maybe Cambridge Companions online
The expanded databases on EBSCO is an initiative done by the ACT - it timed well with the pandemic
We are allowing reserves for books that are on the shelf and will soon open another new service for requesting articles via the library system. We did not have the resources to offer these services previously but they are now a primary focus
EBSCO eBooks Academic Collection
Faculty select, EBSCO
Zoom and MS teams have been very important to keep staff in contact

6. Apart from changes to subject delivery, has your library or institution cancelled or postponed public events?

	No	2
	Yes	35








Survey 2

By September, COVID-19 was still with us and in some locations, rearing its head in a second wave. We followed up on the initial survey to find out how things may have changed for our member libraries and what, if any, new ideas or services they intend to continue with when we find some sort of COVID-normal...

1. In what way/s, if any, has access to your physical library collection changed since April?
 - I was unable to access the physical library for 4 weeks and 3 days.
 - We have now reopened the library to students. They are required to book a study space online for 2 hours, twice a day. The spaces are cleaned between sessions. Access to browsing the shelves is also possible for 15 minutes.
 - Library is now opened to students, staff and library members (not the general public).
 - On-campus library facilities are now fully open to students, community members, and members of the public. No restriction
 - On Sunday the 2nd of August Melbourne went into Stage Four Lockdown. Any access to the Library was not permitted, as libraries were not listed among workplaces where staff could apply for a work permit. Consequently, no staff worked in the Library, so 'request and collect' circulation had to be postponed.
 - We have re-opened the Library to students, including students from affiliated colleges. We do not allow general access to members or the public, but will allow external researchers to access the Library by appointment.
 - Access to the physical collection has been increased to all staff and students. Physical items are quarantined for 48 hours upon return to the library.
 - The Library is now closed and I'm not allowed to travel to work, so none of our physical collection is available to staff or students.
 - The Library doors were open only to college staff and HDR students from March 23-25. All items on loan (and not overdue by more than 6 weeks) were renewed through to June. On-shelf reserves and article requests were enabled in the library system and staff time was spent fulfilling requests and quarantining books. Scans were already available on demand so the main change was to direct requests into the system rather than by email. The demand for supply of articles increased sharply and both book pick-up and scan requests doubled each week until July when the click & collect service was stopped and the library was open to college staff and students. Other library members turned up nonetheless but not too many. Level 3 restrictions came into force in mid-July and limited click & collect was reinstated at that time. On 5 August the library doors were closed due to stage 4 restrictions and no-one accesses the physical collection. Very few requests have been made for scans since then and these are fulfilled through ILL. The library remains closed until 13 September at least, depending on the pandemic restrictions.

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- Currently, we are still providing full access to all our physical resources, with the proviso that a quarantine period is maintained between use by one person and the next. Everyone who enters the library needs to register in the event that COVID-19 contact tracing is required to be undertaken by the health authorities. Bright crosses are seen on the carpet throughout the library (I am sure they will leave an unsightly sticky mess when eventually lifted), and there are seats that you are permitted to use, whilst others you are not permitted to use. Furnishings have been strategically placed to maintain appropriate social distancing. Unfortunately, the library has become somewhat less aesthetically pleasing. We have become cleaners, baristas, counsellors, online experts and so much more, during 2020. We are installing a self-serve kiosk and an app for loans and returns, to provide for contactless service to students and staff (In seeking to best serve our patrons during this difficult time, am I also pushing myself out of a job? Will I be replaced by the online resources, machines and app that I have arranged?).
 - The library and greater college shutdown to students and the general public for approximately 2 months. Students were able to make scanning requests of physical books to help compensate for the lack of access. The library became open to students by appointment for specified times at the beginning of June in time for semester 1 exams, allowing for studying, borrowing, browsing, scanning. Access for our external users, i.e. alumni, ministers, general library members, and the general public, became available with the beginning of semester 2 (Monday 20th July). Overall, accessing our physical library collection functions as per usual with the added step of a quarantine period of 72 hours before making returned books available, as well as leaving overdue fines disabled. Finally, we have expanded the availability of document delivery for students, especially for those who can't attend classes face-to-face.
 - Currently, no access to the library collection at all due to Stage 4 restrictions in Melbourne; Relying on other campus libraries to satisfy scan requests. Prior to stage 4 restrictions, we would scan chapters and email to students; we did not post loans except to doctoral students
 - We have set the rules and nothing has changed
 - The physical library collection and library are now fully accessible but with QR code scanning/manual sign-in and sanitiser at the door. This will continue while New Zealand is at Level 1 or 2.
 - For most of this period students have been unable to visit the library building. Library staff have Express posted books to students and scanned chapters and journal articles for them if the resource is not available electronically.
 - Our library is based in Melbourne and we have not been able to have any access to the collection for some weeks, since we moved from Stage 3 to Stage 4 restriction. In stage 3 the library was closed to students but we could have one staff member working to process inter-library loans, scan documents, attend to mail, etc. During Stage 3 restrictions we were also able to provide a Click and Collect service.


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- We have allowed students to stay and work in the library since Semester 2 began. Loan periods are back to previous limits.
 - Since July (start of semester 2), we have welcomed library members back into the space. We are actively promoting use of hand sanitiser and good hygiene practices. All items that have been handled are being wiped down with disinfectant cleaner and placed in a 2-day quarantine.
 - The library re-opened for patrons to use physically in May, as SA has not had a resurgence of Covid-19 cases. We initially had a limit of 10 patrons at any one time, due to government restrictions, but that has increased since then.
 - We are more restricted. Working from home for the most part with an exemption to go in to the Library one day per week as necessary to provide scans for Staff in order to support students.
 - Since the beginning of second semester, we have re-opened the library to students and faculty staff. They may study in the library (restricted numbers) and browse books.
 - Initially, only enrolled students, staff and faculty could access the library. As the next step physical distancing (removing chairs), temperature checks upon entry, and contact tracing was introduced. With the introduction of Stage 4 restrictions only library staff were able to physically access the library.
 - If requests have been made for physical copies I have arranged for collection. Books are cleaned before being borrowed.
 - The library is once again fully open to the public, whereas it was closed (fully) in April.
 - Our Melbourne collection has been closed under lock down the last few months and mostly inaccessible by staff and students for most of the academic year. Our main collection remains open to staff and students however many students are unable to visit due to being in lock down areas. Those few who can visit now have to follow our COVID-19 policy guidelines.
 - We've reopened the library as a study space, but only for students (though I haven't kicked out the few alumni I found hiding away, yet).
 - Students are back onsite so we are allowing more students to be present in the library at any one time. In April we restricted the numbers to 4 students at any given time.
 - It was closed for a time during lockdown but once I returned to work on campus again in mid-May the library was open again but initially by appointment only and with a time limit for people. When we went down to Level 1 everything was back to normal with no physical distancing required etc.
 - Library has reopened to patrons, although opening hours have been reduced relative to before COVID-19. There is a limit on the number of people within the library at any time. Patrons are required to log their visits. Books and surfaces are cleaned/quarantined as they were in April.
 - For a period of 5 months (March to July) we offered patrons a 'click and collect' service.


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- We were closed to ALL students earlier in the year and gradually reopened in stages: (1) to students who lived on-campus and had no other private space to study (2) to all students who lived on campus; (3) to all full-time students (4) to all students. We are still not yet open to the public. Students can only enter the library if there are fewer than 20 people in the library and they are encouraged to book in for a half-day timeslot. Staff have remained on site, albeit in reduced numbers. From when we closed to all students, we have offered scanning of chapters/articles. This was heavily utilised during the early stages, when people were not allowed to come into the library, and is still utilised to a lesser degree. Students and staff can "click and collect" books; books checked out on behalf of the borrower and left in a location outside of the library for people to pick up. Loan periods are longer than they used to be (e.g. from one week to four weeks) and students' loan limits are increased (e.g. from five books to eight books). We started by increasing the loan period significantly but have reduced this as the physical restrictions have eased. It is still longer than it is during normal times. Because the loan period is now much longer, we have added some books to our "closed reserve" section, so that they are available for use within in the library. This was primarily to ensure equity of access; staff can scan chapters of the books for students who are completing essays. Books, when returned, are cleaned externally, checked in and then placed in quarantine for 24 hours. They cannot be browsed or borrowed in this time.



2. In what way/s, if any, has access to your electronic library collection changed since April?

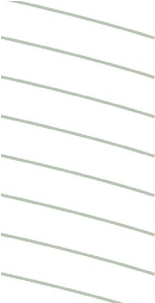
- The collection has increased significantly. We also managed to access a number of collections for e.g. Bloomsbury collection and Australia/NZ Reference Centre for free during a short period of time.
- It has grown to include more databases, however the method of access remains the same.
- We have added more ebooks.
- We have reinstated the DDA portion of our ebook collection
- Our Library does not have an electronic library collection, but members who are part of the University of Divinity have ongoing access to all of its e-resources.
- We have increased the number of e-books available, and we have observed an increase in the use of e-books, e-journals and databases.
- Access to electronic resources has remained the same, except with the discontinuation of some free electronic resources made available earlier in the year.
- I haven't been responsible for any changes to the collection other than purchasing some additional eBooks, but we have had access to some free offerings from publishers over the past few months.
- No change other than a major upgrade to the EZProxy server in June with the authentication system updated which resolved issues with access to T&F journals and some Oxford publications. More ebooks are being sought but teaching staff continue to choose print texts for future classes.
- We have subscribed to additional electronic resources (both eBook and databases), and expanded our policy on purchasing key eBooks.
- Our electronic library collection has expanded greatly since April. The latter half of April saw the library along with other ACT libraries gain access to a centralised ACT subscription to Atla Religion Database® with AtlaSerials PLUS®, Religion & Philosophy Collection, and eBook Religion Collection databases. Within our own EBSCO ebook and Wheelers ebook collections a total of 124 ebooks have been purchased, which is in stark contrast to the 55 ebooks purchased for all of 2019. Currently, the library has also been trialling the online platform Perlego and will assess whether or not it is fitting to continue. For students, there has been a marked increase in the utilisation of digital collections. Wheelers has reported a 127.78% increase in active patrons (41 patrons) in comparison to last year, along with higher loans, reserves, and active titles. Through word of mouth I have noted at least 5-10 students who have started to use our online resources after solely using our physical collection.
- ebook only purchasing since 1-8-2020; trying to source more ebook titles to replace print collection (as part of ongoing library strategic plan, not a response to COVID)
- Students are using the databases a lot since April but I suspect it is because we have bought more ebooks and added ATLA

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- The electronic library collection has been increased, online training videos have been developed and single-sign-in access via referring URL has been implemented.
 - Increased access by students and we have purchased more ebooks than usual.
 - We are currently dependent solely on access to electronic resources as we don't have access to our print collection. We have increased purchase of ebooks. We have created a central LibGuide to highlight information about accessing electronic resources, including freely available material, state and national libraries, etc. We have been providing assistance via email, phone, Zoom, Ask a Librarian service.
 - We do not have access to the free online resources which were offered by Bloomsbury, Cambridge Uni Press, Faithlife, EBSCO, Project Muse, archive.org, University of Michigan.
 - We have acquired access to EBSCO eBook Religion Collection via the ACT consortium.
 - We have placed a larger emphasis on acquiring electronic versions over tree versions. Previously, we were still preferring tree books and tree journals but now we have tried to acquire e-versions of all high demand titles and are reviewing our journal subscriptions preferring e-subscriptions going forward.
 - Still the same access.
 - Our access has increased, we have purchased more ebook resources, particularly those on recommended reading lists. I've included links to these resources my Library's catalogue to give students another point of entry.
 - None, although we are in the process of increasing our subscriptions.
 - The demand for electronic resources has increased significantly. We have increased the number of e-books we own outright. We have also implemented a four month trial of Perlego
 - I do not have an electronic library collection at my campus – Perth
 - Extended electronic collections, plus access enabled via authorising URL.
 - Access remains the same in many ways as far as students and staff continuing to have access to our electronic library; the main difference has been the addition of a holdings repository for scanned items
 - In April we were relying a lot on the extended COVID access provided by various publishers. A lot of this was accessed through a dedicated page on Moodle with referring URLs. Since then I've: added our DDA books to the library catalogue, not just purchased; imported the 9,000 records for our ebook subscription with EBSCO into the catalogue; set up a trial and then subscribed for the rest of the year to Perlego, which has required students to register creating a bit of a barrier, but I made reading lists on the platform and added the links to subject course pages on Moodle to help direct students; built a section in Moodle with links to Open Access resources, and other useful online material. We also had to change our EBSCO password in August, so I took the opportunity to change all the passwords to make them same across our major platforms. Finally, a great help in getting students to use the resources is the lecturer for the theology and church history




subjects arranged for me to come into both lectures for 30-40mins to demonstrate how to use our resources to start researching for their essays. I've gotten a lot of good feedback from students on this.


- In April we had 1 journal database that we subscribed to in our electronic library. We now have 2 eBook databases and also individual titles purchased. We have also subscribed to an additional eJournal database.
- Well we had a number of vendor trials but those have all finished now.
- Additional ebooks have been purchased.
- No change.
- We subscribed to an additional ebook provider (Perlego), which was a slightly complicated (but hurried) process of trialling the platform and negotiating a fee per user. It doesn't cater to our single-sign on system, so we've had to get students and faculty to sign up individually.
- The USAGE of our previously existing electronic collection has increased by an order of magnitude. We also changed our purchasing policy from "print preferred" to "ebook preferred". From April to June, most of our electronic purchasing was primarily (but not exclusively) to make electronic copies available of books we already had in print. This did chew up a significant amount of our purchasing budget but was imperative for students to be able to research effectively from their homes. Since June, our purchasing has returned to adding new items to our collection and these are largely electronic resources rather than print. We've selectively added some of our subscription-based ebooks to our catalogue, to make them more easily discoverable by students. Students now find them when they do a catalogue search, rather than having to go to the provider's search facility in addition to our own catalogue. We don't have clear figures on how much this has increased usage of those ebooks but the questions that the library are receiving about referencing those books indicates that the resources are being used.

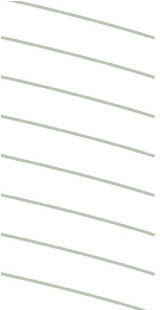


3. In what way/s, if any, has subject delivery changed since April?

- All the courses were delivered online from end of March to the end of semester 1.
- The college were able to deliver face to face classes with a mixture of Zoom classes for 4 weeks during semester 2.
- Still online
- Now more or less back to before, with the future opening of the library, the 'reserve and collect' service has discontinued. Previously a lot of the assignment resources were scanned so that students can use them online, but since the library is open, no longer are resources scanned and placed on Moodle.
- All on-campus classes are now back on campus
- The student body has returned to campus, but lectures are recorded so that anyone who is sick or needs to self-isolate can watch them from home.
- Classes have been held on campus, in person since the start of semester 2. Some classes that are too large to cater for physical distancing have been split so that each week half the students attend the class and half attend online.
- Some units have traditionally only been taught face to face due to the nature of their teaching methods, but these have been transitioned to online delivery. Our College is very experienced at teaching other units online, so the skill set was there to make the transition relatively easy, but there have been challenges due to the lack of time to get everything organised.
- All classes at all colleges are offered online this year. Online options were available for approximately half the units previously. Reading list resources are normally purchased in ebook format if available but we have some catching up to do and the colleges are confused about how to access online resources due to the dual library system at the University of Divinity.
- Whilst first semester pivoted to being entirely online, second semester has returned to the usual mix of on-campus and online offerings. However, more students have elected to utilise the online option, and some students are making use of both interchangeably, as their personal needs change in response to the ever-changing situations occurring within the COVID-19 pandemic.
- Subject delivery for the remainder of semester one was done remotely online. Due to space and numbers we were able to resume face to face delivery for semester two, however some subjects are delivered online at the request of the lecturer, as well as allowing students to utilise zoom if they are unable to attend in person.
- still all online in Melbourne, no face to face, Melbourne campus is effectively closed
- Lecturers use Google classroom as a standard delivery for their courses and students can always join class in real time through Zoom. This is standard.
- This has not changed.
- On campus classes moved to online using Zoom.


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- Delivery of all units is online with no face-to-face classes. Reliance on the library's electronic resources as well as resources that academic staff make available through the Learning Management System. There has been a great reliance on Zoom.
 - From semester 2 we are now allowing students to attend classes if they would like to, but we are also live-streaming these as well for those who are not comfortable with attending or are in the vulnerable category.
 - All classes delivered on-campus also have the option to live stream, are recorded and are uploaded to Moodle after the class.
 - For Semester 2, lectures have again been held in classrooms with students present, but they are still videoed for external students or for those who are self-isolating for whatever reason.
 - All classes were online by April. This has not changed. Some subjects that were not feasible in an online environment were cancelled and other subjects were timetabled in their place.
 - A mid-year intensive course was cancelled. Second semester saw the resumption of classroom teaching. Zoom is also used for those unable to attend class, e.g. awaiting COVID testing results.
 - We have moved from predominately F2F, to blended, to now exclusively on-line delivery.
 - Any newly purchase material has been sent to my home
 - Subject delivery has not changed.
 - All classes have been taught online rather than a mix of on campus and distance learning
 - This semester we've been offering subjects in hybrid mode: students can come on campus or can zoom in. One of our lecturers is stuck in Singapore, so if students do come on campus for the class, they still zoom in. COVID has actually helped our graduate intensive subjects, as when one international guest lecturer had to drop out for unrelated health issues, we could arrange with another scholar in Edinburgh to offer a new subject. We also had to add 10 teaching hours to each intensive (unrelated to COVID), but could do this by making some online training compulsory (one by JSTOR and the other was a unit I'd created) and offering 3 hours of focused research seminars which I ran through Zoom. I've actually found that Zoom is a great way to deliver research seminars as students can see my screen much more easily and can follow along as we go. The recording is also easier to set up and looks better.
 - Subjects now offered onsite instead of Zoom sessions - some subjects now offered in both formats.
 - I'm unclear just what is meant by 'subject delivery' here. In terms of delivery of resources to our distance students, once I returned to the library I was able to resume posting out book parcels again. And this semester I am trialling a free return policy for books sent to distance students. In the past we have just paid the outgoing cost for this.

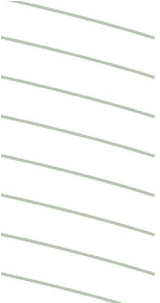
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- Since July, for most subjects, students have the option of face-to-face classes. Desks are suitably separated and all surfaces are wiped down at the end of each class. Students are required to log their attendance on campus. There are some classes that are being delivered by zoom only.
 - No difference.
 - Subjects are no longer taught exclusively on campus and in person. We did have some experience of online subject delivery, as one of our courses is only delivered online, and this helped other faculty members to learn how to engage students and deliver subject content via Zoom, Moodle and other electronic means. Some subjects, depending on who is enrolled and what the situation is for those students, are taught in a "hybrid" fashion - delivered online but with occasional (optional) lecture attendance.



4. In what way/s, if any, have scheduled events changed since April?

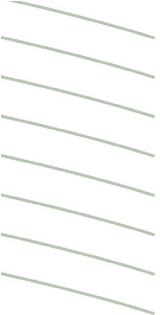
- Graduation, lunches, talks were cancelled
- Events have been moved online.
- All library workshops are now back.
- On campus library skills workshops have returned. We are working on how to conduct our April booksale next year. We are about to welcome our rear-round booksale preparation volunteers.
- An important role of our Library is as support and venue for the events program of the Centre, located in the same building. A full 2020 program was published in the new year, much of which has had to be postponed or cancelled. Zoom, email, websites - these and other utilities have been active in providing a virtual version of many of the events and courses on the program.
- We offered our regular information literacy sessions in a limited capacity in person, and also offered the option of an online session.
- Many scheduled events have been cancelled or postponed. Since the start of semester 2, meetings have been held in person, but with the option for being online for those who would rather attend online.
- The College had planned a visiting international lecturer. It also had to cancel its orientation/open weekend for second semester, where enrolled students and anyone interested in getting a taste for the units on offer could attend.
- Library staff have not been involved in orientation for student groups starting in semester 2. I do not know if orientations were held or whether it was assumed the library orientation could only take place in the library.
- No group meetings are being held, other than scheduled lectures. All other meetings are held online. Community building activities have also shifted online.
- Community events were zoom-based during online delivery of semester one. For semester two, community events are face to face with social distancing measures in place. Promotional events have been altered to accommodate restrictions, instead of one single open night it has been split into 4 separate events taking place via zoom, as well as allowing those interested to observe specific classes via zoom. Future events have required greater contingency planning and lateral thinking to provide an experience that is still in line with the values and vision of the college.
- All online, no campus access in Melbourne
- Special events and monthly chapel have been cancelled. Chapel will resume next week in person and Zoom will be available.
- There are no scheduled events at this time due to the pandemic.
- All online, and the College has offered some additional online events.
- Scheduled events that were to be onsite have all been cancelled and/or moved online where this was possible. This has included conferences, book launches, workshops.

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- Meetings and seminars are available via Zoom or Teams as well as in person with restricted numbers allowed depending on the size of the room.
 - Scheduled events like Open Night have the flexibility to be viewed online.
 - No ANZTLA Conference in July.
 - All our face-to-face events have been cancelled. Any events are now via Zoom - webinars and conferences.
 - Public classes have resumed with appropriate social distancing, however no refreshments are presently offered. Open Days have been presented online and our Supporters' Dinner will be hosted in multiple private homes, with Zoom video links from Staff and students.
 - All on-site events (including centenary celebrations) have been cancelled.
 - Additional on-line events to connect students and staff have been introduced.
 - We have been zooming more, staff meetings and scheduled meetings for the various campuses together.,
 - We have had no scheduled events since April but are planning one for October. We usually hold approximately 6-8 per year but haven't held any so far due to the pandemic.
 - We had to cancel our alumni and Centre for Asian Christianity dinners. Though we turned the CAC dinner into an online virtual conference, which allowed us to get international guests as well. We initially cancelled community lunches, but this semester have been able to offer them in per-packaged containers which we then take out to the lawn to eat.
 - The last Open Night was purely virtual with pre-recorded lectures and interviews, but then a live discussion. We've since spent time creating professional videos introducing various parts of the college which we'll have available on the website at all times.
 - We can now hold events - keeping in mind social distancing and personal hygiene.
 - There haven't been too many library related events other than some inhouse EBSCO demonstrations. Institutionally, our graduation was postponed twice from May to September and now to next year.
 - Meetings are now face-to-face, but with the option to join via zoom. Book club has been meeting via zoom. Events now have a limit on the number of people and an option to join via Zoom.
 - All events have been postponed.
 - The library, in itself, hasn't had significant scheduled events - mostly just small things, scheduled ad hoc, in response to the needs of the college. Some of these were delivered online via Zoon, once we all got used to the new situation, and others went ahead with strict booking-in procedures to keep numbers small and social distancing measures in place.




5. Some people were hoping to complete special projects during this pandemic. Give details if you were hoping to do this, and comment on how well this is going.

- I was planning to write a journal article but were unable to do so due to time constraint.
- Work on the projects continue, however with restrictions in other states closing all access to another major branch of our institution, fulfilling collection copy requests has taken priority. We were also still recovering from a flood.
- No special projects were undertaking except tidied up library catalogue, and fixed links that didn't work for ebooks (especially open access ones). Catalogue of donated items.
- Extra job-keeper staffing has encouraged us to do our first software assisted stocktake. This seems to be going well, but we haven't gotten to the substance of it yet.
- Special projects continue, though everything is done at home and I am the only member of staff. Other paid and volunteer staff await the end of the Victorian state of emergency. News at present suggests that this will not change this year, even if Stage Four Lockdown is lifted in September. Work at home is good, especially as there are no interruptions.
- We did complete some extra tasks during lockdown when we were working from home, including transcription work, improving older e-book and e-journal records, and identifying titles in our microform collection which are available online.
- I have finished cataloguing a special collection over the last few months. It was good to have the time and space to do this.
- I thought I would be preparing records for upload to Libraries Australia, but in the end someone else did it for me. I am progressing well with the website and should have that finished by the time the lock down ends. The Library will have a much more practical page that can easily be updated by me.
- I have a huge project to move our print journal management and standing order records onto an online database (Excel in the first instance). I have been preparing this project since the end of last year and hope to make progress during the stage 4 restrictions. I started in earnest in the 3rd week of the Melbourne lockdown and am up to 'C' one week later. In the past 10 days I have been asked to provide in-depth counts of specific parts of the collection and to complete the very complex ABS Economic Survey with a due date at the end of September. I have started the journal renewal process which, this year, requires a review of at least half of the usual renewals due to the indicated cuts to the collection budget. I work on renewals and statistics every day but the project has had no attention for four days. On the other hand, we have attended to some cataloguing work making measurable progress on three specific projects and planning is underway for a review process at the end of the year.
- It's been business as usual for us.
- My two main projects were cataloguing donations and looking into some form of professional development. Overall, these two projects have been relatively successful. I attended webinar by the Australian Copyright Council providing an overview of



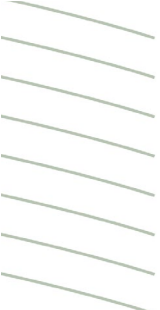
copyright in regards to online learning during Covid. The cataloguing of donations is an ongoing process but a large amount of resources have been added to the collection over the past 4 months.

- started on required resources for units but only got about halfway - shifting to more faculty input in future purchasing so such a list is probably not as necessary. Unfortunately, spare time has been hard to come by - although it is quieter at home (noise wise), it is certainly not quieter work wise and I have plenty to keep on top of.
- No special project.
- We have put more of a focus on our online resources.
- No time for special projects!
- The library team has been focusing on tasks that have been on the library's "wish list". This has included personal research projects, working on a publication, updating procedures manual, review and update of websites, review of journals subscriptions.
- My workload actually increased to work on making online resources accessible, plus some of my volunteers have not returned, so I have not been completing any special projects.
- Yes, we were hoping to complete a review of all policies and procedures - haven't managed to do that. It still needs to happen before the end of the year but the time will need to be carved out some other way.
- I am still working on my Rare Books project, checking all the rare books for provenance, that is, owner's signatures or stamps or name plates.
- I've been working on updating the Library Policy and Procedures Manual, developing a Collection Development Policy, cleaning up records in the library catalogue, attending Webinars to increase my skills base. These are all going really well.
- Longer term projects have not progressed as I would have liked (or imagined would be possible). Volunteers have not been coming in and there has been added general daily workload with cleaning requirements as well as writing and setting up procedures for the pandemic.
- Plan to upgrade catalogue records has been put on hold as servicing student inquiries has taken all available time.
- My special projects were culling and also sharing duplicates with other campuses. This has been most successful and I think the library is now less crowded.
- We were able to commit more time to fixing metadata on our new archives database.
- At the beginning of the pandemic I finally had the opportunity to create a dedicated library Moodle page which was very basic in structure but a huge improvement on having nothing. My goal had been to spend time developing the sections and populating it with material.
- As I did this, though, I realised it had a lot more potential and I've since been working to reconceptualise it. I've started building the template structure for Library 2.0, which instead of being a page will be a series of 'courses' grouped together. I'm leaving the old




page operating until the end of the year, but I'm currently co-populating the two, which is allowing me to redesign and restructure the new one without confusing students.


- I had also hoped to make more video tutorials, but that hasn't been feasible so instead I've been finding videos made by other universities and linking to them through the Moodle page. Hopefully during the holidays I may be able to make some specific ones.
- I had a large number of boxes of books that had been donated to sort through - to either dispose of or place in our second-hand bookshop. That is now completed.
- Nothing special really.
- The majority of the collection has been moved to spread evenly the available spaces for growth. As part of this movement, some cupboard doors were removed, revealing shelving behind. This shelving has been made available for the collection. During the move, all shelves were cleaned and some of the timber shelving was painted.
- The public worship section has been completely overhauled. A large number of items were weeded or placed in a different collection, but many of the remaining seven hundred items have been reclassified in a consistent manner. This section now looks wonderful and, more importantly, its logic is obvious!
- These projects would have been very difficult to carry out with patrons present in the library.
- We are doing stocktake, it's going well.
- Because our library staff have not had to all be isolated at home and the library has, therefore, remained "open for business", we have been extremely busy keeping up with the scanning and borrowing demands of students. We haven't had any time to tackle outstanding projects!




6. Are there any other comments that you'd like to make? e.g. Are you expecting permanent changes in your library as a result of COVID-19?

- Most likely a big proportion of my print books budget will be moved to online books. Not sure about staffing situation.
- I'd like to keep offering the library take-away service and zoom chat with a librarian service as bookable online, rather than back and forward emails.
- Social distancing still maintained, and one computer station is not used. Library users (not staff or student) need to sign-in and sign-out. Use of sanitisers and more cleaning in the library. Order in more e-books especially textbooks.
- I hope we will appreciate and continue the software assisted stocktake. I hope we will keep Zoom reference interviews and library resource access assistance. I hope we can continue with the mantra that the library is never closed, even when the on-campus facilities are closed. I hope we will engage in more online PD and professional association meetings.
- I hope we will continue to offer boutique services to students and community members with health concerns. Making software adjustments for doubling up of loans has been really useful. I doubled everyone's loan limits as a result of quarantining items before processing returns. We no longer quarantine items, but keeping this doubling of loan quotas has allowed for more self-checkouts. Significant resources have gone into college classes being supported and advertised. I hope that this investment in equipment and staffing will flow toward the library. Students and members are more familiar with online services that they have been otherwise avoiding. It is now even more clear than before that there is a significant IT investment required by students as an entry requirement.
- My view is that the pandemic has changed the way we do things in our society and that change will continue to happen into 2021. I expect the hours of the Library to be reduced. Even a book budget could become a luxury, at least in the eyes of the some. This is all part of the challenge now facing Catholic religious orders in Australia. But the commitment to services and the Library's special objectives will not change. Its role within the University of Divinity will be one of increasing cooperation and goodwill.
- We do not anticipate being able to open to the public generally until a vaccine is available. We are also hoping that the increased use of and reliance on electronic material will encourage a change in policy towards preferring electronic formats over print.
- The capacity of the library building has been reduced with about half the number of chairs and study spaces now available. This looks likely to continue for some time.
- There have been a few matters that I have considered for implementation next year, due to our experience over the last few months. These include some sort of authentication/single-sign on software to make access to online resources easier from off campus, and more resources (possibly more centralised resources) to support information literacy.

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- This experience has shown that most students don't think they need a physical library, or the services of a librarian, and can find most of the resources they require through uploads provided by the lecturer or in the vast online offerings to which they have access through the Library Hub. I do wonder, however, how much research is actually being done. I have had a few students approach me to learn more, but the majority did not even attend the Zoom Orientation sessions I scheduled. However, more did attend than would usually attend onsite orientations. After Covid-19, I think our library will place even more emphasis on eBooks, online library connection, and the provision of library e-services.
 - The reduction of budget for the library will permanently change how the library operates and will halt collection building for two years. Because of the ever-decreasing staff complement, we will probably reduce or remove services for segments of the membership, which is both undesirable and difficult to manage well. Opening hours will be reduced and only increase if staffing is restored. This is deeply unpopular with members for good reason. It is assumed by most that 'a student could come and help out' and all would return to normal which casts the library as somehow unwilling to help people.
 - It would be good if we were to keep cleaning the outside of books and other collection items, but when the COVID need no longer exists I suspect that this will pass into oblivion. However, in the meantime, our collection items haven't been so shiny clean for some time. Access to online resource will continue to develop more rapidly than in the past.
 - It is unknown if any of the changes made within the library's physical environment will be permanent. There is a question as to when it would be safe to cease the practise of quarantining books, as well as the efficacy of resuming overdue fines, though these aspects haven't specifically affected student access to physical books. Altogether, students have been cooperative and adaptable to all these changes and so there hasn't been much issue, especially when we resumed face to face operation.
 - ebooks will be the priority (although this was happening anyway before COVID); I think spaced out workspaces will continue for some time, no people sitting on top of each other - will need more study spaces (which may be possible if collection can be weeded if ebook replacements can be found)
 - The rules for Covid-19 will stay until the virus is gone.
 - Our library members are dispersed throughout New Zealand, so now that people are more comfortable with exploring online access, we will continue to develop these collections.
 - I don't think so.
 - I think there will be permanent changes. We may look at having a more hybrid working environment for some staff, i.e. a balance between working from home and on-site. We will have a greater emphasis on electronic resources and providing improved information literacy training, so that staff and students are better able to access all that is available to them.

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- I expect we will continue to quarantine returned books in the future, though that may not be a permanent change. We will continue to clean door handles, keyboards and desks when they have been used.
 - We will probably maintain the increased renewal allowance but we have found that many students are preferring to browse the shelves and borrow what they need instead of reserving them online and just picking them up. So, probably not a lot of permanent changes. The level of cleaning will probably stay for a long time, I and the rest of the library staff were already reasonably vigilant about washing hands before and after handling items in the collection but disinfecting and cleaning handled items with continue perhaps indefinitely.
 - I think there will be a much greater focus on electronic resources in the future which will be reflected in the collection development policy. For many students and staff, face-to-face classes have been greatly missed. I don't think they will disappear completely but on the other hand, there may be a greater demand for online classes as well.
 - I am anticipating that there will be ongoing discussions about increasing online resources for our students.
 - Our preferred push on electronic resources will be given greater emphasis.
 - It will definitely be a cleaner library, it is amazing the grime that has accumulated on the collection.
 - A continuing commitment to increasing our electronic resources
 - I think there has been a switch over this period in how students will view and use electronic resources, and this will also be reflected in a need to continue building our electronic resources at a faster rate than previously determined.
 - COVID has actually had a lot of positive impacts for the library. It has forced a lot of students to become comfortable online, and had them seeking help earlier. It has also showed the college the value of prioritising electronic resources, and justified the doubling up of core physical books as ebooks. It's introduced us to new online platforms which we've been able to trial: some we kept and some we thought students would have liked but didn't get used.
 - One "issue" with the sudden need for resources is that a lot of money was spent on subscriptions. Ideally, I would like to focus more on perpetual access, but we were starting from such a low base that we couldn't buy enough. Hopefully over time I can change that balance.
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 - Social distancing and hand sanitiser are the norm for the foreseeable future. Also the switch to more online resources rather than relying on the physical collection only.
 - I have waived all library fines which accrued from the beginning of lockdown in March and extended that to the whole of Semester 1. I put in a budget proposal for 2021 which sought to get the OpenAthens authentication system in place to give us a better platform for delivering electronic content in the future.
 - Prior to COVID-19, enrolled students had 24/7 access to the physical collection. Due to cleaning requirements, that is not possible at the moment. If the restricted access remains, we may need to change opening hours and to invest in more electronic resources.
 - Casual staff have not been employed because various large projects have been postponed.
 - I expect that our preference for electronic resources over print will endure beyond COVID-19.
 - It's also likely that, for as long as we have students who are distant from the library, we will continue to offer orientation and information sessions via Zoom.