AUSTRALIAN AND NEW

ZEALAND

THEOLOGICAL LIBRARY

ASSOCIATION

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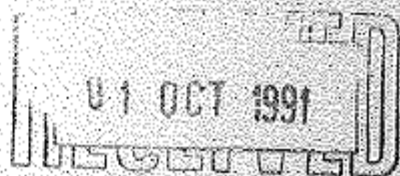
AUSTRALIAN AND NEW ZEALAND
THEOLOGICAL LIBRARY ASSOCIATION

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

The ANZTLA Newsletter is published three times a year to provide a means of communication between personnel involved in and interested in theological librarianship. Contributions are invited of articles and items of particular interest to theological librarianship: scholarly articles; information on all aspects of librarianship; book reviews; library profiles; and news about libraries and librarians.

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

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FROM THE EDITOR

Each year our conference seems to get bigger and better - and our recent gathering at Morling College in Sydney was no exception. About 50 delegates including three overseas delegates (see photograph p.14) gathered over the weeken
d 5-8 July and were treated to several stimulating and thought-provoking addresses and discussions. Reader Education was the theme of the first two sessions, in which joyce Kirk and Robin Walsh broadened our understanding of both the theory and the practical possibilities, and motivated us all to take stock of what we are already doing and consider how we might improve this aspect of our library services.

Other sessions included a report by Trevor Zweck on the use of automated facilities in theological libraries in North America as observed during his recent exchange experience. Trevor's enthusiasm for all things uatomated never fails to encourage us to "press on" towards the goal. A comprehensive presentation of the "state of the art" in machine readable databases - on CD Rom particularly - of especial interest to theological libraries was given by Hans Arns.

For the benefit of those members who were not able to join us, this Newsletter publishes the papers of Joyce Kirk, Robin Walsh and Trevor Zweck. (We hope to have Hans' paper for the December issue.) We trus all will find it stimulating reading. We also encourage you to consider joining us at next year's conference to be located at Luther Campus, Adelaide.

Lynn Pryor

AUSTRALIAN AND NEW ZEALAND THEOLOGICAL LIBRARY ASSOCIATION

PRESIDENT'S REPORT FOR THE YEAR 1990/91

The year under review has been an unusual one, in that both the President and Editor of the Newsletter were absent overseas for six months; nevertheless, the work of the Association continued unabated. Our thanks are due to those who made this possible, especially Philip Harvey (who took care of the Newsletter) and Val Canty (who took care of administrative matters).

It is particularly gratifying to note that the *Australasian Religion Index*, now into its third year of publication, appears to have achieved financial stability, as it increasingly becomes appreciated and used, both here and overseas. It is obviously meeting a very big need among academic and research libraries in Australia and New Zealand, as reflected in the pattern of subscriptions from this sector of the library community. It represents a significant contribution which our librarians are making to the information needs of the wider community. It is also entirely appropriate that local theologians are becoming better known and more widely read through improved access to their writings.

Another publication of great importance to not only theological libraries, but also the wider library community is the *Australasian Union List of Serials in Theological Collection (AULOTS)*. The appearance of the second edition in 1990 meets a very real need for up-to-date information in this vital area. As we thank Hans Arns for this compilation, we note also his stated desire to hand the responsibility for any future edition over to others. We also note with appreciation the contributions of Father Michael Mason and dozens of librarians around Australia and New Zealand to the project.

Another cause for great rejoicing is the formation of the Western Australian chapter of ANZTLA. It follows the attendance of the first contingent of Western Australians at an ANZTLA Conference and the election of the first Western Australian as an officebearer of ANZTLA (Marcia Harrison as a member of the ARI Editorial Board). The small group brings together some very experienced librarians and we welcome their contribution to the work of the Association.

Within the individual libraries, there has been a dramatic upsurge of activity in the introduction and planning of automated library systems. This would seem an appropriate occasion therefore to emphasise the potential which automation offers for greater interlibrary cooperation. In the wider library community in Australia, the concept of the Distributed National Collection is being vigorously promoted; it is a concept which I believe has even greater relevance to the theological libraries of our two nations. Essentially, it is a matter of seeing our libraries as constituting, not one hundred or so collections, but as one collection distributed in one hundred or so locations. The kind of cooperation activity which must emanate from the DNC concept is vital for an area which does not have any really major theological research library (like a Yale or a Harvard or a Princeton) to fall back on. It has some obvious implications for resource sharing (e.g. through interlibrary loan) and for cooperative collection building.

It is particularly in the area of cooperative collection development that automation offers so much potential. In the Australian Bibliographic Network (and presumably also the New Zealand Bibliographic Network), we have a marvellous tool to assist us in our cooperative endeavours, if we only have the will to use it. The advent of full screen access to ABN for dial-up users offers an unprecedented opportunity for small libraries to get involved, for both their individual and their mutual benefit.

In the area of cooperative collection development, a project which is worthy of emulation is that of the libraries in the Sydney area in working on a cooperative collection development policy. If this idea could be replicated right across Australia and New Zealand it would be a very important step forward in the realisation of the DNC concept.

Looking beyond our own shores, let us also be mindful of appeals that have come in recent times for assistance to theological libraries in Asia and the Pacific. The big needs appear to be resources and expertise. While we may be acutely aware that our own libraries could also do with more of both, there may also be ways in which we can both render assistance in these areas and be enriched by it.

Respectfully submitted, (Rev) Trevor Zweck, President.
July 1991.

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INFORMATION LITERACY AND USER EDUCATION

Joyce Kirk

Increasingly, attention is being given to information literacy by both information professionals and educators. The information literate person is one who has the knowledge, skills and attitudes appropriate to living in a society which places a high value on information and its use by individuals as well as by groups of people. The information literate person is also an independent and autonomous learner who has the confidence to set his or her own learning and information goals and to pursue them. Information literacy is fundamental to continuous life-long learning.

Information literacy, or the ability to access and evaluate information linked to several levels of access that affect the use or non-use of information: societal, institutional, physical, psychological and intellectual. Dervin (1973) describes these levels of accessibility as follows:

1.   **Societal accessibility.** Society must perceive the need to provide certain types of information and must allocate the resources necessary to satisfy these needs.

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2   **Institutional accessibility.** Appropriate organisations for the provision of information must exist and must be able and willing to make needed information available to a particular individual.

3.   **Physical accessibility.** The individual must have ready access to the information resources and to the resources they provide.

4.   **Psychological accessibility.** The individual must be able to recognise his need for information, be willing to seek this information, and be able to convey the need to a second person (the information specialist), when necessary.

5.   **Intellectual accessibility.** The individual must be intellectually capable of using the information provided - perhaps to evaluate it in terms of its applicability to his own needs.

At a societal level, access to information is likely to be embodied in broad policies and legislation, for example in national curriculum guidelines, in language policies, in Freedom of Information legislation and in democratic structures relying on informed decision making. The recent parliamentary enquiry into Australia as an Information Society, and the submission made to it (House of Representatives Standing Committee for Long Term Strategies, 1991) reflect an interest in access to information at a broad societal level. At an institutional level, the emphasis on access to information can be reflected in institutional policies and procedures, for example, mission statements, structures relating information centres to their parent organisations, and performance indicators. Physical access to information is associated with the availability of print and electronic technologies, for example, video cassette players, personal computers, books, magazines, indexes, videodiscs and modems. Psychological access refers to the readiness or willingness of individuals to use information, and can be fostered through education programmes, designed to enhance people's confidence in using information sources and information agencies. Intellectual access concerns the meanings which individuals can construct from the information to which they have access. The complexity of the levels of access to information means that information

literacy involves a range of knowledge and skills. Its development draws on all domains of learning, cognitive, affective and psycho-motor.

In formalised education programmes students construct meaning from their experiences, whether real, simulated or vicarious. In the process of making meaning, students require information from a range of material and human resources. Information from these resources is processed and may be assimilated into what students already know or it may be rejected if it does not mesh with students' existing knowledge structures. The construction of meaning is central to learning. So too is experience and the information which it embodies.

Because information and information literacy pervade learning, it follows that the skills, knowledge and attitudes on which information literacy is based also pervade learning. These skills can be developed in the context of attitudes to, and knowledge about, information. In university and college libraries, information literacy and information skills are an appropriate foundation for user education programmes.

Information Literacy

The term was first coined in the 1970's in the United States. One of the early definitions of information literacy was provided by the Information Association of the US. The Association described an information literate person as one who knows the techniques and skills for using information tools (computers) to mould solutions to problems. (Garfield 1979) Because problem solving draws on high order skills of analysis, synthesis and evaluation, information literacy presents quite a sophisticated and complex concept to educators and information professionals.

A broader definition of information literacy comes from the literature of librarianship, where it is described as "the ability to effectively access and evaluate information to meet a need". (Tessmer in Breivik, 1985: 723). One characteristic of information literacy is an integrated set of skills, knowledge and attitudes. Another characteristic of information literacy is that it is related to competence in written and oral language, and to competence in using information technology. While these areas

of competence have some common elements they also have some distinctive elements (particularly in light of physical, psychological and intellectual access to information). The final characteristic of information literacy is that its development is needs-based. Information literacy is developed most effectively in response to a person's need for information. An information need hierarchy, based on Maslow's hierarchy of need, has been developed by Horton (1983). At Level 1 is coping information, followed in ascending order by helping information, enlightening information, enriching information, and finally edifying information. At each level of need information serves a different purpose. Higher order needs will be satisfied when lower order information needs have been met. This approach to information need has implications for user education programmes, particularly in terms of the information seeking strategies and sources which are introduced to students during their university and college courses. The information provided in user education programmes will serve different purposes for students. Diagrams of library layout may assist students in coping with a new environment, pathfinders might assist them to make sense of the resources in a particular subject area, guidance in the use of periodical indexes might raise students' awareness of the potential of a key information retrieval tool.

Information Skills

Most education authorities in Australia have an information literacy curriculum or guideline for primary and secondary students. Typical of these is *Information Skills in the School* produced by the New South Wales Department of Education (1989). The model for the development of information literacy is based on an information process which reflects an information task from its initial generation to its final evaluation. The process is student or information user oriented. The diagram below sets out the process. It identifies objectives for students as well as questions students might ask themselves during each stage of the process. The information process is applicable to most information tasks irrespective of the age or developmental stage of information users. A diagram which outlines the information process follows.

Diagram 1.

THE INFORMATION PROCESS	
Steps in the process	Information Skills
Defining What do I really want to find out? What is my purpose? Why do I need to find this out? What are the key words and ideas of the task? What do I need to do?	Students should be able to: • relate the task to their learning • clarify the meanings of the words of the task • identify and interpret key words and ideas in the task • state the task in their own words • work out the parts of the task
Locating Where can I find the information I need? What do I already know? What do I still need to find out? What sources and equipment can I use?	Students should be able to: • recall relevant information and skills from previous experience • recognise strengths and limitations of current knowledge and decide whether additional information and/or skills are needed • limit an investigation to a manageable size • identify possible sources (people, organisations, places, print, nonprint materials, objects) • recognise the relative worth of sources • select the best of these sources to use • locate sources and appropriate equipment • use appropriate equipment • record details of sources that are used
Selecting What information do I really need to use? What information can I leave out? How relevant is the information I have found? How credible is the information I have found? How will I record the information I need?	Students should be able to: • begin to assess the usefulness of each source • use key words to local potentially useful information within sources • skim each source for information • identify information that has links with the task • assess and respect privacy and ownership of information • decide what to do about deficiencies within information

Diagram 1 (continued)

Selecting (continued)	• decide whether information is closer to fact or opinion • assess the credibility of sources which express opinion • identify inconsistency and bias in sources • devise a system for recording their own information • summarise information • record quotations and sources of information
Organising How can I best use this information? Have I enough information for my purpose? Do I need to use all this information? How can I best combine information from different sources?	Students should be able to: • review the purpose of the task • combine the information into larger units of information • combine the units of information into a structure • review the structure in light of the purpose of the task • adjust the structure where necessary
Presenting How can I present this information? What will I do with this information? With whom will I share this information?	Students should be able to: • identify the requirements of different forms of presentation • consider the nature of the audience for the presentation • select a form and style of presentation appropriate to the audience and the content of the material • prepare the presentation • present the information
Assessing What did I learn from this? Did I fulfil my purpose? How did I go - with each step of the information? How did I go - presenting the information? Where do I go from here?	Students should be able to: • review the extent to which the end product meets the requirements of the task • assess their use of this process in completing the task • examine strengths and weaknesses in specific information skills • identify increases in knowledge • set personal goals for the further development of information skills

Information Skills Transfer

Information skills underpin information literacy. They are not ends in themselves, but are fundamental to learning across all college and university course areas. Information skills are concerned with the processes of meaning, understanding, knowing, doing, thinking, imagining, expressing and communicating. They are therefore most effectively developed in an across-the-course approach.

Such an approach is consistent with principles of systematic teaching and application of skills, developed by Fraser and Johns (1963). The diagram on page 13 sets out the principles and their implications for information user use.

Management of User Education Programmes

One of the conditions for the transfer of skills is that skills are learned in the context of subjects which students study. One of the main management challenges for university and college libraries is the planning, implementation and evaluation of user education programmes with an across-the-course focus. There are some implications for the way in which Faculties and Schools approach course development as a process and for the organisation of libraries.

In collaborative course development, appropriate university and college community are involved in decision-making. Faculty or School Liaison Librarians have a personnel role in the development of user education programmes. They have expertise in managing information and its sources, and in creating physical, psychological and intellectual access to information. They can also have a considerable part to play in promoting access to information at a library or institution-wide level.

One of the first decisions to be made in planning user education programmes relates to the information skills which will be learned.. Students' needs for information, shaped by their courses of study, are an appropriate starting point for deciding which skills are to be learned and how they might be learned. Once students' information needs are

recognised as a source of the content and process of user education, the need for personalised learning of information skills by students is clear. So too is the need for students to have access to a variety of information in a range of formats. The user education programme then extends beyond library orientation.

The implementation of user education programmes rests on collaboration among academics and librarians so that access to information becomes a reality. In general terms, librarians and academics have a responsibility for ensuring physical, psychological and intellectual access to information for their students. The provision of physical access might involve the indexing of collections in and beyond the library, inter library loan and reciprocal borrowing agreements, shelving arrangements, provision of information retrieval tools and technologies, circulation policies, as well as collection management. Because academics have some knowledge of their students' abilities interests and needs, as well as the information sources in their subjects, it might sometimes be appropriate for them to take some responsibility for students' learning of information skills in the context of subjects they teach.

The challenge then for user education programmes in college libraries is to base them more on educating students to use information and less on training them to use a particular library. The university and college library can foster the development of students by focussing on their needs as learners, ready to acquire new knowledge and skills. The contribution which the college library can make in collaboration with academics to the education of students through its user education programmes is a significant one.

Diagram 2.

Skills Transfer

1. Skills should be taught functionally, in the context of topics of study, rather than as separate exercises

2. Learners must understand the meaning and purpose of the skills, and have motivation for developing it.

3. Learners should be carefully supervised in their first attempts to apply the skills so they will form appropriate skills, knowledge and attitudes from the beginning.

4. Learners need repeated opportunities to practice skills, with immediate evaluation so that they know where they have succeeded.

5. Learners need individual help, since not all members of any group learn at exactly the same rate or retain equal amounts of what they have learned.

6. Skills instruction should be presented at increasing levels of difficulty, moving from the simple to the more complex; the resulting growth in skills should be cumulative, with each level of instruction building on and reinforcing what has been taught previously.

7. Students should be helped, at each stage, to generalise the skills, by applying them in many and varied situations; in this way maximum transfer of learning can be achieved.

User Education

1. Information skills should be integrated into the colleges and universities courses and link education in lectures or laboratory with education through the library.

2. Learners need to know why they are learning particular information skills. The purpose of the skill may be related to the methodologies of particular subjects, or to the development of the learner's autonomy. Part of the learner's motivation in developing an information skill can be related to information need.

3. Supervision in first applying a newly acquired information skill means that user education programmes need to be carefully planned to take into account the availability of those who can provide careful supervision. Academics and information professionals might both play roles in information user education.

4. If learners are to practice information skills then the skills need to be developed over a period of time. The skills need to be integrated systematically into subjects in which learners build their information skills.

5. If learners are to have individual help in developing information skills, they need access to information resources and to people who are able to provide that help.

6. Cumulative skill development suggests that colleges and universities might need to consult with librarians in secondary schools to bridge any gaps in the competencies of students, and with lecturers in undergraduate and graduate courses.

7. Not only can information skills be integrated into individual subjects, but they can be integrated across subjects. Subjects have their own approach to building knowledge unique to the disciplines on which they are based. However, when skills can be generalised appropriately students should be encouraged to apply them in different subjects.

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July 1, 1991

Journal of Homosexuality Voted for Inclusion in the
Social Sciences Index of the H. W. Wilson Company

New York—The Haworth Press, Inc., announces that the Journal of Homosexuality has been voted for selection in the Social Sciences Index published by the H. W. Wilson Company.

The Journal of Homosexuality, launched approximately eighteen years ago, is under the editorship of John P. De Cecco, PhD, Professor & Director of the Center for Research in Sexuality (CERES) of San Francisco State University. Dr. De Cecco is also Editor-in-Chief for Human Sexuality for The Haworth Press, Inc., and for its popular trade book imprint, Harrington Park Press.

Periodicals are included in the prestigious Social Sciences Index only by a popular vote of the library-subscribers of the Index itself. Inclusion in the SSI indicates strong useage of the journal in both academic and public libraries.

The Journal of Homosexuality is also the only scholarly journal dealing with specifically gay/lesbian issues now included in

* Index Medicus (National Library of Medicine)
* Social Science Citation Index (Institute for Scientific Information)

In addition, the Journal is indexed/abstracted in

* Abstracts in Anthropology
* Abstracts of Research in Pastoral Care & Counseling
* Applied Social Science Index & Abstracts (England)
* BioSciences Information Science of BIOLOGICAL ABSTRACTS
* Bulletin Signaletique (Psychology & Psychiatry) France
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Librarians or faculty members with library recommendation possibilities are invited to request a complimentary sample of Journal of Homosexuality by writing to
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THE CHANGING FACE OF READER EDUCATION

Robin Walsh

The common conception of study in higher education is one where students work with initiative and independence, pursuing their research needs by reading around the topics in a course and then raising issues for discussion in tutorials. Although most students expect to accept greater responsibility for their study at university, many are unprepared for what this means in real terms. They find that rather than being pushed and directed they are expected to be self-motivated.

Similarly, academic staff expect students to be able to think critically and independently, using a wide range of knowledge and technical skills to combine and inter-relate their ideas.

To those being initiated, libraries are mysterious; even after some acquaintance they are bewildering. To most users they remain problematic.

The role of the library and the librarians involved in reader education in this process can be quite perplexing at times. To some extent it is governed by the broad range of reasons proposed for implementing reader education programs. They include:
1.   Improve the ability of students to use the library.
2.   Enable students to function independently in assessing library resources.
3.   Assist students in dealing with the "information explosion."
4.   Reduce the number of repetitive questions asked at the reference or information desk.

The discussion of these issues is somewhat confused in the international literature of librarianship by the diversity of terms for "reader education". While we have become quite conditioned to the phrase here in Australia, in the United States it will generally be referred to by terms

such as *library orientation, library instruction* or *bibliographic instruction*; while in the United Kingdom it is called *user education* or *user instruction*. There are many other variants to this terminology. I would like to suggest to you today that there may be value in examining the activities of reader education programs under the broad headings *library literacy* and *information literacy*. My reasons are partly conditioned by the fact that 1990 was designated as International Literacy Year, and the following quotation by the National Consultative Council for International Literacy Year effectively summarises what I believe is involved in library *reader education*:

"Literacy involves the integration of listening, speaking, reading, writing and critical thinking; it incorporates numeracy. It includes the cultural knowledge which enables a speaker, writer or reader to recognise and use language appropriate to different situations;"

The principal aim of a reader education program is to empower a student to use a library effectively, and to open up the information resources of a collection to his/her needs. To make a student *literate*. The consequences of inadequate literacy in a library are that a student is:

- unable to make informed choices.
- restricted in access to information.
- dependent rather than independent in information gathering.
- lacks confidence through lack of skills.

The rationale for a reader education program is to provide either basic library skills or research skills. The teaching of Basic Library Skills I would call **Library Literacy**. It is largely an orientation activity, involving the use of pamphlets, tours, audiovisual programs, library signage, etc. to describe:

- library layout
- catalogue   - card catalogue
              - OPAC

- microfiche
- CDROM
- classification scheme
- borrowing privileges
- photocopying facilities
- special collections
- format of materials (books, serials, newspapers, microforms, computer software, film/video, map, etc).

The teaching of Research Skills I would call Information Literacy. It lies closer to the heart of terms such as *bibliographic instruction* or *user education*. It will involve careful preparation and detailed instruction involving the use of self-instructional workbooks, guide sheets, bibliographic lists, etc, to describe:

- dictionaries, encyclopaedias
- indexes
- abstracts
- bibliographies
- online searching techniques
- CDROM searching techniques
- review journals/sources
- report writing
- citation practice
- research methodology

The paradox of Information Literacy is that in many respects it calls upon librarians to change more than users. In the 1970s most reader education programs were conducted almost with missionary zeal to try to reach as many students as possible with the message that libraries were exciting, vibrant places. The reality of the 1980s with funding cuts and staffing limitations has seen a rationalisation in the time and breadth of coverage possible for library instruction programs. Large group teaching to first year undergraduate students, whose motivation and research requirements are often minimal, has been replaced at Macquarie University by a far more realistic targetting of specific 2nd and 3rd year courses, and the development of intensive programs for

honours and postgraduate students. First year students are now catered for largely by the development of self-instructional guidebooks, with an exercise sheet that is to be completed and presented to their course tutor, or to be attached to their first major written assignment.

The dilemma for librarians is that information is generally seen as a "commodity". It is not knowledge and it is certainly not wisdom. The expectation of the library is that it will provide *the* answer. However, Information Literacy is a *process* rather than a *product*. As such, the librarian has to provide a vision for the future. As access to electronic information resources increases the intellectual capabilities of staff - the skills of organising and making information accessible; and the complementary skills of identifying, locating and getting inside the contents of various information packages - grows in prominence.

Computers can heighten inequality since they require specialised knowledge unique to particular hardware and software. Books and other print-based resources facilitate equality.

The task facing librarians involved in reader education is to *envision* information in such a way that it allows library users to be confident and competent when they enter a library, and to be able to ask the right sort of questions for their information needs.

Robin Walsh
Reader Education Librarian
Macquarie University Library
Condensed version of paper presented to the 1991 ANZTLA Conference

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SOME TRANSPACIFIC PERSPECTIVES ON AUTOMATION IN THEOLOGICAL STUDIES

Trevor Zweck

My purpose in this brief paper is to present some random observations (drawn from visits in 1986 and 1990) of automation in theological libraries in the United States and to endeavour to draw some implications for the situation in Australia and New Zealand.

COLLECTION DEVELOPMENT

While visiting the Lutheran School of Theology at Chicago (with its Jesuit-Krauss-McCormick Library) in 1986, I took a walk two blocks south and two blocks east, then back to LSTC. It took me past the Chicago Divinity School, the Chicago Theological Seminary, Meadville Lombard School of Theology, and McCormick Seminary. The walk took me less than half and hour, but it took me past more theological books (in libraries) than we have in the whole of Australia and New Zealand (1.5 million)! From Berkeley to Boston, North America has many such concentrations of theological resources. I need hardly mention that we have no such concentrations in Australia or New Zealand. What it means is that a researcher working in such an area in the United States can assume that just about any book likely to be needed can be in hand within an hour or two. In our situation, I venture to suggest that we might dare to dream of a situation where just about any book in theology or religion might be available within a week or two from somewhere in Australia or New Zealand. I believe it could happen if we plan for it to happen and if we take advantage of the information technology currently at our disposal.

In the Australian and New Zealand library communities these days, they are making much of the concept of the Distributed National Collection (DNC). Adapted to the situation of our two nations, I believe it has much greater applicability to theological libraries than to any other

sector of the library community. This is because we do not have any major research library in the field of theology (such as a Yale or a Harvard or a Princeton or a Union) that we can fall back on when resources are lacking. In essence, the DNC concept means seeing our collective resources, not as 100 or so different collections, but as one collection, distributed over 100 or so locations. While individual institutions would retain ownership and control, certain implications would necessarily result from such a concept. There would be an obvious commitment to resource-sharing (e.g. through inter-library lending and reciprocal borrowing, as appropriate). But the essential prerequisite to effective resource-sharing is the sharing of information on holdings. Through the *Australasian Union List of Serials in Theological Collections (AULOTS)*, we have very adequate control of existing serials literature, but the situation regarding monographs and nonbook materials is utter chaos! It is here that we need to exploit the computer systems that already exist and are readily available to us - providing excellent quality at a very low price - at least, for Australian libraries. The advent of full-screen access by dial-up mode to the Australian Bibliographic Network places the full resources and services of the National Bibliographic Database at the disposal of every library, of whatever size. Theological libraries currently using ABN for copy-cataloguing report hit rates of 80-85% of current, commercially-published, English language materials available for copying onto local systems, whether in hard or soft copy. And for original cataloguing input to the NBD, contributors receive a handsome credit of $7 an item. If we can learn from our colleagues in North America, we might note that 85% of theological libraries belong to such a network, in most cases the Online Computer Library Center.

A further implication of the DNC concept is that libraries will plan together to ensure that the national and regional coverage of theological literature is as broad and deep as possible, and that unnecessary duplication is avoided. Here also, automation can play a key role. A first step might be a conspectus project and a regional theological inventory to identify the strengths and weaknesses of the regional collection. In 1986, I was present at Kansas City at a conspectus workshop which was to become the launching pad for the North American Theological Inventory. The plan for NATI was that theological libraries should

evaluate their libraries according to a predetermined coding system which graded the various parts of the collection with values from 0 to 5. These individual assessments would then be collated to provide a conspectus of the total North American scene. The result is a document which divides theological literature into 377 categories, showing how well or how poorly each category is represented in the national collection. A similar project, aimed at a collective collection development policy, is currently being worked on in the Sydney area; if this could be replicated right across Australia and New Zealand, we would have an excellent basis on which to plan for further cooperation in collection building and in maximizing the use of scarce financial resources.

INFORMATION RETRIEVAL

To highlight the importance of using modern information technology in the area of information retrieval, let me share the observation of a good friend and colleague who did his doctoral dissertation some years ago at a prestigious university in the field of Old Testament studies. His projection was the analysis of a particular linguistic feature of the Hebrew text. He said that 80% of his work was simply searching for and finding this phenomenon in its various occurrences. Today, with the aid of information technology, the search could be done in half an hour. The topic might be suitable for a term paper, but would never be acceptable as a topic for postgraduate research. The point of the illustration is that, at least in some areas, automation can have a big impact on the quality of work we can expect from our students, freeing time from unproductive searching for critical reflection on what has been found. To fail to provide our students with the research tools which are available is to seriously disadvantage them by comparison with their fellows in other sectors of tertiary education and to hinder them in the pursuit of theological knowledge.

One example of such information technology which is being used in North America is IBYCUS, a computer program developed by David Packard for multilingual text manipulation and word processing. It costs US$4000 and handles Roman, Greek, Hebrew and Coptic scripts. Its main function is to handle texts of the *Thesaurus Linguae Graecae*, but

it has become the basis for the development of further software for manipulating the TLG texts. Thus, if you have the CATSS (Computer-Assisted Tools for Septuagint Studies) and CCAT (Center for Computer Analysis of Texts) software, you have all the requirements for the most sophisticated morphological, lexical, and syntactical research in the Masoretic Text (Biblia Hebraica Stuttgartensia), the Greek Septuagint (Rahlfs) and the Greek New Testament (United Bible Societies, 3rd edition). Other texts are increasingly being provided with indexes and concordances.

Not unknown in Australia and New Zealand is the GRAMCORD software, developed by D.A. Carson and Paul Miller at Trinity Evangelical Divinity School, Deerfield and being used in many M.Div. courses across North America. All students at TEDS are required to present at least one term paper based on the use of this software. It costs about $500 and provides also for morphological, lexical, and syntactical research.

Anyone interested in pursuing further examples of automated information retrieval tools is referred to John J. Hughes, *Bits, bytes and biblical studies* (Zondervan, 1989). It devotes a lot of attention to Compucord which Hughes considers one of the most powerful programs on the market (for Old Testament studies).

A little known non-commercial project involving several media is the Lutheran Brotherhood Reformation Research Library at Luther Northwestern Theological Seminary, St Paul. The aim is to collect existing microfilm and microfiche relating to the Reformation and to photograph documents not previously published. The resulting collection is being catalogued and will result in a huge database which can be searched by author, title, or keyword in title. It will contain hundreds of thousands of documents.

CATALOGUES

While computers are by now an indispensable part of the scene of theological librarianship in North America, there are still many libraries

which do not have Online Public Access Catalogues. One of the alternatives one finds in quite a number of libraries is the CD-ROM catalogue. The two which I saw in action were Marcive and Intelligent Catalog. Their choice over online systems seems to have been dictated by price. However, as their name implies, they are essentially read-only systems; thus although one may read of automated circulation systems being attached to CD-ROM catalogues, the examples which I saw were supported either by conventional card-based circulation systems or completely separate automated circulation systems. Generally, they are considered a temporary expedient, pending the installation of an online system, and, in any case, are not available in Australia.

The database with which I became most familiar during my six months' job exchange in 1990 was the Online Computer Library Center (OCLC). With its headquarters in Columbus, Ohio, it has a database of more than 23 million records and a membership of more than 1600 libraries, of which 160 are theological libraries. With such a huge database, there are very few items which are not available for copy-cataloguing. The Hammo Library, where I was working, inputs about 50-60 items of original cataloguing a year out of some 3000 items catalogued - and this is considered a substantial contribution. While it would be technically possible for an Australian library to be a member of this network, it is not likely to be financially feasible, because of the high cost of overseas telecommunications and of OCLC membership. The best alternative for anyone wanting to use the resources of OCLC is its CD-ROM product, as is being used at Catholic Theological Union, Hunter's Hill, Centre for Ministry, North Parramatta and St John's/Trinity, Auckland. It costs about A$4000 per annum, for which you are provided with current cataloguing data, as well as a selection of the 1.35 million most commonly used older records. Users report a 70% hit rate for the current material and even better for the retrospective material.

At present there is a move afoot among the American Theological Library Association Theological Users Group (ATLATUG) to create a CD-ROM database of all the holdings of all 160 ATLA participants in OCLC plus the four libraries which are members of RLIN. This might be a more useful database if it does eventuate and if OCLC makes it

available for cataloguing purposes; however, the present intention is that it should be used for location information for interlibrary loan purposes.

SUMMARY

Between my visits to the United States in 1986 and 1990, it is obvious that there has been a tremendous increase in the use of computers in theological libraries. Indeed, in the North American context, it is almost inconceivable that a library could be without automation. What I suggest we in Australia and New Zealand may need to grasp is that the installation of computer equipment and the provision of computer services is not just a matter of "keeping up with the Joneses', but a matter of providing our users with the resources they need for efficient and effective theological research.

(Rev) Trevor Zweck,
Luther Campus, North Adelaide, SA.

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Our overseas delegates: Helen Scarlett (South Africa); Jeanette Little (Fiji); and Lyn Elsholz (Papua New Guinea)

KADOC

The Catholic Documentation and Research Center, in short KADOC (Katholiek Documentatie- en Onderzoekscentrum), was founded in 1976 as an interfaculty centre of the K.U. Leuven (Catholic University of Leuven) in accord with the Belgian bishops and the most important Catholic social organizations. The creators' aspiration was twofold. On the one hand they wanted to compile and make accessible a collection of archives and documentation on Catholic life in Flanders as complete as possible, from a historical (since 1794) and contemporary point of view. On the other hand they wanted to encourage research on the basis of the compiled materials.

The collection shows Catholic life in Flanders in all its aspects : religious, cultural, social, political, economical etc. The research fields include: the Church, piety and Catholic action; charity, hospitals and medical insurance societies; missionary work and third world; youth and education; arts, mass media and sociological training; the labour and agricultural movement, the middle classes, the employers movement; political parties. The collection is subdivided into three departments: the archives, the library and the audiovisual documentation.

THE ARCHIVES

The archives department keeps archives of private persons and small ephemeral organizations as well as of important organizations with national and international bearing. The compiled material is quite diverse. There are traditional account and cash books and confidential handwritten correspondence as well as statistics and many modern communication media. The Center is also working at the extension of an oral history archives.

The archives are made accessible in a professional way; they can be consulted after the owner has given his consent.

THE LIBRARY

In the library the material is similarly manifold. Amongst all the periodicals, books, brochures, series, yearbooks etc., the interested reader will find popular historical, religious or educational works, youth literature and catechistic materials together with technical or more informative works, as well as ecclesiastical directives and propaganda publications.

The KADOC library may be consulted freely. It is connected to Libis, an automated database which offers quite sophisticated research possibilities besides access to collections of national and international universities.

AUDIOVISUAL DOCUMENTATION

This department is remarkable for its variety. One can literally recreate an excellent image of Catholic Flanders through the hundreds of thousands of pictures, prayer and devotion images, posters, films, video and audiotapes, CD's, slides, flags, medals etc. which are kept here.

Each category has its own access-system and can generally be consulted freely. The pictures and posters are also integrated in the Libis system.

RESEARCH

KADOC's activities are aimed at stimulating scientific research at different levels. Therefore the first priority is to make all the saved materials accessible to researchers as quickly and efficiently as possible. Besides this, KADOC hands over research subjects every year and carries out contract research by order of third parties. Naturally, KADOC also initiates scientific interdisciplinary research projects itself. The results are then published in the series *KADOC-Studies*.

KADOC cooperates regularly on radio broadcasts, television programs and articles in newspapers and periodicals. KADOC also organizes

exhibitions, whether or not in cooperation with or by order of other parties.

ACCOMMODATION

KADOC is housed in the former friar monastery in the Vlamingenstraat, Leuven. This monastery was built around 1870, joined to the late-baroque church of O.L. Vrouw ter Koorts. In 1987, these buildings were bought by the K.U. Leuven and placed at KADOC's disposal after the necessary restorations and adaptations.

Enquiries may be directed to:
      Filip Santy (Head of Library and General Services),
      Katholiek Documentatie- en Onderzoekscentrum
      Vlamingenstraat 39 B 3000 LEUVEN, BELGIUM

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NEWS AND NOTES

- To be published soon : CORT, i.e. *Collections of Religion and Theology in Australia and New Zealand*, compiled by Coralie Jenkin.

- Members who read *Incite* may have noted in the issue of 6 May 1991 (v12 no 6) the tribute to Joan Brewer, librarian in the Gleeson Library at the St Francis Xavier Seminary, Rostrevor, SA. With the establishment of the University of South Australia at the beginning of this year, a major extension of the library at Underdale campus was undertaken,. March 27th was the occasion of the opening of the extension and its dedication as the Joan Brewer Library. We congratulate Joan on this most fitting recognition of her outstanding contributions to "library education, teacher-librarianship and women's interests."

DEWEY USERS GROUP - Note from Wendy Davis

I have written to the ATLA with regard to our participation in their Dewey User group and am awaiting a reply. Meanwhile, here are the details of the Dewey 200's book as requested by several people at the conference.

Dewey Decimal Classification : 200 Religion Class, Albany, NY : Forest Press, 1989. ISBN 0-910608-43-1

This is available direct from the publisher for US$20 (includes postage and handling). Write to:

> Mr A.H. Wang,
> Director,
> OCLC Asian/Pacific Services,
> 6565 Frantz Road,
> Dublin, OHIO, 43017-0702
> UNITED STATES OF AMERICA

They do request pre-payment but are very prompt.

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REVIEWS

Eureka Street. (Richmond : Eureka Street Magazine, Vol. 1, 1991) 11 issues per year. $35 annual subscription.

Stamped with the bold motto 'Find out what the others missed', this handsome new journal has the promise of becoming one of the significant magazines of debate and opinion within Australia. It plans to address a broad range of social, cultural and religious issues. Feature articles from national and international writers will appear regularly, together with regular columns and reports on subjects such as education, media, race relations, church and world issues. Review of art, books and film will also appear.

The journal was initiated by the Jesuits in association with the Sisters of Mercy, the Loreto Sisters and the De La Salle Brothers. These orders are

represented on the editorial board, however the majority of board members are lay people. Though coming out of the Catholic tradition the journal "seeks to promote an intelligent dialogue between decision makers and communicators, whether they are Christian or not."

The editorial presents its case clearly. "We believe that with the mass media now in fewer hands than they have been for decades, the perspectives offered to Australian readers are too few. And the right questions - the questions behind the questions - are not being pursued vigorously enough. *Eureka Street* aims to pinpoint issues of importance to Australia, in the context of the region and the wider world." The scope of interests in just the first issue is a good sign that this journal will be various and challenging, and that it will live up to its claim of being "an open, thoughtful, and spirited forum that can make a real contribution to Australian life in the 90s and beyond."

Subscriptions from : *Eureka Street subscriptions. PO Box 553, Richmond, Victoria, 3121.*

Pointers : bulletin of the Christian Research Association. (Hawthorn : Christian Research Associations. vol. 1, 1990) 3 issues per year. $15 annual subscription: free to all full and associate members of the Association.

The Christian Research Association was formed in 1985 with the purpose of providing up-to-date and reliable information about religious faith and church life in Australia. The Association has already published many of its findings and has created the bulletin as a further outlet for its work.

The editorial promises that "the newsletter will provide brief descriptions of research that has been completed or is underway, summarising results and provide references for those who are interested in pursuing the details further."

The first number includes reports and findings of surveys with non-church goers and their responses to Christianity, urban surveys and a survey made of New Zealand values and religion. Proposed surveys are also announced, relevant theses are abstracted and notices of events and publications are listed.

Subscriptions from : *Christian Research Association Bulletin. 8 Power Street, Hawthorn, Vic., 3122.*

Gesher [= Bridge] : the official journal of the Council of Christians and Jews. (Melbourne : The Council of Christians & Jews. v. 1, 1990) Irregular. Annual membership subscription to the council includes subscription to Gesher : $15. Students, $5.

The Council proposes a number of purposes for itself. Amongst these are the aims "to educate Christians and Jews to appreciate each other's distinctive beliefs and practices and their common ground; to promote the study of and research into the historical, political, economic, social, religious and racial causes of conflicts between people of different creeds and colours; and to promote, for the benefit of the community, education in those fundamental ethical teachings common to Christianity and Judaism which relate to respect and understanding between people of different creeds." *Gesher* is intended to serve as another bridge in the Council's enterprise.

Authors from both faiths present challenging and sizeable articles in the first issue on topics such as interfaith dialogue, Jews in Australia, *Nostra Aetate* and Jerusalem. Other features of this new venture are reports of meetings, messages, book reviews and important documents.

The Council had its inaugural meeting in February, 1985. Originating in Victoria it is planning to develop a New South Wales link, and should be regarded as of national significance.

Subscriptions from : *Council of Christians and Jews, 179 Cotham Road, Kew, Vic., 3101.*

ANZTLA Membership and Subscription to the Newsletter:

Association membership (inc. Newsletter subscription) $A20 p.a.

Newsletter only $A15 p.a.

Overseas surcharge $A5 p.a.

Payment to the Treasurer.

Back issues of the *Newsletter* available from the Editor ($5.00 each).