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**AUSTRALIAN AND NEW
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THEOLOGICAL LIBRARY
ASSOCIATION
NEWSLETTER**

No. 23

AUGUST 1994

Conference issue

AUSTRALIAN AND NEW ZEALAND THEOLOGICAL LIBRARY ASSOCIATION

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

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

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

ISSN : 1030-701X

Contributions of articles concerned with theological libraries and librarianship are welcomed. Articles should be typed, double spaced, and if submitted on disk Macintosh is preferred. Please send articles to the editor.

Australia and New Zealand Theological Libraries Association

Newsletter 23

Newsletter 23 is the conference issue and contains major papers presented at the 1994 ANZTLA conference. Remaining papers will be published in the December issue (no. 24).

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ERRATA:

Omitted from Hans Arns' article "Theological periodicals: could the end be in sight?" in Newsletter 22 was the following paragraph which should be read at the end of the first sentence on p.25.
Sincere apologies to the author.

"The aim of this exercise is to outline a plan for restructuring religious journal publication into an electronic communication of research interests. The plan may seem naive but a beginning needs to be made to provide opportunity of access to information to those who can no longer afford it especially those in economically disadvantaged countries. I will also submit details of the plan to some scrutiny to ascertain the viability of the plan or parts thereof."

PRINCIPLES AND PRACTICALITIES ANZTLA CONFERENCE 1994

A strong emphasis on the principles of library administration was matched by an equally strong concentration on the practicalities of running a library at the ninth annual conference of the Australian and New Zealand Theological Library Association. It was held at Ormond College in the Melbourne suburb of Parkville, 1-4 July 1994, with the Joint Theological Library as hosts and with a record number of fifty-five delegates in attendance.

The tone of the conference was set by Helen Hayes (Librarian, University of Melbourne) in her opening address on 'Managing change in libraries for achieving quality outcomes'. Reflecting on her experience with the university's 'library of excellence' program, she stressed staff development as the key to progress, the need to focus on the real needs of users, and a public relations campaign which ensures that people are aware of the services the library is providing. The topic of staff development was picked up by Angela Bridgland, also of the University of Melbourne. She proceeded to unravel some of the mysteries of the Government's policies and programs on training and development, outlining three levels of skills and abilities being promoted, explaining the understanding of 'competencies' for professionals, and introducing the concept of 'enterprise' or 'industry' levels of competency. She stressed that the goals of staff development are being seen as not only for the achieving of institutional goals, but also of personal goals (e.g. fulfilment, achievement, the development of training pathways and career paths).

Picking up various aspects of day by day administration, five librarians made brief presentations on five important topics. Glenys Dalziel (Mt St Mary's Seminary, Greenmeadows, NZ) spoke about faculty relations, stressing that communication is the key. Tony McCumstie (Corpus Christi, Clayton, Vic) introduced the subject of budgeting, emphasising the need for accountability and the need for the budget to demonstrate the value of the library to the institution. Lawrence McIntosh (Joint Theological Library, Parkville, Vic) spoke on salary levels, urging the need to follow ANZTLA standards in abiding by identifiable awards, which should provide increments for the achieving of performance objectives. Judith James (St Marks, Canberra) addressed the topic of networking, stressing the need to cultivate relationships with people. She also noted the simplicity and need of automated libraries providing modem access to one another's online catalogues, while at the same time promoting involvement in the national bibliographic networks. Lynn Pryor (World Vision and Churches of Christ, Mulgrave, Vic) spoke on various aspects of automation, urging librarians to do their homework first, before going out to select software and hardware (e.g. why should we automate? what systems and facilities do we need?). She also warned about hidden costs and false economy.

In another major session, Kim Robinson (Moore, Newtown, NSW) introduced the hitherto largely neglected topic of serials. While not providing all the answers, he raised significant questions about selection, ordering, supply, donations, record-keeping, display, location, access, binding, rationalisation, and duplicates. He

reflected on the unstable nature of serials: 'They have major identity problems, they have problems with their age, and they never keep appointments.

A mystery guest speaker turned out to be Fr Roger Kelly, who spoke about 'The churches in the post-liberal era'. Reflecting of Archbishop Keith Rayner's 'Vision for the future', he presented some of the depressing statistics about people's perceptions of Christianity, but accentuated the positive things that are being done and the message of hope which the church has to offer.

An innovation at this conference was the holding of denominational meetings. While these covered a wide variety of topics, the emphasis which came through most strongly was the need to co-operate denominationally and to coordinate the collecting of denominational materials in the wider national interest.

The usual classification workshops (Dewey and Pettee) were held and there were demonstrations of the Australian Bibliographic Network, the Dynix automated system, and the Religion Indexes database on CD-ROM, all in the Joint Theological Library.

Delegates also took some time off for relaxation. Some eased their tensions at the Essendon v North Melbourne AFL match, while others either took a booklovers walk through the streets of Melbourne, or were introduced to the shops of Melbourne, or visited the National Gallery. The regular conference dinner was held at the Bellissimo Restaurant in Carlton's famous Lygon Street.

In the Annual Meeting delegates-

- noted the decision to hold the next conference at Burgmann College, Australian National University, Canberra, ACT 21-24 September 1995

- planned to hold the 1996 conference in Perth

- noted the publication of Lawrence McIntosh's *Style manual for the presentation of papers and theses in religion and theology*, which was launched at the Conference

- decided, for technical reasons involving software, to abandon the plan of publishing a five-year cumulation of the *Australasian religion index*

- decided to employ a computer expert to input revised data to the *Australasian union list of serials in theological collections*

- decided to increase the annual membership fee from A\$20 to A\$40 for institutional members (the first increase in the history of the Association)

- decided to explore possibilities for e-mail connections between theological libraries [see Trevis Lawton's article for further information about e-mail-Ed.]

- inaugurated an award for services to theological librarianship (to be known as the Trevor Zweck Award)

- elected Judith James as extra member of the Executive

- elected John Mills as replacement for Gary Gorman on the Board of ARI.

(Revd) Trevor Zweck
President

AUSTRALIAN AND NEW ZEALAND THEOLOGICAL LIBRARY ASSOCIATION

PRESIDENT'S REPORT, 1993-94

While the year under review has been one of considerable progress on the level of the individual library, with many making major ventures into the areas of automation and networking, it has been one of more modest (though significant) achievement for the Association, along with some major disappointments.

At the time of our last meeting some Australian theological libraries were experiencing some anxiety over the implications of the Australian Bibliographic Network's plan to introduce a form of credit limitation which would have seriously disadvantaged these libraries. It was a joy to note that, even as we met for our AGM, the ABN was already modifying its scheme of credit limitation in such a way that all libraries making a genuine contribution to the National Bibliographic Database would receive due credit for doing so. The credit limit is now set at a very reasonable A\$2000 a month. It is pleasing to note there are now several libraries making a major contribution to cooperative cataloguing, and pertinent to note that there is room for many more!

It is also a joy to note that the *Style manual* written by Dr Lawrence McIntosh has been published in time for the launching at the conference held on his own "home ground". This project received enthusiastic support from the executive of the Australian and New Zealand Theological Schools, who voted a \$2000 subsidy towards its publication. The executive of the ANZTLA likewise decided to support it with a subsidy of the same amount. These two contributions will ensure that students and researchers have this publication at a very reasonable price. It is expected that the initial printing of 1000 copies will sell very quickly.

One of the matters of unfinished business was the election of an Assistant Editor for the *Newsletter*. We were very fortunate to have Judith James (St Marks, Canberra) accept this position. Along with Editor Irene Mills, she has made a very valuable contribution to the work of the Association. It is pleasing to note that these two have maintained the very high standard set by their predecessors.

One of the disappointing features of the year has been our inability to bring the planned 5-year cumulation of the *Australasian religion index* to fruition, despite many hours of painstaking work by the staff of the Joint Theological Library. They have made good progress on the author authority file, but, for technical reasons that lie outside their hands, they have not been able to work on a subject authority file. Indeed, the immensity of this task is such that it threatens the future of the whole project.

It was also a great disappointment to receive notice of the resignation of Dr Gary Gorman from the position of Coordinating Editor of ARI. Gary was the founder of ARI and the Coordinating Editor for the first eleven issues. It was his research and

his address to the 1987 Melbourne conference which alerted members to the need for such a tool for research based on the work of local authors, and it was his enthusiasm for the project which led, firstly, to a pilot project and, secondly, to the decision in 1988 to undertake the publication of *ARI* as a permanent project of the Association. Unfortunately, together with the resignation of Gary, we also lose the services of Dr Lyn Gorman in the editing process. Her knowledge of the field and her outstanding commitment to the project have been of inestimable benefit to the project since its inception. We owe them both a huge debt of gratitude.

As we progress into our tenth year as an association, there will no doubt be much further development of automation in individual libraries. As you plan and implement such projects, I would once again urge you to keep in mind the information needs of other theological libraries and, indeed, the non-theological library community. Such consideration would seem to imply the utmost effort to be involved in such networks as may be available and, in particular, the National Bibliographic Networks of our two countries. While it is not yet clear what the full implications of the Distributed National Collection in both places will be for our individual libraries, it is obvious that the national Bibliographic Network is the lynch-pin of the concept. It is just as apparent also that each individual library should see itself as, to some extent and in some degree, serving the national - perhaps even the international - interest. Basic to such a concept for us is the maximising of the national collection in the literature of theology and related fields and the facilitation of the sharing of such resources.

In 1995, we look forward to celebrating the tenth anniversary of the Association in the city in which its first conference was held and its constitution approved. During the intervening year, I would challenge all members to think creatively of ways of demonstrating the degree of maturity appropriate to a ten-year old organisation.

(Revd) Trevor Zweck
President

THE MANAGEMENT OF CHANGE IN LIBRARIES FOR ACHIEVING QUALITY SERVICES

Helen Hayes

The University of Melbourne Library is one of the largest units within the University of Melbourne. Structurally, it operates in a fairly autonomous fashion reporting to the Office of the Vice-Chancellor for policy and planning matters and to the registrar for the day to day management of the Library. The Library has approximately 300 permanent and 200 casual staff situated in 23 locations. It has a collection of 2.5 million volumes serving the University community and the Library also provides a much broader role in supporting regional, national and international research.

One of the problems with the University of Melbourne library as it was viewed in 1989 was that it had not changed to meet the needs of its users. This does not mean that it was not doing certain things very well. There was a highly dedicated and skilled staff in place, but the organisation was out of touch with its user groups.

Quality is generally known as the ability of our organisation to meet its customer needs through continuous improvement. In 1991 following three reviews in recent years and culminating in a comprehensive review of the Library's services the Library commenced a process of considerable organisational and cultural change. A change management programme was conceived, developed and has gone through a process of continuous implementation, development and refinement in terms of services to users, collection management along with staff programmes, information technology and management systems to support this programme which we call "the Library of Excellence" programme.

Our aims through the Library of Excellence programme were:

- That the Library is in touch with user needs and involves staff and users in the ongoing process of planning. Communication channels are open and the goals are understood generally and agreed overall;
- There will be quality services to support the academic function. This will be achieved by staff who are confident in their ability to deliver those services and through a process of continual review which is achieved through the strategic planning process;
- Systems development is there to support the aims of the library to deliver services;
- Collections are relevant to the needs of users whether these are held locally or are available through networks;
- The Library is seen as integral to the teaching programme and has a high profile in the University.

The Need for Change

In order to meet these aims we need to recognise the need for change. Any organisation goes through a process of continual evolution as it seeks to work more efficiently and adjust to market forces. Some of the other influences in our situation were:

- A more demanding economic environment which meant that we had to achieve more/or better with fewer resources. Lack of staff mobility in this environment meant that we had to look at new ways of creating an interesting and challenging work environment;
- Mergers and affiliations;
- Huge technological changes;
- Award restructure with related job redesign, multi-skilling and increased staff development activity;
- An extensive review of Library services;
- A new University Librarian;
- A new senior staff structure;
- A change in the University's culture to a more service and quality oriented environment;
- New challenges in the tertiary education sector, fee-paying students, competition for quality funds, etc.

The Process of Change

Our immediate challenge was to capitalise on the things that were going well in the library, address those areas that clearly needed immediate attention and develop the management processes to enable continuous improvement to occur.

We needed good public relations programs to improve communication between the library and its user groups; revitalised staff programmes which better met the needs of staff; services which were much more user-oriented, and we needed to develop a planning culture in consultation with library staff and users to ensure that organisational change for improvement would be ongoing and accepted by all groups.

Our "Library of Excellence" programme draws together all of these elements under the major domains of staff, collections, services, administration and public relations. These are also the major domains in our strategic plan which is our tool underpinning the entire Library of Excellence programme. The Strategic Plan reflects the views of staff and users for the development of library programmes under each of these headings.

Staff

I plan to discuss our staff programmes first and this reflects the importance that we placed on these programmes for the achievement of quality outcomes.

The success of the Library is dependent on the skills and attitudes of the staff themselves. This meant that the primary focus for the management of change began with the Library's staffing policies. No great achievements are possible without the goodwill and the ability of staff to achieve them. Staff need an environment where they believe that their contribution is important, that the Library has a clear direction which is well articulated and that the Library is respected by the community it supports. The Library must be seen to be changing, moving forward, letting go old ways that are no longer efficient, taking risks and actively listening to staff and users. Here I would like to spend a little time talking about the staff programmes that have been introduced during this period.

Staff Development and Training Programmes

These programmes have changed and developed during the last three years. In particular they take into account staff training needs which are identified in the performance appraisal process, an annual staff development survey and an annual staff perception survey. In addition, areas of development need from the Strategic Plan are targeted for special attention. For example, there is a current need for greater effort to be placed on AARNET and INTERNET training. In 1991 we identified a major need for staff to undertake basic PC training which led to more than 200 attendances at appropriate IT courses which were conducted by the computer centre.

Another example was that in 1992 Information Services staff were given time away from normal duties to improve their subject skills. The 1993 staff development survey indicated that many staff wanted more training in service management and assertiveness skills which have greatly improved the handling of customer enquiries. Feedback is provided to staff on how their staff development needs were addressed through the surveys and appraisal process. A Staff Development Committee is responsible for driving the staff development part of the Strategic Plan and for ensuring that programmes are focussed on the real needs of library staff and that each programme is appraised for its usefulness.

The Staff Development Programme aims to target specific rather than general needs and has required a strong commitment by all managers as staff need to be given time away from duties to increase their skills. Staff development activities also provide opportunities for team building across sections of the Library and with other groups in the University as staff interact over common issues.

Resource constraints mean that we not only seek good external programmes, but we look for skilled staff within the University and amongst our colleagues to enhance our programmes at a cost which can be achieved in our budget. Library staff who show good training skills are also given opportunities to train other library staff.

Performance Appraisal

Introduced in mid 1991 for staff using a process which was developed in consultation with all staff. The process allows feedback to management concerning

constraints on effective work performance and implies a commitment by management to staff development programmes which help to improve performance and provide for better career fulfilment for staff. Each year following the process, staff are invited to comment and the process is reviewed. Position descriptions have been rewritten to reflect quality outcomes expected from each position.

Letter of Appreciation

In recognition that a great deal of individual effort is made towards achieving excellence, the Library introduced a "Letter of Appreciation" which is in a format like a certificate. This letter recognises the extraordinary contribution that is made by individual staff members to new or improved work practices for the benefit of users. Only a few such awards are given each year. The presentation is accompanied by a morning tea which is attended by all staff and the University Librarian speaks about the individuals work which has led to the award. In addition to the certificate of appreciation, corrective effort to achieve excellence is acknowledged through appropriate letters to personal files and acknowledged in relevant library publications.

Structural Efficiency Principle

The Structural Efficiency Principle (known as SEP) is part of a range of workplace reforms which has been published by government, unions and employees in the last decade. The Structural Efficiency Principle is closely aligned with the award restructuring process. The aims of these reforms has been to increase efficiency and productivity, with appropriate rewards (financial and other) to workers. The Structural Efficiency Principle was embodied in the 1988 National Wage Case. The Principle includes:

- Career paths based on acquiring and developing new skills (requires a new focus on appropriate training);
- Multi-skilling and broadening task ranges (reduces demarcation);
- Appropriate pay relativities between different categories of workers (negotiated awards);
- Ensuring that work practices are flexible and competitive (for example, removing unnecessary tasks, simplifying tasks).

SEP has been introduced at the University of Melbourne at the enterprise level and the unit level through a series of individual SEP projects. The emphasis of these projects has been to increase efficiency, productivity and job satisfaction by examining work practices and job design.

Staff involved in the project consider:

- The principles of job redesign;
- Examine constraints under which the work group operates;
- Visit other libraries to look at other workflows and practices;
- Develop recommendations which meet SEP goals. Recommendations included such things as broader responsibilities for staff, training to gain an expanded range

of skills and a greater investment in technology.

The outcome has been a vast improvement in work practices, especially in relation to eliminating duplication of effort and inefficiencies and achieving greater throughput of work. In original cataloguing and copy cataloguing there was more than a 12% increase in productivity in the first year followed by a similar percentage increase in the second year on top of these gains. At the same time, staff spent an increasing amount of their time working in other areas of the Library with no compensation for this time given. Morale has improved and the Technical Services staff are seen as high profile, service oriented staff working flexibly and efficiently to improve service to users.

SEP is fundamentally a process of change, initiating and effectively managing change by acknowledging work inefficiencies, constraints on performance and areas of dissatisfaction. It is also an effective means of team building as staff share ideas, concerns and thoughts on how to achieve change.

Staff Perception Survey

As part of our ongoing need to find out about the concerns of staff, an annual staff perception survey is conducted to seek the views of staff about the Library as a place to work. This survey allows staff to respond anonymously to a range of questions relating to their level of satisfaction and involvement in the workplace. Information obtained is fed into the libraries' planning process for further action.

An Exit Interview

This was introduced on a voluntary basis for all staff leaving the Library. This has received a high level of acceptance and shows an increasing level of satisfaction with the Library as a place to work.

Staff Forums

Are usually held in the lunch hour on matters of concern or interest to staff such as how the budget is set in relation to the Strategic Plan, staffing issues, public relations, health and safety matters, etc. These sessions provide an opportunity to 'brainstorm' and provide feedback to management in an informal environment outside of the normal administrative and committee process. The Library management has made a commitment that staff forums will be conducted on all matters of general concern to staff.

Committee Structure

The committee structure of the Library has moved towards expert working groups and away from earlier hierarchical groups, although these continue to exist to ensure that all staff are given the opportunity to contribute. Expert working groups have a major role in strategic planning development and include staff with expertise no matter what level this entails. For example, the Public Relations

Committee includes the University Librarian, a library technician, a member of staff and an administrative assistant. Expert groups exist to consider collection issues, information technology matters, reader education, staff development and health and safety. Time spent in such groups is focussed and effectively spent and these groups have greatly assisted in fostering a more collaborative environment in the Library.

All levels and sections of the Library work together with a high degree of mutual support and exchange of expertise. Programmes which three years ago would not have been possible are being handled by teams of staff often volunteering their own time. For example, a voluntary shelf-reading day drew staff from all areas of the Library to assist with reordering the shelves to help users find material. The cataloguing staff suggested that they staff a telephone answering service to assist with peak demand at the Information Desk. This has enabled Information Services staff to handle person to person enquiries without the constant interruption of telephone enquiries. Technical Services staff are at the same time receiving feedback concerning the products of their work. This programme was introduced without compensation to the cataloguing staff for the time involvement and yet productivity continues to improve.

Staff Rotation and Exchange

A more flexible staff rotation and exchange scheme was developed to allow staff to rotate on a range of levels and for varying periods of time. Staff at all levels are expected rotate once every three years. At any one time, there may be 10 exchanges in progress and the library handles more than 30 exchanges annually. An investment in training by middle and senior managers has been necessary to achieve this challenge which is generally accepted and implemented.

Internal Library Communications

Internal communications, including newsletters were reviewed to ensure that staff would be kept well informed on matters of interest to them as well as professional issues. A half time administrative assistant has been responsible for internal communications as well as for the considerably enhanced library public relations programme. This leads me into the next programme I wish to discuss in relation to quality, particularly addressing the perceptions of users.

Public Relations

The goal of the Library's Public Relations programme has been to enhance the links between the Library and the University and to raise the profile of the Library. We put considerable resource and effort into ensuring that we are in touch with user needs and that we are communicating our services and programmes to them.

In 1991, a formal Public Relations Programme was introduced. As I mentioned earlier, the Library had been doing a number of things quite well but the perception of the Library by its users was that the Library's performance fell well short of

meeting user needs.

In the first instance we looked at strategies for improving relations with our user groups. Some user groups were particularly vocal in their criticism of the Library so we targeted this group first. We now hold informal lunch time meetings with academic departments with an overall aim of meeting with five departments annually to discuss matters of interest and concern to them. The head of department invites between three and five key academic staff to meet with senior library staff and to resolve problems to the department. We also hold annual or biannual meetings with other relevant user groups. For example the chairpersons of library user groups, the staff responsible for college or departmental libraries which are not under our control (which has incidentally led to the development of a guide to their collections which we update annually).

All new University staff receive a personal letter of welcome to the Library's service with some brief information and contact numbers. We run a survey of academic staff perceptions of the Library every three years. The first was conducted late last year and we are currently analysing the results. The survey was based on Professor Mairead Browne's survey that she conducted at the University of Technology, Sydney.

Relations with student groups are more difficult to achieve at the University but we keep in regular contact with the student union. We invite student officers to comment on our Strategic Plan. We analyse suggestions made to the Library which are received on our 'feedback board' annually and incorporate these recommendations into our Strategic Plan. We also send the results of this analysis along with our planned strategies to the student union. Students are surveyed every three years concerning their satisfaction with library services. Postgraduate students are surveyed separately. This means that each year we conduct a user survey on a rolling basis - student, staff and postgraduate in turn.

As part of our Public Relations programme we looked at the quality of our publicity. We believe that the quality of our publications is an important aspect for raising the profile of the Library. We generally found that our printed publications were high quality in content but not in presentation, format or consistency. This is a major area of interest for our Public Relations Committee who are responsible for the content and quality of our publications, as well as liaising with editorial staff for university publications. A new high quality library newsletter was introduced called "Ex Libris". A regular article 'From My Desk' provides staff and users with a regular overview of important library activities at any one time and has become a popular way for academic staff to keep in touch with developments in the Library. Articles relating to collections and services, staff profiles and staff development programmes feature in the newsletter also. A more scholarly 'Library Journal' is produced twice a year for the Friends of the Library and other important groups. We are now able to produce an annual report by March of the following year, which is also an important means of promoting the Library to its users.

Other promotional activities for all users include an excellent Exhibition Programme, the Library's participation in Orientation Week and Discovery Day where we offer free tea and coffee to prospective students and their parents. In addition, this year we will commence a Library Week which will be aimed primarily towards students who will have the services of the Library brought to their attention.

We will hand out free online searches and books and we will make it a fun week for students. This was an initiative of a member of the Technical Services staff who wanted to promote a more 'fun' image to students.

The Friends of the Library are also a source of goodwill and support to the Library, organising events and publicising collections.

We keep a clippings file of all publicity given to the Library. This not only helps us to monitor our progress but also is useful to bring out on important occasions such as the Vice-Chancellor's annual visit to the Library. The public relations aspect of the Strategic Plan is developed and driven by a Public Relations Committee and supported by a half time administrative assistant position. Every opportunity is considered for its public relations and marketing potential. In fact, the Strategic Planning process itself has been an excellent means of raising the profile of the Library while involving user groups in the planning process.

This leads me into the next program I wish to discuss which is an essential component for achieving quality outcomes.

Strategic Planning and the Administrative Process

The aim of our Strategic Plan is to make the Library more creative, more efficient and more results oriented. This is an evolutionary process. Ours is not a story of instant success as one of our early attempts to develop a strategic plan had fallen short of our objective for the reasons:

- Not all Library staff had been involved in the process which was perceived as hierarchical and not openly consultative;
- The Plan bore little relation to Faculty Strategic Plans and users were not involved in the process until the final document was delivered;
- There was no agreed view on what was to be achieved by the Strategic Plan. It had become a public relations document with no useful outcome.

In October 1991, we therefore reviewed the strategic planning process and began to develop a Strategic Plan which was formed with considerable input from Faculties through their library user committees and Library staff at all levels. The Plan forms the basis of the Libraries annual budget allocation process as programmes which are identified by Faculty and staff as being of highest priority receive funding priority.

The initial document was developed from a number of sources including the Review of Library Services conducted by the Deputy Vice-Chancellor (Resources),

discussions held at Faculty Library User Committee Meetings, Faculty Strategic Plans, the Staff Perception Survey and the Library Feedback Board as well as the student survey. To enable this process to be managed effectively a senior member of the Library staff with excellent planning skills was appointed to the position of Director, Strategic Planning. It was his task to develop a final document from the action plans after these were ranked by Faculties and all library groups and to ensure that the process was understood and allowed for appropriate contribution at all levels. The strategic planning process has now been absorbed into the library faculty culture and is the recognised means of obtaining support at the programme level. It is theoretically no longer possible to ask for funding for a programme mid-year as all planning must be achieved and budgeted before 1 January.

We have now achieved a point of maturity in our strategic planning process at which I felt sufficiently confident for the Senior Management Group of the Library to spend a weekend reconsidering the process and the overall structure of the Plan. The enormous energy and thought that went into this developmental process supported my view and the outcome is one which should enable us to meet the next triennium with greater confidence in our management processes.

To achieve this outcome we took away our existing Strategic Plan. We then compared the content of our plan with that of the University's to ensure that we were supporting the goals of the University and had not excluded any issues that were important to the University. We then questioned whether the Universities plan structure would meet our requirements and decided to put our own headings in place but use the University's format as a guide. We reassessed how all library staff and users would have input to the Plan and developed a flow chart which will be our guide.

We can now feel confident that Library staff and users can contribute to the Library's Plan in a real way and that we are truly supporting the University's own aims and objectives. As discussed earlier, the Library administrative structure including committees of the Library is in a process of constant review in relation to the Strategic Plan. Expert groups drive important sections of the Plan across the Library. The initiatives in the plan are very much broad-based and not top-down.

A recent report written by the head of a small section of library staff states "we feel that we have participated more in decision-making and more information is coming from library management." The report also states that staff are more aware of customers requirements.

I have mentioned earlier some of the surveys we have conducted for staff and users to measure our performance and whether we are meeting the needs of user groups. Performance measures such as these are an essential element of our Strategic Plan enabling us to determine the effectiveness of our policies and providing us with the building blocks which enable us to meet customer needs through continuous review and improvement.

So far I have talked about how we aimed to provide quality services by (1) redesigning our staff programmes to enable staff to better achieve these personal and organisational goals, (2) refocussing our Public Relations program to ensure that we are more in touch with our users, (3) establishing management systems for achieving continuous change to meet the needs of users.

I would now like to briefly mention how this has affected our collections and services. I will offer only a few brief examples which hope will provide some indication of how the change process has achieved collections and services which are more oriented to the needs of users.

Collections

Although the University of Melbourne has an excellent Bookvote allocations and enjoys the support of the University's administration, it must be recognised that the budget is spread over a broad range of disciplines to the extent that we would not be achieving 'Best Practice' by international standards in most disciplines. Research level recent serials cancellations have cut many core journals from the University's collections and this situation was reflected in the Review of Library Services which was conducted by the Deputy Vice-Chancellor (Resources) Professor Barry Sheehan when he wrote in 1991 that the Library must use and become part of the Distributed National Collection for access to research collections beyond its own range and use resources available from services such as CARL uncover. Recent policies which include at least three levels of support - local, national and international. These issues are now being discussed together. One example is the work the University of Melbourne is doing in the medical field which will distribute major areas of collecting between libraries with small and large holdings where strengths have already been established.

The ability of the University Library to take such a role which involves commitment from Faculty and the University administration is because these issues have been discussed broadly within the University and are well understood. Academic staff and the Library recognise that we cannot achieve self-sufficiency for research level collections and that planning and consultation is needed to achieve the best use of limited resources. Like many academic libraries we have used the conspectus approach developed by the Research Libraries Group in the United States as a tool for measuring our collections and basing future collection policies on agreed areas for further development. A Collection Management Committee was established to further develop and drive the collections aspect of the Strategic Plan. Since this Committee was established almost all of our collection policies have been reviewed to ensure that our Bookvote resources are being used in a way that most effectively meets user needs. Faculties now have the opportunity to bid for changes to their Bookvote allocation based on their changing needs, changes in the publishing world, etc. The annual revised Bookvote is presented to the Libraries Committee and feedback is given to all Faculties concerning their allocation. One of the major aims of the review of collection policies was to ensure that a more open process was in process, better feedback is given and that the Bookvote allocations can be supported and will be kept under review.

Services

What have been the outcomes of our Quality programmes on services to users? Our aim has been to provide quality services which support the teaching and researching of the University.

Our services have over the last three years been under a process of constant review and development. As you will appreciate, services spread over 22 locations are unable to achieve 'Best Practice' in all areas so again, it is the planning and setting of priorities that take precedence. This part of our Strategic Plan is driven very forcefully by the Reader Services Division Heads with input from Technical Services. During the last three to five years use of services, including lending services has increased by more than 30% while the overall staff of the library has remained fairly constant. Some redeployment has been essential to meet the increased need and strategies have been introduced to help us to meet the demand. For example, Technical Services staff who were eager to receive feedback on their own work products proposed a peak period telephone response service between the hours of 11.00am and 3.00pm daily so that staff on the Information Desk could deal with the queues uninterrupted by telephone calls. The loan period was lengthened for all except high use material to free sufficient staff time to allow Lending Services to introduce a book renewal by telephone service. This service has been so popular that further strategies will be needed in 1995 to ensure its ongoing effectiveness. Hours of opening in major locations were increased in response to demand and we asked the University to upgrade equipment and facilities that were creating inefficiencies. For example, we increased the number and type of photocopier, computer terminals and microform equipment. As discussed earlier, we also put considerable resources into staff training programmes and the kind of public relations activities that allow us to be in a better position to know the needs of our users.

There are many such examples of improvement to services which have been achieved to date from within existing resources. Our ability to achieve these improvements have been as a result of improved work practice, better staff development programmes, more efficient use of our resources achieved through better organisational planning.

In Conclusion

Since the introduction of our "Library of Excellence" programme we have moved considerably further away from our earlier process-oriented culture to one which is "user" and "results" oriented. We are more forward looking and less likely to dwell on the past. The Library has a greater team approach to problem solving and new developments. Initiative comes from all levels of the organisation from individuals and groups alike. Staff and users feel free to raise and discuss issues of importance to them and this can be achieved without conflict. Management strategies are known and funding priorities are negotiated and clear. User groups now support the Library openly and the University administration responds

positively to the Library's programmes.

The culture of the Library is not complacent at any time but recognises that there are always needs to be met and improvements to be made.

Helen Hayes
University Librarian
The University of Melbourne

AUSTRALASIAN RELIGION INDEX

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EXTERNAL FACTORS WHICH MAY IMPACT ON STAFF DEVELOPMENT IN LIBRARIES

Angela Bridgland

This paper explores some of the factors external to libraries which may influence their staff development programs. These fall into three broad groups:

- national training reform issues;
- industrial issues;
- strategic partnerships for delivery of quality programs.

These factors pose a challenge to library managers. The challenge is to design and implement staff development programs which are responsive to organisational and individual needs, but which are formulated in the context of the broader industrial and training arena.

Before examining each of these external factors, I would like to establish what I mean by the term staff development and why staff development is important. Bradley, Kallick and Regan (1991) state that staff development is:

"...any systematic attempt to affect professional practices, beliefs and understandings of such persons towards an announced goal." (p.3)

For me, the important aspect of this definition is that training and development in libraries should be planned and developed in the context of the library's (and parent organisation's) goals. Staff development needs to be tied in with both action and strategic plans if it is to be effective.

Among the most prominent reasons given for the importance of staff development in the current literature is the need for library and information staff to be up-to-date.

"The rate of change in information technology and its impact on libraries make it important for the recent graduate to realise that much of what was learned in professional library school will soon be obsolete." (Weingand 1991, p.266)

"Social, technological, scientific and other forms of change are rendering knowledge and skills obtained at (initial training) obsolete at an increasingly rapid rate." (Roberts and Konn 1989 p. 110)

Although obsolescence is a major factor, if used judiciously, staff development is vitally important in promoting high morale, a sense of self-worth and in providing career path opportunities for staff within libraries.

Awareness of the following external trends and issues inform a library and information manager's planning for staff development programs. Furthermore, the

introduction of competency standards for the industry may well have far reaching repercussions for the way in which staff development is delivered and assessed.

1. NATIONAL TRAINING REFORM ISSUES

As part of its microeconomic reform strategy, the federal government has set an agenda to reform training across all industry sectors and occupations. A vocational training and education system which is more responsive to industry needs is seen as being essential to improving Australia's productivity and its international competitiveness. The training reform agenda focuses on the development of a nationally consistent, competency-based approach to vocational education and training, with a focus on workplace training. It is designed to complement and support other microeconomic reform initiatives, especially labour market reform which is occurring through enterprise bargaining and workplace rearrangement. (Arts Training Victoria *Industry Training Plan* November, 1992, p. 14)

Key features of the national training reform agenda are the:

- introduction of flexible training pathways to meet individual and industry needs;
- transferability and portability of skills within/across industries, enhancing career path options;
- establishment of nationally recognised qualifications and course accreditation procedures;
- development of articulation and pathways between courses and institutions. (Arts Training Australia: *Update 1* Winter/Spring 1993)

The objectives of this change are to achieve:

- 1) a multi-skilled workforce;
- 2) improved career paths;
- 3) the development of closer links between industry and training/education providers;
- 4) a move to resource based learning (with obvious implications for information resource professionals such as librarians);
- 5) a focus on life-long learning and the recognition of prior learning (RPL);
- 6) the development of competency standards, which are designed to provide a basis for the recognition of outcomes acquired in formal programs and on-the-job training;
- 7) articulation between courses.

This national training reform is intended to operate on competency-based training and assessment systems. The Mayer Committee adopted a broad definition of competence which recognises that performance is underpinned not only by skill but also by knowledge and understanding, and that competence involves both the ability to perform in a given context and the capacity to transfer knowledge and skills to new tasks and situations.

(Putting General Education to Work October 1992).

Generic competencies are intended to be achieved by the time a person leaves secondary school. They are as follows:

- 1) Collecting, analysing and organising ideas and information.
- 2) Expressing ideas and information.
- 3) Planning and organising activities.
- 4) Working with others and in teams.
- 5) Using mathematical ideas and techniques.
- 6) Solving problems.
- 7) Using technology.
- 8) Cultural understanding.

Three levels of competencies have emerged from a set of generic competencies developed by the Mayer Committee. The three levels are developmental and each builds on the former.

The three levels of competency to emerge were:

- cross industry competencies;
- nationally identified competencies for each industry; and
- enterprise or workplace competencies.

The industry level competencies build on the generic competencies and address those areas of knowledge and skill which are industry specific. The cross industry competencies can be used by many industry sectors, e.g., training and assessment competencies. Enterprise competencies in turn, build on industry competencies and add any areas of knowledge or skill required specifically for that workplace.

The definition of competency used by The National Office for Overseas Standards Recognition (NOOSR) emphasises those factors which are more relevant to the professions.

"The competence of professionals derives from their possessing a set of relevant attributes such as knowledge, abilities, skills and attitudes. These attributes which jointly underlie competence are often referred to as **competencies**. So a **competency** is a combination of attributes underlying some aspect of successful professional performance ... Specifying the standard involves stating the kinds of tasks and **context** in which the required level of achievement is to be exhibited." (NOOSR *Establishing Competency-based Standards in the Professions* Research Paper No1 p.9)

The development of competency standards for the library and information industry will be completed this year. Once the competencies have been endorsed by the National Training Board, libraries will have to consider their position in relation to competencies and competency based training.

WHAT IS COMPETENCY-BASED TRAINING (CBT)

Under CBT people receive recognition and certification as a result of demonstrated competence (outcomes) rather than on length of time spent in training (inputs).

Why develop CBT?

Advantages for employers:

- clear outcomes are established;
- the training is directly related to the outcomes;
- people who can already do the job competently can be exempted from the training
- workforce skills will be improved more efficiently as a result of the focus of training;
- theory will be linked directly to practice.

Advantages for employees:

- training will be meaningful as it will relate directly to jobs;
- theory and practice will be combined;
- people can progress at their own pace;
- training can be built into career progression;
- credit can be gained for competencies achieved through practice and experience.

Uses to which competency standards may be put:

- in enterprise bargaining;
- clear statement of professional/technical work identity;
- tool to assist with recruitment;
- benchmark for training;
- identify skill and training gaps;
- identify training needs for industry/individuals;
- recognition of prior learning;
- development of career paths;
- articulation within or across industries;

THE AUSTRALIAN STANDARDS FRAMEWORK (ASF)

The National Training Board has developed a set of national benchmarks known as the Australian Standards Framework to reflect the competency levels relevant to industry and the workplace. The ASF provides a mechanism for comparing standards across occupations and industries. It also provides a basis for linking industry requirements to vocational education and training qualifications through a process of credentials reform. The ASF has eight competency levels which serve as reference points for the development and recognition of competency standards. The levels start at workforce entry levels and progress to senior professionals and managers. The main levels for our industry are levels 5-8, i.e., library technicians

and professional librarians.

The levels in the framework are listed below.

- 1) Entry level
- 2) Operative
- 3) Trade
- 4) Post-trade
- 5) Technician
- 6) Para-professional
- 7) Professional
- 8) Professional

THE NATIONAL FRAMEWORK FOR THE RECOGNITION OF TRAINING (NFROT)

The legal right to recognise courses and develop recognition guidelines for program design rests with the states. The NFROT is an agreement between the states to standardise the accreditation/recognition process. It is underpinned by the CBT system and specifies ten principles for course/program recognition. All courses submitted for accreditation must comply with the following ten principles:

Principle 1 - Identified Industry Training Need/Market Need

Accredited courses will be based on competency standards expected in employment. The Framework will draw on the expert advice of industry and educational bodies at both national and State/Territory levels about their training needs. These bodies play a major role in the accreditation of courses.

Principle 2 - Course Standards Appropriate To The Requirements Of The Particular Credential

The accreditation process ensures that the quality of courses and the standard of credentials are maintained. The standard of the course must match both the credential offered and national guidelines on tertiary award courses.

Principle 3 - Competency-Based Training

All courses must focus on competencies. Courses must include any national competencies endorsed by the National Training Board, where they exist.

Principle 4 - Multiple Entry And Exit

Accredited courses must recognise prior learning and enable learners to enter and exit the course at various points.

Principle 5 - Flexible Learning

Learning may taken place in a variety of different environments, Alternative delivery modes must be indicated.

Principle 6 - Articulation

Courses submitted for accreditation must show how they relate to other courses and include provisions for credit transfer to other relevant courses.

Principle 7 - Customisation of Courses

Courses shall be capable of being adapted to meet the particular needs of the industry, individuals and other educational institutions.

Principle 8 - Promote Access and Participation

Accredited courses must be accessible to everyone, regardless of age, gender, social or educational background. Where possible, prior learning will be recognised and bridging programs will be available to overcome barriers such as limited education or a non-English speaking background.

Principle 9 - Appropriate Assessment

Assessment methods must be carefully designed to measure the attainment of competencies, and ultimately, the successful completion of a course.

Principle 10 - Ongoing Monitoring and Evaluation

Accredited courses will be monitored and evaluated regularly.
(*Nationally Recognised Training - Bringing It Together*, p. 10).

ASSESSMENT

NFROT sets out five principles for assessment.

Principle 1 - Competency-Based Training

Assessment will measure whether competencies have been gained. These competencies will be developed with input from industry and endorsed by the National Training Board.

Principle 2 - Flexibility in Approach

Assessment may include methods such as practical exercises, written tests, computer-generated tests, and where applicable:

- interviews;
- portfolios;
- employer reports;
- written assignments;

Principle 3 - Validity

Assessment methods must actually measure what they say they measure. For example, an essay alone would be an inappropriate method of assessment for measuring practical panel beating skills.

Principle 4 - Reliability

This means that any trained assessor would reach the same conclusions about a person's achievement of a particular competency.

Principle 5 - Recognition of prior learning

Provision must be made for the recognition of prior learning.
(*Nationally Recognised Training - Bringing It Together, p. 11*).

RECOGNITION OF PRIOR LEARNING (RPL)

NFROT also sets out principles for the recognition of prior learning.

Principle 1 - Competence

The recognition of prior learning will focus on the competencies a person has acquired as a result of both formal and informal training and experience - not how, when or where the learning occurred.

Principle 2 - Commitment

It is important that training providers have a commitment to recognising the prior learning of individuals. This will ensure that individuals will not have to duplicate their training unnecessarily.

Principle 3 - Access

Every individual may have his or her prior learning recognised.

Principle 4 - Fairness

All participants must be confident that the recognition of prior learning process is fair.

Principle 5 - Support

Individuals applying for recognition of prior learning must be given adequate support. Personnel involved in the assessment process must be trained to support applicants so that an efficient and effective service is maintained.
(*Nationally Recognised Training - Bringing It Together, p. 11*)

2. INDUSTRIAL ISSUES

Library and information managers keep abreast of numerous industrial issues but two which are of particular importance for staff development are award restructuring and enterprise bargaining.

AWARD RESTRUCTURING

The purpose of award restructuring is to overhaul industrial awards to do away with outmoded provisions, and to make them more relevant and appropriate to the needs of modern industry and workers. Three priorities of the restructuring process are:

- the revision of job classification structures;
- multi-skilling;
- provision of new career paths, underpinned by major reforms to skill formation and training arrangements.

Other issues such as better use of technology, improvements to work organisation, working patterns and payment systems are also addressed. The focus varies with the needs of various industries.

Labour market reform is a key ingredient of the Federal Government's strategy to make Australian industry more productive, more competitive, and more capable of generating longer term economic growth, while at the same time expanding opportunities for individual workers and improving the quality of work life. The structural efficiency principle (SEP), which underpins award restructuring, requires unions and employers to reach agreement on measures to enhance the efficiency and effectiveness of their industry. It also means that everyone in the industry who is subject to an award will be required to undergo continual training throughout their career if they wish to advance. The way in which SEP has been introduced into the Library at the University of Melbourne has stressed staff participation and collaborative decision making. The process is about change in the workplace and, where it has been implemented, it has made the work units more productive and efficient. The benefits have included increased job satisfaction, reduced job stress and greater interest in and responsibility for the work.

ENTERPRISE BARGAINING

This moves the focus from industry-wide awards to actual enterprise or workplace level. It has been argued that only by improving the performance of each worksite will true microeconomic reform occur. An enterprise is usually taken to mean a single business with a single employer.

Enterprise bargaining allows all employment conditions and work practices to be reviewed at a local level. It encourages management and their employees to take full responsibility for their own arrangements. They are expected to work out together what changes are necessary to improve the productivity of their organisation. Enterprise bargaining does allow for wholesale change but it must take place within a legal framework. It is now included in the laws of all six States and the Commonwealth.

(ALIA Enterprise Bargaining and Workplace Reform: understanding Australia's new industrial relations system. Canberra: ALIA, 1993 p. 2-3)

What Is Negotiable?

Enterprise bargaining is intended to open up a wide range of employment matters for negotiation. But every system is bound by legal minimum standards which an enterprise agreement must at least match. So while enterprise bargaining can produce conditions above the minimum, it cannot reduce the minimum terms

prescribed by law. Areas commonly negotiated in enterprise bargaining are:

- **Salaries**

Minimum rates of pay which apply in any award replaced by an enterprise agreement cannot be reduced. Except in Victoria, such minimum rates will still increase as the award rates change over time even after an enterprise agreement has replaced the award for all other purposes. In Victoria, only the award wage at 28 February 1993 must be maintained.

- **Working Hours**

The standard working hours provided under legislation cannot be increased. Employees working more than standard hours are entitled to overtime.

- **Annual Leave**

All employees in Australia - except casual workers - are entitled to four weeks annual leave by legislation and they must be paid their ordinary wages when taking it. An enterprise agreement cannot reduce annual leave entitlement. Annual leave loading is not guaranteed and may be removed or amended by negotiation.

- **Long-service Leave**

All permanent employees qualify for long-service leave after serving a prescribed period which varies between different States and Territories. Entitlements for casual employees are complex and eligibility is doubtful in some parts of Australia. Enterprise bargaining could produce changes to some of the arrangements for taking long-service leave but the level of entitlement cannot be varied.

- **Sick Leave**

All employees except casuals are guaranteed a minimum one week sick leave entitlement by law. A right to accumulate untaken leave usually applies. General arrangements concerning the taking of sick leave are open to negotiation but the minimum entitlement may not be varied in enterprise agreements.

- **Parental Leave**

Parental leave remains a guaranteed right for employees under enterprise agreements. Provided they have worked for their employer for a continuous 12 - month period, employees are entitled to up to 12 months maternity, paternity or adoption leave. Leave can extend up to a year after the birth or adoption of the child.

- **Superannuation**

Superannuation payments by employers are now compulsory under the Superannuation Guarantee Levy. Employees' rights to have these payments made on their behalf cannot be removed in enterprise agreements.

- **Equal Employment Opportunity (EEO)**

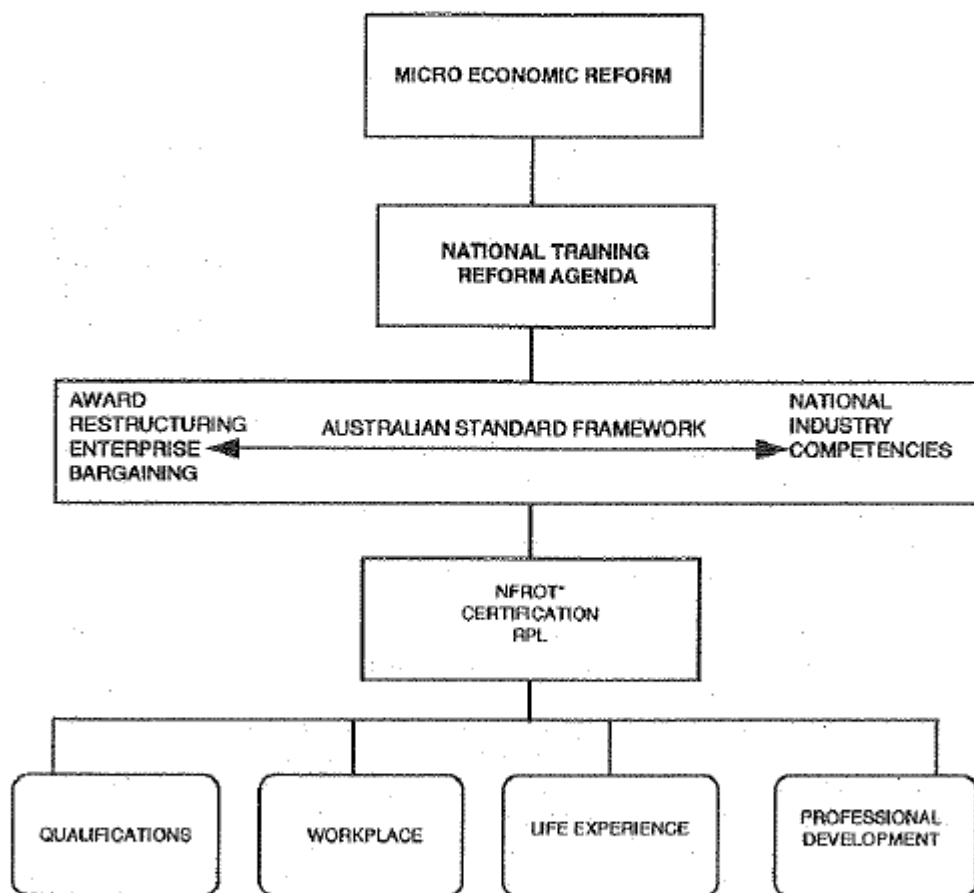
EEO legislation is in place in most States and Territories. Enterprise bargaining cannot displace it. Under Constitutional law, the Federal Sex Discrimination Act,

Racial Discrimination Act and Disability Discrimination Act override State laws and apply throughout the country.

(Enterprise bargaining and workplace reform: understanding Australia's new industrial relations system p.4-5).

Training may well be used as a point of negotiation too.

The following diagram provides a summary of the interrelationships of the external factors which may impinge on staff development and training.



* NFROT = NATIONAL FRAMEWORK FOR THE RECOGNITION OF TRAINING

3. STRATEGIC PARTNERSHIPS FOR DELIVERY OF QUALITY STAFF DEVELOPMENT

Employers, employees, registered providers, tertiary institutions and professional associations can all play a role in determining staff development training needs. Partnerships among these providers can ensure the design and delivery of quality training and development products. Some examples are as follows:

- The focus in the national training reform agenda on workplace training has implications for the quality of our training and assessment procedures. As yet we have no competency standards to use as benchmarks. There are, however, separately developed competency standards for workplace trainers and assessors. How we in libraries might use these is yet to be determined.
- Staff development programs should not only be of high standard vis a vis their content, relevance, delivery etc. but should also consider embracing the NFROT principles as well as adult learning theory.
- ALIA, the Australian Library and Information Association, has professional development as one of its major priorities in its strategic plan. Apart from provision of training packages which may also be useful for staff development, it is negotiating with the Library Association (UK) to modify its *Framework for professional development* to meet the NFROT principles. ALIA is also looking to incorporate NFROT principles into all its new professional development activities. This means that when the competency standards are developed, they, too, will be taken into account in program design. ALIA is also keen to develop strategic partnerships with relevant course providers, e.g., ALMA, to deliver quality training programs.

The external factors discussed above provide the backdrop against which library managers from all sectors must consider provision of staff development in their libraries. The challenge is to devise programs which enable greater skilling and enhance the attainment of the library's strategic goals whilst avoiding a breach of the work requirements of the various classifications. Perhaps this will be easier when there are acceptable competency standards for the profession.

In the meantime, those responsible for the design of staff development in libraries must adopt a position of creative diplomacy in order to multi-skill their staff without compromising work standards. The performance appraisal process and the application of Total Quality Management to work practices can provide a useful platform for this. Furthermore, staff development managers will have to design career paths which remove barriers to moving progressively through a classification structure. What is the point if the only career structure open to library technicians is to qualify as a librarian? They should not have to change their emphasis in order to gain promotion. Similarly, not all librarians want, or are suited to management positions. In any case, as flatter organisational structures replace more hierarchical ones, there will be fewer management positions for library technicians and librarians to take. There need to be alternative career paths for professional and technical specialists to take that encourage them to remain within their areas of expertise. To be attractive, these alternatives will either need to

pay well, provide more job satisfaction, or both. This may also involve changing the way library staff view their careers, how successful they are and their value to the organisation. This, too, has implications for staff development.

4. CONCLUSION

Staff development policy can be used as an organisational mechanism for continually examining and improving individual and organisational effectiveness, engaging all staff, regardless of career stage, in processes which bring into question organisational values, goals and courses of action. Such an attitude towards staff development would emphasise workplace learning and collaboration, and would be integrated with both operational and strategic planning and decision making. Such policy would allow libraries to better cope with the environment of change and uncertainty as it would provide opportunities to affirm or challenge existing beliefs and practices within the library.

Staff development policy is designed for staff to develop shared understandings of organisational practices, as a precursor to widespread improvement. To be effective, staff development policy should embrace the following propositions:

- learning is a vital element of organisational life as organisations of all kinds face and must cope with environments of unprecedented change;
- libraries, in order to respond to volatile circumstances, should be "learning organisations";
- for a learning organisation, both individual and organisational learning are needed they are interrelated and interdependent.

At the enterprise level, achievement of operational and strategic plans rely on well conceived staff development programs. The philosophy underpinning the structural efficiency principle and the national training reform agenda should inform the design, implementation and evaluation of training programs for all library staff.

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RELIGIOUS LIBRARIES IN CYBERSPACE

T C Lawton

Abstract: This article introduces the religion librarian to the idea of the Internet, its goals and functions. It attempts to convey the size of the resources of the Internet, and provide some examples of such resources. The suggestion is put forward that this network is an ideal reference tool for the use of religion librarians. And finally possible avenues for joining the Internet are presented.

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The title sounds akin to the classic B-Grade science fiction movies of the 1950's, but the connotations are far, far greater than such a superficiality. For years, perhaps since the invention of the library as an institution of public good, we have been inundated by those devious creatures that strike terror into the hearts of all library staff - the users. They have no shame in asking the most mundane, pointless, exacting, impossible and/or technical questions that could ever be devised. And without doubt they ask in all sincerity, seeking wisdom, which they know to be housed within the walls of the library.

This familiar scenario happens everyday, and in some ways it is soul-destroying for the library staff who flounder for long minutes through the reference collection, progress onto the general shelves, only to return empty-handed to the expectant client (knowing full well that this would be the result when they went in search of). The fact that people put so much faith in the resources of their library, only to be denied instant information time and again, causes many a librarian to question - what is the point?

Without doubt we can provide, usually, some type of answer, at some level, to most questions, eventually. This however, is not the ideal, as we are all aware. To be able to present to a client the answer to highly specific questions on almost any topic is the enigma for which many, rightly so, can see there never being a solution.

In today's world in an effort to supply even greater and more expansive resources to the client, libraries have taken on the tools of technology, such as CD-ROM's and local area networks, which have placated a larger number of people than previously possible. Still though we continue to turn clients away, be they undergraduates, postgraduates or academic staff.

It is the belief of the author that the use of the InterNet has radically altered the face of the reference enquiry in academic libraries. It has the potential to answer with up-to-the minute facts many of the trickier reference questions, and to do it extremely quickly. Enter the world of Cyberspace and the concept of the Internet.

What is the Internet?

In its glorious form it could be described as such: A vast global network of the world's finest minds, conversing on their topics of speciality and interest, interacting with any who care to join the debate. All omniscient creation of unimaginable content, capable of providing the greatest percentage of the world's combined knowledge ever assembled in one place.

Of course this is what you would believe given the view of the technocrats, and as with many vested interest, whilst this is true, it is only a part of the truth. The Internet is not a thing, or an object, such as a computer. The Internet is simply the term applied to the network of the network of computers of a myriad of different institutions. Primarily these institutions are of an academic nature, but they also include military, research, commercial, and Government computers. Formed (by the US Department of Defence) in 1969 as a project to attempt to stabilise the idea of wide area networks the concept quickly took off. By 1985 a number of large networks had formed including BITNET and USENET and in order to bring some order and compatibility the National Science Foundation Network took supervisory control of Internet and the many networks of which it comprised.

Perhaps one of the most astounding concepts to grasp is the physical size of Internet. According to Richard J Smith (1993, p10) there are now over 10 million using the network each day, the amount of data crossing the network more than doubles every year, and over one thousand computers are added to the network each day.

This phenomenal growth is what makes the Internet such a viable tool, because not only does it allow use of so many databases of information, it also enables direct contact with huge numbers of individuals, mostly trained in specific disciplines, and willing to discuss almost anything with anyone.

What Is On The Net?

Or more precisely - what is not on the Net?

It is impossible to encapsulate the contents of Internet in an article such as this. Not only is it immense and varied, it is in a state of flux, with things being added and withdrawn daily. Needless to say, this means the information available is patchy and reliant upon interested parties. There may be a wealth of information about juggling (because a computer centre likes juggling), but nothing about George Eliot. Similarly, you might find all of Shaw's plays on-line, but one not there (simply because the person who added them does not like that play).

The content will begin to even out as more is added, and without doubt there is such a huge amount of data available the patchiness is almost unnoticeable.

For example, there is a tour of the Vatican Library (complete with full colour exhibit photos); the KJV full-text; ABN access (with fees); the Book of Mormon full-text; university course information; access to an index to 14,000 journal titles complete

with document delivery by fax within 24 hours (CARL UnCover). On New Norcia's (NNL) gopher we have links to most of the world's best religious catalogues and a directory of Australian Benedictine houses. Also NNL coordinate a religious library mailing list which caters for discussions between religious librarians (we have 80-odd members from all around the world).

In order to comprehend what is available the only answer is to go and look at it in action and spend a few days (weeks, months) playing. No amount of my listing could adequately convey the wealth that lies at the other end of your telephone line.

How To Join The Net

There are variety of ways of getting onto the Internet, all of which have their place and possibilities.

The single best way is through a direct connection with a server, such as is the case with most university campuses. These allow you access, free of charge, at any time of the day or night, for as long as you can stand sitting at the keyboard. It is highly unlikely that any non-university library will be in a position to gain access via this method. It requires direct cabling to the host machine, and as such you would need to be close to the physical unit, such as on the same campus (not to mention be on good terms with the host owner).

The two most attractive methods to gain entry is by dial-up facility. This can be either to a commercial service, a Bulletin board, or an AARNet host. Of these only the middle option is possible free of on-line charges, whilst the others charge hourly rates.

To begin, it should be understood that dial-up users are merely tapping into the resources of a host computer. In this way it is unimportant as to whether you use a simple terminal or a personal computer (although there are big advantages and disadvantages in this choice). Whilst connected via the phone line you are for all intents and purposes simply a screen attached to a big computer. The implications of this are many, but most important is the following concept:

When you receive mail, or download information or software, it is saved on your partition of the host computer, not on the machine within your office. You are given a definable area on the host hard disks for this specific purpose. In order to use this information once your connection has ceased (ie the phone is hung-up) you must have already downloaded the relevant data from the host to your own PC. It is important to visualise this, and remember that your terminal is communicating with a certain computer, which is in turn connected to the network - your computer is NOT connected to the network directly.

BBS (bulletin boards) are established by computer hobbyists for the express purpose of swapping information on any number of different topics (computer related and otherwise). They sprang up out of the home computer boom of the early 80's when

many of today's megabillionaires of the computer industry were themselves just hobbyists (eg. Steve Jobs and Bill Gates). In a way the BBS were the forerunner of Internet just as much as the major academic networks, simply because they reached the popular masses, and on a much more diverse range of subjects.

Every major city will have one or more BBS services, some relating to specific topics, others totally general. In addition many of them, realising the potential for the Net, are now offering links (or gateways) for their users to jump across onto the Internet. This gives the general public free access (apart from the local telephone call) onto what has hitherto been available only at a cost.

One of the main things to ensure in establishing an Internet link via BBS is that it is a direct real-time connection. If it is not you will probably be restricted to sending mail and adding your name to lists, but not the other aspects such as on-line chats and downloading.

The commercial service and the AARNet service are for all intents and purposes the same product - from the point of view of the user. Both charge an on-line fee and a initial account fee, and usually have a range of plans available for individual users. Typically expect to pay from these places between \$1.00 and \$9.00 per hour for connect time, and from \$10.00 to \$100.00 start-up fee.

For these charges you are afforded a range of different products. For example, although one company might charge \$9.00 per hour (outrageous you may think), this includes a 1-800 dial-up number. This is ideal for country users who can be paying over \$30.00 per hour just in phone costs. The 1-800 number is a free call across Australia and so phone costs are removed.

Other aspects that affect pricing structures are disk space allocation, time restrictions, high usage, reliability, line speeds, etc.

Disk Space: Many services will give your 5Mb of storage (on the host computer) included in the cost, with extra space bringing exorbitant levies. 5 megs is enough for general daily use, but for high throughput, such as being on many lists (which brings much more mail), or software downloads, you might require more.

Time restrictions: For lower connect time charges you may be restricted in the times you can access the server. For instance it will probably be cheaper between 12 midnight and 4 am, than it is between 9 am and 5 pm.

High Usage: If after testing the system you find a great need for long access, it is possible with many services to pay a monthly fee rather than an hourly fee. Although costs might be \$2.50 per hour, a second plan could cost \$50.00 per month for unlimited time (and generally a larger disk space allocation). You will need to weigh up your usage, as in this example if you use the Net more than 20 hours per month, the monthly charge is more efficient.

Reliability: Linking up with a large company, or an AARNet affiliate will generally cost more than with a one-man company. However, the affiliate is part of either a government department or a university, and as such an enormous resources and interests in keeping the system up and running, but cannot provide the backup and reliability of the more expansive product if something goes wrong. On this subject the BBS option is dubious. Because it is a free product and is run from someone's home you have no support at all - if the system goes down while the owner is away from home, you might have to wait until he comes back (i.e. days or weeks).

Line Speeds: The cheaper options might only provide connect speeds in the low range of 2400-7200 bps, whereas the more expensive services will cater for 9600, 14400, 19200 and even 288000 bps. This is important for the user who downloads a lot of material or is at the terminal for long periods. The line speed determines how quickly data travels between your terminal and the server. Thus, slower line speeds means longer times to complete equivalent tasks, and obviously costs more in on-line connect charges. In reality it is painfully slow working at rates below 7200 bps, and the industry standard at present is between 9600 and 14400 bps for home/small business use.

If use becomes a constant need, it is possible to have a direct connect system from a remote location. Most services will allow a user to connect to the server via a leased line. This line (provided by Telecom) is a constant link between the user and the server and may not be used to connect to other places. Also in this scenario the user would need to purchase a second modem to be placed at the server end of the line. Setting up such systems becomes a fairly expensive option. Depending upon your location you could be paying \$2000-\$7000 to set-up, plus a Telecom line rental of \$70-\$100 per quarter, plus a monthly charge by the service provider. Usage would need to be very high to make this an efficient choice.

However, some providers will allow you to then act as a provider yourself and sell accounts. By default you could recoup some of the library's costs by offering home users the opportunity of linking to the Net at cheap rates. This is highly dependent upon the capabilities of your own computer and your ability to provide each person with sufficient disk space, security, etc....., and would necessitate the purchase of server equipment. Such equipment would be at least three or four phone lines and associated modems and is outside the scope of this paper.

There is a second option for permanent links. By paying a monthly fee, some providers will allocate a port just for your use. This means you have no time restrictions and will always be guaranteed or connection. Similarly it will enable your computer to stay connected for very long periods (if not 24 hrs per day). Also in this option you would be paying for a new port on the host, and the installation of a new phone line at the host end, as well as a second modem at the host end. This would require at least \$1000 in setup as well as your monthly charges. Unless your library wishes to provide services to other libraries via the Net it is usually unnecessary to have a permanent connection.

Protocols

If your library is looking for the best, yet relatively cheapest option. It would undoubtedly be dial-up on a monthly charged basis, using a Macintosh or IBM PC (with Windows) as the terminal equipment. This combination will enable you to connect in a different manner which allows a fully graphical interface, and negates the need to know much about Unix (it is certainly prettier).

This type of connection differs to a general dial-up line in as much as your computer is not acting as a terminal for the remote host, but rather, is becoming a host in its own right. Although this can be difficult to understand it is the whole idea of the growing InterNet system. This is especially more so now that commercial hosts are selling connections.

It works like this. Someone joins Internet as a host, perhaps using a Unix mainframe (perhaps even a university). They then proceed to sell access to their computer (and thus to Internet) via dial-up lines and leased lines. Some of those people who link up the dial-up and leased lines then proceed to sell access to their own computer via dial-up and leased lines, and so it goes on. As you progress down this hierarchy the users and hosts tend to become smaller, but in fact anyone, even those who do not offer dial-up or leased connections (such as New Norcia), can be a host machine.

To effect this involves simply knowing that your computer (be it Mac or IBM or anything else) must be equipped with a TCP/IP protocol emulator. This system allows the micro to communicate with the Internet machines. For a Macintosh such an emulator will cost about \$100 from Apple. In addition you will need a further protocol emulator to speak with you Unix host, generally a SLIP or PPP connection (these can be taken free off the Internet).

The upshot of linking this way enables your computer to become a direct part of the system. That is, anyone else on the Internet anywhere around the world can access your machine. This also opens up the problems inherent in security of such networks. However, access can be controlled by you as the host owner, admitting or denying any users you wish. By being a host you can use the software on your own machine rather than relying on the software on your host (probably Unix) machine. This means that the graphics of your PC are available to make navigation around the network much easier (opposed to the purely text based Unix host).

This kind of connection also allows you to provide services to other users of the Internet, by setting up your own information service, or even supplying your library catalogue on the network. Many hundreds of libraries have already done this, including religious libraries. If all the libraries in a given locale are on Internet it could preclude the need for any local area networks.

Of course many service providers do not offer PPP or SLIP connections, and of those that do, most charge more for it than for any ordinary dial-up line. Similarly, if your institution wants to provide services via this method to other Net users it is

fairly essential that your connection is a 24 hour system. That is, either leased line or permanent connection, and these have been shown, are fairly expensive.

How To Use The Net

If the library is going to reap the benefits of joining Internet it will be necessary to have at least one staff member who is fully in the know, and trained to effectively utilise the possible services. The best person for this job is a serious computer hobbyist, and if there is such an employee on the staff; he or she should be given the job. Whilst this might seem like a dubious suggestion, there is no question that such a person will seek out every avenue that exists in the system, even if only for the joy of being able to.

The person given network responsibility will obviously need a certain set of skills, and not merely basic computer knowledge. Because Internet is built up around a variety of computer types, protocols, and file types, the methods of extracting information is not as easy as it could be. For starters it requires knowledge of Unix, which is not the friendliest operating system known to man.

Once comfortable with the system there are a variety of programs that need to be mastered which allow navigation to become easier. These include Telnet, Archie, WAIS, WWW and Gopher. It is not simply a matter of loading a piece of software and following the on-screen instructions (as you might with a PC). Mainframes are decidedly unfriendly pieces of equipment at the user end, and it is mainframes with which we are dealing.

Nearly all types of computers can act as terminals to Internet, but all require different software to enjoy a good relationship with the system. What works for a Mac won't work for an IBM or Amiga, and it is essential that is sorted out at the beginning. The good news is that nearly all of what you need to interact with the network is freely available on the network at various Ftp sites (file transfer sites).

FTP Sites

The ftp sites are simply places on a host's hard disks where interesting files are stored for users to download onto their own machines. They can be divided by system type, subject type, purpose etc... Thousands of ftp sites are available for the general public to access, providing free software, commercial software, pictures, sounds, and almost anything that can be stored in digital form. After a while using the system you become familiar with those computers which have Ftp sites which suit your needs.

E-Mail

The most frequently used aspect on the Net is e-mail. It allows you to send messages, files, pictures, software, etc, to anyone else who has an e-mail address. This is not only quicker than ordinary postal service (dubbed snail-mail), but also is infinitely cheaper if you want to send to a lot of people a lot of information.

Telnet/TN3270

The way of linking to remote computer is done via the Telnet (or TN3270) software. By entering the address of the remote machine you will form a link, which then requires a password to get into. With files such as library catalogues the passwords are either waived, or provided. Using this software (and assuming you have passwords) it is possible to link to almost every major University in the Western world (and many Eastern) and act as if you were sitting on campus.

Gopher

Telnet and FTP are notoriously Unix'ie based systems, which require the use of unfriendly interfaces. In an effort to circumvent this the Gopher software was created (go fer this, and go fer that). This provides a menu driven interface which can link to telnet sites, ftp sites, text files, WAIS sites, phone books, etc. It makes it easy to navigate through the masses of data because everything is hierarchical. By linking to one Gopher site you will link to others which will link to others.... Gopher is the simplest way of coming to terms with the Internet.

Veronica

Of course, as with everything else on this system, Gophers have become feral and they exist in their thousands. In order to find any particular piece of information on a Gopher you can search using Veronica, which will search all the Gopher menus in the world for your search criteria.

Archie

As with Veronica, Archie (there's a Jughead as well, believe it or not, but I'm not going that deep) allows searching of thousands of sites in one attempt, but instead of Gophers, it searches ftp sites. This will help if you are trying to locate a specific piece of software.

WAIS

Perhaps one of the most exciting developments in networking is the use of full-text files, rather than merely indexes. Wide Area Information Servers are full-text files which can be searched in particular criteria. Instead of getting a reference at the end you get the actual information (be that a recipe, a paragraph from the Bible, etc).

WWW

Undoubtedly THE most exciting development is the World Wide Web which is an attempt to bring together all of the above, as well as graphics. Using a PC connection and Mosaic software the InterNet becomes coloured, incorporates photographs and different text sizes, whilst giving access to all the services you have

used previously. The problem with WWW is it transfers large blocks of data, which makes it sluggish and potentially costly (if you pay per byte transferred).

Internet and ANZTLA

It is quite clear that to be on the Internet is almost mandatory in today's academic and research environment, where breakthroughs are broadcast to the world within minutes, rather than published within months.

In a way it is a computer version of the current library catch-cry - Distributed Information. By linking up together each institution can provide those services which they are best placed to give, to the entire worldwide research community, avoiding much of the duplication that has gone in years past for the sake of quick information.

The ability to send a copy of a paper immediately and very cheaply across the globe, or to read the latest AAP, UP and Reuters newsfeeds as they are written, is something which is revolutionising the way in which research is done, from undergraduates to professors, and indeed even in the general public arena.

New Norcia Library has entered this new age and is happy to provide free consultative services to others that are considering such a move. There are many considerations to be made, which if wrongly approached will see staff and students quickly disillusioned with what is very much the information superhighway of the future.

For others who are on the Net feel free to Gopher or WWW to stour.iinet.com.au, or send messages, giving or seeking advice to tc@iinet.com.au. also you might consider joining our religious library forum.

We are looking at adding to our systems and providing other services such as directories and catalogues (perhaps the ANZTLA directory on-line), and would be happy to hear suggestions for improvements.

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Service Providers

Below is a number of service providers for different areas (there are a lot more than I have listed). The costs may have changed and the services also may be altered, but it gives people a starting point for a link. Also, it is good policy to call the computing centre of your local university who may offer the same type of services or have information on who does.

National:

InterConnect ph: (008) 818 262 e-mail: info@interconnect.com.au
Services: Dial-Up, Terminal
Cost: \$95 (1 off) +\$20/month+15c/minute

Pegasus Networks ph (07) 257 1111 e-mail: support @peg.pegasus.oz.au
Services: Dial-Up, Terminal
Cost: \$95 (1 off) + \$20/month+time charges

Perth:

iinet technologies ph (09) 307 1183 e-mail: iinet@iinet.com.au
Services: Dial-up, Permanent, Terminal, PPP/SLIP
Cost: \$25/month +volume(\$10 free), permanent \$30/month

Winthrop (UWA) e-mail:wthelp@yarrow.wt.uwa.edu.au
Services: Dial-Up, Permanent, Terminal
Cost: \$50/month or \$2.50 per hr

Melbourne:

APANA modem: (03) 596 8366 e-mail: zerohour@suburbia.apana.org.au
Services: Dial-up, Terminal
Cost: \$55 pa

Sydney:

APANA modem: (02) 418 8750 (guest) e-mail: root@lsupoz.apana.org.au
Services: Dial-Up, Permanent, Terminal, SLIP
Cost: \$20(1 off)+\$5/month

Microple ph (02) 888 3695 e-mail: info@jolt.mpx.com.au
Services: Dial-Up, Terminal
Cost: \$25(1off)+\$23.50/month

Adelaide:

APANA modem (08) 373 5485 (guest) e-mail: adrian@apanix.apana.org.au
Services: Dial-Up, Terminal, SLIP
Cost: \$65 pa or \$10/month

THE TREVOR ZWECK AWARD

The following motion was passed at the AGM in July:

1. That an award be made at each ANZTLA annual conference to a person who has contributed to theological libraries in Australia or New Zealand. This award will be known as the Trevor Zweck Award in honour of Trevor Zweck who founded the Association in 1985.

2. That the recipient be a person who, in the opinion of the Executive Committee, has made a significant contribution to the development of theological libraries in Australia or New Zealand in any way during the preceding twelve months. Recipients will not necessarily be librarians.

3. That each year the Executive Committee decide the recipient of the Award and encourage ANZTLA members and Chapters to submit nominations for the Award. The Committee will be free not to grant the Award if it cannot agree on a nomination for a particular year.

4. That no person receive the award on more than one occasion.

5. That each annual Conference Committee in association with the Executive Committee, allocate a time for the ceremony at which the Award will be presented, normally at either the conference dinner or the Annual General Meeting.

6. That the Executive Committee arrange the ceremony at which the Award will be presented.

7. That the Award have no monetary value, but consist of a certificate stating:

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

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

8. That the certificate be supplied by the Executive Committee from ANZTLA funds for presentation at the conference.

9. That the proposed recipient be informed of the Award by the Executive Committee, and be invited to attend the presentation ceremony.

10. That the first Award be presented at the tenth annual ANZTLA conference in 1995.

BOOKNOTES

McIntosh, Lawrence. *A Style Manual for the Presentation of Papers and Theses in Religion and Theology*. Wagga Wagga, NSW: Centre for Information Studies, 1994. xi, 140 pp. \$15.00 ISBN 0-949060-27-5

At last! A style manual set to become a standard for the preparation of theses and papers for serious religious students, whether undergraduate or postgraduate.

The threefold division of the manual into Presentation; Documentation; Citation; is helpful and uncluttered, giving a powerful instrument to deal with the vast and complex world of religious writing. Both the Author-Date and Note-Bibliography systems of referencing are dealt with thoroughly, and the comparison summed up "Although this method [note-bibliography] continues to be much used, it is now being challenged by the economies of the author-date system" (p.47).

This manual is a timely tool which every student of religion must have, and the relevance of the many examples in it will make it invaluable to writers of both essays and theses.

Fr Jordan Perry O.P.

Directory of Asian Theological Libraries 1992-1993. Yogyakarta: Forum for Asian Theological Libraries, 1993. 58 pp. U.S.\$8.00

Available from: Mr Karmito, Librarian
Ducta Wacana Christian University
Jalan Dr. Wahidin 17
Yogyakarta 55222
INDONESIA

This directory was compiled from questionnaires sent to all known theological libraries and collections in the Asian region. While the response rate was not high the compilers have published this first directory as the only source of the information it includes and are aiming for an eventual 100% inclusion rate in later editions.

The directory entries are arranged by region and indexes by subject special collections and areas of special interest indicated by the libraries. Also included is the survey questionnaire for suggestions and/or distribution to any relevant libraries for the next edition.

The compilers have made a beginning, with this directory, in the location and development of theological resources in Asia, and their identification as Asian. Their hope is to "...spark a spirit of willingness to help with the improvement of each theological library in the area covered." We wish them well.

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Vianney College

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