SUMMARY OF PROCEEDINGS

Sixty-First Annual Conference of the AMERICAN THEOLOGICAL LIBRARY ASSOCIATION

Sara Corkery
Editor

American Theological Library Association

Philadelphia, Pennsylvania
June 13—16, 2007

ISSN: 0066-0868

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Published by: American Theological Library Association, 300 South Wacker Drive, Suite 2100, Chicago, IL 60606-6701 USA, tel. 312.454.5100.

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PREFACE

What a fine time was had by all in Philadelphia. There was a perfect balance of educational, networking, and cultural experiences. The hard-working local host committee (see page 266), all members of The Southeastern Pennsylvania Theological Library Association, organized a magnificent range of special excursions to show off the region in style. Conference-goers had choices revolving around everything from worship, baseball, dining, and architecture to history, fine art, and music, ensuring that this visit to the City of Firsts was a memorable one.

Whether you attended in person or will experience the sixty-first conference only through reading and discussion, I hope you will enjoy perusing this *Summary of Proceedings*. The document contains full text or summaries of papers, workshops, roundtables, and meetings, plus other items for general reference and record in the appendices. Although it provides a substantial history of the conference, it does not, of course, tell the whole story. Be sure to go online to view additional conference readings and presentations on the 2007 Annual Conference web pages (http://www.atla.com/member/conference_past/conf_2007/conference_home.html).

I am grateful to all the presenters, facilitators, and others who submitted the many items that comprise this official record of conference events and activities. I would also like to thank ATLA staff, who worked very hard on this publication, especially John Meeks for his assistance with proofreading, Timothy Smith for his prodigious skills in assembling the data for the appendices, and Barbara Kemmis for her superb guidance and leadership.

See you June 25–28, 2008, when we will celebrate "The French Connection" for ATLA's sixty-second annual conference in Ottawa, Ontario.

Sara Corkery
Editor

PROGRAM

American Theological Library Association
61st Annual Conference
June 13–17, 2007
Philadelphia, Pennsylvania

TUESDAY, JUNE 20

12–6 PM	International Collaboration Committee
3–5:30 PM	Education Committee
7–9 PM	Technical Services Interest Group

WEDNESDAY, JUNE 21

8:30 AM–5 PM	Board of Directors Meeting
8:30 AM–12 PM	**Preconference Workshops** "Changes in RDA" *Judy Knop* "Pathfinders Revisited: Updating the Online Subject Guide" *Michelle Spomer*
12–6 PM	Publications Committee
1–4:30 PM	**Preconference Workshops** "The Library Workshop: Theology, Pedagogy, and Promotion" *Kris Veldheer, Danielle Theiss-White, John B. Weaver*
5:30–7 PM	Choir Rehearsal
6–7 PM	President's Invitational Welcome
7–9 PM	Opening Reception

THURSDAY, JUNE 22

7:30–8:15 AM	New Member Breakfast
7:30–9 AM	Worship in the Episcopal Tradition
9:30–10:30 AM	**Plenary Address** "Keeping the Word: Reflections on Sacred and Secular Aspects of Librarianship" *Eleanor Jo "Joey" Rodger*
10:30–11:30 AM	Opening of Exhibits
11:30 AM–12:30 PM	**Papers** "The John Henry Newman Digitization Project: Capturing the Thought, Life, and Times of an Author" *Dean Seeman, Father Drew Morgan, Clayton Darwin* "One Library Under Three Roofs: The Exciting Sequel" *Karl Krueger*

11:30 AM–12:30 PM	**Roundtables**
	"Approaches to International Collaboration"
	Mariel Deluca Voth
	"Contemporary Religious Literature"
	Donna Wells, Jennifer Ulrich
	"Impact of eJournals on Binding and Microfilm Retention"
	Christina A. Torbert
	"Newly Employed/Seeking Employment"
	Rachel Minkin, Jennifer Tsai
	"Professional Ethics for Theological Libraries 2"
	Gary F. Daught
12:30–2 PM	Lunch (on your own)
12:30–2 PM	**Lunch Meetings**
	CATLA
	International Attendees Luncheon
	VP Invitational Lunch
	Professional Development Committee
	Lunch for LEEPERs
1–1:45 PM	Showcase of Products 1
2–3 PM	Business Meeting
3–3:30 PM	Break with Exhibitors
3:30–5 PM	**Interest Groups**
	Collection Evaluation and Development
	"Faculty-Librarian Collaboration in Collection Development"
	Tony Amodeo, Beth Bidlack
	Judaica
	"Rashi & Company: Introducing The Commentators' Bible"
	Michael Carasik
	Lesbian and Gay
	"The William Way Community Center Library Visit"
	Clay Edward Dixon, Cecil White
	Technical Services
	"A Conversation with Tom Yee"
	Tom Yee

FRIDAY, JUNE 23

8–9 AM	Worship in the Methodist Tradition
9:30-10:30 AM	**Plenary Address**
	Ingrid Mattson
10:30–11 AM	Break with Exhibitors

11AM–12 PM	**Papers** "The Bethlehem Digital History Project" *Beth Fuchs, Jane Gill, James Talarico* "The Ordained Theological Librarian: A Cost Benefit Analysis" *Rev. Myka Kennedy Stephens*
11AM–12 PM	**Roundtables** "Finding the Right Student Workers and Training Them to Perform" *James C. Pakala, Stephen G. Jamieson* "Library Directors vs. Seminary Development Officers" *Sara J. Myers* "Present and Future Racial Diversity Issues of Theological Librarians" *Susan Ebertz* "Preserving the Firsts . . . and Lasts" *Tony Amodeo* "Wiki-dly Useful: Sharing Information via the Internet" *Jennifer K. Bartholomew*
12–1:30 PM	Lunch (on your own)
12:30–1:15 PM	Showcase of Products and Services 2
12:30–1:15 PM	Poster Sessions
1:30–2:30 PM	Town Meeting
2:30–3 PM	Exhibit Closing Reception
3–4:30 PM	**Interest Groups** ***Special Collections*** "Every Book, Its Story" *M. Patrick Graham* ***World Christianity*** "Collection Development of the Controversial Issues in World Christianity—Maintaining Balance in Light of the Religious or Academic Tradition We Serve" *Margaret Tarpley*
3–4:30 PM	**Panels** "Practical Strategies for Securing Faculty Collaboration in Information Literacy Instruction" *Doug Gragg, Bonnie Falla, Frank Crouch, Amy Limpitlaw* "Refereed Reference: Measuring and Enhancing Library Services Through a Web-Based Tracking System" *David L. Lakly, John B. Weaver, Danielle Theiss-White, Aimee Morgan*

4:30–5:30 PM	**Denominational Meetings**
	Anglican Librarians
	Baptist Librarians
	Campbell-Stone Librarians
	Lutheran Librarians
	Methodist Librarians
	Non-denominational Librarians
	Orthodox Librarians
	Presbyterian and Reformed Librarians
	Roman Catholic Librarians
	United Church of Christ Librarians
6:30 PM	Endowment Committee/Retiree Dinner
6:30–7:30 PM	Worship in the Jewish Tradition

SATURDAY, JUNE 24

7:30–9 AM	Bus Transfers to St. Charles Borromeo Seminary
9 AM–9:45 AM	Memorials and Worship in the Roman Catholic Tradition
10–11:30 AM	**Interest Groups**
	College and University/World Religions
	"Beyond The Encyclopaedia of Islam and The Index Islamicus"
	Paula Youngman Skreslet
	Public Services
	"Dealing with Challenging Patrons"
	M. Patrick Graham, James Skypeck, Carol Jordan
10–11:30 AM	**Panels**
	"The Information Commons Model in Theological Libraries"
	Kenneth Boyd, Jared Porter, Paul Tippey
	"Research Behaviors of Theological Educators and Students: The Known and the Unknown"
	Christine Wenderoth, Carisse Berryhill, David R. Stewart
	"Searching for Sources: an Attempt to Reconstruct the World of Periodical Literature in Eastern Christian Studies"
	Rt. Rev. Prof. Andriy Chirovsky
11:30 AM–1 PM	Lunch (on your own)
11:30 AM–1 PM	**Lunch Meetings**
	Anabaptist/Mennonite Denominational Group
	Canadians
	SWATLA
1–2 PM	**Papers**
	"Building the New Community—The Phenomenon of Social Networking"
	Kris Veldheer

	"From Manuscripts to Megabytes: How Princeton Seminary is Producing a Digital Edition of the Abraham Kuyper Archives"
	Clifford B. Anderson, Christine Schwartz
	"The Special Collection of a Special Collector: S. Brainard Pratt, Bible Collector and Illuminator"
	Claudette Newhall, Amy Phillips
1–2 PM	**Roundtables**
	"Archival Good Works in the Twenty-First Century"
	Aimee L. Morgan
	"How to Fill Out Association of Theological Schools Accreditation Forms"
	Eric Friede
	"Material Religion: The Challenges it Poses to Libraries"
	James Gulick
	"Putting Students First: Active Learning in Library Instruction"
	James Gulick
	"Working Outside Your Boundaries of Belief"
	Rachel Minkin, Jennifer Tsai
2–2:30 PM	Break
2:30–3:30 PM	**Roundtables**
	"Cataloging: Paradigm Shift, Adaptation, or Extinction"
	Joanna Hause
	"A Kindly Welcome; or Looking Forward to an ATS Visit"
	Melody Mazuk
	"Middle Ground: Next Steps for Mid-Career Librarians"
	Laura C. Wood
	"Playing Nice in the IT Sandbox: The Relationship Between Library and IT"
	Blake Walter
	"St. Charles Library Construction"
	Cait Kokolus
	"Theological Librarianship: A New Online Journal"
	Andy Keck
	"TLM: Experiences and Planning"
	Roger Loyd
2:30–3:30 PM	**Panel**
	"Digitization Wrap-up Panel Session"
3:30 - 4:30 PM	Tour of Eakins Room Art
3:30 - 5 PM	Bus Transfers and Free Time to Explore Campus
5 - 6 PM	Pre-Banquet Reception
6 - 8 PM	Banquet
	Bus transfers immediately following banquet

SUNDAY, JUNE 25

8:30 AM–12 PM	Board of Directors Meeting
8:30 AM–12 PM	Annual Conference Committee Meeting
8:30 AM–12 PM	Education Committee Meeting

PRECONFERENCE WORKSHOPS

Changes in RDA: Changes in the Rules for Descriptive Cataloging
by
Judy Knop, ATLA

Timeline

- Chapters 1-2, 4-5 reviewed 2006
- Chapter 3, part of 4: reviewed March-May 2007
- Chapters 6-7: review July-September 2007
- Part B: December 2007-March 2008
- Complete Draft: July-December 2008
- Release of RDA: 2009

RDA Objectives

- Responsiveness to user needs
  - Identify the resource described (i.e., to confirm that the resource described corresponds to the resource sought, or to distinguish between two or more resources)
  - Select a resource that is appropriate to the user's requirements with respect to content, format, etc.
- Cost efficiency
  - Descriptive data should meet the functional requirements in a cost-effective manner
- Flexibility
  - Descriptive data should function independently of the format, medium, or system used to store or communicate the data
  - Descriptive data should be amenable to use in a variety of environments
- Continuity
  - Descriptive data should be amenable to integration into existing files with a minimum of retrospective adjustment to those files

RDA Principles

- Differentiation
  - Descriptive data provided should serve to differentiate the resource described from other resources represented in the file
- Sufficiency
  - Descriptive data should be sufficient to meet the needs of the user with respect to selection of an appropriate resource
- Relationships
  - Descriptive data should indicate significant bibliographic relationships between the resource described and other resources
- Representation
  - Descriptive data should reflect the resource's representation of itself

- Accuracy
  - Descriptive data should furnish supplementary information to correct or clarify ambiguous, unintelligible, or misleading representations made by the resource itself
- Common usage
  - The guidelines and instructions for recording data elements other than those transcribed from the resource itself should reflect common usage
- Uniformity
  - Guidelines and instructions provided in the appendices on capitalization, numerals, abbreviations, order of elements, punctuation, etc. should serve to promote uniformity in the presentation of descriptive data

Structure of Part I

- Chapter 1: General guidelines on resource description
- Chapter 2: Identification of the resource
- Chapter 3: Carrier type
- Chapter 4: Content type
- Chapter 5: Information on terms of availability
- Chapter 6: Persons, Families, and Corporate Bodies Associated with a Resource
- Chapter 7: Related Resources

Chapter 1: General Guidelines on Resource Description

- Appropriate type of description
- Changes requiring a new record
- Mandatory elements
- Language and script
- Conventions used in transcription
- Formulation of notes
- Descriptive elements used as access points

Types of Description

- Comprehensive: Single description for a resource described as a whole
  - monograph, serial, integrating resource
- Analytical: Description of a part of a larger resource
  - single issue of a periodical, a filmstrip issued as part of a kit
- Multilevel: Description of the whole and of each part
  - series record and individual records for each volume

Changes Requiring a New Description

- Serials:
  - Major change in title
  - Change in responsibility affecting the primary access point

Mandatory Elements

- Title proper
- Earlier/later variations in title proper
- Statement of responsibility (person, family, or corporate body with principal responsibility)

- Edition statement
- Numbering
- Publisher, distributor (only first recorded)
  - Option to omit statement of responsibility

Mandatory Elements

- Date of publication, distribution, etc.
- Title proper of series
- Numbering within series
- Resource identifier
- Form of carrier
- Extent
- Scale of cartographic content
- Coordinates of cartographic content

Note: Include any additional elements required to identify the resource

Letters or Words Intended to be Transcribed More than Once

- If a letter or word appears on the source only once, transcribe it only once, even if the design makes it clear that it is intended to be read more than once:
  - Canadian BIBLIOGRAPHIES canadiennes

If considered important, make a note and record the intended reading as a variant title

Abbreviations

- Do not abbreviate words or substitute the prescribed abbreviation in any title field or statement of responsibility. If a word appears in an abbreviated form, transcribe it as it appears.

Inaccuracies

- Transcribe an inaccuracy or a misspelled word, in any transcription area, as it appears:
  - The wolrd of television
  - Educatonal Publications
  - 2070
- Make a note and record a variant title if considered important
  - Note: Title should read: The world of television
  - Note: Publisher should read: Educational Publications
  - Note: Date of publication should read: 2007

Chapter 2: Identification of the Resource

- This chapter contains the instructions for recording (for all types of resources):
  - Title
  - Edition
  - Publisher
  - Date of Publication
  - Frequency
  - Statement of responsibility
  - Numbering
  - Place of publication
  - Series

Title

- Title proper is mandatory

- Transcribe title as it appears on the resource

Exceptions:

- Resources issued in successive parts
  - Correct obvious typographic errors when transcribing the title proper and record the title as it appears on the source of information in a note. In case of doubt, transcribe it as it appears
- Serials:
  - Omit information such as dates, numbers, names which change from issue to issue. Use the mark of omission

Alternative Title

- No longer to be considered part of the title proper! Result of a JSC decision, April 2007

Statement of responsibility

- Mandatory unless following option
- To be transcribed as found on the resource
- Option: In lieu of recording a statement of responsibility as a descriptive element, provide a controlled access point for the responsible person, family, or corporate body

Numbering

- Mandatory
- Transcribe numbering as it appears on the source of information
- Transcribe chronological designation as it appears on the resource
- If serial has more than one separate system of designation, record the systems in the order in which they are presented
- No examples of number and date as currently done for serials

Chapter 3 : Carrier

- FRBR Function: Identify/Select
  - Physical characteristics of the carrier
  - Formatting and encoding of the information stored on the carrier

General Guidelines

- Sources of information
- Base the description on evidence presented by the resource itself, or any accompanying material or container. If desired, take additional evidence from any source
- Different Formats Available
- If manifestations are available in different formats, describe the carrier as they apply to the manifestation being described
- For facsimiles or reproductions, record the elements describing the carrier as they apply to the facsimile or reproduction

Online Resources

- Record “online resource” as the carrier type for all online resources.
  - If complete, or total extent is known, record the extent
  - If consists of more than one file, and a description of each is considered important, record the characteristics of each

– text file RTF 73 KB

(File type, encoding format, and file size for a text file in an online resource)

Changes in Carrier

- If the carrier characteristics change, record the change as instructed:
  - Resource in successive parts
    - If carrier changes, or new carrier characteristics are introduced, record the changes. Add a note if important
  - Integrating resource
    - If carrier changes, or new carrier characteristics are introduced, change the carrier description. Make a note if considered important for identification or selection

Media Type

- Optional
- Currently known as GMD (245 $h)
- Media type reflects the general type of intermediation device required to view, play, run, etc. the content of a resource
- Record the type(s) of media using one or more of the terms in Table 1. Record as many terms as are applicable

Media Terms

AudiProjected	
Computer	Stereographic
Microform	Unmediated
Microscopic	Video

- If none of these terms apply, record "Other"
- If the media type cannot be readily ascertained, record "unspecified"

Carrier Type

- Mandatory
- Carrier type reflects the format of the storage medium and housing of a carrier in combination with the type of intermediation device required
- Record the carrier type using one or more of the terms listed. Record as many terms as are applicable

Carrier Types

- Audio carriers
- Computer carriers
- Microform carriers
- Microscope carriers
- Projected carriers
- Stereographic carriers
- Unmediated carriers
- Video carriers

Carrier Types

- If none of the terms listed applies, add the word "Other" to the broader heading, i.e. other microform carrier, etc. If none of the broader headings applies, record "Other"

- If the carrier type cannot readily be ascertained, record "Unspecified"

Extent

- Mandatory
- Reflects the number of units and/or subunits making up a resource
- Record the number of each applicable type followed by the appropriate term from the list

Extent: Online Resources

- If the resource parallels a print or graphic counterpart, specify the number of subunits based on the parallel counterpart:
  - 1 online resource (68 pages)
  - 1 online resource (36 photographs)
- For other types of files, specify the number of files and a term designating the file type (optionally add no. of statements):
  - 1 online resource (2 video files)
  - 1 online resource (1 program file : 96 statements)

Recording Dimensions

- Optional
- Dimensions are the measurements of the carrier(s) and/or the container
- Unless otherwise instructed, record dimensions in centimetres to the next whole centimetre (may abbreviate as cm – Note: no period)
  - Alternative: Use the system of measure preferred by the cataloging agency

Base Material

- Base material is the underlying physical material on which the content of a resource is stored
- Record the base material if considered important using terms from a list of terms. If none is appropriate, use a concise term
  - Give notes as needed
    - Ex.: acetate; cardboard; polyester; skin; stone; vellum; wax

Applied Material

- Applied material is a physical or chemical substance applied to record the content of a resource
- Record the applied material from the supplied list or use another appropriate term
  - Ex.: chalk; diazo; pastel; plaster; silver halide; tempera

Mount

- Mount is the physical material used for the support or backing to which the base material of a resource has been attached
- Record the material used in the mount from the list of Base Materials or another appropriate term, if considered important

Production Method

- Production method reflects the process used to produce a resource
- Use a term from the list provided, or another appropriate term
  - Ex.: blueline; collotype; photocopy; print; typescript; woodcut

Generation

- Generation reflects the transfer of the content of a resource from one carrier to another (first generation camera master, second generation printing master, third generation service copy)
- Record the generation using terms given under specific types of material (e.g., audio recordings, digital resources, microforms, motion picture films, videotapes)

Layout

- Layout is the arrangement of text, images, etc. in a resource
- Record the layout if considered important, using one of the terms below:
  - double sided
  - single sided
- Use another appropriate term, if necessary (exceptions given for maps, tactile music, and tactile text)

Colour

- Colour indicates the presence of colour(s), tone(s), etc. in the content of a resource
- If the content is in colours other than black and white, record them using a term from the list provided (chiefly coloured; coloured; some coloured)
- Exceptions for still images, moving images, three-dimensional forms, visual impairment resources

Foliation

- Foliation indicates the number of folds made in a printed sheet to form a gathering of leaves (used for early printed books)
- Use a term from the list provided

Font Size

- Font type is the size of type
- May be expressed in general terms, such as large print, or by specifying a font size in points

Polarity

- Polarity indicates the relationship of the colours and tones in an image on film to the colours and tones of the object filmed
- Record positive, negative, or mixed

Reduction Ratio

- Reduction ratio indicates the size of a micro-image
- May be expressed as a range or a specific ratio

Sound Characteristics

- Sound characteristics are technical specifications relating to the encoding of sound in a resource
- Record the word: sound
- Other elements which can be recorded:
  - type of recording, playing speed, groove characteristics, track configuration, tape configuration, configuration of playback channels, and special playback characteristics

Projection Characteristics

- Projection characteristics are technical specifications relating to the projection of a motion picture film
- Record presentation format and projection speed

Video Characteristics

- Video characteristics are technical specifications relating to the encoding of video images
- Record video format and broadcast standard

Digital File Characteristics

- Digital file characteristics are technical specifications relating to the digital encoding of text, audio, video, and other types of data in a resource
- Record file type, encoding format, file size, and transmission speed

Chapter 4: Content Description

- Mandatory
- Elements that describe the content
- Elements conveying the intellectual requirements (form of work, audience, language, etc.)
- Elements that reflect content-oriented relationships (e.g., sources on which the content is based)
- Record as Leader 06/Type of record (OCLC=Type)

Content Types

- "Reflects the fundamental form of communication in which the content is expressed and the human sense through which it is intended to be perceived. For content expressed as images, content type also reflects the number of spatial dimensions in which the content is intended to be perceived and the perceived presence or absence of movement."

Types

Cartographic data set	Cartographic image
Cartographic moving image	Cartographic tactile image
Cartographic tactile three dimensional form	Cartographic three dimensional form
Computer data set	Computer program
Moving image	Notated movement
Notated music	Performed music
Sounds	Spoken word
Still image	Tactile image
Tactile music	Tactile notated movement
Tactile text	Tactile three dimensional form
Text	Three dimensional form
Three dimensional moving image	

Chapter 5: Terms of Availability

- Price
- For published works:
  - Name/Address of publisher/distributor
- For archival works:
  - Name/Address of archival repository

Chapter 6: Persons, Families, Corporate Bodies

- Scope:
  - Provides general guidelines and instructions on recording persons, families, and corporate bodies associated with a resource being described
  - Special instructions relating to legal, religious, official communications, and academic disputations will be retained

Arrangement

- Arrangement will be by function performed
- Creators and contributors of content (of works or expressions)
- Other persons, families, or corporate bodies associated with the content
- Producers, publishers, etc. (of manifestations)
- Owners, custodians, etc. (of items)

April 2007 decisions on Ch. 6

- Rules on primary access moved to Part B
- More emphasis on designation of role
- Appendix to include a controlled list of terms designating role
- Removing the rule of 3

Chapter 6-7

- The following are required:
  - Creator (if more than one, only the first is required)
  - Relationship between a manifestation and a work or expression embodied in the manifestation (if more than one work or expression is embodied, only the predominant or first-named work or expression is required)

General Guidelines: Additional Access Points

- Persons, families, or corporate bodies other than the primary access point who have collaborated in or contributed to the creation or realization of the content
- Persons, families, or corporate bodies associated with the content of the resource through attribution
- Sponsoring bodies, etc. and other persons, families, or corporate bodies associated with the content, if considered important
- Special rules for guidance on providing additional access points for legal, religious, official communications, and academic disputations

Guidelines for Additional Access

- Specific rules provided for:
  - Collaborators

- Editors, compilers, etc.
- Commentators, interpreters, annotators, etc.
- Translators
- Illustrators
- Performers
- Others (e.g., interviewers, moderators, producers, directors, animators)

Designation of Role

- Add a designation of role
  - Use standard list (to be provided in appendix)

Chapter 7: Related Resources

- Chapter to be reorganized using Barbara Tillett's taxonomy of relationship types:

Equivalence	Derivative
Descriptive	Whole-part
Accompanying	Sequential
Primary	

- Each relationship can be expressed by:
  - Citation
  - Access point
  - Embedded description
  - Informal reference
  - Resource identifier

Decisions Made April 2007

Part B

- No change to AACR2 practice in terms of choice of main entry and form of access points without strong justification
- Drop rule of 3
- Radical simplifications such as omitting the specific criteria for considering a corporate body to have responsibility for a work (21.1B2) will not be made in first release of RDA

Uniform Titles

- IME ICC draft Statement of International Cataloguing Principles will be seriously considered. It says (in this order of priority):
  - Base the Uniform Title on the commonly known title in the language and script of the catalog when one exists.
  - Original title
  - Title most frequently found in manifestations of the work
- Differs from current Chapter 25, which puts emphasis on original title for works after 1500
- JSC to discuss in October meeting

Treaties

- LC has proposed entering all treaties under title

- Concern about impact on already cataloged works
- LC preparing paper on impact
- For discussion in October 2007

Bible Uniform Titles

- Proposal:
  - Old and New Testaments should be spelled out
  - Individual books should be entered directly after Bible
  - Bible. Old Testament; Bible. New Testament; and Bible. Apocrypha will be used to identify aggregates
- Constituents will be asked to agree to the changes above and to agree that the change justifies the cost involved
- Instruction will be added allowing entry under personal name where appropriate for sacred works

Required

- There will be only two categories: Required and Optional
- Required if applicable will be dropped

Exercises

Exercise 1:

Book

Marcel Marceau
or
L'art du mime
by William Edwards

Third edition, revised by
Thomas Miller

Michael G. Hinman, Publisher
Berlin, Chicago, London
2007

Media type:	Unmediated
Carrier type:	volume
Extent:	24 pages, 12 pages of plates
Dimensions:	21 cm
Colour:	coloured
Content type:	text
Illustrative content:	illustrations, maps, portraits

Answer:

- 245 Marcel Marceau $h [unmediated], $b or, L'art du mime / $c William Edwards.
- 250 3. ed. / $c revised by Thomas Miller.
- 260 Berlin [Germany] : $b Michael G. Hinman, Publisher, $c 2007.
- 300 1 $f volume (24 pages, 12 pages of plates) : $b coloured illustrations, maps, portraits ; $c 21 cm
- 500
- Leader06/Type of record: Text

Exercise 2
Online video

Christ
r
u
c
i
f
i
e
d

by EdwaRd
u
b
e
n
s

Educatiional
Publishers
Los Angeles, CA
2050

Media type: computer
Carrier type: online resource
Extent: 1 online resource (1 video file)
Colour: coloured with black and white sequences
Sound: sound
File type: video file
Encoding format: Windows media
Content type: moving image
Duration: 27 min.

Answer

- 245 Christ rucified $h [computer, video] / $c by Edward ubens.
- 246 Christ crucified
- 260 Los Angeles, CA : $b Educatiional Publishers, $c 2050.
- 300 1 $f online resource (1 video file (27 min.)) : $b sound, coloured with black and white sequences
- 500 Title should read: Christ crucified.
- 500 Statement of responsibility should read: Edward Rubens.
- 500 Publisher should read: Educational Publishers.
- 500 Date should read: 2005.
- Leader06/Type of record: Moving image

Exercise 3:
Map:

International travel map

Gambia

by Stephen C. Stringall of TerraCarta Media Group

International Travel Maps Publishing Ltd.
Vancouver, B.C.
c1999

Media type:	unmediated
Carrier type:	unmediated
Extent:	1 map on 2 sheets
Dimensions:	47 x 229 cm., sheets 49 x 119 cm.
Production method:	manuscript
Colour:	colored
Content type:	cartographic image

Answer:

- 245 Gambia $h [unmediated] / $c by Stephen C. Stringall.
- 246 $i At head of title: $a International travel map
- 260 Vancouver, B.C. : $b International Travel Maps Publishing Ltd., $c c1999.
- 300 1 $f volume (1 map on 2 sheets) : $b manuscript, colored ; $c 47 x 229 cm, sheets 49 x 119 cm
- Leader06/Type of record: Cartographic image

Exercise 4:
Kit

Noah's Ark

Sunday School Curriculum for 4 year olds

by Mike Kirby

Brimstone Publishers
Louisville, KY
2006

Filmstrip:

Media type:	projected
Carrier type:	filmstrip
Extent:	1 filmstrip (39 frames)
Dimensions:	35 mm
Colour:	colored
Content type:	still image

Audiocassette:

Media type:	audio
Carrier type:	audiocassette
Extent:	1 audiocassette
Dimensions:	10 x 7 cm.
Type of recording:	analog
Configuration of playback channels	mono
Content type:	spoken word
Duration:	approximately 18 min.

Sheet:

Media type:	unmediated
Carrier type:	sheet

Extent: 1 folded sheet (4 pages)
Dimensions: 22 cm.
Content type: text

Container:
Dimensions: box 33 x 47 x 5 cm.

Answer:

- 245 Noah's ark $h [projected, audio, unmediated] : $b Sunday school curriculum for 4 year olds / $c by Mike Kirby.
- 260 Louisville, KY : $b Brimstone Publishers, $c 2006.
- 300 1 $f filmstrip (39 frames) : $b colored ; $c 35 mm
- 300 1 $f audiocassette (approximately 18 min.) : $b analog, mono ; $c 10 x 7 cm
- 300 1 $f sheet (folded, 4 pages) ; $c 22 cm
- 300 1 $f box ; $c 33 x 47 x 5 cm
- Leader06/Type of record: still image, spoken word, text

The Library Workshop: Theology, Pedagogy, and Promotion

Part One—Raising the Standard: Library Workshops and the Requirements for ATS Accreditation

by
John B. Weaver , Pitts Theology Library, Emory University

Welcome to this preconference workshop on library workshops. Our workshop will address three topics: the planning, presentation, and promotion of workshops. I will begin our session by considering the nature and goals of library workshops in graduate schools of theology. My focus is on planning topics in accordance with the requirements for library instruction in the ATS standards for accreditation.[1] It is important that I am clear about my rationale for using the ATS standards. The purpose is heuristic and not prescriptive. In other words, the ATS standards do not specifically govern the planning of library workshops, and our goal is certainly not to regulate correct workshop practice by prescribing a check-list of required actions. The ATS standards provide helpful considerations for programming workshops.[2] They provide insightful principles for the planning and preparation of workshops in support of theological education. There are, of course, other standards that we review (ALA, ACRL, regional accrediting agencies), but the ATS standards helpfully bring the goals of theological education into dialogue with the planning of librarian instruction.

We will proceed by: 1) reviewing the ATS standards for libraries, 2) expanding our vision of library instruction to include the ATS standards for theological scholarship, and 3) reflecting on implications for library workshops in order to improve our instructional planning and practice.

It is important to look first in the mirror at the value that we place on our own instruction. Successful workshop planning, facilitation, and marketing depend to a large extent on our confidence and pride in our instruction. The ATS standards help librarians recognize the value of their instruction and provide a common language for communicating this value to adminstrators and faculty. Planning for library workshops begins by understanding and accepting the importance of the library to theological education. The standards provide helpful categories for reflecting on this importance. According to the standards, the library and librarians are essential to the teaching, learning, and research mission of the school: "The library is a central resource for theological scholarship and the theological curriculum. It is integral to the purpose of the school through its contribution to teaching, learning, and research, and it functions as a partner in curriculum development and implementation." (ATS General Standard 5, p. 154)

How does this standard apply to our librarian roles at our respective institutions? For me, this reflection first causes awareness that the standards are idealistic; they are realities towards which we work. For a variety of reasons, librarians must be proactive contributors and partners in our schools of theology, communicating and demonstrating our importance in ways that are evident to faculty and adminstration.

The standard states that libraries contribute to "teaching, learning, and research." How can the library workshop contribute to the library's engagement in theological teaching? What are the standards for the teaching librarian? "The library accomplishes its teaching responsibilities by meeting the bibliographic needs of the library's patrons, offering appropriate reference services, providing assistance in using information technology, teaching theological bibliography and research methods that foster knowledge of the literature and enable students to locate resources, incorporating library research throughout the curriculum, and helping to serve the information needs of graduates, clergy, and the church." (ATS Standard 5.2.1)

According to this standard, what types of topics should librarians teach? The ATS standards provide an appropriately broad definition of library teaching responsibilities that might include a wide variety of specific topics. For example, consider the diversity of topics listed on the workshop pages at Pitts Theology Library (http://www.pitts. emory.edu/workshops/) and the GTU library (http://library.gtu.edu/ reference/workshops.html). My fellow panelists will explore these workshops and their pedagogy in greater depth.

I propose that the ATS standards provide additional valuable insights for library instruction if we view the standards from an unconventional perspective. I suggest that we step back and view our workshop instruction as a form of theological instruction that is comparable to what our faculty members provide in the classroom. This means that we examine the general ATS standards for theological scholarship (teaching, learning, and research) and apply them to library workshops. To do this, we go back a few pages and analyze ATS standard 3. According to this standard (ATS Standard 3.1.2), theological teaching should do three things:

1) Collaborate with faculty, librarians, and students in an environment of mutual learning, respect, and engagement.
2) Address the diversity of life experiences represented by the students, by faith communities, and by the larger cultural context.
3) Encourage theological conversation.

How should we apply these standards to library workshops as sites of theological teaching?

First, librarians should have early and frequent conversation with faculty, librarians, students, and administrative staff regarding library workshop topics, methods, and schedules. Librarians should discover overlaps with curricular courses and scheduled programs both to foster partnership and to avoid misunderstanding; e.g., what have your faculty taught about the use of PowerPoint in sermons? What other events are scheduled during your preferred workshop time? All this conversation occurs in addition to the dialogue fostered during the workshop. Second, librarians should foster balanced and diverse reading interests and practices among our faculty and students. This includes teaching workshops on literature across the theological spectrum and providing special opportunities for our community to discover a variety of literary genres and ideologies; e.g., at Emory we have hosted workshops led by respected local preachers (e.g., Barbara Brown Taylor). These practitioners from the broader community have expanded our vision and discernment of "good books" for ministry.

In sum, the ATS standards signal that librarians should implement library workshops as *theological conversations* that involve a diversity of voices in planning and presentation. Often this means that librarians invite "outsiders" to the community's table for conversation.

Second, how can the library workshop contribute to the library's engagement in the process of theological learning? What is the standard for libraries? "The library promotes theological learning by providing programs that encourage patrons to develop independent research skills and by preparing them to engage in a lifelong learning process." (ATS Standard 5.2.2)

Practically speaking, what does this standard mean for our library workshops? It means that we privilege real world ministry (lifelong learning) in library workshops, with the accompanying focus on resources available after graduation. For example, we teach the principled use of Google-like and Wikipedia-type applications. It also means that we fully leverage the availability of "*ATLAS® for Alumni*."

A key phrase in Standard 5.2.2. (quoted above) is "independent research." This phrase is potentially misleading if it gives the impression that libraries should teach researchers to research without relationship to others. Sustained research and learning increasingly depend on the development of a network of learning partners. Students should be taught why and how to network in their ministry in order to gain theological insights routinely; e.g., by reading librarian blogs and creating RSS feeds to discover other ambient theological information.

Compare this lifelong-learning standard for librarians to the standards for theological faculty (ATS Standard 3.1.1):

1) Reflect the goals of the *total curriculum* and be appropriate to post-baccalaureate education.
2) Results in the ability to *think critically* and constructively, *conduct research*, *use library resources*, and engage in the *practice of ministry*.
3) Cultivate the capacity to *understand and assess one's tradition and identity*, and to integrate materials from *various theological disciplines*.

How should we apply these standards to Library Workshops as sites of theological learning? There are numerous applications (e.g., the teaching of critical thinking skills), but the mention of the "practice of ministry" is an especially noteworthy convergence with the library's standard for theological teaching (5.2.2). According to these standards, library instruction supports the curriculum, but is concerned with more than research skills for course assignments; it is also targets the finding, evaluation, and use of theological information for a lifetime. The library has a responsibility, for example, to identify and serve the lifelong information needs of students who will engage in the "Arts of Ministry." This might, for example, involve librarian and faculty collaboration in teaching workshops on "Digital Ministry," in which seminarians learn to conduct online surveys for pastoral care, to create and employ websites to develop service communities, and to prepare sermon presentations in light of contemporary research on multimedia learning. These are learning goals that cut across the curriculum in their application of information and communication technologies to different practices of ministry.

In sum, librarians should implement library workshops that *support the "public theologian"* and his/her use of open-access information and communication technologies.

Third, how can the library workshop participate in the library's contribution to theological research?

What is the standard? "Theological research is supported through collection development and information technology and by helping faculty and students develop research skills." (ATS Standard 5.2.3)

Here we come to the responsibilty that is often viewed as central to the librarian's teaching role, viz., the support of theological investigation and study, a.k.a. "theological research." Compare this research standard for librarians to the standards for theological faculty (ATS Standard 3.1.3).

1) Regard *research as an essential* component of theological scholarship
2) Teach *skills needed both to discover information* and to integrate new information with established understandings. Assimilate sources of information, *construct patterns of understanding*, and uncover new information in order to strengthen classroom experiences.
3) Ensure the *quality of research* as understood by the relevant scholarly and ecclesial communities

How should these requirements impact our teaching of research skills? I suggest that the most significant aspect of these standards is their emphasis on the importance of theological research to theological scholarship. This is a normative claim that is easily submerged in librarians' efforts to stay afloat in a sea of literature on information literacy and research behaviors. A challenge for library workshops as sites of theological research is to communicate *and demonstrate* the importance of theological research.

How can library workshops do this? I suggest that we adopt a "cost-benefit" approach to teaching research behavior by accepting that information seekers generally select channels to information based on the expected benefits weighed against likely costs. By maximizing the potential benefit, (and by teaching skills that save the time of the researcher), the librarian motivates the seminarian to future research. One approach is to describe the impact of specific research resources and skills on people's well-being. For example, librarians can demonstrate how demographic research benefits a community, like the church whose minister uses census statistics to identify the average age of people living in the church's zip code and thereby energizes a youth ministry. Another approach is to demonstrate how disciplined attention to select resources on church history and tradition can consistently provide inspiring illustrations and quotations for bible classes and sermons.

In sum, librarians should implement library workshops that demonstrate the *practical value of research* and how it makes a difference in the world (e.g., enhancing community and building social capital).

The three instructional initiatives outlined above – cultivating conversation, supporting public theology, and demonstrating the value of theological research – are all library efforts that directly contribute to the overarching educational goals of our theological schools. According to ATS Standard 3, the theological school engages in three primary activities:

1) Cultivating *habits of theological reflection*
2) Nurturing wise and skilled *ministerial practice*
3) Contributing to the formation of *spiritual awareness and moral sensitivity*

As described above, library workshops can achieve these goals, for example, in the attentiveness to diverse literatures and the modeling of prudent practices of finding and communicating information. Of special note is the standard for cultivation of "theological reflection," which is potentially fostered in our workshops when students *reflect on and examine*

their prior experiences, especially their problematic experiences of overlooking, losing, and misrepresenting information. Most students know what it is to lose a reference to a book, or to preach a sermon that lacked historical knowledge or contemporary connection, or to offer pastoral advice on an issue that was not addressed in a syllabus or reading list. Such experiences of confusion and nescience are opportunities for productive reflection among our faculty and students. By foregrounding and addressing these experiences in workshops, the librarian fills an integral role in cultivating theological vision and discernment in the classroom and the church.[3]

Endnote

[1] Association of Theological Schools, Commission on Accrediting. *ATS General Institutional Standards*. Retrieved June 9, 2007 from Association of Theological Schools website: www.ats.edu/accrediting/standards/05GeneralStandards.pdf.

[2] For additional ATS Guidelines for Evaluating Library and Information Resources, see Association of Theological Schools, Commission on Accrediting, *Handbook of Accreditation, Section Nine: Guidelines for Evaluating Library and Information Resources*. Retrieved June 9, 2007 from Association of Theological Schools website: www.ats.edu/accrediting/HandbookSection9.pdf

[3] Throughout this presentation, participants engaged in discussion and activities focused on the planning of workshops according to ATS standards.

Part Two—Pedagogy
by
Kris Veldheer, Graduate Theological Union

Let's define Pedagogy . . .

- The strategies, techniques, and approaches that teachers can use to facilitate learning.
- Pedagogy is the art or science of teaching. The word comes from the ancient Greek *paidagogos*, "the slave who took children to and from school." The word *paida* refers to children, which is why some like to make the distinction between pedagogy (teaching children) and andragogy (teaching adults). The Latin word for pedagogy, education, is much more widely used, and often the two are used interchangeably.

What is important in these definitions is that they focus on facilitating learning. In other words, we live in the middle, between what needs to be learned and the learner. So how to we go about designing a better workshop? This is what I recommend:

1) Four steps in designing and building a one-shot workshop
   a) Find a need and fill it
   b) Build a better mousetrap
   c) Teach them to fish
   d) Assess what they learned

You need to start by finding the needs within your library or institution. Then you need to build a good workshop. You also need to always remember to teach them how to do their own work. This is like the old saying about teaching someone to fish rather than giving them a fish. Finally, it is always good to assess what they are learning, how you are teaching, or even if your students are getting their needs met.

2) Find a Need and fill it
    a) What are the students asking for?
    b) What is the faculty asking for?
    c) What are the top 3-5 resources you think every student using your library should know?
    d) What is the most common question at the Reference Desk and can I design a workshop to answer it?
    e) Brainstorm for workshop ideas
    f) Trial and ERROR- keep track of what workshops work and which don't

Described above are some of the questions you can ask in order to find the needs. It is always important to remember to teach to fill the need first. Experience tells me that people are more likely to seek other instruction once their own needs are met. So find the need and fill it.

3) What about ATS standards?
    a) Fostering knowledge of the literature
    b) Developing research skills
        i) To discover and integrate new information
        ii) Ensure the quality of research
        iii) Develop independent research skills
    c) Collaborate with faculty on assignments

In an earlier part of this session, John Weaver discussed the ATS standards. I have never mapped any of my workshops to the ATS standards, preferring instead to use the ACRL standards from ALA. I will say however that the ACRL standards are more designed for the undergraduate experience than for graduate programs. Whatever you choose to align your workshops with, the important part is to find ways to introduce your students to the literature of the field and in so doing help develop life long research skills. There are many ways to meet this end if you work to find the needs within your setting.

4) Building the Workshop
    a) What do you *need* to cover vs. *want* to cover?
    b) Who is your target audience?
    c) What does the learner need to understand?
    d) Hands ON vs. Talking Head
    e) What do you need to bring into the workshop?
    f) What are your Teaching Points?
    g) Practice before with "testers"
    h) Beware of PowerPoint poisoning!

Putting together a workshop takes timing and skill. If you don't have a lot of experience with this, trust me, it gets easier with time. Don't try and cover too much and always focus on your audience. My big rule of thumb is: what does the learner need to understand when they walk out of the workshop? I use this question to frame my teaching so I start with my audience in mind. If you don't have much experience presenting workshops, take the extra time to practice in front of people. A great group to use is student library workers. Also, be aware of relying too heavily on PowerPoint as a means to convey your message. Use presentation programs only if they help you make your point and be sure to make handouts of your presentation so students don't have to be distracted copying down the slides.

5) Teaching the actual workshop
    a) By any means necessary
    b) Timing is everything
    c) Create lesson plans
    d) Use handouts, role play, toys, small groups, online searching activities, q & a, books and journals, food (if it is allowed in your teaching space)—let your imaginations run wild.
    e) Mix the Modes—Combine lecture with hands on, group discussions, visual learning

It is important that you use any means you can to get your message across, including playing games, handing out toys such as Play Doh, and so on. If you create a lesson plan and make sure you have the material to fit the time period you have allocated for the class, you can then experiment with what will work best with your students. You may also want to experiment with mixing the modes such as combining lecture with small group activities. Anything that you might have tried in a regular classroom can be used in a workshop.

6) Assessment
    a) Different models I have tried:
        - After workshop surveys
        - Developing a class assignment with faculty
        - Co-grading a class assignment
        - IOT and Bloom's Taxonomy
        - Pre/Post "tests"

There are many theories about assessment. If any of you are going through an accreditation, then you know assessment is a big issue. Although there are many opinions about how to do assessment, remember this: perform the kind of assessment that provides the results you seek. I have used after workshop surveys to judge student satisfaction and the perceptions of what students are learning. I have developed a class assignment with faculty and even co-graded the assignment. You can use the phrase "In Order To" along with Bloom's Taxonomy to develop outcomes for each of your workshops or your instruction program. Lastly, you can give students a pre-test and a post-test to measure skill development and research learning. There are many examples available through a basic Google search. It is also important to remember to not get hung up on trying to measure everything at once. Rather pick and choose what you will assess in any one year or semester.

7) Other Ideas
   a) Think in terms of modules or units
   b) How can you reuse or repurpose material from semester to semester?
   c) Don't be afraid to try something out (and get rid of it)
   d) Use whatever you need to "own" the workshop
   e) Share generously

Once you have worked through the material outlined above, start to think of your instruction program in terms of units or modules. What material can you reuse? What material will work well for workshops or within the context of a class? Do not try and reinvent the wheel every time. At the end of the semester do a brief evaluation of your program and carry over the best items to the next semester. Many semesters look the same at my library because I have reused and repurposed material. By the same token, don't be afraid to get rid of workshops that aren't working. If you don't like teaching it, students don't like learning it. Finally, share what you are doing with others. Find places of a similar size or student population and swap workshop ideas. Take ideas from undergraduate institutions and adapt them for your school. There are so many people working on teaching workshops so you are not alone. Have fun!

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Part Three—The Branding and Promotion of Your Library Workshop
by
Danielle Theiss-White, Kansas State University

This pre-conference workshop section focused on why to brand and promote your workshop, how to do it, and then how to evaluate your efforts. To view the slideshow, go to ftp://ftp.atla.com/public/conference/2007/Pedagogy.ppt.

Various definitions of branding were mentioned, along with library marketing strategies and public relations examples from Emory University, the Graduate Theological Union, and Kansas State University. Different marketing methods attractive to students were described with substantial time spent detailing word of mouth marketing. The Word of Mouth Marketing Association's website was shared and participants were introduced to the five basic elements of word of mouth marketing along with relevant examples shown for each. Web 2.0 marketing concepts were highlighted as well as strategies for evaluating marketing efforts. A del.icio.us site was created for all links mentioned in the presentation and is located at http://del.icio.us/PromotionLibraryWorkshop.

Pathfinders Revisited: Updating the Online Subject Guide

by
Michelle Spomer, Azusa Pacific University

Pathfinders and subject guides have been around for decades, and have gone through substantial changes during that time. This workshop is intended to provide some brief background on the development of pathfinders and subject guides, to survey "what's out there," and to take a look at the online pathfinders developed by Azusa Pacific University librarians. No matter the size of the institution or the number of librarians, some sort of online pathfinders or subject guides can certainly be created.

A Brief History of Pathfinders and Subject Guides

The following are historical highlights from library literature concerning the development of pathfinders and subject guides:

- In 1876, Samuel Swett Green stated that people using the library for investigative purposes usually need considerable assistance to find the best books that answer their questions (Dunsmore, 2002).
- In order to address the advances in cataloging and classification, collection growth, and the opening of the stacks, librarians in the 1950s developed booklists, which were distributed from the reference desk, and which seem to be the forerunners of the pathfinder (Dunsmore, 2002).
- In the 1960s, Patricia Knapp developed an approach to library instruction that focused on teaching patrons effective use of the library and its resources, rather than merely providing answers (Hemmig, 2005).
- Marie Canfield, in 1972, was the first to coin the term "pathfinder," which was used to describe printed subject guides that were both introductory and instructional in nature (Canfield, 1972).
- As a result of Canfield's development of pathfinders at MIT (called the "Model Library Project"), Addison-Wesley Publishing Company negotiated to market and distribute approximately 400 MIT-created pathfinders from 1972 to 1975—this proved to be commercially unsuccessful, mainly because the MIT pathfinders did not match other academic collections well enough (Wilbert, 1981).
- In 1983, Alice Sizer Warner encouraged public librarians to adapt Canfield's pathfinder model to the needs of public libraries (Warner, 1983).
- At the same time, the ALA Glossary of Library and Information Science included a definition of "topical guide," which referred to pathfinders (Hemmig, 2005).
- In 1985, William Jarvis recommended that pathfinders should be incorporated into the online library catalog so that they would be utilized more (Dunsmore, 2002).
- One of the first attempts to evaluate pathfinders came in 1987 when Peterson and Coniglio ran the texts of pathfinders through a computer program that determined readability by measuring word difficulty and sentence length—they concluded that many pathfinders were too complex and that "unnecessary and pedantic prose" should be removed (Peterson and Coniglio, 1987).

- Jim Kapoun, in his 1995 article, attempted to identify the problems of existing pathfinders, and to draw attention back to the original intent of Canfield's pathfinders—this appears to be the last time that print pathfinders were addressed in library literature (Kapoun, 1995).
- Andrew Cox's article in 1996 appears to be the first and most comprehensive treatment of online instruction in general—in this article, he refers to the "Desktop Library Research Assistant" of Acadia University in Nova Scotia, which appears to be one of the first online pathfinders (Hemmig, 2005).
- The same year, Steve Sloan suggested that the online pathfinder not simply be a copy of its print predecessor, but that it should also contain hypertext links to library and Internet resources (Sloan, 1996).
- In 1999, Morris and Grimes surveyed 59 libraries that had created subject guides for Internet resources only—also known as "webliographies." (Morris and Grimes, 1999)
- OCLC released its Cooperative Online Resource Catalog (CORC) project in 2000, which was designed to facilitate sharing of cataloged online pathfinders and webliographies (Hemmig, 2005).
- In 2001, Candice Dahl evaluated 45 online pathfinders of 9 Canadian universities using Kapoun's criteria (which were, of course, based on Canfield's original work): consistency, scope, readability, and usability—the study revealed the lack of standards in online pathfinder design (Dahl, 2001).
- In 2002, Carla Dunsmore examined online pathfinders found on 20 different academic library websites in order to qualitatively describe their "nature"—she suggested accessibility, consistency, selectivity, and transparency as important criteria for online pathfinder design (Dunsmore, 2002).
- In 2003, the discussion of pathfinders in library literature comes full circle in Kelly Kuntz's article on pathfinder design in K-12 schools (which clearly uses principles developed by Canfield) and Trina Magi's article that compares the effectiveness of print and online pathfinders (which concluded that both were effective) (Hemmig, 2005 and Magi, 2003).
- And lastly, in 2007, Shannon Staley conducted a usability study at San Jose State University, which indicated that students who have received library instruction tend to use pathfinders more frequently and find them useful (Staley, 2007).

The Pathfinder Model

In 1972, Marie Canfield coined the term "pathfinder," in library literature (Canfield, 1972). Pathfinders are subject guides (or research guides) that have a very specific structure. These are the main characteristics of pathfinders:

- Pathfinders are not meant to be comprehensive bibliographies, but are really designed to be starting points to research. The various sections that make up a pathfinder contain a limited number of hand-picked resources. Not only is this structure conducive for students' critical thinking skills, but also benefits the librarian. By hand-picking a limited number of resources, the librarian is essentially forced to become an expert on the topic, and thus improves his or her collection development skills.
- Pathfinders are organized in an instructional manner that reflects the search process

that many librarians already use to teach students. In a pathfinder, the more general resources are listed first (i.e., reference resources such as encyclopedias and dictionaries), and the more subject-specific resources are listed, such as monographs, journals, and websites. In this way, pathfinders bridge what's available in the library collection with what's available on the Internet.

- Pathfinders were originally meant to be used for fairly narrow subjects (such as "wastewater treatment – sedimentation"). There are a lot of subject guides out there for very broad topics such as "religious studies," and "theology." These guides tend to leave out hand-picked monographs, which would be pretty difficult to do with such huge subjects. Although "practical theology" is still fairly broad, it is easier to produce monographs for this topic than for "theology."
- Marie Canfield's pathfinders in 1972 used the following template:
  - Scope
  - Introduction
  - Subject headings
  - Frequently mentioned texts
  - Handbooks, encyclopedias, and dictionaries
  - Bibliographies
  - Journal articles, abstracts, and indexes
  - Other indexes
  - Journals
  - Reviews and conference proceedings
  - Report abstracts and indexes

Web Design Tips

When designing an online guide, consider the following tips:

- Organize your webpages carefully—think of your users and the users' goals
- Be consistent and make sure the user knows where they are and where they can go
- Minimize wasted space and download time—keep it simple whenever you can
- When aligning elements on a webpage, be consistent and create a visual "flow"
- Keep lines of text at about 600 pixels across and avoid scrolling left to right
- Choose fonts that are "universal," such as Times New Roman, Verdana, or Arial
- Don't distract your users with blinking text, scrolling text, animated GIFs, sound files, or image backgrounds
- Minimize clicking
- On each webpage, include a way to get back to the home page and a navigational menu
- Make the text large enough to read
- Don't underline words if they're not links
- Put your contact info, or a link to it, on the top and/or bottom of every webpage
- Include a "Last Modified" date on the top or bottom of your webpages
- Consider accessibility issues for those who have a disability, such as blindness
- Check the appearance of your webpages in as many different browsers as possible (Internet Explorer, Mozilla Firefox, Safari, Opera, Netscape)

- Design your webpages for the typical user who has a 56 Kbps modem—for example, use fewer and smaller graphics
- Stay away from "librarianese"—be sure your wording really communicates with your audience
- Online pathfinders should be based on these fundamentals: accessibility, consistency, selectivity, and transparency (see the Dunsmore article)

Useful Online Web Design References

Bluejay, M. "Website Design Tips." WebsiteHelpers.com, http://websitehelpers.com/design/ (accessed April 28, 2007).

Caldwell, B., W. Chisholm, et al. "Web Content Accessibility Guidelines 2.0: W3C Working Draft 27 April 2006." World Wide Web Consortium, http://http://www.w3.org/TR/WCAG20/ (accessed April 28, 2007).

Fogg, B. J. "Stanford Guidelines for Web Credibility." Persuasive Technology Lab, Stanford University, http://www.webcredibility.org/guidelines/index.html (accessed April 28, 2007).

Hanz, P. J. "Design Tips." Capella University, http://http://www.lc.capellauniversity.edu/~127547/ed722.htm (accessed April 28, 2007).

Jupitermedia Corporation. "Webreference.com: Design." Jupitermedia Corporation, http://http://www.webreference.com/authoring/design/ (accessed April 28, 2007).

Lynch, P. and S. Horton. "Web Style Guide, 2nd Edition." Lynch and Horton, http://http://www.webstyleguide.com/index.html?/contents.html (accessed April 28, 2007).

A Survey of Online Pathfinders and Subject Guides

This section includes a brief survey of the various sorts of subject guides that are available online. The pros and cons are primarily based on web design standards and guide content.

Online PDF Guides

These guides usually look as if they are converted print guides. This is a good option if a library already has existing print guides and there isn't a lot of extra time to create brand-new HTML (or other) versions of them. Some of these are simply text, but others have added links to various items. Adobe Acrobat and Word both allow the addition of hyperlinks.

Baylor University Libraries: Practical Ministry Research Guide

http://http://www.baylor.edu/content/services/document.php/33934.pdf

- Pros:
  - Uses some links
  - Includes some very basic instruction
  - Shows the relationship between print and electronic periodical indexes
- Cons:
  - Not enough links
  - No reference resources listed
  - No websites listed

- No librarian contact information (just the name of the librarian)

University of North Alabama Collier Library: Philosophy Pathfinder

http://http://www2.una.edu/library/orientation/CurrentPathfinders/Philosophy.pdf

- Pros:
  - Includes a scope note
  - Nice organization of resources (if you can ignore the formatting)
  - Very good content
  - Some limited instruction
- Cons:
  - Some items look like they are links (i.e. blue and underlined), but are not actually links—looks like someone converted a Word document to a PDF and didn't go back through to add/correct any of the links
  - Says "Have a question? Ask a librarian" at the bottom, but no librarian contact information is provided
  - Odd indents and use of bolding—again, it looks like the formatting was messed up when it was converted to a PDF
  - No hand-picked monographs—topic is too broad

University of Pittsburgh Libraries: Holocaust Pathfinder

http://http://www.library.pitt.edu/guides/holocaust.pdf

- Pros:
  - Excellent content without trying to be exhaustive
  - Includes a scope note and an introduction
  - Some annotation
- Cons:
  - Doesn't appear to have been updated since 1995
  - Visually unremarkable
  - No links into library catalog
  - No websites—probably because it's 12 years old!

Online Pathfinders

The guides in this section adhere, at least in part, to the pathfinder model. All three list more general resources first, and then go to more subject-specific resources. However, the Boston College guide breaks from the pathfinder model by including too many resources in its sections, thereby being more exhaustive than introductory.

Wesleyan University Library: Religion Resources

http://http://www.wesleyan.edu/libr/php/subjects/template.php3?subject=religion

- Pros:
  - Table of contents located at the top for easy guide navigation
  - Links to general instruction web pages appear to the right
  - Does a good job of being selective with resources (rather than exhaustive)
  - Area for text is fairly broad, which means there's not as much scrolling needed
- Cons:

- No links into library catalog for particular items
- No hand-picked monographs—just has a link into the library catalog (probably because the topic is too broad)
- No link into the ATLA Religion Database
- Web resource section is a little weak
- No "top of page" links
- No contact information for an individual librarian, though there is a link that allows patrons to request a "personal research session"

Boston College Libraries: Theology Research Guide

http://http://www.bc.edu/libraries/research/guides/s-theology/

- Pros:
  - Table of contents located at the top of the page
  - Includes "top of page" links
  - Fully annotated
  - Includes a brief scope note
  - Obvious expertise
- Cons:
  - Way too long—attempts to be more exhaustive rather than introductory
  - Topic is too broad
  - No links to library catalog items
  - No instruction
  - Plain to look at—no color
  - Librarian contact information is not visible enough

NOTE: This guide mixes print and electronic formats—I'll leave it to you to decide whether this is a pro or a con.

Carleton College Gould Library: Judaic Studies Research Guide

http://apps.carleton.edu/campus/library/find/guides/subject/?guide_id=127843

- Pros:
  - Table of contents at the top of the page
  - Includes "top of page" links
  - Good use of color
  - Fully annotated
  - Includes librarian contact information, though it's at the bottom
  - Includes some instruction
- Cons:
  - No links into library catalog
  - No hand-picked monographs—topic is too broad
  - Although the websites included are portal sites, there are probably more than three useful websites on the Internet for Judaic Studies

Online Subject Guides

These guides are similar to the online pathfinders, but their structure doesn't adhere as much to the pathfinder model.

Williams College Libraries: Jewish Studies Subject Guide

http://http://www.williams.edu/library/subjectguides/jewishstudies/index.php

- Pros:
  - Includes a table of contents
  - Librarian contact information is right on the first page, along with the table of contents
  - Includes links into the library catalog
  - Includes subject search links (i.e. "Judaism") that take patrons into the library catalog
  - Some annotation
  - Includes some instruction
  - Includes a section on how to document/cite sources
- Cons:
  - Doesn't have an accompanying photo of the librarian even though the librarian's name appears below a school seal graphic where the photo should be
  - No hand-picked monographs—subject is too broad
  - Division between databases and journals is confusing
  - No websites

NOTE: This subject guide includes a separate, shorter page for each section, rather than one long page—I'll leave it to you to decide whether this is a pro or a con.

George Washington University Gelman Library: Religion

http://http://www.gwu.edu/gelman/guides/arts/religion.html

- Pros:
  - Includes a table of contents
  - Librarian contact information is prominent
  - "Ask a Librarian" links are included throughout the guide
  - Some annotation
  - Includes a few resources for citation help
  - Includes a built-in guide evaluation form at the bottom
- Cons:
  - No "top of page" links
  - No hand-picked monographs—topic is too broad
  - Organization of resources is a little odd—call numbers are included at the very end
  - No instruction

NOTE: This guide mixes print and electronic formats—I'll leave it to you to decide whether this is a pro or a con.

Virginia Commonwealth University Libraries: Sociology Research Guide

http://http://www.library.vcu.edu/guides/sociology.html

- Pros:
  - Includes a table of contents to the left
  - Font is large and very readable

- Librarians contact information is prominent
- Includes a scope note
- Includes "top of page" links
- Some annotation
- Some instruction

- Cons:
  - No hand-picked monographs—topic is too broad
  - No links into the library catalog for reference books

Online Course Guides

Course guides are very similar to the subject guides, but are usually a little narrower in topic, depending on the course. These can be geared toward a subject, or toward particular course assignments.

Emory University Libraries: Religion 352S

http://web.library.emory.edu/subjects/humanities/religion/rel352.html

- Pros:
  - Includes a table of contents
  - Instruction web page links are included to the left
  - Uses an image
  - Librarian contact information is prominent
  - Some instruction in guide
  - Includes several fairly specific subject links (i.e. "womanist theology in literature") into the library catalog
  - Some annotation
  - Includes "top of page" links
  - Includes information for citing and evaluating resources
- Cons:
  - Font is pale and small which makes it hard to see
  - Not a lot of color
  - Organization isn't the best—reference books are listed after finding monographs
  - Considering the fairly narrow topic (Black Feminism and Black Religion in America), I'm not sure why there aren't any hand-picked monographs
  - There is only one Internet resource—seems like there should be a few more out there

Georgia State University Library: RELS 4610 - Hinduism

http://http://www.library.gsu.edu/research/liaison.asp?ldID=45&guideID=371

- Pros:
  - Includes a table of contents
  - Nice use of colored bars to break up content
  - Includes links into library catalog
  - Includes "top of page" links
  - Librarian contact information located at the top of each individual guide page
  - Some annotation

- Includes media
- Cons:
  - Very limited instruction
  - Although the websites included are portal sites, there are probably more than three useful websites on the Internet for Hinduism research

NOTE: This subject guide includes a separate, shorter page for each section, rather than one long page—I'll leave it to you to decide whether this is a pro or a con.

Grove City College Henry Buhl Library: HUMA 102, REL 211, REL 212

http://hbl.gcc.edu/Researchguides/HUMA102.htm

- Pros:
  - Includes a drop-down menu that contains links to instruction web pages
  - Some annotation
  - Includes "top of page" links
  - Large font
- Cons:
  - Very plain—no color
  - Text goes across the whole page, which makes it hard to read
  - No links into library catalog
  - No librarian contact information
  - No hand-picked monographs—topic is too broad

Online Database Guides

Database guides are a great option for both creating and updating guides for librarians who don't have a lot of time. These guides pull content from a database, and are constantly updated (along with the library catalog). East Carolina University's Joyner Library has a home-grown database, and is willing to share their software (http://web.lib.ecu.edu/piratesource/). Ohio State University Libraries uses their software, and has modified it to suit their needs.

Samford University Library: Religious Studies

http://library.samford.edu/topics/religion.html

- Pros:
  - Nice use of colors and icons
  - Fully annotated
- Cons:
  - No librarian contact information
  - No instruction
  - Links to guide sections are not visible enough
  - "Articles" heading is not terribly descriptive, considering the fact that this section lists databases
  - "Primary Sources" section is weak—only has one item
  - No monographs
  - No "top of page" links

NOTE: This guide mixes print and electronic formats—I'll leave it to you to decide whether this is a pro or a con.

East Carolina University Joyner Library: Religion

http://http://www.ecu.edu/lib/reference/piratesource/index.cfm?subjectid=16

- Pros:
  - Can choose to display all resources, or can choose from the various types (such as dictionaries, encyclopedias, atlases, etc.)
  - Nice use of color and icons
  - Can choose whether or not to display annotations
  - Printer formatting is available
- Cons:
  - Use of checkboxes is not clear—you can use them to select items, but then what?
  - No links into library catalog
  - No instruction
  - No table of contents
  - No "top of page" links
  - No monographs or journals
  - Why is the King James Bible listed in the "Quotations" section?
  - No librarian contact information

NOTE: This guide mixes print and electronic formats—I'll leave it to you to decide whether this is a pro or a con.

Ohio State University Libraries: Religion Resources

http://library.osu.edu/sites/thegateway/

- Pros:
  - Nice use of color and icons
  - Can choose whether or not to display annotations
  - Printer formatting is available
  - Includes links into library catalog
  - Includes table of contents drop-down menu
- Cons:
  - No librarian contact information
  - No monographs or journals
  - No instruction
  - No "top of page" links

NOTE: This guide mixes print and electronic formats—I'll leave it to you to decide whether this is a pro or a con.

Webliographies

Webligraphies are online guides to Internet sources. Academic library webliographies usually aim to provide patrons with hand-picked, authoritative websites for research. Some also provide links to electronic library resources (see the webliography for Seattle University below).

Graduate Theological Union Library: Ministry Resources

http://library.gtu.edu/links/ministry.html

- Pros:
  - Nice organization
  - Good depth of subject
  - Mostly annotated
  - Includes a table of contents to the right
  - Links to instruction pages to the left
- Cons:
  - Some links are broken and don't work
  - Doesn't seem like some of the sections include enough resources
  - No librarians contact information
  - Needs to be updated—last update was in 2005

University of Delaware Library: Internet Resources for Jewish Studies

http://http://www2.lib.udel.edu/subj/jew/internet.htm

- Pros:
  - Font is large
  - Includes a table of contents
  - Librarian contact information is included at the bottom of the page as well as to the left
  - Mostly annotated
  - Recently updated (05/07)
  - Very thorough coverage of the subject
- Cons:
  - Some links are broken and don't work

Seattle University A.A. Lemieux Library: Theology & Religious Studies

  - http://http://www.seattleu.edu/lemlib/ResearchPath/SubGuides/Theology_and_Religious_Studies.htm

- Pros:
  - Includes some electronic library resources
  - Mostly annotated
  - Good use of color
  - Includes a table of contents
  - Includes "top of page" links
- Cons:
  - Although the name of the librarian is included at the top of the guide, it isn't a link
  - Odd organization, probably because the topic is way too broad—includes some really broad subjects (i.e. "Basic Theological Studies") and then some really narrow ones (i.e. "Jesuits")
  - Not updated very recently (May 2006)
  - Some links are broken and don't work

Step-By-Step Guide to Creating Online Pathfinders

Determine the need for online guides and who will be using them

- If it will be a course guide, collaborating with the faculty who are teaching the class would be a good idea
- Guides should be written toward your main audience

Determine which type of guide you will be creating

- Pathfinder
- Subject Guide
- Course Guide
- Database Guide
- Webliography

If necessary, collaborate with those who maintain the institutional and/or library website

- Ask if there is an institutional template that can be (or must be) used
- Determine the protocol for posting finished guides

Determine how the guides will be created

- Online guides should have a fairly simple format, so basic HTML coding can be perfectly sufficient
- WYSIWYG software can be helpful, though knowing HTML is still a good idea with these
- Consider one of the following:
- ResearchGuide (http://researchguide.sourceforge.net/)
- SIRSI Rooms (http://http://www.sirsi.com/Sirsiproducts/rooms.html)
- OCLC Connexion (http://http://www.oclc.org/ca/en/connexion/about/features/pathfinders/)

Create a template for the online guide

- If several people are contributing guides, be sure to emphasize the importance of consistency (in other words, stick to the template!)
- For the pathfinder model, the template should always start with background resources and then move into more specific resources
- Determine the major divisions and the number of resources that will be listed in each section

Add hyperlinks throughout the completed guide if necessary

- Link all print resources from your library to the records in your catalog, if possible
- Include links to particular online journals with full text (from subscription databases)
- Provide links for all websites
- Add links to the instructional webpage or other instructional tools, if you have them
- Add “page up” links, if necessary
- Add a link for a printable version of the guide, if you have one
- Create and add any RSS feeds
- Create and add a printable version of the guide

Design the instructional webpage (if you want one)

- Be as specific as possible with instructions—don’t assume that users will know how to use the library catalog, or any other research tool
- Include screenshots, if possible
- Include linking throughout to other parts of the instructional guide

Post the guide

- Determine the best place on your library website for all guides
- Organize your guides on the webpage – by subject, by course, by subject liaison (i.e. author), etc.
- Test any links in the guide

Consider usability tests for the purposes of assessment and improvement

- Consult some of the articles in the bibliography below for methods of assessment

Evaluate and update the guide on a regular basis

- Especially check the links to make sure they are all still working

APU Libraries Online Pathfinder Template

The following template is used at APU Libraries for the creation of all online subject guides. This is based on the pathfinder model, meaning that the broader, reference and introductory resources come first, and then there are the more subject-specific resources, such as monographs, journals and websites. To see an example of an online pathfinder following this template, go to: http://apu.edu/library/help/subjectguides/christianworship/

In addition to the online pathfinder itself, there is an instructional guide that is paired with each pathfinder. Throughout the pathfinder, there are "what's this?" links, which will take the user to the appropriate section in the instruction guide where the user will see an explanation of how to use the information in the pathfinder. The instructional guide is the same no matter what the subject of the pathfinder. To see the instructional guide, go to: http://apu.edu/library/help/subjectguides/guideinstructions/

Pathfinder Table of Contents

Under your pathfinder heading, create a table of contents for the guide so that users can quickly access the information they need.

Subject Introduction

The first section of the subject guide should be introductory, as per the pathfinder model. Include a brief description and scope of the subject covered (which shouldn't be too broad, like "Religion"), as well as a citation for an article found in an authoritative encyclopedia or other reference work (be sure to include the page number(s) in the citation). If you aren't able to find an introductory article in one of your print reference resources, then you might want to include an introductory book or an article on the Internet. So, there are two things here: 1) an introductory paragraph, and 2) a citation for an introductory article, preferably, or a website or book.

Reference Books (1–5 items)

Include 1–5 authoritative reference works that contain relevant information and that are substantial in content on the subject. Again, these would only be resources from your own library collection.

LC Subject Headings & Call Number Ranges (1–10 items)

List the most relevant subject headings to be used for searching in your online catalog, as well as the corresponding call number ranges for browsing purposes.

Books (1–5 items)

Books should be limited to works that are frequently mentioned, and are definitive works

in the subject area. Again, these should only be items you're your library collection.

Media by Subject (1–10 items)

If it is possible to create unique links from your online catalog for a combined search (format and subject, or possibly location and subject), then include them here.

Subject Bibliographies (1–5 items)

Include any print bibliographies on the subject that can be found in your library collection. If there is a great bibliography found on the Internet, please include it in the last section ("Find Internet Resources").

Resources in Non-APU Libraries

Mention any other online catalogs that your students may access (i.e. consortiums). Also, if you have a subscription to WorldCat via FirstSearch, put that here.

Journals (1–5 items)

Journals should be limited to works that are frequently mentioned in the literature in the particular subject area. Mention where they are located (i.e. print or online or both).

Print Indexes (1–5 items)

If there are relevant print indexes that are not covered by one of your online databases, include them here (otherwise, leave it blank).

Databases

Include any and all subject-specific databases here. Consider listing one or two large, multi-disciplinary databases here, too, such Academic Search Premier (EBSCO) or OmniFile Full Text Mega (H.W. Wilson).

Getting Journal Articles

Provide information for interlibrary loan and/or document delivery. We also provide a link to our Periodical Finder tool, which will tell patrons whether or not a different database contains a particular article in full text.

Professional Organizations and/or Government Agency Websites (1–10 items)

Just as the section title implies, include the online links for any professional organizations/associations and/or government agencies that are relevant to the subject.

Other Websites (1–10 items)

This section should include the most important portal sites, book review sources, statistical sources, etc. that you can find. Include anything you'd like outside of professional organizations, government agency sites, or free online journals. At APU, this section is the only one where annotations are required. However, I encourage our librarians to annotate in most other areas if they would like.

Free Online Journals (1–5 items)

If there are any quality free online journals in the subject area, include the titles/links here. If you don't find any, this area will not be included in the subject guide (in other words, it's optional).

Blogs/RSS Feeds (1–5 items)

This section is entirely optional at APU. If you are able to find blogs or sites with RSS feeds that are fairly scholarly, then by all means include them. This is also where RSS feeds for

EBSCO database searches are located.

Everything RSS

RSS (Really Simple Syndication or Rich Site Summary) feeds provide web content or summaries of web content together with links to the full versions of the content. Web feeds allow a website's frequent readers to track updates on the site using an aggregator. An aggregator (or feed reader) can check a list of feeds on behalf of a user and display any updated articles that it finds. Web-based feed readers and news aggregators require no software installation and make the user's "feeds" available on any computer with Web access. Bloglines.com and google.com/reader are examples of free feed readers. Simply set up an account for yourself, and then add the URLs for the feeds in which you're interested.

There are several applications for this technology in a library setting. Many libraries use it for advertising new acquisitions. Others provide feeds for particular journals, which would then deposit article citations from new issues into the users' feed readers. Still others use RSS feeds to communicate library information, such as library events and newsletter entries.

The APU Libraries Christian Worship subject guide includes an RSS feed for a particular search in the ATLA Religion Database, which will deposit citations for new articles that match the search criteria into the users' feed readers. The EBSCO platform is one of the only platforms used by APU Libraries that allows users to create RSS feeds. Besides this, EBSCO goes a step further and allows users to create RSS feeds with one click and without having to create or sign in to an account.

There are a number of search engines that will help you to find RSS feeds available on the Internet. The sites from which the feeds come will need to be evaluated just like any Internet resource. Blogs and websites with RSS feeds will usually have some sort of icon (usually orange with white lettering, that will alert you to the feed. When the icon is clicked, you will usually see a page of code. Simply copy the URL for this page of code and paste it into your feed reader.

Examples of Libraries Using RSS Feeds

The College of New Jersey
New Acquisitions (by subject): http://http://www.tcnj.edu/~library/rss

Massachusetts Institute of Technology (MIT)
http://libraries.mit.edu/help/rss/barton
New Acquisitions—http://libraries.mit.edu/help/rss/barton
MIT Libraries News—http://news-libraries.mit.edu/blog/rss-feeds
MIT Theses in DSpace—http://dspace.mit.edu/handle/1721.1/7582

Tufts University
http://http://www.library.tufts.edu/ginn/tutorials/webfeeds/index.html
New Acquisitions—http://http://www.library.tufts.edu/newAcq.html

University of Wisconsin Madison
http://ebling.library.wisc.edu/bjd/journals/rss/index.cfm
Journal Alerts (by subject): http://ebling.library.wisc.edu/bjd/journals/rss/index_cat.cfm

More Information on RSS Feeds

Massachusetts Institute of Technology: RSS – Keeping Up With Research
http://libraries.mit.edu/help/rss/index.html

University of Wisconsin Madison: What Is RSS?
http://ebling.library.wisc.edu/news/rss/info.cfm

Free Web-Based Feed Readers

Google Reader—http://www.google.com/reader

Bloglines—http://www.bloglines.com

NewsGator Reader—http://www.newsgator.com

RSS Feed Search Engines

Blogdigger—http://www.blogdigger.com/index.html

FeedMiner—http://www.feedminer.com

Feedster—http://www.feedster.com

Feedzie—http://feedzie.com/

Octora—http://www.octora.com/

RSS Compendium—http://allrss.com/rsssearch.html

References

Alimohammadi, D. "Are webliographies still in use?" *The Electronic Library*, 22(2) (2004): 154–157.

Webliographies are essentially web directories that consist of links to particular resources on the Internet. This article attempts to answer the question, "are webliographies still in use?" In order to answer this question, searches with the terms "webliography" and "webography" were performed using Google. It is concluded that doing some research on webliographies is not only possible, but essential.

American Library Association. "Library Course Pages." *Library Technology Reports*, 41(3) (2005): 33–43.

In the absence of course management systems, academic libraries can still provide appropriate library resources. This article describes several ways in which libraries have addressed this issue, most commonly by the creation of library course pages. These pages usually include links to databases, books, journals, indexes, websites, and library services.

Brazzeal, B. "Research Guides as Library Instruction Tools." *Reference Services Review*, 34(3) (2006): 358–367.

This article examines how information literacy and library instruction standards can be incorporated into online research guides. Several online research guides for forestry were analyzed using the ACRL's "Information Literacy Competency Standards for Higher Education," as well as guidelines for library instruction found in LaGuardia

and Oka's "Becoming a Library Teacher." The article provides several practical ways in which online guides can be used for instruction.

Canfield, M.P. (1972). Library Pathfinders. *Drexel Library Quarterly*, 8(3) 287–300.

Canfield sets forth how a pathfinder functions as a step–by-step instructional tool which introduces a library user to the variety of information sources available in research libraries. This is the first article in library literature that uses the term "pathfinder."

Canfield, M.P., J.T. Gardner, and C.H. Stevens. "Library Pathfinders: A New Possibility for Cooperative Reference Service." *College and Research Libraries*, 34(1) (1973): 40–46.

A continuation of Canfield's original work, this article details how library pathfinders offer the opportunity to share reference methodology in an organized manner. Pathfinders are intended to introduce users to the variety of information sources available in a wide range of disciplines. The authors describe pathfinders and indicate how they can provide improved user service and instruction.

Cooper, E. A. "Library guides on the Web: Traditional tenets and Internal Issues." *Computers in Libraries*, 17(9) (1997): 52.

This article discusses focusing on the basic design standards for electronic library guides and the concerns these guides present for internal policy making. It includes information on designing electronic guides, helpful hypertext markup language (HTML) Web sites, variations in the audience, helpful design-related Web sites, and making internal policies.

Courtois, M. P., M. E. Higgins, and A. Kapur. "Was This Guide Helpful? Users' Perceptions Of Subject Guides." *Reference Services Review*, 33(2) (2005): 188–196.

This article attempts to measure user satisfaction with subject *guides*. *It* examines methods used to evaluate *guides* and reports on an online survey placed on each of more than 80 web-based *guides* provided by Gelman Library, George Washington University. The survey, borrowing an approach used by Amazon.com and other web sites, consisted of a single question ("Was *this guide* useful?") and a comments box. Although limited, *this* survey revealed positive elements of the *guides* and identified problems that could be addressed immediately.

Dahl, C. "Electronic Pathfinders in Academic Libraries: An Analysis of Their Content and Form." *College and Research Libraries*, 62(3) (2001): 227–237.

Forty-five online pathfinders were selected from nine Canadian university libraries to assess their degree of conformity to suggested guidelines in the existing literature about pathfinders. The guides were assessed based on consistency, scope, and overall readability (among other criteria). Research revealed that the guidelines were not uniformly followed. It also showed that specific guidelines must be created for online pathfinders.

Dunsmore, C. "A Qualitative Study of Web-Mounted Pathfinders Created by Academic Business Libraries." *Libri: International Journal of Libraries & Information Services*,

52(3) (2002): 137–156.

The nature of academic online business pathfinders or online subject guides was examined by qualitative content analysis. Ten Canadian and ten American academic library Websites were sampled for pathfinders on three business topics: company, industry and marketing. Findings showed that the traditional term 'pathfinder' was not used on these library websites—'subject guides' or 'research guides' were the most popular synonyms. The content analysis identified that subject guides have two basic functions: to facilitate access and to provide a search strategy. Four guidelines were found for creating online subject guides: accessibility, consistency, selectivity, and transparency.

Galvin, J. "Alternative Strategies for Promoting Information Literacy." *Journal of Academic Librarianship*, 31(4) (2005). 352–357.

This article considers strategies for promoting information literacy other than classroom instruction. Library services, such as the creation of pathfinders, excellent reference practices, and provision of user-friendly Web pages, are considered in terms of how they might be useful in supporting an information literacy initiative.

Hemmig, W. "Online Pathfinders: Toward an Experience-Centered Model." *Reference Services Review*, 33(1) (2005): 66–87.

Hemmig reviews four decades of library literature regarding subject research guides. He detects a "gap" in the traditional pathfinder model in the form of a missing multi-dimensional picture of the user and the user's experience of the information service via the pathfinder. Literature examining information behavior, the search process, the design of user-centered services, and the information retrieval interaction is discussed. An experience-centered model for online research guide design and evaluation is derived from the findings.

Holtze, T. L. and A. M. Johnson. "Getting Mileage Out of the Pathfinder." *Kentucky Libraries*, 61(2) (1997): 29–32.

This article focuses on the University of Louisville Libraries' efforts to address information literacy standards with their pathfinders. The authors examined their existing print pathfinders and determined criteria for updating them, including the creation of online pathfinders.

Hook, P. A. "Creating an Online Tutorial and Pathfinder." *Law Library Journal*, 94(2) (2002): 243–265.

Hook explores the educational potential of online tutorials and pathfinders. He discusses how the multimedia environment can effectively reach a broad range of learner types, and explains how the disciplines of information architecture and information visualization can contribute to designing a successful tutorial and pathfinder.

Jackson, R., and L. J. Pellack. "Internet Subject Guides in Academic Libraries: An Analysis of Contents, Practices, and Opinions." *Reference & User Services Quarterly*, 43(4) (2004): 319–327.

This article describes a research project to determine the uniqueness of online subject guides among Association of Research Libraries institutions. The authors examined guides in four subject areas (philosophy, journalism/communication, astronomy, and chemistry) on the websites of 112 libraries, and collected data on the number of links per guide, the arrangement of resources, the information included about the resources, the kinds of resources included, and the number of nonworking links. As a result of the examination of these guides, the authors created a survey which was sent to the heads of reference services in each of the libraries. The authors discuss the results of the survey and make recommendations for further research.

Jacso, P. "Create Digitally Enhanced Bibliographies with Public Domain Databases." *Computers in Libraries*, 23(6) (2003): 52–54.

Jasco discusses the huge number of text-only, online bibliographies available on the Internet, and points out that it would take relatively little effort to enhance them digitally. Such enhancements include adding abstracts and adding software to navigate and search the bibliographies.

Kapoun, J. M. "Re-thinking the Library Pathfinder." *College and Undergraduate Libraries*, 2(1) (1995): 93–105.

Kapoun discusses the many problems with existing research guides, and offers a format and construction guide to aid librarians in preparing readable, useful pathfinders.

Knapp, P.B. *The Monteith College Library Experiment*. New York, NY: Scarecrow, 1966.

Although Marie Canfield coined the word "pathfinder" and described how to develop research guides based on the pathfinder model, William Hemmig, in his article on online pathfinders, points out that Patricia Knapp was actually the first to write about the instruction concepts that are the underpinnings of pathfinders. In *The Monteith College Library Experiment*, Knapp focuses on the importance of teaching the effective use of the library and its resources, and not merely providing answers to questions.

Kuntz, K. "Pathfinders: Helping Students Find Paths to Information." *Multimedia Schools*, 10(3) (2003): 12.

This article includes information on the featured educational resources in online pathfinders, the significance of the collaboration between the library and the classroom when creating pathfinders, the aims of pathfinders, steps in creating pathfinders, and the benefits of online pathfinders for library media teachers.

Magi, T. J. "What's Best for Students? Comparing the Effectiveness of a Traditional Print Pathfinder and a Web-based Research Tool." *Portal: Libraries and the Academy*, 3(4) (2003): 671–686.

This quantitative study compared a print pathfinder and an online research guide in library instruction for two sections of a first-year business course. The traditional print pathfinder received higher ratings on use, ease of use, and helpfulness, but both tools resulted in students citing a similar number of recommended sources.

Morris, S. E., and M. Grimes. "A great deal of time and effort: An overview of creating and maintaining Internet-based subject guides." *Library Computing*, 18(3) (1999): 213.

The authors surveyed library listserv participants and research university librarians in the Southeast to find out about their experiences in building and maintaining online subject guides. Fifty-nine public, special, international, community college, and academic libraries responded to the survey.

Morville, P. S., and S.J. Wickhorst. "Building Subject-Specific Guides to Internet Resources." *Internet Research: Electronic networking Applications and Policy*, 6(4) (1996): 27–32.

This article focuses on how librarians can provide leadership in the era of networked information retrieval by developing subject-specific guides to *Internet* resources. The traditional skills of librarianship, which include the identification, selection, evaluation, description and organization of information resources, are proving to be highly valuable in the *Internet* environment. The authors provide step-by-step instructions for selecting a topic, conducting online *research* and building a useful subject-specific guide.

Peterson, L., and J. W. Coniglio. "Readability of Selected Academic Library Guides." *RQ*, 27(2) (1987): 233–239.

Print library user guides from seven large academic libraries were examined for their readability. Analysis was done using the Readability Program by Micro Power & Light. Results indicated that the library guides were written at or above a reading level of grade 12. It was determined that readability tests can indicate if the writing in a particular document is making reading comprehension a more difficult task for the intended audience.

Ramaswamy, M., and M. Haddock. "The Dynamics of Agriculture Subject Guide Access at Kansas State University Libraries." *Journal of Agricultural & Food Information*, 6(4) (2004): 17–24.

The authors study server statistics to analyze online subject guide access in an academic science library. Web page access data was collected using "The Webalizer," which is a free web server log file analysis program. The results showed variations in user access depending on the month and year.

Reeb, B., and S. Gibbons. "Students, Librarians, and Subject Guides: Improving a Poor Rate of Return." *Portal: Libraries and the Academy*, 4(1) (2004): 123–130.

The authors point out that librarians use subject guides to introduce students to library materials. Their surveys, usability tests, and usage statistics demonstrate that students do not relate well to subject guides. It is suggested that library resources organized or delivered at a course level are more in line with how undergraduate students approach library research.

Sloan, S. "The Virtual Pathfinder: A World Wide Web guide to library research." *Computers in Libraries*, 16(4) (1996): 53.

This article details how the University of New Brunswick library personnel have adapted the pathfinder model from the medium of paper to the medium of the web. It includes information on perl script, enhancements, and evaluating the benefits.

Smith, R. L. "Engaging Subject Guides: Integrating Learning Objects to Enrich Subject Guides." Poster session presented at the ACRL Annual Conference from http://www.departments.dsu.edu/library/sctc303/.

In this poster session, Smith attempts to answer the question, "How can we effectively and efficiently develop contextualized, disciplinary research guides that address differing levels of experience and information needs?" She demonstrates how learning objects, such as interactive learning or video explanations, can be attached to a subject guide to create a better guide that expands students' opportunities to learn.

Staley, S. M. "Academic Subject Guides: A Case Study of Use at San Jose State University." *College & Research Libraries*, 68(2) (March 2007): 119–139.

While academic librarians usually ascribe great importance to subject guides, it can be difficult to tell whether students find them useful. A review of the literature reveals a lack of user-centered data in this area. This study investigates students' use of subject guides in three areas of study: nursing, journalism and mass communications, and organization and management. Results indicate that students who have received library instruction tend to use subject guides more frequently and find them useful.

Warner, A. S. "Pathfinders: A Way to Boost Your Information Handouts Beyond Booklists and Bibliographies." *American Libraries*, 14(3) (1983): 150–151.

This article discusses the use of print pathfinders, as well as the use of pathfinders as teaching tools. Suggestions for their development by public *libraries and a sample pathfinder on personal financial management* are included.

Wilbert, S. "Library Pathfinders Come Alive." *Journal of Education for Librarianship*, 21(4) (1981): 345–349.

The author describes a course at the University of Wisconsin-Oshkosh which includes preparation of print library pathfinders. Undergraduate students in this course are required to prepare pathfinders for use by the library.

Wilson, P. "Perfecting Pathfinders for the Web." Mountain Plains Library Association, http://www.mpla.us/documents/handouts/2003/pathfinders.doc (accessed January 1, 2007).

This website includes various quotes from pathfinder articles, the anatomy of a pathfinder, web design elements, some automation tools, and a select bibliography.

BUSINESS REPORTS

Business Meeting

The business meeting was convened by Board President Duane Harbin at 2:00pm, Thursday, June 14, 2007.

Roberta Schaafsma presented the Secretary's report. The Teller's Committee was composed of Terese Jerose, Kenneth McMullen, and Kevin Smith (chair). They received the election results via e-mail from Survey & Ballot Systems and verified that 330 valid ballots and 2 invalid ballots were received. The membership elected Duane Harbin, Saundra Lipton, James Pakala, and Roberta Schaafsma to the Board of Directors for the 2007-2010 term of office. The Secretary's report was accepted.

President Harbin recognized and thanked departing Board members Ann Hotta and Christine Wenderoth and he told the membership that Laura Wood had been appointed by the Board to complete Ann's term of office. The new Board officers were introduced: Roberta Schaafsma (Secretary), David Stewart (Vice President), and Martha Smalley (President).

Martha Smalley introduced the chairpersons of the Interest Groups.

Eric Friede presented a report for the Professional Development Committee. He indicated that each committee member is a liaison to particular regional groups and also outlined the projects the committee has worked on over the past year. An additional focus for the coming year will be leadership program development.

A report of the Special Committee of the Association for International Collaboration was given by Mariel Deluca Voth who described continuing programs and efforts. A new project will be working on a wiki manual for training international librarians.

Roger Loyd provided a report of the ATLA Endowment Committee. The current balance in the endowment fund is $138,737 and the committee will be hosting a dinner for new retirees.

The presentation of ATLA's 2007-08 budget was given by Pradeep Gamadia. The organization is very healthy and had an income of $5,428,800 last year.

The business meeting adjourned at 2:45pm.

Board of Directors Meetings

Board discussions included the new Board election process, concerns related to instituting the new institutional membership dues, further revisions to the Interest Group Handbook, and ways the organization can work on diversity issues. Reports were received from the Interlibrary Loan Task Force and the Endowment Committee. The Board passed the following resolution: "We recognize the important role that the ATLA choir has historically played at the annual conference and commend Seth Kasten and the members of the choir for their dedication and musical skills and recognize their splendid performance this year at St. Charles Borromeo Seminary."

Roberta A. Schaafsma, Secretary
ATLA Board of Directors
Bridwell Library, Perkins School of Theology

INTEREST GROUP MEETING SUMMARIES

Collection Evaluation and Development

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Dr. Beth Bidlack, Bibliographer for Religion and Philosophy, University of Chicago Library and Mr. Tony Amodeo, Reference Librarian and Coordinator of Instruction, Charles von der Ahe Library, Loyola Marymount University presented on the topic of "Faculty-Librarian Collaboration in Collection Development." Over 110 people attended this session.

At the business meeting following the presentation, a discussion of possible topics for next year's meeting took place. This discussion is on-going. Mr. Daniel Kolb was elected as the newest member of this interest group. He is the Collection Development Librarian at Saint Meinrad School of Theology in St. Meinrad, Indiana. He will serve as the group's member-at-large. Leslie Engelson has completed her four year term with the group. Her work has been invaluable to this interest group. Beth Bidlack and Liz Leahy will serve as co-chairs with Angela Morris continuing as secretary. Logan Wright, St. Paul's School of Theology, will continue to maintain the CEAD web page. Please contact him with suggestions for this site. The URL is www.atla.com/cead/CEAD_home.htm.

Technical Services

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The Technical Services Interest Group met twice during the conference. There was a pre-conference presentation/discussion on June 12 from 7:00-8:45 p.m. with Tom Yee of the Library of Congress during which he answered pre-submitted questions. Tom noted that while authorized titles for series were the problem last year at LC, this year the problem is pre-coordinated subject headings. He discussed some of the implications of a major re-organization

being planned at LC. He noted that LC had lost many from its staff and these people were not being replaced. He stressed, therefore, that SACO participation is essential so that other libraries can help LC. The floor was thrown open to questions from the group present. There were about 31 participants at this meeting.

The main Technical Services Interest Group meeting was held on Thursday, June 14, 2007 at 3:30 p.m. with about 70 participants. Tom Yee returned from the Library of Congress to address the Technical Services IG again.

Presentation/Discussion

Tom briefly described a meeting that had taken place at LC on Wednesday, June 13, 2007 concerning LCSH. LC will now begin to make authority records for pre-coordinated subject heading strings. All authority records will have 053 fields with classification numbers and there will be a greater effort to supply classification numbers with subject headings for the new canon law schedules (KBR and KBU). Because of budget problems, LC will be trying new ways to get work out more quickly, including having technicians do the descriptive cataloging of books and librarians supply the subject headings. He noted that ATLA may be asked to help in the future with identifying religion form/genre subject headings. Tom was asked a series of questions from the floor on various aspects of subject headings and the future of bibliographic control. Finally, he was asked about LC's overseas offices having local libraries doing the cataloging of local material for LC. He noted that 2 or 3 years ago LC had approached Casellini to do the cataloging of Italian materials after receiving training from LC. Now they are thinking of doing the same using Harrassowitz for German material and Pulvill for Spanish material.

Business Meeting

Elections to the Steering Committee

Two members left the Steering Committee in 2007: Eric Friede and Jeff Brigham. Denise Hanusek was eligible for re-election and there were two other nominees for the two empty positions: Lois Guebert and Joanna Hause. All three were elected by acclamation. In order to have more balanced elections over a three year period, Denise Hanusek was re-elected for two years only so that the cycle for elections will be 3-2-2 instead of the 3-3-1 cycle now in effect.

Reports

The Cataloging Bulletin report was given by Lynn Berg.

Richard Lammert gave the report on ATSRW.

The report on the Serials Exchange was given by Paul Osmanski and Richard Lammert. There will be a change in procedure: from now on Paul will check for duplicates before titles are added to the Exchange.

A handout was passed out by Judy Knop concerning how the ATLA can help catalogers. There were no objections to having the Steering Committee set up a task force to explore the effects that changes at LC are having on ATLA members.

Some suggestions were offered for future programs: a full day on the RDA as its publication is nearing, a session on open source software.

Nancy Adams is the incoming liaison with the Education Committee and Laura Wood with the Board of Directors.

The meeting adjourned at 5:08 p.m.

Submitted by Denise Marie Hanusek, Secretary

World Christianity

"Collection Development of the Controversial Issues in World Christianity—Maintaining Balance in Light of the Religious or Academic Tradition We Serve" served as theme for the World Christianity Interest Group Meeting facilitated by Margaret Tarpley, 2006-7 chair. Difficult topics for collection development include gender, culture, and health issues such as competing viewpoints on abortion, female genital mutilation or the use of mind-altering substances that are expressions of cultural identity, fundamentalism in the United States & internationally, politics and religion, Holocaust denial, etc. Even the use of the term "evangelical" is under scrutiny in 2007. What roles, if any, do the faculty, student body, and even the administration play? A general discussion was held to share anecdotes or techniques that some of us have developed for threading "dangerous" ground.

About 35 attendees participated in the interactive discussion. The facilitator opened with remarks concerning the constantly changing nature of what is "controversial," especially with regard to issues which might fall under the heading of "political correctness." Even such common terms as "fundamentalism" and "evangelical" sometimes become controversial. She related a story about how the presence of certain titles in an overseas theological library reference collection is said to have contributed to a severing of working relationships between two denominational entities. After this, she opened the floor for other examples or issues of concern.

A number of situations were mentioned by participants. These included the question of where to shelve non-Evangelical commentaries in the library of an Evangelical school. The issue of accreditation bias was raised by one participant as he brought the example of collections being developed by purchasing Western-oriented English-language theological works to meet accreditation standards, without much regard for the probably limited future use of such collections by students in non-English language programmes.

Another person brought up the questions that arise for a Catholic library when a Catholic theologian is suppressed or banned by church authorities. Should his or her works be dealt with in some special way because of ecclesiastical directives?

The difficulties of collection development of materials published outside the Western world were highlighted. Unfamiliar languages, unknown publishers, currency exchange problems, and lack of reviews or vetting services were all discussed. Suggestions for dealing with this challenge included making use of students and/or faculty members with appropriate language and culture skills; and contacting overseas library associations for assistance. Those who have subject skills, language abilities, or connections with overseas publishing were encouraged to create and share lists of recommended titles for collection development. The opportunities for mutual benefit of collaboration in collection development between librarians around the globe were explored. The sharing of bibliographies of purchased items

Funding issues were also mentioned. It is sometimes difficult to know which budget

allocations (for example, theology or social sciences) should be charged for certain controversial subjects such as abortion, homosexuality, etc.

The challenging of controversial materials by patrons, staff or administrators was brought up. These challenges may be open, through administrative channels, or silent (such as by theft).

Other issues discussed included the difficulties of collecting and housing ephemeral materials such as pamphlets, etc., especially those published by emerging churches in the developing world. Popular culture subjects such as Goth, rap, etc. also present challenges for collection development, in particular relating to formats of materials (DVD, videos, posters, etc.) and the question of whether some materials should carry warning labels for violence, nudity, language, etc. The impact of pop culture (e.g. films such as "The Da Vinci Code") on theological library collections was also discussed.

The meeting closed with selection of new officers for the coming year. Curtis LeMay will serve as chair, Cheryl Miller Maddox, vice chair, and Evan Boyd, secretary.

Submitted by Margaret Tarpley, 2006-07 Chair

PRESENTATIONS TO INTEREST GROUPS

Faculty-Librarian Collaboration in Collection Development (Collection Evaluation and Development Interest Group) by Tony Amodeo, Loyola Marymount University

Mr. Amodeo briefly described his setting at Loyola Marymount University and distilled his success with effectively collaborating with faculty in the area of collection development into ten points:

1) Make an effort to get to know your faculty: who they are, what they teach, where their interests lie. Then when you encounter materials or reviews that intersect with their interests you can forward those items to them.
2) Get to know new faculty as they come in and see if you can help meet their needs. They will be at a vulnerable stage, so whatever you can do to make their lives easier will be appreciated. Let them know about services they might not be aware of or have forgotten about. The interest you show in their focus areas and the new courses they develop will be remembered.
3) Communicate often, even if only by e-mail. Remind them you are there.
4) Be present to them, and be a presence. They notice. When possible, attend faculty seminars, faculty and student paper presentations, and events with guest speakers.
5) Have great colleagues who make the library—and you—look good.
6) Have an adequate budget, and let them (the faculty) spend it on relevant materials with some freedom.
7) Have a good student worker who can transfer your catalog ticks into order cards, giving you the time to do more selection. Be on the alert for materials currently not in the collection and for those that support upcoming programs, new classes, and faculty interests; purchase those items if possible.
8) Have a great, interested and involved faculty member as your Faculty Library Representative. Make it easy for that person to understand what's going on, what can happen, and what might not happen in the library. Make the faculty member into an ally and a friend by giving your time and being interested in what he or she is doing, supporting his or her work, and making his or her life easier.
9) Intervene for faculty when formulating library policies, developing library services, and composing the collection development plan. Put yourself in their shoes.
10) Be grateful for what you get, and don't dwell on what you didn't. (In that spirit, I gratefully thank you for your attention, and hope we will learn about what I didn't cover, but probably should have, from your stories in the follow-up discussion.)

Faculty-Librarian Collaboration and Collection Development Policies (Collection Evanluation and Development Interest Group) Three Experiences in Different Contexts

by
Beth Bidlack, University of Chicago

For my contribution to our panel, I would like to discuss briefly three experiences I have had writing collection development policies. For each of the three experiences, I will describe 1) the library collection and context, 2) the content of the policy, 3) any faculty involvement, and 4) some of the lessons I learned from each experience.

The "Joint Library" Experience (1998)

1) This was a medium-sized library (approx. 250,000 volumes), with funding and ownership by shared by two free-standing seminaries.
2) As Bibliographer for Theology, the collection development policy I wrote was motivated primarily by a pending ATS accreditation visit and contained the following elements:
   - Purposes of the document
   - Relevant historical background of the two seminaries
   - Cooperation with other libraries and organizations
   - Criteria for selection, including subject matter, intellectual content, potential use, relationship to larger collection, availability of material, bibliographic considerations, language, and cost
   - A description of the selection process
   - Formats of materials
   - Gifts
   - Levels of collection development:
     - Comprehensive: the Library attempts to acquire an extensive collection of monographs and periodicals.
     - Representative: the Library attempts to acquire works that are representative of a given movement or field, without necessarily making a value judgment about the movement or the title acquired.
     - Limited: the Library does not seek to acquire materials except for specific works (e.g., key reference works) or for specific reasons (e.g., faculty request, for a specific course offering).
   - These general guidelines were followed by more detailed outlines of various areas of theological studies, including each seminary's collecting responsibilities.
   - Policies and projects for collection maintenance
   - Concluding thoughts and looking toward the future
3) I wrote this policy shortly after I started working at the "Joint Library." Writing it helped me learn the collection and the acquisitions process. As I researched and wrote this policy, I was struck by how inaccessible it was to our user base. It was geared primarily toward librarians and accreditation teams rather than toward

library users. I decided to write a shorter, external document which could be shared with the faculty and administration of each seminary. I do not recall getting much feedback about the policy, but it did open the door to communication between me and the faculty. For example, afterwards faculty members felt comfortable sending me purchase requests and checking on the status of standing orders.

4) The lessons I learned from this first experience writing a collection development policy include:
   - Researching one's own collection and the policies of other libraries is important when writing a collection development policy; however, I also learned that too much research is not always helpful. I found myself too bogged down in detail.
   - In this case, I saw the importance for clarity about each school's responsibilities to the collection. In fact, it was the most detailed part of the policy.
   - I saw the importance and public relations potential of writing a shorter version of the policy.

The "Small Seminary Library" Experience (2004)

1) This was a small library (120,000-150,000 volumes) at a free-standing seminary. At this institution, I was the librarian and a member of the faculty, with teaching and advising responsibilities as well as committee assignments.
2) The policy included the following elements:
   - Mission of the Library
   - Introduction to the collection development policy
   - Introduction to and history of the Library
   - How materials are selected for purchase, including an introduction, standing orders, monographs, journals, non-print materials, foreign language titles, and gift books
   - Policies and procedures for weeding
   - Lost books and replacement copies
   - Preservation
3) This policy was written by a committee including a faculty member, students, library staff, a trustee, and an alumna. I presented a draft at a faculty meeting, where it elicited much discussion. At the time the policy was being written, the Seminary was looking for ways to reduce costs and was reconsidering its mission.
4) In discussions with faculty members, one major point of discussion was the level of collecting. On a scale of one to five, with one being intensive and five being minimal, I scored no area in our collection above three. Some faculty members were surprised to learn that our small seminary library was not a "research library," but rather a library intended to support the curriculum. I followed up with examples of "research libraries" and pointed faculty to the ARL website (http://www.arl.org). Another important part of our discussion was how the library related to the mission of the institution. In the months that followed, a decision was made to move the Seminary to the campus of a nearby college. The library of 120,000-150,000 volumes was to be pruned to about 50,000 volumes which would be relocated to the nearby college library. Additional volumes would be moved to the seminary's

"satellite" campus, located two hours from the main campus. I also gave the best advice I could and found someone to serve as a consultant during this transition.

From this experience, I learned the value of a committee process in writing a policy. It may not be advisable in every case, but in this case it was helpful in clarifying the mission of the Library and Seminary. In some ways, I think the library discussion drove the discussion of the institutional mission. Writing the policy was an educational process for students, staff, and faculty. It gave life to the library's mission and collection and really put the Library on the institutional radar.

The "University Library" Experience (2007)

1) Most recently, I have written a collection development policy for a large research collection. The religious studies collection is integrated into a larger library for the humanities and social sciences, which is part of a university library system of approximately seven million volumes.
2) The policy I wrote is part of what will be a larger document, with each bibliographer or subject specialist writing four to five pages on her or his subject area(s). The Assistant Director for Collections will write the introductory and explanatory portions of the policy. A committee set up the following structure for the subject specific portions of the policy:
   - Brief overview of the collection, including a history, the broad subject areas emphasized or de-emphasized, a description of academic programs, the audience/ purpose
   - Collecting guidelines: levels of selection; type of materials included and excluded; physical formats included and excluded; publication dates collected; languages; geographical range; chronological span
   - Areas of distinction
   - Related university collections
   - Cooperative arrangements and related collections
3) After I wrote my statement, I presented it for discussion to our Committee on Collection Development. After making some revisions, I sent it to the Divinity School faculty and students and arranged two sessions for conversation. Although no one attended these more general discussions (which I take as a positive sign), I have had several one-on-one discussions about specific title recommendations and the status of several series and standing orders. Again, sharing the policy has opened up the door to communication and led to fruitful conversations with faculty about collection development. This policy, which I view as more relational, also serves as a good public relations tool for new and prospective faculty and students. It is web-based (http://www.lib.uchicago.edu/e/su/rel/religioncolldev.pdf) and has helpful links, including my contact information, which greatly facilitates the dialogical process.
4) One lesson I learned in this process is the ongoing challenges of conspectus terminology. When I presented the policy to fellow librarians, the conversation focused mostly on what terminology to use and how to "rate" our collections. In

spite of my fear that a faculty member will question why his or her area is not "intensive" or the highest level of collecting, no faculty member has raised this issue. Another lesson I've learned is that collection development policies are just as important in large university libraries as they are in small seminary libraries. My policy has led to discussion and clarification among other librarians, especially in our area studies collections. For example, who collects western language materials on Islam—the Middle Eastern studies area specialist or me, as religion bibliographer? One other lesson I learned is the importance of a more interactive, web-based policy statement.

Concluding Thoughts

From my experiences, I believe that the roles of collection development policies are changing. What were once internal documents for other librarians and accrediting agencies are becoming public relations tools. Writing and publicizing policies written in jargon-free language can assist us in building relationships with administrators and faculty, as well as other librarians. Another important point to consider when writing a collection development policy is that there is not one template which is suitable for all libraries. Instead, each library should be sensitive to its own context and the mission of its parent institution.

Beyond the *Encyclopaedia of Islam* and the *Index Islamicus*: Resources for the Study of Islam (College and University and World Religions Interest Group) by Paula Youngman Skreslet, William Smith Morton Library, Union-PSCE

The resources I will discuss today could of course be applied to a wide range of research issues. But I have grouped them as responses to typical reference queries in Islamic studies, for the purpose of illustration.

What are the classic scholarly bibliographic sources in Islamic studies?

Babinger, Franz. *Die Geschichtsschreiber der Osmanen*. Harrassowitz, 1927.

Beeston, AFL. *Cambridge history of Arabic literature*. CUP, 1983-92, 4v.

Brockelmann, Carl. *Geschichte der arabischen Litteratur*. Zweite den supplementbänden angepasste Auflage. Leiden: Brill, 1943-49, 5v.

Endress, Gerhard. *Islam: an historical introduction*. Columbia, UP, 2004, 2nd ed. Contains classified and annotated bibliography of the classic sources, in Ch. 9 Ibn al-Nadim, Muhammad ibn Ishaq and Bayard Dodge, editor and translator. *The Fihrist: a 10th century AD survey of Islamic culture* (*Fihrist al-'ulum* or *Kitab al-fihrist al-nadim* [d.c. 990]). Great Books of the Islamic World, 1998.

Meisami, Julie Scott and Paul Starkey. *Encyclopedia of Arabic literature*. Routledge, 1998, 2v

Roper, Geoffrey. *World survey of Islamic manuscripts*. Brill, 1991-94,4v.

Sezgin, Fuat. *Geschichte des arabischen Schrifttums*. Leiden: Brill 1967-, 12v+ Contains catalog of Arabic manuscripts in vol.6, "Bibliotheken und Sammlungen arabischer Handschiften," pp. 311-466.

Storey, C.A. *Persian literature*. Luzac, 1927, 5v.

I want a scholarly but readable introduction to Islam. What do you recommend?

Try subject-area analytical bibliographies

Or book reviews in journals:

Muslim World (Hartford)

Muslim World Book Review (Leicester)

Some reliable general introductions:

Ayoub, Mahmoud. *Islam: faith and history*. Oneworld 2004.

Brown, Daniel. *A new introduction to Islam*. Blackwell 2004.

Denny, Frederick. *Introduction to Islam*. Prentice Hall, 2006, 3rd ed. —good bibliography

Esposito, John L. *Islam: the straight path*. OUP, 2005, 3rd ed.

What is the difference between shari'a and fiqh?

Esposito, John. *Oxford dictionary of Islam*. OUP, 2003.

Gibb, H.A.R. *Encyclopaedia of Islam*. Brill, 1954-2004, 12v, 2nd ed.

Gibb, H.A.R. and J.H. Kramers. *Shorter encyclopedia of Islam*. articles from EI1

van Donzel, E.J. *Islamic desk reference*. Brill, 1994.

Index of proper names, *Index of subjects* (taxonomy), *Glossary and index of terms* (vocabulary); still incomplete.

Do Muslims exegete the Qur'an like we do the Bible?

Kassis, Hanna. *Concordance of the Qur'an in English*. UC Berkeley, 1983.

McAuliffe, Jane Dammen. *Encyclopaedia of the Qur'an*. Brill, 2001-06, 6v.

McAuliffe, J.D. *Cambridge companion to the Qur'an*. CUP, 2006, Part IV, ch. 9

Rippin, Andrew, "Tafsir" in *Encyclopedia of religion*, Lindsay Jones, ed. Macmillan, 2005, 2nd ed.

Thyen, Johann-Dietrich. *Bibel und Koran: eine Synopse gemeinsamer Überlieferungen*. Böhlau, 2000.

Who are the Sunnis and Shi'ites? Are they like Catholics and Protestants?

Esposito, John L. *Oxford encyclopedia of the modern Islamic world*. OUP, 1995, 4v.

History resources :

Cambridge history of Islam. CUP, 1970, 2v.

Kennedy, Hugh. *Historical atlas of Islam*. Brill, 2002.

Nanji, Azim *Muslim almanac*. Gale, 1996.

Robinson, Francis. *Cambridge illustrated history of the Islamic world*. CUP, 1996. Rulers of the Islamic world chart, pp. 308-310

Ruthven and Nanji. *Historical atlas of Islam*. Harvard, 2004.

Political Islam: countless current materials in English in any academic collection

Who are the most important Islamic theologians and philosophers?

Borchert, Donald M. *Encyclopedia of philosophy*. Macmillan 2006.

Böwering, Gerhard in *Dictionary of the Middle Ages* / Joseph R. Strayer. Scribner, 1982-89.

Craig, Edward. *Routledge encyclopedia of philosophy*. Routledge, 1998.

Leaman Oliver. *Biographical encyclopedia of Islamic philosophy*. Thoemmes 2006, 2v.

I'm leading a group on interfaith prayer and spirituality. What resources can I use for worship in Islam?

Library catalogs (will include lots of DVDs and videos) according to LCSH :

Religious life–Islam **or** Worship–Islam

Prayer–Islam **or** God (Islam)–Worship and love

Spirituality–Islam **or** Mysticism–Islam

Will lead you to works belonging to quality text or monograph series, such as :

Renard, John. *Historical dictionary of Sufism*. Scarecrow, 2005.

Renard, John. *Knowledge of God in classical Sufism*. Classics of Western Spirituality series, Paulist Press, 2004.

Other valuable monograph and text series :

Behn, Wolfgang. *Concise biographical companion to Index Islamicu*s. Brill, 2004-06, 3v. Handbuch der Orientalistik

Great Books of Islamic Civilization – Centre for Muslim Contribution to Civilization in Qatar (Garnet)

Islamic Translation Series – Brigham Young University (Univ of Chicago Press)

Islamic Texts Society – Cambridge UK

Primary text collections and anthologies :

Calder, Mojaddedi and Rippin. *Classical Islam*. Routledge, 2003.

Jeffery, Arthur. *A reader on Islam.* Mouton, 1962.

Renard, John. *Windows on the house of Islam.* UC Berkeley, 1988.

I'm writing a paper on scholasticism, Thomas Aquinas and Muhammad al-Ghazzali; I need journal articles and books . . .

Index Islamicus

Abstracta islamica (in Revue des études islamiques) 1927-1994

ATLA Religion Database® (*ATLA-RDB®*)

Iter (medieval & Renaissance studies, 400-1700 CE)

General scholarly indexes : Humanities Index, Philosopher's Index, Historical Abstracts, Social Sciences Index, etc.

Aren't there any websites about Islam that are really legit?

ATLA Selected Religion Web Sites project (ATSRW) cataloged sites list

USC-MSA compendium of Islamic texts (http://www.usc.edu/dept/MSA)

Kingdom of Jordan site for Qur'anic studies (http://www.altafseer.com)

University sites about ME studies

Georgetown (http://www.library.georgetown.edu/guides/mideaststudies)

Penn (SAS) Resources for K-12 teachers (http://mec.sas.upenn.edu/resources/teachers.html)

Ali Houissa, Cornell

Web guide (http://www.library.cornell.edu/colldev/mideast/islam.htm)

Sachsen-Anhalt MENALIB web portal for ME studies

(http://ssgdoc.bibliothek.uni-halle.de/vlib/html/index.html)

Sites evaluated by professionals, such as Librarian's Internet Index, InfoMine, Intute (RDN), etc.

What's the best translation of the Qur'an?

[or]

I want to use some readings from Islamic primary sources in teaching my class. They have to be in English translation. How do I find them?

Skreslet, Paula Youngman and Rebecca Skreslet. *The literature of Islam: a guide to the primary sources in English translation*. Scarecrow, 2006.

Special-purpose sources

Freeman-Grenville. G.S.P. *The Islamic and Christian calendars: AD 622-2222 (AH 1-1650): a complete guide for converting Christian and Islamic dates and dates of festivals*. Garnet, 1995.

Wüstenfeld, Ferdinand. *Vergleichungs-Tabellen zur muslimischen und iranischen Zeitrechung*. Deutsche Morgenländische Gesellschaft, 1961, 3rd ed.

Yarshater, Ehsan. *Encyclopaedia iranica*. Routledge & Kegan Paul, 1982.

Dealing with Problem Patrons (Public Services Interest Group) by M. Patrick Graham, Pitts Theology Library

The overwhelming majority of our patrons are cooperative, polite and appreciative, but a small group—perhaps 5% or so, I suspect—create serious problems (e.g., theft, failure to return materials on request or undamaged, inappropriate or disruptive behavior in the library). The challenge for the library staff is to first understand the nature and causes of problem behavior and then craft effective responses.

Some factors that may contribute to problem behaviors are:

a) Academic, family, or work-related stress
b) Confusion over library policies or resentment over perceived unfairness
c) Unsympathetic behavior by library staff (e.g., curtness, lack of concern)
d) Frustration over lack of recourse when options are closed off
e) Inadequate facilities (e.g., lighting, climate control, furniture, access)

A variety of avenues are available to libraries to solicit input from their user communities and so come to understand users and their issues better:

a) Regular, periodic surveys. The Pitts Library uses Survey Monkey each spring to survey library users, and staff collaborate to analyze and summarize responses and then to craft the library's reply to each category of complaint, suggestion, or request. We post the survey responses and our replies on a webpage and email the url to constituencies. Sometimes we can make adjustments in library practices or policies to satisfy users, and on some occasions we request funding from our Dean to address deficiencies.
b) Survey attendees after programs, tutorials, and instruction sessions, and adjust future sessions as seems warranted;
c) Suggestion boxes and webforms. Pitts staff use a POS (Positively Outrageous Service) webform that allows Pitts staff to commend one another for extraordinary acts of service to internal and external customers. Then at out monthly staff meetings there is a drawing from the POS commendations and the one selected receives a $5 Starbucks giftcard. This practice grew out of suggestions made by Stuart Newmark at the workshop he led; see below.)
d) Circulation desk and other staff can solicit feedback. I suspect that when our patrons leave the building (or when they finish using our online resources from remote locations) that they understand best our shortcomings and successes. Our challenge, then, is to "mine" this information from them before they get away and forget.

Some initiatives that Pitts staff have explored to engage our patrons more effectively:

a) Seek to make our most vocal critics the library's best friends. Those who never supply feedback do not help us improve. The chronic complainers may be wearying, but they can also help us understand our weak points and so do us a service.

b) Call on the services of customer service experts outside the field of libraries to advise and inspire your staff in the area of client care or customer service. Early in 2007, Stuart Newmark, Sr. V.P. of Operations of the Kessler Collection of boutique hotels generously agreed to do a one-day workshop at Pitts on customer service. The Kessler Collection hotels are distinguished for their careful attention to customer service, and Mr. Newmark is responsible for creating and maintaining this culture of customer service. Among the memorable principles that he left with our staff and that we often quote to one another is: The customer is not always right, but he/she is always the customer. Allow him/her to be wrong with dignity. (In the spirit of full disclosure: Richard Kessler, the founder and owner of the Kessler Collection of hotels has been a generous supporter of the Pitts Library for two decades and so made the workshop possible at no cost to Pitts.)

c) Encourage staff to develop healthy ways to view patrons—potential friends, allies for the library, or people engaged in important research or education for noble work—and work to resolve the conflicts with policy as those who stand alongside them, rather than as those who oppose them. Our goal is to enforce policies but to say "yes" to the library patron—without doing anything unethical, illegal or dangerous.

d) Find appropriate metaphors and an intellectual framework for what we do. We have, e.g., been experimenting with the idea of "host/hospitality"—a noble Christian virtue, and something we understand on a personal level. So, those who use our collections and services are our guests and ones to whom we have certain obligations. We are their hosts—but not their slaves—and so have dignity. There is an explicit institutional contract via our policies to guide us both in what we will and will not do.

e) Create ways for library staff to collaborate with one another toward better customer service. We have created a Client Care Task Force, e.g., that meets monthly to formulate better ways to understand and serve our user communities and that makes use of a blog to foster communication on this topic.

Working with "Confused Patrons" (Public Services Interest Group) by James R Skypeck, Boston University School of Theology Library

It is a common occurrence in reference departments to encounter "confused" patrons. For the sake of my presentation, I placed these patrons into two broad groups. The first group includes those people who enter the library and wander the stacks looking for materials without success and without requesting the help of the library staff (or requesting such aid very reluctantly.) The second group consists of those people who have either attended a group bibliographic instruction session or been assisted in a private reference session and return to the

desk frequently with the same questions despite their prior attendance at a session. This latter group seems unable to retain information provided by the staff. In many cases, the library staff reports frustration or discouragement as a result of these interactions and therefore need some idea how to respond. In the session, the focus was on the latter group of patrons.

To help us understand the patrons who may fall into the second group, they were broken down into five categories:

1) International students: these students may face second or even third language acquisition issues and therefore may have difficulty incorporating new information as readily as native English speakers.
2) "Assignment-specific learners": these are our students who only want to know how to find the information they need right now and are less likely to pay attention to any information that doesn't meet their immediate research need.
3) Technophobic patrons: these are our patrons who are so intimidated by or unfamiliar with library technology that they are unable to focus on the content of a session.
4) The "mandatory attendee": these are our students who attend a session because there professor or TA requires them to be there but they don't see the need to learn what we're teaching because they don't need it right away. For example, students in Biblical studies classes who will need to do exegesis papers at the end of the semester but the BI session is in the first few weeks of classes when the professor or TA schedules it.
5) Patrons with "learned helplessness": these are the patrons who either always asked for help with any library project or always had someone else, like a librarian, "take charge" of their research so that they never learned to work independently.

So, now that we know who these "confused" patrons are, what do we do? I ask you to consider three things when planning a BI session or doing a reference interview:

1) How urgent is the patron's research need? Will he or she even "hear" anything we try to teach them if it doesn't meet an immediate need? If the student has a paper due tomorrow (and we all know how common this can be), how likely is it that they will pay attention to all of the bells and whistles we describe?
2) What is the purpose of the session? What are we trying to accomplish in the session and does it match what the patron wants?
3) How much background knowledge or familiarity with English do we assume when we teach? Do we expect our patrons to understand terminology which may be unfamiliar to them? For example, I had a patron once for whom the concepts of "proxy servers" and "firewalls" were totally alien and I had been using these terms expecting the students to understand them when I discussed accessing databases from off-campus.

Finally, I asked the members to remember the following five points:

1) PATIENCE: it is important to remember that it is sometimes very hard for our patrons to ask us questions and being patient will help us maintain a good customer service attitude.

2) Our needs may not be their needs: while we may want to have every session aid our students in the quest for lifelong learning skills, our students may only want the answer to this question and nothing else.
3) Avoid jargon: try to use simple language and be prepared to explain terms, even if you think they are basic.
4) Have a positive attitude: like being patient, it is very important to be friendly, approachable, and non-judgmental. If we want people to approach us with questions, we have to demonstrate that we want to be a resource for them.
5) **Time and tidbits**: in order to avoid information overload and reduce confusion, it might be better to teach shorter sessions and smaller amounts. In many cases, we try to teach all of the features of a database in an hour session and students may lose track of the basic search strategies we are trying to teach them.

Dealing with Challenging Patrons: Conflict, Confusion and Counseling (Public Services Interest Group) by Carol Walker Jordan

Dr. Carol Walker Jordan, University Librarian, Queens University of Charlotte brought her "insights into how best to respond to patrons who approach the librarian in need of counsel."

Dr. Jordan's remarks centered on the use of counseling techniques to help patrons who approach a librarian with concerns about career, personal life, interpersonal relationships, and confusion over the choice of ministry as a life's work. She elaborated on techniques of

- Active listening
- Demonstrated Empathy and Advanced Empathy
- Selecting and confirming partners to assist with patron concerns
- Confronting damaging or destructive behaviors
- Establishing a plan for working toward resolution of the conflict

Throughout the presentation, Dr. Jordan asked for examples of patron concerns that the participants might want to share. She reminded us that troubled patrons can make our workplace more rewarding if we believe we are truly helpful. However, she cautioned that we need to seek confidential advice from colleagues and coworkers before going beyond an active listening time to utilizing the other steps in the helping process.

Dr. Jordan stressed that a library may appear to be a quiet, sacred place in which little conflict or concern arises. Yet, she shared that 85% of her day is given to listening, motivating and leading staff in personal and workplace issue concerns. We were encouraged to think of our work family to be as important as our personal family in that we commit to make time to serve as helpers in both families.

Every Book, Its Story
(Special Collections Interest Group)
by
M. Patrick Graham, Pitts Theology Library

One of Martin Luther's closest associates, Veit Dietrich (1506-1549), wrote a book for the religious instruction of youth and other laity entitled, *Summaria vber die gantze Bibel* (*A Summary of the Entire Bible*), which was printed many times in the sixteenth century and even as late as 1859. The Kessler Reformation Collection of the Pitts Theology Library has a 1548, folio printing of the work that has several exceptional characteristics. The subject of the presentation is both the content of the *Summaria* itself and the particular aspects of the Pitts copy.

The book was written by Dietrich, while he was pastor at St. Sebaldus Church in Nuremberg, the city of his birth. The Old Testament portion was published first in 1541, and the New Testament followed in 1544. Dietrich had studied under both Luther and Melanchthon and also served as the former's personal secretary. The Summaria is a theological commentary on the Bible with more attention given to those sections of the Bible that were deemed to offer value to laity. While the text of the Old Testament is three times as long as the New Testament, they are given equivalent space in Dietrich's work. James and Revelation are not treated at all by Dietrich, who thought the meaning of Revelation too uncertain to pursue in this work, and the genealogies of 1 Chronicles and other more mundane portions of Scripture are omitted. The Song of Solomon, though, receives ten times as much space in the *Summaria* than its length would warrant (Dietrich's interpretation follows Luther in this book). Three essays by Melanchthon are included in Dietrich's work and instruct the reader on the differences between the Testaments, the differences between Lutheran and Catholic teaching, and the essence of forgiveness of sin and blessedness.

The 1548 edition of the *Summaria* was issued by Johann vom Berg, a vigorous Lutheran printer at Nuremberg, and it was bound in typical sixteenth-century German fashion—blindstamped pigskin over boards. The binding includes bands of allegorical representations of the virtues, as well as a central panel to represent the Gospel on the top cover and one to represent Law on the bottom cover. These are reminiscent of the Law/Gospel motifs that Lucas Cranach, the Elder set forth in his painting, *Gesetz und Erlösung* (1529), currently held by the National Gallery in Prague, which also found expression in sixteenth-century title-page woodcuts. (Figure 1)

In addition, the Pitts copy has an ink stamp from Oswald Weigel, an important antiquarian bookdealer in Leipzig, and a label from Paul Brunnquell, a bookseller in Milwaukee, Wisconsin, and there are signatures in the book of two early owners: Herman Zubke and his son Arthur. It appears that the father acquired the book in 1892, and he transcribed in it a religious inscription from the cathedral in Lübeck, a "proof" that the Pope was the beast of Revelation (Rev. 13:17)—based on the theory of Uriah Smith, a prominent Seventh Day Adventist of the late nineteenth century—and other memorable material.

Joel Thoreson, Chief Archivist for Management, Reference, and Technology, Archives of the Evangelical Lutheran Church in America (Elk Grove Village, IL) provided information on Herman Zubke and his family by means of U.S. census records from 1880, 1900 and 1910

and by means of the draft registration of Arthur Zubke from the time of WWI. From these we may conclude the following:

- Herman Zubke was born in 1845 in Prussia, immigrated to America at age 23 in 1868, and married Emelia/Louisa in 1874; he was a wagonmaker and owned his own home; he could read and write but could not speak English; his father, August, was a farm laborer and in 1880 lived with the family in Germantown, Wisconsin.
- Emelia/Louisa was born in Wisconsin to German immigrants, was a homemaker, and could read, write, and speak English.
- Herman and Emelia/Louisa had Arthur in 1875 (Dec. 12) and Ella in 1887, and they still lived in Germantown in 1900.
- In 1910, Arthur Edwin Zubke lived in Milwaukee by himself and was a music teacher; by 1918, he lived at 1071 Cedar St. (Milwaukee) with his father.
- Herman Zubke acquired the *Summaria* in 1892 and gave it or bequeathed it to his son.

The presentation concluded with the following suggestions about ways that librarians might use their special collections in library outreach and development, such as. (1) beginning with materials on hand that relate to the school's mission, (2) make use of specialists to investigate aspects of materials selected for use, (3) pay particular attention to the binding and to indications of provenance that may help you tell a book's story and connect with constituencies, (4) explore other works in your collection or elsewhere, executed by the same printer, to explore commonalities in exemplars, relations with authors, and other webs of connection, and (5) look for allies among your faculty members, professional colleagues, local book collectors, and others who may have interest in such materials.

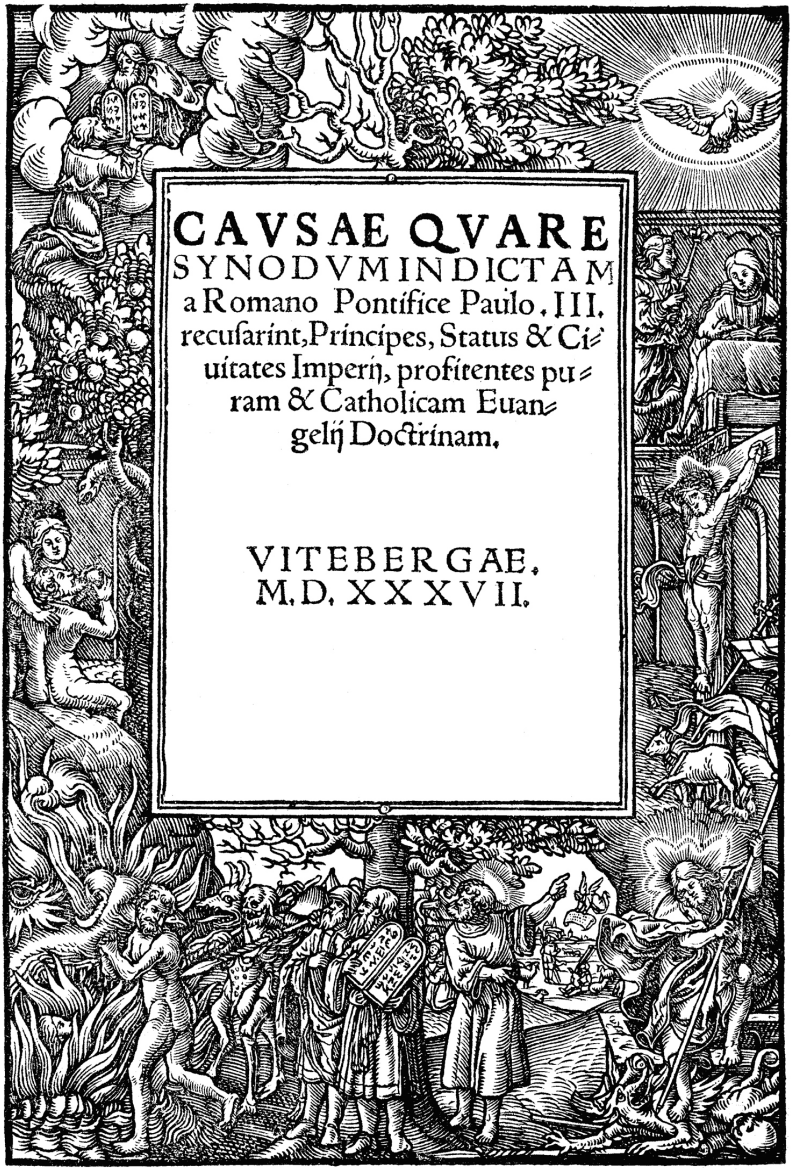

Figure 1: You may access this image for download as a high resolution tiff here: ftp://ftp.atla.com/public/proceedings/graham_07.tif.

PLENARY SESSIONS

Keeping the Word
Reflections on Sacred and Secular Aspects of Librarianship
by
Eleanor Jo (Joey) Rodger

Introduction

I am honored and grateful to be among you this morning. Thank you for the invitation and for your presence and kind attention.

The remarks which follow are offered in the spirit voiced by some very early Quakers, meeting together as the elders at Balby in 1656. These words came as a postscript to an epistle to "the brethren in the north." I offer it, and the comments which follow, to you, the brothers and sisters of the north, south, east, and west as we gather today to learn from one another.

"Dearly beloved Friends, these things we do not lay upon you as a rule or form to walk by, but that all, with the measure of light which is pure and holy, may be guided: and so in the light walking and abiding, these things my be fulfilled in the Spirit, not from the letter, for the letter killeth, but the Spirit giveth life."[1]

In addition to invoking the elders of Balby whose words frame the spirit in which I come to you, I'd like to invoke the words of the late Canon Theodore Wedel, my professor of homiletics many years ago at Union Theological Seminary (NYC). Canon Wedel told us early in the semester that he hated what he called "vegetable sermons" that ended with "lettuce do this, lettuce do that." Unless we had some good news to share, he taught, we had no right to stand in front of people and ask for their attention.

In the spirit of faithfulness to both of these encouragements, I will share some personal thoughts in three areas:

I. Reflections on the experience of being called to specific work in the world
II. Reflections on being called to the profession of librarianship
III. Queries for your reflection

I will sometimes borrow words from several poets whose gifts and words have focused and expanded my own thinking about life's journey.

I. On Being Called to Work in the World

Embedded in the gift of life which we share today is a great invitation to realize what it is we are all a part of and to live as if it were constantly true, not just something that is an intellectual proposition. Rilke says it better than most:

"God speaks to each of us as he makes us,
then walks with us silently out of the night.
These are the words we dimly hear:
You, sent out beyond your recall,
go to the limits of your longing.

Embody me.

Flare up like flame
and make big shadows I can move in.

Let everything happen to you: beauty and terror.
Just keep going. No feeling is final.
Don't let yourself lose me.

Nearby is the country they call life.
You will know it by its seriousness.

Give me your hand." [2]

My experience has been that this great invitation is manifest in daily streams of small invitational circumstances.

The alarm clock rings . . . it's an invitation to get up . . . or not; to offer gratitude for the new day . . . or not; to treat those we find on our paths with loving kindness and respect . . . or not; to be truly present to the tasks before us . . . or not.

The stories of each of our lives can be understood as the stories of invitations we received, and when we said "yes," "no," "maybe," or "later."

The great continuous invitation is also noted by W. H. Auden in his Christmas Oratorio, *For the Time Being*:

Space is the Whom our loves are needed by
Time is our choice of How to love and Why. [3]

A part of being called to particular work and particular circumstances seems to be acknowledging that we are *all* invited . . . and that we don't need to do this alone. ("Give me your hand.")

Another part seems to be becoming friends with our yearning. Perhaps it's not linguistically exacting, but I've always understood yearning as a leaning forward of the heart and wanting as a leaning forward of the mind. It's that "leaning toward" of the heart I'm talking about this morning. Most of us know that sense, although for some reason in our culture it's sometimes regarded as a condition we're ashamed of. How often and with whom do you and I share our deepest yearnings? Rumi, the Sufi poet of the thirteenth century, wasn't ashamed of longing. He seems to have regarded it as essential. His words, known though the kindness and diligence of various translators, have helped me to understand longing is a vital part of spiritual journeys.

If you want what visible reality
can give, you're an employee.
If you want the unseen world,
you're not living your truth.

Both wishes are foolish,
but you'll be forgiven for forgetting
that what you really want is
love's confusing joy." [4]

What I've come to love in the poetry of Rumi is his exuberant celebration of wholeheartedness. In his work, as well as in other spiritual traditions, it seems that doing good things wholeheartedly is a blessed state. That affirmation also comes in the memorable phrase from Soren Kirkegaard, "Purity of heart is to will one thing." Again from Thich Nhat Hanh, the spiritual master in the engaged Buddhist tradition who teaches "mindfulness," a careful attention to the present moment.

It is our yearning for wholehearted work that brings us to the point of wanting to be called, wanting to be led.

But we don't do just one thing, we all do many things, so wholeheartedness must not be about just doing one thing . . . rather it seems to be about doing one thing at a time within a framework of what matters, of how we are led.

It has been my experience that those of us led to the profession of librarianship share an overall sense of wanting to serve, to help, to be useful, to make a difference. About twenty years ago I attended one of those "reflect about your life and get it together" weekends. We were each instructed, as an exercise, to focus and sharpen our thinking, to write the phrase we would like on the headstone at our grave. It came to me that I did *not* want mine to say, "She was thin and neat." That's not what my life was about, although failed striving for those goals seemed to be the root of most of my guilt and worry. I wanted to serve, to help, to be useful, to make a difference.

We've each made a set of decisions that have brought us here today. One was a decision to get the educational credentials that enable us to skillfully practice a particular profession. It may not be our first profession nor our last. Some may even be in the middle of newly thinking through their professional lives.

For those still deciding, or deciding anew there are dimensions to consider:

What are our particular skills and gifts?
What are our present life circumstances . . . age, responsibilities, limits?
How broadly do we understand our choices? Are there others?

Many years ago I had a dear friend who badly wanted to submit to God's call for her life. She was afraid, however, that if she did, she might be called to be a missionary in India and then she would have to go there. She was terrified of snakes and knew there were some big and dangerous ones in India. One day it came to her that God knew her, knew her fear of snakes, and would therefore find other work in the kingdom for her to do. It was a great relief. She no longer feared being wholly open to God's call, understanding that she was known as well as invited by the Holy One.

The invitation to understand our lives in relation to the Holy One is to find that sweet spot where the world's need, our skills, and the Holy Presence intersect. Think about it in terms of a Venn diagram, if you will. That is the place of our whole-hearted work, the answer to our deep longing, a place of joy in our days.

How each of us finds that place varies, often according to our nature as well as according to our circumstances:

For some there is a flash of knowing . . . THIS is IT!
For some it comes at the end of a thoughtful, careful exploration.

For some it is once and for all.
For others it is a cycle re-visited periodically.

As a person who more often than not finds clarity and direction intuitively, I've come to treasure the poem "Contraband" by the late Denise Levertov.

The tree of knowledge was the tree of reason.
That's why the taste of it
drove us from Eden. That fruit
was meant to be dried and milled to a fine powder
for use a pinch at a time, a condiment.
God had probably planned to tell us later
about this new pleasure.

We stuffed our mouths full of it,
gorged on *but* and *if* and *how* and again
But, knowing no better . . . [5]

The call *to* public librarianship and then *from* it had several steps for me.

Like many, I loved libraries. Having left inner city elementary school teaching due to a move to a farm on a one lane dirt road, I was in my local public library getting books to read when I casually said to the circulation clerk, "Do you all ever hire people?" Because it was a small rural system, and because a couple of people were truly listening, I walked out the acting manager of a tiny, part time branch. I found I loved the work and eventually went to school to get the required MLS.

In library school I found an article in *The Journal of Library History* which reproduced the motto of that great library of Alexandria. I've forgotten my New Testament Greek, but the motto, translated, read "House of Healing for The Soul." It's Greek version has hung in all my offices and now in my study. It crystallized my commitment to public librarianship. What I came to understand is that some people's paths toward healing (in the sense of being "made whole") comes from stories, some from facts that tell them how the world works in all its many parts, some from poetry, some from music.

The *people* are the sacred part in the profession of public librarianship, not the texts. All resources that contribute to the wholeness of people become sacred, be they stories that let a parent know there are many ways to love a family, poems that call attention to fragments of the sacred, or web sites that make living with unchosen circumstances less lonely and painful.

I loved being a public librarian.

One day, at the end of a Public Library Association conference in St. Louis in 1986, a path I'd not considered opened. As a speaker at the closing program, from the dais I looked at the thousand or so public librarians gathered there and in that moment found myself awash in loving respect for them, for their hopes, for their dedicated lives. It seemed they were being given as my parish . . . a people to support and care for through work *for the profession* instead of my previous work *in the profession.* Within a month I was offered the position as PLA's Executive Director, a job of many joys for six years which led to an equally fulfilling position as the President of the Urban Libraries Council for twice that long.

There were conflicts during those years for me and for others. For example, in my years

at PLA—a division, as you know, of ALA—I found myself at odds with the professional orthodoxy about intellectual freedom.

I understood, and still understand and support the importance of intellectual freedom for a democratic nation. However, as a person of faith who has come to affirm that some ideas are closer to life-giving truth than others, I found the profession's early positions on totally open public library internet access for all, regardless of age, unskillful. As an ALA staff member, I could not publicly speak about this. One of the many gifts of the move to ULC was that its Board affirmed that staff had a right to intellectual freedom as long as they didn't represent their personal positions as those of the association. Since ULC created a policy to not take positions on matters such as intellectual freedom, it worked smoothly and I was grateful for opportunities to share my thoughts honestly and directly.

After 18 years of serving the profession, I was offered an opportunity to become the founding director of a national interfaith peace network at Pendle Hill, a Quaker center for adult learning, just outside Philadelphia. Believing I had found the perfect final job, and feeling deeply led to leave the ULC position I loved, and to do something entirely new, I announced my resignation and moved from my home in Evanston, Illinois to the campus at Pendle Hill, where life in community as well as new work beckoned. It didn't work out they way any of us had hoped.

By the time I got there, a financial situation which had been understood as serious became known as critical and it was soon clear that the organization couldn't support the work I'd felt called there to do either financially or in terms of organizational capacity. I returned to Evanston at the end of a year.

The question arose for me as to why I had felt so strongly called to make the move. Had it all been a mistake? As I worked with the spiritual director there it became clear that perhaps the invitation for me was to help Pendle Hill in other ways. I did find ways to do that and they are on their way to vitality with new overall leadership.

II. On Being Called to Librarianship

What does all this reflection have to offer to you who tend theological libraries and serve their communities of scholars and students?

I don't know your world and it would be unseemly and unhelpful for me to pretend otherwise. Perhaps a couple of principles about being called to any work may be helpful . . . and a small set of queries to consider as you reflect on your professional commitments.

I said earlier that in public librarianship it was the people not the texts that made the work sacred for me. I believe that is true across the board for the profession of librarianship. No matter the institution served, or its public, what is sacred about all of our work is the people. Texts, even traditionally sacred texts, become revelatory only when read or heard. Until then they possess only a latent holiness.

My Quaker tradition affirms that "there is that of God in every person." That holy center may be more visible among the folks you serve, but it's there in all. Our work is to join hearts and minds and texts in ways that nourish the unfolding of the Holy.

We are part of a profession, a profession with codes of ethics, standards, and a public voice. If we are people of faith, we are invited to understand that the profession's standards are not our ultimate concern.

If there are conflicts between our deeply rooted understandings as people of faith and the profession's codes, our choices are to leave our jobs or to redefine our roles so our work is not in conflict with our ultimate affirmations. Before leaving, however, we should take the best crack we can at helping shape professional standards and affirmations in ways that might better reflect our knowledge of skillful living. I believe there is new ground to be broken in the reconciling of value judgments and inclusive democracy. You are invited to contribute to that by virtue of who you are as a person of faith and as a professional librarian.

A challenge for us as practicing librarians is to balance the world's need for activism in the name of the Holy with our role as servants of institutions. I think ALA's resolutions about wars and such are inappropriate for a professional organization and meaningless in the political sphere.

As a Quaker, of course I care deeply about work in the world that reduces violence and increases justice, but that was not what I got paid to do when I ran a state resource sharing network or a professional association. Sometimes we can find the balance by being activists in our personal time, or by working with organizations of activists as their librarians, and sometimes we feel called to leave.

I have a deep respect for the urgency with which calls to activism come to people of faith. I have loved the poem by Stanley Kunitz, "Around Pastor Bonhoeffer."

In this group I assume most know of the life and work of Dietrich Bonhoeffer who, in Nazi Germany, finally chose to participate with his brothers-in-law in a plot to kill Hitler, a decision which led to his being captured and hanged in a Nazi prison just as the war was winding down.

From the middle section of the poem "Around Pastor Bonhoeffer:"

"Next-to-last Things"

Slime, in the grain of the State,
Like smut in the corn,
from the top infected.
Hatred made law,
Wolves bred out of maggots
Rolling in blood,
And the seal of the church ravished
To receive the crooked sign.
All the steeples were burning.
In the chapel of his ear
He had heard the midnight bells
Jangling: *If you permit*
This evil, what is the good
of the good of your life?
And he forsook the last things,
The dear inviolable mysteries—
Plato's lamp, passed from the hand
Of saint to saint—

That he might risk his soul in the streets,
Where the things given
Are only next to last;
In God's name cheating, pretending,
Playing the double agent,
Choosing to trade
The prayer for the deed,
And the deed most vile.
I am a liar and a traitor. [6]

The invitations to witness to the enfolding, creative love of the Holy One comes to each of us in different ways. To Bonhoeffer it seemed stopping the life of Hitler was the only way to stop the horrendous violence Hitler led, so he forsook ordinary righteousness for what seemed to him a deeper faithfulness. Many of us have not felt invited to obedience with such radical consequences, but the invitations we receive may or may not be compatible with the goals of those who pay us for the work we do. If they aren't, the honorable thing is to respectfully leave the paid work for our ultimate work.

Finally, as librarians and people of faith, we are always invited to contribute to the creation of workplaces where respect is given and received:

- respect for the mission of the organizations we serve
- respect for the resources and services we offer
- respect for the customers, the people we serve, and
- respect for our colleagues

Our capacity to do this may vary somewhat based on the positional power we hold in the organization, but there is a level of personal care available to us all. In the Fourth Mindfulness Training in the engaged Buddhist tradition led by Thich Nhat Hanh, recited regularly by many practitioners, these words are found:

> Aware of the suffering caused by unmindful speech and the inability to listen to others, I am committed to cultivating loving speech and deep listening in order to bring joy and happiness to others and to relieve others of their suffering. Knowing that words can create happiness or suffering, I am determined to speak truthfully, with words that inspire self-confidence, joy, and hope. I will not spread news that I do not know to be certain and will not criticize or condemn things of which I am not sure. I will refrain from uttering words that can cause division or discord, or that can cause the family or the community to break. I am determined to make all efforts to reconcile and resolve all conflicts, however small.

I don't know of a better guide for working with one another.

The good news is life is a gift from the Holy One. We are all invited to live into our deepest longings for they are openings for paths of whole hearted service with joy, energy, and deep care for all we meet. One of my favorite Quaker sayings reflects the invitation: "Walk cheerfully over the face of the earth, answering to that of God in every man and woman."

III. Some Queries for Reflection

In the Society of Friends, we use queries as a way of helping one another reach new understandings and practices. For your consideration of librarianship and your own calling or vocation, I humbly offer the following:

1) What was your most wholehearted hope when you began this work? Is it still alive for you? Has it grown? Diminished? Why?
2) How do you feel about the people you serve? The authors whose works you acquire, organize, and make available? The faculty? The students? Do you love them enough to serve them?
3) To whom do you listen? What are you listening for? Where are you led?

Finally . . . again from Rumi, that luminous spiritual master:

Today, like every other day, we wake up empty
and frightened. Don't open the door to the study
and begin reading. Take down a musical instrument.

Let the beauty we love be what we do.
There are hundreds of ways to kneel and kiss the ground. [7]

Thank you for the privilege of being among you this morning. Blessings on the beauties you love and the work you are led to do

Endnotes

[1] *Christian Faith and Practice in the Experience of the Society of Friends*. London Yearly Meeting of the Religious Society of Friends 1960, unpaged "To the Reader."

[2] From *Rilke's Book of Hours: Love Poems to God* translation by Anita Barrows and Joanna Macy (New York, Riverhead Books, 1996) p. 88.

[3] *The Collected Poetry of W.H. Auden*, (New York: Random House, 1945) p. 447.

[4] *The Essential Rumi*. Translations by Coleman Barks with John Moyne (HarperSanFrancisco, 1995) p. 193.

[5] Partial poem quoted from *A Book of Luminous Things*. Czeslaw Milosz, Editor. (San Diego, Harcourt Brace & Company, 1996) p. 278.

[6] Stanley Kunitz, *The Collected Poems*. (New York, W.W. Norton & Company, 2000) p. 164.

[7] *The Essential Rumi* p. 36.

Plenary Address
by
Ingrid Mattson, PhD, Hartford Seminary

Dr. Ingrid Mattson is Director of Islamic Chaplaincy and a professor at the Macdonald Center for Islamic Studies and Christian-Muslim Relations at Hartford Seminary in Hartford, CT. Dr. Mattson earned her Ph.D. in Islamic Studies from the University of Chicago in 1999. Her research is focused on Islamic law and society; among her articles are studies on slavery, poverty, and Islamic legal theory. Dr. Mattson was born in Canada, where she studied philosophy at the University of Waterloo, Ontario (B.A. '87). From 1987—88, she lived in Pakistan, where she worked with Afghan refugee women. In 2001 she was elected Vice-President of the Islamic Society of North America (ISNA); in 2006 she was elected President of the organization.

During her plenary address, Dr. Mattson made reference to the bibliography below, which she compiled for the Federal Bureau of Prisons.

Disclaimer: I have done my best to compile a list of materials that is practical, Islamically ecumenical and encompassing different levels of literacy and skills. I have attempted to exclude any materials that might be considered extremist, but I did not read every word of every book and do not guarantee their contents to be free of views that might reasonably be considered extremist. The inclusion of these books should not be construed as my endorsement of the views of the authors expressed in these books or elsewhere. I explicitly disclaim any responsibility for the use of these materials to justify any criminal or immoral action.

Obtaining the materials: I have tried to include as much bibliographic information as possible. Most of these materials can be purchased from on-line book sellers. Here are some I have used but I do not endorse any of them nor do I guarantee their integrity or service:

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PAPERS AND PRESENTATIONS

The Bethlehem Digital History Project

by
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Today, we'd like to share with you how a successful, small-scale digital history project developed and continues to thrive and perhaps even inspire some of you to begin projects that have been lingering in your imagination. First, let's concern ourselves with some background about how this site came to be.

History of Bethlehem

To begin, the Bethlehem we're talking about is not the biblical Bethlehem but a Pennsylvania town just about 50 miles north of Philadelphia. While many of you may be familiar with Bethlehem's industrial history via Bethlehem Steel, few are aware of its unique cultural history, so please allow me to briefly set the stage and provide some context. Bethlehem was founded in 1741 by a group of Moravians and remained exclusively a Moravian community for its first one hundred years. The Moravian Church was established in Bohemia in the late 1400s by followers of the late John Hus, a significant church reformer. The Moravians' first landing in North America was in Georgia. From there, many joined with the famous Great Awakening evangelist George Whitefield to journey to Nazareth, Pennsylvania, just north of Bethlehem, but a theological falling out with Whitefield caused the group to seek their own land, and land was found in Bethlehem in 1741. They lived in a communal system and within twenty years were able to clear much land, erect many buildings (several of which are still standing), and start new industries. In 1762, the communal system was abandoned for a family-oriented living system, and the young community continued to flourish through its first one hundred years as a Moravian community and beyond. The Moravians valued community, discipline, and careful record keeping.

The Impetus for a Site

So, why create a digital history site about Bethlehem? Well, the fact is that Bethlehem and the Moravians who lived here were pretty unique. Not only were they an exclusively religious settlement for the first one hundred years but they were also very successful—not something that all early settlements in America can boast. The Moravians had and still have a strong tradition for music, and they were considered to be pioneers in education, particularly in the education of girls. In addition, they recorded almost everything and seemed to have kept most of it, thus leading to an abundance of available material. However, that material for the most part is in German and not just modern German but a stylized German script that requires intense study from those who already know modern German to be able to read. In addition, most of this material is located in the Moravian Church Archives, conveniently located in Bethlehem across the street from Moravian College. However, archives, as we all know, as wonderful as they are, are not like libraries—they have more limited hours of operation with

limited staff; you cannot borrow materials from archives; you must often work closely with the archives staff to get the materials that you need; and you must go to the archives itself to get the material. And, frankly, even if you were to travel to the archives for the material, there would be very few indeed who could actually read the materials they were presented. Thus, the purpose of the site is not only to make freely accessible and available rare print and non-print material related to Bethlehem's first one hundred years, but also to make the materials accessible to the widest possible audience. This audience ranges from church and history scholars to town residents to third graders. The principle partners in this project are the Bethlehem Area Public Library, Moravian College, and the Moravian Church Archives, as well as several other local historical organizations.

General Site Introduction

Now, we'd like to introduce you generally to the Bethlehem Digital History Project (BDHP) site itself. The address is http://bdhp.moravian.edu. The content is organized thematically, and we'd like to just give you a taste of the kinds of materials available on the site and the ways that they are presented which we hope will reach a variety of audiences. We'll run through the site in the order that the themes are presented on the site. The themes are presented in alphabetical order.

- **Art**: There are a variety of materials available in this section of the site, and we think it is important to include these non-print items in the digital collection for all the information that they hold. For example, we provide a painting of an early Bethlehem settler, Johanetta Ettwein. She arrived with her husband in Bethlehem in 1754, the same year that this portrait was done, and by knowing just a little about Moravian portraits, we would know right away that this woman was married from the blue bow she wears around her neck.
- **Community Records**: In this section of the site, we include items such as excerpts from the Bethlehem Diary (a daily account of events in the community), business records, and community regulations. The Moravian Indian Diaries from 1763–1765 tell a particularly compelling story. These diaries tell one of the lesser known (and quite sad) stories concerning the Native American Moravian converts. In 1763, these "Christianized Indians," who lived close to Bethlehem in a village called Nain, were forced to relocate to Province Island near Philadelphia by order of the Colonial government out of fear that they would participate in uprisings against white settlers. They were accompanied by some of the missionaries, and the whole group suffered terribly from hunger, cold, and illness. Meanwhile, Moravian leaders who remained in Bethlehem repeatedly petitioned and negotiated with the government to allow them to come back home. The survivors eventually were released but were forced to move to Ohio. These documents tell this story.
- **Land**: Here, we provide a collection of maps and surveys from the era, a principally visual collection with some occasional written information included. Often, the writing is in German script, and whenever possible, we strive to provide a transcription of the German script as well as a translation into English in order to make otherwise largely unusable information useable to a broad audience.

- **Music**: In this section, we present various materials concerning Moravian music, in particular, photographs of original instruments from the Moravian Historical Society in Nazareth, Pennsylvania. We point this out in particular for two reasons: while our collaboration is largely among three institutions (the archives, college library, and public library), other area historical institutions have contributed materials to our website. We always list the location for the original item. As a side note, whenever we are approached by an outside agency for permission to use one of the digital images on our site, we leave that decision completely in the hands of the institution which owns the original.
- **Personal Papers**: Included in the personal papers are a selection of journals, letters, and memoirs. Memoirs in particular are of interest, reflecting the Moravian tradition that as a person neared the end of life, he or she would write a life summary. These memoirs were intended to serve as a religious testament but often include truly remarkable personal details as well. The memoirs presented are a mere selection of the totality of the collection and were chosen to represent a cross section of the community. Here you will find accounts of prominent ministers and missionaries as well as those of simple workers. There are accounts from men, women, immigrants from Germany, and slaves from Africa.
- **Teaching Materials:** Here, we provide links to sites that school teachers may want to consult if interested in developing lesson plans about colonial Bethlehem and the Moravians.
- **Visitors' Accounts**: This section provides accounts left by some of Bethlehem's earliest visitors. Accounts are presented as PDF documents, broken up into brief page groupings.

For those who would rather like a whole view of the site at a glance, a site index is available for browsing. In addition, the site is enabled for keyword searching using the search feature.

History of Collaboration

At this point, you may be wondering just how exactly a public library and an academic library decided to join forces to put together such a site. In some ways, the Bethlehem Digital History Project could be thought of as the "little web site that could." It is remarkable that a medium-sized public library in Pennsylvania and a medium-sized college library, neither of whom are noted for their deep pockets, would be able to come together and produce an award-winning Internet site.

How did this all come to be? In Bethlehem, we blame Ed Ayers from the University of Virginia. It all began in 1998 at a library conference in Gettysburg which was focusing on digital history. Dr. Edward Ayers of the University of Virginia was the keynote speaker. He discussed the University of Virginia's *Valley of the Shadow* project (http://valley.vcdh.virginia.edu/) but broadened his discussion to emphasize the importance of presenting historical primary sources to the widest possible audience via digital methods. Dr. Ayers was also extremely persuasive in encouraging the idea that even small historical agencies and libraries such as ours had the ability to tackle such projects and that it was important that we do so. Dr. Ayer's presentation was so compelling and his delivery so charismatic that by the conclusion, we all left the conference bound and determined to "go forth and digitize."

By the time our car load of excited librarians had reached Bethlehem's city limits, we had mapped out the rough outline of a grant proposal (penciled on the back of a handout) and an infant collaboration had been born. Neither library at that point so much as owned a scanner, much less fully appreciated all of the details that go into such a project, but we were not afraid to jump into this great unknown. We were librarians. We knew how to find out. One of the lessons we have learned: sometimes, it is better to leap before you look. Believe.

Later in 1998, we sponsored a presentation by Dr. William Thomas, Director of the Virginia Center for Digital History at the University of Virginia, and invited Moravian College faculty, as well as Dr. Vernon Nelson of the Moravian Church Archives and representatives from other area historical agencies and libraries. Once again, the University of Virginia magic was brought to bear, and, by the end of the presentation, all parties were wildly enthusiastic and suggesting to us that we pursue funding to begin a Bethlehem Digital History Project. Since we had already nearly completed a grant proposal for such funds, we were happy to accept this suggestion. More importantly, we had gathered strong support for our proposal, most significantly from Dr. Vernon Nelson of the Moravian Church Archives. The Archives was a vital component of our project then and is a vital component today. We are grateful to Dr. Nelson, who was the archivist at the time, and to Dr. Paul Peucker, the current archivist, for their cooperation, knowledge, advice, and support.

This leads us to our second lesson learned: every grant needs a good hook. We felt that we had a strong one. As has been already mentioned, researching Bethlehem's early history presents some truly unique challenges. It is extraordinarily well documented and significant to the history of our state and our country but vastly inaccessible not only because of its location but also because of its format—the aforementioned German script.

We were successful in our grant quest and received an LSTA (Library Services and Technology Act) grant from the Commonwealth Libraries for approximately seventy-six thousand dollars. This money was used to hire a full-time person (Julia Maynard Maserjian) to design our web page, select equipment for purchase, select materials for inclusion on the site, and to generally get our project underway. The money was also used to purchase basic equipment, and last but certainly not least, to pay scholars to transcribe and translate German script for us.

The site went public on September 22, 2000. From September through December, the site had 10,297 visits. Logged visitors came not only from within the Lehigh Valley but from across the country as well as foreign locations. In 2006, our site received 31,834 unique visitors and 43,498 visits. Pages were viewed 163,522 times. Awards that we have received include a "Golden Web Award" for our design, a "Best of the Web Award" by the National Endowment for the Humanities, and, most recently, we were a runner up for an ABC-CLIO award for best history web site. The winner, by the way, was the New York Public Library, which is pretty tall company for us to be in.

Over the years, we have pursued grants large and small to add or update equipment and software. While we do have a formal collaboration agreement, the bones of that agreement developed rather organically out of the somewhat informal arrangements that we had arrived at with each other. Most importantly, Moravian College provides the server space and information technology support for the BDHP site. The digital projects manager is a paid position of the Bethlehem Area Public Library. The written collaboration agreement has been a useful tool for

us when pursuing grants and, hopefully, in the future, will serve as a good tie that binds. But, in truth, in many ways, our collaboration with one another, with the Archives, and with other historical agencies in the Lehigh Valley has been largely based on the interlibrary loan model of mutual cooperation benefitting all parties involved.

Our collaboration has not been without bumps along the way. Julia Maserjian left us to accept a position at Lehigh University. However, we were fortunate to hire James Talarico as our new digital projects manager. Due to funding cuts to public libraries in Pennsylvania, Julia's full-time position became a part-time position for James. But all parties have remained committed to the BDHP and its importance to our overall library services.

Our latest grant project, which we have just completed, has centered on adding documents related to Moravian education. The germ of the idea for the grant came out of a brain-storming session which illustrates, to some extent, how we decide what materials to focus on. As a group, we concentrated on frequently asked questions; the amount, range, and quality of materials we had in our respective collections; how much of it might require translation; and what potential audiences for the information might exist. Whether the subject might be of interest to potential funding bodies was also a criterion.

Education, particularly education at the Moravian Seminary for Women, bobbed fairly quickly to the surface. All three institutions had relevant materials. Dr. Peucker lacked a finding aid for what is a truly remarkable and extensive collection of materials on the Seminary. We also felt that the subject of the early education of women was a fairly large "hook" that might be useful in reeling in funds. In writing the grant, we tied the creation of a quality finding aid to the selection of materials that we wanted to digitize. We proposed linking back and forth between the traditional finding aid and the scanned images that we had selected. Thus, a serious researcher could flip back and forth between the two, being able to view our digital presentations within the context of the larger collection present at the Moravian Church Archives. The casual researcher could browse through the digital images without requiring the finding aid. The grant provided money so that the Moravian Church Archives would be able to hire a part-time historian/archivist to create the finding aid for their collection, transcription/translation funds for materials that were in German script, and some additional funds for transcription and proof reading of English language materials.

This grant demonstrates two other important lessons that we have learned: try to come up with an idea which benefits everyone; and give the people what they want.

Digital Actualization

Edward Ayres' *Valley of the Shadow* presentation at Gettysburg inspired a small group of librarians to create the Bethlehem Digital History Project. With that in mind, it's worth emphasizing that a digital history initiative is pretty unique among libraries. The BDHP is *not* a digital repository or an archive, and it's *not* without a point of view. Like the University of Virginia's *Valley of the Shadow*, the BDHP is a digital presentation of select materials in an historical context. In other words, in addition to the partner libraries' traditional mission of providing free and open access to information, we have assumed the editorial role of publisher and *creator* of information. That commercial-free combination may further explain the success of the BDHP and the widespread recognition the project receives from respected educational institutions and organizations like the National Endowment for the Humanities. Who knows?

Maybe you'll leave this presentation today ready to turn an inspired moment into a plan, line up source material and interested colleagues, and, before long, be ready to click the submit button for that online grant application, confident that funding is just around the corner, practically in the mail.

But, then what? What's next in creating a successful digital project? The one sure thing you can count on when moving forward with any digital initiative is either God or the Devil will certainly be in the details. Managing those all-important details to ensure a predictably successful outcome always seems to come right back to insightful and careful planning.

Having said that, let me touch on a few planning essentials. First and foremost, a digital project plan should always include informed technical input, which is absolutely vital when setting project goals and allocating time and resources. In addition to digital imaging and web presentation expertise, be sure to include a comprehensive information technology assessment that covers computer hardware, software, network capabilities, and other anticipated needs. Second, and from a digital preservationist perspective, *never assume* that cataloged and readily accessible materials are necessarily suitable for scanning or even usable in a digital presentation. They may not be. Examine source material physical condition before, *not during*, digital actualization. The irony here is that at-risk materials needing digital preservation the most may indeed be the most difficult to preserve digitally. Last, don't feel you have to go it alone. Collaboration can make all the difference between a project's success or failure. In the case of the BDHP, symbiotic relationships between partners with a strong sense of community and a shared purpose continue to foster success in this small but significant project.

At this point, I'd like to walk you through a couple of examples from our recent education content expansion that illustrate both challenges and practical solutions in the digital process. The first example illustrates a somewhat thorny problem that often occurs with bound texts and subsequently raises questions regarding online navigation of digitized book page content. We had one such book, a significant secondary source publication that we wanted to include in the new content expansion of the BDHP. We contracted with OCLC Preservation Services to digitize the fourth edition of the *History of the Moravian Seminary for Young Ladies* or, as it is better known, the *Moravian Seminary Souvenir.* But, with an extraordinary number of blank pages and a host of published pagination anomalies, *Souvenir* was destined to wreak navigational havoc. Naturally, I wanted to find a practical solution that would aid logical online navigation. The solution: simply omit blanks pages and navigate by content, sequentially and using page image numbers, rather than original publication numbers. In addition, an explanatory note was added on all pages for clarity.

Now, I know that purists will wring hands and shake their heads, but, I will always opt for a practical solution rather than an impractical compromise. By no means am I alone in this regard. Every day, digital archivists and preservationists make major digital replication accuracy concessions. Constrained by electronic storage capacity and digital delivery issues that are based on file size and economics, natural document color will surrender to non-representational grayscale, or worse yet, to the dreaded single-bit image format. Or, desirable 600 or 800 PPI high resolution masters are boiled down to a minimum best-practices standard of 400 or smaller. Well, you get the idea. The moral of the story is that each and every digital archivist, preservationist, or presenter will have to make compromises based on real-world conditions and the challenges that are associated with each individual digitization project.

Let's move on to a more typical challenge: how to deliver prohibitively sized high-resolution images from host-server to end-user browser without those agonizingly slow image loads. And, if that weren't enough, in the process of delivering these images that allow for close examination of documents, letters, manuscripts and art, continue to effectively manage costly bandwidth. Our solution in one funny word: *Zoomify*. *Zoomify* is an interactive image streaming application that is used by the Smithsonian, Metropolitan Museum of Art, Bowdoin College, The Tate Gallery, and many others. This "zoom" technology encodes multi-layered, mosaic-type JPEG images and loads only the individual image-tiles necessary to any selected zoom view. Image tiles are loaded on demand and only when needed, using very little real-time memory during the process. This effective yet affordable technology has made it possible for the BDHP to present hard-to-read eighteenth- and early nineteenth-century materials for virtual examination at near microscopic levels.

Challenges and Benefits

As much as we have been able to accomplish, we have not been without our fair share of challenges. First, if you are working for a public library in Pennsylvania, you have to get used to the phenomenon that at least some part of your audience each year will question why a public library is even needed, much less why you should embark on digital projects. If you are working for an academic library, these questions might sound more familiar than you'd care to admit. Second, we have come to realize that liaison relationships between information technology support and the needs of the project must be nurtured. Drawing up a technology service level agreement detailing who is responsible for specific technology/equipment needs and the boundaries of that responsibility has gone a long way toward advancing these relationships. Such a document allows each party to have the opportunity to determine and negotiate responsibility rather than allowing assumptions to drive working relationships. Third, funding, particularly for staff and translation money in our case, is a constant quest. Last but certainly not least, both the college and public libraries will be facing the retirement of our current directors in 2008. We have both been blessed with dynamic leaders who believed in our project. We will need to be a clear and cogent voice for the BDHP to ensure that our new directors understand and buy into the value of this project.

Still, where there are challenges, there are always benefits. First, for an academic library, receiving awards, having the opportunity to present at conferences, and being published all can serve to enhance the library's reputation within its academic community and keep visible in the eyes of academic administration. A public library's board may be relatively unimpressed by such things. But, tell them that you have answered a reference question from the Metropolitan Museum of Art, and then add a true story of a little boy and his history day project, and you may notice their chests puffing a bit with pride and their eyes misting over just a little. Second, if the purpose of a library is to provide information to its public, the fact that items that we put out on the web are used thousands of times in the course of a year with no wear and tear to the original is a powerful motivation. Third, our future is digital. In particular, unique items that we own require and deserve a place in the ever-growing mix of information that is coming to the web. A common question to librarians in general and public librarians in particular is of the "isn't the Internet the death knell for libraries?" variety. One can take some comfort in being able to reply that with our catalogs, databases, virtual reference services, and now our own

unique digital content, we *are* the Internet. The Internet is not a rival means of information delivery but one of *our* methods of delivery. Fourth, we have experienced enhanced visibility for all of our libraries. The public library has seen a marked increase in the donation of print materials for our local history collections as well as an increase in history-related questions from locations both within and far removed from the Lehigh Valley. The presence of our web site has served not only to provide useful information but also to invite further research. We are seen as a responsible player in the historical game. The enhanced visibility has also led to other partnerships with digital projects outside the scope of the BDHP. Finally, we have also experienced enhanced cooperation among the participating libraries. We had always been friendly, but now we are friends. Working together has enhanced our knowledge of what each institution has to offer and has facilitated smooth working relationships among us all. The sum, as they say, is always greater than the parts.

Future Directions

While the immediate future of the Bethlehem Digital History Project involves the addition of yet-unspecified content ranging from advances in medicine to early Bethlehem's musical heritage to a focus on early relationships with the native peoples, the long-term future is clear, and it is bright indeed. More content will be added, established collaborative partnerships will evolve and grow, and the site will continue to reach a widely varied audience. We believe strongly that local digital history projects created collaboratively by local like-minded organizations can be resources of great value to communities, and the corresponding benefits to the organizations involved are intangible.

Building the New Community: The Phenomenon of Social Networking

by
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Introduction

MySpace, Second Life, wikis, blogs, twittering, IM-ing, Flikr, del.icio.us, Moodle, Drupal, Meebo and Plone—How many of these have you heard of? How many of these have you tried? All of these are variations on a common thread namely they are all part of the multitude of ways people are finding each other and staying in touch through the Web. However to understand what is behind this we need step back for a moment and define just what a social network and what lies behind it. A social network is a social structure made of communities (which are generally individuals or organizations) that are tied by one or more specific types of relations, such as values, visions, ideas, financial exchanges, friends, family groups, likes/dislikes, trade/occupation, web links, etc. Although some might argue that there are big differences between say MySpace, del.icio.us, and Drupal, and I would not disagree with them, my point is the phenomenon of using a computer to connect with others is growing exponentially. For me, it is in intersection between traditional social networks as they have evolved over time in the physical realm to the Internet where the real power lies for building the new community in real and asynchronous time on a world wide scale. In their article in the October 2004 edition of the *BT Technology Journal*, "Public Displays of Connection," Donath and Boyd make the following comments:

> Underlying all the networking sites are a core set of assumptions – that there is a need for people to make more connections, that using a network of existing connections is the best way to do so, and that making this easy to do is a great benefit…. People are accustomed to thinking of the online world as a social space… People meet in online forums and through online dating services; they keep in touch with an unprecedentedly large number of people via electronic media. In today's society, access to information is a key element of status and power and communication is instant, ubiquitous and mobile.[1]

In making the shift from social networks in the physical realm to social networks in the virtual realm, we need to understand how the Internet has shifted. How have the evolving tools of the Internet spurred the formation of online, social communities? What lies behind the phenomena surrounding the shift from Web 1.0 to Web 2.0? The movement from Web 1.0, where a small number of people created Web pages for a large number of readers has given way to a dynamic and fluid Web 2.0. Web 2.0 has often been described as "the Web as platform." Some examples of this shift are:

Web 1.0	**Web 2.0**
Britannica Online	Wikipedia
Personal Websites	Blogging
Directories (taxonomy)	Tagging ("folksonomy")
Domain Name Speculation	Search Engine Optimization
Publishing	Participation

There is a move in Web 1.0 from the user as passive role to the user having an interactive role in Web 2.0. People are moving from simply looking things up in Britannica Online to actually writing their own articles in Wikipedia. Others are moving from the old directory method to tagging, a method of using natural language to describe or "tag" a website instead of controlled vocabulary. Tagging has become especially popular with bookmarking sites that are quickly replacing the bookmark feature in your web browser.

How does this apply to libraries? If we push the 1.0 to 2.0 idea another step potentially it could look like this:

Library 1.0	**Library 2.0**
Email reference	Chat reference
Text based tutorials	Streaming media tutorials
Email mailing lists and webmasters	Blogs, wikis, RSS feeds
Controlled classification schemes	Controlled schemes combined with tagging
Catalog of reliable print and electronic holdings	Catalog of reliable and not so reliable holdings both print and electronic including webpages, blogs and wikis

I think what we are seeing in this shift from 1.0 to 2.0 is the ever increasing need for people to create community and make connections. There is, if you will, a Web 2.0 mindset in which users seem to expect a greater degree of interaction and the ability to control their environment. Unlike Web 1.0, where users were passive receptors who clicked their way through directories (think early versions of Yahoo!), we now see Web 2.0 where people create their own bookmark lists they can keep on the Web with such tools as del.icio.us. So what does Web 2.0 look like and how can we as librarians harness it to create community?

What is Web 2.0

Whether we agree or not on exactly what Web 2.0 is, the fact remains that Web 2.0 is moving beyond being a buzzword. In an attempt to develop a definition of Web 2.0, Tim O'Reilly came up with seven principles that drive Web 2.0.[2] I like to use O'Reilly's principles because I never understood the buzz about Web 2.0 until after reading his work. I also believe O'Reilly's work is applicable in many settings including libraries. Tim O'Reilly's seven principles are:

- The Web as Platform
- Harnessing Collective Intelligence
- Data is the Next "Intel Inside"
- The End of the Software Release Cycle
- Lightweight Programming Models
- Software above the Level of a Single Device
- Rich User Experiences

The "Web as Platform" means the platform has shifted from packaged software over to a more fluid set of services that can be scaled to meet many needs. The software is working above

the level of a single computer or device. A terrific example of this is Google, which was never sold or packaged. Rather it has always been a service where you pay either directly for things such as the Pro edition of Google SketchUp or indirectly through sponsored links on searches. The "Web as Platform" means that you can reach it from anywhere regardless of the type of computer or connection you may have. "Google happens in the space between browser and search engine and destination content server, as an enabler or middleman between the user and his or her online experience."[3]

Secondly, O'Reilly says Web 2.0 harnesses the collective intelligence of the users. As librarians, that is our user, too. The most frequently discussed example of this is Wikipedia, where the user is responsible for content creation. Sites like Flickr and del.icio.us take advantage of 'folksonomy,' or a collaborative style of categorizing websites with user defined keywords known as 'tags.' Even all of the open source software[4] available on the web today takes advantage of the user to suggest improvements and find new ways to use applications. Look at the many ways content management systems such as Plone and Drupal are powering websites. Perhaps the best example comes from blogging which for many people is replacing the personal home page. The lesson here is simple—users add value in Web 2.0. Amazon.com came to that conclusion some time ago when it started letting users post their own reviews of books and also let users make suggestions of other books to read.

O'Reilly's third principle is that data is the next "Intel Inside." What he means by that is those companies who learn to enhance and manipulate data are the companies that will be the leaders. A prime example of this from library land is the way Amazon.com has replaced Bowker as the primary source for bibliographic data on books. In a survey of research behaviors of faculty, Christine Wenderoth noted that Amazon.com has replaced Books in Print and the library catalog[5]. She further noted that faculty prefer normal language to thesaurus controlled vocabulary.[6] Amazon has done this by adding to and enhancing the information they received from Bowker, by adding tables of contents from the publisher, cover images, sample materials, and so on. All of this leads people to consult Amazon for bibliographic information rather than Bowker, and Amazon is free! Also, if users want the book, they can get it easily through Amazon without leaving the comfort of their computers. This does lead to the other issue of who owns this enhanced data, but that is a discussion I will leave for another day.

Web 2.0 also signals the end of the software release cycle. No longer does the user have to wait until another version of the software is released. Unlike before, you aren't waiting for Windows Vista to come out and present you with a whole new set of issues or problems making everything work. Rather, the web seems to be, as many suggest, in a perpetual beta, where product development is ongoing. You only have to look at the number of things that have migrated out of Google Labs to see examples. Often a web application can change overnight and everything still seems to work. Further, the use of lightweight programming models allows for a wide variety of platforms and scripting languages all of which are readily available through a web browser. Instead of using a great deal of proprietary software, Web 2.0 relies on open source coding and "View Source" in the browser window to allow the end users to remix the code to meet their needs. It is very easy to copy code from one website into another. Web services such as RSS are a particularly good example of simple software reused to move information outward.

The two final points that O'Reilly makes about Web 2.0 are: 1) software is above the level of a single device and 2) rich user experiences are the wave of the future. Look at your ability to read your email anywhere you can find a computer with a browser or even on your cell phone. Also consider how easy it is to keep your address book and calendar in something like Yahoo! or Google. You can even write and share documents and spreadsheets using Google—and this is barely scratching the surface of the available tools. There is even the ability to link several devices together seamlessly and share information across a variety of platforms, such as getting your email both on a handheld Blackberry and on your desktop computer. The point here is this: the user is no longer tied to one computer—usually a cumbersome desktop that ran specific software packages and allowed the user limited access. Instead, we see users working across platforms and devices from laptops to cell phones to hybrid devices like Blackberrys. We also are seeing users who contribute content to the web through blogs, wikis, uploading photographs, making videos, using Instant Messaging and so on. The possibilities for building community are endless.

Types of Communities

Let's shift gears just a bit and look at the types of communities that are living in various configurations as part of Web 2.0. Ellyssa Kroski outlines four types of communities in her article, *Community 2.0*.[7] She defines Communities of Interest as communities that evolve and revolve around shared interests. These interests cover a wide variety of subject matter including hobbies, sports, music, and so on. Examples of Communities of Interest include Myspace, Friendster, and YouTube. Communities of Practice share and produce information within a professional network. The informal network of librarians, such as the biblioblogosphere, is one example of this. The Goal-Oriented Communities of Interest are those where users share a tangible goal as well as an area of interest; they gather in a goal-oriented community of interest. Look at Wikipedia as a source to see this type of community. Finally, Learner's Communities center around those who share a similar educational goal. These communities can be found on course management systems like Blackboard, Moodle, and Sakai. I would suggest that there is at least a fifth type of community as well, that being Communities of Information, comprised of people interested in using Web 2.0 tools to share information about a common topic. These communities, I think, are most present in places like Google or Yahoo groups and bulletin board-like sites that allow people to share information even if they are not necessarily interested in the topic. Further, I think we are only beginning to define the types of communities that are springing up on the Internet. What all of these different communities are pointing to is that the communities which existed in different forms before Web 2.0 have migrated and expanded into the virtual space of the Internet. The communities are also consistent in keeping with one of the tenants mentioned earlier—*Web 2.0 is all about the user*.

What are the tools of the new community? I have compiled a list of at least eighteen different web-based applications being used to form communities. I have the sense this is just the beginning of the list. What all of these tools have in common is that each is web based and not platform dependent, accessible from a variety of devices, and user driven. Many of them are also based on open source coding which is also user/community driven. I think it is important to draw out once again how important the user and the user's experience are to making all of this work. Although someone might argue that a blog can represent only one

person's opinion, the power in the blog is the ability to link blogs together, as well as leave reader comments within a blog. When bloggers start referring to the work of other bloggers, the community builds. This could be applied to many of the other technologies listed. Web 2.0 builds community by harnessing the power of interaction between users.

Tools of the Community

- Blogging—best seen as a sort of diary on the Internet.
- Wikis—These allow multiple users to add content to a common web site. For an example look at www.wikipedia.com.
- Content Management Systems (CMS)—Most in higher education are familiar with Blackboard or WebCT. Others that are currently replacing these are Drupal, Plone and Sakai. These various systems allow various people to collaborate and use different file formats in a common interface available through the Web.
- User Ratings, Reviews, Comments—Many Web applications allow users to leave comments. These are used by Amazon.com and Netflix for users to leave their comments and reviews. Since Web 2.0 is so user driven, these reviews are popular among users.
- Most Popular Lists—Again, like user ratings, these are lists compiled by such things as how often a site is visited.
- Tagging/Folksonomy—Users create their own natural language tags for describing web pages they have bookmarked. This allows other searches to find their similar sites using the same similar terms instead of having to think of the appropriate controlled vocabulary search term.
- Open Source Software—Usually available for free, this software is continually revised and refined by those who use it. However, there may be hidden costs in terms of hardware to run the software on.
- Podcasting—Audio recordings that are posted to a website for someone to download and play on an Mp3 player or Ipod.
- Vlogging—Similar to blogs, these use video instead of written word to post comments to a website.
- Internet Forums/Message Boards—Many people belong to groups through such services as Yahoo or Google. These are places where people can join other like-minded folks and share information. Many Web sites also have message boards where people can post a message and others can comment on it.
- IM/Chat—Instant messaging and Chat happen in real time between users. People can IM or chat between computers and handheld devices as well.
- RSS Feeds—This stands for Really Simple Syndication and represents a bit of software placed on a website that someone can link to using a feed reader. In effect, each time new content is added to a website, the RSS feed sends out a message to all those who have subscribed to the feed and you can read the new content in a feed reader rather than going to the individual website. The RSS feed reader serves as the aggregator for all of the feeds you subscribe to.
- Blogrolls—Bloggers who put links to other blogs within their blog and create a list, or "roll." This allows the blog reader to see who the blog writer is also reading.

- P2P File Sharing—Peer to Peer file sharing that depends on the bandwidth between users to share files rather than on server space to store files in one central location for all users to download files from. This method uses less server space but more bandwidth.
- Content Sharing—This can take many forms from people sharing code within an open source environment to content published to the web so it can be shared. Content sharing allows users take their content from several different sources and mash it together to create something new.
- Trackbacks—This refers to something within the blogging community that allows a blogger to see who has seen the original post and has written another blog entry concerning it. In effect bloggers can use this to see who is quoting whom in blogs.
- Online Social Communities—The best example of this is Second Life, the virtual reality environment where users choose avatars to represent them. Many colleges and universities are setting up virtual campuses in Second Life and using Second Life to teach classes or chat with students.
- Mobile Communities—These users are taking Web 2.0 to handheld devices such as the RIM Blackberry and the Palm Treo. With these devices, they are reading and writing emails, surfing the Internet, engaging in chat conversations, keeping calendars and address books, and generally doing all of the things a user can do at a regular desktop computer. The only difference is these users are doing their work from handheld devices in any location. Thus, they are considered mobile communities.

Applications and Impact for Librarians

So let's ask the questions: What does all of this have to do with theological libraries and building the new community? Can we apply the shift in Web 1.0–2.0 to a shift in Library 1.0–2.0? I have heard more stories at this conference about seminaries going "distance," i.e., distance education. I have also heard several of us talking about our blogs. Even the listserv ATLANTIS brought up the issue recently with the mention of the Wikipedia article on theological libraries and librarianship. Some of our institutions are also using podcasts to deliver lectures and IM or chat clients such as Meebo, the chat aggregator, to provide reference service. Many of us are also using simple Web 2.0 tools such as RSS feeds to push information out from websites and blogs. Finally, I would bet that others are experimenting with virtual realities like Second Life to reach students either on or off campus.

The time is fast approaching when web reference will be nearly indistinguishable from live, face-to-face reference. Librarians are already placing links to chat reference services within resources themselves, making it a seamless environment for users to get the help they need. Likewise, even though some institutions are still using Blackboard, others are turning to resources like wikis to promote sharing among students. Another realm where libraries are pushing the limits is in providing digital repositories to collections. Media created by the Web on the Web belongs on the Web for everyone to use. What if we took this all one step further and allowed for user tagging as a method to enhance our online catalogs with user-defined metadata? Tagging in this manner would simply make lateral searching easier for users. As we push the boundaries of traditional library service out onto Web 2.0, we are in effect creating our own version of Library 2.0. As Jack Maness points out:

> Library 2.0 is completely user-centered and user-driven. It is a mashup of traditional library services and innovative Web 2.0 services. It is a library for the 21st century, rich in content, interactivity, and social activity.[8]

Now is the time to explore and implement the tools of Web 2.0 to build the new community. Hopefully each of us can begin to use even a few of the tools explored in this paper to reach users in different ways and create new communities within their libraries.

Endnotes

1. J. Donath and D. Boyd, "Public displays of connection," *BT Technology Journal*, 22 (4) (October 2004): 71.
2. Tim O'Reilly, "What is Web 2.0," O'Reilly Media, Inc., http://www.oreillynet.com/pub/a/oreilly/tim/news/2005/09/30/what-is-web-20.html (accessed July 12, 2006, updated September 30, 2005)
3. ibid.
4. Open Source software can be very misleading, in that the software is often nominally priced or even free. However, there can be significant costs in providing hardware on which to run the Open Source software and hiring the expertise to make the software function. "Open Source" refers to the fact that the code behind the program is not proprietary, rather it is available for anyone to use and improve upon.
5. Christine Wenderoth, "Research Behaviors of Theological Educators (and Students) Report of Eight Faculty Interviews," Research Behaviors of Theological Educators and Students: The Known and the Unknown Panel, 2007 ATLA Conference, Philadelphia, PA, June 16, 2007, handout.
6. ibid.
7. Ellyssa Kroski, "Community 2.0," Blogsome. http://infotangle.blogsome.com/2006/04/07/community-20/ (accessed 12 February 2007, updated 7 April 2006).
8. Jack M. Maness, "Library 2.0 Theory: Web 2.0 and Its Implications for Libraries," *Webology*, 3 (2), Article 25, http://www.webology.ir/2006/v3n2/a25.html (accessed February 12, 2007).

From Manuscripts to Megabytes: How Princeton Seminary is Digitizing the Abraham Kuyper Archives

by

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Christine Schwartz, Princeton Theological Seminary Libraries

Clifford B. Anderson: Hello, and welcome to our session: "From Manuscripts to Megabytes: How Princeton Seminary Is Digitizing the Abraham Kuyper Archives." My name is Clifford B. Anderson. I'm the Curator of Special Collections in the Princeton Theological Seminary Libraries. And I'm joined by Christine Schwartz, who is our Head Cataloger in the Princeton Theological Seminary Libraries.

Let's begin by introducing the overall project. I'd like to talk a bit about Abraham Kuyper and why we consider his manuscripts worth digitizing. Abraham Kuyper (1837–1920) was a pastor, journalist, educator, church reformer, and politician in the nineteenth- and early twentieth-century Netherlands.

Kuyper began his career as a modernist pastor in the small town of Beesd. However, he soon discovered that some residents were not attending his church because they refused to listen to liberal preaching. Kuyper sought them out and, after getting to know them, converted to their form of orthodox Calvinism. But he recognized that though they had, in some sense, retained the seventeenth-century Calvinism lost to the nineteenth-century Dutch Reformed Church, they had also completely withdrawn from society. So a goal was to reengage these orthodox Calvinists with the spheres of life and to lead them back into active social and political engagement.

Kuyper initially turned to journalism. After arriving in Amsterdam in 1870, he took over the editorship of two papers. The first was *De Standaard*, a daily newspaper, and the second was *De Heraut*, a Sunday magazine. These papers expressed the orthodox point of view on contemporary events, both in daily life and the church.

Kuyper was an educator. He saw that in order to build up the orthodox Calvinist pillar of society he would need educated members of that group capable of engaging at an equal level with people from different social backgrounds. So he founded the *Vrije Universiteit* in 1880, which has since become one of the major universities in the Netherlands.

He was a church reformer. In 1886, he and others broke from the Dutch Reformed Church, complaining that its polity wasn't sufficiently democratic. He founded a new denomination called the *Gereformeerde Kerken in Nederland*, which existed until the creation of the *Protestantse Kerk in Nederland* in 2004.

He was a politician. He served as a member of parliament, both relatively early on and again later in his career. He founded the first Christian political party—actually the first organized political party—in the Netherlands. He also served as the Prime Minister of the Netherlands, a position he held from 1901 until 1905.

So Abraham Kuyper is a major figure, not only in Dutch Reformed circles, but also in Reformed circles in general—a figure who showed how Christians can connect to public life in a way many still find exemplary today.

The project arose from a trans-Atlantic collaboration. While Princeton Seminary has been developing an exhaustive collection of books and articles by and about Abraham Kuyper and his contemporaries, we didn't have access to his manuscripts and personal papers. His papers are housed in the archives of the Historical Documentation Centre for Dutch Protestantism at the *Vrije Universiteit Amsterdam*. The director there is George Harinck and the archivist is Hans Seijlhouwer. One of the first things we did when thinking about this project was reach out to Dr. Harinck and Mr. Seijlhouwer about digitizing these papers. Fortunately, since Abraham Kuyper had been a Prime Minister, his papers had been microfilmed by the Dutch Government. We were able to acquire a copy for the purposes of its digitization. We could thus work from a microfilm copy of the papers, rather than the papers themselves.

This connects with the financial aspects of our collaboration. It should be said upfront that this was not a grant project. All the funding for this project has come out of the regular operating budgets of Princeton Seminary and the *Vrije Universiteit Amsterdam*. We received good help in our path toward digitization from our Acquisitions Librarian, Don Vorp, who acquired the microfilm at the cost of their production. From then on, we split the costs between the *Vrije Universiteit* and Princeton Seminary.

So let's begin by describing some of the challenges we faced when working from the microfilm images of these manuscript pages. I'd like to turn it over now to Christine Schwartz, who will comment on that aspect of the project.

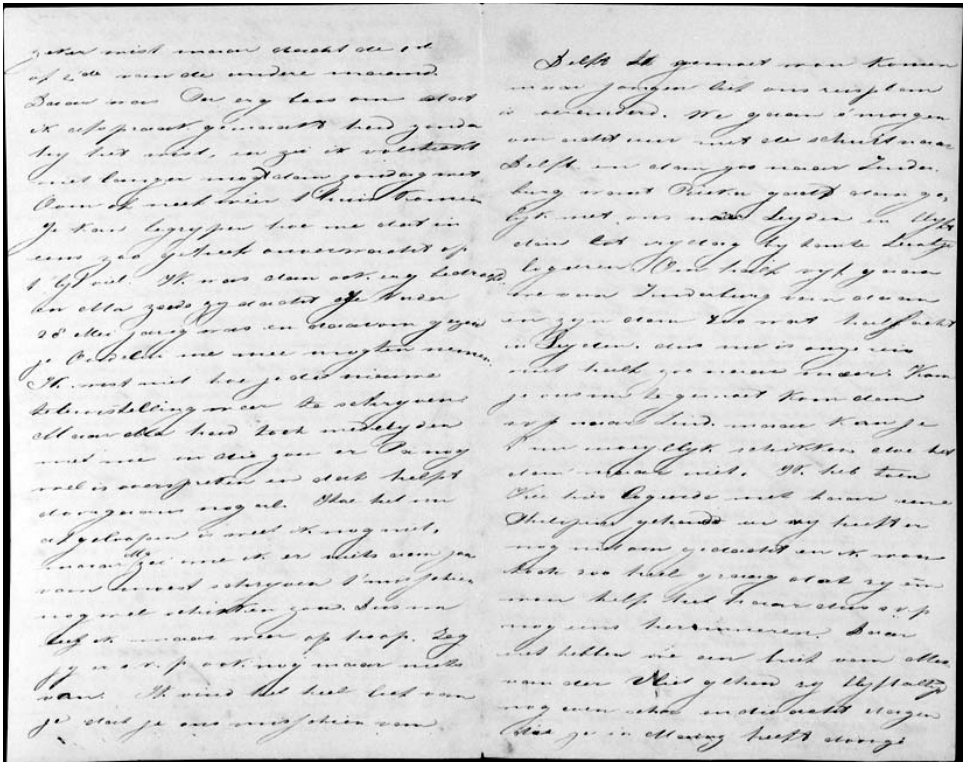

Figure 1: Microfilmed image of a page from Kuyper's correspondence.

Christine Schwartz: OK. In November of 2006, the archivist from the *Vrije Universiteit*, Hans Seijlhouwer, came over and spent a week with us to analyze the microfilm and to prepare our plans for creating digital images and metadata. We planned to outsource both the digitizing of the microfilm as well as metadata creation. So we needed to take a look at the microfilm in order to prepare instructions as to how it should be digitized and then also to create a metadata framework or template of the format we wanted for our accompanying metadata.

This is an example of what we found on the microfilm (Figure 1). We faced several challenges when we looked at the microfilm of the manuscript collection. A lot of the film is Kuyper's correspondence, which was on folded sheets to be read as a small booklet. Also, the folded sheets were filmed out of sequence. Because of this we realized that each individual page had to become a separate digital image. We also had to see how we could instruct the outsourcing company, codeMantra, as to how they could identify the archival series on the film. We discovered that everything was numbered in the series with a very faint pencil mark number in the beginning of each series. So we were able to identify a way for the film to be analyzed and digital images to be created. The numbering was hard to read on the film and we were concerned about whether or not the outsourcing staff would be able to read the numbering and match it to the metadata analysis.

So after we looked carefully at the film, then we moved to the metadata. We were fortunate to have an extensive print finding aid for the whole collection. So we had to take a look at where we could break out the structure of the finding aid into a hierarchical structure for metadata documents. I'd like to go into the metadata we used in the next section. We had already decided that we would use METS.

Clifford: METS stands for Metadata Encoding and Transmission Standard, a standard developed by the Library of Congress.

Christine: We had used the METS standard for our structural metadata on other digital projects, so we already had a lot of familiarity with it. Within the METS documents we use the Dublin Core for our descriptive metadata and we use the MIX standard for our technical metadata for the images.

So I was just going to go over the basic structure of the METS document and walk us through a sample METS document. The seven divisions of the METS document are the METS header, the descriptive metadata section, the administrative metadata section, the file section, the structural map section, the structural link section, and the behavioral section. We'll walk through a document on the next screen (Figure 2).

The METS header, located at the top of the METS document, details all the namespace information. And I know, Cliff, you might want to go into a little more detail about this.

Clifford: Well essentially you are associating namespace prefixes with schema definitions. A good XML editor will read the schema definition and then tell you what elements and attributes can be used in your current context, sometimes popping up a list to choose from.

Christine: So, as Cliff was saying, it will guide you in the creation of the document. The other issue is that it needs to be a valid document.

Clifford: That's right. When you are working with XML you always want your XML document to be well-formed and valid. Being well-formed basically means that it's well structured XML. For example, you don't have overlapping hierarchies. You don't open an

```
<?xml version="1.0"?>
<METS:mets xmlns:METS="http://www.loc.gov/METS/" xmlns:dc="http://purl.org/dc/elements/1.1/" xmlns:xlink="
xsi:schemaLocation="http://www.loc.gov/METS/
http://www.loc.gov/standards/mets/mets.xsd http://purl.org/dc/elements/1.1/ http://dublincore.org/schemas/
  <METS:metsHdr CREATEDATE="2006-12-14T11:11:11" RECORDSTATUS="Incomplete">
    <METS:agent ROLE="ARCHIVIST" TYPE="INDIVIDUAL">
      <METS:name>Hans Seijlhouwer</METS:name>
    </METS:agent>
    <METS:agent ROLE="CREATOR" TYPE="ORGANIZATION">
      <METS:name>Princeton Seminary and the Vrije Universiteit Amsterdam</METS:name>
    </METS:agent>
    <METS:agent ROLE="EDITOR" TYPE="INDIVIDUAL">
      <METS:name>Clifford Anderson and Christine Schwartz</METS:name>
    </METS:agent>
  </METS:metsHdr>
  <METS:dmdSec ID="dmd001">
    <METS:mdWrap MIMETYPE="text/xml" MDTYPE="DC" LABEL="Dublin Core Metadata">
      <METS:xmlData>
        <dc:title>Jeugd</dc:title>
        <dc:date>1848-1906</dc:date>

        <dc:publisher/>
        <dc:type>manuscripts</dc:type>
        <dc:type>Text</dc:type>
        <dc:language>nl</dc:language>
        <dc:description/>
        <dc:rights/>
        <dc:identifier>1-2</dc:identifier>
      </METS:xmlData>
    </METS:mdWrap>
  </METS:dmdSec>

  <METS:dmdSec ID="dmd002">
    <METS:mdWrap MIMETYPE="text/xml" MDTYPE="DC" LABEL="Dublin Core Metadata">
      <METS:xmlData>
```

Figure 2: Example of METS document.

element and then open another element within it and then close the first element and then close the second element. That's bad XML. So, well-formedness will check for the XML being in proper shape. Validation goes a step further by reading the schema of the document you're trying to put together—for example, the METS schema or the Dublin Core schema—and telling you if you have created a properly-structured METS or valid Dublin Core document. If you try to stick in something—an element in Dublin Core that doesn't exist—then at that point your XML editor will say, "No, this is not valid Dublin Core," for example.

Christine: So that's the first division of the METS document, the METS header.

The second division is the descriptive metadata. In our case we used Dublin Core and we embedded it in the METS document. You can also have a METS document point to external descriptive metadata. Although, the preferred method would be to have it embedded in what is called a 'metadata wrapper.' And that's what we've done. So our Dublin Core descriptive metadata is contained within the METS document.

We've stuck with very simple Dublin Core so that our descriptive metadata is based on things like title, creator, language, date, type, and identifiers. So we're hoping that this descriptive metadata can be enhanced and expanded in-house. But for outsourcing we kept it simple. And that was partially due to the fact that the material we were working with was in Dutch and we didn't have the expectation that the outsourcing company would be able to read it and provide things like subject access to these materials.

The next section is the administrative metadata. And that's primarily where we record all the metadata about the technical aspects of the digital images, how they were recorded, the type of software, anything about the technical nature of the digital images. In that part of the METS document we used the MIX metadata format.

Cliff, do you have anything to add about MIX?

Clifford: MIX is a format—Metadata for Images in XML—jointly developed by the Library of Congress and NISO. It has reached version 1.0 recently. Basically, MIX allows you to record all kinds of information you might need if you ever wanted to move images from one format to another, including what kind of scanner was used, what kind of post-processing software enhanced the image, things like that. That's all recorded in MIX.

Christine: The next section of the METS document is the file section. It's pretty straightforward. Basically, it contains links to all of the files of the digital images themselves.

And then the next section is what's called the heart of the METS document. It's the structural map section. This section of a METS document defines a hierarchical structure which can be presented to users of the digital library object to allow them to navigate through it. So, the structural map provides the organizational structure for all the digital images—so, like a book, with a title page and chapters, index. Digital objects don't come ready made with that structure.

And so, the structural map part of METS provides the organization and structure of which image should be viewed first and second, the sequential arrangement, and other organizational factors. It is the most important part of the METS document and one of the reasons why METS is thought of as structural metadata, because its primary purpose is to provide this organizational structure.

The last two parts of the METS document, the structural links section and the behavioral section, have not been used for this project.

Clifford: And we should say they are optional sections. The final two parts of the METS standard are optional. There are specific uses, but for this project they weren't necessary.

Christine: The next thing we are going to discuss is the metadata analysis. As I mentioned before, we worked with a paper finding aid or inventory of the complete archival collection of Kuyper's papers.

So, we had to find a way to communicate how to break out from the archival series the structure for the metadata. And then communicate that to the outsourcing company, so they would know where to start and stop one METS document and where to begin the next. And also where to break out the images they were finding on the microfilm.

Cliff, would you like to add anything about the details of that analysis?

Clifford: The metadata analysis was all about finding compromises between the finding aid and the microfilmed papers. A series was sometimes too large or too small to function well with our METS implementation so we had to break them apart or consolidate them with other series. So we told the outsourcers, "Here's what you should look for. And here's how you should create those XML documents based roughly on the finding aid, but tailored to the needs of a digital representation in METS."

So, we'll move now to talking about how we work with outsourcers. We realized early on that to make a big project like this happen we had to work with an outsourcing company.

There's no way we could carry out a project of this scale in-house. We have no grant money to hire extra staff, for example. Fortunately, we have developed a good working relationship with codeMantra, which is based in Plymouth Meeting, Pennsylvania but with a backend operation in Chennai, India. CodeMantra uses a highly skilled labor force in India to scan the microfilm and to produce digital images as well as the metadata based on our metadata analysis. What we receive back are archival-quality TIFF images and METS documents that contained the structural metadata as well as the semantic metadata that Chris talked about.

I'd like to say something now about the system we use to display our METS documents. Our system is also built on a hierarchy of METS documents. The idea is you enter into this system at a very general level, saying, "Here's our digital object collection. Would you like images or print?" If you choose images, you get a choice again: "Here are three image collections." Or if you move into print: "Would you like serials, manuscripts or monographs?"

You can descend down to the level of the hierarchy, for example, until you finally reach, say, page images of a journal article. The whole system is built around METS and forms one big hierarchy.

I won't say too much about the system architecture. Basically, to get a METS document to do anything you have to write some code to transform it into, say, HTML for display on the web. We have developed a very simple system based partly on the work of the NYU Digital Library Team. Our system runs on less than a hundred lines of C# code in ASP.NET. Basically, it uses XSL to transform a requested METS document into HTML.

We were fortunate to be able to build on the work of others when creating the XSL for the system. NYU's Digital Library Team has put some of their METS-related XSL work related to METS on the web for others to use. So we downloaded these documents and simply began working through them—you might say hacking—until we got the results of the XSL transformation to look the way that we wanted.

So we invite you to take a look at how the end product is displayed on our website (http://scdc.library.ptsem.edu). It's a very simple display; we tried to keep it as clean as possible. It's browseable at this point, but not searchable. But one of our goals in the near future is to make the semantic metadata Chris was describing searchable.

So, what do you need to get started? Well, we've identified several technologies that we think you need to know. First you need to have a basic understanding of XML. Probably nothing more than picking up a book on XML, right Chris?

Christine: Right. The best way to get started is to read a book on XML, maybe from the O'Reilly computer book company, and just start getting some familiarity with the XML markup syntax and look at some XML sample documents. That's the best first step.

Then the next step would be to get some familiarity with the metadata schemes that are used by libraries and archives. We had already mentioned Dublin Core, which is used extensively and has good documentation online.

METS and MIX are both standards that are maintained by the Library of Congress. And, again, on the Internet you can find a lot of information about those metadata schemes.

Clifford: And then, as I was saying, you'll need to get into a little bit of programming. I would say the willingness to hack some XSL or to download XSL that's already built for METS. Just read through it and you'll quickly see where you need to make changes to make the results look like what want.

If you're going to build and deploy a system from the ground up like we did, you'll also need to have a web server with some kind of server-side programming language. We're a Microsoft .NET environment, so obviously we worked in ASP.NET and wrote the code in C#. But there's no reason why it couldn't be done in any number of programming languages. You could certainly write similar code in Java; you could also use Ruby on Rails or any of the contemporary web programming platforms. So, it depends on your staff's expertise.

And then I would say, of course, you'd also want some sort of XML editor or integrated development environment. We use Microsoft Visual Studio. You can download versions of Visual Studio Express, which is probably all you would need for this sort of project, without cost. Visual Studio has an XML editor with IntelliSense built in.

OK, then, but some of you may be asking, "Why should I do it the hard way? Why not just get someone else to do this for me?" I think the first thing is the satisfaction of knowing what takes place under the hood. We found that learning the different aspects of this system is not a difficult thing to do. And doing so empowers you as a librarian. Most vendors will have a standard way of doing things that you will need to fit into. But we had nearly total freedom. Also, we had to really wrack our brains and engage with the emerging standards and figure out why they're designed that way, what their benefits are, and what their limitations are. I think that's professional development for anyone working in archives and libraries. Chris, you have thoughts on this as well, right?

Christine: Yeah. The metadata landscape out there for libraries is diverse. What we're discovering is a lot of variety among different archives and libraries in choosing which metadata schemes to implement. And digital repositories are implementing things in an individualistic way, because there really aren't any hard and fast 'best practices' out there. This is very different from traditional library cataloging.

And we've been so used to the content standard—you know, AACR2—and the metadata framework of MARC, which has been a library standard for 40 years. The stability and consistency of traditional library cataloging isn't there when you get into metadata for digital collections.

Even if you go with a vendor for digital collections, you're still going to have to take a lot of initiative in the area of metadata. And you really just have to roll up your sleeves, jump in, start exploring, and get used to a little bit of ambiguity.

Clifford: Also, building the system didn't cost us anything. There are no license fees and we don't pay to maintain it. So, that's an advantage. This kind of approach also allows you to get started quickly. You don't have to make any investment up-front; you can begin with a small pilot project. If you want to put one book online, you can do that really quickly.

And then, if you decide you want to scale up to putting thousands of books online—as long as you have been following the standards—you can transfer METS documents over into any other system and go from there.

This approach allows for agile development methodologies. "Agile" is a kind of keyword for software engineers. The idea is that you don't begin with an extensive and exhaustive planning process, but simply get started with some reasonable idea of what you're about. Your staff meets together on a regular basis and builds from one feature to the next, so that you always have a working program. You develop iteratively, feature by feature, constructing a more and more robust and full-featured system over time. There's a lot to agile development beyond

what I've mentioned, but it's fun to create software by a very small library team without a lot of bureaucratic planning.

In the end, Chris and I can attest that it's more fun than other approaches, because you really have great control and knowledge at the end of the development process of what the emerging digital world is all about. We're not experts on anything we've talked about, but we do know, more or less, how all the pieces fit together. And that, more than anything else, is the valuable part of doing it yourself.

Christine: In closing, we wanted to go over our present and future plans for the digital collections in Special Collections. The first step was, we wanted to hire a metadata librarian. We had a Technical Services Librarian in Special Collections who had relocated to a new job, and it gave us an opportunity to reevaluate this position and see whether or not we could make some changes.

And so, along with a title change, Metadata Librarian, we restructured the job description to focus on creation of metadata, web development, possibly a little bit of programming—of course, working with the new server for our digital collections—and then also included traditional library cataloging. So, we've expanded the role of the traditional cataloger to someone who could handle working with metadata collections and web development. Staffing this position was crucial to moving forward with expanding our digital program.

We want to work on quality control, now that we have our metadata back from the vendor. So, we want to evaluate our metadata for quality, and actually get in there and add some value to it. For example, we want to add subject access and clean up errors.

I mentioned before, we want to standardize the forms of access points, specifically, the name elements. And just kind of get into a little bit more detail, so that our users can really dig in and find out more about our digital collections.

We instituted a Metadata Standards Committee. It's made up of the Curator of Special Collections, the Metadata Librarian, and the Head Cataloger. So, the three of us meet monthly to plan and implement the development of the digital collections with an emphasis on the metadata creation.

We see this as an ongoing collaboration between the Special Collections Department and the Cataloging Department. It's a win-win situation, where we share our expertise in both areas of traditional metadata, i.e., library cataloging, and our developing understanding of newer forms of metadata. So, it's been a really great collaboration, and one we're finding fun and enjoyable.

Another area for future plans is, we're going to be developing the EAD access (Encoded Archival Description). So, we're going to be digitizing, or creating metadata formats for our finding aids. We'll be going back to our legacy paper finding aids and creating EAD documents, so that we will have better online access to our archival collections.

Clifford: In particular, we'll do an EAD encoding of the actual Abraham Kuyper finding aid, so that you will be able to use the series as the archivist described them to access the digital images. In effect, the EAD will provide an access point to the METS documents in this project.

Christine: And then, related to the finding aid, as Cliff described it, we're also going to provide a connection through our online catalog. So, we will create a MARC collection-level

record for the complete Kuyper Archives collection. And then we'll have a link to the EAD finding aid. And then, from there, as Cliff was just saying, we'll link from the finding aid to the digital objects.

Clifford: I've mentioned already that we are moving, now that we have about 100,000 digital images online, to an XML content server. This will be a more robust system, based on XQuery rather than XSLT. It will help us to implement some development 'best practices'—for example, separating our development and deployment servers so that we're not simply doing our development work on a live server, but can work offline, and then, when we're ready, move our work online.

So, with that, thank you very much for attending our presentation. And we look forward to talking with you any time. Please contact me at clifford.anderson@ptsem.edu if you have any questions.

Christine: And if you have any questions, with regard to the metadata, you can contact me at christine.schwartz@ptsem.edu.

Clifford: Thank you.

Christine: Thank you.

The Information Commons Model in Theological Education (Panel)

by

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Asbury Theological Seminary

Ken: As the Executive Director of Information Technology, I found staffing a computer lab in the library was a source of frustration for our department. We did not have direct supervision of the computer lab staff and there were complaints from the library staff that all they did was surf the web.

While attending Educause 2002 in Atlanta, I attended a workshop presented by Georgia Tech called "The Library as Educational Epicenter." They talked about an integrated reference and technology support desk. At that workshop, I had an "aha" moment when I realized that I might have a solution for my computer lab problem.

The next spring I went to the Indiana Library Federation Conference where I attended a presentation by Indiana University, Purdue University, and Indiana State University entitled "Information Commons." All three schools presented a different model, but it was the Indiana University model that seemed to fit best. After attending this presentation, I realized that this was something we could do at Asbury.

I also discovered that there were several other schools that had implemented this model. One that had received a lot of attention was the University of Southern California. While in Anaheim for a conference, we visited their Leavey Library, which had been recently constructed specifically for their Information Commons. It was a building filled primarily with computers and collaborative workstations and very few volumes.

It was helpful to talk with librarians who had instituted the information commons model. So, closer to home, we visited Purdue University, where they implemented an information commons model in one of their libraries.

We also visited Indiana University, where they had an information commons model in their undergraduate library. Although they were a lot larger, we realized that we could do what they were doing on a smaller scale.

Even before the visits to Indiana University and Purdue University, we had been talking with Bill Faupel, Executive Director of the Library at Asbury, about creating an Information Commons on the main floor of our library. Bill was in agreement and the plan was for me to move back into the library (I was the former media librarian before becoming head of Information Technology) and to supervise the information commons. Our administration was of a different mindset and decided to do a complete merger of the library and information technology departments.

The merger actually began in 2003, when I was named Dean of Information Services. My reporting structure changed from reporting to the Vice President of Finance to the Vice President of Academic Affairs/Provost. One of the first things that took place was a move of those people who worked with people to the library (i.e., computer support staff) and those who worked with computers to information technology (i.e., technical services staff). We want

to emphasize that it is not a matter of hiring additional staff, but rather using staff already in place.

Asbury Application of the Information Commons Model

The general vision was to bring the library and information technology together in the library building and to make it the "academic heart" of the seminary. The Asbury application of the Information Commons model included four components: integrated user services; retooling library facilities; digitization of core materials; and increased information, computer, and instructional literacy.

Integrated User Services

Integrated user services for us meant the combination of four service points into one. We brought together technology support, reference, circulation, and reserves into one service counter. We also combined our three types of patron access: in-person, telephone, and e-mail.

Creating this one-stop shop for our students brought an outcry from our faculty wanting a similar service. As a result, we also created the Faculty Information Commons (FIC) on the lower level of our library. Our FIC brought together the same services as our Information Commons desk: technology support, reference/research assistance, circulation, and reserves—both books and original media. Also for the faculty we additionally provided a teaching media collection, media production assistance, collection development, copyright compliance, instructional design, Extended Learning (ExL) support (i.e., distance learning), and library loan. Starting a Faculty Information Commons is a feature unique to the Asbury model of the Information Commons.

Retooling Library Facilities

Retooling the library facility consisted of three areas: design guidelines, layout guidelines, and accommodating learning styles.

Design Guidelines

Our design guidelines were traditional, inviting, comfortable, and convenient. Our administration had been hesitant to give money for library refurbishing, so the library reading and study areas looked the same as they had when the library was completed in 1967. To remedy this, we decided to make a one-time draw on our equipment and acquisitions budget to fund the renovation. Costs for the retooling were as follows: carpeting, $63,000; Info Commons desk, $14,000; lounge chairs, $17,000; computer tables, $10,000; refinishing, $6,000; carrels, $8,000; shelving ends, $5,000; chairs, $6,000; and plants, $3,000—for a total of $132,000.

With most of our buildings on campus being Georgian in design, we decided to go with dark wood and overstuffed chairs. Although we did purchase some new furniture, we added traditional bookcase ends and wooden columns. Our light-oak furnishings were refinished as dark oak. Paintings and traditional furniture were brought out of archives and used as accents. We also received a gift of Methodist paintings from Dr. Richard Douglas, a British painter, which added a lot to our traditional environment. All of the walls were off white so we added accent walls of beige and burgundy. New carpeting was installed, especially in those areas that had not been carpeted before. We extended our areas to the front porch of the library and to a garden at the back by adding tables, chairs, and benches. Of course, it also helped to have

wireless access available. As mentioned, we added not only overstuffed chairs for seating but also more comfortable computer chairs. For convenience we did create the single information commons desk and walkup computer stations for patrons wanting quick Internet, e-mail, or library catalog access.

Layout Guidelines

The layout guidelines began with spreading out the computer workstations. Originally all of our computers were in one corner of the library and it was a very noisy area. We spread the computers out on the main floor as well as to the other floors of the library. We used shelving to break up larger areas. Once the computer workstations were spread out we no longer had a problem with noise.

We simplified the location of materials in the library placing reference and media on the main floor, bound periodicals, current periodicals and microfilm on the lower level, and the main book collection on the upper level.

Much to the dismay of some of the staff, we also moved from individual offices to collaborative workspaces. In our information commons work area, we converted three individual offices to seven workspaces. Some of those most opposed to the change actually became big proponents of the new layout. In the case of the Faculty Information Commons, the library staff had more access to the faculty because faculty frequently came in for computer support.

Accommodating Learning Styles

The last area for retooling facilities was accommodating for learning styles. Asbury was very involved with distance education—our ExL program enrolled nearly 400 students in recent semesters. This made us aware of the importance of learning styles. We tried to move beyond the traditional model of lectures, written papers, and written exams. Not that there was anything wrong with those methods but we wanted to give all students equal access to learning and information.

After acknowledging different learning styles, we realized there are also different study preferences. One of our popular features was the individual exegesis carrel, which we increased from four to twenty-two. Since collaboration increased in our classrooms, we doubled the number of conference rooms from four to eight. The increase in collaboration was a direct result of our online experience. We also set up specific tables for collaboration tables and increased the space between computers so students could work together informally. From our information technology side, we brought video editing stations into our library. Students were able to create video projects rather than writing papers. For those students who liked to study in a noisy environment, we created "Time Out," an area where the news was always playing and snacks were available. We provided tables for those who wanted to spread out their materials while studying. Since we no longer enforced 'quiet' on our main floor, we designated our upper level as a quiet area. The driving force behind retooling our facilities was to make the library a place people wanted to be, not where they are told to be quiet. It was more than that, though; it was desire to make it a place that fits learning styles and study preferences.

Digitization of Core Materials

As part of the information commons model, we included a component for digitization of core materials. This project was designed to provide essential theological reference materials for

our Virtual (distance learning) and Florida campuses.

The methodology used was as follows:

1) Create a list of public domain materials in the seminary's collection.
2) Gather key resources that were valuable to the seminary's students.
3) Create a list of materials identified by the faculty as needed for courses and key subject areas. Usage statistics were used to prioritize items that should be digitized first.
4) Create long-term standards for the seminary's digitalization project.

We planned to digitize the most important items from our Wesleyan holiness perspective. Our former archivist/librarian compiled a list of monographs that were essential to our tradition and teachings and within public domain. A few of the books to be digitized are: Matthew Simpson, *Cyclopedia of Methodism* (1878), Nathan Bangs, *History of the Methodist Episcopal Church*, 4 vols. (1840–1853) and W. T. Hogue, *History of the Free Methodist Church*, 2 vols. (1915).

In addition, our faculty contributed suggestions for other items that should be added to the project. Our staff browsed syllabi for other titles. Two of the books selected by these processes were: *St. Paul the Traveler and Roman Citizen Ramsey* (1897) and *Theology of the Epistle to the Hebrews with a critical introduction* (1899).

We then identified the top 2,500 titles based upon student usage statistics. As a result, we determined that these titles not only needed to be available to our Kentucky campus students, but for our entire student body—including our Virtual and Florida campuses. Next, we listed every Pubic Domain monograph from our collection and from our off-site storage collection.

Increased Information, Computer, and Instructional Literacy

The fourth component of our vision was to increase information, computer, and instructional literacy. How did we accomplish this? We created teams, cross-trained, standardized, and simplified, changed nomenclature, and eliminated non-mission-critical tasks.

We selected staff with varied specialties and interests and formed eight teams to accomplish our services and responsibilities: the Information Commons Staff, Faculty Associates, Collection Development Team, Student Academic Support Team, Computer Support Team, Assessment Team, and Faculty Information Commons Staff. Each team performed a specific function; some of the teams were interdepartmental to provide a holistic approach to seminary services.

Cross-training was a crucial element in implementing the information commons model, as we had to get our IT staff up to speed on library services and vice versa. Instead of assuming that staff members in each area knew nothing about the other, we built on the previous knowledge and experience of each person and developed complimentary skills. We had to identify the bare necessities of technology and library tasks so that we could cross-train our staff. This process was done by targeting the most frequently asked questions at our service points and also by meeting weekly to discuss our progress. All information commons staff members were required to work at the information commons desk and we strategically scheduled former IT and library staff members together so that they could train each other on the job. This method proved to be very effective particularly because of the flexibility of the staff and willingness to learn.

In order to make training easier and to make processes more user-friendly, we found it necessary to standardize and simplify as much as possible. We tried to identify the 90 percent

most-used programs, resources, systems, etc., and focused on supporting them. It was not beneficial to train the information commons staff on outdated operating systems, nor was it helpful to support multiple versions of Microsoft Office on a variety of workstations. By simplifying, we were able to more readily learn policies and procedures. An example of a simplified policy is that we allowed all of our regular users to borrow materials for six months. In the past, we had varied loan periods for on-campus students, distance learning students, doctoral students, and faculty. We continued to seek to streamline processes to make them more efficient. Along with making things easier, we found that there was a lot of nomenclature that needed to be changed. Users did not innately know the difference between inter-library loan, intra-library loan, and document delivery so we referred to it as simply "Library Loan." Users did not know what WebFeat was so we called it "Asbury Scholar" as users related it to the functionality of Google Scholar. We called our new courseware the "Virtual Campus" instead of using the term Moodle. Since the term reference can be confused with the physical collection, we renamed "reference service" to "advanced research." Also, we tried to eliminate vendor names when it comes to databases. Formerly, faculty would cite WorldCat or EBSCOHost in their syllabi as a location for an article; however, with the implementation of our federated meta-search engine Asbury Scholar, there was no blatant identifier that associated an article specifically through a vendor.

The implementation of the information commons model was a fluid, dynamic process and we identified some non-mission-critical tasks that needed to be eliminated. The library and computer lab had two cash registers running for photocopy and printout fees. In merging to the single service point, we found that two registers were cumbersome and that much of the time at the desk was spent performing cashier duties. We integrated a system by Equitrac to handle petty cash for duplication and were able to free up time for technology and research support. Many of the information commons that we visited had full service coffee shops and we decided to do the same. However, staffing the coffee shop became cumbersome and students would actually go to that service point to ask technology and research questions so it began to deter from our original mission. We changed to having a self-serve fair trade coffee so we were still able to provide refreshments in that environment without the staffing issues. Finally, we eliminated full hardware and software support for personal computers. In order to provide consistent service, we could not fully service students' personal computers. If the computers were not issued by the seminary (as they are with faculty, staff, and select doctoral students), then personal hardware issues had to be serviced by computer consultants—students looking to make extra money or local computer repair shops. Also, we decided not to support any software that was not loaded on seminary computers so we would not be troubleshooting unfamiliar programs. Our mission enabled us to provide full support for e-mail and access to our network systems.

Information Literacy

Information literacy must have five components to be effective in today's world.[1] We must make information literacy intuitive and accessible, market resources and explain how to use them, teach our students to do their own research, and use a just-in-time model. Just-in-time information literacy was designed to ensure that information arrives to the students just when they need it. Adopting this mindset improved the effectiveness of our training and of our

students' products. We had to remember that information literacy adapts and changes with the user's needs. To accomplish just-in-time information literacy, we combined resources with services.

One resource that we used is "Asbury Scholar." Borrowing the concept from Google Scholar, we used WebFeat's federated meta-search interface to connect the students to about ninety databases—fifty of which could be meta-searched. This tool allowed users to find information quickly and proved to be very popular among our students, faculty and staff.

Other resources that we provided for just-in-time learning were online tutorials. Users could go to our information commons webpage to find tutorials for our systems and databases. To accommodate different learning styles, we created three different types of tutorials: basic instructions (e.g., "Virtual Campus Tutorial"), full manuals (e.g., "FirstClass Email") and video tutorials (e.g., "Arranging Your FirstClass Desktop Icons"). We developed about twenty tutorials and continue to add more.

When users approached the information commons desk, we provided up to fifteen minutes of on the spot research support. All of our information commons staff were qualified and trained to provide this ready reference support. For questions that took more than fifteen minutes, students could schedule an advanced research appointment. Advanced research appointments usually lasted about one hour and began by identifying search terms through broadening or narrowing a topic. Our staff and the student(s) then methodically worked through the databases and resources highlighting the functions and value of each for the particular topic. Earlier this year, in January and February, we completed about twenty-three advanced research appointments.

Another information literacy service we provided was in-class presentations just before students began research for their projects. This was a change in our paradigm as we discontinued library orientation for new students and allowed such training to happen just-in-time for the students. We found that this was much more effective, since the students were not overloaded with information they did not use until a later point in their degree. We provided eight in-class training sessions this past year and have one already scheduled for this coming term. To best focus and facilitate the session, loaner laptops were available for students, one relevant topic was selected, and a few databases were highlighted.

Computer Literacy

When we merged IT and library into the information commons, all of our staff provided both computer instruction and technology support. Instruction involved assisting users with productivity software (Word, PowerPoint, etc.), exegetical software (BibleWorks 7), online databases, and video editing software (iMovie, Final Cut Pro HD, etc.).

Besides providing instruction on software and resources, we provided full technology support for e-mail, courseware, networking, information commons computers and equipment, and Internet protection software (anti-virus and spy-ware). Technology support meant that we would not only troubleshoot issues that users had with these applications and hardware, but also we would install, update, and maintain them. This service benefited the user and the seminary as it kept the user connected to necessary resources and better protected our campus network.

Instructional Literacy

Instructional literacy referred to the work we did with our faculty to assist them with classroom instruction. Major inroads in this area came with helping faculty convert their on-campus classes to online classes. One key emphasis was designing courses for different learning styles, which could also be used on campus. In fact, after some of our faculty taught online courses, they wanted to add an online component to their on-campus classes. This was especially true for some of the larger classes, which often times would not allow for discussion. Other areas for consultation with the faculty include writing course objectives, testing/measurement, and developing content for delivery/media. In the past, we would mail content on videotapes/DVDs to our distance learning students; now we are trying to get materials on our media server or the web.

Future Plans

The key to the information commons model is to adapt to the changing needs of the users. We made major changes in 2003 when we integrated IT and the library, but we need to continue to change as we move toward the future. A few areas we have identified for growth in the future are: increase instructional design support, complete renovation of the third and final floor, create more online tutorials and materials, upload content to a multimedia server, introduce a portal (one login for all systems), and explore Web 2.0 environments and media literacy.

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The John Henry Newman Digitization Project: Capturing the Thought, Life and Times of an Author

by

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Purpose

The John Henry Newman Digitization Project was initiated by the National Institute of Newman Studies in order to digitize the complete works of John Henry Newman in all of its editions (particularly works published during Newman's lifetime). The digitized texts are freely accessible through a variety of avenues, and are available for textual analysis through the work of ASE Edge's Newman Knowledge Kiosk. The project's ultimate goal is exhaustive analysis of Newman's entire corpus and open access to these and supporting materials.

Partners and Process

There are five major partners in the project. The first is the National Institute for Newman Studies (NINS) in Pittsburgh. The Institute's mission is to promote study of the life, works and influence of the Venerable John Henry Newman. It maintains a Newman Research Library; administers www.newmanreader.org, an online digital collection of Newman works; administers the Newman Scholarship Program; and publishes the Newman Studies Journal. NINS provided the impetus for the project and is funding it.

NINS entered into an agreement with two institutions, both with sizeable Newman collections, to digitize their Newman material. The Newman collection at St. Michael's College, University of Toronto, which has a Newman collection of approximately 1500 items, and the Newman collection at Saint Mary's College of California of approximately 5000 uncatalogued items. These collections contain most of Newman's works, in various editions, but also contain a broad range of secondary and supporting material on Newman himself and the religious and political climate in which Newman worked and flourished. They contain works by other members of the Oxford movement, Anglican and Catholic history and theology, and material touching on most religious topics, controversies, and movements of the 19th century. *John Henry Newman: a Bibliographical Catalogue of his Writings* by Vincent Blehl is being consulted and the project hopes to include all the material listed in it. As the project progresses, important Newman material (mostly works from the Blehl bibliography) present in neither of these collections will be sought elsewhere.

The fourth partner in the project is the Internet Archive, a San Francisco-based digital archive that is digitizing texts in scanning centers throughout North America. Their scanning centre at the University of Toronto (using manually operated Scribe book digitizing machines) is digitizing the material of both Newman collections. Saint Mary's College agreed to send their collection to St. Michael's College in Toronto to be catalogued and digitized.

Finally, Pittsburgh-based ASE Edge, a technical firm specializing in document retrieval and analysis, is the project's fifth partner. They have extensive experience in data mining in both the business and legal fields and have worked with NINS to create a Newman Kiosk where the digital items reside and can be analyzed (which will be discussed further below). Once the materials are digitized by the Internet Archive, the digital images and MARC records are sent to ASE Edge in Pittsburgh for the Newman Kiosk. The public can access these works on the Kiosk via the Newman Research Library on the Newman Reader website (http://www.newmanreader.org/newmanresearch/) and scholars and their institutions will be able to access the more in-depth analysis capabilities of the Newman Kiosk through contacting Fr. Drew Morgan at NINS. The Internet Archive (www.archive.org) also puts the book on its website for public access. One can either read the material on the Archive site (using the DjVu or Flip Book options) or download it (in PDF or JPEG 2000 format). The contributing libraries also receive copies of the digital files directly from ASE Edge and the Internet Archive to provide access through their own catalogue and electronic database.

Mass Digitzation

The project, through its association with the nonprofit Internet Archive, is affiliated with the Open Content Alliance, or OCA (whose members include the University of Toronto, University of California, Smithsonian Institution, British National Archives, Microsoft, Yahoo and others). Organizations joining the OCA must agree to a set of principles encouraging a greater degree of access to and reuse of collections, while respecting the content owners and contributors.[1] They are a smaller mass digitization initiative than the Google Books project (scanning roughly 750 books a day, compared to 3000 at Google[2]), but offer a wider variety of formats for open access to the material than Google. The OCA scans only works in the public domain. The Internet Archive, therefore, which does all of the digitization for the OCA, scans only works published in the public domain (pre-1923), and does not digitize later works unless they have copyright clearance. This means that the Newman collections cannot be scanned in their entirety. The digitized collection includes all of the material published by Newman in his lifetime (1801–1890), but excludes some secondary and subsequently published material (which amounts to approximately 20 percent of the collections).

John Henry Newman

A brief sketch of Newman's life and work is necessary to fully understand the rationale for the project's creation. The English theologian John Henry Newman was born in London in 1801 and began his life and career as an Anglican. He joined John Keble, Edward Pusey, and others to constitute the Anglo-Catholic Oxford movement. Through their *Tracts for the Times* and *Newman's Parochial and Plain sermons*, there began a renewal of Anglican liturgy, theology, architecture, and pastoral and spiritual life. The rejection of many of Newman's proposals led him into a retreat which ended with his discovery of the principle of the Development of Doctrine and, subsequently to his conversion to the Roman Catholic Church in 1845. In 1851, Newman was asked by the bishops of Ireland to assist in the establishment of the Catholic University of Ireland. While this experiment eventually failed due to the lack of support from the bishops, his University lectures were published in his influential work, the *Idea of a University*. In 1864, Newman published his autobiography, the *Apologia pro vita*

sua—an explanation of his life. It is generally accepted as a literary masterpiece of English prose and a Christian classic comparable to Augustine's *Confessions*. Vindicated amongst the English populace and more accurately understood now by his fellow Catholics, Newman entered the first serene period of his life in his beloved Oratory in Birmingham, England. In 1879, in gratitude for Newman's labor and suffering, Pope Leo XIII conferred on Newman the honor of the title, Cardinal of the Catholic Church. Newman died in Birmingham in 1890.

Newman's influence on Catholic thought has led him to be frequently and consistently compared to other leading figures in the Christian tradition, each of them constituting a watershed moment in Christian history—synthesizing the tradition that came before them and handing it on in a new way to the generations that follow them. Augustine, the Doctor of Grace, and Aquinas, The Angelic Doctor—Luther, the Doctor of Reformation and Newman, the Doctor of Conscience. He is revered as a theologian, philosopher, pastor, historian, literary genius, controversialist, educator, spiritual master, and mystic.

Newman Knowledge Kiosk

Due to the fact that Newman wrote throughout the nineteenth century and also because of his diverse legacy, Newman's corpus is too much for any one scholar to research, learn, or comprehend. There are innumerable areas of investigation, but too much for one researcher to digest in one lifetime. The extensive body of Newman work's eliminates the possibility of being a Newman expert and would require any scholar many years of labour, sifting through the works to identify the elements of a research topic. Should one be so fortunate as to have access to the full Newman corpus, chances are that much of what Newman wrote about the topic will be missed. The corpus is just too large. An approximation of what Newman said on any given theme is expected, as recorded in the leading works which are generally available. But what of the rest of the idea—the rest of the literature, scattered here and there? Hence a need to remove the drudgery, not of reading and research, but of trying to find the works and, then, removing the insecurity of using a partial and incomplete field of research. The Newman Knowledge Kiosk has been developed to address this insecurity and the tentative disposition of the Newman researcher. Through the Kiosk one can confidently ask: did Newman write about it, where did he say it, did he ever unsay it, and did he say something else related to it? In the Newman Knowledge Kiosk we have our nearest approximation, here in the twenty-first century, to a Newman expert.

The Kiosk provides researchers with the methods and tools necessary for the recovery of meaningful information. Although the data contained in the Newman archive is inherently valuable, its usefulness is directly tied to accessibility. In the creation of the Newman Knowledge Kiosk, the goal is to provide new methods for approaching the investigation of the document collection based on information provided by the documents themselves. This is being done by adapting data-mining programs used by the ASE Edge linguists to the specific needs of Newman researchers.

At present, ASE Edge has two research platforms under development. The first provides a general linguistic analysis of the Newman document set as a corpus, meaning the texts are considered as a whole rather than individual documents, pages or paragraphs. This approach provides context for the data and allows the researcher to determine not only the existence of an idea within the document collection, but also its frequency and distribution. Another

benefit of this type of corpus-based analysis is that it permits cross-corpus comparisons. This provides additional means of discovery by allowing the researcher to see the words and topics that distinguish the Newman corpus from others document collections.

The second research platform under development is the Newman Encyclopedia. This is an interactive repository of text data extracted from the Newman collection that allows researchers quick access to single words, phrases, or even complex sets of words and phrases related to a topic of interest. Currently there are over seventy thousand headwords pre-loaded into the Newman Encyclopedia, and this number will grow as researchers add their own entries. Each headword provides general descriptive statistics, information on collocations (closely associated words), and exhaustive KWIC (Key Word In Context) listings of headword instances that are hyperlinked to the original text of the document.

The Newman Knowledge Kiosk, through these two platforms, caps off what is a very complete process—materials have been selected, collected, catalogued, digitized, archived, and, through the Kiosk, made accessible for research.

Digitization Implications

The Newman Knowledge Kiosk is a good example of the potential uses of digitized texts. The same work could be done on any author or topic. Through the partnership with the Internet Archive and OCA, the project has its texts digitized quickly and in a variety of formats. And the Newman collections are added to a massive body of public domain digitized material created by the OCA and other book digitization initiatives. Since the works are in the public domain, there is no barrier to downloading digitized material to perform the same sort of research functions as the Newman Kiosk (a kiosk could be created for any other author who flourished before 1923). And with digitization still occurring at a very rapid rate and the inclusion of more authors and subjects, the potential for new and different comparison and analysis across traditional academic boundaries is endless. Institutions can shift resources from small-scale digitization to analysis of already digitized material. Although this material is all in the public domain, which comes with its own set of problems (especially for criticism and secondary material), to dwell on this is to miss a tremendous opportunity for new and exciting research. Donald Waters from the Mellon Foundation put it the following way:

> Digitization greatly increases the evidence base for scholarship. New kinds of analytical techniques are needed to exploit this new evidence for the advancement of knowledge and research and teaching methodologies need to be developed to understand the evidence and train the next generation of scholars how to use it. [3]

The creation of such a massive resource base of public domain material also creates unparalleled access to collections. Most works published before 1923 will soon be available online for free. The user can download or browse them and will not be limited in how they use the material (at least in the case of OCA scanned material). The implications of this for libraries have yet to be fully seen. Libraries will have to decide whether to buy a physical item that is available online at no cost. And there will be drastic effects on special collections that have been scanned. The very works that were the rarest and hardest to find will now be the most accessible. It is too soon to see the full effects of such ubiquitous access, and the physical item will always be important to researchers, but the impact of digitization will undoubtedly

be felt throughout the library world in unpredictable ways. It is up to each library whether they provide their sometimes very unique collections to the access and analysis described in this project.

Endnotes

[1] Open Content Alliance, "What is the Open Content Alliance?" Open Content Alliance, http://www.opencontentalliance.org (accessed June 29, 2007).

[2] Michael Liedtke, "Google Books Scanning Efforts Spark Debate," *Washington Post*, December 20, 2006, http://www.washingtonpost.com (accessed June 29, 2007).

[3] Richard K. Johnson, "In Google's Broad Wake: Taking Responsibility for Shaping the Global Digital Library," *ARL* 250, (2007): 1–15.

One Library Under Three Roofs: The Exciting Sequel

by
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To the naked eye there are three Lutheran seminary libraries along the eastern seaboard: the A. R. Wentz at Gettysburg, the Krauth Memorial at Philadelphia, and the Lineberger Memorial in Columbia, South Carolina. But there is more to these three libraries than meets the eye and the prepositions used to describe the "Holy Supper" in the *Solid Declaration of the Formula of Concord* can help explain the phenomenon. "Under" these libraries, "with" these libraries, and "in" these libraries lives the Eastern Cluster Lutheran Library.[1] For the Lutherans in the audience, all is clear. [Wink.] Basically, while there has been no official merger or negation of any reality, there is a unique real presence, a strategic alliance that has resulted in one library under three roofs.[2]

The unique arrangement that developed 'under,' 'with,' and 'in' these libraries was an outgrowth of the Eastern Cluster of Lutheran Seminaries, an organization that was created in 1994 when the Evangelical Lutheran Church in America [ELCA] grouped its eight seminaries by region. Gettysburg, Philadelphia, and Southern seminaries were incorporated into the Eastern Cluster. As David Wartluft, the former director of the Krauth Memorial Library noted in his paper at the 2002 ATLA convention, "the intent [of the Cluster] was to foster closer working relationships, avoid unnecessary overlaps, and develop special endeavors distributed among the seminaries in a cluster, and, as always with a view to reducing costs."[3]

One of the "special endeavors" was the Eastern Cluster Lutheran Library. Like many great ideas in academia, it started as a proposal in a paper. Its author, David Wartluft, entitled the paper "Optimum Library Service in a Cluster Context," and circulated it among the library directors in the Eastern Cluster and the Dean at Philadelphia in 1996. The paper was optimistic and spoke of "building on strength," "cooperative acquisitions," and reductions in "lesser-used materials." The paper's optimism, however, was not theoretical but experiential, rooted in the positive experience of its author with other theological librarians in the Delaware Valley. As he wrote on the eve of his retirement in 2002, "I stand in the wake of three local theological librarians, Henry Scherer (my predecessor), Gilbert Englerth of Eastern Baptist Seminary [now Palmer], and Arthur Kuscke of Westminster Seminary, who began to meet socially and informally. But from this sprang the Southeastern Pennsylvania Theological Library Association [SEPTLA], which has now existed more than forty years and encompasses a score of institutions."[4]

Having developed cooperative acquisition agreements and participated in the establishment of a multi-denominational library association in the Delaware Valley, it seemed logical, given computer technology and the Internet, that acquisitions and public services between three Lutheran seminary libraries could be enhanced if they consciously worked together rather than separately. These were the ideas that David Wartluft proposed. While librarians considered their merit, the Academic Policies Committee of the Cluster considered their feasibility, and the presidents of the seminaries presented them to the Luce Foundation for funding.

The idea of clustering libraries on the basis of denominational affiliation and not geographical proximity was an exception to the general pattern.[5] It was a novel approach, but the three seminary presidents argued the case well when they wrote, "A fundamental challenge to contemporary theological education is to assure the pedagogical quality that previously was predicated on a residential pattern of student life and a local concentration of education resources [in]to an environment in which students and teaching locations are distributed both in distance and in time . . . It has been determined that this priority can be achieved by effectively and efficiently developing library resources and services in a unitary manner rather than as three separate entities.[6]

The Luce Foundation heard the appeal, recognized its wisdom, and funded the proposal with a planning as well as a project grant. Details about the grant and the creation of the Eastern Cluster Lutheran Library between 1997 and 2002 are available in David Wartluft's paper in the 2002 ATLA *Proceedings*.[7] As I noted in the abstract for this paper, "At that time, however, workflow issues and best practices were proposals 'in pencil' that lived in a strategic plan and/or as promises in the grant proposal." That was five years ago, and tomorrow, June 15, 2007, the Eastern Cluster Lutheran Library will celebrate its fifth online anniversary. As this paper will argue, it has been an unbelievable success and its story will be told from a hands-on perspective by a person who cannot stop touting the benefits of cooperation, imagination, and technology in the world of theological librarianship.

Public Services: Cluster Requests

On June 15, 2002, the dream of a unified online catalog for the three seminaries of the Eastern Cluster became a reality. Thanks to the outstanding efforts of the library staff at the three schools and Library Technologies Incorporated [LTI], the holdings data of the three seminaries was successfully merged into one database and displayed on the Internet using Endeavor/Voyager software. The librarians christened the unified database ECCO—Eastern Cluster Catalog Online. For the first time, a patron with access to the Internet could search and see the holdings of the library at its three locations simultaneously. Since we had purchased *and* decided to use the Acquisitions module, books on order at any of the locations would be displayed as well.

Initially, the holdings were sorted in alphabetical order: Gettysburg, Philadelphia, and Southern. So that patrons in Philadelphia and Southern would not need to scroll down to see the holdings for their branch, we tweaked the protocols so that within our local area networks the data would be sorted with our particular school, Philadelphia or Southern, appearing at the top of a list. Outside the local area networks, holdings are displayed in alphabetical order, and patrons need to do some scrolling to see items in Philadelphia or Southern.

Viewing the holdings, however, was just the beginning since one our goals was to share our resources effectively within the newly constituted integrated network. In the words of the grant proposal, our objective was to "expand the reciprocal borrowing capabilities and enable more rapid delivery of materials."[8] With that in mind, the staff instituted the Cluster request, an intra-library loan program that allows patrons at one location to request items from one of the other branches.

Patrons in Philadelphia, for example, fill out a yellow Cluster Request Form, one for each item and turn them over to a library staff member. To prevent our seminarians from abusing

the system, they are only permitted to request or have five cluster loans at any given time. When a seminarian has submitted a completed form, a member of the staff searches for the item in the online catalog, ECCO, and with the holdings record displayed, clicks on the STAFF ONLY button at the top of the screen. That opens the customized request screen that Endeavor staff members, Michele Arms and Shelley Hostetler, helped us create in 2003.[9] After entering a school specific barcode and a Cluster user name, the branch that is to send the book is selected. A click on the OK button and the item's bibliographic information is displayed along with a comment box at the bottom in which we enter the requestor's name and their affiliation to the seminary (i.e., student, staff, or faculty). The request is then forwarded electronically to the branch library, and the paperwork is filed. Pack rats that we are, we hold on to the paperwork for a calendar year.

If the book were coming to Philadelphia from Gettysburg, for example, library staff at Gettysburg retrieve the item, tape a Cluster band around the cover of the book, write the patron's name at the top of the band, and charge it to the requesting school for a loan period of fourteen days. By charging items to the school, in this case Philadelphia, as opposed to the patron, staff at the requesting branch can easily see that requests have been received and processed. They can also calculate when the items might arrive. Items are packed in boxes and sent by U.S. Mail, library rate, to Philadelphia where they are unpacked, and discharged from the school. At that time, a temporary location and temporary item type are applied to the book in the circulation module, and it is charged to the requesting patron at Philadelphia. While the patron's account is open, the staff member clicks on the email icon and notifies the patron of the arrival of his or her Cluster request. When the student returns the book at the end of the semester, the paper band is removed from the cover, and the item is usually shelved at the requesting library until it is called home or to another branch.

The decision to leave the items at the requesting branch cuts postage in half and allows our local collections to shape themselves according to usage. If, for example, a professor in church history at Gettysburg creates and teaches a course on Medieval Female Mystics, then books on that subject in the other branches would naturally gravitate through requests to Gettysburg and remain at that school until a patron requests them at one of the other locations. The same would be true of materials by or about Schleiermacher and Hegel since Philadelphia offers courses on these philosopher/theologians.[10] At the end of the semester, the requested materials stay in Philadelphia. Unless they are needed elsewhere, they are in place for the next time the course is offered.

While the faculties appreciate the richer offerings for research, forward-thinking students have used the Cluster request option to save money. Instead of purchasing required or recommended texts at the beginning of the semester, savvy students will search the catalog, locate them in a branch, and if available, request them. The travels of some of our books will demonstrate the system in action. Mark Thomsen's *Christ Crucified: A 21st Century Missiology of the Cross*, published by Lutheran University Press, was either a required or recommended text at Southern seminary. Philadelphia and Gettysburg had additional copies that were available, and, at the request of patrons at Southern, these were transferred. At Philadelphia, Jon Butler's *Awash in a Sea of Faith: Christianizing the American People* was a required text for a course in American religious history. The Philadelphia copy was placed on reserve at the request of the

professor, which means that students could only use it in two-hour increments in the library. But copies of the text were available at Gettysburg and Southern and students at Philadelphia requested them, used them, and have now returned them to the Krauth Memorial Library. The same was true for the book, *How to Be a Perfect Stranger: A Guide to Etiquette in Other People's Religious Ceremonies*. The copies at Gettysburg were placed on reserve, but the copies at Philadelphia traveled west, were utilized by students, and are now on the shelves next to their distant cousins learning Pennsylvania Dutch.

While additional copies of essential texts help students save money, our patrons also benefit from the unique materials that are housed at the various locations in our Cluster system. Philadelphia, for example, has a very extensive collection of books on Assyrian culture and language. A patron at Southern working on a project searched ECCO and requested our two-volume set of *Assyrian Royal Inscriptions*. The books traveled south, were consulted, and are now on the shelf at the Lineberger until they are needed at another location.

The Cluster request program has been well received at our three schools, and fulfilled the dream of the presidents who wanted to expand access and broaden resource offerings at their campuses. The chart shows the number of Cluster requests processed by staff over the last four years. It is comforting to see that in the fourth year of the program that the number of Cluster requests is beginning to level off and that these figures may be representative of the number of requests that staff will process during an academic year.

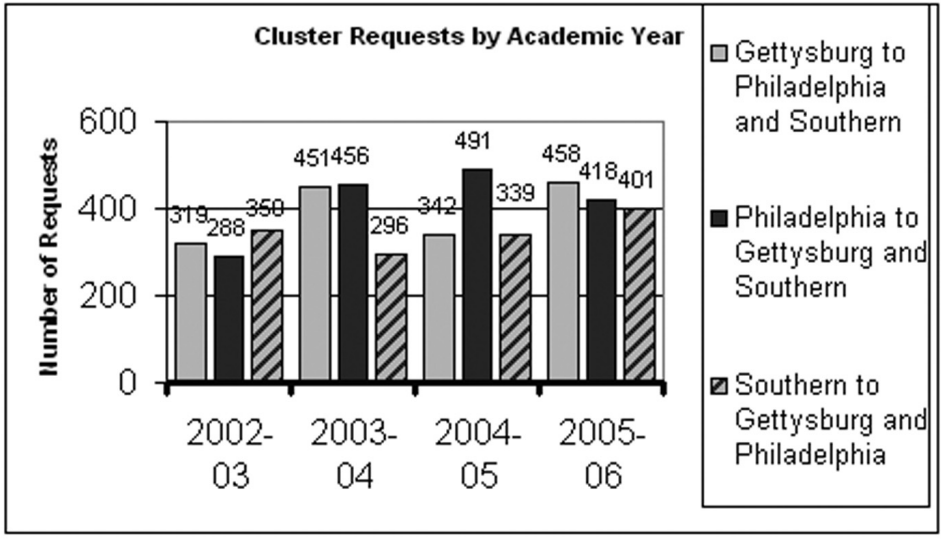

Figure 1: Cluster requests by academic year.

While helpful to our patrons, cluster requests are labor intensive. As I noted in my report to LTSP's Board of Trustees, when school is in session staff are very busy retrieving, packing, and shipping books to the branch libraries. But at this point, we feel that resource sharing is an important aspect of our Cluster operation.

Enhanced Public Access

Shortly after ECCO was launched, the Eastern Cluster Lutheran Library faced the task of organizing its presence on the World Wide Web. According to the grant proposal our goal was to "consolidate Internet access to electronic and library-housed resources . . . via a website interface for Cluster students, faculty and educational partners."[11] Endeavor provided a standard page to search the catalog, but we needed to expand our services for non-residential learners. The project of customizing ECCO and developing our distance learning webpages was delegated to Bob Hensil at Philadelphia. Having designed websites before coming to LTSP, Bob was a natural for the task and, at the end of August 2002, he applied his talents to the project. After customizing the ECCO interface, Bob embedded the Cluster URL behind the REQUEST button so that non-residential students in our D.Min. and S.T.M. programs could access the Distance Learning pages at the Cluster website and request either books or journal articles from the library electronically.

The project was significant for two reasons. First, the webpages created an effective portal for distance learners who in the past had contacted the library via email, submitting bits-and-pieces of essential bibliographic information and assuming that we would contact the registrar for their current addresses and/or phone numbers. Second, the project fulfilled a Cluster objective—specifically, "avoiding unnecessary overlaps." In the BC era, "before clustering," each school would have had to create its own web interface. Now, one staff member in the Cluster designs and creates webpages that serve three residential communities as well as distance learners.[12]

Coordinated Technical Services: Authority Work

Before clustering, the catalogers in the three locations spent many hours each month on authority work. At Philadelphia, for example, our previous library system generated a list of the new authority headings that had been added to the database, but the file from which this list was compiled could only hold three hundred entries. Subsequently, staff needed to monitor the file closely, print it out frequently, and then search the Library of Congress Authority File for records that could be imported into the database. The process was labor intensive, was duplicated at Gettysburg and Southern, and only in the case of really major changes was the issue of updating older records ever addressed.

With the creation of the unified database in 2002, it was decided that authority work would be outsourced to Library Technologies Incorporated [LTI]. We divided the process into two separate operations: new records and the entire database. The cost was divided between the three schools. Currently, new records are sent seasonally to LTI. At that time, LTI identifies the new headings that have been added to our database and finds the appropriate Library of Congress authority record. When completed, LTI sends us the authority files and processed bibliographic records for us to load into our database. Every March, we send the entire database to LTI for its annual checkup. When the process is completed, usually in April, Lois Reibach at Philadelphia receives a report and then downloads the new authority and changed bibliographic records. In April 2007, for example, we downloaded 2,248 new authority records from LTI along with 7,046 revised authority records. Since these had changed 8,678 headings in our database, we downloaded 42,988 corrected bibliographic records and overlaid our outdated bibs. After adding the new and revised authorities along with the corrected bibs, Lois then

went in and manually deleted the 75 authority records that had become obsolete. What was only a dream when we worked as three separate libraries has become a reality. By working together and consolidating this part of the library operation at Philadelphia we save staff time, eliminate duplicate effort, and offer a premium product—a clean and current database—to our patrons.

Coordinated Technical Services: Enhanced Access

After reading *LC Cataloging Newsline* (December 2003), Lois Reibach, Technical Services Librarian at LTSP, located free digitized texts of theological materials at the California Digital Library (www.cdlib.org/).[13] This digital library includes the full text of more than fourteen hundred books from academic presses on a range of topics. Access to the electronic books is free for all University of California faculty, staff, and students, but selected titles are free to the public. Lois created links to the full-text electronic editions in California for the items that we have in our collection.

After inserting the links into the 856, patrons in the Eastern Cluster Lutheran Library only needed to call up the record in ECCO and click on the active link to access and read the full-text online.[14] By adding the links to the bibliographic records in our integrated database, Lois was transforming the library into a portal, helping residential and non-residential students gain access to online resources, and doing a task that in BC (before clustering) would have been repeated on the other two campuses.

Cooperative Collection Development: Monographs

Cooperative collection development in the Cluster started with the librarians discussing the 406 titles on standing order at the three locations during several conference calls in 2005. After lengthy discussions, we finally decided that biblical commentaries like *Sacra Pagina*, *Ancient Christian Commentary on Scripture* and the new *Brazos Theological Commentary on the Bible* would be purchased at the three locations, while specialized and/or foreign-language series like *Leucorea—Studien zur Geschichte der Reformation und der lutherischen Orthodoxie* **or** *Arbeiten zur Geschichte des Pietismus* would be continued only at the location where faculty interest assured usage. Hence, Philadelphia continued to acquire the volumes in the *Leucorea* series for the Cluster while Southern maintained its standing order for the *Arbeiten zur Geschichte des Pietismus.* Blanket orders followed and the librarians agreed that Southern would continue its blanket order with Eerdmans, while Philadelphia with its new Multicultural Resource Center would set up a blanket order with Orbis, and Gettysburg with Brazos Press. These along with complimentary copies of new books to each branch from our parochial press, Augsburg Fortress, allow us to offer a rich selection of new resources economically to our patrons.

Having laid a solid foundation with standing and blanket orders, we then looked for more efficient and effective ways to purchase other titles from a Cluster perspective. Traditionally, librarians and faculty purchase new books for the library by reading advertisements in catalogs and/or book reviews in scholarly journals. The experience is monastic-like: academicians sitting quietly at their desks, reading reviews and circling items in their catalogs and forwarding bits and pieces of bibliographic information to the librarian. In either case, the librarian or a staff member had to type the information on purchase orders or into computer files that were sent to the distributor or publisher. The process was labor intensive and identical on each seminary campus.

In January 2004, when a significant number of library staff from each school was at Southern Seminary for additional training, John Laraway of Blackwell Publishing explained and demonstrated Blackwells New Title Announcement Service [NTAS]. The idea was simple. Each week Blackwells would send to the library and/or individual faculty members an email with a list of new titles in their area. In addition to the basic bibliographic information such as author, title, publisher, and price, recipients could click on links and read the information included on the book jacket and/or the chapter headings in the table of contents. If a title was appropriate for the collection, the recipient merely clicked on the request link, and it was forwarded to a request queue that would be processed by library staff.

When John Laraway confirmed that our three profiles could be linked and that faculty on the three campuses in the Eastern Cluster could see the requests of their colleagues, I knew that this was a service for the Eastern Cluster Lutheran Library. Instead of wading through piles of paper catalogs and typing information on paper forms, faculty and librarians could select items electronically. Selections would be visible to everyone in our cluster network and could be forwarded to this distributor with a few clicks. Thanks to the computer and the Internet, walls and distance that separated faculty and librarians would disappear in not one but three locations, and a monastic-like experience would be reformed and transformed into a dialogue. For me it was a Joshua-like moment with walls coming down and bricks becoming clicks.

It was time to set a reformation in motion. After the staff at Blackwells created a subject profile for each seminary in the Eastern Cluster, I went into the appropriate seminary account and created a user account for each member of the faculty at Philadelphia and Gettysburg. At that time I was the Director of the Krauth Memorial Library in Philadelphia and, after Dr. Bonnie VanDelinder's passing, the Interim Director at Gettysburg. Before going online and creating a subject profile for each user within their account, I developed the profiles in an Excel spreadsheet.[15] For Lutheran faculty in New Testament, Systematics, Church History and Christian Education, I included the following subject headings:

	Blackwell Subject Headings	Blackwell Codes	Email Address	Unique File Name
New Testament	New Testament	1xxxx	Email address	NTTwo
	Patrology	1xxxx		
	About Bible	9xxxx		
	Lutheranism	14xxx		
Systematics	Christian Doctrine	1xxxx	Email address	systemone
	Ethics	1xxxx		
	Lutheranism	1xxxx		
Historical	Lutheranism	1xxxx	Email address	histone
	Patrology	1xxxx		

	Christianity History	9xxxx		
	Christian Doctrine	1xxxx		
Christian Ed	Religious Education	1xxxx	Email address	chrisedone
	Lutheranism	1xxxx		
	Women in Religion	1xxxx		
	Theory/Practice Ed	9xxxx		
	Christian Doctrine	1xxxx		

Figure 2: Faculty profiles in a spreadsheet.

For Episcopal or Presbyterian members of the faculty, I always included their respective denominational subject heading. Having completed the profiles for the thirty-six faculty members at both schools on paper, I opened their individual NTAS account and created their subject profile. In the online profile for a faculty member teaching New Testament at either Gettysburg or Philadelphia, for example, I checked the following subjects:

Library of Congress					
	BR	1 – 1725	Christianity		
	BS	1-2970	The Bible		
	✓	BS 1 -- 409	Bible- texts and versions		
	✓	BS 410-- 1608	Works about the Bible		
	BS	701-1830	Old Testament		
✓	BS	1901-2970	New Testament		
	BV	1-5099	Practical Theology		
	BX	1-9999	Christian denominations		
	D		World History		
		DD	1 -- 905	History of Germanies	
		DD	1 – 257	History of Germany	
		DD	301—454	History of Prussia	
	L		Education		
		LB	5-3640	Theory practice education	
Blackwell Subjects					
	All subject divisions				
		Humanities division			
		Special period studies			
		Religion division			
			Religion – general		
			Christianity division		
			Roman Catholic Church division		
			Christian denomination division		

			Christian doctrines division	
		✓	Patrology	
			Saints	
			Biblical studies division	
		✓	Biblical studies – general	
			Old Testament studies	
		✓	New Testament studies	
			Apocrypha studies	

Figure 3: The online profile for New Testament faculty.

To offer faculty comprehensive coverage, I usually selected the Library of Congress call numbers in their subject areas, as well as the Blackwell Subject Headings. Before turning it over to the faculty, however, I had the weekly announcements in each account sent to me for about a month so that I could see that the customized profile was capturing a sufficient number of appropriate titles. Announcements at faculty meetings, emails, and discussions with individual faculty members primed the pump for the unveiling of the new service.

Once activated, each faculty member would receive an email announcing the availability of a report that listed new titles in their area. Frequency of notification depended on the faculty member. While some faculty wanted to be notified once a month, others opted for a weekly email announcement. Either way, when faculty identified items for the library, they simply clicked the REQUEST link and the item was labeled with the name of the requestor and the date of the request. Since our three profiles were linked, both the request and the requestor were visible to colleagues who were viewing that title in their queue. If a faculty member in Philadelphia requested a book for the Krauth and colleagues at Gettysburg or Southern felt that it was essential for coursework at their locations, they could request additional copies. If they felt that one copy was sufficient, then no action needed to be taken since the item had been requested and would be ordered by Philadelphia for the Cluster library.

If faculty opted not to participate and continued to submit book catalogs with their requests circled, Blackwell's NTAS was still utilized. Staff either opened that faculty member's account or the general account, searched for the book in the database, and when found selected it electronically. If the title was not to be found in Blackwells database, staff created an unverified record in the system that alerted Blackwells to its existence and our interest in it.

Examples of NTAS at work in the Cluster Seminaries

1. **Worship in medieval and early modern Europe: change and continuity in religious practice / edited by Karin Maag & John D. Witvliet.** U of Notre Dame Pr. 0268034753. R2-443925. 2004. US. Paper. USD 30.00

[Detail | Editions | TOC | Email | Request | Order | Export | Library Notes]

Request Date: 1 July 2004 **Request By:** Faculty at LTSP **Code:** NLTS
Requested: 1

Since our three profiles are linked, it is clear to faculty in Gettysburg and Southern who have this title in their queues that a colleague in Philadelphia has requested it. The faculty in the other locations could request that an additional copy be purchased, or have Philadelphia purchase the Cluster copy and then request it if they wanted to read it.

2. North American foreign missions, 1810−1914 : theology, theory, and policy / edited by Wilbert R. Shenk. (Studies in the history of Christian missions) Eerdmans. 0802824854. R9-454412. 2004. US. Paper USD 45.00

[Detail | Editions | TOC | Email | Request | Order | Export | Library Notes]

Request Date: 7 September 2004 **Request By:** Faculty at LTSP **Code:** NLTS **Requested:** 1

Request Date: 15 September 2004 **Request By:** Faculty at LTSG **Code:** NLTG **Requested:** 1

A member of the faculty at Philadelphia requested a copy of this new survey on September 7, 2004, but a colleague in Gettysburg felt that one was needed at their location as well. Southern has not requested it because they have a blanket order with Eerdmans and will receive a copy automatically. The librarians are very comfortable in placing an order for multiple copies because the subject experts have made it clear that additional copies of this text are necessary. In this case, using the Cluster request system to ship a basic text to other locations would be impractical in the long run. In other words, this is necessary duplication; or, as we would say, good stewardship.

From Cooperative Collection Development to Coordinated Collection Development

After working with NTAS for a year, the Eastern Cluster Lutheran Library moved forward by having one librarian, Dr. Lynn Feider, at Southern Seminary, coordinate the acquisitions for the entire system. Before taking this step, Lynn visited Gettysburg and Philadelphia, interviewed the faculty, and developed a profile of their research and teaching needs. This information, combined with her extensive knowledge of the interests and needs of the faculty at Southern, empowered her to make selections for each of the branches from a Cluster perspective. When Lynn has questions or concerns about purchases or the placement of a particular title, she queries the faculty in the various disciplines using email. Because of Lynn's oversight, unnecessary duplication of titles that are apt to receive limited use has been reduced.

In addition to helping us coordinate the development of our collection in the Cluster, NTAS has also helped our faculties with their research. Besides learning about new titles in their area in a timely fashion, faculty can also find very relevant resources for their work by searching a term, phrase, or individual as subject or author in table of contents of recently released books in the Advanced Search option. Add to this online access to the *New York Times —Book Section* and the *New York Review of Books* and you can see how this service has become a helpful resource in our Cluster.

Participation by faculty at the three seminaries in the purchase and placement of resources has exceeded our expectations and is a dream come true. It is truly amazing to watch the faculty at the three seminaries as they reply to Lynn's emails asking them for direction on a particular title. This level of cooperation and collegiality among faculties and librarians in the three seminaries has taken the Cluster concept to a deeper, richer level. In addition to enhancing relationships, the partnership helps the librarians maximize the purchasing power of the funds entrusted to them. In other words, Gettysburg, Philadelphia, and Southern are living the vision of the ELCA when it clustered these schools in 1994 and fulfilling the conviction of the seminary presidents who believed that library resources and services could be more "effectively and efficiently developed in a unitary manner rather than as three separate entities."[16]

Coordinated Collection Retention: Periodicals

The librarians in the Eastern Cluster Lutheran Library had discussed periodical subscriptions and backrun retention from the inception of the Cluster library. By 2004, two subscription and retention proposals had been drafted but neither proposal considered patron usage because the periodical backrun at Gettysburg had not been barcoded. Patron usage, however, is a critical component when librarians consider a realignment of their holdings in a Cluster setting because deleting a resource at a location where it is utilized frequently would mean that the branch that retained it would be photocopying or scanning articles on a fairly regular basis for their Cluster partners. In other words, the cost in staff time would exceed the cost of a subscription in a very short time. That would not be good stewardship. Although the staff at Philadelphia wanted to move forward, we were reluctant because we wanted to make decisions on factual information rather than impressions about usage.

After I was asked to provide interim oversight at Gettysburg, I shared my concerns about drafting a retention policy without barcoding backrun periodicals and tracking patron usage with the staff at Gettysburg. They agreed. Initially, I wanted to barcode each periodical volume at Gettysburg and presented the idea to the staff at Philadelphia. Lois Reibach, who had been following the Endeavor ListServ, offered an alternative. Instead of barcoding each volume, schools using the Endeavor software had assigned a barcode to just the periodical title, printed the barcodes on paper and scanned them when patrons used that title at the photocopier or in the library. It was a novel approach that caught our curiosity and enabled the staff at Philadelphia to assist their colleagues in Gettysburg who were understaffed as a result of the death of their director and the hospitalization of a staff member.

While Lois Reibach collected the pertinent information from the archived messages on the ListServ, I created the Access queries that identified the currently received periodicals at Gettysburg, and Ron Townsend, working with the information provided by Lois, succeeded in converting the OCLC record numbers that appeared in the cataloging records to readable barcodes using a font called Barcode 3 of 9.

The task of inserting the OCLC number into 848 periodical records was formidable, but thanks to library staff members Mimi Sorrwar and Sharon Baker, and student workers Nathan Baker-Trinity, Paul Miller, and Andrew Evenson, the project moved quickly.[17] Once the barcodes were inserted into the records, we created and ran an Access report that listed each title along with its newly assigned barcode. The pages would be placed in a loose-leaf binder and kept at the circulation desk in Gettysburg. Then, when patrons utilized a periodical in the

library or at the photocopier the staff could scan the barcode into the circulation module and capture a usage statistic.

While staff worked at creating barcodes in Philadelphia, the staff at Gettysburg discussed and planned the implementation of the new procedures. By March 3, 2004, when I arrived with the binder, the staff had drafted a notice for the Seminary's newsletter and posted signs throughout the Wentz that asked patrons not to reshelve the periodicals that they had consulted.

Although minor, the experience of barcoding the periodical titles at Gettysburg was a significant one for the Eastern Cluster. First, it confirmed the practicality of having merged the three separate databases into one. By creating a common/shared platform, staff in separate seminaries could work together on a problem although 120 miles separated them. Second, it demonstrated to our administrations that we could think outside of the box and create innovative solutions for library issues. Finally, with user statistics captured in our circulation module, librarians anywhere at anytime in the Cluster could query the server and retrieve information about usage when making decisions about retention or disposition of a title during a conference call.

Coordinated Collection Retention: Monographs

With the completion of the Brossman Learning Center at Philadelphia in September 2005, the Eastern Cluster Lutheran Library acquired a compact storage facility for seventy-five thousand volumes. When all the shelving units are installed, it will have the capacity to hold one hundred fifty thousand volumes. This facility allows our partners to deaccession or transfer less frequently used resources to Philadelphia. Relocation, however, requires an enormous attention to detail because a misplaced book is lost forever. But staff members at Philadelphia who have relocated 31,217 books into the new facility have procedures in place and are ready to assist our Cluster partners when the time comes to move their materials into our not-so-remote Cluster storage facility.

Cluster Principles: Core Values

In the first five years of the Eastern Cluster Lutheran Library, 1997–2002, staff created common goals and a common database. Once established, we looked for ways to realize the vision. On the eve of our fifth online anniversary, we can say that we have come a long way in terms of expanded reciprocal borrowing capabilities, integrated Internet access, enhanced technical services, coordinated acquisitions, and cooperative collection development. In addition, we avoid unnecessary overlap by having each school assume responsibility for one aspect of the Cluster library operation: Southern for coordinated acquisitions, Philadelphia for authority work, and Gettysburg, with its new director, B. Bohleke, for Cluster electronic services. It has been a success thanks to hard work, face-to-face meetings, long-standing relationships, emails, and monthly conference calls. These calls keep the contacts fresh and the Cluster connected. In our Cluster library, Wednesday is conference call day: directors talking on the first Wednesday, catalogers on the second, acquisitions staff on the third, and system administrators when it is necessary.

Throughout the process, two principles have guided us. The first is a mantra: "We're making this up as we go along. Everything is in pencil." That means that this has been and will always

be a pioneering venture. We're unique and we know it. Aligning libraries by denominational affiliation with significant distances between them was and remains exceptional. With no star in the heavens above to guide us, user needs and expectations changing around us, and technological platforms upgrading beneath us, we readily admit that flexibility is necessary and dialogue essential. In this way the Cluster library develops gradually and is evolutionary as opposed to abrupt and revolutionary.

The second and most important principle is perspective. While it is tempting to use the slogan associated with the Three Musketeers: one for all and all for one, I would like to turn to Macrina the Younger for assistance in explaining the second core value of the Eastern Cluster Lutheran Library. Today, June 14, is her day in the Lutheran calendar of commemorations, and Edmund Venables, the Canon at Lincoln Cathedral, had this to say about her in the *Dictionary of Christian Biography* (1882):

> After her father's death, in c. 349, she devoted herself . . . to the care of her widowed mother . . . and the supervision of the interests of the family. The family estates being spread through *three* [italics mine] different provinces, the demands for taxes and other state payments to be made to *three* governments and their officials would have caused considerable harassment to the widow but for her daughter's resolve to undertake the whole difficult business herself.[18]

In the Lutheran calendar, Macrina is honored as a theologian, but it is very clear from Venable's description that she was also a phenomenal administrator with a keen sense of stewardship. Since her family's holdings were located in three separate provinces, she had to deal with three bureaucracies and three sets of red tape. Despite the challenges—of which there must have been many—she remained focused on the goal and the larger picture. That, in essence, is the aim of library staff in the Eastern Cluster Lutheran Library. While working in three separate locations and reporting to three separate administrations, we remain focused on the larger picture, the Cluster library. We have come to refer to this attitude as wearing a "Cluster hat." Paraphrasing our former library grant manager, Patricia Casto, the Cluster hat is an essential item in the wardrobe of every library staff member at the Wentz, the Krauth, and the Lineberger. When you put it on, you soar above the weeds and fly at an altitude of twenty-five thousand feet. That is the Cluster perspective—looking at issues with premium service and good stewardship in mind. Without it, we stay in the weeds and revert to our former territorial identities with their unnecessary overlaps and redundant purchases.

To the naked eye, there are three freestanding seminary libraries, in three locations, serving three seminaries in the Evangelical Lutheran Church in America. In, with, and under these libraries, however, is a unique real presence—the devoted, hardworking staff that has created the effective and efficient Eastern Cluster Lutheran Library whose unified online catalog turns five tomorrow. Happy Birthday!

Endnotes

[1] Evangelische Kirche in Deutschland, et al. "The Solid Declaration. Article VII: Holy Supper," in *The Book of Concord: The Confessions of the Evangelical Lutheran Church* (Minneapolis: Fortress Press, 2000), 599.

[2] James Martin and James E. Samels. "We Were Wrong: Try Partnerships, Not Mergers," *Chronicle of Higher Education* 48 (May 17, 2002), http://chronicle.com/prm/weekly/v48/i36/36b01001.htm. A strategic alliance is described as "a fluid, temporary, focused set of understandings and covenants between two or more complementary learning institutions or organizations, or a learning institution and a business organization." Rather than merging institutions, strategic alliances are said to be able to "preserve the distinct missions and identities of both institutions while combining their respective strengths." As cited in Ann Hotta "Is There a Strategic Alliance in Your Future? Lessons Learned from Library Consortia," *Theological Education* 40, no. 1 (2004): Footnote 2, 97.

[3] David J. Wartluft, "One Library under Three Roofs: A Case Study," *American Theological Library Association Summary of Proceedings* 56 (2002): 207.

[4] Ibid.: 208.

[5] For an excellent survey of theological consortia organized on the basis of geographical proximity see Hotta, "Is There a Strategic Alliance in Your Future? Lessons Learned from Library Consortia," 89–98.

[6] "The Luce Implementation Grant, March 2000—One Library under Three Roofs," (Eastern Cluster of Lutheran Seminaries, 2000): 3–4.

[7] Wartluft, "One Library under Three Roofs: A Case Study."

[8] "The Luce Implementation Grant, March 2000—One Library under Three Roofs," 4–5.

[9] Prior to the creation of the customized request page, staff typed the essential bibliographic information into an email and sent it to the library staff in the other school.

[10] Courses at Philadelphia are entitled: "Schleiermacher and Modern Theology" and "Thinking Spirit: G.W.F. Hegel and Contemporary Theology."

[11] "The Luce Implementation Grant, March 2000—One Library under Three Roofs," 4.

[12] The URLs for the Eastern Cluster Lutheran Library webpages:
ECCO: http://207.56.64.20/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=bbSearch
Distance Learning Services: http://www.easterncluster.org/library/index.htm
Request a Book: http://www.easterncluster.org/library/lib_reqbook1.htm
Request a Journal Article: http://www.easterncluster.org/library/lib_reqjournal1.htm

[13] *LC Cataloging Newsline,* 11(2003):12. Website: http://www.loc.gov/catdir/lccn/lccn.html.

[14] Titles with links to full-text online include Nancy Lyman Roelker, *One King, One Faith: The Parlement of Paris and the Religious Reformations of the Sixteenth Century* (1996); Philip M. Soergel, *Wondrous in His Saints: Counter-Reformation Propaganda in Bavaria* (1993); Jenny Franchot, *Roads to Rome: The Antebellum Protestant Encounter with Catholicism* (1994); Daniel Boyarin, *A Radical Jew: Paul and the Politics of Identity* (1994); Susan Ashbrook Harvey, *Asceticism and Society in Crisis: John of Ephesus and the Lives of the Eastern Saints* (1990); Jon D. Mikalson, *Religion in Hellenistic Athens* (1998); Moshe Greenberg, *Biblical Prose Prayer: As A Window to the Popular Religion of Ancient Israel* (1983); Robert Chazan, *Daggers of Faith: Thirteenth-Century Christian Missionizing and Jewish Response* (1989); David Daube, *Appeasement or Resistance and Other Essays on New Testament Judaism* (1987).

[15] Dr. Lynn Feider created the accounts and profiles for the faculty at Southern.

[16] "The Luce Implementation Grant, March 2000—One Library under Three Roofs," 3–4.

[17] We added the numeral suffix "3" to each OCLC number to keep the identifier unique.

[18] Edmund Venables, "Macrina (2), the Younger," in *A Dictionary of Christian Biography, Literature, Sects and Doctrines: Being a Continuation Of "The Dictionary of the Bible"* (London: J. Murray, 1877): 3:779–80.

The Ordained Theological Librarian: A Cost Benefit Analysis

by
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A group of librarians gathered at the 2006 ATLA Annual Conference to discuss issues facing theological librarians who are ordained or seeking ordination.[1] In the course of that discussion, two things became clear about the nature and work of the ordained theological librarian. The first was that ordained theological librarians strongly believe they bring additional resources to the libraries they serve by virtue of their ordination. The second was that not all theological libraries understand ordination in relation to theological librarianship and therefore ordained theological librarians are not treated consistently. The varying accounts shared by ordained theological librarians at this conference included expressions of great institutional support and encouragement to stories of misunderstandings and utter disregard for ministerial needs.

This discussion revealed a significant point of disconnect between ordained theological librarians and the theological libraries they serve. If ordained theological librarians are so convinced of the value of their ordination to their libraries, why have so many theological libraries been slow to acknowledge it? Alternatively, is the lack of response to ordination from some theological libraries an indication that ordained theological librarians misjudge the overall effect of their clergy status on their libraries? In an effort to understand this point of disconnect, this paper investigates the costs and benefits to the theological library of employing an ordained theological librarian. While most theological library administrators are interested in the bottom line costs of operation, the cost benefit methodology is expected to provide information that these administrators can adapt for evaluating the specifics of their situations in relation to the ordained theological librarians they employ or seek to employ.

To identify the costs and benefits of ordained theological librarians to their libraries, ATLA members were asked to participate in an online survey.[2] Participants answered questions about their employment status, specifics of their employment (when applicable), their religious affiliation and involvement, and their perceptions of ministry, ordination, and the practice of theological librarianship. The survey results support the conclusions of the 2006 roundtable discussion that ordained theological librarians bring valuable resources and experiences to the practice of theological librarianship. Ordained theological librarians also make demands on their libraries that can be understood as costs to the institution. Additionally, the survey results point to a more complex picture involving the attitudes and experiences of non-ordained theological librarians, which challenges the impact of benefits associated with ordination and clergy status.

This paper will explore these findings in depth, beginning with an explanation of terms used in this investigation. A snapshot of the ordained theological librarian follows, based on data that depicts the common qualities of ordained survey respondents. Then, the costs and benefits of ordained theological librarians are explored. Costs and benefits are likely to be informed and affected by institutional situations. Analysis of these possible influencing factors will further shape the data presented. This paper concludes with some overall impressions of the impact these data have on theological libraries and ordained theological librarians, including suggestions for further research.

Definitions of Terms

Several terms are used throughout this paper and need additional explanation. The first set of terms stem from the title, cost benefit analysis. A traditional cost benefit analysis examines the costs and benefits of taking a specific course of action. It is usually performed in businesses as a way to decide how to proceed with a project. The costs and benefits are always assigned a value, usually monetary, so that there is a base for comparison. This is true for all factors in the analysis, be it material object or human capital.

While the title may suggest that this paper is a traditional cost benefit analysis, it diverges from the methodology in a significant way. This paper will not assign specific values to all of the costs and benefits it presents. Most of the data presented here refer to the human capital of experience, qualification, and quality of service that is difficult to appraise. It is especially difficult to appraise based on the data provided, which were supplied only by theological librarians. To fully assess the value of human capital, data must be collected from both theological librarians and patrons of theological libraries. A restraint of time and resources prohibited additional surveying of patrons, and provides an opportunity for further research.

The result of this significant divergence from traditional cost benefit analysis has resulted in a methodological investigation into the perceived costs and benefits of the ordained theological librarian for the theological libraries that employ them. Costs are understood as the negative effects of the ordained theological librarian on the theological library. Benefits are understood as the positive effects of the ordained theological librarian on the theological library. While most of these costs and benefits are directly related to human capital (i.e., experience, qualification, and quality of service), some have monetary values that are reported and considered in this paper.

The second set of terms to define is related to the concept of an ordained theological librarian. For the purposes of this investigation, a theological librarian is one who works, studies, or contributes to the field of theological librarianship. This includes those who are currently employed by a theological library, those who have previously worked in a theological library and may plan to return, and those who are actively engaged in professional activities of theological librarianship. An ordained theological librarian is one who fits this definition of a theological librarian and is also ordained. Because all denominations and traditions define ordination differently, a common definition was produced for the purposes of this investigation. Ordination is the presence of a covenantal relationship and commitment between an individual and a religious institution that is a recognition and affirmation of that individual's call by God. Ordained theological librarians are also referenced in this paper as having clergy status, which is used synonymously for ordination. This broad definition of ordination includes individuals who are not considered ordained or having clergy status in their religious traditions, such as missionaries and consecrated lay workers.

What Does an Ordained Theological Librarian Look Like?

While we understand the ordained theological librarian by definition, we must now focus our attention on creating an image of him/her as a person. The average ordained theological librarian is a male[3] currently employed in a theological library with sixteen years experience working in theological librarianship.[4] He holds at least two graduate (master's) degrees[5] and works in an administrative or leadership position within the theological library.

He is a Protestant Christian[6] who is active in his local congregation, and provides leadership through preaching and teaching. While this description gives us a helpful mental image of the ordained theological librarian, it does not offer the full picture of the diverse group identified as ordained theological librarians. To further understand the group as a whole, I would like to explore three main questions: 1) What types of library positions do ordained theological librarians hold? 2) What are the relationships between ordained theological librarians and their churches? 3) What are the relationships between the theological libraries and churches of ordained theological librarians?

First, how many ordained theological librarians are there and what types of library positions do they hold? Out of 186 survey participants, 35 (19 percent, or 1 in 5) identify themselves as being ordained, having clergy status, or maintaining a covenantal relationship with their religious community based on their call by God. Of these thirty-five ordained participants, 29 (80 percent) responded that they are currently employed in a theological library. All responded that they are full-time employees. Of those currently employed, the majority (59 percent) are library directors who report directly to seminary or university administration. A related minority (14 percent) of respondents holds a managerial position and reports to library administration (e.g., Dean of Libraries). The remaining participants hold positions within the library, mostly public service positions (21 percent), but technical services and archives/special collections are also represented. When asked about the standing of their position, 55 percent responded they hold faculty positions while 38 percent responded they hold professional staff positions. Those who hold faculty positions are most likely to be library directors or managers.

Secondly, what are the relationships between ordained theological librarians and their churches? Ordained theological librarians express their relationships with their churches in a variety of ways. They are called by many different names—pastor, priest, minister, deacon, elder—and relate to their denominations through their library positions, congregational positions (e.g., Minister of Music or Director of Adult Education), or both. They serve in a variety of ways, most notably as teachers and preachers. They also participate in music ministries, serve as committee members and administrators, and help lead worship and administer the sacraments. The majority (59 percent) sees its position as a theological librarian recognized by its denomination or congregation. The remainder responded that its service as a theological librarian is not recognized as ministry or not clearly understood by its congregation as a form of ministry.

Thirdly, what are the relationships between the theological libraries and churches of ordained theological librarians? The majority of ordained theological librarians (16 out of 29, or 55 percent) serves in libraries affiliated with its own denomination. Those serving in libraries affiliated with a different denomination number 8 out of 29 (28 percent); 5 out of 29 (17 percent) serve in non-denominational, interdenominational, or ecumenical libraries. Relationships between the libraries and denominations or congregations of ordained theological librarians ranged from no relationship at all (13 out of 32, or 39 percent) to partners in ministry (10 out of 32, or 31 percent), with a significant group responding that the two institutions maintained administrative contact only (9 out of 32 or 28 percent). There was no correlation between the different types of relationships and the sameness or differentness of denominational affiliation between librarian and library.

The Costs

Ordained theological librarians make demands on their theological libraries that are not issues for non-ordained librarians. Employing an ordained theological librarian may also involve other quantifiable costs. To isolate and identify these costs, I ask the following three questions: 1) What is the salary range for ordained theological librarians and how does it compare to the salary range of non-ordained theological librarians? 2) Assuming that ordained theological librarians must also serve in other ministries, what types of non-library ministries do they participate in? How many workweek hours are spent on these non-library ministry activities and how do they manage the time between their library and their church? 3) Do ordained theological librarians have any negative impacts on their libraries?

Beginning with the issue of salary, the majority (61 percent) of ordained theological librarians earns between $35,000 and $55,000 per year. The minority (4 percent) reported an annual salary below $35,000, and 36 percent reported annual salaries over $55,000. The distribution of salaries is slightly higher than what was reported by theological librarians who are not ordained. Among non-ordained theological librarians, 52 percent reported an annual salary between $35,000 and $55,000, 19 percent reported salaries below $35,000, and 19 percent reported salaries above $55,000.

Secondly, what types of non-library ministries do ordained theological librarians participate in and how are workweek hours spent on these activities negotiated and managed? Many ordained theological librarians serve in ministry outside their local congregations and libraries. The nature of this ministry includes administrative positions in the denomination, supply preaching, speaking and teaching engagements, and chaplaincy. While the majority of ordained theological librarians understands that its position does not require clergy status (24 out of 33, or 73 percent), it is often necessary to spend work week hours on clergy-related responsibilities. Responses ranged from none to ten or more hours per week: 7 out of 29 (24 percent) responded that they do not spend any work-week hours on ministry-related activity, 12 out of 29 (41 percent) responded that they spend five hours or less per week; 7 out of 29 (24 percent) responded that they spend between five and ten hours per week, and 3 (10 percent) responded that they spend more than ten hours per week in ministry not related to their libraries. Only 4 out of 28 (14 percent) receive paid compensation for the time they spend away from their libraries. The remaining participants either make up the hours they miss, use vacation time, or are able to perform these activities outside of their normal work schedule.

Thirdly, do ordained theological librarians have any negative impacts on their libraries? Identifying the negative impacts of ordained theological librarians on their libraries is more difficult to measure than the costs involved with salary and compensation. Both ordained survey participants and non-ordained survey participants who indicated serving with an ordained coworker were asked to explain any special demands made by the ordained on the theological library. Out of 31 responses, 17 (55 percent) ordained theological librarians do not feel their clergy status or ordination makes any demands on the theological libraries they serve. Of those that acknowledged some demand on their libraries, however small, referred to occasional absences for church responsibilities (funerals, pastoral emergencies, meetings, conferences), salary and housing standards imposed by their denomination, and additional paperwork. One participant acknowledged the considerable drain pastoral responsibility

makes on his energy, which can sometime affect his work in the library. Only 9 out of 37 (24 percent) theological librarians serving with ordained theological librarians answered that they made special demands on their libraries, citing frequent absences and higher standards. A large majority (28 out of 37, or 76 percent) does not see their ordained colleagues as making demands on their libraries. Several elaborated on the impact of clergy status on the libraries, but maintained that it did not interfere with library operations or make any special demands. One participant answered, "We do not understand the need to officiate at a funeral in the middle of the week a special demand, for instance. It is part of the gift of employing someone who is bi-vocational."

The Benefits

Unlike costs, there are not any quantifiable benefits to employing an ordained theological librarian. Most theological libraries are not in the business of making profits, and without surveying library users it is difficult to know if the ordained theological librarian adds appeal for prospective students and donors. Therefore, to identify the benefits of ordained theological librarians to the theological libraries they serve, I investigate one question in this paper: Are there library services or activities that ordained theological librarians contribute to in a significant way, more so than non-ordained theological librarians?

In a first step to answering this question, ordained participants were asked about the presence of other ordained librarians on their staff, the amount of service provided to different types of patrons, and the aspects of their job that are considered ministerial. Survey results suggest that ordained theological librarians are becoming rare among our profession: 60 percent of participants answered that to their knowledge there is not a librarian on their staff who is ordained or has clergy status. Of those who responded that are ordained, 59 percent responded that they are the only person on their staff with clergy status. A large majority of ordained theological librarians understands its library work as part of its ministry (33 out of 34 respondents, or 97 percent). There is also a significant majority that says its position does not require clergy status (24 out of 33, or 73 percent). When asked about the types of patrons served by theological librarians, the highest percentage of frequently served patrons includes theology students, faculty, and staff. Ordained theological librarians find ways to express their ministry through the library and seminary communities they serve in many different ways. The most common answers included mentoring students and helping them discern their calls to ministry, participating and providing leadership in the worship life of the community, and pastoring students and staff.

Ordained survey participants and non-ordained survey participants who indicated serving with an ordained coworker were also asked to explain any unique perspectives or special gifts brought to theological libraries by the ordained. Among ordained participants, 28 out of 30 (93 percent) answered positively, explaining that their pastoral experiences and connection with the church help them better understand how to meet the needs of students preparing for ministry. This contrasts with answers given by those who serve with ordained theological librarians, where only 23 out of 37 (62 percent) recognized any unique perspectives or special gifts of their ordained colleagues. The 14 (38 percent) that answered negatively felt that non-ordained librarians could provide the same level of service, style of leadership, and/or similar perspectives.

When weighing the benefits of ordained theological librarians, it is important to consider this claim by non-ordained librarians that similar benefits might be offered by employing librarians with pastoral experience or vocational ministry training (typically in the form of a Master of Divinity degree). Survey results clearly support this claim. These theological librarians, while they may not consider themselves as having "clergy status," certainly bring some of the same qualifications to their positions as ordained theological librarians. Just 26 out of 126 participants (21 percent or one in five) have an M.Div. or equivalent professional theological degree. The majority of respondents are on a staff with two or fewer people who hold vocational/professional ministry degrees—46 out of 113 (41 percent) answered that no one on staff held these degrees, 27 out of 113 (24 percent) answered that one person held these degrees, and 21 out of 113 (19 percent) answered that two people held these degrees. All theological librarians indicated that they belonged to or participated in a religious community, with 37 percent (46 out of 126) indicating they were very active, 34 percent (43 out of 126) indicating they were moderately active, 24 percent (30 out of 126) indicating they were somewhat active, and only 6 percent (7 out of 126) indicating they were not active. Of non-ordained theological librarians, 25 percent (31 out of 125) have pastoral experience or experience working for a congregation. An overwhelming 82 percent (103 out of 126) understand their work as a theological librarian a form of ministry. Of those who understand theological librarianship as a form of ministry, 77 percent (79 out of 102) answered that they feel called to the vocation of theological librarianship. An understanding of theological librarianship as a form of ministry may also bring a unique perspective or special gifts to the work of a non-ordained theological librarian: 88 percent (70 out of 80) answered this question affirmatively, explaining that they have a higher tolerance for substandard salaries and working conditions, are able to minister to patrons in a variety of ways, and have a higher sense of commitment and fulfillment that energizes and enhances their work as theological librarians.

Influencing Factors of Costs and Benefits

While the data presented thus far provide an almost complete picture of ordained theological librarians, there is still more to analyze and say. In seeking to identify the costs and benefits of employing ordained theological librarians, I also attempt to anticipate possible factors that would influence the survey results. One possible factor is that of organizational structure. Margaret Wheatley, a researcher and author known for adapting living systems theory for leadership and management, argues that a diversity of experiences and perspectives among staff members can lead to greater innovation and creativity: "Where there is true diversity in an organization, innovative solutions are being created all the time, just because different people do things differently."[7] Working from the assumption that ordained theological librarians introduce an element of diversity to their library staffs, I am curious if the organizational structure of the libraries they served impacted their effectiveness and the way they are perceived.

In an effort to discover if organizational structure is an influence on the perception of costs and benefits, ordained participants were asked if they feel valued by their libraries. Ordained theological librarians feel either valued by their libraries or are not sure if they are valued as fully as they feel they should. Out of 31 respondents, 20 (65 percent) answered that they felt valued by their libraries; 10 respondents (32 percent) answered that they were uncertain or

somewhat doubtful of their library's value of their clergy status; only 1 respondent (3 percent) answered that the library absolutely did not value the librarian's ordination.

To collect data about organizational structures of theological libraries, all participants were asked to rate their library's organizational structure on a scale of functional to relational. A functional organization was defined as mechanistic in nature and emphasizes completing tasks and fulfilling responsibilities of a set job description. A relational organization was defined as organic in nature that emphasizes building teams and utilizing an individual's unique gifts to accomplish tasks. Analyzing and correlating the data from ordained participants, the survey revealed that ordained theological librarians who work in relational or somewhat relational organizations are more likely to be assured of their value in the organization than those who are employed by functional or somewhat functional organizations. Of the 25 respondents who answered both questions, 5 (20 percent) indicated that they were employed by a functional organization. Of these, 1 was certain that ordination was valued, while 4 were not clear or doubtful. Out of 7 (28 percent) who indicated they were employed by a somewhat functional organization, 5 were certain that ordination was valued and 2 were not clear or doubtful. Out of 8 (32 percent) who indicated that they were employed by a somewhat relational organization, 6 were certain that ordination was valued and 2 were not clear or doubtful. Out of 5 (20 percent) who indicated they were employed by a relational organization, 3 were certain that ordination was valued, 1 was not clear or doubtful, and 1 was certain that ordination was not valued.

The survey results also indicate that functional organizations are less likely to employ ordained theological librarians than somewhat functional, somewhat relational, and relational organizations. This is discouraging news for ordained theological librarians, as the survey indicated that 32 percent of total participants (54 out of 168) were employed by functional organizations. Somewhat functional organizations account for 28 percent (47 out of 168) and somewhat relational organizations account for 29 percent (48 out of 168), while relational organizations account for only 11 percent (19 out of 168). These findings clearly suggest a discrepancy in the way ordination is perceived among different structures of theological libraries and may affect the data reported for discerning costs and benefits. Organizational structure in relation to the treatment of ordained theological librarians is an area that would benefit from further research and study.

A second factor that I suspected might affect the perceived costs and benefits of ordained theological librarians is the denominational affiliations of both the librarians and the libraries that employ them. This suspicion is informed by *Signs of the Times*, a recent study on theological faculty by the Auburn Center for the Study of Theological Education.[8] The Auburn Center reported a 10 percent decrease in the number of current faculty and doctoral students who are ordained or licensed clergy over the ten-year period from 1993 to 2003.[9] The study also indicated that the most controversial question was whether or not this decline was a cause for concern. The differences in opinion on this point were attributed to the denominational affiliation of the schools themselves. Mainline Protestant denominational schools, which have always enjoyed a high percentage of ordained faculty members, expressed great concern over the decline and "view[ed] the development as an alarming signal that seminaries' ties to the religious communities they serve may be on the wane."[10] Roman Catholic institutions, non-

denominational evangelical schools, and non-denominational mainline Protestant schools did not see it as an issue because of the historically lower numbers of ordained faculty in these institutions. The one point of agreement was: "Valuable as ordination and professional ministry experience are as preparation for teaching future religious leaders, some teachers who lack one or both of these nevertheless have a powerful impact on ministry students."[11] Do the same statements and attitudes hold true for ordained theological librarians and theological libraries?

In an effort to address this question, all survey participants were asked to supply their religious affiliation and the religious affiliation of their library. I also asked ordained survey participants if ordination was a requirement of their position. Of the ordained theological librarians that indicated ordination was a requirement of their position (9 out of 33), 4 out of 6 work in libraries clearly classified as mainline Protestant.[12] To determine if denominational affiliation had any impact on the perceptions of ordained theological librarians or vocational ministry training and pastoral experience of non-ordained librarians, I correlated data on the library's religious affiliation, the librarian's religious affiliation, the librarian's education and pastoral experience, and free text answers to questions about costs and benefits of ordination. The findings of this analysis indicate that Roman Catholic and Orthodox institutions have the lowest number of ordained theological librarians and theological librarians with ministry training or pastoral experience. These institutions were also the least likely to acknowledge any costs or benefits of ordination.[13] This is probably due to the fact that so few participants working in Roman Catholic or Orthodox libraries work with ordained theological librarians. Those participants working in libraries roughly identified as evangelical, mainline Protestant, or non-denominational, indicated significant minorities of librarians who are ordained, have vocational ministry training, and/or pastoral experience. The majority expressed positive opinions about ordination as it relates to the practice of theological librarianship, although mainline Protestant library positions were twice as likely to require clergy status.[14] While these findings support a parallel with the Auburn Center's findings regarding Roman Catholic institutions, they do not directly support their findings regarding the multiple types of Protestant institutions. Further research and analysis may be necessary to confirm or deny a parallel trend among ordained theological librarians and ordained theological faculty.

Concluding Remarks

As this study shows, there are several costs and benefits associated with employing ordained theological librarians. Ordained theological librarians tend to hold more degrees, are paid higher salaries, and require time off for ministerial functions. While the first two statements may be more an indication of the higher percentage of ordained theological librarians in management or leadership positions, the final statement is an undeniable cost to the libraries that employ ordained theological librarians. Frequent absences mean additional work for staff covering during the absence and, in some cases, paid compensation for the hours missed. When looking at the benefits of ordained theological librarians, pastoral experience and ministerial attitudes toward patrons were the most prominent among responses. The value of these benefits is pulled into question by strikingly similar responses from non-ordained theological librarians who clearly understand their work as an expression of ministry and have similar backgrounds and training as ordained theological librarians. The only benefit that cannot be echoed by non-

ordained librarians is the official connection to the church that ordination facilitates. With only half of ordained theological librarians currently serving in libraries of the same denominational affiliation, this is hardly a universal benefit.

Without assigning clear values to the costs and benefits identified in this paper, it is impossible to determine if employing ordained theological librarians is a worthwhile endeavor. It is even more uncertain whether or not theological libraries would care to encourage or advocate on behalf of theological librarians seeking ordination. To make these determinations, additional research needs to be conducted among theological librarians and patrons to place appropriate values on all the identified costs and benefits. Further analysis of the impact of ordained theological librarians on the organizations they serve will be necessary for a true cost benefit analysis. For example, a survey of patrons evaluating the services they receive from non-ordained theological librarians compared to ordained theological librarians may provide further insight into the findings of this study.

Close examination of the survey data reveals there are likely influencing factors on both the costs and benefits for theological libraries that employ ordained theological librarians. Issues related to organizational structure and denominational affiliation may have a significant impact on the ways in which ordination is perceived and how ordained theological librarians function in their libraries. These suspicions cannot be confirmed or denied without additional study in the form of concentrated survey and interview research among a representative group of theological libraries.

This report supplies theological librarianship with a starting point for further research into issues regarding ordination and ministry in general. It shows us where we are today and how the profession relates to those among us who are ordained. This report also illustrates the point of disconnect between ordained theological librarians and the theological libraries they serve, which was initially revealed during the 2006 roundtable discussion. Theological librarians, who bring similar qualifications and experience to their jobs as those who are ordained, combined with the unclear benefits of ordination, fuel confusion and inconsistent attitudes toward ordained theological librarians. The challenge will be to continue this dialog between ordained and non-ordained theological librarians.

Endnotes

[1] Myka Kennedy Stephens, "Called to Be a Librarian: Theological Librarianship and Ordained Ministry," *Summary of Proceedings* 60 (2006): 273–275.

[2] The online survey collected data for three weeks, from February 16, 2007 to March 9, 2007. ATLA members were invited to participate through notices posted to the ATLANTIS and ATLA-Ministry discussion groups. A notice also appeared in the weekly News Update posted to the ATLA website. The survey returned a total of 186 usable responses.

[3] Twenty-five out of thirty-five participants (71 percent) indicated their sex as male.

[4] This is the average number of years experience as reported by thirty-four of the thirty-five participants.

[5] Thirty-one out of thirty-five participants (89 percent) hold at least two graduate degrees, most commonly a theology degree and a library degree. Fourteen out of thirty-five

participants (40 percent) hold doctorate degrees and may or may not hold two or more masters degrees.

[6] Thirty-five out of Thirty-five participants (100 percent) indicated affiliation with a religious tradition that is part of the Protestant movement in Christianity. No one indicated an affiliation with Roman Catholic or Orthodox Christianity.

[7] Margaret J. Wheatley, "Innovation Means Relying on Everyone's Creativity," *Leader to Leader* (Spring 2001); http://www.margaretwheatley.com/articles/innovationmeans.html (accessed April 25, 2007).

[8] Barbara G. Wheeler, Sharon L. Miller, and Katarina Schuth, *Signs of the Times,* Auburn Studies, no. 10 (New York: Auburn Theological Seminary, 2003), http://www.auburnsem.org/study/SignoftheTimesIntroduction.htm (accessed April 25, 2007).

[9] Ibid., 16.

[10] Ibid., 19.

[11] Ibid., 19.

[12] These were Reformed Presbyterian, Evangelical Covenant Church (Lutheran roots), PCUSA, and Lutheran. Two participants worked in Pentecostal and non-denominational libraries. No data was collected for the remaining three participants because they were not currently employed in a theological library and were referencing the last library position they held.

[13] Out of 169 participants currently employed in a theological library or related institution, twenty participants (12 percent) were identified as being employed by Orthodox or Catholic institutions; four out of twenty (20 percent) indicated a personal religious affiliation of a different category. Two out of twenty (10 percent) had M.Div. degrees. Three out of twenty (15 percent) had pastoral experience. None were ordained. Only one person indicated working with someone who has clergy status and claimed it was an advantage to the many non-religious staff to help deepen their understanding of faith and the institution's traditions.

[14] Twenty-six out of 169 participants (15 percent) were identified as being employed by evangelical, fundamental, or Pentecostal institutions. Six out of twenty-six (23 percent) indicated a personal religious affiliation of a different category. Nine out of twenty-six (35 percent) had M.Div. degrees. Nine out of twenty-six (35 percent) had pastoral experience. Six out of twenty-six (23 percent) were ordained. In the free text answers, three out of twenty-six (12 percent) strongly felt that ordination made no difference to the practice of theological librarianship, citing reasons like belief in the priesthood of all believers, most staff are clergy, and men of prayer but clergy status made no difference. One answered "not sure," in relation to their ordained coworker's special contributions or added value. Eighty-six out of 169 participants (51 percent) were identified as being employed by a mainline Protestant institution. Ten out of eighty-six (12 percent) indicated a personal religious affiliation of a different category. Twenty-six out of eighty-six (30 percent) had M.Div. degrees. Twenty-six out of eighty-six (30 percent) had pastoral experience. Sixteen out of eighty-six (19 percent) were ordained. In the free text answers, nine out of eighty-six (10 percent) strongly felt that ordination made no difference to the practice of theological librarianship, citing reasons like all library

staff are valued and ministerial in approach, a non-ordained person could bring similar perspectives to the position, lack of pastoral care in leadership style. One respondent noted that pastoral experience more than clergy status was important. Two respondents felt that the lack of effect of their coworker's clergy status had more to do with the individual rather than a general statement about clergy librarians. Thirty-five out of 169 participants (21 percent) were identified as being employed by a non-denominational or multi-denominational institution. Thirty-three out of thirty-five (94 percent) indicated a personal religious affiliation of a different category. Eleven out of thirty-five (31 percent) had M.Div. degrees. Eleven out of thirty-five (31 percent) had pastoral experience. Seven out of thirty-five (20 percent) were ordained. In the free text answers, one out of thirty-five (3 percent) strongly felt that ordination made no difference to the practice of theological librarianship. One respondent did not personally feel that his/her ordination made a difference, although his/her position required ordination.

Practical Strategies for Securing Faculty Collaboration in Information Literacy Instruction (panel)

by
Douglas L. Gragg
Louisville Presbyterian Theological Seminary

This is the third in a series of panel presentations on aspects of information literacy instruction (ILI) in theological education. In 2005, Bill Badke, Saundra Lipton, and I discussed the advantages and disadvantages of three different *models* of ILI: packaging the instruction as a required course; embedding it in a broader introductory course, co-taught with a faculty member; and embedding it in multiple core courses across the curriculum. In 2006, John Weaver, Angela Morris, and Jim Skypeck discussed the *content* of ILI, focusing respectively on teaching search skills, introducing a particular resource (BibleWorks), and cultivating critical thinking.

Today's panel will discuss practical strategies for gaining the collaboration of faculty. We all know that faculty support and involvement in information literacy instruction are crucial to success. We also know that, for a variety of reasons, this is one of the biggest challenges librarians face. Two of our panelists, Amy Limpitlaw, Research and Electronic Services Librarian at Yale Divinity Library, and Bonnie Falla, Public Services and Reference Librarian at the Reeves Library of Moravian College and Moravian Theological Seminary, will talk about particular strategies they have used to address this challenge and reflect on their relative success. Our third panelist, Frank Crouch, who serves as Dean and Professor of New Testament at Moravian Seminary, will reflect on the challenge from the perspective of a faculty member and administrator.

We will reserve time at the end for give and take with our panelists and for you to share some of the approaches you have used to secure the cooperation and collaboration of your own faculty colleagues. The goal of the session is that each of us will leave with at least one new idea to try back home.

A First Step in Reaching out to Faculty (Faculty Collaboration panel)

by
Amy Limpitlaw
Yale Divinity School Library

One of the key components of establishing a good information literacy program in the library is to get the faculty on board and involved. So today that is the topic that I am going to talk about—establishing good relations with the faculty. In the years since I have been working in theological libraries and attending the ATLA conference, I have often heard my colleagues

express frustration over a perceived lack of collaboration, or even just communication, between the library and the faculty. I have heard the stories of faculty members who wait until the very last minute before providing the library with their list of items for reserve and then expect everything to be available for their students without delay. Then there are the times when a decision is made by the faculty and administration to create a new program or field of study, but no one thinks to consult the librarians about what this will mean in terms of the library's collections. Will the library be provided with more money to budget for the new material that will be needed to support the new program? What about the question of whether the library has enough space to house all this new material? Too often, it is assumed that the library will just go along with what has already been decided by the faculty and administration. But we librarians want—and need—to be involved in the discussion of such issues *before* a final decision is made, not after. I have also experienced the situation where the library itself is considering some kind of new initiative and solicits the participation of faculty in our decision-making process. Unfortunately, too often, such efforts fall flat. When I worked at Vanderbilt University, in anticipation of the renovation of our library space, we came up with the idea of reorganizing our reference collection into subject study areas corresponding to the different areas of study offered to students in the graduate department of religion. We informed our faculty members that we were thinking of moving in this direction and asked for their input, especially in terms of what core texts should be included in each subject area. What kind of response did we get? Only one faculty member responded with a single suggestion. One person.

What are some of ways in which this gap separating the library and the faculty can be bridged? Perhaps unfairly, the onus for bridging this gap will fall primarily on the shoulders of librarians. I hate to say it, but my experience has been that most faculty members do not tend to consider the library staff as professionals at the same level of themselves. I recall one time at Vanderbilt a discussion held by the university librarian on the topic of information literacy. He related how a faculty member had indignantly recoiled at the suggestion that librarians might have something to teach his students. He did not want librarians trying to teach anything in his subject area. I wondered if this faculty member knew that to do our job, a master's degree is required and, for most of us, a second master's degree in our subject specialty as well. Many of us have more than that; some of us even have doctorates in our field. In any case, all of us have a familiarity with the literature of our fields as well as a good sense of how students typically approach the research process. We probably have a better idea than most faculty of the new forms in which scholarly material is being created and delivered and, most importantly, how to get access to it. Hearing this story of the faculty member who recoiled at the very thought of a librarian trying to teach his students, I wondered what our library director's response had been. Had he simply accepted the faculty member's views of the level of intelligence and professionalism of the library staff or had he had sought to correct what, in my view, is a typical misunderstanding of what library professionals do and what we are capable of doing?

Another factor contributing to this absence of collaboration between faculty and librarians is the personality types that both fields tend to attract. As someone who has spent much of her adult life in an academic environment, I can say that my impression of the kind of people who go into academics is that they tend to be independent thinkers and consequently are not

as inclined to work collaboratively as, say, those who go into the business world. I realize this is a generalization and there are numerous exceptions. I know that in their jobs most faculty members have to participate in numerous committees and engage in a good deal of collaborative work. However, my observation has been that despite the necessity of collaboration, most of the faculty I have known spend much of their time doing their own research independently and, unless forced to, are not necessarily inclined toward collaborative projects. Even if they are inclined to engage in collaborative work, they are not likely to see librarians as the obvious partners for such endeavors, despite the fact that both faculty and librarians are supposed to be committed to promoting the same educational mission of their institutions. My experience has generally been that I am approached by the faculty mainly when something has gone wrong and needs to be fixed: for example, a reserve reading is not available, a database cannot be navigated, or a resource cannot be located. I am not usually approached by faculty as a potential collaborator or partner with them in their work of teaching and research.

On the librarian side, at the risk of perpetuating a stereotype, I will say that it tends to be a field that attracts introverts more than extroverts. The Yale Divinity Library recently spent a half day doing a Myers-Brigg's workshop, which involved a personality assessment of each staff member. Of the entire library staff (excluding student staff, of course) only four out of sixteen of us were assessed to be extroverts. That means 75 percent of our staff is of the introverted personality type. Of the professional staff of librarians only one of us came out as an extrovert, out of a group of five librarians, which means that 80 percent of the professional librarians on our staff are introverts. Librarians, even those who are extroverted, usually do not feel comfortable with "selling" or marketing their services. When I was in library school at Simmons in Boston, I took a class entitled "Marketing the Library." The instructor was a woman who had received her library degree from Simmons some years before but had gone into the business world rather than into academic or public librarianship. She certainly knew marketing theory, but for the aspiring librarians sitting in the class, you could tell just from their body language how uncomfortable they were with some of her ideas. She defined marketing as an exchange relationship and argued that we needed to think in terms not only of how we could serve our patrons but also what we would get back—the exchange of goods and services. She also suggested very aggressive tactics to market ourselves. Well, most of us are working in libraries precisely because we did not want to go into sales! We do not tend to feel comfortable promoting our "product."

But if collaboration is to increase between librarians and faculty, then it is up to us to "make the first move," even if we are not entirely comfortable in this position. We cannot expect faculty automatically to think of us as the professionals we are or to recognize that we may even have abilities and knowledge which they themselves do not have but which are essential for the tasks of research and teaching. There is much talk in library circles of the issue of information literacy, but most of the time this issue is discussed in terms of the students: are the students sufficiently information literate and how can we help them to improve in this area? We assume that students need our instruction, but, in my experience, faculty members as well need to be considered in these discussions. I recall once a faculty member confessing to me that she had no clue how to find journal articles, and she typically read only articles that others in her field had recommended to her or that she saw referenced somewhere else. She had no idea how to

search systematically for scholarly articles on a topic. My sense is that she was not the only faculty member at a loss in this area but maybe the only one willing to admit to it.

So how do we undertake this task of changing faculty perceptions of librarians and of overcoming what we may be experiencing as our reluctance to reach out to faculty? Well, we can try the approach of attempting to market our services to the faculty, letting them know that we are available to teach and to assist them with their research. We can even propose our own collaborative projects. All of these are fine, and if they work for you, great. I will admit, though, that these approaches for me have not usually resulted in much success. And since, as one of those introverted librarians, I am already quite uncomfortable at the outset with trying this kind of approach, you can imagine how disheartening it can be to make the effort and get little or no response back in return. Now maybe if I were a more extroverted person, I would be better able to do this, but the truth is I am just not comfortable trying to "sell" or "promote" myself to the faculty.

I would like to propose a method that I have found has been more effective in making these overtures to faculty members both a bit easier for me and a bit more likely to lead to success. What I particularly like in this method is that, overall, it has been received by the faculty with enthusiasm. That in turn has made it easier for me to reach out to faculty. Now I will say what I am going to propose has been a qualified success in that it is but a first step to overcoming the chasm that so often exists between faculty and librarians. But I have found it to be a first step that in almost all cases is enthusiastically embraced by the faculty and hopefully will lead to further contacts between the faculty and librarians.

This method is to initially approach the faculty member not with any particular offer of service or assistance or collaboration in mind, but simply in order to get to know him or her better, and vice versa. When I was at Vanderbilt, we tried this approach by hosting luncheons to which we invited individual faculty members as guests. The point of the luncheon was not to give them a tour of the library, or to show them what our resources were, or to tell them what we could do for them. Rather, the sole purpose was getting to know the faculty members, finding out about their research interests and teaching, and giving them an opportunity to get to know the library staff. We emphasized that these luncheons were an opportunity simply to get to know one another better, and while we asked the faculty members if they would be willing to talk about their work, the emphasis was always that this was intended to be a casual conversation, not a formal presentation. No pressure was involved.

How did we actually come up with this idea of inviting faculty members individually to have lunch with the library staff? It certainly was not something I thought up on my own. My vague recollection is that it partly came out of the library's strategic planning initiative. My colleague, Eileen Crawford, had been assigned to a committee tasked with interviewing faculty members in order to ascertain what their perceptions were of the library, its staff, and its services. I had been assigned to another committee whose charge was to do the same with graduate students. I asked Eileen if I could accompany her to some of these meetings with faculty members, as I thought this would be a good way for me to meet and get to know some of the faculty in the Divinity School and Graduate Department of Religion. As I have already told you, taking the initiative to reach out to faculty has not come very easily to me. To me, calling up someone I barely know to arrange a meeting so that I can introduce myself

and tell the person about the library is akin to walking into a party where I do not know a soul and have to introduce myself to strangers and make small talk. It is not something I feel very comfortable doing at all. So having the opportunity to make these connections with a colleague and friend by my side was definitely appealing to me.

It was one of the first faculty members we interviewed for the strategic planning initiative who sparked the idea that eventually led to our hosting the library luncheons. He was one of the newer faculty members and had just published his first book. I do not remember the exact nature of our conversation, but I do recall that Eileen came with a list of questions her committee had come up with, and one question was about whether the faculty member saw the library as engendering intellectual community at Vanderbilt. I think this led somehow to the faculty member expressing interest in learning about what other faculty members were doing and generally in just meeting other people. After our meeting, Eileen and I talked about how the library could promote community among the faculty and also among faculty and library staff, and we came up with the idea of the library hosting some kind of reception for faculty who had recently published works. My previous job had been at the Boston Athenaeum, a private membership library and "cultural center" in Boston. The Athenaeum often hosted book talks by prominent authors along with receptions for the author. If the Athenaeum could host a reception for an author, why couldn't the Vanderbilt Divinity Library?

Well, we brought the idea up at our next staff meeting, but it just did not seem feasible. How could we host a reception during regular library hours, which extend into the evening? Would this not disrupt students and other researchers trying to work in the library? The Athenaeum had a totally different setup in which library services typically ended at 5:00 p.m. so that the library space could then be used for receptions and other events. This simply was not possible in an academic library with hours that extended into the evening. Moreover, there was the question of food (not normally allowed in the library) and cleanup, not to mention the cost.

So we talked about alternative plans and finally came up with the idea of trying something much more low-key: a brownbag luncheon at which a faculty member would be our guest. We would purchase a lunch for the special guest and ask our guest to talk to us about his or her work. We would invite a few other faculty members to attend as well.

Our first "guinea pig" in this experiment was the aforementioned faculty member. He enthusiastically accepted our invitation; we also invited the associate dean of the graduate department, a person most of us on the staff already knew well who is a very friendly, easygoing sort of person. The luncheon was a success. Our faculty "guest" spoke to us about his research interests in Islamic mysticism, he got to know the library staff as an intelligent group of people who were interested in him and his work, and overall I think everyone had a good time. The conversation flowed freely, the library staff engaged our guest with lots of questions about his work, and it really was a good experience—one that we quickly decided to repeat with other faculty members.

So this was something that we continued, hosting a luncheon with a faculty member as a guest about once a month. For the second luncheon, we again invited the associate dean as well as our first guest to come and participate in the luncheon conversation with our next faculty guest. The cost of these luncheons was minimal since we did it brownbag, only providing

a lunch for our special guest each time. I did have to emphasize to some of the faculty we invited that the purpose of this was conversation and that we did not expect some kind of presentation to be prepared for us. We typically tried to keep the other faculty guests to just one or two people. While we hoped that this project might facilitate the community among faculty members, the main purpose was to create contacts between the faculty and the library staff. We did not want this to turn into another faculty meeting. The goal was to keep it as low-key and relaxed as possible.

What have been the results of this project in terms of facilitating increased collaboration between faculty and librarians? Well, I am not going to say it has been a total success. Basically it is a first step, so to speak. Once the ice has been broken and you have had a conversation with someone, it is then a lot easier to move to the next step of suggesting more specific ways in which you can assist the person in their research and teaching. For one thing, now you know what their research and teaching interests are, and moreover you have gotten a real sense of not just what they are working on but why it intrigues them. I believe that another benefit of these luncheons is that they do provide the faculty with an impression of the library staff as more than just the people who check out the books and make sure the reserve readings are available. They learn that we are intelligent, thoughtful, curious, and insightful people. Having participated in these luncheons both at Vanderbilt and now at Yale, I have to say not only have I gotten to know about the faculty's interests, but I have learned things about the interests and perspectives of my colleagues in the library which I would not have known otherwise.

One thing I have learned from these luncheons is that there is no substitute for personal contact. Once I actually have gotten to know someone personally at a level somewhat deeper than simply having been introduced, it is a lot easier to then approach the person in other ways. When I look back over our attempt at Vanderbilt to engage the faculty in the reorganization of our reference materials into subject study areas, I realize that the big mistake we made was to just send them a letter describing what we were doing and soliciting their input. What we should have done was to follow up on our initial contact by then reaching out to each one of them individually. It is also always a good idea to have some specific ideas in mind to which the person can react, rather than leaving it completely open-ended. I wish I had gone to each faculty member with a list of what I thought ought to go into each subject area and asked for their response to this list, rather than expect them to do the work of coming up with a full list of resources. After all, faculty members may not even know the extent of the resources we have available in their area.

If you decide that this is something you would like to do at your library, here are some tips I can offer. First, keep it low-key. At Yale, I discovered that the entire library staff is twice as large as the staff at Vanderbilt, so we have limited the luncheons to the professionals on the staff to keep from overwhelming the guest with too many people. I am a bit regretful about this, because I do not like the idea of separating the staff in this way and because I think one of the goals of these luncheons is to provide an opportunity for the faculty to meet people who work at the library whom they might not ordinarily get to know—for example, the people who work behind the scenes. At the same time, it is nearly impossible to keep these luncheons at a conversational level when you have many more than ten or twelve people together. With more, either it ends up with several conversations going on at the same time or it turns into a

talk before an audience. This is why I also recommend inviting only a couple of other people outside the library staff, usually other faculty members. Insofar as you can, try also to be sensitive about who is invited in addition to the library staff. One time at Vanderbilt, I casually mentioned to our guest the day before the luncheon that I had invited one specific faculty member, someone who had been our guest the previous month. Her reaction indicated to me that there was some kind of tension between them and that it would have been better if I had checked with her first before going ahead with the invitation to this particular person. I had already asked the other faculty member to come, and I could not now ask her not to come. I do not know what the relationship was between these two women, but evidently it was not the warmest of friendships, and although the lunch went off fine, I felt badly about putting our guest in an uncomfortable position. So just be careful. Also, I think it is a good idea to do a little background research on the person you have invited, so that you have some good questions to ask to keep the conversation going. What has been great for me is just learning about topics that I might know very little about and getting beyond prejudices I might have had about either a person or a subject area. Our most recent guest at one of these luncheons at Yale was the director of the Institute of Sacred Music. This gentleman is known for his organ playing, and to be honest, I know very little about organs or even much about liturgical music, and I am not really that interested in either. I expected the conversation to be very dry and, frankly, that our guest would be somewhat stuffy and maybe even a little pretentious. To my surprise, he was quite down to earth, and although I knew little about organ music, he was able to speak to us in a way that made what he did interesting and accessible. Finally, it is a great idea to follow up on these luncheons with a brief note or email thanking the guest. You can always mention in your follow-up either resources or services that the library has that relate to what you talked about.

As I say, I think this is a first step, but for me it has been a way to get past that initial unease with making contact. I cannot say that the result has been faculty suddenly clamoring to work with the library on all sorts of collaborative projects, but some of the luncheons have led to faculty members asking me to teach a class or consult with them further. When I know about someone's interests, I have been able to take the initiative in reaching out to them when I discover a resource that might be related to their work.

In conclusion, I wish you all good luck with whatever methods you use to reach out to faculty. If you do try what I am proposing, I would love to hear about how it goes or about other methods you have employed with success.

Working with Faculty to Create an Information Literacy Program for a Small Seminary: An Evolutionary Process (Faculty Collaboration panel)

by
Bonnie Falla
Moravian College and Moravian Theological Seminary

Reeves Library serves both Moravian College and Moravian Theological Seminary. Both benefit greatly from the other's financial contribution to the library's budget. The Seminary has the benefit of a library that covers all disciplines and the College has the benefit of having access to an extensive religion and theology collection. The previous Director of Reeves Library had a Masters of Divinity degree as well as a Masters degree in Library Science. The current Director has neither the M.Div. nor a theological degree. When she was hired, she, the Dean of the Faculty of the College, and the Dean of the Seminary made plans to satisfy the library standard for the Association of Theological Schools (ATS). ATS standards state that in a free-standing seminary, the director should have theological training. However, the standard goes on to say that 'When a theological library is part of a larger institutional library, a theological librarian should provide leadership in theological collection development and ensure effective educational collaboration with the faculty and students in the institution's theological school, and should ordinarily be a voting member of the theological faculty' (ATS *General Institutional Standards* 14–15). We do not have a theologically-trained librarian but we have met that standard in this way: We discovered that some institutions satisfy the requirement by designating a faculty member from the Seminary as the official liaison to the library and designating a librarian as the corresponding liaison to the Seminary faculty. These two individuals are obliged to ensure that the Seminary students and faculty receive proper attention from the professional library staff and that the library resources most heavily used by Seminary students and faculty be maintained and augmented appropriately. Therefore, the Seminary Dean and the Reeves Library Director designated these two liaisons in 2002.[1]

Because of my interest in theology and religion, I was chosen as the liaison from the library and began to attend ATLA annual conferences. In 2002, the year the conference was in Saint Paul, I asked a seasoned librarian how I could insure that Moravian Seminary would retain its accreditation, considering I had no theological degree, was not intending to pursue one, and therefore needed to work very hard to hold up my end of the liaison arrangement. He suggested I audit classes, thereby getting to know the students and faculty, their research needs, and perhaps even get some library instruction into the classes. I started auditing one class per semester and have continued to do so for the last four and a half years. While auditing those courses, I did, indeed, come to know the students and appreciate not only their heavy workload (studies and jobs) but also their need for help in learning how to do research efficiently for their class papers. I began to know the faculty in a new way, too: I could offer occasional help in the

class I was auditing, pointing out resources (both online and print) that might be useful to the whole class. I could update a bibliography for the class or do an instruction session on using the *ATLA Religion Database* for exegesis or for Christian ethics research. Students who had never been to the library began to seek me out there or email me with questions.

Meanwhile, a few years ago, the librarians began an Information Literacy Initiative in the undergraduate school, based on ACRL guidelines. We decided that our director and I should present the guidelines to the Seminary Dean and faculty and encourage them to collaborate to create an information literacy program for the seminary students. We asked the Dean if we could introduce the idea at a faculty meeting. He agreed and was receptive to the idea of information literacy instruction (ILI). The faculty also seemed receptive to the idea. However, they did not request my services. Only in the classes that I audited was I able to offer ILI, and that was at my suggestion.

In spring of 2005, our director and I decided to apply for an ATLA consultation grant. This excellent program sends an ATLA member as a consultant to evaluate your library and library services. We did it so that we would have an idea of how to approach the ATS Self Study for the upcoming accreditation process. The consultant spent many hours looking at our library web site and at documents she requested from us that described our library's collections, policies, and programs. Then she did an on-site visit, during which she met with the librarians and the Seminary Dean and faculty. Soon thereafter we received a very complete report from her. Her report indicated that, as the Seminary began its Self Study, the library needed to be able to point to "strong collaboration between faculty and library staff" and "an integrated information literacy program that has emerged and been shaped in tandem with the new curriculum." She wrote that all syllabi should be sent to the library liaison for review so that the liaison could suggest opportunities for ILI to be embedded into appropriate courses, as well as discover faculty research interests that would suggest areas of collection development. She also pointed out that the faculty would be much happier with the research papers they received once the students had improved their research skills.[2]

The Seminary was about to launch this new curriculum. The Dean invited our director and me to attend another faculty meeting. This time the Dean told the faculty it would be important for ILI to be part of the new curriculum, and we discussed how it might happen. They agreed to collaborate and identified courses (particularly the introductory M.Div. course; introductory courses in biblical studies, theology, and history; the homiletics class; and a pastoral counseling class). In addition, anyone doing M.A.T.S. or M.A.P.C. thesis work would be required to meet with me for an advanced research tutorial.

The new curriculum was in place during the fall 2005 semester, but we had not really embedded ILI into anyone's syllabus as such. During the fall, I took an ATLA-designed online class from the University of Illinois entitled "Introduction to Theological Librarianship." Our final essay required us to set four realistic goals that we wanted to accomplish within the next year. I was determined to get ILI embedded into as many of the introductory courses as possible during this academic year. That was my primary goal. It gave me the incentive to really put the pressure on in late spring and summer to get the faculty to meet with me and design some meaningful assignments.

My best experience was with the homiletics professor who emailed me that he wanted to cooperate but could not figure out what we could possibly do in his class. We met to look

at the IL competencies. We chose some competencies he would like his students to achieve in his homiletics class. I suggested he create an assignment that would introduce students to the various resources that could help them with their final sermon assignment. We talked about the resources and as we talked, he had his "aha!" moment when he realized how the IL competencies he had chosen related to his students' needs in researching their sermon assignment. It was very gratifying to both of us. When we met again, he had his assignment all mapped out and my job would be to show the students how to find the various types of commentaries, books, journal articles, and appropriate kinds of web sites that would be useful for their final sermon assignment. We knew these types of resources would be useful to them during their entire careers as pastors. When we actually did that class together, he was wonderful, interjecting great ideas and comments. I think the students really "got it" and were grateful to discover they were not "on their own" when researching sermon topics.

IL was embedded into four courses during the fall 2006 semester: "Introduction to Biblical Studies," "Introduction to Theology," the introductory M.Div. class ("Learning as Ministry"), and "Homiletics." During the spring 2007 semester, ILI was embedded into an introductory pastoral counseling course and a history class. I must remain very vigilant in this process because it would be easy for the faculty to forget to keep the IL component embedded in these classes.

Moravian Theological Seminary also began its Self Study for ATS accreditation during fall 2006. I was really pleased to see the revised guidelines for libraries (Section Nine, "Guidelines for Evaluating Library and Information Resources," *Handbook of Accreditation*, posted on the ATS web site in September, 2006). For the first time, they strongly emphasized IL issues and collaboration with faculty. I am the person who wrote the library's portion of the Self Study and felt confident that I was able to show that Moravian Theological Seminary, though small in size, has made big strides in embedding an IL program into the curriculum.

I think there are four reasons the faculty began to collaborate with me after years of not quite "getting it": 1) the impact of the ATLA consultant's report; 2) the Dean's recognition of the importance of the consultant's advice and his advocacy for ILI being embedded in certain courses; 3) the revised ATS guidelines and our impending Self Study; and 4) my own patience in pursuing relationships with faculty while auditing classes. Trust builds gradually. In the future we plan to 1) develop a more formal assessment plan for the ILI program and 2) include all adjunct faculty in the program.

Endnotes

[1] Reeves Library Librarians, *Reeves Library Self Study 2006* (January 2007): 25.

[2] Melody Mazuk, *Report to Reeves Library, Moravian Theological Seminary* (2005): 1–2.

Refereed Reference: Measuring and Enhancing Library Services Through a Web-Based Tracking System (panel)
Part 1: Introduction to Our Reference Statistics Tracking System
by
David Lakly, Web Development Specialist, Pitts Theology Library

The staff of the Pitts Theology Library worked together to develop a web-based reference statistics tracking system in order to create an effective and meaningful metric for reference services.

The Idea

John Weaver and the librarians at Pitts were looking for a way to keep track of statistics on the reference services offered to patrons. John came to me because he believed a web-based application may be the best way to accomplish this goal.

As we discussed project, it began to remind me of an assignment from my previous job. I developed a monthly report-style tracking system for employees to report on the status of various work projects. That system had not been well thought out initially, and it had many challenges crop up along the way. I was determined to learn from those mistakes and develop a good application that would scale well and be easy to customize in the future.

Step One: Survey the Current System

Each librarian was keeping track of data in different ways. There were a few different forms people were using, but no centralized review of the data. There was no standardization, and this meant that data comparisons were meaningless. There was also no consistency among the librarians; some were generating much more data than others (not just because they were doing more). This also complicated making comparisons within this data.

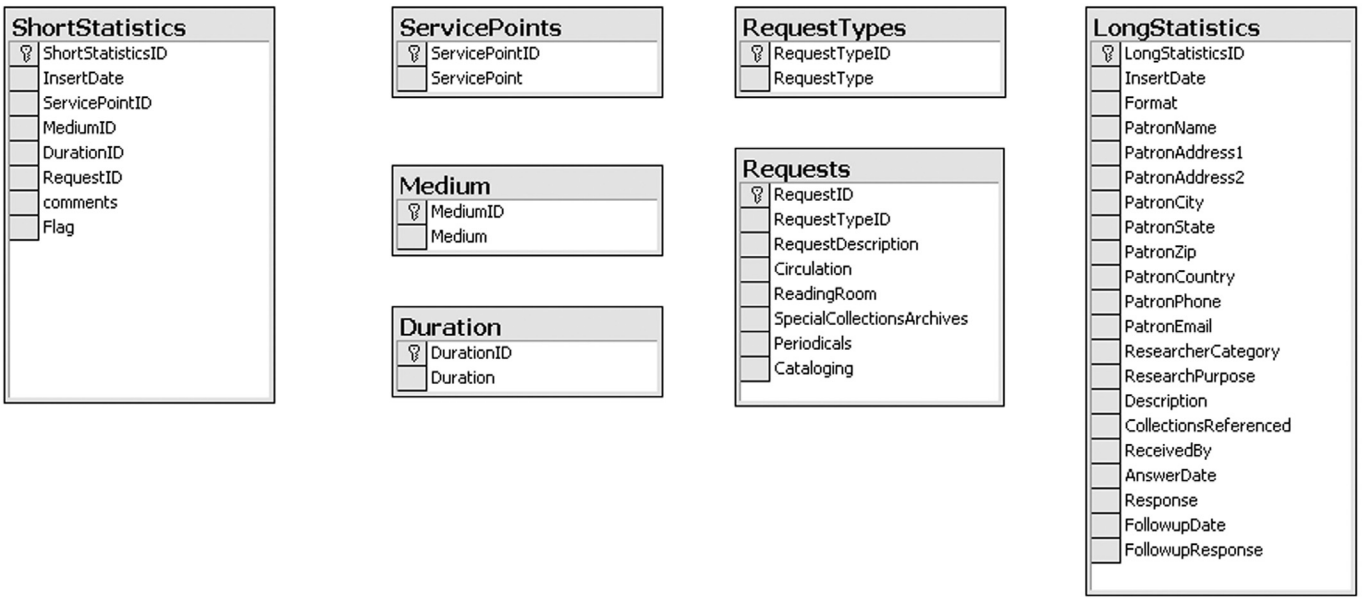
Step Two: Survey the Landscape

We briefly looked at what other Emory libraries were doing to track reference statistics. While they appeared to have working systems in place, they were paper-based and appeared to be over-burdensome. We also looked to see if there was off-the-shelf software available to suit our needs. We didn't find anything that wouldn't require a large amount of customization, so we decided to develop our own application.

Step Three: Planning the Application

We decided our application would be based on easy to use web forms, and one single system would serve all librarians and staff. The system would be built around a ColdFusion frontend and SQLServer database. The code is not complicated, and the database is very straightforward.

Figure 1: Database Diagram for the System.

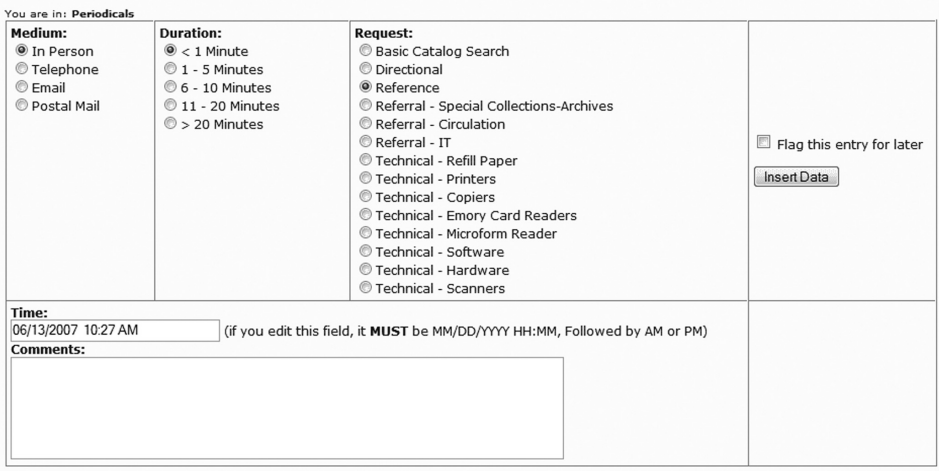


Considerations

The most important decisions we would make while developing the system would be deciding what to measure. We needed to develop consistent nomenclature and identify similarities and differences across the units. We developed categories and tasks that had a fair amount of overlap across the different areas of the library. We settled on one set of criteria for Circulation, Periodicals, and the Reading Room to allow cross comparisons and consistent cross-cutting performance measures. Customizations would be based on area (i.e. circulation or periodicals) and not on individuals. We also created a separate set of criteria for Special Collections and Archives. Comparisons with other groups were not applicable here because Special Collections and Archives were collecting much more data on their patrons than other areas of the library. Thanks to a system that was designed to expand, categories for Cataloging and Student workers were added later with no complications.

It was very important that the system be easy to use to ensure maximum compliance. The forms developed were very short, and the most common entries for the different areas would be preselected. The time and date stamp on the form auto-refreshes every ten minutes to allow staff to keep the form open in a browser tab at all times. The comments field would be optional to make filling out a form as quick as possible.

Figure 2: Sample Form.



Rollout Plan

We decided to launch and live with the system for a semester (Spring '06), then tweak over the Summer. The final live version went up in Fall 2006, so we now have one full academic year of data in the system.

System in Action

The forms are indeed very easy to fill out, and we have had great success in terms of compliance across all areas of the library. A variety of tracking reports are available to view

the data and generate statistics. Users can select and view records based on date and can filter by area. Total numbers of entries are calculated and full records are available for review and editing. The Comments field is fully searchable, and a "flag this entry" option was added to make high priority items easier to find for later discussion.

Special Collections and Archives at Pitts Theology Library: A Case Study in Refereed Reference (Refereed Reference panel)

by
Aimee L. Morgan
Pitts Theology Library

My goal today is to present my experience in special collections and archives as a case study of the "refereed reference" model developed at Pitts Theology Library. Using a web-based form to track our reference activity, along with regularly scheduled meetings of all Pitts reference staff, allowed us to keep reference statistics more efficiently, share knowledge among library colleagues, and ultimately provide better service to our diverse community of patrons.

I. Background Information about Special Collections and Archives at Pitts

Special collections at Pitts includes approximately 100,000 volumes (about 20 percent of the library' total holdings). There are also nearly 1100 cubic feet of archival and manuscript materials that have been processed and made available for research. There are two staff members whose primary job responsibilities are in the areas of special collections and archives. The Special Collections Reference Assistant ("Reference Assistant") is a paraprofessional who provides front-line reference service for special collections and archives and supervises the use of these materials in the library's special collections reading area. The Curator of Archives and Manuscripts ("Archivist") is a member of the library's professional staff. The Archivist provides backup coverage for the Reference Assistant and helps with reference questions that require specialized knowledge of the archival and manuscript collections.

It is important to note that although the Reference Assistant and the Archivist provide reference service to patrons, they are isolated from the rest of the library's reference staff both physically and organizationally. Both have their work areas on the top floor of the library, while the library's other reference service points are on the main level. From an organizational perspective, the Reference Assistant (who reports to the Archivist) is the only front-line reference staff member who is not a member of the Public Services Department.

From July 2005–June 2006, special collections and archives staff answered over 400 reference queries. Special collections and archives reference statistics have been kept for several years; data collected includes number of queries, method by which researchers contacted the library, institutional affiliation of researchers, research topics, and intended end product of research. These numbers were previously collected via a simple spreadsheet in Microsoft Excel. Statistics were collated monthly and yearly, but the process was tedious; it involved sitting down with the completed spreadsheet and making hash marks on a piece of paper, then entering the completed tallies into yet another spreadsheet.

II. Problems We Faced

The existing state of special collections and archives reference posed a number of problems for staff:

1) There was no systematic sharing of information about reference transactions between special collections and archives staff and other reference staff. Many patrons came to us with research questions that involved the use of both special collections materials and materials from the library's general collections. In the course of their research they might consult with a reference librarian downstairs, then come upstairs for help with special collections from the Reference Assistant. We felt that our service to patrons would improve if there were a reference tracking system through which we could easily learn about the questions our colleagues downstairs were fielding.
2) Our system for keeping reference statistics was inefficient. The time we spent going over the tracking spreadsheet each month and manually counting reference transactions took time away from more important duties, such as actively assisting our researchers.
3) Our system did not track reference work done by the Reference Assistant that was not directly related to special collections and archives. The Reference Assistant served as the public face of the library on the third floor. A large portion of our circulating collection is housed in third floor stacks. When patrons had questions while browsing, they would often approach the Reference Assistant rather than trekking downstairs to find a reference librarian. Although the Reference Assistant referred these general reference questions to other staff when appropriate, she answered many of them herself. She also provided a great deal of technical support for a computer lab located adjacent to her desk. All of this was an important contribution to patron service, but it was not being captured in our existing system.

III. The Plan

When the library's Head of Public Services told me about his department's plan to implement a web-based reference tracking form, I asked if the form could be customized for use in special collections and archives. This was the start of a collaboration between the Public Services department and the Special Collections and Archives staff. We worked closely with the library's web developer and came up with a plan to implement library-wide reference tracking. From the special collections and archives perspective, this plan had four important points:

1) The web developer created a customized tracking form for special collections and archives reference. This form included fields not found in the general reference tracking form, and allowed us to track institutional affiliation of researchers, research topic, intended end product of research, and specific collections used.
2) The web developer also designed reports that could be run through the tracking interface. These reports tallied counts of researchers by many of the criteria mentioned above, and could be run for any specified interval of time. All we had to do was input two dates, and all the statistics we'd previously compiled by hand were generated automatically.

3) The third floor special collections reference desk was also included as a service point in the general reference tracking form. This provided a place for the Reference Assistant to enter reference transactions that were not directly related to special collections and archives.
4) In conjunction with the new tracking system, we launched a series of biweekly meetings for all library staff who provided reference service to patrons. These meetings were a time to share information across departments, and to reflect upon and assess our own performance as documented in the reference tracking system.

IV. Stepping Up to the Plate: Reference Batting Practice

Early on, we adopted "batting practice" as a metaphor for our reference staff meetings. Reference batting practice was a time for us to share both good and bad experiences—to celebrate our "home runs" and reflect upon our "strikeouts" (the times when we felt we failed to adequately meet a patron's needs). As time passed, many of us found that our strikeouts generated the most interesting and instructional conversations. Difficult reference transactions became opportunities to analyze our own information-seeking behaviors, as well as to learn about possible alternate search strategies from our colleagues.

The tone of the meetings was from the start informal, collegial, and conversational. Our Head of Public Services usually got things started by reviewing the reference tracking logs, and flagging particularly unusual or potentially educational entries for discussion. Inevitably the rest of us brought up our own home runs or strikeouts. We also used batting practice as a time for professional development; frequently one of us prepared a brief presentation for the rest of the staff on a little-known but valuable reference work, or a new technology that we might consider adopting for reference service. Over the past year we've had the opportunity to learn from our colleagues about a database of historical local newspapers, social bookmarking, and IM-based reference services at other libraries, among many other topics.

V. Outcomes for Special Collections and Archives

Key outcomes that resulted from the new reference tracking system and reference batting practice were:

1) More efficient tracking of reference statistics thanks to the automated reports included in the web-based tracking form.
2) Greater awareness of general reference service performed by the Reference Assistant. Now our statistics (as well as the Reference Assistant's annual performance reviews) more accurately reflect her total contributions to patron service.
3) The creation of a library-wide reference team. The increased exchange of information by reference staff throughout the library ultimately results in better service for our patrons. On a day-to-day basis we have access to more information about the services that our colleagues are providing to our researchers. We also know more about each other's unique areas of expertise, and have learned when we can best serve our users by referring them to a colleague.
4) New professional development opportunities for staff. I came to Pitts two years ago as a new library professional with no hands-on reference experience. The experience of hearing my colleagues describe their own approaches to reference service has

been invaluable to me as I continue to develop my own skills in this area. Reference batting practice has become an important part of the orientation process for both professional and paraprofessional staff.

System for Staff Training and Continuing Education
(Refereed Reference panel)
by
Danielle Theiss-White
Kansas State University

Pitts Theology Library implemented a web-based reference tracking system in 2005. This system's main purpose is in collecting reference statistics, but it also has an important role in staff training and continuing education. Previously, staff reference training consisted of a two week training period wherein veteran library staff shared information about relevant print and electronic resources. A handout was also given with call numbers and locations of the most often used resources. As a new librarian in 2005, this approach to reference training was challenging due to the large amount of information about resources presented at one time. We did not have a set schedule for future training on reference resources after this two week intensive training period. No formal procedure existed for staff to share about reference questions and resources with other staff members other than sending an email. What was needed was a place where all questions could be viewed by current and future staff members.

A web-based reference log can be used for training and continuing education purposes if there is space for the transaction question and answer and if it is also keyword or phrase searchable. A report function is also needed and the use of controlled vocabulary is useful for the knowledge base. Pitts Theology Library's web-based tracking form met all of these requirements.

Transaction Entry Types

Staff members have entered many different types of transactions into the web-based tracking system. Four entry types have emerged over time: a Question/Answer Archive entry, a Potential Problems entry, an Additional Assistance entry, and a Communication entry. Examples are given below for each of these entry types. Library staff enter the information into the database in different ways; some use complete sentences and some just put in keywords or phrases. Other staff clearly label the answer they give to the patron, whereas others do not. Whether or not to use controlled vocabulary is an important question for library staff to consider.

Question/Answer Archive Entry

This is most frequent entry type in the database, and these entries are prime training material for new library staff to grasp what the day to day reference transactions will be like.

- One student was trying to find the Greek word for "therapy." He had a Greek word written down, but did not know Greek. We used the Greek-English Lexicons in the Reference Room to find the word.

- Where are the B100s? (Third floor mezzanine, left side.)
- Old Latin version of 1 Corinthians—only introductory fascicules are available, per publisher's website and scholarly reviews.
- How much is a copy card and where can I get one? (Answer: At the Circ desk $5.00 for $4.00 worth of copies.)
- Books on Christian art—su: Christian art, Theology, English, 1990–2006—Many downstairs in "N"
- Student paper on early Christian evangelical writings on persecution—Eliott, Apocryphan, www.earlychristianwritings.com.

Alert Staff to Potential Problems Entries

This entry type shares pertinent information with other library staff about how to fix something or to share that something is wrong.

- Print option not appearing in ATLAS for Alumni—might be pop-up blocker
- Patron cannot locate item. Searched catalog and found the location to be Woodruff. (Noted that a call number search cannot be extended across all libraries. Must search each one individually.)
- Patron stated that an item he had been searching for in EUCLID was not showing up...not until he checked the shelf! (Item is in WorkFlows, but not EUCLID.)
- Macintosh Apple computer—Right click? How do I right-click on an Apple (Mac) computer? Answer: Hold down the "control" key and click. (Tip: you might need to hold down the mouse momentarily.)

Additional Assistance Entry

Some entries describe situations where a staff member was unable to answer the patron's questions adequately. These entries would be excellent examples for staff to discuss together the appropriate way to answer them. One can actually track a patron's progress of going from service point to service point by evaluating the transaction log. In the example below, one patron went to Circulation and was unsuccessful and then went to the Reference desk and was helped.

> *Circulation Service Point:* I tried to help a gentleman find several articles on Christmas music. He didn't know which periodicals they might be in so I wasn't able to help much. Referred to Reference
>
> *Reference Service Point:* Find articles on Christmas carols.

As a Communication Tool

All of the entry types serve as a form of communication among library staff members, but it appears that many created entries specifically for the benefit of other staff.

- Where is Bibleworks training located? Church Building (Glenn) room 404
- Lab printer giving error message; emailed CSTHELP
- How to save/print in Dissertation Abstracts—there is a MY RESEARCH button at the top that once you click to the left of a citation that you're interested in, you can print/save from there.
- Latin for "Christ alone"—Solus Christus

- Trouble with PDF & Burning CD. Key: turn on microform reader BEFORE turning on computer.
- Greek font for tattoo? SBL site

Library Staff Accounts

Pitts Theology Library staff add entries to the reference tracking system from a variety of perspectives: circulation, reference, periodicals, archives, as a new librarian, as an archivist, and as a veteran librarian. Below are their accounts of the importance and use of the reference log for training purposes. Many of the accounts mention the phrase "reference batting practice" which is a bi-weekly meeting forum where library staff come together and share insights with each other about their reference transactions.

New Staff Member

As a new reference staff member, I found it helpful to have the log where I could place my question about specific reference questions from patrons and then could later review those with my supervisor or other staff if I needed to.

Circulation Staff Member:

I have found the form and our meetings particularly helpful in learning what to do with "problem patrons" and also with repeat questions. It creates a means for all the reference staff to "be on the same page" regarding a particular assignment or issue without having to use email to do so (where the information could get lost).

Another Circulation Staff Member:

Being able to record my reference transactions and then later come back to them and have discussion with colleagues about what worked and what didn't work has helped me to think critically about how to improve my skills in doing reference work.

Experienced Reference Librarian

The tracking form and training sessions helped me encounter challenging situations with databases (e.g., emailing documents in JSTOR) that I had not experienced, but which I would later experience w/students. One minute of instruction with a librarian saved me many more minutes of fumbling through a database with a patron.

Archivist

Reading colleagues' entries in the reference tracking system, together with our regular reference team "batting practices," has helped me improve my reference skills on several levels. I've become more familiar with key resources for theology students (particularly M.Div. students)—for example, Bible dictionaries, concordances, and commentaries. I've learned which ones we have, how to quickly find them in the reading room, and which ones to recommend for students who don't know exactly what they want.

New Reference Librarian

I assumed that the service statistics tracking web form used by public services staff was primarily designed to generate statistics on the amount and type of reference interactions we provide. Though we do get those important metrics, the narratives attached to entries often provide helpful insights for our growth as reference professionals.

Most of the entries involve trivial or repetitive questions such as, "Where's the copy machine?" Sometimes they are even funny, such as: two (non-university) people walked in and asked "Where's the Dali Lama's office because we want to have a conversation with him?" Those which are best for professional growth address more complex or interesting queries which can be flagged for future reference.

Observations and Future Issues

Pitts' web-based tracking system allows a place to archive questions, alert others to problems, share when additional assistance is needed, and communicate with other staff. If a web-based tracking system is implemented, a forum is needed to share library staffs' reactions to questions at the desk and to provide a way for staff to learn from each other. Future issues that may need to be considered include the extent to which controlled vocabulary should be utilized in the free text portion of the entries and whether staff will always stay committed to this system. Should there be a systematic way to go through the reference entries for use in training? A future use of this reference log would be to create a comprehensive training program for new library staff or students using these "real life" questions. (Go to ftp://ftp.atla.com/public/conference/2007/Staff_training.ppt to view a slideshow of this presentation.)

Assessing the Reference Librarian as a Collaborative Knowledge Worker (Refereed Reference panel)

by
John B. Weaver
Pitts Theology Library, Emory University

My colleagues at Pitts Theology Library (Emory University) have described their use of an online tracking system to collect data about reference transactions, as well as the utilization of this data to discuss reference transactions and to learn from them. All of the panelists have highlighted the role of the tracking system in enhancing reference service, in addition to the system's standard use as a compiler of reference statistics (which is the focus of most library theory and practice in this area). The question that I will address is this: how can we use such a tracking system to assess our reference service?

Members of our reference staff at Pitts Theology Library share at least two goals for our service, which are values shared among many other librarians. The first goal is to provide service when and where it is needed. This is a matter of the availability of our reference service. The second goal is to provide what service is needed. This goal involves the quality of our reference service (i.e., its conformity to professional standards), the level of our guests' satisfaction, and our service's effectiveness in providing what our guests need. For me, assessment is a matter of knowing if we are achieving these goals. This is a self-awareness that can help to maintain effective service, and can identify areas where we need to enhance our service.

With regard to the availability of reference service (Goal #1), we evaluated it through quantitative assessments using the tracking system, which allowed us to calculate the amount of questions, the location of questions, the types of question, and the timing of questions during the day. This data enabled us to verify to some extent whether we provided service when

and where it is needed. In Fall 2006, for example, our data indicated that a significant amount of our reference activity was *not* occurring at the two primary reference desks (which are staffed by professional librarians). Our (paraprofessional) Special Collections reference assistant was receiving 22 percent of all reference traffic at her desk in the Special Collections reading area. Her workstation is also the help desk nearest to the computer lab. Similarly, our evening Circulation staff member—also a paraprofessional—was transacting an additional 15 percent of all reference questions.

This data confirmed what we had suspected: nearly 40 percent of our reference transactions were occurring with paraprofessional staff due to the location of service stations and the timing of work schedules. There are multiple reasons for this situation at Pitts, and multiple ways in which we addressed it, and continue to address it (including the design and planned construction of a new library). One approach to this situation, which I will describe below, was a concerted effort to develop the subject knowledge and reference skills of all our reference librarians, both professional and paraprofessional.

With regard to assessing the quality of reference services (Goal #2), we had limited data. Like many libraries, we conduct annual surveys of faculty and students regarding library services and resources. These surveys have always scored the quality of reference service at Pitts at a very high level. But such measures, although helpful indicators of customer satisfaction, are limited indicators of librarian professionalism and effectiveness. A customer might walk away satisfied not realizing that a librarian did not behave according to professional standards or did not provide accurate or genuinely helpful information. Analogously, a medical physician's upbeat and reassuring "bedside manner" might cause a patient to assess positively the doctor's service, until prolonged illness leads to new awareness of the doctor's incomplete diagnosis (due to nonconformist diagnostic standards) or insufficient medication (due to ineffective treatment) Similarly, at Pitts Library we wanted assessment of the overall quality of reference transactions (i.e., not only customer satisfaction, but also the conformity of reference interview to agreed upon "best practices") and the effectiveness of the transaction in actually meeting the needs of the patrons.

The challenge, of course, is that such qualitative assessment is not easily performed in reference librarianship. There are a number of reasons for this: 1) there is not, I would argue, widespread agreement on best reference practices; 2) reference transactions usually (but not always) occur in a isolated way in a conversation between one librarian and one patron; and 3) librarians do not often see the final product that results from their work.

Librarians have created a number of methods for assessing the quality of their reference transactions. For example, librarians at Augustana College and St. Ambrose University engage in peer review of the reference interview as it transpires and fill out evaluation sheets indicating the librarian's compliance with agreed upon best practices, e.g., "makes eye contact, asks open questions, introduces student to appropriate resources, etc."[1] At our library, the question was how to use the web-based tracking system to assess quality of reference transactions. One approach employed at some libraries is to require the librarian to input both the reference question and the answer provided.[2] Through such detailed records, the supervisor can perhaps assess the quality of the answer provided. I would argue that this is a problematic approach for reasons of data reliability, program sustainability, to say nothing of collegiality and team *ethos*.

In the previous presentations, my colleagues and fellow panelists described the recording of data in the tracking system and the applications of this data in our "batting practices." I would add two observations: one from the standpoint of knowledge management, the other with a view to staff assessment.

First, the tracking system has enabled us to engage reference work as a practice of productive group reflection. "Productive reflection" is an increasingly common topic in contemporary educational and organizational theory.[3] In our context at Pitts Library, productive reflection occurred after the tracking system provided a convenient record of the past experiences of reference librarians. These experiences were then recalled by the librarian (sometimes with the prompting of the supervisor) and reviewed by the reference team. The team would then draw conclusions about future action. The result was often a changed conceptual perspective of the reference transaction. As the following diagram indicates, individual librarians gained new knowledge and social skills, but the group reflection also elevated our team's confidence in sharing and challenging ideas, as well as our collective expectation regarding the quality of our reference transactions.[4]

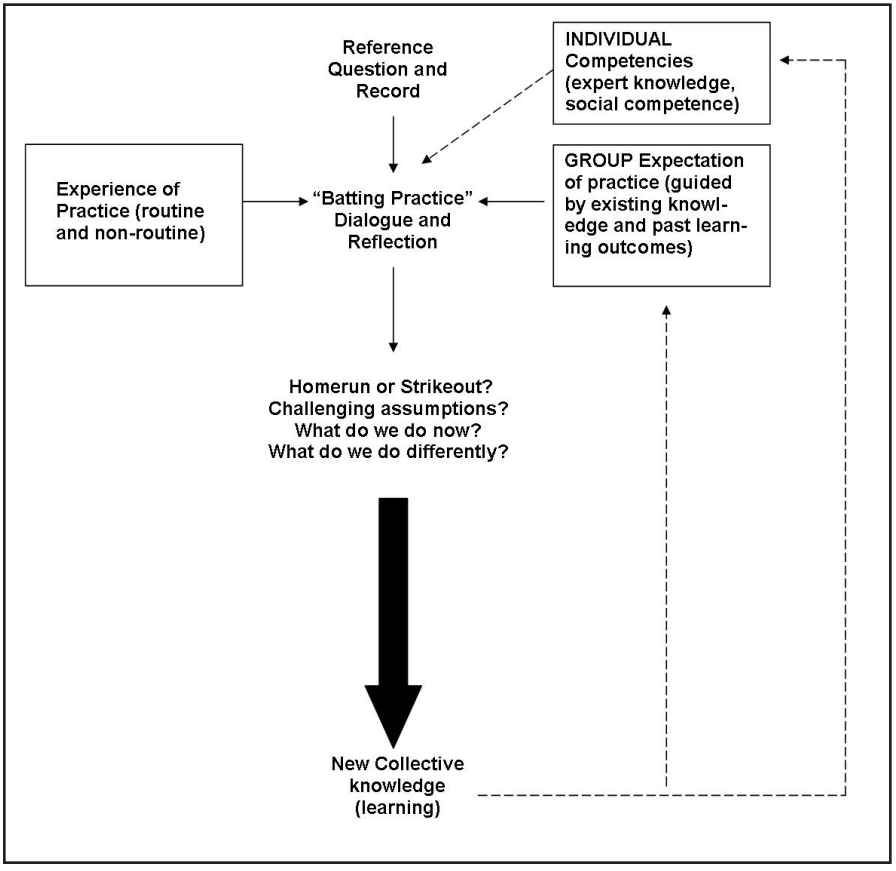


Figure 1: New Knowledge Acquisition Process.

Second, from the standpoint of staff assessment, the tracking system and reflection sessions have enabled better assessment of the knowledge work performed by the reference staff. In the book, *Thinking for a Living*, Thomas Davenport provides the following definition of a knowledge worker: "knowledge workers are workers who have a high degree of expertise, education, or experience, and the primary purpose of their jobs involves the creation, distribution, or application of knowledge."[5] As Davenport observes, librarians are knowledge workers who can be located within a taxonomy of knowledge work:[6]

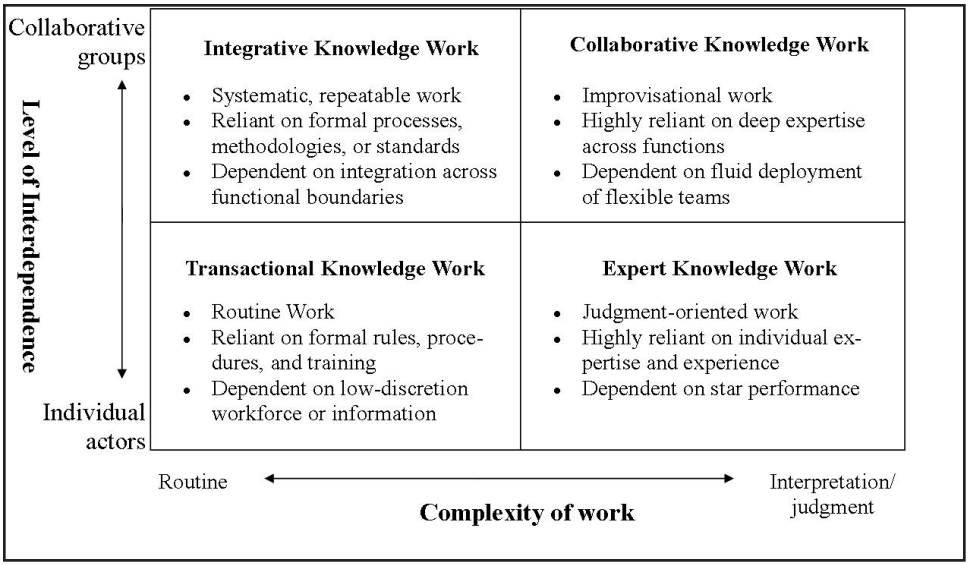


Figure 2: Four Types of Knowledge Work.

This classification organizes knowledge work according to degrees of collaboration and expertise. Davenport does not specifically classify librarians within a taxonomy, but the commonplace designation of the reference librarian's work as a "reference transaction" might suggest that reference librarianship is transactional knowledge work, in which there is a low degree of both interdependence and complexity. Does this terminology and taxonomy suggest that reference work is typically "routine, highly reliant on formal rules, and dependent on a workforce that exercises little discretion?"

From the standpoint of performance management, this is an especially vital question. Are librarians to be trained and assessed primarily as transactional knowledge workers or something else? Review of Davenport's taxonomy suggests that answers to this question will vary according to work situation and institutional context. On the one hand, directional reference transactions are often highly routine in nature. There are also, however, libraries where the reference librarian is the expert engaged in work that is regularly both independent and complex. In the main, I have experienced reference librarianship as collaborative knowledge work, in which there is a high degree of both interdependence and complexity. Such work involves improvisation and learning by doing, and relies on deep expertise across functions and the use of flexible teams.

This understanding of the complex and collaborative nature of the librarian's work helps us to explain the difficulty we have in assessing reference transactions using conventional quantitative and qualitative measures. However, by purposefully describing reference librarianship as a type of collaborative knowledge work, a door is opened for a third type of assessment that evaluates both the quantity and quality of reference *collaboration*. This type of assessment asks the following question: what is the librarian's contribution and responsiveness to the reference team's self-assessment and innovation?

The tracking system and reflection sessions provide a number of opportunities for our reference librarians to demonstrate their development as professionals and their contribution to the effectiveness of the library's reference services. There are, for example, ample opportunities both to reflect on ones own actions in order to see how the next performance might be improved, and also to question the way that others do something and to try to think of a better way.[7] These activities often result in a change in the normal way of doing things, and in the development of new resources and services that address patron information needs—needs that are often signaled during reference transactions, but only defined and addressed after group reflection.

These opportunities for group reflection and productivity fit together with established performance standards at Emory University (and other institutions of higher education). By emphasizing the collaborative and productive features of reference librarianship, a supervisor is well positioned to assess fairly the work of reference librarians according to widely accepted standards for performance management. For example, reference supervisors at Emory are required annually to assess librarians (and other staff) based on the following factors, among others:[8]

1) Work Results
   - Acts as a resource for others
   - Remains current regarding new developments in area of responsibility
2) Customer Satisfaction
   - Considers the impact of decisions on customers
   - Demonstrates concern for customer needs
3) Teamwork
   - Works to enhance team performance
   - Provides appropriate feedback to team members
4) Problem Solving/Decision Making
   - Learns from successes and mistakes
   - Adapts/responsive to change and new ideas
5) Interpersonal and Communication Skills
   - Shares information and resources
   - Seeks clarification to ensure understanding

These performance standards dovetail with the opportunities for collaborative reference librarianship described above. More specifically, the librarian's use of the tracking system and participation in the batting practices are directly linked to the performance management

standards at our (and other) institutions. By contrast, we have already observed the absence of standard methods and criteria for assessing the quality of a librarian's answers to reference questions. Instead, by emphasizing the collaboration of the librarian and his/her production of information resources based on the reference encounter, the supervisor can emphasize work that is often observable and measurable. In the end, moreover, it is likely that such group dynamics foster a library *ethos* that is most conducive to the individual librarian's assemblage of excellent answers to reference questions.

In conclusion, it is important to observe that such programs are scalable to a variety of different library contexts. Beyond libraries with multi-librarian reference teams, such knowledge repositories and collaboration tools are of value for coordinating and assessing student or volunteer reference staff. For smaller libraries with one (or less) full-time reference librarians, an online tracking system and regular group reflection session might be implemented in cooperation with other regional librarians. Such partnerships can flourish in a variety of contexts when the technology and transaction records are used to support the productive reflection of librarians as collaborative knowledge workers.

Endnotes

[1] Mary Heinzman and David Weaver, "Floating and Idea: Peer Observations Across the Mississippi," in *Reference Assessment and Evaluation*, ed. Tom Diamond and Mark Sanders (Binghamton, NY: Haworth, 2006), 39.

[2] See, for example, the web-form created for the University of Wisconsin's "Libstats" program, which emphasizes input of both reference questions and answers: http://www.wendt.wisc.edu/projects/systems/libstats/index.do

[3] David Boud, Peter Cressey and Peter Docherty, eds., *Productive reflection at work: learning for changing organizations* (New York: Routledge, 2006).

[4] Diagram adapted from Monica Breidensjö and Tony Huzzard, "Reflecting on workplace change: A trade union perspective," in D. Boud, P. Cressey, and P. Docherty, *Productive reflection*, 150.

[5] Thomas Davenport, *Thinking for a Living: How to Get Better Performance Results from Knowledge Workers* (Boston: Harvard Business School Press, 2005), 10.

[6] Diagram adapted from Davenport, *Thinking for a Living*, 27. An earlier version of the diagram was developed by Leigh P. Donoghue, Jeanne G. Harris and Bruce E. Weitzman. "Knowledge management strategies that create value." *Outlook Journal* 1 (1999), http://www.accenture.com/Global/Research_and_Insights/Outlook/ByAlphabet/Knowledgevalue.htm (retrieved June 4, 2007).

[7] For a list of questions to assess reflective practice, see David Kember, et. al., "Development of a Questionnaire to Measure the Level of Reflective Thinking," *Assessment & Evaluation in Higher Education* 25 (2000): 381–95.

[8] Emory University, *Supervisor's Guide to Performance Management* (2004), 20–22.

Research Behaviors of Theological Educators and Students The Known and the Unknown (Panel)
Introduction
by
Christine Wenderoth, JKM Library

Since I'm the one who got us into this mess, my panel colleagues have elected me to introduce this discussion to you. At last year's Annual Conference, I delivered a Presidential address, which some of you may have heard because a nice complimentary lunch was provided. In that address, I said that we know theological libraries need to adapt to all the changes in the larger academic environment but that until we have real data about our patrons' research needs, we don't know what changes to make. Currently, we're trying to navigate these changes on the basis of anecdotal evidence or inferences drawn from other academic disciplines. To quote myself, I said that "[we] don't *really* have hard evidence that theological research performed over the Internet, say, is inherently inferior to more traditional scholarship . . . or that having resources available on site is somehow better than having resources a mile down the road, or online . . . and that we need a new way of defining and describing success for theological libraries in order to justify our budgets and our existence." To come to this new understanding we first need to figure out, on an Association-wide basis, "how our students and faculty actually pursue their work, how they actually understand and do research, how they actually read, how they actually write. We need to get beyond anecdotes and inferences to a real, serious, wide, and deep study of contemporary research behaviors in the theological community. And then we need to look at how these behaviors hook up (or not) with our libraries."

Along with this look at behaviors, we need to understand what faculty and students *mean* by research because the values and understandings embedded in their definition will directly determine how we need to demonstrate our contributions. Once we've got data on actual behavior and actual goals and understandings, then we will be in position to measure if and how we contribute to theological scholarship.

That's what I said, and the Sunday after the Conference the Board took up this clarion call and said, "Yeah, we should do something about that." And they dumped that "something" into the laps of the three folks you see in front of you now.

David, Carisse, and I initially thought we'd do a roundtable to gather the collective wisdom of the Association; but the powers that be convinced us—well, forced us—to do a panel instead. This is a good move actually, because while the three of us have overlapping interests, we come to the subject of research behaviors from different approaches. I'll begin by presenting the results of a pilot interview conducted on the campus of the JKM Library. The purpose of the interview was to obtain preliminary data on actual research behaviors and operative understandings of research in seminary populations and to provide a sense of how this data does or does not substantiate anecdotal information and assumptions within the theological library profession. David Stewart will continue by reporting on publishing and media and how these industries are responding to and/or changing the potential for research (for example, some web statistics indicate that libraries get fully one-third as many visits to the e-reserves page as they do to the library catalog). And lastly, Carisse Berryhill will examine the process of

theological writing—what's been tried and what might improve those efforts—by examining, among other things, Lucretia Yaghjian's 2006 book *Writing Theology Well*. After we've yakked, we hope to have elicited your comments and questions, so we can conclude with discussion.

Finally, we will use the results of this session to help craft a way for ATLA to address these issues further. We will present a proposal to the Board of Directors later in 2007 or at the January 2008 meeting.

Report of Eight Faculty Interviews

Between March 30 and June 4 of this year I interviewed eight faculty—four each from the Lutheran School of Theology at Chicago and from McCormick Theological Seminary. These faculty researchers included three young scholars at the beginning of their careers, one scholar on the verge of retirement, and four mid-career scholars. The academic disciplines represented were three Old Testament, one Christian-Muslim dialog, two theology, and two ministry professors. Their PhD granting institutions—where they learned research—were Harvard, Notre Dame, Vanderbilt, Pontificio Istituto di Saudi Abrabi e d'Islamistica, Princeton, Union Theological Seminary (New York), Duke, and GTU.

I set out to ask these fine folks basically two questions: "How do you actually do research? Not, how do you think you should do research, or how do you wish you did research, but what actual practices do you pursue?" and "What is research?" Along the way I asked them where they did research, what resources they used (human and otherwise), how much time they spent on research, how they learned to do research, and what their perception of their students' research abilities were. I'm not sure I framed these questions in the best possible way, or probed as deeply as I might have. But faculty were eager to talk about their research habits—in fact, sweetly flattered that they were being asked about this significant part of their lives for the first time. (It reminded me of something James Fowler said almost 30 years ago – that people were so eager to talk about their faith because no one had ever asked before!) At any rate, here's what I heard.

First, and without exception, faculty do the majority of their studying, research, and sustained reading and writing—not in the library—but at home. Home is where they are comfortable, where their personal library is, where they can spread out, and where they are invisible. Faculty offices are just "places to meet students." And the seminary library is a landmine strewn with pesky students. As one person put it, "A professor who comes into the library must be prepared to teach, because students won't leave you alone." Others spoke of the need to work undisturbed, the "need for invisible spaces" in the library, and the need to leave laptop and materials undisturbed and secure for long periods of time to make it possible for them to consider doing research in a library. Faculty do come into the library—to check out materials already identified online, to peruse current periodicals, to photocopy or to get that all-important cup of coffee. But sustained research? It happens at home or at the local university library (University of Chicago's Regenstein, in our case) or at the local Borders—anyplace where seminary students don't go.

Second, faculty rely heavily on "the invisible college," that informal network of professionals they know from graduate school days, from conferences and personal contact. Again and again, when asked "How do you begin [your research]?" the answer was "I talk with my friends, I go to my colleagues, I go to my teaching partners, I go to my list serves, I go to conferences where

'it's like a family reunion'." "I know all the people in my field, and know what they're writing." That informal network works alongside of and often instead of any bibliographic work done in libraries.

Several faculty replied, "I go to my personal library or to my own database or bibliography" to begin a new project. A few mentioned using the *ATLA Religion Database* though fussed about it being out-of-date. SBL's online Book Forum, publishers' emails, catalogs and conferences displays; journal book reviews, Wabash Center and AAR syllabi, *Wilson FullText, OTA, Currents in Research*, the Coop Bookstore in Chicago—these were also mentioned as starting points. No one, no one, no one goes to the seminary library to begin their research.

Two points about that. On the one hand, the library seems at best to be simply a depository or access point for previously identified resources. Faculty use a library to obtain resources and occasionally to locate them, but not to identify them. I had one fascinating conversation with a younger scholar who said it would never occur to her to ask the reference librarian to find something for her, even in a field outside her own. "Aren't I supposed to know how to find things?" she asked. She was unaware of a reference librarian's particular skill set or mission to find what is not immediately findable.

On the other hand, six of the eight said that one of the first places they go to identify new material is . . . can you guess? Amazon.com! They browse by key word to get the supposed latest titles. The "Look inside . . . " and "People who bought this also . . . " functions were mentioned as particularly useful, and one person was adamant that it was far easier to use Amazon than any library online catalog. Controlled vocabulary is not how scholars operate anymore.

Other online search strategies were mentioned, but they were pretty tame. List serves, email, known websites, subscribed databases were all mentioned, but folks knew about them through personal contacts. Googling was mentioned more than once, with no sense that the sorting was weighted by non-academic criteria. People constructed online bibliographies, emailing references to themselves to then take to the library. But no one used the library online catalog for anything other than getting call numbers and an indication of library ownership. So overall, the Internet and e-resources do not seem to have changed how people go about finding the existence of materials: it's changed where they are physically when they find stuff and perhaps the speed with which they find stuff, but that is all.

Third, faculty read print texts, not electronic texts. Some of them take copious notes from the printed page, some underline and write on the page (and thus need to own the copy). But the research movement seems to be from electronic searching to print reading to electronic writing—a fairly conservative process.

Where technology seems to have made a difference is in the way hardware (and possibly software like EndNote), has changed the writing/research interaction. Anthony Elia's interviews with McCormick faculty revealed that faculty think that writing—the process of writing—now guides the research and not, "as in the past", the other way around. I heard something similar in my interviews. "End products"—articles, reviews, books, papers, syllabi—seem to be the beginning and end of research, and the research/writing processes are (in the words of one colleague) "swirled together." No one claimed to do research for "research's sake."

Perhaps another way technology has affected research and writing is the "when" of it. Faculty claim to "work hours and hours—harder than the students" every week at research and writing at home. There are different seasons of research dictated by syllabi construction,

academic calendar and faculty committee work, of course—these are not new. But now faculty often go "prowling late at night on email" or the Internet. Both space and time boundaries have gotten squishy.

When asked where *they* learned to do research, the common answer was they learned in graduate school, writing the dissertation. "I saw how others did research and followed their example," said one. Another was quite candid: "I talked to my classmates, not professors!" (He then told an illustrative incident about a time when he asked an important scholar a question and the scholar began pulling volumes off the shelf and assuming this doctoral student knew how to read Aramaic as fluently as he did, and how embarrassing the whole thing was, not to be repeated!) One person credited a required seminar he took which culminated in the dissertation proposal. And one spoke at length of his time at Monmouth College where faculty had to team teach across disciplines and taught each other how to teach each other's stuff.

And yet, when I asked, "How do you assume your students' research behaviors and abilities are different from yours and what research mentoring do you provide them?" faculty responded, "I don't assume they have any research ability," or "Our alternatives are either to give assignments that are internal to the textbooks, or require an intensive course in research," [which we don't] or "Assignments have to be very specific: find three of this sort and three of the other, otherwise you'll just get Wikipedia." Faculty despaired of students' abilities, in other words. Some agreed we should do "something" to force students into research, while others capitulated and admitted, "I give them everything they need" so students don't have to research. One said simply, "My job is to teach them to preach, not to teach them to do research." So, faculty see that students can't do research (and so can't learn from each other they way they did in graduate school, supposedly). Yet, by their own admission, these same faculty are not teaching research to their students, sometimes feeling guilty about that, sometimes just angry. Ironically, the person who expressed the most guilt did the most to teach research, requiring students to go into the library together and work collaboratively on tracking a current biblical scholar and his/her career and work.

When I asked how the library could best contribute to faculty and student research needs, the answers were (in order of frequency):

- Provide places where faculty can be invisible, undisturbed (8)
- Procure faculty advocates to fight acquisitions budget cuts, and not let hard times and other budget priorities imperil acquisitions (4)
- Provide a required non-credit course on research for students (2)
- Have everything in the online catalog (2)
- Provide faculty with mini-workshops on library search strategies (1)
- Provide study desks with lots of power for laptops plus some way of securing those laptops if people need to leave for extended periods of time (1)
- Provide more searchable digital materials in English, Spanish and Korean (1)
- I'm not sure this should come from the library, but I would be most helped by a research assistant, someone to bring me things and make copies for me.
- It's the little things (the ease of using the copier, browsing opportunities, the placement of the coffee machine by current periodicals) (1)

I did not hear any self-aware irony about faculty use of the Internet (Google and Amazon specifically) and their despair over student use of same. I did not hear any sense that library

teaching staff (reference, public service, academic technology librarians) could provide students (much less themselves) research assistance outside the mention of a [currently nonexistent] research course. I did not hear faculty expressing dissatisfaction with the seminary library's role in their research except with the diminished acquisitions budget. I did not hear faculty ever laying the current state of affairs regarding student research skills at the feet of librarians. Nor did I hear them finding the solution to the current state of affairs with librarians. All in all, I did not hear anything terribly radical. For all of the awareness of interdisciplinary, collaborative work in the academy and the parish, that kind of approach to research (with one or two exceptions) seems not to have filtered into their own research. Faculty work solo and in isolation with print based or printed-out material. In fact, faculty definitions of research (again, with one or two exceptions) are pretty conservative.

For finally, I did ask these faculty, "What is research?" Their answers were:

- Research is looking at a piece of human experience that hasn't been considered for awhile.
- Research is sorting through a problem you don't have a question for yet.
- Research is study designed to advance our understanding of whatever we are investigating with the ultimate purpose of publishing these findings.
- Research is making a claim and providing evidence for that claim.
- Research is open-ended inquiry. It is NOT beginning with a thesis for which you collect evidence. You must change how you think about something as a result of research.
- Research is not finding a new thing; it is engaging difference, hearing voices and issues different from your own. You know who you are by knowing who others are: so it is a process of self discovery.
- Research is finding out everything—from how Latinos perform baptisms to where we are going to eat tonight.

Only the last three are non-traditional definitions, and I confess it is the last of these that I find the most interesting. This is from the professor who said that "at seminary we teach students the wrong kind of research—how to use academic databases instead of how to answer a pastoral question or how to teach an adult Christian education class. They aren't going on to write academic papers. They're going to the middle of Nebraska somewhere where there's no theology library. How do they find what they need to do ministry?" That's what we should be teaching them.

In brief, then, I think I've heard the following:

- Faculty read, write, and do research at home for a number of reasons, most of which have little to do with technology
- Research is generated by a specific need: a syllabus to prepare, a paper or article or book to write, a deadline to meet
- The single most important resource for faculty research is their network of colleagues
- Amazon.com has replaced BIP and, in some ways, the library catalog
- Theology faculty use online search resources and write electronically, but are still print oriented
- Faculty have largely given up concerning student research behaviors

- Libraries are not perceived to be the problem or the solution to poor student research skills.

Therefore, faculty research behaviors bypass the library in the following ways:

- They discover new resources through the network of colleagues
- They work at home
- They do not use library reference staff to *identify* resources
- They do not browse the stacks and use the classification system to group like things together
- They do not use the online catalog and its controlled vocabulary (except as a location device).

One other thing to mention:

These eight interviews are just another form of anecdotal information. I've accomplished very little with these interviews except build some valuable faculty rapport. Yet these eight interviews took about twelve hours of my time (excluding transcribing them and excluding the writing of this report) . . . which leads me back to my speechifying. For us to gather real, meaningful, statistically significant data; data that crosses denominational, disciplinary, age, institutional and idiosyncratic boundaries we're going to need a boatload of time and effort. One little ole person can't do this! We need either a cadre of intrepid theological library researchers across the land, or something like Association aid for select sabbatical leave support. The stuff I've presented here is interesting (to me!) but hardly significant. It's time for the next phase . . .

As supplement, I'd like to inform you of a study that is much broader than my little effort. In 2005 a task force convened by University of Chicago's Provost Richard Saller conducted an extensive survey to help understand the current state of the UC's libraries. The survey revealed three significant and surprising things: (1) Of some thirty-three thousand library cardholders, a mere one thousand of them accounted for 40 percent of all library circulation. This group included eighty faculty, five hundred PhD level students, one hundred MA students and one hundred forty undergraduates; (2) There is a distinct difference between research and "study hall" use of the library; and (3) There was no evidence that younger people are "more electronic" than older people. In fact, graduate students made more use of electronic resources; and those who were the highest users of electronic resources were also the heaviest users of print resources. In conclusion:

> The task force went into its study knowing about the differences in graduate and undergraduate use [of the library] and the largely graduate nature of the heavy-user community. But the non-correlation of a student's electronic everyday life with his or her research practices surprised most of us, and the powerful positive correlation between electronic- and traditional-research practices were quite unexpected. Such findings underscore the need to plan the library's future not by extrapolating trends or imagining a speculative techno-utopian facility, but by thinking long and hard about the library-research process, the library-research community, and the specific ways in which both can be helped by a transformation of the library that has served the University so well for so long.

A much truncated form of this paper was given during the June 16 session.

Issues in Publishing (Research Behaviors Panel)

by
David R. Stewart, Luther Seminary

Chris Wenderoth has presented the findings from her field research on how some of the faculty at her school uses the library, and Carisse Berryhill has laid out some interesting connections regarding the importance of writing in theological research.

For my part of the discussion, I want to turn our attention to how all of this relates to what is written, what is published, what we purchase, and how our patrons use it: in summary, the connection between *publishing* and theological research.

I will begin by reflecting a little on the different ways of viewing or understanding these connections in our libraries, then will move on to identify some important shifts that are underway in publishing, and will conclude by pointing to some newer developments in this area that are worth watching carefully in the days ahead.

Images of the Library, Its Life and Work

One of the keynote speakers at the first ATLA conference I attended (at Vanderbilt in 1995) was the Baptist pastor, author, and activist, Will D. Campbell, and I remember him saying to us, "you librarians and me have a lot in common: you *collect* rare books, and I *write* them." This is one picturesque and memorable way of considering precisely the phenomenon I have in mind. This whole interrelationship between what gets written about, what eventually gets published, what segment of what gets published ends up in our libraries, and (perhaps most importantly) what ends up getting *read*, influencing the process of theological research.

As librarians, who spend much of our time in libraries, doing library-related things, it's easy to lose sight of how many ways there are to conceptualize what we do, these integrated processes we are constantly involved in. One recent book which does some of this in an intriguing and enjoyable way is Alberto Manguel's *The Library at Night*. [1] I recommend it for your perusal. In the same vein, within the past few months I was asked to talk about my work at a Sunday adult forum. This was a smart group of people, with a variety of backgrounds, but they don't spend a whole lot of time thinking about libraries. So I tried using a number of images or pictures from everyday life, which can help make more vivid the work and function of what libraries do. Here are a few:

- the library as a *warehouse*: a place where books are stored or inventoried
- the library as a *silo*: a similar picture, but with more emphasis on "provisions for the season when they are needed"
- the library as a book prison: a place where books are locked up for security (whether to keep the books themselves safe or to protect patrons from their influence)
- the library as a *museum*, where evidences of the past are preserved
- the library as an *arsenal*, the place where an institution's intellectual firepower is kept at the ready
- the library can be seen as a *fire hazard*, not only in the sense that the books themselves are potentially flammable material, but in terms of their incendiary potential from an intellectual standpoint

- the library as a *witness:* the late Raymond Morris (Yale Divinity Library) talks about this in his classic essay "Theological Librarianship as a Ministry," as does John Trotti in "In Touch With the Witnesses"—the idea of an ongoing conversation over time with our forebears in the tradition [2]
- the library as *terra incognita*—the unknown territory of what could become known, if we search diligently enough. I find that image intriguing as well
- the library as *classroom or laboratory*—as a setting where knowledge and wisdom are not only stored up, but where an endless cycle of teaching, learning, and discovery takes place
- finally, the library can be imagined as a *mineshaft*—a place down which vast amounts of expensive material are sent, never again to see the light of day

You will have gotten the idea by this point—there are a variety of adequate and inadequate ways of visualizing this relationship between thinking and writing, publishing and collection development, the processes through which theological literature actually gets into the bloodstream of at least some of the people who enter our libraries. The thing is, whether consciously or not, we all adopt some model or other for conceptualizing these relationships between writing, publishing, acquisitions, and the discipline of research.

Let's turn now to supplement this gallery of images or metaphors with a few comments on current trends and developments in publishing.

Rearranging the Pictures: Big Changes in How Libraries Support and Foster Research

How many of the following have you seen, or can you readily visualize, in the library where you work?

- Over the past decade, only about 10 percent of the monograph collection has circulated.
- Your access web-page for electronic reserves gets visited about once for every visit to your OPAC interface.
- 35 – 40 percent of your monograph acquisitions budget spent on standing orders, items which tend to circulate very little.
- The fastest-growing segment of your school's enrollment is comprised not of full-time, resident students, but of commuters, and online students.
- Your overall Acquisitions budget declined by 10 percent last year.
- In the course of discussions re: study spaces, there is a degree of uncertainty over the library's role in the learning enterprise.

You get the idea: this whole web of issues is not only complex to begin with, but is also evolving all the time. While it is true that there are common elements throughout libraries of every kind, some of them are especially pertinent or pressing for us in academic libraries, especially where we don't have unlimited funds. I won't dwell on these at great length, because one can sound gloomy without trying to, and because some of these are all too familiar to you already.

Monographs:

In his article in the *Chronicle of Higher Education* not long ago, John Thompson noted that print runs for scholarly monographs are only a quarter of what they were only two decades ago.

The causes (or culprits) are not the Internet (i.e. competition from more material distributed freely online) but, a. increased in production costs, and b. the decline in purchasing power of libraries (i.e. reduced acquisitions budgets).[3]

The effects of this are not difficult to trace: Thompson goes on to note a 25 percent decrease in the number of monographs *purchased* between 1986 and 1999. This in turn has exposed many publishers to intense pressure from parent institutions (denominations, universities, etc.)to become profitable and/or independent.

Publishers of scholarly monographs have, in turn, had to find ways to try to compete more with trade publishers, and this has made the relationship between libraries and publishing even more unstable.

Periodicals:

Things don't appear any more stable when we consider the serials environment. One author describes the situation as "competing wave patterns," which are influenced by:

- costs: for example, the tension between purchasing 'bundles' of titles vs. 'pick and mix.' Libraries resent having to subscribe to unwanted and/or useless periodicals in order to gain access to what is genuinely wanted.
- uncertainty over the possible effects of Open Access publishing: will subscription revenues drop dramatically as more Open Access material is available?
- peer review, which has become even more important as one means of ensuring that scholarly standards are being upheld.
- the rise of institutional repositories: the more they offer, and the more they make available to the broader public, the more they unsettle even further the landscape of serials publishing.

And so we are seeing even more stress placed on some of the familiar and long-established processes of scholarly publishing, and all of this sooner or later has its effect in the places where we work. What can we continue to buy? Which series are better candidates for Interlibrary Loan? Which subscriptions can we retain, and which have to be let go? What should we be developing as a local archive?

Even if we wanted things to remain the same, we couldn't manage to keep it so.

But if we are going to look at all *these* factors as potential or actual "threats" to the *status quo*, what can we identify as new, emerging trends, and maybe even opportunities?

There are many more, but let's look at just three for now:

Picture This: How Changes in Technology May Change the Faces of Our Libraries

Web-tracking

No doubt some of you use WebTrends, Google Analytics, or something similar, to provide an idea of how often your web-based resources are being used, and of how they are put to use. With a bit of resourcefulness, we can go a lot further than this. By looking at page views, exit links, etc. we can (in a friendly and unobtrusive way) "look over the shoulders" of our users: how did they get to this resource? Where do their footprints lead? How do they find our local repositories, and where the go next? Most of us are a little new at this, but it has terrific potential. You can see some of this potential s in the work of Yale's David Gelertner and others

on "lifestreaming" or "attention streaming"—this is going to be a big deal, and has major implications for libraries: "a lifestream is a time-ordered stream of documents that functions as a diary of your electronic life; every document you create and every document other people send you is stored in your lifestream." [4]

Social Networking

One course I taught this year happened to experience some structural and content problems, but one of the things I observed from how the students dealt with these problems was the way(s) in which being so comfortable online allowed them to adapt and move around these obstacles. There were complaints about software, annoyances with meetings, reports, presentations, and all the rest of it, but I saw that these students were able to coalesce, regroup, and so on with a great deal of adroitness. Unlike many of us, they have never had to *adapt* to an online environment—it's second nature to them. If the way the library organizes and provides its resources, and the way it structures its services, doesn't match with students' capacity to accomplish so much without being physically in the same place (meetings, classrooms, etc.), remarkable opportunities will be missed. Conversely, if we play them close attention, these trends will help us organize our services and even our spaces to reflect how social networking and "Web 2.0" are changing things. Wouldn't it be a good thing if there were more items on the ATLA conference program looking into this for our benefit? [5]

Self-publishing

It's here to stay: Let me ask you a question: if one of your very best doctoral students had a choice between getting her dissertation published at a vanity press OR getting the word out regarding her research via a blog or a wiki, how would you advise her?

An LIS class I taught this spring surprised me with a fair amount of "pushback" regarding the limits of digital resources. There were very good assignments arguing for, as well as against, upstart reference sources such as Wikipedia. Some of the students had "conversion experiences" in one direction or the other. For example, one student wrote, "Wikipedia is only as good as its last edit," and another countered, "say what you will, even the very worst Wikipedia entry can be dramatically better by this time tomorrow, if not sooner. How many print resources can make such a claim?"

These are some of the big questions and issues we all get to work on. But depend on it: all the arguments which pit the best of print over against the worst of Wikipedia (or comparable resources), or *vice versa*, are going to be no more than tiresome background noise: they aren't going to matter. We need instead to be advocates of the best of both worlds. [6]

Summary:

What are the most helpful ways in which our libraries can be visualized? How are the foundations of academic publishing being shaken, and how are we going to work with, or around these travails? What can we do to work these newer trends to our advantage, rather than stand pat and find ourselves with answers to the questions nobody's asking?

The question is not so much how all these factors are going to shape things as of how resourceful we can be in navigating such intriguing challenges, to provide the best possible resources for theological research in this fascinating time.

Thank you very much . . .

Reading List (compiled by Will Keillor. MLIS student, College of Saint Catherine)

Achterman, Doug. "Beyond Wikipedia," *Teacher Librarian*, 34, Issue 2, (Dec. 2006): 19–22.

Ashling, Jim. "Transforming Research Communication," *Information Today,* 24, no. 5, (May 2007): 29–30.

—. "The Web and After: the Future of Scholarly E-Publishing**,"** *Information Today*, 22, no. 6 (June 2005): 33–34.

Casey, Michael E. and Laura C. Savastinuk**.** "Library 2.0: Service for the next-generation library," *Library Journal*, 131, no. 14 (Sept. 1. 2006): 40–42.

Drake, Miriam A. "Scholarly Communication in Turmoil," *Information Today* 24, no. 2, (February, 2007): 17–19.

Garrett, Lynn. "What's Ahead for Academic Religious Publishing," *Publishers Weekly*, Issue 36 (November 20, 2006): 52–57.

Hirschorn, Michael. "The Web 2.0 Bubble," The *Atlantic Monthly* 299, no. 3, (April, 2007): 134–138.

Milliot, Jim. "Industry Sales Flat in '06," *Publishers Weekly,* Issue 28 (May 28, 2007):

Peek, Robin. "Web Publishing 2.0," *Information Today* 22, no. 10, (November 2005): 17–18

Thompson, John B. Survival Strategies for Academic Publishing, *Chronicle of Higher Education*, 51, no. 41,(June 17, 2005): B6–B9.

Wagstaff, Jeremy. "Loose Wire: Attention Pays—Marketers Try to Work Out What Interests Us", Wall *Street Journal Asia,* (May 11, 2007: W7.

Endnotes

[1] Alberto Manguel, *The Library at Night* (Toronto: Knopf Canada, 2006).

[2] Raymond P. Morris, "Theological Librarianship as a Ministry," *American Theological Library Association Summary of Proceedings* 7(1953): 31–39; John B. Trotti, "The Theological Library: In Touch With the Witnesses," *Reformed Review* 35 (Spring 1982): 157–161.

[3] John B. Thompson, "Survival Strategies for Academic Publishing," *Chronicle of Higher Education*, 51, no. 41, (June 17, 2005): B6–B9.

[4] An early discussion of this phenomenon call be found in Steve G. Steinberg, "Lifestreams," *WIRED* 5(2), February, 1997: 1–8.

[5] A thoughtful, but more skeptical view of the long-term significance of social media is presented in Michael Hirschorn, "The Web 2.0 Bubble," *The Atlantic Monthly* 299 (3), April 2007: 134–138

[6] One of the members of this class, Mr. Will Keillor, supplied the reading list which accompanies this paper. I am very grateful for his assistance.

Sources of Understanding about Research Readers (Research Behaviors Panel)

by
Carisse Mickey Berryhill, Abilene Christian University

We know something about our readers from the literature they read. When we consider the antiquity and linguistic complexity of the documents at the head of the literature tradition of our discipline, we understand much about the reading and writing habits, skills, and needs of our readers. In the course I am teaching with the University of Illinois on ATLA's behalf, I show my online students an image of an Oxyrhyncus papyrus from the ATLA Cooperative Digital Resources Initiative collection, and an image of a page from one of the great polyglots, such as the Complutensian Polyglot, as well as pages from modern study Bibles. The students discover through discussion understandings about the age, complexity, and communities of tradition represented by these various forms of theological literature. They also articulate their understandings of readers doing theological research—their skill in many languages and religious traditions as well as their expectation of dense systems of cross-reference oriented toward a central text.

We know something about our readers as writers. As three recent textbooks (Core, Vyhmeister, Yaghjian) aimed at seminary writers demonstrate, we can understand the readers in our libraries as writers, as, for the most part, people who come to us engaged at some point in the writing process. Our ability to supply the materials they need is conditioned by how alert we are at detecting or predicting their location in the process, even from clues as mundane as the week of the semester. While we intuitively serve differently those people searching for a topic and those refining the last fine points of a bibliography, we do well to inquire about what type of product our readers are writing and about what part of the writing process they're in. A much clearer understanding of writing as a theological discipline, and of genres of theological writing, emerges from these three authors. As librarians, we may wish that these authors understood our work and our resources better, but they nevertheless offer us extremely important understandings of the tasks our readers are engaged in.

We know something about readers as researchers. An increasing body of research in information literacy and research behaviors points to useful strategies for exploring the approaches of theological reader-researchers to resource-based learning. The work of Eisenberg, Lowe, and Spitzer, and of Kuhlthau offer indicators of the experiences of those doing research. Eisenberg's comparison of various schemes of describing the research process is very helpful. Kuhlthau attends to the affective experience of researchers in ways that can offer us as librarians a deeper sympathy for the researcher and help us and our readers anticipate the ups and downs of developing a research topic and the resources appropriate to it. While the works of Neely and Breivik have not been tested at all in theological settings, they offer models for investigating theological readers in advanced studies.

We know something about ourselves as mediators and we know that partnerships are necessary. We can turn to reference guru William Katz once again to remind ourselves of the importance of our role as skilled mediators of the increasingly populated world of information resources. Similarly, the work of Elmborg and Hook, and of Young and Harmony, point us toward effective models in undergraduate settings where libraries collaborate with faculty and

with writing centers. The effective development of information literacy in theological students is the topic of vigorous conversations at our conferences, with approaches as diverse as stand-alone courses taught by Bill Badke or Don Meredith, or integrated strategies advocated by Douglas Gragg or John Weaver. Certainly ATLA's cooperation with the Wabash Center for Teaching and Learning in Theology and Religion has offered us wonderful opportunities to explore our role as educators and to strengthen our partnership with theological professors.

A Few Suggested Resources Converging on Research Behavior in Theological Readers

Theological Composition:

Core, Deborah. *The Seminary Student Writes* (St. Louis: Chalice, 2000).

Vyhmeister, Nancy J. *Quality Research Papers: For Students of Religion and Theology: Your Indispensable Guide to Writing* (Grand Rapids: Zondervan, 2001).

Yaghjian, Lucretia B. *Writing Theology Well: A Rhetoric for Theological and Biblical Writers* (New York: Continuum, 2006).

Research Behaviors and Processes and Resource-Based Learning:

Breivik, Patricia Senn. *Student Learning in the Information Age.* American Council on Education / Oryx Press Series on Higher Education (Phoenix: Oryx, 1998).

Eisenberg, Michael B., Carrie A. Lowe, and Kathleen L. Spitzer. *Information Literacy: Essential Skills for the Information Age.* 2nd ed. (Westport, CT: Libraries Unlimited, 2004).

Kuhlthau, Carol Collier. *Seeking Meaning: A Process Approach to Library and Information Services.* 2nd ed. (Westport, CT: Libraries Unlimited, 2004).

Neely, Teresa Y. *Sociological and Psychological Aspects of Information Literacy in Higher Education* (Lanham, MD: Scarecrow, 2002).

Librarians as Mediators and Collaborators in Teaching and Learning:

Elmborg, James K. and Sheril Hook, eds. *Centers for Learning: Writing Centers and Libraries in Collaboration.* Publications in Librarianship No. 58 (Chicago, ACRL, 2005).

Katz, William A. *Introduction to Reference Work, Volume II: Reference Services and Reference Processes.* 7th ed. (New York: McGraw Hill, 1997).

Young, Rosemary M. and Stephena Harmony. *Working with Faculty to Design Undergraduate Information Literacy Programs: A How to Do It Manual for Librarians.* How to Do It Manuals for Librarians, 90 (New York: Neal-Schuman, 1999).

The Special Collection of a Special Collector: S. Brainard Pratt, Bible Collector and Illuminator

by
Claudette Newhall and Amy Phillips, Congregational Library

Part 1

Introduction to Congregational Library

Founded in 1853 as the Congregational Library Association with the gift of fifty-six books from the personal collections of a group of local Congregational pastors and laymen, the collection of the Congregational Library documents the history of one of America's oldest and most influential religious traditions—American Congregationalism. The organization's name was changed to the American Congregational Association (ACA) in 1864 and remains that to this day. The Library is located on Boston's historic Beacon Hill in the building specifically designed to house the library in 1898. The collection includes a wide variety of resources on American religion, New England local and town histories, and, of course, three hundred years of records documenting the history of American Congregationalism available to researchers, readers, and browsers. Included in these holdings are copies of the Cambridge Platform; John Eliot's 1663 Indian Bible printed phonetically in a local Algonquin dialect and in a ledge book from the Old South Church; and the record of the baptism of Benjamin Franklin in 1706.

Begun as a reference library, in the early years of the twentieth century the Library became a circulating library. In the 1920s there were changes instituted to make the Library more widely useful. The Pratt Room was fitted up with comfortable chairs as a fellowship center for visiting ministers and others. In 1924 the Library began mailing books to those who requested them. Also in this year, the beginnings of a subject catalogue were made. During these years a unique classification system was developed by the Library using a decimal system from 0 to 30 with the addition of Cutter numbers within some classifications. The quarterly *Bulletin of the Library* was circulated to make borrowers aware of what the Library offered. The project to mail books to the missionaries of the American Board (ABCFM) began in 1939 with a consignment of twenty books to the East Africa Mission with the understanding that they were entitled to keep the books for six months. In 1942 the books-by-mail program was extended to the entire United States and to missionaries in other parts of the world. The books-by-mail program continues to fill requests from pastors, students, and others today. Open to the public, the Library welcomes anyone to become a borrower.

Project Description

This special collection project started as the result of our desire to add to our online catalog a special collection of Bibles collected by Mr. S. Brainard Pratt and bequeathed to the Congregational Library in 1899. Most of the collection is held and displayed in the Library's conference room, known as the Pratt Room. When I came to the Congregational Library in 2005, I began the automation of the over two hundred twenty-five thousand print catalog records. Early in the automation process, we decided to prioritize materials entered into the online catalog to include important and significant collections. While interviewing candidates

for a cataloger position, Amy Phillips came to our attention. With her expertise in cataloging Bibles, we would be able to begin adding the Pratt Collection to the catalog sooner than we had planned.

We selected Softlink Liberty3 ASP for our online catalog. This program offered us the features, flexibility, and pricing that we required. The catalog is web based, making it accessible everywhere, and we opted for the hosting option to eliminate the need to administer our own server. We do not have to deal with installation, updates, hardware, or IT requirements. I was familiar with several of the larger ILS systems but knew that we were not going to be using many of their features and that we did not have a budget to support large annual fees. Although modules for acquisition, circulation, and interlibrary loan are included in Liberty3, we currently use only the modules for borrowers, cataloging, authority files, and journals/serials. We created additional notes fields in the cataloging module to accommodate information for our archives, rare books, and manuscript materials.

We added specific locations to the copy level that include Rare Book Room and Pratt Room. We immediately began using the thumbnail image, url, and file upload features. For thumbnail images of new book covers, we save picture images from Barnes and Noble, Amazon, or First Search and upload them to the catalog record. We are also cataloging images from collections in our archives. The images are scanned and thumbnails are created and attached to a catalog record designed for cataloging images. The url field is used for table of contents, publisher note links, and descriptions that we find in Library of Congress records. Our other use of the url field is to attach the finding aids for our manuscript collections. The finding aids are housed on our web server. Anyone using our OPAC thus has access to the complete listing for our archival collections. The file upload feature has been used to attach the scanned image of a few pamphlets. Our use of this feature has been limited due to the size of files that can be uploaded and the time necessary to select and scan pamphlets.

With the assistance of a grant, we funded the conversion of fifteen thousand records by an outside conversion vendor in our first year of using the system. We recently received another grant that will allow us to have another eight thousand cards converted. We have now entered and edited over forty thousand records that are the work of one part-time cataloger, one part-time library assistant, one part-time project cataloger, volunteer GSLIS graduate students from Simmons College and other colleges with LIS programs, myself, and two other staff members who learned to catalog once the system was in place.

When Amy started cataloging the Bible collection, she came across several Bibles that raised our curiosity about exactly who Mr. Pratt was, how we could find more information on the collection and Mr. Pratt, and what significance this collection had to the Library and the community. The Bible that motivated us initially to further research is the one Mr. Pratt called "Amateur Work," embossed on the front covers with "Marked Illustrated Illuminated." Thus, we discovered that Mr. Pratt was a Bible illuminator. We then located an article in the Library stacks describing him as "President of the Guild of Bible Illuminators."

You may be wondering, or perhaps not remembering, what illuminations are:

> Illuminations are painted decorations added after text is handwritten or printed. The term "illumination" comes from the Latin *illuminare*, which means to light up. An illuminated manuscript is technically one decorated with gold or silver because it

reflects light. Many manuscripts and books, however, are richly decorated with colors and no gold or silver. The term illumination is often used in a general, if not completely accurate, way to refer to all these artistic embellishments.

Mr. Pratt began his study and work in bible illumination as a method for self-study and improving his knowledge of the Scriptures. We are now using photographs of his illuminations in our publications and brochures and on our web site. We've discussed using some on bookmarks, note cards, and coffee cups.

S. Brainard Pratt: Bible Collector and Illuminator

At this point, I began scrutinizing the Library print catalog, American Congregational Association Board (ACA) minutes, and our past *Library Bulletins* for details and leads on the Pratt collection and Mr. Pratt's Bible illumination. It was through the ACA minutes that I learned of the "Biblearium" and Mr. Pratt's Christian Workers Bible Exhibits. S. Brainard Pratt became a Director of the American Congregational Association (ACA) in 1881.

Included in the Annual Report of the Directors is the mention of several of Mr. Pratt's gifts to the Library: "Deacon S. Brainard Pratt, of this city, has given the ten-dollar copy of the revision of the New Testament and a copy of the Memorial History of Boston, four volumes . . . "[1] This not the first evidence of his donations to the Library, but marks his increasing involvement with the collections of the Library. Then in 1882, Mr. Pratt again donates " . . . two of the four volumes of the 'Commentary of Strabo' of the fifth century, issued in 1480, in its original binding, metal-plated and chained; probably the first commentary on the whole Bible ever printed with movable types. The plates were restored by the giver at a heavy expense."[2] What a treasure for the Library! We know this as 'The Chained Bible' that we have proudly displayed to select visitors.

The first reference to Mr. Pratt's 'Biblearium' is in 1892, together with his catalog entitled "Ancient and Modern Editions of the Scriptures, with other Sacred Books and Manuscripts."[3] Mr. Pratt's collection was deposited in the Library during that year. Recently, we found pictures of the 'Biblearium' as it was arranged in the new Congregational House at 14 Beacon Street. Prior to the Library renovations of 1964–65, the 'Biblearium' occupied the space known as the Pratt Room and the Study Room. We have located the sign for the 'Biblaerium' and restored it to the Pratt Room.

Mr. Pratt continued to collect Bibles, sacred texts, commentaries, and artifacts and religious objects throughout his life. In 1891 Mr. Pratt created an exhibit of his Bibles and loaned Bibles belonging to eminent Christian workers and revived the custom of Bible illumination with his 'Bible Illuminators' Guild.' Samples of his illumination work in his Bible are in the Pratt Room collection. In 1899, Mr. Pratt bequeathed his entire collection to the Library.[4] At its Fiftieth Annual meeting, the Association report states " . . . we are glad to call renewed attention at this time to the one great gift which came to us in 1899 from our beloved associate on the Board of Directors, Mr. S. Brainard Pratt . . . "[5] We are pleased to echo these words in calling your attention to these treasures. Up until his death in 1904, he remained a Director and generous supporter of the Library and its mission. His personal benevolence enriches the Library and Biblical scholars to this day. Meanwhile, Amy was pursuing other leads to articles by and about Mr. Pratt and his correspondence with other nineteenth-century Bostonians.

At this time we believed that we had sufficient material to present a paper here at ATLA. Once our proposal was accepted, we continued cataloging and researching. In our archives one day, I decided to look into some boxes that were marked "Pratt, S. Brainard, Collection, 19th Century." Our archivist and I had assumed, wrongly, that these boxes contained additional Bibles from his collection. Inside these boxes were fourteen scrapbooks assembled by Mr. Pratt. These contained copies of correspondence; autographs of notable nineteenth-century clergy and lay people; articles about and by Mr. Pratt; details of his involvement in the Sunday School movement and interest in the education of young people; and particulars regarding the Workers Bible exhibits, his "Biblearium," and acquisition of Bibles and other religious artifacts. We now had more material that we could possibly use in this presentation.

Plans for the Collection

Our thoughts have now turned to where we go from here and what can be done with such a special collection. One of our first thoughts was to have reprinted Mr. Pratt's catalog from 1892 with a short introduction about the collection now. But with our newly found material our excitement and ideas truly expanded. In April as part of the Library's Brown Bag lunch series, I gave a lecture on this collection that included a Power Point presentation that highlighted many of Mr. Pratt's illuminations and several of his unusual Bibles. We also displayed a small number of his Bibles in a table case for viewing by those who attended the lecture. Both Amy and I have written articles on various topics related to Mr. Pratt and the collection that were published in the *Bulletin of the Congregational Library*. Our plans include future displays and exhibits both physical and virtual to highlight special Bibles and Mr. Pratt's illumination. We hope to use copies of his illuminations on bookmarks, brochures, and possibly other library memorabilia. We've discussed additional articles on aspects of his life revealed in his scrapbooks and a booklet to be available to visitors to the Library. We're considering the microfilming and digitization of the scrapbooks. We'll continue to develop articles, events, talks, and seminars around the collection and Mr. Pratt. And perhaps one day we'll write a biography of Mr. Pratt.

Part 2

Introduction to the Biographical Sketch of S. Brainard Pratt

In the December 1901 issue of *Everybody's Paper*, a serial founded by Dwight L. Moody, was a piece entitled "The story of the Latin Bible." The Latin Bible, however, is background to the foreground figure of Saint Jerome, Church Father and Patron saint of librarians and scholars.

Not only does the author clearly admire Jerome, he has a certain affection for him, a clear desire to emulate his master:

> It was Jerome's mission to translate this Greek Septuagint of the Old Testament, as also the New Testament into the Latin, which was the language of the people. It was no easy task, but Jerome brought to it laborious diligence, a critical clear-sightedness, a competent learning, and a literary felicity not unequal to its importance. In style the translation is exceedingly pure and bears testimony to the care with which he had studied the best Latin as well as Greek authors. When completed, it won its way by its real merit, and slowly superseded older version.

The author: S. Brainard Pratt (1826–1904), President of the Guild of Bible Illuminators. Pratt describes Jerome's dwelling, his "Paradise," the cave of the Nativity in Bethlehem in the final paragraphs: "Here he, with his few faithful friends, and scribes, had read and carefully studied together the various questions regarding the Holy books." Again, we can hear echoes of the author's own endevours to promote, teach, and remain a faithful servant to the Word of God, as we shall see.

What is also very telling about Mr. Pratt's devotion is the advertisement which is immediately before his article on the Vulgate: *The Guild of Bible Illuminators, The Pratt Prize.* This advertisement, also written by Pratt, states that the purpose of the prize is to "encourage Bible study with the pen among young people." In Pratt's gentlemanly, scholarly, yet simplistic manner of writing, he describes how the prize, a "special Bible" or a "Bible Album containing rare photographs of some of the Bibles of noted Christian workers," will be given to those who enter their own illuminated or annotated Bibles: "The special thing emphasized," he writes, "is the inserting of intelligent comments interleaved or in margins, although artistic illuminating and the use of pictures is encouraged." This "special thing" described by Pratt is the methodology, both passionate and intellectual, behind his Guild of Bible Illuminators.

Pratt, an autodidact and deeply spiritual Christian man, was a great lover and collector of books, especially the Bible and all biblical materials and literature to foster the study of the Bible. His collecting did not end, however, with books alone. He also collected material culture from travels abroad. In his 1890 catalog Pratt lists among his collection: 1) Biblical and other charts, including a "rubbing from a marble tablet erected in North China" from the eighth century; 2) Photographs, especially of leaves of manuscript; and 3) Sundries. The sundries are the most intriguing because they suggest Pratt's inclusive interest in all cultures and religions: a Buddhist prayer wheel from Peking which was sold by a Buddhist monk, Pratt notes, "for money to buy opium." Among his other items are ram's horns from Jerusalem (more commonly known as *shofarim*) a *mezuzah*, a copy of an "Israelitish" shekel, and a lump of silver, "paid [to] the U.S. Government by the Chinese, for property destroyed by a mob November, 1871."

Despite his broad knowledge and acceptance of world religions, Pratt was not without his bias for the Judeo-Christian God. The last entry in his catalog is a list of "Fools." This is a reference to Psalm 14:1 which states: "The fool hath said his heart *There is no God*." The listing features Gautama "the sage," Buddha, and different types of Goddesses from unnamed religions. Jeremiah 2:28 is quoted: "According to the number of thy cities are thy gods, O Israel." Following the quote is this statistic: "A god for every city. But in India it is said there are 330,000,000 gods and goddesses, and about 250,000,000 in habitants."

Pratt's learning, artistic spirit, and ambition were the perfect force behind his founding the Guild of Bible Illuminators. He devoted himself to the idea of making modern day scribal illuminations in the margins of printed Bibles. In order to carry this out, he bought printed Old and New Testaments, having one column of small print per page with ten centimeters of margin to the left of the text. This layout not only resembles medieval Christian manuscript illumination but also imitates the Talmudic marginal annotation surrounding the scriptural text. Pratt bound these volumes with extra blank leaves tipped in so he could have space to annotate and comment upon a given passage or passages. The casing for the Bible set is a

standard cloth-covered box of cardboard. On one side of the casing is pasted a paper label, now tattered and brittle, which reads "Amateur Work!" While this humble epithet might well describe the little known gentleman's illuminating endeavors, it cannot characterize his intellectual rigor.

His breadth of knowledge of the Scriptures as well as his wide reading in all forms of literature can be amply found through his numerous marginal annotations, such as sayings of prominent Protestant theologians and biblicists like Martin Luther, Dwight L. Moody, William Byron Forbush, and Franz Delitzsch, to name only a few. Pratt also makes use of then lesser known Christian figures such as Pandita Ramabai, a convert to Christianity from Hinduism and champion of women's rights, as well as a translator of the Bible from the original languages into her native language, Marathi.

Pratt's "amateur" skill as an illustrator is also apparent and could also be considered well beyond that of an amateur. There are a myriad of illuminations after those he found in manuscripts spanning many centuries and cultures. For instance, many of the chapters have colored historiated initials; some, he notes, are from specific manuscripts, others are simply inspired original creations.

In a short clipping that Pratt pasted on the front flyleaves of his illuminated Old Testament is the following:

> Mr. S. Brainard Pratt, who has at his command some of the choicest missals and illuminated scripture work of the middle ages, is still busily at work on his illustrated Bible. He intends to fill with his historical illustrations with direct reference to the scripture text. The wide margins will have imitations of the artist craftsmen of the middle ages. When finished this Bible will be a beautiful contribution to biblical literature.

The Founder of the Guild of Bible Illuminators

At the commencement of Pratt's illuminated New Testament there is a clipping tacked to a leaf of page. It is a printed notice, likely also from *Everybody's Paper*, entitled: "The Guild of Bible Illuminators." The notice lists the guild's purposes, four in all. Finally: "Address all letters to William Byron Forbush, Winthrop Church, Boston, Mass."

In a similar manner, pasted at the end of the Old Testament are two more clippings on a leaf of page which also bears illuminations from a Latin Psalter from the eighth or ninth century at St. John's College, Cambridge. The clippings give more detail about the work of illustrating the Bible. These might have been at one time part of "The Guild of Bible Illuminators" notice. Noted is the good news that the guild has thirty "like-minded" members participating with Mr. Pratt. Also noted are those who inspired Pratt's idea for his guild. Among those mentioned is the eminent scholar Caspar René Gregory.

Gregory, who was originally from Philadelphia, received his doctoral training at the University of Leipzig, where he also held his life-long post as full professor. He was a pioneer in the field of New Testament textual criticism. As part of his work he published multiple catalogs of biblical manuscripts, some of which Pratt undoubtedly admired and studied. In 1902 he and Pratt corresponded about the possibility of Gregory's own work on biblical ornamentation. Pratt told Gregory of his independent research in this matter, especially as the President and

founder of the Guild. In a response to Pratt, dated April 26, 1902, Gregory regrets having no plans to publish in this field. Nonetheless he offers his best wishes on Pratt's project.

More than best wishes, William Byron Forbush offered his support and his Sunday school, at the First Church in Winthrop. Rev. Forbush was not only a noted church historian, having edited *Foxe's Book of Martyrs*, but he was also a noted authority on early childhood experiences, especially religious formation in the life of children and adolescents. He was the president of the American Institute of Child Life and published numerous books on child-rearing and religious education for the enrichment of children.

At the First Church in Winthrop was the noted Young People's Society of Christian Endeavor and a number of other opportunities for the youth of that congregation to participate in the community life of the church. We can imagine Forbush and Pratt around tables with young boys and girls, and perhaps even some young adults, caringly and carefully demonstrating their illumination technique and reading to them from various commentaries and Christian newsletters testimonies of God's work and blessings. With this image we have come full circle to Saint Jerome, only this time instead of imagining the cave of the Nativity, we can visualize a Sunday school room where the good S. Brainard Pratt sits amidst his pupils: "Here he, with his few faithful friends, and scribes, had read and carefully studied together the various questions regarding the Holy books."

"The Two Old Bibles, that I Prize Perhaps More Than any Other in My Collection"

If the figure of S. Brainard Pratt has been obscured by lack of extant documentation, information, or lost memories, then all the more so was his grandmother Mable Johnson Pratt (1770–1858). Yet, the information that we do know about S. Brainard comes from the Pratt Family Bible which was kept by Mable Johnson Pratt. Just as Saint Jerome was a formative figure for S. Brainard, so also was Mable Johnson Pratt influential to him and indeed to entire generations of the Pratts.

Mable's Pratt Family Bible is a plain brown leather-bound book. It includes both the Old and New Testaments as well as a special section between the Testaments entitled "Family Record." Many Bibles were printed in such a manner, and even still are today. This particular printed Bible was one of the famous quarto editions printed and published in 1817 by Mathew Carey, the famous Philadelphian Renaissance man, who specialized in producing and selling everything from books to serials to maps.

Unlike S. Brainard, Mable Pratt did not include marginalia in her Bible. It is in the "Family Record" that she kept over the years where her notes abound. The first marriage she records is her own to Enos Pratt on November 29, 1792. Listed fifth in her list of grandchildren is Sereno Brainard Pratt, the son of Rufus (one of four sons) and Bethiah Loring Pratt, born December 15, 1826.

Rufus Pratt, who served as Presbyterian clergyman, inherited his mother Mable's Bible, probably one of the more prized possessions in the Pratt family. On the back paste-down is an inscription written by Rufus and dated July 11, 1880:

> This Bible I bought when I was about twenty one years old and gave it to my Mother which was the first large Bible my parents ever owned. At that time, Father had never owned a Bible of his own—when married their only Bible—was one given to

> Mother—when 11 years old by her sister Hannah as a reward for reading the Bible through.

It is apparent from this inscription that the tenderness that his son S. Brainard had for his grandmother was inherited not just from his father's apparent pride and love for his mother, but also from the woman herself. Imagine an eleven year old girl—the year would have been 1781—reading a Bible, perhaps while other children were playing and having carefree days. Yet, young Miss Mable was engrossed in the reading of the holy Scriptures.

As if a dialogue between father and son on the matriarch's piety were ongoing, S. Brainard writes, dated 1874, the following on the front paste-down of the treasured Bible:

> This is the Bible of an Old Lady—who had it—read it—lived by it—fed on it—prayed over it—for a long life time—then died—sustained and comforted by its promises and is now in glory—that mortal "eye hath not seen" but which this Bible reveals.

There is still another Pratt Family Bible that precedes Mable's Bible. This is the Bible, printed and published in 1825 and 1826 (the Old and New Testaments, respectively) by H. & E. Phinney, notable booksellers of Cooperstown, New York. This Bible was owned by Rufus and Bethiah Pratt.

Inserted in the Bible is a hand-written note from S. Brainard to his father, dated 1882, just six years before Rufus's death. The opening paragraph states so sincerely: "I have been looking over the two old Bibles—that I prize perhaps more than any other in my collection. One is Grandmother's—the other bears on the flyleaf the name R. & B. Pratt."

When we consider the valuable and rare Bibles and other collectables that were part of Pratt's collection, we can understand that he was attached not so much to the book itself but to what it meant and the message that was embodied by a Christian heritage he encountered through his own family.

The Biblearium at the Congregational Library

The first report to document S. Brainard Pratt's collection is from the *Thirty-ninth Annual Report of the Directors of the American Congregational Association* (May 29, 1892), which notes: "We refer to the magnificent *Biblearium* . . . owned by Mr. S. Brainard Pratt, and representing the fruit of his zealous industry and practical judgment as exercised through a long series of years." (p. 11)

In the American Congregational Association's *Forty-sixth Annual Report* it is recorded that Pratt has donated his "very valuable collection." (p. 4) In the section devoted to the news on the Congregational Library it says:

> Opening out of [Pilgrim Hall] to the north is the room which has been set apart for the *biblearium* of our fellow-director, Mr. S. Brainard Pratt. This remarkable collection, the product of many years of faithful devotion, seem snow about to find its appropriate setting and, let us hope, its permanent abiding place. (p. 16)

Again in the 1901 *Annual Report* is a reference to the growing collection: "Our indefatigable associate, Mr. S. Brainard Pratt, has continued to enrich this collection, the growth of his protracted energies, and the free gift of his bounty to the Library." (p. 14)

Thus we have full insight into Pratt's generosity and devotion, not only to collecting and expanding his *Biblearium* but his commitment to the Congregational Library and its patrons.

When S. Brainard Pratt completed his life in early 1904, he left his remaining collection to the Congregational Library, as it is noted in the *Fifty-first Annual Report of the American Congregational Association*:

> Whereas, the long and useful earthly life of our beloved and honored friend, Mr. S. Brainard Pratt, has been brought to a close, therefore be it *resolved* that we, the Directors of the American Congregational Association, desire to record our grateful appreciation of his deep interest in the work of this Association, and our gratitude for his many benefactions to its Library, especially for the gift of the unique and valuable collection of Bibles, to the gathering of which he devoted so many years of time and effort, making it so eminently a labor of love that it will always be inseparably associated with his memory.

Endnotes

1. *Twenty-eighth Annual Report of the Directors of the American Congregational Association* (Boston: American Congregational Association, 1881), 6. Hereafter all quotations from the Annual Reports will be referred to simply as "*AR*."
2. *AR*, 1882, 8.
3. *AR*, 1892, 11.
4. *AR*, 1900, 11–12.
5. *AR*, 1903, 15.

ROUNDTABLES

Approaches to International Collaboration

Facilitator: Mariel Deluca Voth (Bethel Seminary San Diego)

The roundtable was intended for anyone interested in relating to institutions outside of the United Status and Canada. The thirty-six participants were encouraged by the facilitator and by members of the International Collaboration Committee to explore new approaches to international collaboration. The group also had the privilege of hearing a special presentation by Dr. Michael Poon on his work on documentation at the Centre for the Study of Christianity in Asia at Trinity Theological Seminary in Singapore.

Roundtable Program

I. Introduction (5 minutes)
II. What are the issues? (15 minutes)
III. Special presentation by Dr. Michael Poon – Center for the Study of Christianity in Asia at Trinity Theological Seminary at Singapore. (20 minutes)
IV. Conclusion: Who will do what next? (20 minutes)

I. Introduction

A brief welcome and introduction began with the reading of the poem *We and They* by Rudyard Kipling; its purpose was to set an atmosphere that reflected equality and reciprocity when thinking about international collaboration. All the participants were invited to reflect on the fact that a roundtable is a peer-learning experience where all are both teachers and learners; a roundtable as a place for sharing knowledge, as a synergy of new ideas, new perspectives, and new dreams.

As attendees entered the room they could see projected on the screen how the hour would be distributed and which were the main issues to be addressed. Every idea, issue, or suggestion mentioned was visible on the screen for future reference, input, and/or discussion.

II. What are the issues?

The following key issues and questions were proposed by the participants for future elaboration:

- Collaboration: Who initiates the process of collaboration? As Americans, how does one know what an international school needs vs. what one can offer? Is it easier if the process is initiated outside of the USA and Canada? What about the importance of developing personal relationships? How can one foster real collaboration that will include reciprocity and equality?
- Theological librarianship training: Is it particularly needed in Eastern and Central Europe? Which programs are currently available? Can international students participate in ATLA's graduate-level course in theological librarianship? What are the accreditation requirements for librarians working outside of the USA and Canada?
- Needs for collection development from regions outside USA and Canada: Importance of reflecting on ownership issues once materials are part of collections within the USA and Canada.

- Resources: Potential of the Internet to provide resources being constantly attuned to technological differences around the world.
- ATLA's institutional role outside of USA and Canada: A very careful assessment of international needs requires constant revision.
- Identification and understanding of the different ethnic groups within the reality of North American theological seminaries: How can librarians work with and for those people and groups within our schools?

III. Special presentation by Dr. Michael Poon

Dr. Poon was invited to participate of the roundtable on the basis of his extensive research and practical knowledge of collaboration matters in South East Asia and beyond.

Documenting Christianity in South East Asia: A collaborative model adopted by Trinity Theological College by Dr. Michael Poon

My purpose is to share with you a collaborative model adopted by Trinity Theological College for documenting present-day Christianity in South East Asia. How do they live? I begin by setting the context for such work.

South East Asia consists of ten or more nation-states that emerged from the shadows of two vast cultures, India and China, after the end of the Pacific War in 1945.[1] It is politically, economically, and culturally very diverse. Perhaps with the exception of the Philippines and Singapore, Christians are a small minority in predominantly Buddhist or Muslim societies.

What do present-day churches in the region think and act? What data are available other than statistical information? Information in missionary and colonial era before the 1950s may be well documented and preserved in major repositories in the West, but what about the documents of the past sixty years as Christian communities negotiated their way through major social and political changes? Without knowledge of the immediate past, not only scholars are unable to conduct rigorous research present-day Christianity; churches are also prone to all sorts of ideological shaping of their past. The paucity in research on contemporary Christianity by Chinese and Southeast Asian scholars based in the region is indicative of this problem. However, documentation is, so far, not a priority for churches in the region, perhaps with the exception of the Methodist Church in Singapore and in Malaysia.

The Centre for the Study of Christianity in Asia (CSCA), Trinity Theological College, Singapore, started a research cluster "History and Documentation" in 2005, to address this particular need. It aims to improve documentation of Christianity and reflect on the church histories of Singapore and its neighboring regions by:

- Collaborating with regional and international institutions from different disciplines and backgrounds to identify and describe both primary and secondary sources.

[1] ASEAN members include Brunei Darusalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand, and Vietnam. Timor-Leste is the most recent nation-state in the region.

- Developing internet resources in local church history for seminaries and church leaders.
- Promoting documentation among the governing churches.

From 2005 the Centre has been developing a network and identifying concrete tasks which churches, seminary libraries, and academic institutions—both at the local and regional levels—can collaborate. Such concrete forms of collaboration help create opportunities and capacities for institutions to document and research in the regional churches which would not be possible if they had worked separately.

Specific current projects include:

A. CSCA Documentation Portal:
A compilation of bibliographies, oral histories, microfilm guides (http://www.ttc.edu.sg/csca/epub/epub.htm) and source documents (http://www.ttc.edu.sg/csca/hd.htm) to help churches and researchers to access resources that may not be readily available. See also http://cscadocs.blogspot.com/.

B. Documentation of Christianity in Asia Consortium:
(See http://www.ttc.edu.sg/csca/arch-pres/ciacon.htm and http://www.library.yale.edu/div/ChristianityinAsia/)

Members include Trinity Theological College, Singapore; Payap Archives, Chiang Mai; Hong Kong Baptist University Library; and Yale University Divinity School Library. They all agree to collaborate in three areas: (1) collaborative web presence; (2) collection development; and (3) building bridges with churches and seminaries in their immediate regions.

At present we are undertaking to identify and describe documents of our constituencies. The scope of documents identified include official publications (annual reports, directories, periodicals, and newsletters), "grey" literature (printed material with limited distribution (e.g., literature sent out by denominations to congregations and clergy) and ephemeral material (e.g., brochures, flyers, pamphlets, etc.), archival material, personal papers of church leaders, photographs and oral history. A guide to the documents will be made available on the web.

The centre held a consultation with three Malaysian seminaries in June 2006 to explore ways to improve documentation. The outcome of the consultation is posted on http://www.ttc.edu.sg/csca/arch-pres/dms2006.htm.

C. Forum of Asian Theological Librarians (ForATL)
See http://www.geocities.com/foratl/ ForATL was formed in 1991 with present membership of forty-two seminaries from South Asia, across SE Asia to North East Asia.

Two present projects of interest are the Internet Database for Asia Theological Journals, and the Thesis Database Project. (See http://www.ttc.edu.sg/csca/arch-pres/dms2006.htm.)

The Seminari Theologi Malaysia and Trinity Theological College, Singapore are placing their Thesis Abstracts and Contents online. (See http://www.stm.edu.my/english/index.php?option=com_content&task=section&id=21&Itemid=75 and http://library.ttc.edu.sg/.)

D. Documentation, Archives, Bibliography and Oral History (DABOH) Study Group of International Association for Mission Studies (IAMS) (See http://www.missionstudies.org/dabohbalaton2008.htm.)

A mini-conference on *Mission and Memory: Documenting World Christianity in the 21st Century* will be held in Balaton, Hungary on August 16-23, 2008 IAMS Assembly.

The purpose of the Consultation is to bring together institutional representatives and historians to explore the issues and strategies for documenting world Christianity in the radically changed geopolitical and ecclesiastical contexts in the twenty-first century. The main themes will be: 1) Survey of key depositories; 2) Issues and Strategies for establishing national and regional partnership; and 3) Issues and Strategies for Open Access.

During March 2006, a "Consultation on Resources for the Advancement of Research on Christianity in China" was held in Beijing. (See http://www.ttc.edu.sg/csca/crarcc.htm.) Such models can be replicated in other contexts.

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IV. Conclusion: Who will do what next?

Two of the issues mentioned during section II generated concern and enthusiasm for future action: the process of collaboration and theological librarianship training. It is interesting to note that both fit with two sections of the Association's mission statement: advancement of the profession and purposeful collaboration among libraries. Most of the attendees expressed interest in helping the International Collaboration Committee find creative ways to design theological librarianship training: via Wikipedia, CD training manuals and San José State University School of Library and Information Science program.

The session fulfilled a three-fold purpose: 1) It created an environment that stimulated discussion; 2) It provided a context for networking with international attendees; 3) It offered a space for continuing to think about strategies for establishing national, regional and international partnerships.

Archival Good Works in the 21st Century

Facilitator: Aimee L. Morgan, Pitts Theology Library

Nine ATLA conference attendees met at 1:00 p.m. on June 16 to discuss issues related to the administration of archival collections in theological libraries. The facilitator started the conversation by sharing her experience at the previous year's conference: as a first-time ATLA attendee, she had participated in the pre-conference workshop titled "Seminary Archives: From Passivity to Action." She had been encouraged by the amount of discussion the workshop generated among participants, and proposed the roundtable in the hope of continuing conversation among ATLA members with an interest in archives.

A wide variety of topics were discussed, including:

- Records management within seminaries: the importance of (on the one hand) having support from high-level administrators and (on the other) working closely with records creators to earn trust and cooperation.
- The possibility of forging alliances with development offices to build support for archives programs, and to raise funds for the preservation of archival collections.
- Cultivating donor relations and the importance of tracking provenance of collections.
- How student workers and volunteers can be used to manage the day-to-day workload in archives.
- Ways to tie archival collections into the instructional missions of our institutions.
- Outreach strategies: the importance of building relationships with seminary communication offices and searching out opportunities to promote our holdings.
- Professional development for archivists: becoming involved in regional associations of archivists and informal networks of colleagues.

Cataloging: Paradigm Shift, Adaptation, or Extinction?

Facilitator: Joanna Hause

This roundtable was based on several documents appearing in the last two years:

- "The Changing Nature of the Catalog and its Integration with Other Discovery Tools" by Karen Calhoun
  - This report was commissioned by the Library of Congress; two objectives were to make recommendations for the future library research catalogs and offer a vision and blueprint for change. Based on her presupposition that online catalogs have reached the end of their life cycle, Calhoun recommends that 1) cataloging practice be simplified to a set of basic elements and that the Library of Congress Subject Headings be eliminated as part of the cataloging process, and 2) that local practices and customized workflows be eliminated in favor of "best practices."
  - http://www.loc.gov/catdir/calhoun-report-final.pdf
- "What is Going on at the Library of Congress?" by Thomas Mann
  - Thomas Mann is a long-time reference librarian at the Library of Congress; this paper is in direct response to Karen Calhoun's document. He specifies, refutes, and expands on statements made in the Calhoun report.
  - http://www.guild2910.org/AFSCMECalhounReviewREV.pdf
- "A White Paper on the Future of Cataloging at Indiana University"
  - This paper is also in response to the Calhoun report. Indiana University found that catalogers will become anything but obsolete:
    - their research found that online catalogs will remained important and fundamental and that catalogers' skills will take on increased importance and complexity.
  - http://www.iub.edu/~libtserv/pub/Future_of_Cataloging_White_Paper.pdf

Following a discussion on these three documents, the group focused on types of responses that might be appropriate for ATLA catalogers. Several good suggestions were made and these will be pursued during the coming year.

Contemporary Religious Literature

Facilitators: Jennifer Ulrich (Eastern Mennonite University) and Donna Wells (Southeastern Baptist Theological Seminary)

Recommended Reading

Bakke, Raymond J. and Jon Sharpe. *Street signs: a new direction in urban ministry* (Birmingham, AL: New Hope Publishers, 2006).

Bayard, Pierre. *Comment parler des livres que l'on n'a pas lus?*, *Paradoxe* (Paris: Minuit, 2007).

Beaujon, Andrew. *Body piercing saved my life: inside the phenomenon of Christian rock* (Cambridge, MA: Da Capo Press, 2006).

Bin Ladin, Carmen, and Ruth Marshall. *Inside the kingdom: my life in Saudi Arabia* (New York: Warner Books, 2004).

Brooks, Geraldine. *March* (New York: Viking, 2005).

Brown, W. Dale. *The book of Buechner: a journey through his writings*. 1st ed. (Louisville, KY: Westminster John Knox Press, 2006).

Crace, Jim. *Quarantine*. 1st American ed. (New York: Farrar Straus and Giroux, 1997).

Dean, Debra. *The madonnas of Leningrad*. 1st ed. (New York: William Morrow, 2006).

Dekker, Ted. *Black* (Nashville, Tenn.: WestBow Press, 2004).

—. *Red* (Nashville: WestBow Press, 2004).

—. *White* (Nashville, Tenn.: WestBow Press, 2004).

DiCamillo, Kate and Timothy B. Ering. *The tale of Despereaux: being the story of a mouse, a princess, some soup, and a spool of thread*. 1st ed. (Cambridge, Mass.: Candlewick Press, 2003).

Dick, Philip K. *The divine invasion* (New York: Timescape Books: distributed by Simon and Schuster, 1981).

Doctorow, E. L. *The march: a novel*. 1st ed. (New York: Random House, 2005).

Hawken, Paul. *Blessed unrest: how the largest movement in the world came into being, and why no one saw it coming* (New York: Viking, 2007).

Hirsi Ali, Ayaan. *Infidel* (New York: Free Press, 2007).

Hosseini, Khaled. *The kite runner* (New York: Riverhead Books, 2003).

—. *A thousand splendid suns* (New York: Riverhead Books, 2007).

Jones, Edward P. *The known world*. 1st ed. (New York: Amistad, 2003).

Kallos, Stephanie. . *Broken for you*. 1st ed. (New York: Grove Press, 2004).

Kidder, Tracy. *Mountains beyond mountains*. 1st ed. (New York: Random House, 2003).

Krauss, Nicole. *The history of love*. 1st ed. (New York: Norton, 2005).

Lamott, Anne. . *Plan B : further thoughts on faith* (New York: Riverhead Books, 2005).

—. *Grace (eventually): thoughts on faith* (New York: Riverhead Books, 2007).

Land, Jon. *The walls of Jericho*. 1st ed. (New York: Forge, 1997).

Levitt, Steven D. and Stephen J. Dubner. *Freakonomics: a rogue economist explores the hidden side of everything*. 1st ed. (New York: William Morrow, 2005).

McCarthy, Cormac. *The road*. 1st ed. New York: Alfred A. Knopf 2006.

McDermott, Alice. *After this*. 1st ed. New York: Farrar, Straus and Giroux 2006.

McKee, Gabriel. *The Gospel according to science fiction : from The twilight zone to the final frontier*. 1st ed. Louisville: Westminster John Knox Press 2007.

McLaren, Brian D. *A generous orthodoxy: why I am a missional, evangelical, post/Protestant, liberal/conservative, mystical/poetic, biblical, charismatic/contemplative, Fundamentalist/Calvinist, Anabaptist/Anglican, Methodist, Catholic, Green, incarnational, depressed-yet-hopeful, emergent, unfinished Christian* (El Cajon, CA; Grand Rapids, MI: Emergent YS; Zondervan, 2004).

Némirovsky, Irène and Sandra Smith. *Suite française*. 1st North American ed. (New York: Alfred A. Knopf: Distributed by Random House, 2006).

Paretsky, Sara. *Writing in an age of silence* (London; New York: Verso, 2007). (Her VI Warshawski novels are also recommended.)

Prothero, Stephen R. *Religious literacy: what every American needs to know—and doesn't*. 1st ed. (San Francisco: HarperSanFrancisco 2007).

Rickman, Philip. *The wine of angels*. (London: Macmillan, 1998).

—. *Midwinter of the spirit* (London: Macmillan, 1999).

Robinson, Marilynne. *Gilead*. 1st ed. (New York: Farrar, Straus and Giroux, 2004).

Saramago, José and Giovanni Pontiero. *The Gospel according to Jesus Christ*. 1st U.S. ed. (New York: Harcourt Brace & Co, 1994).

Schroeder, Karl. *Lady of mazes*. 1st ed. (New York: Tor, 2005).

Spencer-Fleming, Julia. *In the bleak midwinter*. 1st ed. (New York: Thomas Dunne Books/St. Martin's Minotaur, 2002).

—. *A fountain filled with blood*. 1st ed. (New York: Thomas Dunne Books, 2003).

—. *Out of the deep I cry*. 1st ed. (New York: Thomas Dunne Books/St. Martin's Minotaur, 2004).

—. *To darkness and to death*. 1st ed. (New York: Thomas Dunne Books, 2005).

—. *All mortal flesh*. 1st ed. (New York: Thomas Dunne Books/St. Martin's Minotaur, 2006).

Taylor, Barbara Brown. *Leaving church: a memoir of faith*. 1st ed. (San Francisco: HarperSanFrancisco 2006).

Winner, Lauren F. *Girl meets God: on the path to a spiritual life*. 1st ed. (Chapel Hill, N.C.: Algonquin Books of Chapel Hill, 2002).

—. *Mudhouse Sabbath* (Brewster, Mass.: Paraclete Press 2003).

Zusak, Markus. *The book thief*. 1st American ed. (New York: Alfred A. Knopf, 2006).

The Christy Award (www.christyawards.com) is designed to:

- Nurture and encourage creativity and quality in the writing and publishing of fiction written from a Christian worldview.
- Bring a new awareness of the breadth and depth of fiction choices available, helping to broaden the readership.
- Provide opportunity to recognize novelists whose work may not have reached bestseller status.

—Submitted by Jennifer Ulrich

Finding the Right Student Workers and Training Them to Perform

Facilitators: James C. Pakala and Stephen G. Jamieson (Covenant Theological Seminary)

Job Description: What do we expect student workers to do?

Defining what we desire student workers to do is foundational and impacts all other aspects of hiring and training. Student workers perform many varied tasks, such as:

- Circulation
- Troubleshooting equipment
- Shelving books
- Helping with technology
- Basic (or even advanced) reference services
- Maintaining the facility

What do student workers do in your context? How does that impact the types of employment candidates that you look for or the kind of training that you do?

Seek: How do we find qualified candidates?

Cast a wide net and be willing to do lots of interviews. Make full use of the resources that your institution provides to reach students:

- Ads on campus job boards.
- Centralized applicant pools within the institution.

- Announcements on web portals/courseware.
- Mass email.

Interview: How do we identify the best candidates?

What is it that you want to find out about your applicants? What information is important to the hiring decision? (GPA? Previous experience? Education? Passion?)

Get a list of interview questions. Which questions fit the job description? Find the ones that you like and that will tell you the information that you need in order to make an informed hiring decision. (For example, see *CUPA Interview Guide for Supervisors*, 5th edition, edited by Melissa Edeburn and Elizabeth A. Wilson, revised and updated by Mary Ann Wersch, 1998, ISBN 1878240668.)

Structure the interview. Have a written agenda (for your reference) that includes your pool of questions tailored to the position.

Have a coworker sit in on the interview. They might see things you don't, confirm or deny impressions, and/or aid your memory.

Test: How do we determine library aptitude?

Shelving: Determining whether student workers have mastered the library's call number system is a particular need.

- For those inclined towards high-tech solutions, computer based training programs such as LC Easy and Dewey Easy (www.librarytools.com) are possibilities.
- For a more low-tech solution, a set of 20–25 wooden blocks with strategically chosen call number labels applied to them can be used as an effective tool as well.

Train: How do we prepare student staff to perform?

Pay attention to the two levels of instruction that are necessary:

- **Orientation**: The general introduction to the organization, the job, and its tasks (i.e. where things are, what services are offered, etc.).
- **Training**: The specific teaching of how to accomplish the tasks required by the job.

Provide specific training on the most common, day-to-day tasks at the beginning. Gradually flesh that out with additional (possibly one-on-one) training over time as opportunities arise. Use a checklist so that you can keep track of what you've covered and what remains.

Provide lots of hands-on practice. For example, when training for circulation, set up some examples ahead of time, such as books that are overdue, billed, recalled for reserve, have holds on them, are from the reference collection, etc. Then role-play with the example books, having the trainees carry out the procedures they have learned and ask for help when they come across something new to them.

Give handouts to the trainees so that they have something to take home with them and can keep as a reminder of what they learned.

Keep a policy and procedure instruction manual at the desk for quick reference. An internal wiki might be a good option for this.

Emphasize customer service.

Supervise: How do we guide staff to ongoing success?

Provide clear expectations. A written list can be especially helpful for students from other cultures.

Become familiar with the personality traits and work habits of your student workers. Some personality types need lots of direction, guidance, and boundaries in order to be productive. Others need only general parameters in order to work well and will appreciate having latitude.

Evaluate performance and provide further training as necessary. In the case of basic reference service, for example, create tests consisting of typical questions that can be administered periodically or make use of "mystery shoppers."

Encourage and reward. Be creative with perks:

- Compliments and thanks for jobs well done.
- Birthday/holiday celebrations.
- Finals care packages.
- Permission to study at the desk when students feel crunched.

Give extra responsibility to those who demonstrate the capability.

How do you motivate people to do unpleasant tasks?

- Don't sugarcoat it. "I know that this isn't fun, but . . . "
- Acknowledge that everyone has to do it.
- Lead by example and be willing to do the occasional menial task yourself.

Further Reading

"The New Science of Hiring" by Stephanie Clifford, http://www.inc.com magazine/20060801/

How to Fill Out Association of Theological Schools Statistics Forms

Facilitated by Eric Friede (Yale Divinity Library)

The original facilitator for this roundtable, Paul Stuehrenberg, was unable to attend the ATLA 2007 Annual Conference. The replacement facilitator, Eric Friede, opened the session by reading a report written by Paul Stuehrenberg on the history of the Association of Theological Schools (ATS) statistics forms. The report also reviewed the history of the relationship between ATLA and ATS in relation to the development and proposed revision of the ATS form. The facilitator then opened the floor to discussion of the current ATS form. A lively discussion ensued and the following concerns were noted:

- What is the difference between a computer database and other electronic resources?
- Should a database be counted as one database only? Or should individual components of a database be counted? What is the correct way to count the components? What about aggregators?
- How should the ATS form be used within a university setting? Specifically, how to account for collections, staff and expenditures when they are integrated into a university library?

- What is the right way to make corrections to errors made in previous forms? How can we make corrections when doing so makes the library look poor to administrators, ATS site visitors, et al?
- Do we report local resources (e.g., what is in the building)? Or do we report resources to which we have access (e.g., consortial resources)?
- How does a new library director deal with formulas used by a previous director that are probably incorrect but have been historically used at the library? Is it better to be consistent from year to year, or to have a truer reflection of resources?
- Is it possible to develop an ATLA interpretation of the ATS form to guide ATLA members in filling out the form?
- The current variation in how forms are filled out by ATLA members makes comparisons between ATLA libraries difficult and lowers the value of the statistics. Libraries that are peers in practice vary too much in their reported statistics for the statistics to be accurate for all of the reporting libraries.
- The ATS form is antiquated: it does not make adequate provision for the variety of electronic resources; it overvalues print collections and undervalues other aspects of library quality including library instruction and other qualitative statistics.
- What value is the form when ATS site visitors know that ATS statistics are only a crude measure of an ATLA library?
- In order to make the bottom line correct on the ATS form, libraries have to "fudge" data to put information in categories where they don't explicitly belong. This is a problem especially in the financial data when the ATS form does not match the accounting structure of a particular institution. For example, a custodian might be part of the library salary budget, but cannot be included in the library salary line on the ATS form.
- The current ATS form does not include any area to include notes about any aspect of the data submitted.
- How do you fill out the form which asks for expenditures when your data is recorded as capitalization?
- How do you account for unpaid or volunteer staff? How do you count a staff member who works 25% of their time for the ATLA library and the rest of their time for a central university library?
- The general consensus of the roundtable participants is that a working group or task force needs to be created by the ATLA board to review the ATS form and develop an alternative form either on its own or in collaboration with ATS. The participants also agreed that ATLA needs to do everything it can to encourage ATS to adopt a new form, whether that form is created in collaboration with ATLA or not. The roundtable concluded with the facilitator asking for volunteers to put their names forward for participation in a working group or task force if one is to be created by the ATLA board. The facilitator has forwarded the concerns of the ATLA members at the roundtable, as represented in this report, to the ATLA board.

—Submitted by Eric Friede, roundtable facilitator

Impact of eJournals on Binding and Microfilm Retention

Facilitator: Christina Torbert (University of Mississippi)

The first premise of many discussions about ejournals is that online journals eliminate the need for print journals. Most librarians know that this premise is not entirely true, but if the conversation starts with this premise, several other conclusions follow. First, no print journals means no binding costs. The librarians at this roundtable had begun to notice some decrease in their binding amounts. It has also been noted that the binding market is shrinking and costs are rising. These signs in the industry indicate that there is less work available for binderies. The second conclusion that may follow from the first premise is that online can replace microfilm. While the subscription prices for microfilm have not been increasing as quickly as print, some titles have jumped greatly, and since ProQuest has recently sold their microfilm business we may be seeing a down-turn in the microfilm industry, too.

While very few of the librarians in the roundtable did not yet subscribe to online journals, some theological libraries have been slow to adopt electronic journals for various reasons. Some reasons to subscribe to online journals are cost, user preference, and space savings. Changing subscriptions to online only can save up to ten percent on the subscription price, but libraries need to be aware that print plus online subscriptions do not save money. Some librarians noted that publishers have begun to view online as their primary delivery platform and are charging extra for print delivery while the libraries no longer have a choice about receiving the online version. While theology is still a print-based field, more students and faculty expect to find their resources online. Libraries are being pressured to meet this expectation. Space has become a problem for many libraries and online journals seem to offer an opportunity to save shelf space and/or drawer space by eliminating the need for storing print or microfilm volumes. Several librarians mentioned that these space savings can be considerable. Removing bound volumes that are represented in JSTOR can free up a great deal of space. Libraries are sending these volumes to off-site storage (which is not an option for many libraries) or discarding these volumes completely.

For years now, faculty and administrators have been wondering if libraries still need funding when all necessary information is online. Some librarians in the discussion said their current administrations are still asking this question. Librarians continue to educate these administrators about the fallacy of this assumption and the hidden costs of online resources. The infrastructure needed to provide online resources is a significant financial investment for libraries and their institutions, and the cost for personnel to maintain access to online resources will quickly overtake any savings realized from eliminating print and microfilm processing.

One of the greatest objections librarians have made to online journals is that usually the library is renting the content, not owning it as they would the print. It is true that with many online resources if a library stops subscribing, they no longer have access. This is especially true of aggregated databases like EBSCO and ATLAS. It was pointed out, though, that unlike EBSCO, ATLAS has tried to ensure that publishers cannot withdraw their content from the database once it has been added. One commonly held resource that does provide perpetual access to purchased content is JSTOR. Librarians need to know that online subscriptions to individual titles may not provide perpetual access to the journal's content, and they should read

their licenses carefully. It is becoming more common for major publishers to grant perpetual access, but it may not be in the original format (CD or DVD-ROM) or there may be an "access fee" charged. If the license allows electronic archiving, libraries should consider participating in LOCKSS (Lots Of Copies Keeps Stuff Safe), an open-source electronic archiving project that copies selected electronic content and makes it available to users if the original is not available at the point of need. Bill Hook is the project coordinator for theological libraries.

Are there "middle of the road" options to this question? Libraries that continue to receive print versions of journals available online can keep the print issues unbound. These issues can be stored in pamphlet boxes, in shrinkwrap, or in off-site storage. This option loses the advantage of space savings, but it does cut binding and microfilm costs while maintaining the print backup. Libraries can make agreements about cooperative purchasing and rely on Inter-Library Loan to fulfill the needs of their patrons. This option depends on access over ownership, and this may not be satisfactory for ATS accreditation. Plus it replaces subscription costs with ILL costs which can be significant. Lastly, libraries could replace print journals with Open Access titles. For this option to be successful, librarians would need to open the discussion on their campuses about scholarly communication and the role universities and schools play in the cost of journals by requiring faculty to publish in high-cost journals for tenure. Institutions can support the Open Access movement by encouraging their faculty to publish in these journals and by accepting those publications as valid for tenure.

Librarians at university and college libraries or at seminaries attached to these institutions are already dealing with the movement to online journals and the consequences for binding and microfilm. At these institutions, it is common for theology to be required to follow the pattern set by the sciences and the social sciences, and to be required to eliminate print and microfilm when the online is available. These institutions also have the infrastructure and the personnel to support the online content. Independent seminaries may not have the same infrastructure or personnel support, and are finding themselves caught between the rising costs of print journals and the cost of that infrastructure.

Looking forward to an ATS Visit

Facilitator: Melody Mazuk (Palmer Theological Seminary)

The roundtable was organized around the journalistic questions "Who? What? When? Where? How? Why?"

Who should be involved in the pre-visit with ATS staff? In the self-study process? Who should be available to meet with the ATS visiting committee? (Every stakeholder group needs to have representation. Every member of the library staff, including student workers should be available. Student workers should be available during the general session with students.)

What counts? (What are your library's goals? Defined outcomes? How do you identify them? Surveys and questionnaires are *indirect* measures. *Direct* measures might include: every student in Old Testament History and Content successfully accessed and made use of *Old Testament Abstracts* at least one time during the semester.)

When does it end? (Assessment is a never-ending process; it is a continuous loop of feedback and change. You need to have specific points on the continuum that are defined and measurable. For example: by the end of year one, every student will successfully have accessed an academic electronic database; or, every level one course will have an assignment that requires demonstrated successful use of the ATLA on-line databases.)

Where does the library/library staff fit into curriculum planning and delivery?

How do you know you have achieved the desired outcomes? How do you make changes to your work (plan) based on the outcome analysis?

Why are we doing all of this? (The Department of Education has moved to an outcomes-based model for evaluating institutions, and all agencies that seek recognition from the DOE —including ATS and the regional, i.e. SACS, MSA, WASC, NCA, etc.—have been required to align their accreditation standards accordingly.)

William Miller, ATS Accrediting staff member and former librarian at the Nazarene Theological Seminary, joined us for our conversation and provided clear and direct answers to specific questions.

Most ATLA schools represented (fifteen) are two to four years out from their decennial re-accreditation visits. The majority of our conversation centered on direct versus indirect measures of assessment and how the library can and should be involved in curriculum planning. The recommendation that came from the group is that some guiding principles for how to 'do assessment' in the library should be developed.

Library Directors vs. Seminary Development Officers

Facilitator: Sara J. Myers (Columbia Theological Seminary)

Although the relationship between library directors and seminary development (or institutional advancement) officers is sometimes contentious, the roundtable discussion focused on fostering good lines of communication and strategizing about ways to cooperate. The group talked about the fact that the development office reports to the president and the board of trustees and that their work agenda is directed by those individuals. Institutional strategic plans and capital campaigns are often what guide their fundraising efforts. Therefore, the library director's participation in the strategic planning process and his/her contribution of ideas to the goals of a capital campaign are critical. If those things happen, the work of the development office will also further the goals of the library.

The group discussed several ways to encourage communication. First, regular meetings of the library director with the president, academic dean, and the development officer could help ensure that the needs of the library will be included in overall institutional planning. In particular, the person to whom the director reports must be kept in the information loop. The library director should consider these meetings as opportunities to "educate" other administrators about the library. Second, the director could develop a case statement about the library's current state and future agenda and distribute it to other administrators for discussion. Third, the director could maintain a "wish list." The list could be divided into large, medium, and small needs, including book collections, equipment, cataloging projects, etc., in each

category. The development officer could use the list for ideas if undesignated gifts are received or if donors indicate that they want to donate "something" to the library.

Participants also considered possibilities for mutual cooperation between the library and the development office. For example, the library could send to development copies of thank you letters sent to donors for gift books. The donors could then be added to the institution's donor database and receive appropriate notices about seminary events. Also, library staff could write articles about the library and its collections for seminary publications, which are often published by the development office. For its part, the development office staff could use its contacts with churches and individuals to promote the idea of donations for the library.

For development staff, cultivation of gift prospects is a long term process, and cultivation of good relations between library directors and development officers is as well.

Material Religion: The Challenges It Poses to Libraries

Facilitator: James Gulick (Haverford College and Swarthmore College)

The purpose of this roundtable was to examine the research approach of Material Religion in Religious Studies, and to discuss what impact this approach might have on library collections.

Material Religion seeks to explore how religion happens in material culture. It studies the physical objects and practices that play a role in everyday religious life. Examples of some of the types of objects for study include fine and popular art, architecture, print ephemera, mass produced materials, board games, bumper stickers, music and dress.

A few fields in Religious Studies such as Biblical Studies have examined material religion in some depth. Also the field of Anthropology of Religion has done a large number of studies on the material religion aspects of various non-Western religions. But the study of how religion manifests in material objects has for the most part not been the primary focus of the study of the religions of the United States.

Some of the significant scholarly resources in this area of study are:

Morgan, David and Sally M. Promey. *Exhibiting the Visual Culture of American Religions* (Valparaiso, Indiana: Brauer Museum of Art, Valparaiso University, 2000). [Had the best bibliography of works on material religion in America at the time it was published.]

McDannell, Colleen. *Material Christianity: Religion and Popular Culture in America* (New Haven: Yale University Press, 1995). [This is probably the most assigned book for courses covering material religion in the United States.]

Morgan, David. *Protestants and Pictures: Religion, Visual Culture, and the Age of American Mass Production* (New York: Oxford University Press, 1999).

Joselit, Jenna Weissman. *The Wonders of America: Reinventing Jewish Culture, 1880-1950* (New York: Hill and Wang, 1994). [Provides examples of material religion in American Judaism.]

Polk, Patrick. *Botanica Los Angeles* (Los Angeles: UCLA Fowler Museum of Cultural History, 2004). [Looks at material religion in African derived religions.]

Lapsanksy, Emma Jones. (ed.) *Quaker Aesthetics: Reflections on a Quaker in American Design and Consumption* (Philadelphia: University of Pennsylvania Press, 2003). [Example of a book that focuses on material religion aspects of a particular Christian denomination.]

Sack, Daniel. *Whitebread Protestants: Food and Religion in American Culture* (New York: St. Martins Press, 2000). [Example of a book that focuses on one particular type of object.]

Material Religion, which began publication in 2005, is the major journal in the field.

Also worth noting is the website for the Material History of American Religion Project, which was active from 1995-2001. [www.materialreligion.org]

Most libraries have not started collecting material religion resources beyond books. Some exceptions are denominational archives, especially archives that have exhibit or museum space. Libraries such as the Quaker collections at Haverford and Swarthmore Colleges exclusively collect print materials, but benefit from having nearby local historical associations and museums which do collect nonprint Quaker material religion resources. A few university libraries have collections of popular culture materials which include material religion resources.

For libraries that are thinking of starting a Material Religion collection there are a number of issues that need to be considered. The three most important issues are selection, storage, and access.

The starting point in deciding if one should begin a material religion collection is determining what should be collected. Are the materials being collected to support a scholar's research or his/her classes? Are the materials being collected to enhance the range of materials which serve to record the activities and history of a particular denomination? Should certain types of materials be collected and not others? Once the type of materials that will be collected is determined, how will they be acquired? Librarians have various established means of learning about newly published books or older key works in areas in which they are doing retrospective buying, but how do they identify the nonmonographic materials they may be interested in? And then how do they actually acquire these materials? It is not unusual for scholars in the area to not know about the existence of some materials they may be interested in until they serendipitously 'stumble' across them.

Storage is another key issue. Most libraries are designed to house books. Can libraries provide adequate storage facilities for nonmonographic materials? Many items would be problematic to store on library shelving. For various reasons other materials are probably best suited to be housed in nonpublic areas.

As with monographs, one storage option is digitization. The Cooperative Digital Resources Initiative (CDRI) of ATLA (www.atla.com/digitalresources) provides access to over 14,500 images. Digitization offers both possibilities and limitations. It makes demands on staff time and expertise. Server space is needed as well as the commitment to maintain the space and address any future technological changes. Digitization can increase access (as with the CDRI)

but when dealing with copyrighted materials the access may be limited to only personal use. But even with the CDRI a number of images are not downloadable in a form that is useful to researchers. While the Internet Archive and the ArchiveIt sites can address some issues related to archiving various versions of websites, they also present problems such as dead links, cost, and copyright issues. It is also interesting to note that many of the scholars and students working with material religion objects prefer to work with the original object and not a digitized image of the object.

When faced with these as well as a number of other issues, it is not surprising that few libraries are systematically building significant material religion collections.

Middle Ground: Next Steps for Mid-Career Librarians

Facilitated by Laura C. Wood (Harvard Divinity School)

About a dozen people participated in this round table, making for an intimate group conversation. The hour was spent asking each other questions and offering personal experiences about past and present challenges of career development in libraries.

Being neither "new" anymore, nor nearing the retirement stage, librarians spend the bulk of their careers in this "mid-career" stage. At the opening, Laura offered three comments from her own experience of moving into the "mid-career" stage:

1) Turnover is good: it isn't a betrayal to take a new job. Turnover is healthy for people and for institutions.
2) Mentors are wonderful: make sure you have at least one, even if not "officially" designated as such.
3) Humor is essential: seek it out and share it with colleagues (some relevant humor pieces were distributed).

From this initial introduction, we quickly turned to discussion. The following is a list of some of the issues raised: how to determine if/when to become a manager, supervisor, or director; whether or not to interview if you are not 100 percent sure you want the job; the difficulty of becoming "good at interviewing;" strategies for preventing burn-out; location restrictions and the effect on career development opportunities; the option/effect of lateral career moves; sabbatical opportunities for librarians; staff relationships when you take new roles of authority; and leadership training opportunities.

Rather than reaching any final conclusions or answers, the group offered each other collegial support, advice and sympathy. Finally, all participants were encouraged to share their experiences, desires, and opinions of training opportunities with the ATLA Professional Development Committee as they look towards addressing some of these issues.

Newly Employed, Seeking Employment

Facilitated by Rachel Minkin and Jennifer Tsai (Graduate Theological Union Library)

As fairly new librarians ourselves, we were interested to meet with fellow new librarians and those seeking employment as librarians. We wanted a forum where we could openly discuss the problems and concerns common to us as well as sharing solutions and advice. Our roundtable proved to be a very informative experience, with several library directors joining in the dialogue with new librarians and library students.

Some questions and concerns touched upon were:

- Do you need a degree in theology or religion to be hired in a theological institution?
- How do you get that first job? (Volunteering? Networking? Prior degree?)
- What were you not prepared for in your search?
- What were you not prepared for at your job? (This, by far, was the biggest part of the roundtable.)

As an added feature, we included a short handout of library materials that we found helpful in our positions.

The following titles will help you familiarize yourself with Religious and Theological resources.

Encyclopedias

- *Encyclopedia of Religion*, 2nd ed.
  With almost 3000 entries, these signed articles are written by top researchers in religion and allied fields. An excellent first stop in beginning any research.
- *Encyclopedia of African and African-American Religions*
  An A to Z listing. Contains an extended bibliography, which supplements those that accompany the articles in this volume. Nicely illustrated.
- *Encyclopedia of American Women and Religion*
  Includes women who influenced American religion and whose influence continues to be felt. Also covers religious denominations and women's religious-based organizations.
- *Women in Christian History: A Bibliography*
  Points to resources about women in historical periods, ethnic and national groups, denominations and sects, hymn writers, and social reform and social work.
- *Catholic Encyclopedia*
  Despite the title, the scope is much broader than just the Catholic Church. This source contains a lot of church history information. The older edition is completely different from the new and often covers topics that had faded into obscurity by the time of the new edition.

Bibliographies and Handbooks

- *Modern American Popular Religion: A Critical Assessment and Annotated Bibliography*
  Arranged thematically; for example, "Evangelicalism, Fundamentalism, and the Religious Right" and "The Ethnic Dimension of Popular Religion."

- *Women in American Religious History: An Annotated Bibliography and Guide to Sources*
  Older but valuable guide to sources on women and religion in the United States.
- *Handbook of Denominations in the United States*, 11th ed.
  Appendix 3: Relationships of Church Bodies to One Another is useful for those studying church history… whether the entire history of the Christian church or a particular denominational history. The flowchart allows readers to visualize how denominations have grown and split over time.
- *Religion Journals and Serials: an Analytical Guide*
  This is an annotated bibliography that provides useful blurbs about various religious journals and serials in print, up to 1988. Scope widely covers Christianity, and covers history of religion, Judaism, Islam and other religions to a lesser extent.
- *Theological and Religious Reference Materials*
  This three-volume set covers Biblical studies, practical theology, systematic theology and church history.
- *IATG2: International Glossary of Abbreviations for Theology and Related Subjects*
  Mostly used to unravel international religious studies and theology journal abbreviations, *IATG2* also has a title-to-abbreviation index so scholars can make use of internationally recognized abbreviations in their works.

Dictionaries

- *Oxford Dictionary of the Christian Church*, 3rd ed.
  A one-volume encyclopedia with amazing coverage of just about everything in the realm of church history, biographies of important figures in Christianity, theological terms, denominational information, etc. This is a great resource for catalogers who need background information for subject analysis.
- *Eerdmans Dictionary of the Bible*
  This work is another great resource for catalogers. It provides concise information on Biblical characters, events, and places as well as explanations of Biblical narratives.
- *Harper Collins Dictionary of Religion*
  This resource is helpful for an overview of religions of antiquity, Asian religions, Islam, Judaism, New Religious Movements, and the study of religion. It also covers overarching religious topics, like death or gender roles.
- *Dictionary of Modern Theological German* and *Modern Theological German*
  These two German-English dictionaries provide much needed assistance for catalogers who can't find the English definition for difficult German theological terms.

Playing Nice in the IT Sandbox: The Relationship Between Library and IT

Facilitator: Blake Walter (Northern Seminary)

Libraries have been in the IT business since before there were information technology departments. We have a tendency to associate "IT" with computer technology, but information

technology does not have to be computer-based. The card catalog and, before it, the book catalog are also forms of information technology. In our efforts to organize information and make it available to patrons, we librarians have used many different kinds of technology over the centuries to arrange and display information more (or less) efficiently. The book itself in codex form is a fairly efficient piece of information technology that has been widely accepted and has been persistent through time for the past 1500 years or so.

Computer-based IT did not impact libraries until the 1960s when MARC format was developed. As with many other kinds of digital innovations, the original goal of MARC was to create analog output more efficiently—metadata was the means by which a more efficient card catalog could be printed. It was not long, though, before IT became an integral part of *what* libraries were doing and not just *how* they did it. Does anyone remember the green-screen OCLC terminals with 8088 processors? For many of our campuses, these were the first computers in regular use, and not only did librarians have to worry about the care and feeding of their 8088 terminals, they had to request the installation of multidrop dedicated phone lines as well. From the OCLC First System to PRISM to Passport to Connexion, we have already lived through a number of system migrations regardless of which generation ILS your library is on.

It was during the late 1980s and early 1990s that the advent of the current campus IT department took place. The developing Internet, cheaper computers, the advent of Windows, and growing campus networks all contributed to a need for a department that could coordinate and prioritize the implementation of swiftly evolving technologies from a top-down, campus-wide perspective. Thus the library found itself to be one part of a larger IT picture. It was not uncommon in the 1990s for campuses to reorganize the IT budgeting and purchasing process. Many departments during this time lost departmental equipment or technology lines that were folded into a campus-wide account managed by the new IT department. The library no longer ordered the latest workstation configuration recommended by the state network; library IT purchases were coordinated with lists of supported hardware and operating systems, and Internet access was provided through the campus network rather than through dedicated OCLC lines.

Over the past twenty years, three models of library/IT relationships have developed: the island model, the united kingdom model, and the interstate model:

In the island model, both the IT department and the library have their own separately run areas of influence. This can be a congenial separation of affairs, though the sharply divided boundaries between departments that result in the island configuration are often the source of turf wars instead. This tendency toward fomenting interdepartmental conflict often forces the island configuration to eventually resolve into one of the other two configurations.

In the united kingdom model, there are no longer two separate departments. The crucial question, though, is where the capital is located. The presentation earlier in this conference from Asbury Theological Seminary about the Information Commons model is a good example of where the library and IT departments have been merged into a united kingdom under the authority of the IT department. Conversely, it is possible to have a united kingdom model where the Library Director or Dean of Libraries is also the head of campus IT. At its best, the united kingdom model allows for the strengths of both IT planning and library services to

complement each other, improving both service and planning across the campus. At its worst, the united kingdom model can result in a pairing of unequals where one agenda trumps all others, resulting in either IT or library staff subsisting as second-class citizens depending on where the capital is located.

The third model, the interstate model, reflects the way that the U.S. interstate commerce system works. States have their own sovereignty, but commerce and communication between the states are facilitated to the benefit of everyone. There are boundaries between the library and IT, but unlike the island model, they are not sharp divisions between departments, but often are mutually agreed upon divisions of labor and responsibility designed to foster cooperation rather than competition. Where this is a well-regulated process, cooperation should be the end result. When budgeting, communication, or other regulated processes between departments break down, the interstate model is apt to splinter into the island model resulting in competition and conflict.

I believe there will continue to be a blending of IT and library responsibilities that will require campuses to develop either the united kingdom model or the interstate model. In the library, IT is already part of the infrastructure necessary to do our work. If there is not an openly cooperative relationship with the campus IT department, it will impair the library's ability to carry out its mission of collection development and connecting researchers with the necessary resources for their scholarship. Library resources, though, remain one of the primary reasons why campus users need information technology. If the IT department does not actively work with the library to improve access to library resources, it will divorce itself from the academic mission of the institution. Whether following the united kingdom model or the interstate model, institutions will only benefit from cooperation between the library and IT if they effectively plan for it and take the necessary administrative steps to encourage it.

Some further reading:

Digby, Todd R. "Managing Library Technology Resources Jointly: Collaborative Headache or Panacea?" *Computers in Libraries* 21:1 (Jan 2001): 56-60.

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Present and Future Racial Diversity Issues of Theological Librarians

Facilitator: Susan Ebertz (Wartburg Theological Seminary)

About twenty people gathered together in a discussion on racial ethnic issues that we see in our libraries, academic institutions, and in ATLA as an organization. We also suggested plans for future ATLA programs and talked about next steps.

Our list of issues included the following:

- Silence. People do not want to talk about it.
- Institutional racism. Some people do not see it.
- Ignorance. Some misname issues.
- Financial limitations prevent more being done.
  - What voices do we bring to our library collections?
  - How do we do this with limited budgets?
- What is the mandate in bringing in other voices?
- Cultural racism
  - Assimilation: both the negative and positive parts
  - Problems still here
- Us vs. them
- Should there be separate collections, e.g. Hispanic collection? Or should all materials be in one main collection?
- Faith formations of others. Do we have services to help those of other faiths?

Some of the feelings shared about these issues included the following:

- Frustration
- Invisibility. Some felt invisible.
- Not valued: There is recognition of cultural differences but this difference is not valued.
- Separation. Feelings of being separate from others.

Some of the ideas which we had for future ATLA roundtables or presentations included the following:

- Resources: share lists of books from other voices?
- Services: how can be better provide services for racial ethnic students?
- Attitudes: how can we help to change attitudes?
- Place, safe environments: how can we provide a place, a safe environment?

We also talked about creating a formal structure. Several people volunteered to look into it. One person volunteered to do a roundtable on resources for 2008.

Preserving the Firsts . . . and Lasts

Facilitator: Tony Amodeo (Loyola Marymount University)

Guest Speakers: Judy Knop (ATLA), Edward Starkey (San Diego University)

Purpose

This Roundtable was convened to deal with the problem of significant denominational materials, beyond books and serials, whose preservation are often neglected. Tony Amodeo did a preliminary survey via ATLANTIS to help identify those denominational and interdenominational repositories which might be willing to accept last copies of hymnals, prayer books, catechisms, pamphlets, personal papers, institutional histories and ephemera, and take responsibility for preserving them. The results of the surveys were instructive: Seventy-seven members of the ATLANTIS discussion list took the survey. Of the seventy-three librarians who responded to the question, twenty-five or 34.3 percent did **not** know of a repository for their institution's denomination, and of the fifty-five who responded to a follow-up question, twenty-five or 45.5 percent did **not** know of one for their own personal denomination, if different.

Observations

Mr. Amodeo reached the conclusion that several issues needed to be addressed, including:

- Awareness—librarians need to have an idea that this problem exists, and that they can do something about it. Many libraries are under financial and space pressures, so librarians need to know there is somewhere they can send materials of some significance if they must be removed from the local collection.
- Bibliographic Access—we need a way for a librarian to find out if the item about to be weeded or discarded is unique, or if a copy of the artifact is being permanently held and preserved somewhere, whether at an academic or seminary library, an archive, an historical society or other institution with a preservation mission. These institutions need to provide easy access to collection information.
- Communication—there needs to be a way for libraries, archives, historical societies and even museums to communicate with each other in their common mission to preserve the artifacts of religious history.
- Data/Metadata—denominational and interdenominational repositories will not submit to becoming "dumping grounds." They are also under financial and space pressures and have limited resources. A system must be worked out for prior approval of transfers, including accurate description of the items involved. Importantly, the institution donating the material must include clear, specific and complete information about each item and collection, going beyond the MARC record to give full context and significance, so that the items preserved will have the potential for access for research use. Any program should have carefully wrought guidelines and standards in place.

If we are not to lose a significant portion of our religious history, in both informational and artifactual form, we must act, and act soon. Present and future digitization projects give

us some possibilities, but if we don't preserve the physical materials themselves soon, what will we have left to digitize?

Judy Knop: Digitization Coordinator for ATLA

Judy Knop talked about the future of ATLA's preservation program.

ATLA currently solicits grant support to fund its preservation projects, and grants don't necessarily guarantee cost recovery. The Cooperative Digital Resources Initiative (CDRI) was successful, but there were headaches for the volunteer coordinators and ATLA staff, as submissions often did not meet the stated guidelines, causing delays. Despite the grant funds being exhausted (in part due to these delays), ATLA is working to finish Phase 4 of CDRI. Foundations are funding more digitization and fewer microfilm projects. If ATLA members formed a cooperative project, we would need to resolve issues such as insuring preservation standards regarding handling and storage. We would need to determine what role ATLA members, and the organization itself, would play in creating, leading, implementing and funding such a program. We would need to think about issues such as preservation-level storage facilities and backup copies for any filmed or digitized records we create. ATLA could provide guidance, but members would have to take an active role to resolve such issues. At present, although there are "best practices" established for digitization, there are no established standards.

Edward Starkey: University Librarian, University of San Diego

Ed Starkey spoke about the Catholic Research Resources Initiative (CRRI).

Given over a billion Catholics around the world, and the long history of the institution as both creator and preserver of cultural traditions, there is obviously some importance to creating access to the treasury of materials held at Catholic institutions. This project provides a portal through which a number of Catholic academic institutions are able to provide access to their holdings. At this stage, the project is focused on digitized materials from their special collections and other rarities. Providing a portal, rather than attempting a centralized digitization project, avoids a lot of problems. However, each institution must be responsible for following the established technological parameters and guidelines, for the sake of compatibility and universal access. The pilot stage has occurred, and the project will be opening to broader participation from additional Catholic universities and colleges, projected to "go public" in 2008. The CRRI Web site is at www.catholicresearch.net.

Survey Results

Mr. Amodeo then showed the audience excerpts of the summary pages of the two surveys he had sent out: After the ATLANTIS survey, he did a follow-up survey of the repositories identified by ATLANTIS members, and of the repositories listed as (asterisked) official depositories of their denominations in the 2007 *Yearbook of American & Canadian Churches* to gauge their willingness to participate in such a project. Looking through the results, it was apparent that, though awareness of the problem exists, many librarians have no idea where they might send the materials under consideration, but that most of the respondents had at least some willingness to participate in preserving them. The repositories themselves were very positive in their responses. All were open to being identified to ATLA members, and almost all were open to having their information publicized at large. Tony commented that, in searching

Web sites to confirm information for each identified institution, for most it was difficult to find information about the repository itself, including contact information, its collections, and the possibility of donating materials rather than money. One often has to use the internal search engine to find information about an archive or depository within a larger institution.

Discussion

(It is to be noted that interest level was high, and that many of the participants stayed for fifteen minutes beyond the scheduled end of the session.) A handout of "discussion starter" questions was distributed to the participants, which included the Web site to Indiana University's planning and guideline pages for digitization, www.dlib.indiana.edu/aboutplanning/selection.shtml.

Carisse Berryhill (Abilene Christian University) gave an extensive review of her denominational and local situation, including the fact that there were many congregation-tied archives now staffed by elderly volunteers who, when they depart the scene, will take most of the history of the congregation with them. As new pastors come and go, reassignment of space may include jettisoning of most if not all older materials. Carisse suggested that ATLA could be of great help in putting institutions in touch with possible sources for funding preservation projects. Sara Harwell (Disciples of Christ Historical Society) brought up issues about the variants in technological formats, and difficulties in transitioning between formats, including the need to update constantly. There were a number of other comments and cautions offered by the participants, including the unproven permanence of digitized information formats, leading to the importance of preserving the artifact itself, digitized or not. There are smaller institutions without any possibility of supporting a preservation project, perhaps not even postage for sending materials. Possibilities regarding NEH and other grants, and ATLA as a center for coordination and guidance were presented. Bruce Eldevik (Luther Seminary) asked that the survey results be included in the *Proceedings*. As this was not possible, the presentation has been mounted by ATLA at the following address: ftp://ftp.atla.com/public/proceedings/amodeo_07.ppt. Tony Amodeo is available for suggestions, questions, or requests via his e-mail address: aamodeo@lmu.edu.

Future

Finally, two questions were posed to those participating: First, would a Web page directory of repositories willing to accept denominational materials be of help? Second, was there enough importance to and interest in the issues presented to warrant an ATLA interest group? The answer to both questions was overwhelmingly positive. The hope is that ATLA members will work together to bring both of these projects to fruition.

Professional Ethics in Theological Libraries 2

Facilitator: Gary F. Daught (Milligan College)

Recap from Last Year's Roundtable

The following key points and observations were gleaned from last year's roundtable, *Professional Ethics in Theological Libraries: What, Why, and How?*:

- Professions control or mediate specialized knowledge, expertise, or services upon which other people are *dependent*.
- The imbalance in this relationship is subject to potential abuse. Thus, a profession necessarily operates within a *relationship of trust* with those who are dependent upon professional knowledge, expertise, or service.
- A profession might take the initiative to communicate trustworthiness through demonstrated *competence* and *commitment* in its use and delivery of the knowledge, expertise, or service under its control/mediation.
- Most, if not all, of the participants in last year's roundtable considered themselves to be ethically-minded, and agreed that it is important to act ethically in the practice of their profession as theological librarians.
- We are somewhat 'predisposed' by our theological contexts to possess an ethical consciousness or orientation. (This was meant as an inherent strength or resource upon which we might draw for guidance.)
- However, there was (again) a reticence expressed by some of the participants to move the conversation from the *personal* to the *professional* level within the ATLA. "Apart from institutional inertia, perhaps the biggest barrier to developing *articulated* ethics resources within ATLA is the fear that, in view of the theological/confessional diversity among the membership, we could never reach consensus on wording or action" (*Summary of Proceedings*, 2006, 298).
- Over against this reticence, others observed forces in ATLA, and in the theological library profession that argue for beginning to more directly address the issue of professional ethics:
  - The evolution of ATLA toward a more formal, less "grassroots" professional association
  - Ethical implications of marketplace competition as ATLA continues its growth into the publishing arena
  - The increasingly complex information environment in which we all work
- One concrete action resulting from last year's roundtable was the formation of the ATLA-Ethics listserv as a place to continue conversation about professional and informational ethics within and among the ATLA membership. (ATLA-Ethics is open to any ATLA member. Visit the list web page http://atla.com/member/atlantis_discussion_groups/atla-ethics.html for subscription information.) Conversation on the list has been light, but the idea to bring a second roundtable conversation on professional ethics to the 2007 ATLA Conference did originate there.

A Modest Proposal

At its inaugural meeting on May 18, 1888, the nineteenth century English philosopher Henry Sidgwick addressed the Cambridge Ethical Society and proposed a possible solution to our dilemma of theological/confessional diversity. He said:

> [While] not avoiding difficulties . . . [our aim] is to get beyond the platitudes of copybook morality to results which may be really of use in the solution of practical questions . . . not endeavouring to penetrate to ultimate principles, on which we can hardly hope to come to rational agreement in the present state of philosophical thought. —"The Scope and Limits of the Work of an Ethical Society," in *Practical Ethics: A Collection of Addresses and Essays* (Oxford, 1998, 7)

Sidgwick contended that it was not essential to "penetrate to ultimate principles" as to the origins of ethics—principles about which we may have legitimate disagreement—before real progress can be made "in the solution of practical questions" of ethical action—concerns about which we likely have substantial agreement. In short, if we focus on the elements of our professional *practice* rather than on our diverse theological or philosophical *foundations*, we should be able to make progress in our conversation of professional ethics within ATLA.

Conversation Objectives

- Articulate the elements of our professional practice as theological (and allied) librarians.
- Identify an ethical issue or two that might surface with each of these elements.

The Conversation

The conversation that ensued did not attempt to formulate any ethical statements or solve any ethical questions. The purpose was simply to *articulate* elements of our professional practice as theological librarians, and become *aware* that ethical issues arise on a daily basis within the context of these elements.

Numerous elements were identified, such as the selection of resources, delivery of reference services, circulation, preservation, the relationship of the library to its parent institution, library instruction, personnel issues, etc. Time only allowed for us to deal with a couple of these elements. However, some practical ethical questions were raised (for example) in the context of selecting resources for the library collection: How much effort do you make to offer balanced coverage on a given topic when you know of resources that promote positions on the topic at odds with personal or institutional beliefs or perspectives? To what degree is this question further complicated by limitations of space and budget?

The conversation was engaging. The roundtable participants readily identified with the ethical issues raised in the elements of our professional practice we were able to discuss. Allowed to frame the conversation in this way, the exercise confirmed that the ethical issues we face are largely *practical in nature* and that we desire *practical guidance* in dealing with them. Though no solutions were proposed as to how this practical guidance might be formally provided within ATLA (intentionally so), the conversation suggested, at least, that our theological/confessional diversity need not be a barrier to making progress in this direction.

Where Do We Go From Here?

The closing moments of the roundtable turned to how we might keep the conversation going. It was suggested that we open the conversation to the larger ATLA membership on ATLANTIS (and ATLA-Ethics), maintaining the roundtable format. So as not to overwhelm the conversation, a single element of professional practice could be identified at a time. Feedback would be solicited on the ethical issues that arise from this practice. Subsequently, practical guidance could be solicited for how one might respond in an ethical manner to the issue raised. From these extended conversations a collected body of responses might serve as the basis for formulating a statement of professional ethics within the Association. This approach invites broad-based buy-in since it originates from the membership.

No decision was made as to who would initiate this larger conversation, although the roundtable participants seemed to assume that the roundtable facilitator would do this! Conversations with individuals following the roundtable, however, suggested that others might also be interested in giving time and energy to this process.

Putting Students First: Active Learning in Library Instruction

Facilitator: Miranda Bennett (University of Houston)

In this roundtable session, attended by about thirty-five people, participants discussed the definition of active learning, the advantages and challenges of incorporating active learning into our classes, and both general approaches to and specific examples of instructional activities.

What is active learning?

After opening with an example of active learning—a "think-pair-share" activity, in which participants thought of an example of active learning, discussed this example with a partner, then shared a few ideas with the whole group—we talked briefly about the definition of active learning. For our purposes, we found it sufficient to think of active learning as "anything but the lecture," and I offered the definition given by Charles Bonwell and James Eison: "instructional activities involving students in doing things and thinking about what they are doing" ("Active Learning: Creating Excitement in the Classroom," available at http://www.ericdigests.org/1992-4/active.htm).

Advantages and Challenges

The group discussed some of the reasons we use active learning techniques or would like to use them, as well as some of the challenges that stand in the way of our using them.

Advantages:

- greater student engagement
- reduced instructor boredom
- students get to try out the skills you want them to learn and ask questions in the moment
- needs of different learning styles can be met
- promotion of useful skills like teamwork and persuasive speaking

- students get opportunities for peer teaching and learning
- informal assessment, since you are able to see where students are having difficulty
- appeal to non-traditional-aged students who have real-world experience learning on their own

Challenges:

- takes so much time!
- loss of control of classroom
- need for extensive preparation (for activity itself and for its possible failure)
- difficulty of finding ideas for activities
- cultural/language barriers
- can create difficult ethical situations (e.g., a class wiki that students use inappropriately)
- creating activities for potentially tough audiences (e.g., graduate students, faculty)
- working with a pre-existing group dynamic in the class
- students may not be familiar or comfortable with active learning
- can be just busywork, without clear educational purpose
- students might leave with or pass along misinformation
- unequal skill levels among students

Instructional Activities

We discussed a wide range of possible activities to be used in library instruction sessions. A summary list of general approaches and specific examples is provided below.

Jigsaw activity: This is a general approach to active learning. The instructor divides up a set of related tasks (e.g., several databases relevant to the class subject) and splits the class into small groups. She then assigns one part (e.g., a single database) to each group. The groups are given a set amount of time to work on their part and asked to prepare comments to share with the whole class. The activity ends with short presentations from each group about what they learned.

Think-Pair-Share: The class is asked a question and invited to reflect silently on it for a minute or two. Students then pair up to discuss the question for another minute or two. Finally, several students are asked to give their responses to the whole group. Despite the gimmicky name, this is a great activity for encouraging discussion, and it does not take much time.

Watch, then do: A very basic approach to active learning, in which the instructor demonstrates as skill (e.g., a keyword search in the library catalog), then asks students to try out the same skill.

Race to a goal: Just as the name suggests, the instructor gives the class a straightforward assignment (e.g., correcting an incomplete citation) and asks students to find the solution as quickly as possible. Students who finish first can help their classmates. (This is a great informal assessment technique, too, since students seem quite motivated to do their best when in a competition.)

Small group discussion: A classic instructional activity with great flexibility, this works particularly well for brainstorming exercises, and students often benefit from being given a specific task (e.g., produce a list of relevant keywords) to complete with the discussion.

Student-produced materials: Students are asked to create some kind of end-product (e.g., a handout or poster) out of their activity. This is time consuming, but it focuses students' attention on a goal and, ideally, leaves them—and their classmates—with something useful.

Role playing: Students are asked to play a part, in which they demonstrate skills relevant to the class. For example, one student might take on the role of a church member who needs information about local social services, and another would play the part of the pastor, who needs to find the necessary information and evaluate it.

Games, contests, puzzles: All kinds of instructional activities fall into this category, including trivia competitions, crossword puzzles, and scavenger hunts. These can be tricky to use with older students and always run the risk of being, well, pedagogically dubious, but if they suit your teaching style, they can be a lot of fun.

Handout completion: This technique is a simple, non-threatening way to encourage greater student engagement. The instructor simply leaves some information off a handout for the class and asks students to fill in the missing parts. This calls on students to pay attention and allows them to record what they learn in their own words.

Social software: Blogs, wikis, and other tools offer a lot of interesting possibilities for active learning. Particularly well suited for librarians working with a class over the course of a semester or year, social software can enable students to create collaborative reference resources, report regularly on research projects, solicit feedback from classmates and instructors, and much more.

Minute paper: In this quick activity, the instructor asks students to answer a question from the material that has been covered (e.g., "What is the effect of the words AND and OR on a database search?"). Students take a minute to write down their responses, which can be discussed and/or collected (potential assessment opportunity). This activity can be adapted to serve as a pre-test/post-test, as well.

For more information and ideas

The enthusiastic participation of attendees at this roundtable suggests that ATLA members are interested in and excited about teaching and learning. More information about and ideas for active learning can be found through the list of website links I prepared for this session (http://del.icio.us/mirandabennett/active-learning) and the wiki I created to post a summary of our conversation (http://activelearningroundtable.pbwiki.com/).

Re-construction of the St. Charles Borromeo Seminary Library

Cait Kokolus, St. Charles Borromeo Seminary

The Ryan Library Building, dedicated in 1913, underwent a total renovation in 2004-6. Like a grand old lady who is more comfortable with card catalogs than computers, the library was unable to accommodate the electrical revolution that has transformed the information world. In addition, poor lighting, leaking ceilings, rotting windows and overflowing shelves demanded a total face-lift. After a cost-benefit comparison with new construction, the decision was made to renovate the library at a cost of $6 million dollars.

The Project

The project began with the hiring of a structural engineering firm to act as consultants. With its help, a small committee including the librarian, identified five architectural firms who were recognized as having library design experience, and three of those companies chose to make a presentation. Wallace, Roberts and Todd, Inc. was chosen for its innovation, experience, working style and ability to meet deadlines.

The total time of the project was just under two years. The design of the building, the bids by construction companies and the award of the contract took approximately 15 months. The construction itself, while estimated to take 13 months, took 16 months and the post-construction phase when furnishings and books were put in place, required two months.

The financial aspect of any renovation is challenging, and the library was no exception. Fortunately, the construction occurred at a time when Cardinal Bevilacqua of Philadelphia was anticipating his retirement. A plan to rename the building The Anthony J. Cardinal Bevilacqua Theological Library Research Center at the Ryan Memorial Library provided an avenue for friends to honor him, and, at the same time, help the library. Funding was also provided by a low-interest loan from the Archdiocese of Philadelphia.

Since the library remained open during the renovation, three major book relocations were planned as part of the project. The committee developed an RFP and circulated it to five library moving companies, and chose one mover whose price was in the middle range, and who presented several excellent references. The contractors began the renovation in the lower level of the library, a decision that required the moving company to make its initial visit to box pre-1970 periodicals and place in storage. After construction on the lower level was completed, the construction firm moved upstairs and the movers returned to shift the main theology/philosophy book collection, current periodicals, and the reference section downstairs. The moving team shifted the remaining collection to accessible storage, enabling the library staff to retrieve books on a daily basis. When the contractors completed the upper level, the moving company returned to shift the reference and main collection upstairs, and to settle all the bound periodicals and the supplemental collection in their permanent home on the lower level.

Difficulties

The library staff encountered several unforeseen difficulties during construction. Water proved a constant enemy, and was responsible for four incidents, two of which were quite serious. The first involved a very leaky roof over the reference collection after the construction crew had cut holes for pipes, but had not covered them during a severe rainstorm. A range and a half of the reference collection needed to be freeze-dried, which we were able to accomplish with walk-in freezers located on campus. The second major incident occurred on the upper level, and damaged the newly renovated area below it, including an office, books and carpeting. A radiator had been turned off on the upper level during zero degree temperature while windows were being replaced. A pipe burst at 5 A.M. and was not discovered until the library staff came to work at 8:30 A.M. Three ranges of soaked books were wrapped, boxed and moved to a book restoration facility within twelve hours.

The same week in which the first incident occurred, the owner of the construction firm, who was checking the roof to see if his company were liable, fell through the ceiling. The staff

was very grateful that he was not hurt. Two days later, the circuit breaker in the main library hallway caught fire, and a fire extinguisher was necessary to put it out.

Lessons Learned

In preparation for the construction, the library director and reference librarian had, on the advice of several workshop presenters, updated the library's disaster plan. Supplies were on hand, and phone numbers easily available. In addition, the Seminary had two clauses written into the construction contract. The first, a "torch clause," stated that when an open flame was used as part of construction, the area must be watched for an hour after the torch is turned off. The second clause saved the Seminary thousands of dollars. It stated that if any of the collection were damaged because of the construction, the construction firm must reimburse the Seminary for the cost of replacements, plus handling.

The one challenge the library staff faced for which it was unprepared was constant difficulties with the moving company. Although the company chosen had excellent references from universities and museums, it performed poorly. Perhaps the supervisors and crews it sends to institutions differ. The crew that was sent to St. Charles was not trained in the Library of Congress classification, or even in moving classified books. Despite the best directions the library staff could give, it took six months to straighten out the collection.

The Result

The library's reconstruction was well worth the effort and expense. The building is up to code, ADA accessible, and fully internet accessible through a mixture of wired and wireless networks. Invisible smoke detecting beams criss-cross the vaulted ceilings as an early warning fire system, and three new HVAC systems maintain a constant environment. Floor space has doubled, and shelf space will accommodate thirty years' growing room.

The building appears much more spacious with the addition of five group study rooms, a computer lab, new carrels, and several lounge areas. Light from the 114 new windows and electrical fixtures fills what once was a dreary space.

What is unique about the reconstruction of the St. Charles Borromeo Library is its classic elegance. The project emphasized the neo-Renaissance lines of the building and included restoration of some original fixtures, such as the chandeliers. Like a grand old lady whose good bones preserve and enhance her beauty, the building's structure provided for a reconstruction that architecturally enhanced the original design.

Theological Librarianship: A New Online Journal

Facilitator: Andrew Keck (Duke University)

The discussion was convened by Andy Keck (outgoing chair, Publications Committee), and Ron Crown and David R. Stewart, co-editors of the new journal.

Some background for this new venture and its intended purposes were presented. Among other topics given lively discussion were:

- Composition—what a typical issue of the journal will include

- Peer review—the need for clarity and consensus on what this means for the new journal
- The usefulness of themes—should issues of the new journal be grouped around a theme?
- Relationship to other publications—how will the new journal function in relation to the ATLA newsletter and the annual conference proceedings?
- The Function of advisory board—what will be expected of those who serve in this capacity?
- Opportunities for involvement—how ATLA members can submit articles and other contributions.
- Encouraging ATLA's Professional Development Committee to organize and offer training in writing for publication.

Judging from how many of the attendees expressed an interest in contributing to the journal in some way, and from the caliber and variety of good ideas brought forward, it is evident that there is a great deal of enthusiasm surrounding this new project. The editors look forward to following up over the coming months.

Theological Libraries Month: Experiences and Planning

Facilitator: Roger L. Loyd (Duke University)

Nine people conferred about Theological Libraries Month, meeting on Saturday, June 16, 2007, and many good ideas emerged. Here are things that were tried last year or are anticipated in October 2007:

Poster giveaway, ATLAS promotion to alumni/ae, reception, scavenger hunt in library, "not hiding things in the library but un-hiding them," faculty book-signing, faculty favorite book lists, weekly website changes, features on library services, features on library staff, features on useful reference tools or websites, celebration of library 30th anniversary, celebration of end of Dewey-to-LC conversion, contest for reasons to use the library, guessing games (number of titles in collection, number of electronic serials, etc.), displays/exhibits, chapel service leadership, instructional sessions, and staff celebrations.

We all observed that TLM is an opportunity to bring our libraries to the fore, not simply for self-promotion but to enhance our services to those in our communities. ATLA provides significant assistance through "TLM in a box," through a summary of the conference call in March, and through staff assistance. Libraries that do anything for TLM are encouraged to report their efforts to the Member Services department of ATLA. It seems the greatest resistance to the idea of Theological Libraries Month is from *the library staff*! (What does THAT mean?)

Wiki-dly Useful: Sharing Information via the Internet

Facilitator: Jennifer K. Bartholomew (Luther Seminary)

Wikis are used in a wide variety of work settings to facilitate communication and speed the transfer of information. Wikipedia defines wikis as "a form of social software, posted on a website, that allow visitors to easily add, remove and otherwise edit and change some available content, sometimes without the need for registration. This ease of interaction and operation makes a wiki an effective tool for collaborative authoring. The term wiki can also refer to the collaborative software itself (wiki engine) that facilitates the operation of such a website, or to certain specific wiki sites, including…WikiWikiWeb, and online encyclopedias such as Wikipedia."

Wikis were developed in 1995 by Ward Cunningham and named for the Honolulu Airport Shuttle, the wiki wiki (Hawaiian for really quick) bus. Cunningham, a software developer influenced by the work of cognitive psychologist George Lakoff, states that wikis are a "freely expandable collection of interlinked web pages."

Wikis are a shared, searchable resource that allows a group to collaborate & develop content together online. A wiki makes it easy to build web resources without knowing HTML or having access to a server. All you need is a web browser and an internet connection.

The success of your wiki will depend on community goals and the dynamics of your group. Wiki elements to consider: What is your purpose? What information will you post? Is your group reliable, is your information reliable? Is it timely? How complete is your wiki? Is the structure too open? (Are wiki pages hard to find? Is it challenging to see pages and understand who made them? Is there not enough linking?) Or is your wiki too unstructured (Is it hard for people to understand how the material is organized and where it is located)?

Wiki users can be individuals or groups that are formed for special, temporary projects, or long-term special-interest groups. Wikis can be used everywhere: in academic, corporate or personal settings.

Possible uses for a wiki are: internal communication, creating a knowledge base, posting FAQs (Frequently Asked Questions), planning events, sharing reviews, as a training resource, gathering user feedback for product development (your library website). There are many other possibilities. Some will suit a wiki format very well and others won't. It's important to consider your wiki users and your goals.

If you are planning a wiki think about what your main purpose will be. Do you need to provide documentation, a place for discussion, a knowledge database, support? What is the scope of your project? Is it for a class, department, or will it be used seminary-wide? Who are the main users? What features are important? Who manages the wiki? Will your wiki benefit from having someone to administer, coach, publicize & teach users how to use it? This is especially important if the architecture or structure of the wiki is confusing for your users. Extra training may be important.

At Luther Seminary we are currently using wikis for a variety of projects. The computer services department has one for internal project documentation, mostly on how to install software, and notes to staff. We have another wiki for EndNote users in the campus community.

Students can access tips and tricks on how to use this software and add their own as they come across useful information as they write their thesis. Some of our classes use wikis. This spring the online Matthew class used a wiki for small group exegetical analysis. They translated, compared and analyzed specific passages. We also posted helpful information (how to import Greek fonts into the wiki from Bibleworks). We are working on a knowledge-base for student workers who answer a campus question telephone line. We also have a wiki for book and movie reviews but it hasn't gotten much traffic. I think we're all too busy.

Wiki Features: The best feature is that web pages can be viewed and modified-a contributor can be both a writer and an editor. Wikis allow for asynchronous communication. A Wiki will have pages that include: links, history, recent changes, a search function, and a sandbox (a place where you can try things out before posting them). Wikis also allow you to return to a previous version if necessary.

Wiki Software

PBwiki offers the chance to try out a wiki for free. There are no bells and whistles with this hosted wiki. One advantage is that you can choose a wiki for educators which will have no advertising. http://pbwiki.com/edu.html

At Luther we use TWiki software, http://twiki.org/ . Our IT staff member chose Twiki because of the following features: revision control, templates, category tables, automatic email notification of changes, and file attachments. We have been very happy with it in the last year of use.

To Learn More

Wiki Websites:

- http://c2.com/cgi/wiki—Ward Cunningham's WikiWikiWeb
- Wikipedia—www.wikipedia.org
- Library Success: A Best Practices Wiki—http://www.libsuccess.org/index.php?title=Main_Page
- Meredith Farkas, author of the blog Information Wants to be Free, has some excellent presentations on wikis. Be sure to check them out: http://meredith.wolfwater.com/wordpress/index.php/presentations/
- Mader, Stewart Using Wiki in Education— www.ikiw.org/

Wiki Reading:

- Farkas, Meredith G. "Wikis" in Social Software in Libraries: Building Collaboration, Communication, and Community Online, Medford, NJ: Information Today, 2007, 67-80.
- Leuf, Bo, and Ward Cunningham. The Wiki Way: Quick Collaboration on the Web. Boston: Addison-Wesley, 2001.
- Stephens, Michael, and ALA TechSource. Web 2.0 & Libraries: Best Practices for Social Software. Library Technology Reports ; V. 42, No. 4. Chicago, IL: ALA TechSource, 2006.

Working Outside Your Boundaries of Belief

Facilitators: Rachel Minkin and Jennifer Tsai (Graduate Theological Union)

In this roundtable, we hoped to explore the problems and concerns that may come up when the faith tradition of the librarian does not match the faith tradition of the institution. On a personal level, we had hoped to spark conversation using our own examples of issues we have experienced. We looked forward to hearing of ways other colleagues have dealt with difference or whether they had experienced any difficulties at all.

We had hoped to cover the following topics:

- Is working outside one's personal beliefs the same as working outside one's subject specialty?
- Have you turned down jobs based on the faith tradition of an institution?
- Has your religious tradition caused conflict in your workplace?
- How do you feel interacting with peers and patrons who strongly embrace their traditions?
- Have you been stereotyped as the expert in a particular tradition because you're the only one in your library of that tradition?
- For those of you who do not identify as Christian, how do you feel interacting with your library peers at ATLA who strongly embrace their traditions?

We say "hoped" to cover because the discussion did not flow in quite the way we had figured. Several participants seemed reticent to share in the discussion. However, those that did share brought up topics and suggestions we had not previously thought of as part of the session: statements of faith, the reference interview as a way to support inter-tradition dialogue, the library as a center of information of ALL types regardless of faith tradition.

After the roundtable, we emailed those who had attended and invited them to continue the discussion. We are happy to say the conversation is ongoing.

POSTER SESSIONS

Ethical or Legal? Analyzing Internet Censorship in China with the United Theory of Information
Presented by Cindy S. Lu

This presentation explored how information specialists, including theological librarians, can help resolve the current debate over internet censorship in China. This debate was recently ignited in the popular media when Google followed Microsoft, Cisco Systems, and Yahoo in bowing to Chinese censorship in exchange for a share of the rapidly growing Chinese market. These big companies claim that it is necessary to comply with local laws. On the other hand, web-giant Wikipedia is attempting to defy China's censors, insisting that it is immoral to deprive the Chinese people of their freedom of speech. Cindy S. Lu analyzed the impact of these companies' dealings with the Chinese government based on the United Theory of Information (UTI) proposed by Christian Fuchs, Wolfgang Hofkirchner, and Bert Klauninger at the Vienna University of Technology. The purpose of this poster is to find out what concrete actions theological librarians can take to help the Chinese people obtain information freely.

A New Framework for Old Knowledge Management (KM) Schemas: ATLA Research Debuts in the City of Firsts
Presented by T. Patrick Milas
College of Information, Florida State University

Even as theological librarians enjoy Franklin's ingenious Library Company of Philadelphia, ATLA's challenge is to dynamically manage vast knowledge across domains Franklin never envisioned. T. Patrick Milas developed the first framework for integrating metadata and hypertext with KM schemas from theology—librarianship's first specialty. He revealed its promise at "A City of Firsts."

The ATLA Selected Religion Websites Project
Presented by Eileen Crawford, Vanderbilt Divinity Library and Amy Limpitlaw, Yale Divinity Library

The ATLA Selected Religion Websites Project evaluates websites for scholarly content and creates MARC records for purchase as an OCLC Collection Set. This project began as an association based collaborative project in 2004. The ATLA Conferences have provided the venues for discussion, training, and recruitment of participants. The poster session was another opportunity to increase visibility for the project and recruit additional ATLA librarians as selectors and catalogers. More information is available at www.atla.com/tsig/atsrw/projectdescription.html.

Public Theology: Building Collections and Communities in Public Libraries
Presented by Serge Danielson-Francois, Cy-Fair College Library

The factors that influence collection development in the areas of religion and ethics for public libraries have yet to be exhaustively documented. Cy-Fair College Library is a joint-use (academic and public) library serving the information needs of over 100,000 patrons in northwest Houston. It has developed a vibrant collection of religion and ethics titles that circulate very robustly and meet the changing needs of its cosmopolitan clientele.

So You Want to Be a Volunteer Librarian in an International Institution
Presented by Margaret Tarpley, Vanderbilt University and D'Anna Shotts, Baptist Theological Seminary, Kaduna, Nigeria

The poster included suggestions for: choosing a volunteer position; learning what the expectations of the volunteer may include at the chosen institution; and preparing for travel including estimating costs, what to carry along in order to improve the experience, and cultural sensitivity issues.

To Reflect Our Faith: Associated Mennonite Biblical Seminary Library Construction Project
Presented by Eileen K. Saner
Associated Mennonite Biblical Seminary Library

Buildings consume 70% of the world's electricity and produce 30% of its greenhouse gas emissions. Planning and constructing a new library provides a rare opportunity to significantly reduce this negative impact and to restore the local ecology. Eileen Saner described the process of planning and constructing a new library at Associated Mennonite Biblical Seminary using the Leadership in Environmental and Energy Design (LEED) rating system of the US Green Building Council. Planning this library required balancing the commitment to care for creation with commitments to protect library materials and to provide comfortable and convenient spaces for using print and electronic resources.

DENOMINATIONAL MEETINGS

Baptist Librarians

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The Baptist meeting discussed current news at different schools. Of particular interest to the sixteen who attended were reports from International Baptist Theological Seminary in Prague, Czech Republic and the Baptist Theological Seminary, Kaduna, Nigeria. This led to brief discussions about providing training in library basics to foreign nationals studying in our seminaries and sending and receiving books from Africa. Other ideas briefly discussed included the value of oral/video history projects, new Ph.D. program, and investing in electronic resources. The group took no formal action other than to agree to meet again next year.

Submitted by Robert Phillips

Campbell-Stone Librarians

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The Campbell-Stone Movement librarians met June 15, 2007, in the DoubleTree Hotel in Philadelphia, Pennsylvania. Those present were Sheila Owen and Don Meredith of Harding University Graduate School of Religion; Sara Harwell of the Disciples of Christ Historical Society, and Carisse Berryhill (convener) of Abilene Christian University.

After greetings, we reviewed the year's news for each institution. Harding Graduate School will be receiving selected archival files from Brackett Library at Harding University. HGS has also received a large hymnal collection from Harold Holland. The Disciples of Christ Historical Society has received the Philip Fall papers, which will be transcribed by Carole Kaplan for DCHS. Also received at DCHS are the biographical files and photographs from the Standard Publishing Company, which relocated its offices recently. Don Meredith complimented the value of Dave McWhirter's index to World Call on the DCHS website. ACU reported that it is preparing to receive collections of papers from retired Texas Supreme Court Justice Jack Pope, an ACU trustee, and from retired Texas State Representative Bob Hunter. ACU also reported

on its startup on a three-year digital archives project funded through a grant to the Abilene Library Consortium.

The group noted that ATLA is now filming the Campbell-Stone periodical titled *La Voz Eterna*. We also discussed Harding University's hope to seek funding to digitize a large collection of recordings.

Submitted by Carisse Mickey Berryhill

Lutheran Librarians

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The Lutheran Librarians meeting was held Friday, June 15, in the Concerto A meeting room of the DoubleTree Hotel Philadelphia. Fifteen librarians representing nine ATLA institutions attended. Lynn Feider, Library Director, Lutheran Theological Southern Seminary, served as convener. Evan Boyd, a student in the library program at Dominican University, was welcomed as a first-time attendee.

Bruce Eldevik reported on the status of the project to incorporate into the Religion Database the retrospective indexing of the *Lutheran Church Quarterly* and the *Lutheran Church Review*. Preliminary work on the Excel data has begun, but more is needed to manipulate it into usable MARC format. Also, assigned headings are not ATLA Thesaurus terms, therefore uncontrolled heading tags (653 field) will be required and vendors (OCLC, Ebsco, etc.) notified concerning this change. In short, the project has encountered delays, but has not been forgotten.

Regarding the issue raised at last year's meeting concerning the feasibility of finding outside funding to enable more Lutheran periodical titles to be retrospectively indexed, Dennis Norlin indicated that ATLA would not be opposed provided there would be clear definition to the project. Richard Lammert, Lynn Feider, and Bruce Eldevik will form an ad hoc group to investigate possible funding sources.

The remainder of the meeting was devoted to customary round robin reports by attendees of news and events of interest from their respective institutions.

[Note: The news of David Wartluft's passing formed a sad postscript to the 2007 meeting. David was in attendance at this gathering as he had been at so many others during his years as the director of the Krauth Memorial Library, Lutheran Theological Seminary, Philadelphia. David's contributions to theological librarianship and Lutheran theological education and scholarship were many. He will be missed.]

Submitted by Bruce Eldevik

Presbyterian and Reformed Librarians

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Twenty members attended the meeting held Friday, June 15, 2007 at 4:30 p.m.

Sara Myers was elected as chair; Jeff Siemon was elected as secretary.

Steve Crocco is exploring with Alexander Street Press the possibility of making the online version of the Works of Karl Barth available to all ATLA members if a certain number of paid subscriptions by ATLA members are secured. The group voted to endorse this project and encouraged Steve to pursue it.

Sara Myers initiated a discussion about a librarian from Cairo, Egypt coming to the U.S. for a 3 month internship at Presbyterian seminary libraries, perhaps in Fall 2008. In addition to Columbia, Princeton and JKM expressed interest in this opportunity. It was suggested that the person might take the online theological librarianship course before coming, and that it might be beneficial for the person to experience smaller libraries.

Sharon Taylor noted that the periodical *Reformed Review*, now online, appears to be retaining only the most current three years online. Who will keep an archival copy? Sharon will investigate more and report back to the group.

It was noted that the listserv p-rlibrarians was available for the group to use. Subscription information is available on the ATLA website.

Members reported on recent events and accomplishments at the libraries they serve. Included were the following: Columbia received materials from the Montreat offices of the Presbyterian Historical Society. Erskine and Westminster are planning for new ILSs. Covenant, Louisville, and JKM mentioned completing or planning for accreditation visits. Building renovations or other building projects were mentioned by Erskine, Covenant, Fuller, JKM, Columbia, and Princeton. Staff changes included Sharon Taylor starting as director at Pittsburgh, Sara Myers starting as director at Columbia, three new staff members at Louisville, and Dotty Thomason planning for retirement from Union PSCE. Several mentioned successful educational sessions offered by library staff.

Submitted by Jeff Siemon, Secretary

Roman Catholic Librarians

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The Roman Catholic denominational group met at the DoubleTree Hotel in Philadelphia on Friday, June 15th, during the 2007 ATLA Conference. Cecil White of St. Patrick's Seminary, California, opened the meeting with a prayer. Twenty-eight members were in attendance.

Several first-time attendees were acknowledged. The group congratulated Ron Crown, of St. Louis University, on his co-editorship of the new online journal, *Theological Librarianship*.

As a follow-up to an earlier discussion, Elyse Hayes reported that she had spoken to the Cathedral Foundation in Baltimore and was told that there were definite plans to digitize *L'Osservatore Romano* some time in the future. Elyse said she would write a formal letter from the group, urging the publisher to speed up their efforts to digitize.

Andre Paris of St. Paul University, Ottawa, reported on a new database for periodical literature of the Eastern Churches, *Ex Oriente LECS* (Library of Eastern Christian Serials). This project is a joint venture of St. Paul University Jean-Leon-Allie Library and the Metropolitan Andrey Sheptytsky Institute of Eastern Christian Studies. Andre also reported on another project which will digitize all five scholarly journals published by St. Paul's University: *Counseling and Spirituality, Logos, Mission, Studia Canonica,* and *Theoforum*. He reminded everyone that the ATLA conference will be held in Ottawa next year.

Melody McMahon reported that she has been granted a sabbatical to research the life of Fr. Simeon Daly, and plans to publish an article. She asked for people to contact her with biographical material on Fr. Simeon. Melody also conveyed messages from two absent members: 1) Mikhail McIntosh-Doty of Episcopal Theological Seminary of the Southwest, was unable to attend, but sent greetings to the group; and 2) Sister Rebecca Abel of North American College in Rome (who had been hoping to attend ATLA this year but could not) plans to return home to the United States soon, and will be investigating the availability of a position in a theological library.

Alan Krieger of Notre Dame gave an update on the *Catholic Research Resources Initiative* or CRRI (located at http://www.catholicresearch.net/), the Catholic portal project begun by members of the ACCU. The database now contains almost 500 records, which point to the existence and location of infrequently held or unique Catholic material, little of which is digitized. During the project's initial phase, the focus has been on a pilot project aiming to create 25-30 fully searchable EAD (Encoded Archival Description) finding aids for collections dealing with American Catholic social action and/or Catholic intellectual life. The core institutions hope to use this pilot project to attract funding for the future digitization of more Catholic material. Alan reported that other Catholic institutions will be invited to contribute records to the database, possibly as soon as 2008. A brief discussion followed on the distinction between libraries and archives as players in a project like this.

Lois Guebert of Mundelein Seminary, University of St. Mary of the Lake reported that her library had a new director, Lorraine Olley.

Phil O'Neill of Barry University reported they now have two new optional concentrations in their ecumenical D. Min. program, one for military chaplains, and one in Hispanic Ministry.

Cait Kokolus, of St. Charles Borromeo Seminary, invited everyone present to attend the Catholic Library Association's annual conference, which is usually held the week following Easter. In 2008, it will be held in Indianapolis. She pointed out that the Academic division's meetings are consolidated into a single day. She and Cecil White agreed that the group had begun to become revitalized recently, and it was worth getting involved. Clay-Edward Dixon thanked Cait on behalf of the group for all her work on the 2007 ATLA conference, and for hosting us at the seminary on Saturday.

Tony Amodeo reported on institutional news from Loyola Marymount University, including additions to the faculty, their newly-accredited M.A. in Theology, and plans to build a new library in 2009. The new Dean of Libraries, Kristine Brancolini, took her position in July, 2006.

Chair Elyse Hayes pointed out that it was time to hand over the job of Facilitator to another librarian. Monica Corcoran of Saint Meinrad's nominated Laura Olejnik of St. Mary's Seminary, University of St. Thomas, Houston. Laura was elected "by acclaim."

Several door prizes were given out by lottery, and the meeting was adjourned.

Submitted by Elyse Hayes

United Church of Christ Librarians

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Nine people gathered in the late afternoon on Friday of the ATLA annual conference for the UCC librarians' denominational meeting. With only an hour scheduled the group had only enough time to report both institutional and library news from their respective schools. Reporting and discussion included financial and budgetary status and concerns, staffing concerns, archives collections, and general news. Sue Ebbers (United Theological Seminary of the Twin Cities) reported on the results of her recent survey of seminary libraries in conjunction with ATS accreditation. Jeff Brigham (Andover Newton) reported that Sharon Taylor has left Andover Newton to become director of the library at Pittsburgh Theological Seminary and that he and Diana Yount will be serving as interim co-directors. Laura Harris from Iliff joined our meeting since her school has a high percentage of UCC students. The group wished Serge Danielson-Francois well as he changes jobs and hoped he would be able to continue to

meet with us. Additional persons present included: Kris Veldheer (GTU), Claudette Newhall (Congregational Library, Boston), Laurie McQuarrie (Bangor), Allen Mueller (Eden), and Dick Berg (Lancaster).

The group voiced appreciation for the UCC librarians listserve maintained by Scott Holl who has left his library position at Eden for a position with the St. Louis County Library. He will continue to work part-time at the Evangelical Synod of North America archives at Eden and moderate the list. The list is used to exchange ideas, share concerns, and share duplicate denominational materials.

Submitted by Richard R. Berg, convener

WORSHIP

Worship in the Methodist tradition: A hymn festival celebrating the 300th anniversary of the birth of Charles Wesley Arch Street UMC, Philadelphia, PA Friday, June 15, 2007, 8:00 a.m.

Introductory words

GATHERING

Call to Worship

L: O for a thousand tongues to sing our great Redeemer's praise,

P: The glories of our God and King, the triumphs of his grace!

L: Our gracious Master and our God, assist us to proclaim,

P: To spread through all the earth abroad the honors of thy name.

Opening prayer

L: Let us pray.

A: Lord God, who inspired your servants John and Charles Wesley with burning zeal for the sanctification of souls, and endowed them with eloquence in speech and song: Kindle in your Church, we entreat you, such fervor, that those whose faith has cooled may be warmed, and those who have not known Christ may turn to him and be saved; who lives and reigns with you and the Holy Spirit, one God, now and for ever. Amen.

Hymn #57	"O for a Thousand Tongues to Sing"	Azmon

PREVENIENT GRACE: The God who seeks

Reading	Isaiah 43: 1-7	
Hymn #479	"Jesus, Lover of My Soul"	Aberyswyth

(Verse 2: Men; Verse 3: Women)

JUSTIFYING GRACE: The God who saves

Reading	Excerpts from the *Journal* of Charles Wesley, May 13, 14, and 21, 1738	
Hymn #342	"Where Shall My Wondering Soul Begin"	

St. Petersburg (found at #153)

Reading John 3:1-21

Hymn #363 "And Can It Be"
(Verse 2: Women; Verse 3: Men)

SANCTIFYING GRACE: The God who perfects in love

Reading Excerpt from Charles Wesley's sermon "The One Thing Needful"

Hymn #417 "O For a Heart to Praise My God" Richmond
(Verse 2: Men; Verse 4: Women)

Reading Romans 8:18-39

Hymn #627 "O the Depth of Love Divine" Stookey

SENDING FORTH

Closing Prayer

L: Let us pray.

A: Yea, amen, let all adore thee, high on thy eternal throne; Savior, take the power and glory; claim the kingdom for thine own. Hallelujah! Hallelujah! Everlasting God, come down.

Hymn #384 "Love Divine, All Loves Excelling" Beecher

Blessing and Departure

PARTICIPANTS

Presiding: Charles Yrigoyen Jr., General Secretary Emeritus, General Commission on Archives and History of the United Methodist Church

Service design and songleader: Jennifer Woodruff Tait, President, Methodist Librarians' Fellowship

Organist: Terry Heisey, Evangelical Theological Seminary, Local Host Committee

Readers: Christopher Anderson, Drew University Methodist Library; Moira Bryant, Camden Theological Library; Pat Ziebart, Pitts Theology Library

Charles Wesley, co-founder of Methodism, was born at Epworth December 8, 1707, the youngest surviving son of Samuel and Susanna Wesley. Like his older brothers Samuel Jr. and John, he studied at Oxford, where he became one of the leaders of a small group meeting for mutual accountability and spiritual discipline nicknamed the "Holy Club." Though he might have been pleased to remain a tutor at Oxford, in 1735 he followed John into the Anglican priesthood. After disastrous experiences as missionaries to Georgia, he and John underwent powerful spiritual experiences in May 1738 and began to preach with new urgency—an act that soon led to the formation of Methodist societies as renewal groups within the Church of England. (The name "Methodist," first used at Oxford, came from their "methodical" approach to the spiritual life.)

After Charles' marriage to Sarah Gwynne in 1749, he only traveled infrequently to visit the societies, settling first in Bristol and then in London, where he superintended the work of the London societies and (as one of Methodism's few ordained leaders) administered the Eucharist frequently in the Methodist chapel on City Road. During his life, he wrote over 6000 hymns and poems, many of which appeared in the numerous hymnbooks published by the two brothers for the use of the Methodist societies.

Charles and Sarah had three children: Charles Jr., Sarah Jr., and Samuel; the two sons were musical prodigies and their daughter a gifted poet. Charles died in 1788 in London. After his death John famously broke down while lining out Charles' hymn "Come, O thou traveler unknown" when he reached the lines "My company before is gone, and I am left alone with thee . . . "

Except where otherwise noted, all prayers and responses are adapted from the hymns of Charles Wesley.

Prayer from the ECUSA *Book of Common Prayer*. The Episcopal church remembers John and Charles Wesley as "renewers of the church" every March 3.

Worship in the Jewish Tradition
Service at Congregation Rodeph Shalom
Friday evening, June 15, 2007

Congregation Rodeph Shalom, founded in 1795, is the first Ashkenazic (from the western European Jewish tradition) Jewish synagogue established in the western hemisphere. It is housed in a recently refurbished building, constructed in the Byzantine-Moorish style, dating from 1928.

Prior to services, ATLA convention attendees were provided with a tour of the synagogue that included the sanctuary, the Obermayer collection of ritual Judaica, and the Philadelphia Museum of Judaica, a small gallery that houses rotating exhibits of contemporary Jewish-themed art.

Following the hour-long tour, ATLA members attended the kabbalat shabbat (welcoming the Sabbath) service, held in the synagogue's chapel. Rabbis William Kuhn and Michael Holzer and cantorial soloist Jody Kidwell were the service leaders. The informal service, in the Reform Jewish tradition, included Hebrew and English prayers and much congregational singing, as

well as a brief reading of the Torah scroll. Both rabbis warmly welcomed ATLA members from the pulpit.

Following services, there was a brief *oneg Shabbat* (social time with refreshments) and time for questions.

—Submitted by Debbie Stern, member of SEPTLA,
the local hosting group, and tour/worship organizer

Worship in the Roman Catholic Tradition
A Celebration of Morning Prayer
St. Charles Borromeo Seminary
Saturday, June 16, 2007, 9:00 A.M.

Celebrant: Reverend Robert Pesarchick, Dean of Academics, Theology Division, Saint Charles Borromeo Seminary

The Liturgy of the Hours

Christ taught us to "pray at all times and not lose heart" (Luke 18:1). The Church has been faithful in obeying these words and never ceases to make her own the exhortation to "offer to God an unceasing sacrifice of praise" (Heb. 15:15). The Church fulfills this precept liturgically in two ways: by celebrating the *Liturgy of the Eucharist*, and the *Liturgy of the Hours*.

By ancient Christian tradition, what distinguishes the *Liturgy of the Hours* is that it consecrates to God the whole of the day and night by a regular rhythm of ritual prayer. Morning Prayer, along with the other "Hours", helps to fulfill this spiritual ideal of ceaseless prayer which is set before us in the New Testament.

The *Liturgy of the Hours*, rooted in the Psalms of the Old Testament, finds its origin in the pattern of prayer practiced in the Jewish synagogue. Although the development of Christian public worship was accompanied by a more or less rapid break with the Jewish liturgy and observance of the Old Law, there was, nonetheless, great continuity in the manner of praying. Early Christians, after all, were first Jews who brought to their new religion the treasures of their past; namely the Sacred Scriptures proclaimed and meditated upon in the context of liturgical prayer and praise.

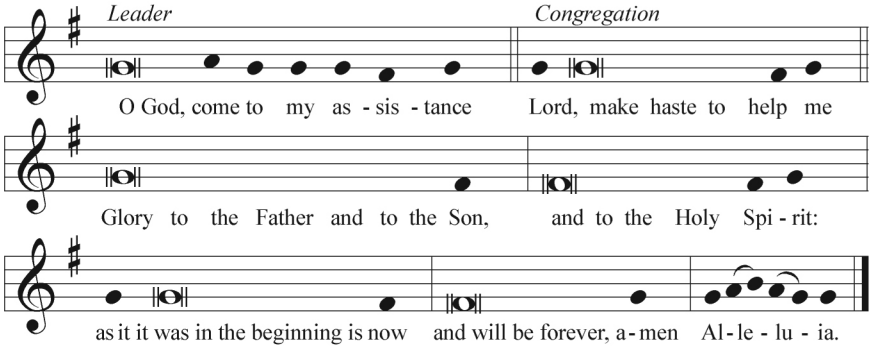
This morning we welcome you to this chapel, joiningtogether in this tradition of liturgical prayer began so many centuries ago by our ancestors. As we together enter into the recitation of the Psalms we join the Holy Trinity in their great dialogue of love, and share in the gift of God's Holy Spirit. In the texts of the Psalms may we together be reminded of God's promise and his love, and so be moved to lift our spirits to him in a sacrifice of praise.

Opening Hymn

O Saviour of the World (Frederick A. Gore Ouseley)

O Saviour of the World,
who by thy cross and precious blood
hast redeemed us,

Save us and help us,
we humbly beseech Thee,
O Lord.



Introduction to Morning Prayer

Antiphon 1 (Please sit)
As morning breaks we sing of your mercy, Lord, and night will find us proclaiming your fidelity

Psalm 92
Praise of God the Creator

Sing in praise of Christ's redeeming work (St. Athanasius).

It is good to give thanks to the Lord,
to make music to your name, O Most Hígh,
to proclaim your love in the morning
and your truth in the watches of the night,
on the ten-stringed lyre and the lute,
with the murmuring sound of the harp.

Your deeds, O Lord, have made me glad;
for the work of your hands I shout with joy
O Lord, how great are your works!
How deep are your designs!
The foolish man cannot know this
and the fool cannot understand.

Though the wicked spring up like grass
and all who do evil thrive:
they are doomed to be eternally destroyed.
But you, Lord, are eternally on high.

See how your enemies perish;
all doers of evil are scattered.
To me you give the wíld-ox's strength;
you anoint me with the purest oil.
My eyes looked in triumph on my foes;
my ears heard gladly of their fall.
The just will flourish like the palm-tree
and grow like a Lebanon cedar.

Planted in the house of the Lord
they will flourish in the courts of our God,
stíll bearing fruit when they are old,
stíll full of sap, still green,
to proclaim that the Lord is just;
in him, my rock, there is no wrong.

Glory to the Father and to the Son
and to the Holy Spirit
As it was in the beginning is now
and will be for ever. Amen.

Antiphon 1

As morning breaks we sing of your mercy, Lord, and night will find us proclaiming your fidelity.

Antiphon 2

Extol the Greatness of our God.

Canticle Deuteronomy 32:1-12
God's Kindness to His People

How often I have longed to gather your children as a hen gathers her brood under her wing (Matthew 23:37).

Give ear, O heavens, while I speak;
let the earth hearken to the words of my mouth!
May my instructions soak in like the rain,
and my discourse permeate like the dew,
like a downpour upon the grass,
like a shower upon the crops:

For I will sing the Lord's renown.
Oh, proclaim the greatness of our God!
The Rock – how faultless are his deeds,
how right all his ways!
A faithful God, without deceit,
how just and upright he is!

Yet basely has he been treated by his degenerate children,
a perverse and crooked race!
Is the Lord to be thus repaid by you,
O stupid and foolish people?
Is he not your father who created you?
Has he not made you and established you?

Think back on the days of old,
reflect on the years of age upon age.
Ask your father and he will inform you,
ask your elders and they will tell you:

When the Most High assigned the nations their heritage,
when he parceled out the descendants of Adam,
he set up the boundaries of the peoples
after the number of the sons of God;
while the Lord's own portion was Jacob,
his hereditary share was Israel.

He found them in a wilderness,
a wasteland of howling desert.
He shielded them and cared for them,
guarding them as the apple of his eye.

As an eagle incites its nestlings forth
by hovering over its brood,
so he spread his wings to receive them
and bore them up on his pinions.
The Lord alone was their leader,
no strange god was with him.

Antiphon 2

Extol the greatness of our God.

Antiphon 3

How wonderful is your name, O Lord, in all creation.

Psalm 8

The Majesty of the Lord and Man's Dignity

The Father gave Christ lordship of creation and made him head of the Chruch (Ephesians 1:22).

How great is your name, O Lord our God,
through all the earth!

Your majesty is praised above the heavens;
on the lips of children and of babes
you have found praise to foil your enemy,

to silence the foe and the rebel.

When I see the heavens, the work of your hands,
the moon and the stars which you arranged,
what is man that you should keep him in mind,
mortal man that you care for him?

Yet you have made him little less than a god;
with glory and honor your crowned him,
gave him power over the works of your hand,
put all things under his feet.

All of them, sheep and cattle,
yes, even the savage beasts,
birds of the air, and fish
that make their way through the waters.

How great is your name, O Lord our God,
through all the earth!

Glory to the Father and to the Son
and to the Holy Spirit
As it was in the beginning is now
and will be for ever. Amen.

Antiphon 3

How wonderful is your name, O Lord, in all creation.

Reading

Romans 12:14 - 16a

Responsory

It is my joy, O God, to praise you with song.
–It is my joy, O God, to praise you with song.

To sing as I ponder your goodness,
–to praise you with song.

Glory be to the Father, and to the Son, and to the Holy Spirit.
–It is my joy, O God, to praise you with song.

Canticle of Zechariah (Please Stand)

Antiphon

Lord, guide our feet into the way of peace.

Blessed be The Lord, the God of Israel
he has come to his people and set them free.

He has raised up for us a mighty Savior
born of the house of his servant David.

Through his holy prophets he promised of old
that he would save us from our enemies,
from the hands of all who hate us.

He promised to show mercy to our fathers
and to remember his holy covenant.

This was the oath he swore to our father Abraham:
to set us free from the hands of our enemies,

Free to worship him without fear,
holy and righteous in his sight all the days of our life.

You my child shall be called the prophet of the most high,
for you will go before the Lord to prepare his way.

To give his people knowledge of salvation
by the forgiveness of their sins.

In the tender compassion of our God
the dawn from on high shall break upon us,

To shine on those who dwell in darkness and the
shadow of death,

and to guide our feet into the way of peace.
Glory to the Father and to the Son
and to the Holy Spirit;

As it was in the beginning, is now
and will be forever. Amen.

Antiphon

Lord, guide our feet into the way of peace.

Intercessions

Our Father

Closing Prayer

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MEMORIAL TRIBUTES

Opening Sentence
The souls of the righteous are in the hand of God, and no torment will ever touch them. In the eyes of the foolish they seemed to have died, and their departure was thought to be an affliction, and their going from us to be their destruction; but they are at peace.

—Wisdom 3:1-3 (*NRSV*)

In memoriam
Mrs. Joyce Farris (Roger Loyd)
Mr. William Lash Gwynn (Allen Mueller)
Dr. Norris Magnuson (Pam Jervis)
Dr. John Witmer (Jeff Webster)
Mrs. Esther Yeung (Diana Yount)

Closing Prayer
Almighty God, we remember before you today your faithful servants Joyce Farris, William Lash Gwynn, Norris Magnuson, John Witmer, and Esther Yeung; and we pray that, having opened to them the gates of larger life, you will receive them more and more into your joyful service, that, with all who have faithfully served you in the past, they may share in the eternal victory of Jesus Christ our Lord; who lives and reigns with you, in the unity of the Holy Spirit, one God, for ever and ever. *Amen*.

—*The Book of Common Prayer,* 1979

May the souls of the faithful, through the mercy of God, rest in peace. *Amen*.

Kontakian of the Dead: "Give Rest"
Kiev Melody
Give rest, O Christ, to your servants with your saints,
where sorrow and pain are no more,
neither sighing, but life everlasting.
You only are immortal,
the creator and maker of mankind,
and we are mortal, formed of the earth,
and to earth shall we return.
For so you did ordain when you created me, saying:
"You are dust, and unto dust shall you return."
All we go down to the dust,
yet even at the grave we make our song:
Alleluia, alleluia, alleluia!
Give rest, O Christ, to Your servants with Your saints,
where sorrow and pain are no more,
neither sighing, but life everlasting!

Joyce L. Farris (1926-2006)
by
Roger L. Loyd
The Divinity School, Duke University

Joyce Lockhart Farris died of cancer on December 12, 2006, at her home in Croasdaile Village in Durham.

She was born in Penney Farms, Florida, on September 13, 1926, to Irene and Milton Lockhart. The family moved to the Chicago area when Joyce was two, and she grew up in Downers Grove, Illinois.

At age 16, Joyce left home to attend Berea High School in Berea, Kentucky. During the summer of 1944, she worked as an attendant in a Milwaukee sanitarium. At age 18, she entered Berea College and graduated in 1948 with a B.A. in Philosophy. She entered Duke Divinity School in the fall of 1948 and studied there until 1950.

Joyce worked in the office of the Dean of the Divinity School and for Professor Shelton Smith during 1948, and held secretarial positions at Duke University through 1956.

On November 20, 1956, she married Donn Michael Farris in Suffolk, Virginia. Her husband, the former Director of Duke's Divinity School Library, preceded her in death in 2005.

Mrs. Farris worked as a medical secretary for Dr. Julian Ruffin from 1956 to 1978. In 1970, she entered the School of Information and Library Science at the University of North Carolina at Chapel Hill, and received her Master's in Library Science in 1974. In 1978, she began working as a catalog librarian in Duke's Perkins Library, where she put to excellent use her knowledge of seven languages. She retired from the Library in 1992.

From 1950 until 1992, she was the Recording Secretary of the American Theological Library Association (ATLA), and was a lifetime member.

She is survived by her son, Evan Farris, and his family, of Springfield, Virginia; by her daughter Amy Farris Kilbride, and her family, of Superior, Colorado; and by her brother George Lockhart, and his family, of Jacksonville, Florida.

Joyce brought light and laughter to the world and to her family and her many friends. She will be greatly missed and always remembered.

William Lash Gwynn (1940-2007)
by
Allen W. Mueller
Eden Theological Seminary

The February 2007 *ATLA Newsletter* reported that one of eight new individual members of ATLA was Mr. William Lash Gwynn, Washington, D.C.

Except perhaps for a few of the librarians of the Washington Theological Consortium, the name probably meant nothing to those who saw it. If the notice had indicated that Lash, as he

was called, was the Cataloger and Head of Technical Services at Wesley Theological Seminary, a few vintage catalogers among us might have wondered whether the cataloger from Wesley who had created all of those excellent records identified by the DWT symbol in OCLC, such as complete records for the latest volumes of the *Corpus Christianorum* series, had retired or taken another job, this Mr. Gwynn being his replacement.

They, and the rest of you, too, might be surprised to learn, however, that the new 2007 ATLA member William Lash Gwynn had already been working at the Wesley Theological Seminary Library since July 8, 1968. For over thirty years, Lash also worked part time in the catalog department of the nearby University of Maryland McKeldin Library, refusing attractive offers to work there full time.

Although Lash lived in the metro D.C. area since at least his years in high school, where he was president of the Library Club, he continued to enliven his speech with Southern expressions and never lost a touch of a peculiar accent that an American Professor Higgins could no doubt identify immediately as originating in a place once known as Leaksville, about 30 miles north of Greensboro, North Carolina.

Who in Leaksville would have thought that Julia and William Gwynn's son, born on August 15, 1940, would eventually work for nearly 39 years in a theological library in Washington, D.C.? What's just as impressive to consider, as his colleague Howertine Farrell Duncan observes, is "that there are few if any of the approximately 175,000 volumes in the Wesley Seminary Library that Lash did not handle and thoughtfully catalog." Howertine also discovered in minutes of the seminary's Library Committee that Lash pretty much single-handedly re-cataloged the entire collection in the early 1970's. He subsequently cataloged each new book, periodical, newsletter, slide set, videocassette, audiocassette, DVD, CD, media kit and electronic resource in the library, as well as archival material from the Methodist Protestant Church and the over 9600 volumes of the John Godsey Collection in the Wesley Library, devising for it a special classification scheme and completing original cataloging for many items in the collection.

Whether being a stickler for details is characteristic of persons from Leaksville, North Carolina, I don't know. Nonetheless, Lash certainly was one. He agonized over making immediate changes in the card catalog with every update of cataloging rules and creating hand-typed cross references or correcting subject headings to keep up with changes in LCSH, even though he labeled many of those changes "downright insane." He is remembered for typing on his IBM Selectric typewriter at breakneck speed, for pulling and replacing catalog cards faster than a card shark could do a trick of the hands, and for forgoing vacations whenever there was what to him was a backlog: that is, more than one or two shelves of new books waiting to be cataloged.

While Lash did not work directly with the users of the library, he had a keen sense of what would be of use to them. His assiduous adding of contents notes to catalog records paid off for library staff and users when the Wesley Library, or rather, when Lash Gwynn created the first online catalog for the library and when Wesley migrated to its second generation online catalog. Retrospective conversion and migration wasn't done until it was done right, and that meant being done according to the W. Lash Gwynn rules for creating and maintaining an error-free catalog.

Lash could have been a cataloging teacher, not only because he knew his field so well, but because he was an excellent teacher and had a passion for his work. He kindly suffered student assistants who were assigned to him, being able to train them to meet his standards without the students feeling intimidated or offended by his style. It was not unusual for alumni who had worked for Lash to drop into his office for a brief chat whenever they came back to campus for a visit long after their assignments with Lash.

In his earlier days at Wesley, Lash was active in the seminary staff association, was a significant participant on a long-range planning task force for the seminary, and served as substitute organist in the chapel. Although he eventually became less and less involved in the life of the seminary outside of the library, he remained concerned about the school, its students, faculty, and staff. It's been said that Lash "kept his ear to the ground," and that he served as "unofficial informant and advisor to Wesley deans and presidents," freely informing them how and why some of their plans for the school would simply not work.

While, Lash may be remembered by some for certain idiosyncrasies and his less than casual attire, he is honored more for his astute listening and counseling abilities, his noble adjustment to extremely debilitating arthritis in his later years, and for his care for friends who were in need, even while he himself became more disabled.

While recovering at home from a particularly severe colitis attack, Lash died of heart failure on March 15. A memorial service was held at the Wesley Seminary Oxnam Chapel on April 20, with inurnment in North Carolina. He is survived by several close friends and relatives, by his colleagues at Wesley Seminary, and by the silent testimony of his catalog.

Dr. Norris Magnuson (1932–2006)
by
Sandra Oslund
Bethel Seminary St. Paul

Norris Alden Magnuson was born to George and Esther (Eliason) Magnuson June 15, 1932 in Midale, Saskatchewan, Canada. Raised as a "preacher's kid" he grew into the life of faith and active involvement in the life of the church. He came to faith in Jesus Christ and was baptized at an early age, walking faithfully with Jesus throughout his life.

Norris graduated from Bethel College 1954 and Bethel Seminary 1958. His 38 year career at Bethel began in 1959. While working full time at Bethel, Norris completed an MA in Library Science (1961) and a PhD in history (1968) from the University of Minnesota, the latter degree under the direction of Dr. Timothy Smith. In 1972 Norris became a full professor and Director of the Carl H. Lundquist Library at Bethel Seminary, serving in both capacities until his retirement in 1997. He was then named Professor of Church History and Director of the Learning Resource Center Emeritus. From 1993-1999 he also served as Archivist for the Baptist General Conference and Bethel University, for those opportunities he was profoundly grateful. Especially important to him was the irenic spirit which characterized both institutions.

His PhD dissertation led to the publishing of *Salvation in the Slums: Evangelical Social Work 1865-1920* (1977), which continues to be the definitive work on the social impact of

revivalist Christians, focusing on the Salvation Army, the Christian and Missionary Alliance and scores of rescue missions. It is still being read and appreciated in its published form, having gone to its third printing in 2006. His other book, *Missionsskolan* (1982), is treasured for its thorough and nuanced treatment of the history of Bethel Seminary.

His quiet humble spirit was complimented by a ferocious competitive spirit on the racquetball, handball and tennis courts. He won a long string of championships in handball and racquetball at the Seminary during the 1970s. His avid love of tennis created a network of "tennis buddies" to support what became a nearly daily discipline.

Norris and his "computer management company tennis buddy" developed a program to computerize library resources on a limited budget, without additional work funds. In 1974 Bethel Seminary began the years of data entry. The three other seminaries in the Twin Cities also converted their retrospective holdings with the help of Bush Foundation funding. The first MTLA (Minnesota Theological Library Association) catalog on microfilm, which represented some 400,000 volumes, was available by the early 1980's.

This collaboration was possible only because of the relationship of the schools of the Minnesota Theological Library Association. In the early 1970's Norris was instrumental in the establishment of this consortium of five Minnesota seminary libraries representing various denominations—Bethel Seminary, Luther Seminary, United Theological Seminary of the Twin Cities, St. Paul Seminary School of Divinity of the University of St. Thomas, and the School of Theology at St. John's University. This group still actively meets together as the MTLA—including monthly meetings as well as occasional social and professional development opportunities.

The 1979 ATLA Annual Conference was held at Bethel Seminary and hosted by MTLA, the first consortium to act as hosts.

Norris was vital to the development of Bethel's Library in San Diego in the late 1970's. Using his influence with booksellers, publishers, organizations and individuals he was able to build that library. Particularly important is the fact that most trips to San Diego were made in the midst of the Minnesota winters!

Another of the many accomplishments of Dr. Magnuson was to oversee a building addition to the St. Paul library in 1983. He had the forethought to install compact shelving which is still allowing for growth.

Parkinson's disease eventually forced Norris' retirement from both scholarly activity and the tennis court and led to his placement in Presbyterian Homes on March 1, 2004. Throughout the more than 21 year struggle with Parkinson's disease, he maintained a good sense of humor and a strong cheerful, uncomplaining spirit. He was a vivid example to all of us of the truth that "though outwardly we are wasting away, yet inwardly we are being renewed day by day" (II Cor. 4:16).

Norris Alden Magnuson passed away on Nov. 8, 2006 at the age of 74. He is survived by his wife Beverly, their 4 sons and their wives—Doug and Patti, Tim and Becky, Ken and Katherine, and Dan and Diana, and fourteen grandchildren.

"The library was his passion and today, due to his innovative spirit, we all, faculty, staff and students at Bethel Seminary continue to reap the benefits of that passion."

John Albert Witmer, Th.D. (1920-2007)

by
Robert D. Ibach and Lolana Thompson
Dallas Theological Seminary

Dr. John Albert Witmer was born November 29, 1920, in Lancaster, Pennsylvania, and died January 5, 2007 in Dallas, Texas. He served at Dallas Theological Seminary (DTS) for over fifty years in various capacities, including theology professor (1947-1990), library director (1964-1986), archivist (1987-1999), director of publicity and editor of the Bulletin (1953-1960), assistant editor of *Bibliotheca Sacra* (1953-1960), and secretary to the faculty (1953-1986). John Witmer was a scholar throughout his life, studying at Wheaton College (A.B. 1942 and A.M. 1946), Dallas Theological Seminary (Th.M. 1946 and Th.D. 1953), East Texas State University (MSLS 1969) and the University of Texas at Arlington (Certificate of Archival Administration 1988). Dr. Witmer was ordained in the Evangelical United Brethren Church in 1946. Before ministering at DTS he was the managing editor of *Child Evangelism Magazine* (1944-1946) and an instructor for Child Evangelism Fellowship (1945-1947).

Dr. Witmer was a member of several professional organizations including the Evangelical Theological Society, the Evangelical Philosophical Society, the Christian Librarian's Fellowship (now Association of Christian Librarians), and the Society of American Archivists. He was editor of the *Christian Librarian* from 1972 to 1975, and was an indexer for *Christian Periodical Index* and abstractor for *Religious and Theological Abstracts*. He contributed articles to numerous publications, such as *Bibliotheca Sacra*, *Kindred Spirit*, *Moody Monthly*, *Christianity Today*, *Gospel Herald and Sunday School Time*s, *The Daily Walk*, and *Eternity*. Dr. Witmer authored the book *Immanuel* in 1998. He served on the Board of Directors of Dallas Bible College (1972-1983) and Evangelical Projects (1975-1992). Dr. Witmer was a certified instructor of the Dale Carnegie course (1956-1992). For many years he was listed in Who's Who in America.

During his tenure as librarian, the Mosher Library was enlarged and remodeled. For fourteen years the library issued the monthly *Mosher Periodical Index*. In 1984 the library began a conversion from Union Classification to the Library of Congress system. Dr. Witmer negotiated the purchase of a theological library from a seminary in Wales. Under his direction the DTS library grew from 42,000 volumes to 108,000.

John A. Witmer and Doris May Ferry were married on June 10, 1943, and had three children. The Witmers enjoyed traveling, visiting several countries through the years. After moving to a retirement center, the Witmers organized a Sunday evening service for the residents.

Esther Y. L. Yeung (1945-2007)
by Diana Yount
Andover Newton Theological School

Esther Y. L. Yeung was born on the Chinese mainland in 1945, but moved with her family to Hong Kong just one week later. Esther came to the United States in 1969 to attend Cisco Junior College in Texas. After graduation there, she continued her college education at Pasadena College, now Point Loma Nazarene University. She received her library training at USC in Los Angeles, and was an avid follower of USC sports, along with her allegiance to Dodger Blue.

After she received her library degree, Esther began working at Fuller Theological Seminary where she remained for 27 years. She held various positions in the technical services department, including her last position as head of the department, and was involved in the planning and implementation of the integrated library system.

Esther died on April 8, 2007, at the age of 61, after an almost 3-year struggle with multiple myeloma. She is survived by her husband, Garry Friesen, and 4 brothers with their families.

I came to know Esther at our 1989 conference in Columbus, Ohio. It was never hard to find her in a group—I just followed the laughter. It always amazed me that no matter the location of the annual conference Esther had friends there who extended hospitality to us. We became friends and often traveled together, sometimes combining vacation tourism with ATLA meetings.

Esther was an active member of South Pasadena United Methodist Church. She served on various church committees, provided music for a Chinese language worship service sponsored by the church, and furnished and organized a room set aside for a church library. She was also active in the Los Angeles County chapter of the Church and Synagogue Library Association.

In 2001 Esther and our colleague David Holifield used personal funds for a mission trip to Yerevan, Armenia, where they provided professional library advice in the areas of personnel, collection development, library cataloging, and technology to the Evangelical Theological Academy of Armenia. Esther went again the following year to assist the fledgling library program.

Esther had a strong personal faith and never ceased to thank God for the many blessings she received during her life. In January 2006 when she began preparatory treatment for a stem cell transplant in hopes of remission, she told her prayer circle that at night she would look out the window and imagine that the stars represented all her friends throughout the world. Now I remember Esther's generous and joyful spirit when I look up at a starry nighttime sky.

APPENDICES

Appendix I: Annual Reports

Education Committee
Annual Report 2006–2007

The committee consisted of Christina Torbert (chair), Carrie Hackney (secretary), Blake Walter, Sandy Ayer, Steve Crocco (local host liaison), and Barbara Kemmis (ex officio). The committee first met in Chicago on June 25, 2006 in a joint meeting with the Annual Conference Committee and the Board of Directors for a review of the Chicago conference. The committee also met with the ACC for a preview of the Ottawa conference, and separately for orientation of the newest members.

The committee met again in Philadelphia on October 26-28, 2006 in order to consider the workshop and roundtable proposals submitted by the association members. Twenty-four roundtable topics and four workshops were considered. The committee also reviewed the topics proposed by the Interest Groups, and collaborated with the ACC to prepare the schedule of sessions for the Philadelphia conference. Barbara Kemmis suggested that poster sessions be added to the conference, and a plan was developed for soliciting and reviewing these presentations. After this planning meeting, the committee members proceeded to contact potential presenters and to confirm topics and participation.

The committee met for a final review of the conference program and arrangements on June 12, 2007. There were a few last minute changes. One workshop had been cancelled, and one roundtable had a last minute change of leadership. The process of soliciting and reviewing proposals was discussed, and Barbara briefly described a possible change for the next year. The committee was thanked for their service and for planning an excellent conference.

Respectfully submitted,
Christina Torbert, Chair

Endowment Committee
June 17, 2007

As of 5/31/07, the SmithBarney account was $138,747.

The Endowment Committee met for dinner with ATLA retirees on June 16, solicited their counsel on appeals for the ATLA Endowment Fund, and then met afterwards to plan next steps.

The following eventuated:

1) Staggered terms: Pat's term will end in 2009, if he is not re-elected; Elmer's term ends the next year; Mary's the year after; and Roger's the year after.
2) Roger will draft a letter to retirees for mailing 9/15 to solicit funds

3) Explore the idea of an ATLA historical scrapbook
4) Formulate a letter to ATLA members approaching retirement to solicit their gifts
5) Continue to work on the rationale for soliciting gifts to the ATLA Endowment Fund; current interest is in using Endowment Fund payout to fund the new journal

The Endowment Committee will next meet in January 2008.

Respectfully submitted,

ATLA Endowment Committee
Roger Loyd (Chair)
Mary Bischoff
Pat Graham
Elmer O'Brien

Appendix II: Annual Conferences (1947–2007)

Year	Place	School
1947	Louisville, Kentucky	Louisville Presbyterian Seminary
1948	Dayton, Ohio	Bonebrake Theological Seminary
1949	Chicago, Illinois	Chicago Theological Seminary
1950	Columbus, Ohio	Evangelical Lutheran Seminary & Capital University
1951	Rochester, New York	Colgate-Rochester Divinity School
1952	Louisville, Kentucky	Southern Baptist Theological Seminary
1953	Evanston, Illinois	Garrett Biblical Institute
1954	Chicago, Illinois	Chicago Theological Seminary
1955	New York, New York	Union Theological Seminary
1956	Berkeley, California	Pacific School of Religion
1957	Fort Worth, Texas	Southwestern Baptist Theological Seminary
1958	Boston, Massachusetts	Boston University School of Theology
1959	Toronto, Ontario	Knox College
1960	St. Paul, Minnesota	Bethel College and Seminary
1961	Washington, D.C.	Wesley Theological Seminary
1962	Hartford, Connecticut	Hartford Seminary Foundation
1963	Mill Valley, California	Golden Gate Baptist Theological Seminary
1964	Kansas City, Missouri	St. Paul School of Theology
1965	New York City, New York	General Theological Seminary
1966	Louisville, Kentucky	Southern Baptist Theological Seminary
1967	Chicago, Illinois	McCormick Theological Seminary
1968	St. Louis, Missouri	Concordia Seminary
1969	Pittsburgh, Pennsylvania	Pittsburgh Theological Seminary
1970	New Orleans, Louisiana	New Orleans Baptist Theological Seminary
1971	Pasadena, California	Pasadena College
1972	Waterloo, Ontario	Waterloo Lutheran University
1973	Bethlehem, Pennsylvania	Moravian Theological Seminary
1974	Denver, Colorado	Iliff School of Theology
1975	S. Hamilton, Massachusetts	Gordon-Conwell Theological Seminary
1976	Grand Rapids, Michigan	Calvin Theological Seminary
1977	Vancouver, British Columbia	Vancouver School of Theology
1978	Latrobe, Pennsylvania	Saint Vincent College
1979	New Brighton, Minnesota	Bethel Theological Seminary
1980	Denver, Colorado	Iliff School of Theology
1981	St. Louis, Missouri	Christ Seminary—Seminex
1982	Toronto, Ontario	Toronto School of Theology
1983	Richmond, Virginia	United Theological Seminary in Virginia
1984	Holland, Michigan	Western Theological Seminary
1985	Madison, New Jersey	Drew University

Year	Place	School
1986	Kansas City, Kansas	Rockhurst College
1987	Berkeley, California	Graduate Theological Union
1988	Wilmore, Kentucky	Asbury Theological Seminary
1989	Columbus, Ohio	Trinity Lutheran Seminary
1990	Evanston, Illinois	Garrett-Evangelical Seminary & Seabury-Western Theological Seminary
1991	Toronto, Ontario	University of Toronto, Trinity College, & Toronto School of Theology
1992	Dallas, Texas	Southern Methodist University
1993	Vancouver, British Columbia	Vancouver School of Theology, Regent College, & Carey Theological College
1994	Pittsburgh, Pennsylvania	Pittsburgh Theological Seminary, Reformed Presbyterian Theological Seminary, & Trinity Episcopal School for Ministry
1995	Nashville, Tennessee	Divinity Library of Vanderbilt University & Tennessee Theological Library Association
1996	Denver, Colorado	Iliff School of Theology
1997	Boston, Massachusetts	Boston University & Boston Theological Institute
1998	Leesburg, Virginia	Virginia Theological Seminary & Washington Theological Consortium
1999	Chicago, Illinois	ATLA & Association of Chicago Theological Schools (ACTS)
2000	Berkeley, California	Graduate Theological Union
2001	Durham, North Carolina	Divinity School at Duke University
2002	Saint Paul, Minnesota	Minnesota Theological Library Association
2003	Portland, Oregon	Mount Angel Abbey George Fox Seminary Multnomah Biblical Seminary Western Seminary
2004	Kansas City, Missouri	Kansas City Area Theological Library Association
2005	Austin, Texas	Southwest Area Theological Library Association
2006	Chicago, Illinois	American Theological Library Association staff
2007	Philadelphia, Pennsylvania	Southeastern Pennsylvania Thelogical Library Assocation

Appendix III: Officers of ATLA (1947–2007)

Term	President	Vice President/ President Elect	Executive Secretary*	Treasurer
1947–48	L.R. Elliott	Charles P. Johnson	Robert F. Beach	Ernest M. White
1948–49	L.R. Elliott	Lucy W. Markley	Robert F. Beach	J. Stillson Judah
1949–50	Jannette Newhall	Kenneth S. Gapp	Robert F. Beach	E.F. George
1950–51	Jannette Newhall	O. Gerald Lawson	Evah Ostrander	E.F. George
1951–52	Raymond P. Morris	Margaret Hort	Evah Kincheloe	Calvin Schmitt
1952–53	Raymond P. Morris	Henry M. Brimm	Esther George	Calvin Schmitt
1953–54	Henry M. Brimm	Robert F. Beach	Esther George	Calvin Schmitt
1954–55	Robert F. Beach	Evah Kincheloe	Alice Dagan	Ernest M. White
1955–56	Robert F. Beach	Helen Uhrlich	Alice Dagan	Ernest M. White
1956–57	Helen B. Uhrlich	Calvin Schmitt	Alice Dagan	Harold B. Prince
1957–58	Calvin Schmitt	Decherd Turner	Alice Dagan	Harold B. Prince
1958–59	Decherd Turner	Pamela Quiers	Frederick Chenery	Harold B. Prince
1959–60	Pamela Quiers	Kenneth Quiers	Frederick Chenery	Harold B. Prince
1960–61	Kenneth Gapp	Conolly Gamble	Frederick Chenery	Harold B. Prince
1961–62	Conolly Gamble	Donn M. Farris	Frederick Chenery	Harold B. Prince
1962–63	Donn M. Farris	Jay S. Judah	Frederick Chenery	Harold B. Prince
1963–64	Jay S. Judah	Charles Johnson	Frederick Chenery	Harold B. Prince
1964–65	Charles Johnson	George H. Bricker	Frederick Chenery	Peter VandenBerge
1965–66	George H. Bricker	Roscoe M. Pierson	Thomas E. Camp	Peter VandenBerge
1966–67	Roscoe Pierson	Arthur E. Jones	Thomas E. Camp	Peter VandenBerge
1967–68	Arthur E. Jones	Maria Grossmann	Susan A. Schultz	David Guston
1968–69	Maria Grossmann	Harold B. Prince	Susan A. Schultz	David Guston
1969–70	Harold B. Prince	Henry Scherer	Susan A. Schultz	David Guston
1970–71	Henry Scherer	Genevieve Kelly	Susan A. Schultz	David Guston
1971–72	Genevieve Kelly	Peter VandenBerge	David J. Wartluft	Warren Mehl
1972–73	Peter VandenBerge	John D. Batsel	David J. Wartluft	Warren Mehl
1973–74	John D. Batsel	Oscar C. Burdick	David J. Wartluft	Warren Mehl
1974–75	Oscar C. Burdick	Roland E. Kircher	David J. Wartluft	Robert A. Olsen, Jr.
1975–76	Roland E. Kircher	Erich Schultz	David J. Wartluft	Robert A. Olsen, Jr.
1976–77	Erich R.W. Schultz	John B. Trotti	David J. Wartluft	Robert A. Olsen, Jr.
1977–78	John B. Trotti	Elmer J. O'Brien	David J. Wartluft	Robert A. Olsen, Jr.
1978–79	Elmer J. O'Brien	G. Paul Hamm	David J. Wartluft	Robert A. Olsen, Jr.
1979–80	Simeon Daly	G. Paul Hamm	David J. Wartluft	Robert A. Olsen, Jr.
1980–81	Simeon Daly	Jerry Campbell	David J. Wartluft	Robert A. Olsen, Jr.
1981–82	Jerry Campbell	Robert Dvorak	Albert Hurd	Robert A. Olsen, Jr.
1982–83	Robert Dvorak	Martha Aycock	Albert Hurd	Robert A. Olsen, Jr.
1983–84	Martha Aycock	Ronald Deering	Albert Hurd	Robert A. Olsen, Jr.
1984–85	Ronald Deering	Sara Mobley	Albert Hurd	Robert A. Olsen, Jr.
1985–86	Sara Myers	Stephen Peterson	Simeon Daly	Robert A. Olsen, Jr.
1986–87	Stephen Peterson	Rosalyn Lewis	Simeon Daly	Robert A. Olsen, Jr.
1987–88	Rosalyn Lewis	Channing Jeschke	Simeon Daly	Robert A. Olsen, Jr.
1988–89	Channing Jeschke	H. Eugene McLeod	Simeon Daly	Robert A. Olsen, Jr.

Term	President	Vice President/ President Elect	Executive Secretary*	Treasurer
1989–90	H. Eugene McLeod	James Dunkly	Simeon Daly	Robert A. Olsen, Jr.
1990–91	James Dunkly	Mary Bischoff		
1991–92	James Dunkly	Mary Bischoff		
1992–93	Mary Bischoff	Linda Corman		
1993–94	Roger Loyd	Linda Corman		
1994–95	Roger Loyd	Linda Corman		
1995–96	Linda Corman	M. Patrick Graham		
1996–97	M. Patrick Graham	Sharon A. Taylor		
1997–98	M. Patrick Graham	Dorothy G. Thomason		
1998–99	Milton J (Joe) Coalter	Dorothy G. Thomason		
1999–2000	Milton J (Joe) Coalter	William Hook		
2000–01	William Hook	Sharon Taylor		
2001–02	Sharon Taylor	Eileen Saner		
2002–03	Eileen Saner	Paul Schrodt		
2003–04	Paul Schrodt	Paul Stuehrenberg		
2004–05	Paul Stuehrenberg	Christine Wenderoth		
2005–06	Christine Wenderoth	Duane Harbin		
2006–07	Duane Harbin	Martha Lund Smalley		

* This officer was called Secretary until 1956–57, when the title was changed to Executive Secretary. When ATLA was reorganized in 1991, the Executive Secretary became a paid ATLA staff position. In 1993, this position became Director of Member Services.

Appendix IV: 2007 Annual Conference Hosts

ATLA gratefully acknowledges the local hosts for their hospitality and hard work to make the 2007 Annual Conference possible.

Local Hosts

Left to right: (seated) Stephanie Kaceli, Jeff Brodrick, Cait Kokolus, Sandy Finlayson, (standing) Daniel LaValla, Marsha Blake, Gerald Lincoln, Karl Krueger, Steve Crocco, Debbie Stern (not pictured: Jonathan Riches).

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Lancaster Theological Seminary
Lutheran Theological Seminary, Gettysburg
Lutheran Theological Seminary, Philadelphia
Moravian Theological Seminary
New Brunswick Theological Seminary
Palmer Theological Seminary
Philadelphia Biblical University
Princeton Theological Seminary
Reconstructionist Rabbinical College
Reformed Episcopal Seminary
Saint Charles Borromeo Seminary
Saint Tikhon's Orthodox Theological Seminary
Westminster Theological Seminary

Appendix V: 2007 Annual Conference Institutional, International Institutional, and Affiliate Institutional Member Representatives

Institutional Member Attendees
H.D. Sandy Ayer
Richard Berg
Beth Bidlack
Ken Boyd
Debbie L. Bradshaw
Christopher Brennan
Lyn S. Brown
L. Mark Bruffey
Mitzi J. Budde
Kelly Campbell
Sheng Chung Chang
Craig Churchill
Tom Clark
Milton J Coalter
George Coon
Monica Corcoran
Linda Wilson Corman
Stephen D. Crocco
Ronald W. Crown
Ree DeDonato
James W. Dunkly
Susan K. Ebbers
Susan Ebertz
D. William Faupel
Lynn A. Feider
Cheryl A. Felmlee
Alexander Finlayson
J. Michael Garrett
Douglas L. Gragg
M. Patrick Graham
Jeffery Griffin
Carrie M. Hackney
Joanna Hause
Elyse Baum Hayes
Terry Heisey
Julie Hines
Derek Hogan
William J. Hook
Drew G. Kadel
Donald Keeney
Bruce L. Keisling
Mary Anne Knefel
Cait Kokolus
Robert M. Krauss, Jr.
Alan Krieger
Karl Krueger
Daniel LaValla
Curt LeMay
Gerald E. Lincoln
Roger L. Loyd
Pamela MacKay
David Mayo
Melody Mazuk
Gillian McLeod
Ken J. McMullen
Laurie McQuarrie
Elizabeth Mehne
Don L. Meredith
Russell S. Morton
Allen W. Mueller
Sara J. Myers
Claudette Newhall
Laura P. Olejnik
Lorraine H. Olley
Ray A. Olson
Phillip M. O'Neill
Sandy Oslund
Paul S. Osmanski
James C. Pakala
André Paris
Beth Perry
Susann Posey
Thomas Raszewski
Richard Reitsma
Terry Robertson
Ernest Rubinstein
Alice I. Runis
Eileen K. Saner
Roberta A. Schaafsma
Paul Schrodt
Mary Linden Sepulveda
Sandy Shapoval
Robert J. Sivigny
Paul M. Smith
Deborah Stern
David R. Stewart
Norma S. Sutton
Dennis M. Swanson
Sharon A. Taylor
Jennifer M. Ulrich
Steven Vanderhill
Blake Walter
Christine Wenderoth
Cecil R. White
Laura C. Wood
Michael Woodward
Logan S. Wright
Patsy Yang
Diana Yount

International Institutional Representative Attendees
Cindy S. Lu
Denyse Léger
Judy Lee Tien

Affiliate Member Representative Attendees
Barbara E. Addison
Cynthia Davis Buffington

Appendix VI: 2007 Annual Conference Non-Member Presenters, On-Site Staff, and Non-Member Attendees

Non-Member Presenters
Michael Carasik
Andriy Chirovsky
Monty Crivella
Arthur Crivella
Frank Crouch
Clayton Darwin
Jeron Frame
Beth Fuchs
Jane Gill
David Lakly
Ingrid Mattson
Drew Morgan, C.O.
Amy Phillips
Eleanor Jo Rodger
Marta Samokishyn
James Talarico
Carol Walker Jordan
Wayne West
Tom Yee

On-Site Staff
James J. Butler
Sara L. Corkery
Pradeep Gamadia
Lavonne V. Jahnke
Barbara J. Kemmis
Judy Knop
Margot J. Lyon
Dennis A. Norlin
Deana R. Rice
Timothy M. Smith
Laura Wrzesinski

Non-Member Attendees
Sharon Baker
Janet Brewer
Jennifer Carlson
Nina Chace
Jene Cheek
Julie Dawson
Dawn Easton-Merritt
Anne Guenther
Penelope R. Hall
Kenneth Henke
Barbara Hoover
Pam Jervis
Hae-Sook Kim
Claire Kooy
Katharina Penner
Michael Poon
Regie Powell
Kate Skrebutenas
Felipe Tan
Ron Townsend

Appendix VII: 2007 Annual Conference Exhibitors and Sponsors

Exhibitors and Advertisers

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Thomson Gale
Westminster John Knox Press
Windows Booksellers/Wipf and Stock Publishers
YBP Library Services

*Sponsor and Exhibitor

Conference Sponsors

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EBSCO
First Bank & Trust
OCLC Online Computer Library Center
Storage Concepts, Inc.

Appendix VIII: Statistical Records Report (2005–2006)

POPULATION SERVED AND LIBRARY STAFF							
Institution	Library Type	Students	Faculty	Prof Staff	Student Staff	Other Staff	Total Staff
ABILENE CHRISTIAN U	c	106	14.67	11	14	13	38
ACADIA DIV COL	c	70	10	8	9	29	46
ALLIANCE TH SEM	b	571	23.7	1	1.9	1.3	4.2
AMBROSE SEM	c	62	16	2	1	2.7	5.7
ANDERSON U	a	89	9.71	6	0	5	11
ANDOVER NEWTON TH SCH	a	211	25.6	3	1.5	2	6.5
ANDREWS U	c	534	44	4.3	4	3.5	11.8
ASBURY TH SEM	a	807	73	12	24	23	59
ASSEMBLIES OF GOD TH SEM	a	346	20.3	2	3.5	2.5	8
ASSOC MENNONITE BIB SEM	a	93	10.83	2.65	1	0	3.65
ATHENAEUM OHIO	a	203	15.8	2	1	1	4
ATLANTIC SCH TH	a	93	10.4	2.5	1	2	5.5
AUSTIN GRAD SCH OF THEOL	a	47	4.3	1	0.85	0.5	2.35
AUSTIN PRESBY TH SEM	a	183	21.13	0	0	0	0
BANGOR TH SEM	a	67	9.02	1	0	0	1
BAPTIST MISS ASSOC TH SEM	a	48	9	1	1	2.5	4.5
BARRY U	a	44	26.5	10	0	20	30
BETHEL TH SEM	b	770	37.15	7	2	4	13
BIBLICAL TH SEM	a	212	13	1	0.75	2	3.75
BIOLA U/TALBOT SCH THE	c	509	68.57	7	13	13	33
BLESSED JOHN XXIII NAT SEM	a	66	8.14	2	2	0	4
BOSTON U SCH TH	a	277	33	5.25	12	1	18.25
BRITE DIV SCH	c	220	23.5	1	0.25	0	1.25
CALVIN TH SEM	d	242	23	9	10.6	9.5	29.1
CAMPBELL U	c	175	15.5	12.5	9.9	15	37.4
CAMPBELLSVILLE UNIV	c	1300	0	3	15	4	22
CANADIAN SO BAPT	a	33	8.88	1	1	1	3
CARDINAL BERAN LIBR/U ST THO	a	300	10.3	1	0	2	3
CATHOLIC TH UNION	a	0	35.6	3	3	3	9
CATHOLIC U AMER	b	204	45	2	12	1	15

This statistical record report is available in Excel spreadsheets at: www.atla.com/member_restricted/publications/proceedings/summary_of_proceedings_content.aspx#statistics

Institution	Library Type	Students	Faculty	Prof Staff	Student Staff	Other Staff	Total Staff
CENTRAL BAPT TH SEM/KS	a	88	7	1	3	1	5
CENTRAL BAPT TH SEM/MN	a	50	8	2	3	1	3
CHICAGO TH SEM	a	145	13.75	2.5	1	0	3.5
CHRIST THE KING SEM	a	30	12	3	0	1	4
CHRISTIAN TH SEM	a	197	22	4	6	3.5	13.5
CHURCH OF GOD TH SEM	d	128	22.46	1	1	1	3
CINCIN CHRISTIAN U	c	181	17	3.8	2.8	1.3	7.9
CLAREMONT SCH TH	a	376	27.75	4	2.5	3	9.5
COLORADO CHRISTIAN U	a	1687	45	4	2	0	6
COLUMBIA INTL U	a	224	16.5	3.75	5	5	13.75
COLUMBIA TH SEM	a	273	20.4	6	0	6	12
CONCEPTION SEM & ABBEY	a	78	0	2	1	1	4
CONCORDIA LUTH SEM/AB	a	15	2.7	1.1	0.1	0	1.2
CONCORDIA SEM/MO	a	810	42.2	4	6	6.5	16.5
CONCORDIA TH SEM/IN	a	335	29.5	5	2	1	8
CONGREGATIONAL LIBR	a	0	0	0	0	0	0
CORNERSTONE COL/ GR BAPT SEM	a	132	12.33	4.5	6	3.5	14
COVENANT TH SEM	a	435	23.42	3	1.3	3.4	7.7
DALLAS TH SEM	a	1145	81.9	4	7	8	19
DAVID LIPSCOMB U	a	0	0	0	0	0	0
DENVER SEM	a	437	29.9	4	3.25	1.32	8.57
DOMINICAN HSE STUDIES	a	74	17.2	2	2	3	7
DREW U	a	471	34.75	11.89	9.95	18.62	40.46
DUKE U DIV SCH	b	477	50	3	1	2	6
EASTERN MENN U	c	54	10.6	0.26	0.35	0.3	0.91
ECUMENICAL TH SEM	a	0	0	0	0	0	0
EDEN TH SEM	a	147	12.6	2	1	1	4
EMMANUEL SCH REL	a	122	13	2	2	2	6
EMORY U/PITTS TH LIB	b	466	51	0	0	0	0
EPISC DIV SCH/WESTON JES	d	183	29.75	14	6	4	24
EPISCOPAL TH SEM SW	d	0	0	4	2.5	1.5	8
ERSKINE COL & SEM	c	201	20	3	1.98	3.5	8.48
EVANGELICAL SCH TH	a	93	10.67	1	0.4	0.5	1.9

Note: Library Type Definitions are as follows: a=Independent Library, b=Department/Department Branch, c=Integrated Library, and d=Shared Libary. A zero (0) may mean that the information is not applicable and/or not available. Statistics from ATS schools are printed as received from ATS.

Institution	Library Type	Students	Faculty	Prof Staff	Student Staff	Other Staff	Total Staff
EVANGELICAL SEM OF PR	a	161	5.2	47048	9698	34373	91119
EVANGELISCHE THEO FAC	a	181	25	1	2	2	5
FLORIDA CTR TH STD	a	33	6	1	0	1.8	2.8
FULLER TH SEM	a	1991	154.42	6	3	20	29
GARRETT EV/SEABURY W	d	350	44.13	5	6	2	13
GENERAL TH SEM/NY	d	135	14	3	2	4	9
GEORGE FOX EVANGEL SEM	b	93	10.4	1	0.8	3	4.8
GOLD GATE BAPT TH SEM	a	670	37.9	3	3	6	12
GORDON-CONWELL TH SEM/MA	a	1230	41.8	6	6	3	15
GRACE THEOL SEM	b	4	7	2	2.39	2	6.39
GRAD TH UNION	d	238	7	9	5.5	10	24.5
GRADUATE THEO FOUN	a	359	45	1	0	0	1
HARDING U GRAD SCH REL	a	90	9.6	2	2	1	5
HARTFORD SEM	a	100	21.33	1.75	0.25	3	5
HARVARD DIV SCH	b	421	55	10	8	9	27
HELLENIC COL/HOLY CROSS	a	102	13	4	4.5	0.5	9
HERITAGE CHRISTIAN UNIV	a	85	12	1	0	0	1
HOOD TH SEM	a	211	12.29	1	2	1	4
HOUSTON GRAD SCH OF TH	a	108	13.4	1	2	3	6
HURON U COL	c	52	9	0	0	0	0
ILIFF SCH TH	a	284	26	3	2.7	2	7.7
IMMACULATE CONCEPTION/NJ	b	192	13.5	1	3	2	6
INDIANA WESLEYAN U	a	12632	711	11	7	11	29
ITC/ATLANTA U CTR	c	428	26.4	23.5	3.5	47	74
JKM LIBRARY	d	473	47.42	7	5	3	15
K.U. LEUVEN FAC TH	b	674	107	7	2	1	10
KENRICK-GLENNON SEM	a	59	12	2	1	1.4	4.4
KNOX COL/ON	c	84	9.2	2	0.68	0.4	3.08
LANCASTER TH SEM	a	0	0	0	0	0	0
LEXINGTON TH SEM	a	66	10.6	3	1.86	1.83	6.69
LINCOLN CHRISTIAN COL/SEM	c	182	18.5	4	4.5	3.2	11.7
LOGOS EVAN SEM	a	82	11.83	0.5	0.25	2.25	3
LOUISV PRESBY TH SEM	a	152	25	3	2	4	9

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Institution	Library Type	Students	Faculty	Prof Staff	Student Staff	Other Staff	Total Staff
LUTHER SEM/MN	a	609	45	4	11	4	19
LUTHERAN TH SEM/GET	a	172	15	1	1	2.5	4.5
LUTHERAN TH SEM/PHIL	a	258	23.1	1.75	1	2	4.75
LUTHERAN TH SOUTHERN SEM	a	140	13.3	2	2	2	6
MARIST COL LIB	a	1	0	0.125	0	0	0
MASTER'S SEMINARY	a	360	19	2	10	4	16
MEADVILLE/LOMBARD	a	47	8	2	1	1	4
MEMPHIS TH SEM	a	164	18	2.75	2	1.5	6.25
MERCER UNIV	c	186	14.66	8.5	2.25	7.75	18.5
METHODIST TH SCH/OH	a	168	23.8	2	9	1	12
MICHIGAN TH SEM	a	88	12	1	1	1	3
MID-AMERICA BAPT/TN	a	0	0	1	7	2	0
MID-AMERICA BAPTIST/NY	b	0	1	1	0	0	0
MIDW BAPT TH SEM	a	382	32.5	5	2.75	0	7.75
MISSIONARY CH ARCHIVES	a	1701	116	4	10	1	15
MORAVIAN TH SEM	c	58	11	0.22	0.25	0.19	0.66
MT ANGEL ABBEY	a	110	7.5	2.6	0.25	3.5	6.35
MT ST MARYS COL & SEM	c	145	14.4	1	2	1	4
MULTNOMAH BIB SEM	a	160	15.2	3	3.8	3.8	10.6
N. AMERICAN BAPT COL/AB	c	67	8.42	1	1	2	4
N. AMERICAN BAPT SEM/SD	a	72	14.25	0	0	0	0
N. CENTRAL BIB U	a	1136	38	1	4.5	4.3	9.8
N.W. BAPT SEM	a	47	0	1	0	1	2
NASHOTAH HOUSE	a	64	8.33	1	0.5	3	4.5
NAZARENE TH SEM	a	191	19.7	1	4	1	6
NEW BRUNSWICK TH SEM	a	105	9.5	3	1	1	5
NEW ORLNS BAPT TH SEM	a	1864	78	6	2	4	12
NEW YORK TH SEM	d	184	15	0	0	0	0
NORTHERN SEM	a	108	14	1	1.5	2	4.5
OBLATE SCH OF TH	a	123	19	2	0	3.5	5.5
PALMER TH SEM	a	222	19.45	2	0.5	3.5	6
PERKINS SCH TH/SMU	a	323	33	8	4	10	22
PHIL BIBLICAL UNIV	a	1187	0	5	5	3.5	13.5

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Institution	Library Type	Students	Faculty	Prof Staff	Student Staff	Other Staff	Total Staff
PHILLIPS TH SEM	a	124	11.3	2	2.2	0	4.2
PHOENIX SEM	a	99	12.92	3	0	1	4
PITTSBURGH TH SEM	a	260	26.2	5.5	1.75	2	9.25
PONT COL JOSEPHINUM	a	86	11.8	2	0.4	1	3.4
PRINCETON TH SEM	a	634	57.2	11	7	13	31
PROVIDENCE COL & SEM	a	103	13.5	1	1	2	4
RECONST RABINICAL COL	a	75	20	1	0	0	0
REFORMED EPISCOPAL SEM	a	15	9.5	1	0	0	1
REFORMED PRESBY TH SEM	a	42	7	0.85	0.15	0.75	1.75
REFORMED TH SEM/MS	a	674	51.4	5	6.5	4	15.5
REGENT COL	d	371	22.8	3	2.26	2	7.26
REGIS COLLEGE	a	112	24	2	0	2	4
S. EASTERN BAPT TH SEM	a	955	89	5	10	7	22
S. WESTERN BAPT TH SEM	a	1916	130	12	40	8	60
SAC HEART SCH OF TH/WI	a	143	16.6	2	0.13	0	2.13
SAC HEART MAJOR SEM/MI	a	120	27.6	3	0	2	5
SAMFORD U/BEESON DIV SCH	c	150	17	1	0.1	0	1.1
SEATTLE U	c	134	26.33	10	3	15	28
SOUTHEASTERN BIB COLL	a	225	12	1	1.15	0.75	2.9
SOUTHERN BAPT TH SEM	a	1483	76.28	6	7	12	25
SS CYRIL & METHODIUS SEM	a	28	6	3	0	1	4
ST ANDREWS COLL	a	13	4.5	0.33	0.2	1	1.53
ST AUGUSTINES SEM	a	97	18.2	1.5	0.8	0	2.3
ST CHARLES BORROM SEM	a	86	12	3	0.5	3.5	7
ST FRANCIS SEM	a	10	9.6	2.3	0.25	0.5	3.05
ST JOHNS U/MN	c	83	11	9.91	14.34	15.32	39.57
ST JOSEPHS SEM	a	126	13.5	2	0	6	8
ST MARY SEM	a	62	18.5	1	0	0	1
ST MARYS SEM & U	a	161	25	3	2.5	2	7.5
ST MEINRAD SCH OF TH	d	110	18.6	2	1.5	2.5	6
ST PATRICKS SEM	a	88	18	2.5	2	1	5.5
ST PAUL SCH TH/MO	a	197	21.45	3	1	2	6
ST PAUL SEM/U OF ST THOMAS	b	73	19.5	4	18	1	23

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Institution	Library Type	Students	Faculty	Prof Staff	Student Staff	Other Staff	Total Staff
ST PETERS SEM	c	35	17.6	1	10	1	12
ST TIKHONS ORTH TH SEM	a	133	13.56	1	0	0	1
ST VINCENT DE PAUL	a	67	14.7	3	1	0	4
ST VLADIMIRS ORTH THE SEM	a	81	11	2	0	0.5	2.5
THEOSOPHICAL SOC AMER	a	0	0	3	0	0	3
TRINITY COL FAC DIV	c	74	10.8	2	1	1	4
TRINITY EPIS SC MIN	a	120	10	1	3	3	7
TRINITY INTL U	a	897	59	7	5	9	21
TRINITY LUTH SEM	a	144	24.6	1.8	2.5	2.8	7.1
TYNDALE COL & SEM/ON	c	309	24	3.8	2.5	6.7	13
U DUBUQUE CHARLES C MYERS LIB	c	118	16.7	5	5	5.5	15.5
U NOTRE DAME	c	172	63	5	3	18	26
U ST MARY THE LAKE	a	236	28.67	2	0	2	4
U ST MICHAELS COL	c	169	16	1.91	1.22	1.55	4.68
U THE SOUTH SCH TH	c	149	14.3	2	0.2	0	2.2
UNION TH SEM IN VA	d	307	35	5.5	5.5	9.5	20.5
UNION TH SEM/NY	b	244	24.25	6	2	4	12
UNITED TH SEM	a	176	19.4	1	4	5	10
UNITED TH SEM/TW CITIES	a	108	15	2	1	0.69	3.69
URSHAN GRAD SCHL THEO	d	160	12	1	1	2	4
VANCOUVER SCH TH	a	95	23.1	0	1	3	4
VANDERBILT U DIV SCH	b	220	29.83	5.5	5	3	13.5
VICTORIA U/EMMANUEL COL	b	117	14.6	1.25	2	1	4.25
WHEATON COL	a	0	0	0	0	0	0
WILF LAURIER U/WATERLOO	c	46	8	0	0	1	1
WILLIAM CAREY INTL UNIV	a	29	13	0	0	0	2.4
WINEBRENNER SEM	d	67	10	1	0	1.42	2.42
WM CATH BOOTH COLL	a	0	0	0	0	0	0
YALE U DIV SCH	c	346	39.75	8	6	8	22
YU SHAN THEO SEM	a	125	19	3	9	2	12

Note: Library Type Definitions are as follows: a=Independent Library, b=Department/Department Branch, c=Integrated Library, and d=Shared Libary. A zero (0) may mean that the information is not applicable and/or not available. Statistics from ATS schools are printed as received from ATS.

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FINANCIAL DATA					
Institution	Salary Wages	Library Materials	Binding	Total Lib Expn	Total Inst Expn
ABILENE CHRISTIAN U	331500	95124	13598.64	471923	3892272
ACADIA DIV COL	0	43047	2000	45047	1996805
ALLIANCE TH SEM	117459	58618	0	185205	4802933
AMBROSE SEM	254434	129456	3168	440970	2343595
ANDERSON U	550520	267794	4630	892452	1504396
ANDOVER NEWTON TH SCH	291196	122380	3793	477793	6929265
ANDREWS U	471312	159447	7010	758102	8443183
ASBURY TH SEM	1481787	336120	16935	2615661	19699220
ASSEMBLIES OF GOD TH SEM	168063	70885	1474	327852	5056518
ASSOC MENNONITE BIB SEM	127552	58651	2771	204144	4219027
ATHENAEUM OHIO	132207	67102	4274	253899	3777301
ATLANTIC SCH TH	274316	60476	1261	357002	2124212
AUSTIN GRAD SCH OF THEOL	64824	20044	1580	93827	1000000
AUSTIN PRESBY TH SEM	317247	149387	2967	484341	9032412
BANGOR TH SEM	36540	20508	261	78949	2556799
BAPTIST MISS ASSOC TH SEM	98598	20983	1465	131034	1015883
BARRY U	897224	700700	7200	2240595	1446249
BETHEL TH SEM	543946	161069	13157	782597	14175420
BIBLICAL TH SEM	150638	48794	8078	232257	3869125
BIOLA U/TALBOT SCH THE	1164850	866811	23391	2139197	16944150
BLESSED JOHN XXIII NAT SEM	90060	45764	2147	141329	2506199
BOSTON U SCH TH	294065	125541	9000	542674	9433604
BRITE DIV SCH	69560	117873	0	187433	7490291
CALVIN TH SEM	888700	1299938	50528	2379806	7714658
CAMPBELL U	1040496	1276130	10000	3041598	1528451
CAMPBELLSVILLE UNIV	0	0	0	0	0
CANADIAN SO BAPT	82876	28861	0	119390	1634876
CARDINAL BERAN LIBR/U ST THO	90979	73348	3410	174696	1017732
CATHOLIC TH UNION	310849	100200	0	457049	8184405
CATHOLIC U AMER	135300	94116	46000	290416	4058348

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Institution	Salary Wages	Library Materials	Binding	Total Lib Expn	Total Inst Expn
CENTRAL BAPT TH SEM/KS	78000	43000	0	121000	2218084
CENTRAL BAPT TH SEM/MN	97976	32213	1224	3608	0
CHICAGO TH SEM	132651	30445	0	198285	5250500
CHRIST THE KING SEM	115845	105327	3333	249991	2342595
CHRISTIAN TH SEM	448138	148997	8363	605698	9590184
CHURCH OF GOD TH SEM	63332	28992	393	119953	3743969
CINCIN CHRISTIAN U	260462	86435	556	405259	2348433
CLAREMONT SCH TH	352009	148684	4577	544356	9053047
COLORADO CHRISTIAN U	186880	173856	0	420983	0
COLUMBIA INTL U	344736	124854	4330	592371	3418547
COLUMBIA TH SEM	606007	312654	6703	986356	12266430
CONCEPTION SEM & ABBEY	83492	52125	0	173374	0
CONCORDIA LUTH SEM/AB	52626	26583	185	82770	985829
CONCORDIA SEM/MO	548968	210972	7315	862755	24822920
CONCORDIA TH SEM/IN	305681	106132	4765	456985	11053540
CONGREGATIONAL LIBR	0	0	0	0	0
CORNERSTONE COL/ GR BAPT SEM	332872	318000	5187	737559	2369598
COVENANT TH SEM	261136	93922	1876	415697	9942183
DALLAS TH SEM	659924	233191	10322	972188	27006720
DAVID LIPSCOMB U	0	0	0	0	0
DENVER SEM	291830	119708	2095	413633	9210325
DOMINICAN HSE STUDIES	178120	9075	1422	455950	1773705
DREW U	1483495	1180271	20988	2912751	13935240
DUKE U DIV SCH	332088	391165	0	1354361	12080170
EASTERN MENN U	26994	23633	205	54527	2122588
ECUMENICAL TH SEM	0	0	0	0	0
EDEN TH SEM	183448	77624	3884	361990	4931502
EMMANUEL SCH REL	197631	63932	8430	374324	3895057
EMORY U/PITTS TH LIB	1016803	502947.4	10255.65	1663009	23182710
EPISC DIV SCH/WESTON JES	597794	389000	16000	1067470	11531220
EPISCOPAL TH SEM SW	217236	48263	1222	361164	0
ERSKINE COL & SEM	275418	158260	970	476893	3028724

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EVANGELICAL SCH TH	73770	36908	459	121661	2158842
EVANGELICAL SEM OF PR	116706	11696	0	157204	1239099
EVANGELISCHE THEO FAC	10000	12000	0	25000	0
FLORIDA CTR TH STD	69285	39833	404	113729	613872
FULLER TH SEM	1069472	498205	45900	1984098	41288310
GARRETT EV/SEABURY W	413758	141027	0	630780	13533800
GENERAL TH SEM/NY	359771	112867	4366	527328	0
GEORGE FOX EVANGEL SEM	199230	76335	2908	300607	1366307
GOLD GATE BAPT TH SEM	427421	145603	5731.61	695390	9493384
GORDON-CONWELL TH SEM/MA	534348	207565	1029	922542	21953930
GRACE THEOL SEM	249080	137120	4780	445527	858258.4
GRAD TH UNION	1134879	465567	18908	2280594	8426003
GRADUATE THEO FOUN	50000	50000	0	0	0
HARDING U GRAD SCH REL	148402	89416	5778	267189	2255891
HARTFORD SEM	166630	57873	422	246628	4863735
HARVARD DIV SCH	1444666	449412	59406	2306255	29128260
HELLENIC COL/HOLY CROSS	257491	57363	10820	834547	11948580
HERITAGE CHRISTIAN UNIV	40829	51570	913	96546	2160346
HOOD TH SEM	69683	35349	156	117759	1977702
HOUSTON GRAD SCH OF TH	99079	5255	0	104334	1223183
HURON U COL	0	17749	1667	26266	1019935
ILIFF SCH TH	261240	118552	5127	416028	7533972
IMMACULATE CONCEPTION/NJ	114344	47218	10411	175273	4761131
INDIANA WESLEYAN U	866548	670688	0	1625893	0
ITC/ATLANTA U CTR	3628250	1417488	1432	7310421	10153350
JKM LIBRARY	604995	149450	2602	824289	18719530
K.U. LEUVEN FAC TH	434500	422100	33600	952200	0
KENRICK-GLENNON SEM	196853	93569.78	7315	351559.8	3114442
KNOX COL/ON	159823	43676	3876	217094	3071969
LANCASTER TH SEM	0	0	0	0	0
LEXINGTON TH SEM	295380	152897	6289	507173	4664285
LINCOLN CHRISTIAN COL/SEM	377079	88722	4213	502059	2123633

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Institution	Salary Wages	Library Materials	Binding	Total Lib Expn	Total Inst Expn
LOGOS EVAN SEM	85386	14721	0	117160	1994665
LOUISV PRESBY TH SEM	284274	217598	4481	506353	8262517
LUTHER SEM/MN	381177	203422	12759	658227	21358890
LUTHERAN TH SEM/GET	105348	61052	6000	191250	5378994
LUTHERAN TH SEM/PHIL	194609	55821	8112	271993	9424134
LUTHERAN TH SOUTHERN SEM	211669	62997	5749	305925	5102192
MARIST COL LIB	5110	3389	781	9280	0
MASTER'S SEMINARY	255000	326000	6000	626000	45000000
MEADVILLE/LOMBARD	105469	15478	222	137232	2189930
MEMPHIS TH SEM	185457	73585	1880	323965	3755406
MERCER UNIV	642556	131056	3269	782154	4423668
METHODIST TH SCH/OH	216683	79735	0	338914	6088546
MICHIGAN TH SEM	48000	32521	0	82640	1546810
MID-AMERICA BAPT/TN	0	0	0	0	0
MID-AMERICA BAPTIST/NY	58678	7811	0	68601	0
MIDW BAPT TH SEM	189666	73438	4078	318547	5104317
MISSIONARY CH ARCHIVES	313036	129939	6000	865943	0
MORAVIAN TH SEM	20525	64040	450	151015	2139084
MT ANGEL ABBEY	162460	92600	420	407755	3945721
MT ST MARYS COL & SEM	67185	56218	2024	148538	2260200
MULTNOMAH BIB SEM	309964	156173	4600	525373	3245068
N. AMERICAN BAPT COL/AB	144802	75881	0	239502	1255847
N. AMERICAN BAPT SEM/SD	88244	49798	3000	161934	3872189
N. CENTRAL BIB U	173283	54088	935	294753	17635320
N.W. BAPT SEM	70257	11136	0	103037	0
NASHOTAH HOUSE	156233	51851	1157	218279	2565698
NAZARENE TH SEM	195752	119865	4046	410682	3939240
NEW BRUNSWICK TH SEM	148926	78402	1552	307018	4055382
NEW ORLNS BAPT TH SEM	307000	219300	3500	766300	14429810
NEW YORK TH SEM	50000	0	0	189459	4096752
NORTHERN BAPT TH SEM	183641	46043	4057	277836	4266390
OBLATE SCH OF TH	145739	79009	4753	257616	3110201

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PALMER TH SEM	217932	73897	3297	307437	5206194
PERKINS SCH TH/SMU	965996	688968	30274	2178104	12967430
PHIL BIBLICAL UNIV	311774	247164	7353	623758	0
PHILLIPS TH SEM	113399	114706	595	274759	4508078
PHOENIX SEM	160280	34349	1682	302114	2994074
PITTSBURGH TH SEM	500126	167089	10214	855425	9784948
PONT COL JOSEPHINUM	154788	94999	2782	279083	5273562
PRINCETON TH SEM	2071372	1039108	36628	4168305	49665140
PROVIDENCE COL & SEM	105672	93549	2427	232633	1884484
RECONST RABINICAL COL	137440	49683	0	218586	0
REFORMED EPISCOPAL SEM	91954	2873	615	95442	864017
REFORMED PRESBY TH SEM	49050	33506	4109	95970	945101
REFORMED TH SEM/MS	470865	134000	13541	679376	14405180
REGENT COL	320007	107944	2680	585542	7896674
REGIS COLLEGE	211253	47012	4119	281106	2240722
S. EASTERN BAPT TH SEM	668340	166084	7069	885167	16640750
S. WESTERN BAPT TH SEM	804607	241159	8138	1377698	34070820
SAC HEART SCH OF TH/WI	116522	17688	0	163945	5618200
SAC HEART MAJOR SEM/MI	236984	54034	6034	335583	3204862
SAMFORD U/BEESON DIV SCH	54400	94974	0	149374	4841702
SEATTLE U	52734	101364	114	162604	4765715
SOUTHEASTERN BIB COLL	60275	15110	0	78378	2244557
SOUTHERN BAPT TH SEM	761478	314139	23778	1256436	24627830
SS CYRIL & METHODIUS SEM	152006	19922	0	195832	1232818
ST ANDREWS COLL	44969	19843	0	66755	1083607
ST AUGUSTINES SEM	60081	25634	3107	93941	2621074
ST CHARLES BORROM SEM	217680	82710	5800	359510	3601261
ST FRANCIS SEM	0	0	3308	3308	0
ST JOHNS U/MN	1259649	486580	10268	1925053	3102511
ST JOSEPHS SEM	157839	87707	3561	290535	4476118
ST MARY SEM	62263	52486	6207	128527	2209417
ST MARYS SEM & U	152136	161015	4760	339611	7140232
ST MEINRAD SCH OF TH	207678	68024	3162	353743	5220071

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ST PATRICKS SEM	193594	60710	2301	288763	4420639
ST PAUL SCH TH/MO	247562	108623	10340	413058	6496503
ST PAUL SEM/U OF ST THOMAS	249301	90879	31144	519797	3178041
ST PETERS SEM	89428	43525	7024	158027	1559774
ST TIKHONS ORTH TH SEM	32000	7511	0	42882	919438
ST VINCENT DE PAUL	99270	73133	5217	232675	3205942
ST VLADIMIRS ORTH THE SEM	123975	57856	4552	202260	3104607
THEOSOPHICAL SOC AMER	79820	3400	0	147995	0
TRINITY COL FAC DIV	235090	76270	4700	328930	2172200
TRINITY EPIS SC MIN	199513	82119	11500	330221	4847467
TRINITY INTL U	657267	368718	18582	1309847	13331050
TRINITY LUTH SEM	277897	64765	1638	374577	7175630
TYNDALE COL & SEM/ON	437090	498870	2218	1037432	9847212
U DUBUQUE CHARLES C MYERS LIB	390698	220045	3774	680173	4936127
U NOTRE DAME	915425	930930	8655	2091859	0
U ST MARY THE LAKE	180615	120595	3561	333928	7046759
U ST MICHAELS COL	246677	62198	6660	337176	2388785
U THE SOUTH SCH TH	104289	139639	11180	255290	7873201
UNION TH SEM IN VA	869969	309082	12293	1266420	15250270
UNION TH SEM/NY	665638	273955	26968	1041436	10522860
UNITED TH SEM	216666	88561	2628	342898	5995933
UNITED TH SEM/TW CITIES	150019	49429	1586	220399	3652717
URSHAN GRAD SCHL THEO	82612	10592	0	91832	0
VANCOUVER SCH TH	176963	56215	2599	252914	4718475
VANDERBILT U DIV SCH	479356	221145	6034	1023950	10174430
VICTORIA U/EMMANUEL COL	171123	65737	4500	329560	3935952
VIRGINIA TH SEM	580209	246119	7968	936680	13652530
WARTBURG TH SEM	158527	58109	1198	256500	5881866
WASHINGTON TH UNION	132901	103841	4230	267500	4154868
WESLEY BIB SEM	66425	34900	0	101325	2339378
WESLEY TH SEM/DC	372398	168730	6500	585354	10764060
WESTERN SEMINARY	136043	35272	0	197218	5143843
WESTERN TH SEM/MI	257402	61852	3186	364084	8237207

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WESTMINSTER TH SEM/ CA	99209	69423	0	168632	3000082
WESTMINSTER TH SEM/PA	295834	133154	7656	458646	8682020
WHEATON COL	0	890864	0	0	0
WILF LAURIER U/WATERLOO	88723	25000	1800	126076	1686673
WILLIAM CAREY INTL UNIV	40400	10700	0	53000	0
WINEBRENNER SEM	52443	28365	5227	95274	1959740
WM CATH BOOTH COLL	0	0	0	0	0
YALE U DIV SCH	1190188	374368	31667	1801461	18135240
YU SHAN THEO SEM	0	2000	0	0	0

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LIBRARY HOLDINGS					
Institution	Bound Vol	Microforms	AudVis Media	Period Subs	Other Hold
ABILENE CHRISTIAN U	104665	241000	6400	330	110
ACADIA DIV COL	0	0	0	0	0
ALLIANCE TH SEM	42882	6439	2021	275	134
AMBROSE SEM	116337	28420	2115	353	1100
ANDERSON U	208951	197162	5867	728	12379
ANDOVER NEWTON TH SCH	243225	13064	256	449	1085
ANDREWS U	169318	52771	23275	1564	37720
ASBURY TH SEM	322493	26688	25284	1081	52093
ASSEMBLIES OF GOD TH SEM	93356	74332	5157	389	56
ASSOC MENNONITE BIB SEM	114105	1226	1696	478	644
ATHENAEUM OHIO	105601	1833	2745	298	31
ATLANTIC SCH TH	82590	160	2056	341	312
AUSTIN GRAD SCH OF THEOL	27760	465	200	122	3
AUSTIN PRESBY TH SEM	160073	11339	7076	538	3850
BANGOR TH SEM	100936	783	881	108	80
BAPTIST MISS ASSOC TH SEM	68581	947	6964	318	14511
BARRY U	351705	616152	7411	1565	70
BETHEL TH SEM	372349	4267	10169	963	55
BIBLICAL TH SEM	48541	0	1356	374	25
BIOLA U/TALBOT SCH THE	301956	214273	9825	1078	5949
BLESSED JOHN XXIII NAT SEM	65904	0	8165	331	7
BOSTON U SCH TH	155892	31395	1001	506	1809
BRITE DIV SCH	197984	641877	26300	465	21
CALVIN TH SEM	148870	808547	2981	2700	161769
CAMPBELL U	342545	1262006	1759	3097	1587
CAMPBELLSVILLE UNIV	0	0	0	0	0
CANADIAN SO BAPT	34165	8053	2596	10050	9584
CARDINAL BERAN LIBR/U ST THO	66098	3206	284	336	1471
CATHOLIC TH UNION	156177	197	968	0	99
CATHOLIC U AMER	325927	25104	291	4072	313
CENTRAL BAPT TH SEM/KS	94452	10716	2728	337	601

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Institution	Bound Vol	Microforms	AudVis Media	Period Subs	Other Hold
CENTRAL BAPT TH SEM/MN	48503	508	557	279	43
CHICAGO TH SEM	119245	0	0	132	0
CHRIST THE KING SEM	163362	3508	1831	423	20320
CHRISTIAN TH SEM	231483	3054	7309	818	478
CHURCH OF GOD TH SEM	32247	13	110	76	7
CINCIN CHRISTIAN U	115906	46351	16744	13364	86978
CLAREMONT SCH TH	198406	5698	644	628	178
COLORADO CHRISTIAN U	92085	10	2502	410	849
COLUMBIA INTL U	122059	57311	5717	346	12435
COLUMBIA TH SEM	186279	41001	5056	871	808
CONCEPTION SEM & ABBEY	119108	1181	2672	145	3051
CONCORDIA LUTH SEM/AB	27173	182	727	262	129
CONCORDIA SEM/MO	252124	51943	11353	1075	13635
CONCORDIA TH SEM/IN	169430	19193	8282	723	4708
CONGREGATIONAL LIBR	0	0	0	0	0
CORNERSTONE COL/ GR BAPT SEM	124295	265000	4900	1250	18515
COVENANT TH SEM	78611	1451	3498	356	506
DALLAS TH SEM	209389	58186	11860	859	20566
DAVID LIPSCOMB U	0	0	0	0	0
DENVER SEM	157091	3200	2365	495	56
DOMINICAN HSE STUDIES	69281	1294	802	309	20
DREW U	576593	383648	1352	2571	508410
DUKE U DIV SCH	371450	40171	0	714	86
EASTERN MENN U	83648	39828	1314	444	825
ECUMENICAL TH SEM	0	0	0	0	0
EDEN TH SEM	90569	375	865	448	12
EMMANUEL SCH REL	134925	25584	3690	735	24
EMORY U/PITTS TH LIB	540254	118955	3470	1362	976
EPISC DIV SCH/WESTON JES	495622	2628	1498	2314	42
EPISCOPAL TH SEM SW	109160	1376	2652	275	575
ERSKINE COL & SEM	182749	62982	1433	683	16671
EVANGELICAL SCH TH	79426	215	802	558	183
EVANGELICAL SEM OF PR	72079	1418	866	389	1279
EVANGELISCHE THEO FAC	43000	0	50	25	6

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FLORIDA CTR TH STD	29617	0	187	244	23
FULLER TH SEM	325135	57025	426	0	1487
GARRETT EV/SEABURY W	491559	9569	1080	1983	2046
GENERAL TH SEM/NY	258722	1249	176	580	95
GEORGE FOX EVANGEL SEM	68366	5033	2390	315	482
GOLD GATE BAPT TH SEM	178028	877	8110	401	49025
GORDON-CONWELL TH SEM/MA	262438	47722	7086	736	570
GRACE THEOL SEM	156437	23006	1478	356	27
GRAD TH UNION	461528	283328	6009	1556	4780
GRADUATE THEO FOUN	2750	0	0	0	5000
HARDING U GRAD SCH REL	124760	19822	2648	595	2962
HARTFORD SEM	87498	6660	470	311	49
HARVARD DIV SCH	453711	92515	633	1932	37624
HELLENIC COL/HOLY CROSS	74462	863	2977	730	630
HERITAGE CHRISTIAN UNIV	59715	363	12914	365	3139
HOOD TH SEM	33549	66	253	350	3
HOUSTON GRAD SCH OF TH	44113	0	631	1282	9157
HURON U COL	38116	0	0	0	0
ILIFF SCH TH	227630	60696	2637	632	1072
IMMACULATE CONCEPTION/NJ	62942	1797	2871	514	289
INDIANA WESLEYAN U	139913	322925	9113	680	10210
ITC/ATLANTA U CTR	415588	867237	7413	1057	53423
JKM LIBRARY	350775	118842	1321	699	15
K.U. LEUVEN FAC TH		15420	615	1589	109582
KENRICK-GLENNON SEM	76309	605	3037	282	122
KNOX COL/ON	79330	1977	227	213	154
LANCASTER TH SEM	0	0	0	0	0
LEXINGTON TH SEM	159421	10329	715	987	965
LINCOLN CHRISTIAN COL/SEM	102406	5197	29831	442	6533
LOGOS EVAN SEM	46401	0	2747	168	16
LOUISV PRESBY TH SEM	161028	11797	4802	602	3093
LUTHER SEM/MN	252406	44626	2186	686	20
LUTHERAN TH SEM/GET	358652	6264	2031	507	1423
LUTHERAN TH SEM/PHIL	198319	26501	5402	472	3470

Note: A zero (0) may mean that the information is not applicable and/or not available. Statistics from ATS schools are printed as received from ATS.

Institution	Bound Vol	Microforms	AudVis Media	Period Subs	Other Hold
LUTHERAN TH SOUTHERN SEM	102548	7605	1539	358	5
MARIST COL LIB	7886	47	0	41	0
MASTER'S SEMINARY	180000	35000	2250	627	509
MEADVILLE/LOMBARD	107921	0	0	158	0
MEMPHIS TH SEM	85698	1180	1203	389	241
MERCER UNIV	53370	2079	1111	282	134
METHODIST TH SCH/OH	140307	1861	4520	397	69
MICHIGAN TH SEM	58715	0	535	217	2
MID-AMERICA BAPT/TN	0	0	0	0	0
MID-AMERICA BAPTIST/NY	59522	112	198	145	82
MIDW BAPT TH SEM	110281	2853	4538	371	1944
MISSIONARY CH ARCHIVES	126638	4482	1478	457	1052
MORAVIAN TH SEM	42487	2220	70	281	80
MT ANGEL ABBEY	271450	65830	3328	215	749
MT ST MARYS COL & SEM	39710	5011	0	145	0
MULTNOMAH BIB SEM	90676	7836	5513	373	4903
N. AMERICAN BAPT COL/AB	59369	2517	429	145	18
N. AMERICAN BAPT SEM/SD	74182	749	1948	4862	0
N. CENTRAL BIB U	74566	0	3133	324	287
N.W. BAPT SEM	21689	420	1857	113	0
NASHOTAH HOUSE	108300	3	518	284	376
NAZARENE TH SEM	107229	28124	1977	547	6650
NEW BRUNSWICK TH SEM	172895	0	359	300	13
NEW ORLNS BAPT TH SEM	287019	13350	22301	1109	58513
NEW YORK TH SEM	0	0	0	0	0
NORTHERN SEM	51343	2754	1636	299	1926
OBLATE SCH OF TH	105243	0	216	401	15
PALMER TH SEM	146883	59	1966	450	53
PERKINS SCH TH/SMU	334655	135956	1986	1229	87
PHIL BIBLICAL UNIV	167093	63827	8452	803	6993
PHILLIPS TH SEM	87230	3493	586	230	7492
PHOENIX SEM	44767	4819	1046	158	3233
PITTSBURGH TH SEM	279795	86132	12280	946	4577
PONT COL JOSEPHINUM	141853	1878	3352	401	2264

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Institution	Bound Vol	Microforms	AudVis Media	Period Subs	Other Hold
PRINCETON TH SEM	553599	52813	2641	5147	3719
PROVIDENCE COL & SEM	67205	7838	3029	317	931
RECONST RABINICAL COL	47234	0	200	119	10
REFORMED EPISCOPAL SEM	23260	0	28	99	119
REFORMED PRESBY TH SEM	63850	563	1321	239	127
REFORMED TH SEM/MS	268615	128307	5083	1341	138
REGENT COL	119347	60438	9905	376	897
REGIS COLLEGE	101051	0	186	270	2
S. EASTERN BAPT TH SEM	169892	103023	25167	793	25314
S. WESTERN BAPT TH SEM	520241	28312	57878	766	429102
SAC HEART SCH OF TH/WI	102258	1386	5992	433	18
SAC HEART MAJOR SEM/MI	139873	6560	3209	510	13
SAMFORD U/BEESON DIV SCH	260954	665361	0	1184	155808
SEATTLE U	65554	2919	252	248	214
SOUTHEASTERN BIB COLL	52540	2071	2229	148	12
SOUTHERN BAPT TH SEM	387652	66984	106462	954	434995
SS CYRIL & METHODIUS SEM	87350	25886	1635	185	43
ST ANDREWS COLL	42278	30	196	52	2201
ST AUGUSTINES SEM	36531	0	1491	185	14
ST CHARLES BORROM SEM	125219	1893	16021	575	24
ST FRANCIS SEM	84211	136	1170	463	150
ST JOHNS U/MN	502856	93204	13202	1379	21327
ST JOSEPHS SEM	102528	10125	0	273	6
ST MARY SEM	73785	1392	1179	336	10
ST MARYS SEM & U	129258	1768	929	409	733
ST MEINRAD SCH OF TH	172926	10536	5175	335	34
ST PATRICKS SEM	120233	2194	1432	313	6179
ST PAUL SCH TH/MO	106667	3	911	587	2890
ST PAUL SEM/U OF ST THOMAS	107557	1332	0	425	207
ST PETERS SEM	63488	0	1975	6378	2
ST TIKHONS ORTH TH SEM	45414	3522	443	238	947
ST VINCENT DE PAUL	80399	697	1525	380	7006
ST VLADIMIRS ORTH THE SEM	133287	2467	365	357	1
THEOSOPHICAL SOC AMER	0	0	0	0	0

Note: A zero (0) may mean that the information is not applicable and/or not available. Statistics from ATS schools are printed as received from ATS.

Institution	Bound Vol	Microforms	AudVis Media	Period Subs	Other Hold
TRINITY COL FAC DIV	71278	3589	574	207	32
TRINITY EPIS SC MIN	101832	1713	5039	426	209
TRINITY INTL U	245237	110350	6913	1176	148
TRINITY LUTH SEM	137107	3291	6349	450	408
TYNDALE COL & SEM/ON	98980	1534	2848	503	8149
U DUBUQUE CHARLES C MYERS LIB	180226	20000	2097	466	8211
U NOTRE DAME	338177	261431	329	646	110
U ST MARY THE LAKE	188664	1916	839	437	12
U ST MICHAELS COL	146176	5947	415	211	22169
U THE SOUTH SCH TH	145928	11061	844	1387	32
UNION TH SEM IN VA	342253	33060	36614	981	29071
UNION TH SEM/NY	614291	167228	1824	1719	6532
UNITED TH SEM	145687	9251	8139	486	5375
UNITED TH SEM/TW CITIES	90734	8410	527	248	11
URSHAN GRAD SCHL THEO	3452	0	116	1416	9
VANCOUVER SCH TH	91811	1401	1927	252	3182
VANDERBILT U DIV SCH	227269	29964	2218	773	4654
VICTORIA U/EMMANUEL COL	72224	5097	914	201	49
VIRGINIA TH SEM	188239	7713	3224	1060	1387
WARTBURG TH SEM	91172	0	596	236	30
WASHINGTON TH UNION	108444	0	262	478	23
WESLEY BIB SEM	50942	2	2030	276	3733
WESLEY TH SEM/DC	185650	10922	2436	578	134
WESTERN SEMINARY	55106	35474	3832	253	5944
WESTERN TH SEM/MI	119544	4620	1177	447	6496
WESTMINSTER TH SEM/ CA	71274	52243	1525	236	50
WESTMINSTER TH SEM/PA	134991	15158	3294	690	205
WHEATON COL	416243	554241	18096	1670	44446
WILF LAURIER U/WATERLOO	24208	21000	1527	429	10319
WILLIAM CAREY INTL UNIV	62086	205	587	18	937
WINEBRENNER SEM	45497	0	657	107	45
WM CATH BOOTH COLL	0	0	0	0	0
YALE U DIV SCH	3807348	255539	3283	1698	4158
YU SHAN THEO SEM	40000	0	0	0	0

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Statistical Records Report (2004–2005)

CIRCUALATION DATA: INTERLIBRARY LOAN			
Institution	Circ Trans	ILL Sent	ILL Received
ABILENE CHRISTIAN U	21397	1485	882
ACADIA DIV COL	4141	0	161
ALLIANCE TH SEM	8069	149	92
AMBROSE SEM	46901	112	43
ANDERSON U	60813	2848	3004
ANDOVER NEWTON TH SCH	15189	733	187
ANDREWS U	27625	2898	1403
ASBURY TH SEM	91024	1564	1391
ASSEMBLIES OF GOD TH SEM	14378	193	10
ASSOC MENNONITE BIB SEM	7969	1205	279
ATHENAEUM OHIO	18955	615	61
ATLANTIC SCH TH	17236	872	304
AUSTIN GRAD SCH OF THEOL	1015	0	8
AUSTIN PRESBY TH SEM	6044	370	41
BANGOR TH SEM	2381	729	251
BAPTIST MISS ASSOC TH SEM	4531	4	8
BARRY U	33467	2961	2550
BETHEL TH SEM	50090	7466	1718
BIBLICAL TH SEM	2811	127	24
BIOLA U/TALBOT SCH THE	160504	3786	2625
BLESSED JOHN XXIII NAT SEM	3461	2	10
BOSTON U SCH TH	40498	328	159
BRITE DIV SCH	10272	530	272
CALVIN TH SEM	145113	4896	7356
CAMPBELL U	87500	1964	2097
CAMPBELLSVILLE UNIV	7573	235	198
CANADIAN SO BAPT	2061	46	52
CARDINAL BERAN LIBR/U ST THO	7274	8	24
CATHOLIC TH UNION	21985	2277	654
CATHOLIC U AMER	2439	0	0
CENTRAL BAPT TH SEM/KS	4679	954	200

Note: A zero (0) may mean that the information is not applicable and/or not available. Statistics from ATS schools are printed as received from ATS.

Institution	Circ Trans	ILL Sent	ILL Received
CENTRAL BAPT TH SEM/MN	4692	11	40
CHICAGO TH SEM	3155	246	96
CHRIST THE KING SEM	5176	22	46
CHRISTIAN TH SEM	50230	1080	603
CHURCH OF GOD TH SEM	9900	0	79
CINCIN CHRISTIAN U	34244	703	95
CLAREMONT SCH TH	66513	683	138
COLORADO CHRISTIAN U	12246	3	247
COLUMBIA INTL U	47842	836	1038
COLUMBIA TH SEM	14605	852	401
CONCEPTION SEM & ABBEY	6511	776	378
CONCORDIA LUTH SEM/AB	758	0	2
CONCORDIA SEM/MO	31697	691	254
CONCORDIA TH SEM/IN	13301	2552	415
CONGREGATIONAL LIBR	1000	0	0
CORNERSTONE COL/ GR BAPT SEM	49005	1966	1774
COVENANT TH SEM	52439	2877	2721
DALLAS TH SEM	95849	1347	321
DAVID LIPSCOMB U	21141	1689	340
DENVER SEM	58110	1061	437
DOMINICAN HSE STUDIES	0	123	80
DREW U	76556	5766	3239
DUKE U DIV SCH	46308	0	0
EASTERN MENN U	3935	3052	244
ECUMENICAL TH SEM	2900	0	0
EDEN TH SEM	15312	829	89
EMMANUEL SCH REL	18094	346	275
EMORY U/PITTS TH LIB	19850	898	392
EPISC DIV SCH/WESTON JES	39404	1436	338
EPISCOPAL TH SEM SW	6138	14	54
ERSKINE COL & SEM	16221	11	1146
EVANGELICAL SCH TH	7233	400	20
EVANGELICAL SEM OF PR	7887	1	16
EVANGELISCHE THEO FAC	1200	0	0

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Institution	Circ Trans	ILL Sent	ILL Received
FLORIDA CTR TH STD	705	3	58
FULLER TH SEM	111894	1245	2084
GARRETT EV/SEABURY W	42900	3768	188
GENERAL TH SEM/NY	4174	204	30
GEORGE FOX EVANGEL SEM	8366	3925	4348
GOLD GATE BAPT TH SEM	23664	394	274
GORDON-CONWELL TH SEM/MA	128708	1079	1082
GRACE THEOL SEM	18667	551	387
GRAD TH UNION	103340	825	400
GRADUATE THEO FOUN	0	0	0
HARDING U GRAD SCH REL	15542	1368	76
HARTFORD SEM	3917	1338	298
HARVARD DIV SCH	82464	967	192
HELLENIC COL/HOLY CROSS	6216	570	600
HERITAGE CHRISTIAN UNIV	3085	0	4
HOOD TH SEM	2580	30	126
HOUSTON GRAD SCH OF TH	1585	0	100
HURON U COL	0	0	0
ILIFF SCH TH	13305	1087	137
IMMACULATE CONCEPTION/NJ	4000	50	30
INDIANA WESLEYAN U	52091	4057	1985
ITC/ATLANTA U CTR	33093	2033	2869
JKM LIBRARY	56741	1527	183
K.U. LEUVEN FAC TH	0	496	23
KENRICK-GLENNON SEM	8235	837	208
KNOX COL/ON	15221	98	0
LANCASTER TH SEM	14210	631	77
LEXINGTON TH SEM	19985	507	198
LINCOLN CHRISTIAN COL/SEM	142058	1910	2575
LOGOS EVAN SEM	9690	0	1
LOUISV PRESBY TH SEM	16487	1103	67
LUTHER SEM/MN	34920	1711	1207
LUTHERAN TH SEM/GET	13974	367	210
LUTHERAN TH SEM/PHIL	12425	403	117

Note: A zero (0) may mean that the information is not applicable and/or not available. Statistics from ATS schools are printed as received from ATS.

Institution	Circ Trans	ILL Sent	ILL Received
LUTHERAN TH SOUTHERN SEM	10225	315	70
MARIST COL LIB	356	0	0
MASTER'S SEMINARY	114000	627	275
MEADVILLE/LOMBARD	710	140	43
MEMPHIS TH SEM	6873	144	219
MERCER UNIV	7064	541	165
METHODIST TH SCH/OH	12004	248	247
MICHIGAN TH SEM	6416	0	145
MID-AMERICA BAPT/TN	35906	212	9
MID-AMERICA BAPTIST/NY	1360	79	49
MIDW BAPT TH SEM	7534	989	755
MISSIONARY CH ARCHIVES	20514	658	1172
MORAVIAN TH SEM	1440	70	62
MT ANGEL ABBEY	19963	3301	286
MT ST MARYS COL & SEM	1947	153	188
MULTNOMAH BIB SEM	40251	1659	1238
N. AMERICAN BAPT COL/AB	15784	1723	6394
N. AMERICAN BAPT SEM/SD	5865	1049	205
N. CENTRAL BIB U	12165	324	1569
N.W. BAPT SEM	1925	1	39
NASHOTAH HOUSE	5583	1411	115
NAZARENE TH SEM	11634	1106	372
NEW BRUNSWICK TH SEM	5466	8	15
NEW ORLNS BAPT TH SEM	17000	539	66
NEW YORK TH SEM	1.38	0	20
NORTHERN SEM	6991	1555	964
OBLATE SCH OF TH	3556	406	189
PALMER TH SEM	12325	367	264
PERKINS SCH TH/SMU	54015	661	216
PHIL BIBLICAL UNIV	89966	214	357
PHILLIPS TH SEM	4656	214	380
PHOENIX SEM	11577	134	313
PITTSBURGH TH SEM	28869	927	331
PONT COL JOSEPHINUM	10736	986	485

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Institution	Circ Trans	ILL Sent	ILL Received
PRINCETON TH SEM	47124	790	369
PROVIDENCE COL & SEM	13452	124	221
RECONST RABINICAL COL	3722	53	208
REFORMED EPISCOPAL SEM	406	0	0
REFORMED PRESBY TH SEM	3532	444	54
REFORMED TH SEM/MS	64595	1674	958
REGENT COL	132229	18	66
REGIS COLLEGE	12780	99	0
S. EASTERN BAPT TH SEM	57476	1837	834
S. WESTERN BAPT TH SEM	182105	3503	2962
SAC HEART SCH OF TH/WI	5262	470	106
SAC HEART MAJOR SEM/MI	39240	398	299
SAMFORD U/BEESON DIV SCH	40353	7248	5347
SEATTLE U	1811	80	121
SOUTHEASTERN BIB COLL	3643	1	23
SOUTHERN BAPT TH SEM	108964	2894	1667
SS CYRIL & METHODIUS SEM	3614	85	36
ST ANDREWS COLL	2927	38	4
ST AUGUSTINES SEM	3931	48	0
ST CHARLES BORROM SEM	14518	426	178
ST FRANCIS SEM	9952	2489	998
ST JOHNS U/MN	60759	2894	2554
ST JOSEPHS SEM	4603	287	143
ST MARY SEM	1900	0	82
ST MARYS SEM & U	1168	0	114
ST MEINRAD SCH OF TH	9103	572	224
ST PATRICKS SEM	2575	231	27
ST PAUL SCH TH/MO	15248	2329	758
ST PAUL SEM/U OF ST THOMAS	12893	1385	402
ST PETERS SEM	14703	181	17
ST TIKHONS ORTH TH SEM	3636	1	52
ST VINCENT DE PAUL	4205	12	32
ST VLADIMIRS ORTH THE SEM	5372	157	384
THEOSOPHICAL SOC AMER	2315	122	3

Note: A zero (0) may mean that the information is not applicable and/or not available. Statistics from ATS schools are printed as received from ATS.

Institution	Circ Trans	ILL Sent	ILL Received
TRINITY COL FAC DIV	20569	40	0
TRINITY EPIS SC MIN	13081	186	326
TRINITY INTL U	68676	5550	6366
TRINITY LUTH SEM	13564	200	70
TYNDALE COL & SEM/ON	88436	222	82
U DUBUQUE CHARLES C MYERS LIB	24267	1689	2064
U NOTRE DAME	37177	2753	2009
U ST MARY THE LAKE	29247	810	539
U ST MICHAELS COL	22435	652	0
U THE SOUTH SCH TH	6748	2008	157
UNION TH SEM IN VA	32846	2187	326
UNION TH SEM/NY	13769	1042	126
UNITED TH SEM	17740	271	227
UNITED TH SEM/TW CITIES	7902	348	394
URSHAN GRAD SCHL THEO	2453	0	0
VANCOUVER SCH TH	33552	46	0
VANDERBILT U DIV SCH	35703	2857	899
VICTORIA U/EMMANUEL COL	15949	106	0
VIRGINIA TH SEM	15165	454	102
WARTBURG TH SEM	7974	531	228
WASHINGTON TH UNION	6932	0	11
WESLEY BIB SEM	1888	0	29
WESLEY TH SEM/DC	12203	403	70
WESTERN SEMINARY	8099	973	419
WESTERN TH SEM/MI	10074	370	176
WESTMINSTER TH SEM/ CA	11700	283	428
WESTMINSTER TH SEM/PA	37665	95	314
WHEATON COL	166370	14867	4889
WILF LAURIER U/WATERLOO	4653	1043	1254
WILLIAM CAREY INTL UNIV	400	1	3
WINEBRENNER SEM	8385	103	8
WM CATH BOOTH COLL	12386	30	99
YALE U DIV SCH	44472	976	745
YU SHAN THEO SEM	4927	36	40

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Appendix IX: ATLA Organizational Directory (2006–2007)

Officers*

President: Duane Harbin (2007–2010), Southern Methodist University, Perkins School of Theology
Vice President: Martha Lund Smalley (2005–2008), Yale University Divinity School Library
Secretary: Roberta A. Schaafsma (2004–2007), Duke University Divinity School Library

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Eileen Crawford (2005–2008), Vanderbilt University, Divinity Library
M. Patrick Graham (2005–2008), Emory University, Pitts Theology Library
Dr. Ann Hotta (2006-2007), Graduate Theological Union Library
Cait Kokolus (2006-2009), St. Charles Borromeo Seminary, Ryan Memorial Library
Allen W. Mueller (2006-2007), Eden Theological Seminary, Luhr Library
James C. Pakala (2004–2007), Covenant Theological Seminary, Buswell Library
David R. Stewart (2005–2008), Luther Seminary Library
Christine Wenderoth (2004-2007), JKM Library

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Executive Director: Dennis A. Norlin
Director of Business Development: Margot Lyon
Director of Electronic Products and Services: Tami Luedtke
Director of Financial Services: Pradeep Gamadia
Director of Indexes: Cameron J. Campbell
Director of Member Services: Barbara Kemmis
Director of Preservation Products and Services: Russell Kracke

Appointed Officials and Representatives

Association Archivist: Martha Lund Smalley, Yale University Divinity School Library
Editor of ATLA Scarecrow Series: Jack W. Ammerman, Boston University School of Theology Library
Representative to ALA Committee on Cataloging: Description and Access (CC:DA): Judy Knop, ATLA
Statistician/Records Manager: Director of Member Services, ATLA

* Terms of membership on the Board are indicated after the member's name. Offices are held for one year.

This directory reflects the 2006–2007 membership year

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Roger L. Loyd, Chair, Duke University Divinity School Library
Mary R. Bischoff, West Plains, Missouri
M. Patrick Graham, Emory University, Pitts Theology Library
Elmer O'Brien, Boulder, Colorado

Nominating Committee:
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Susan Ebertz, Wartburg Theological Seminary, Reu Memorial Library
James C. Pakala, Covenant Theological Seminary, Buswell Library

Special Committee of the Association

Special Committee of the Assocation for International Collaboration:
Mariel Deluca Voth, Chair, Bethel Seminary San Diego Library
Chris Beldan, Lancaster Theological Seminary, Philip Schaff Library
Paul Stuehrenberg, Board Liaison, Yale University Divinity School Library
Margaret Tarpley, Vanderbilt University

Committees Appointed by the Executive Director

Annual Conference Committee:
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Bruce Eldevik, Vice-Chair, Luther Seminary Library
Cait Kokolus, St. Charles Borromeo Seminary, Ryan Memorial Library
André Paris, St. Paul University, Jean-Leon Allie Library
Eric R. Stancliff, Concordia Seminary Library

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Christina Torbert, Chair, University of Mississippi, J.D. Williams Library
Carrie Hackney, Secretary, Howard University School of Divinity Library
Blake Walter, Northern Baptist Theological Seminary, Brimson Grow Library
Stephen Crocco, Local Host Representative, Princeton Theological Seminary, Speer Library

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Laura Harris, Iliff School of Theology, Ira J. Taylor Library
Richard A. Lammert, Concordia Theological Seminary, Walther Library

Membership Advisory Committee:
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Alva (Al) R. Caldwell, The United Library
Emily Knox, General Theological Seminary, St. Mark's Library
Gerald L. Truman, Urshan Graduate School of Theology Library

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Myron B. Chace, Library of Congress
Donald Vorp, Princeton Theological Seminary, Speer Library

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Angela Morris, Louisville Presbyterian Theological Seminary, Ernest Miller White Library
Kristine Veldheer, Graduate Theological Union Library

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Douglas Gragg, Emory University, Pitts Theological Library
Terese M.J. Jerose, Southeastern Baptist Theological Seminary
Jack W. Ammerman, Ex officio, Boston University School of Theology Library

Technology Advisory Committee:
William J. Hook, Chair, Vanderbilt University, Divinity Library
Cheryl Adams, Library of Congress
Charles Bellinger, Texas Christian University, Brite Divinity School Library

Future Annual Conference Hosts

2008, June 25–28: Canadian Librarians. Site: Ottawa, ON, Canada

2009, June 17–20: St. Louis Theological Consortium Libraries. Site: St. Louis, MO

2010, June 16-18: Theological Education Association of Mid-America Librarians (TEAM-A). Site: Louisville, KY

Appendix X: ATLA Membership Directory

Lifetime Members

*Alt, Mrs. Marti, 6036 Big Walnut, Galena, OH 43021. E-mail: alt.1@osu.edu

Altmann, Mr. Thomas, Ass't Coordinator - Art & Music Dept., 2808 N. Menomonee River Parkway, Milwaukee, WI 53222-4544. E-mail: taltmann@mac.com

Baker-Batsel, Mr. John David, 2976 Shady Hollow West, Boulder, CO 80304. Work: (303) 546-6736 / E-mail: jbbatsel@earthlink.net

Beffa, Mr. Pierre, President of BETH, La Piece, Chemin de la Rencontre, 13, CH 1273 Arzier, Suisse Switzerland. Work: ++41 22 366 24 80 / E-mail: pierrebeffa@bluewin.ch

Bollier, Rev. John A., 22 North Lake Drive, Apt. B1, Hamden, CT 06517. E-mail: jabollier@comcast.net

Bracewell, Rev. R. Grant, 14304 20th Avenue, Surrey, BC V4A 8P9 Canada. E-mail: brace1@telus.net

Burdick, Rev. Oscar, 568 High Eagle Ct., Walnut Creek, CA 94595-3928. Work: (510) 524-0835

Camp, Mr. Thomas Edward, 209 Carruthers Road, P.O. Box 820, Sewanee, TN 37375-0820. Work: (615) 598-5657 / E-mail: ecamp@seraph1.sewanee.edu

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Baptist Missionary Association Theological Seminary, 1530 East Pine Street, Jacksonville, TX, 75766. (903) 586-2501, x 232; Fax: (903) 586-0378; Rev. James C. Blaylock; E-mail: jblaylock@bmats.edu; www.bmats.edu

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Faith Evangelical Lutheran Seminary, 3504 North Pearl, P.O. Box 7186, Tacoma, WA, 98407-0186. (253) 752-2020; Fax: (253) 752-1790; Dr. M. Lynn Smith-Henry; E-mail: librarian@FaithSeminary.edu; www.faithseminary.edu

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Golden Gate Baptist Theological Seminary, Southern California Regional Campus, 251 S. Randolph Avenue, Suite A, Brea, CA, 92821. (714) 256-1311, x 27; Fax: (714) 256-0292; Mr. Harvey Martindill; E-mail: harveymartindill@ggbts.edu;

Golden Gate Baptist Theological Seminary, Rocky Mountain Campus, 7393 S. Alton Way, Centennial, CO, 80112. (303) 779-6431, x 13; Fax: (303) 779-6432; Ms. Loren Rhyne; E-mail: lorenrhyne@ggbts.edu;

Golden Gate Baptist Theological Seminary, Library, 201 Seminary Drive, #939, Mill Valley, CA, 94941-3197. (415) 380-1678; Fax: (415) 380-1652; Ms. Kelly Campbell; E-mail: kellycampbell@ggbts.edu; www.ggbts.edu/

Gordon-Conwell Theological Seminary, Goddard Library, 130 Essex Street, South Hamilton, MA, 01982-2317. (978) 646-4075; Fax: (978) 646-4567; Mr. Meredith M. Kline; E-mail: mmkline@gcts.edu; www.gcts.edu

Gordon-Conwell Theological Seminary-Charlotte, Library, 14542 Choate Circle, Charlotte, NC, 28273. (704) 527-9909; Fax: (704) 527-8577; Dr. Robert J. Mayer; E-mail: bmayer@gcts.edu; www.gordonconwell.edu/charlotte/

Grace Theological Seminary, Morgan Library, 200 Seminary Drive, Winona Lake, IN, 46590. (219) 372-5177; Mr. William E. Darr; E-mail: wedarr@grace.edu; www.grace.edu

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Graduate Theological Union, Library, 2400 Ridge Road, Berkeley, CA, 94709. (510) 649-2540; Fax: (510) 649-2508; Mr. Robert Benedetto; E-mail: rbenedetto@gtu.edu; www.gtu.edu/library-1

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HealthCare Chaplaincy, Spears Center for Pastoral Research Library, 307 East 60th Street, New York, NY, 10022. (212) 644-1111, x 235; Fax: (212) 486-1440; Ms. Helen Tannenbaum; E-mail: htannenbaum@healthcarechaplaincy.org; www.healthcarechaplaincy.org

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Hood Theological Seminary, Library, 1810 Lutheran Synod Drive, Salisbury, NC, 28144. (704) 636-6840; Rev. Cynthia D. Keever; E-mail: ckeever@hoodseminary.edu; www.hoodseminary.edu

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Kaiser-Ramaker Library see Sioux Falls Seminary

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Kenrick / Glennon Seminary, Library, 5200 Glennon Drive, St. Louis, MO, 63119. (314) 792-6129; Fax: (314) 792-6500; Dr. Andrew Sopko; E-mail: sopko@kenrick.edu; www.kenrick.edu/library.html

Kino Library, 400 East Monroe, Phoenix, AZ, 85004. (602) 354-2312; Fax: (602) 354-2251; Sr. Darcy Peletich; E-mail: dpeletich@diocesephoenix.org; www.diocesephoenix.org/kino/library.asp

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Knox College, Caven Library, 59 St. George Street, Toronto, ON, M5S 2E6, Canada. (416) 978-4504; Fax: (416) 971-2133; Ms. Mary Christine Tucker; E-mail: chris.tucker@utoronto.ca; www.utoronto.ca/knox/

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Lexington Theological Seminary, Bosworth Memorial Library, 631 South Limestone Street, Lexington, KY, 40508. (859) 252-0361; Fax: (859) 281-6042; Rev. M. Tim Browning; E-mail: tbrowning@lextheo.edu; www.lextheo.edu

Lincoln Christian College and Seminary, Jessie C. Eury Library, 100 Campus View Drive, Lincoln, IL, 62656. (217) 732-7788 x2281; Fax: (217) 732-5914; Ms. Nancy J. Olson; E-mail: nolson@lccs.edu; www.lccs.edu/library/

Lineberger Memorial Library see Lutheran Theological Southern Seminary

Loden-Daniel Library see Freed-Hardeman University

Logos Evangelical Seminary Library, 9378 Telstar Avenue, El Monte, CA, 91731. (626) 571-5100, x 47; Fax: (626) 571-5119; Mr. Sheng Chung Chang; E-mail: shengchung@les.edu; www.les.edu

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Lutheran Seminary Program in the Southwest, LSPS/Seminex Library, P.O. Box 4790, Austin, TX, 78765. (512) 477-2666; Fax: (512) 477-6693; Ms. Susan Ebertz; E-mail: sebertz@wartburgseminary.edu; www.lsps.edu

Lutheran Theological Seminary at Gettysburg, A.R. Wentz Library, 61 Seminary Ridge, Gettysburg, PA, 17325. (717) 334-3014; Fax: (717) 334-3469; Dr. Briant Bohleke; E-mail: bribohleke@ltsg.edu; www.easterncluster.org

Lutheran Theological Seminary, Krauth Memorial Library, 7301 Germantown Avenue, Philadelphia, PA, 19119-1974. (215) 248-6330; Fax: (215) 248-4577; Dr. Karl Krueger; E-mail: kkrueger@ltsp.edu; www.ltsp.edu

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M. Christopher White School of Divinity see Gardner-Webb University

Marist College Library, 815 Varnum Street, NE, Washington, DC, 20017. (202) 687-7513; Mr. Paul S. Osmanski; E-mail: osmanskp@georgetown.edu;

Marquette University, Memorial Library, P.O. Box 3141, Milwaukee, WI, 53201-3141. (414) 288-3542; Fax: (414) 288-5324; Ms. Susan Sponberg; E-mail: susan.sponberg@marquette.edu; www.marquette.edu

Maryknoll Society Library, 55 Ryder Road, P.O. Box 305, Maryknoll, NY, 10545-0305. (914) 941-7636, x 2312; Fax: (914) 941-5753; Rev. Richard Baker; E-mail: rbaker@maryknoll.org; www.maryknoll.org

Masland Learning Resource Center see Philadelphia Biblical University

The Master's Seminary, 13248 Roscoe Boulevard, Sun Valley, CA, 91352. (818) 909-5634; Fax: (818) 909-5680; Mr. Dennis Swanson; E-mail: dswanson@tms.edu; www.tms.edu

McAlister Library see Fuller Theological Seminary

McCain Library see Erskine College and Seminary

McGill University, McLennan Library Serials Receipt, 3459 McTavish Street, Montreal, PQ, H3A 1Y1, Canada. (514) 398-4779; Fax: (514) 398-4184; Ms. Zafiro Bouwman; E-mail: zafiro.bouwman@mcgill.ca; www.mcgill.ca/religion/

McKeon Memorial Library see St. Patrick's Seminary

Meadville Lombard Theological School, Library, 5701 South Woodlawn Avenue, Chicago, IL, 60637. (773) 256-3000, x 225; Rev. Dr. Neil W. Gerdes; E-mail: ngerdes@meadville.edu; www.meadville.edu

Memorial Library see Marquette University

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Memphis Theological Seminary, Library, 168 East Parkway South, Memphis, TN, 38104. (901) 458-8232, x 131; Fax: (901) 458-4051; Mr. Steven R. Edscorn; E-mail: sedscorn@MemphisSeminary.edu; www.memphisseminary.edu/library/

Mennonite Brethren Biblical Seminary, Hiebert Library, 1717 South Chestnut Avenue, Fresno, CA, 93702. (559) 453-2219; Fax: (559) 453-2007; Dr. Richard S. Rawls; E-mail: rrawls@fresno.edu; www.mbseminary.com

Mercer University, Swilley Library, 3001 Mercer University Drive, Atlanta, GA, 30341. (678) 547-6435; Fax: (678) 547-6270; Ms. Beth Perry; E-mail: perry_sb@mercer.edu; swilley.mercer.edu

Methodist Theological School in Ohio, John W. Dickhaut Library, 3081 Columbus Pike - P.O. Box 8004, Delaware, OH, 43015-8004. (740) 363-1146; Fax: (740) 362-3456; Dr. Paul Schrodt; E-mail: pschrodt@mtso.edu; www.mtso.edu

Michigan Theological Seminary, 41550 East Ann Arbor Trail, Plymouth, MI, 48170. (734) 207-9581 ext. 323; Fax: (734) 207-9582; Mr. Ken Solomon; E-mail: ksolomon@mts.edu; www.mts.edu

Mid-America Baptist Theological Seminary, Ora Byram Allison Memorial Library, 2095 Appling Road, Cordova, TN, 38016. (901) 751-8453; Fax: (901) 751-8454; Mr. Terrence Neal Brown; E-mail: tbrown@mabts.edu; www.mabts.edu

Mid-America Baptist Theological Seminary Northeast Branch, N.E. Branch Library, 2810 Curry Road, Schenectady, NY, 12303. (518) 355-4000; Fax: (518) 355-8298; Mr. J. James Mancuso; E-mail: jimancuso@mabtsne.edu; www.mabts.edu

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Missionary Church Archives & Historical Collections at Bethel College, 1001 West McKinley Avenue, Mishawaka, IN, 46545-5591. (574) 257-2570; Fax: (574) 257-3499; Mr. Timothy Erdel; E-mail: erdelt@bethelcollege.edu; www.bethelcollege.edu/acadb/library/archives/home.htm

Mitchell Library see Multnomah Biblical Seminary

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Moravian Theological Seminary, Reeves Library, 1200 Main Street, Bethlehem, PA, 18018. (610) 861-1541; Fax: (610) 861-1577; Ms. Rita Berk; E-mail: berkr@moravian.edu; www.moravianseminary.edu

Mordecai M. Kaplan Library see Reconstructionist Rabbinical College

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Mount Saint Mary's College and Seminary, Hugh J. Phillips Library, Emmitsburg, MD, 21727. (301) 447-6122; Mr. D. Steven Rockwood; E-mail: rockwood@msmary.edu; www.msmary.edu

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Nashotah House, Library, 2777 Mission Road, Nashotah, WI, 53058-9793. (262) 646-6534; Fax: (262) 646-6504; Mr. David Sherwood; E-mail: dsherwood@nashotah.edu; www.nashotah.edu

National Humanities Center Library, 7 Alexander Drive, P.O. Box 12256, Research Triangle Pk, NC, 27709-2256. (919) 549-0661; Fax: (919) 549-8396; Ms. Eliza S. Robertson; E-mail: esr@ga.unc.edu; www.nhc.rtp.nc.us

Nazarene Theological Seminary, William Broadhurst Library, 1700 E. Meyer Blvd., Kansas City, MO, 64131. (816) 268-5471; Fax: (816) 268-5475; Ms. Debra Bradshaw; E-mail: dlbradshaw@nts.edu; www.nts.edu

New Brunswick Theological Seminary, Gardner A. Sage Library, 21 Seminary Place, New Brunswick, NJ, 08901-1159. (732) 247-5243; Fax: (732) 249-5412; Mr. Christopher Brennan; E-mail: cbrennan@nbts.edu; www.nbts.edu

New Orleans Baptist Theological Seminary, John T. Christian Library, 4110 Seminary Place, New Orleans, GA, 70126. (504) 816-8018; Fax: (504) 816-8429; Dr. Jeff Griffin; E-mail: jgriffin@nobts.edu; www.nobts.edu

New York Theological Seminary, Library, 475 Riverside Drive, Suite 500, New York, NY, 10115. (212) 870-1213; Fax: (212) 870-1236; Mr. Jerry L. Reisig; E-mail: jerry.reisig@nyts.edu; www.nyts.edu

North Central University, T.J. Jones Information Resource Center, 910 Elliot Avenue South, Minneapolis, MN, 55404-1391. (612) 343-4490; Fax: (612) 343-8069; Mrs. Joy E. Jewett; E-mail: joy.jewett@northcentral.edu; www.northcentral.edu

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Oblate School of Theology, Donald E. O'Shaughnessy Library, 285 Oblate Drive, San Antonio, TX, 78216-6693. (210) 341-1366; Fax: (210) 341-4519; Rev. Donald J. Joyce, OMI; E-mail: djoyce@ost.edu; www.ost.edu

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Palmer Theological Seminary, Austen K. DeBlois Library, 6 Lancaster Avenue, Wynnewood, PA, 19096. (484) 384-2946; Miss Melody Mazuk; E-mail: mazuk@eastern.edu; www.palmerseminary.edu

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Queens University of Charlotte, Everett Library, 1900 Selwyn Avenue, Charlotte, NC, 28274. (704) 337-2589; Fax: (704) 337-2517; Mr. David Mayo; E-mail: mayod@queens.edu; www.queens.edu/library/

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Reeves Library see Moravian Theological Seminary

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Reformed Theological Seminary - Charlotte, NC, 2101 Carmel Road, Charlotte, NC, 28173. (704) 688-4230; Fax: (704) 336-9295; Mr. Ken McMullen; E-mail: kmcmullen@rts.edu

Reformed Theological Seminary - Florida, 1231 Reformation Drive, Oviedo, FL, 32765. (407) 366-9493; Fax: (407) 366-9425; Mr. John R. Muether; E-mail: jmuether@rts.edu; www.rts.edu

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Regent College, Regent-Carey Library, 5800 University Boulevard, Vancouver, BC, V6T 2E4, Canada. (604) 221-3340; Fax: (604) 224-3097; Ms. Cynthia Derrenbacker; E-mail: cderrenbacker@regent-college.edu; www.regent-college.edu

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Regions University, Library, 1200 Taylor Road, Montgomery, AL, 36117. (334) 277-2277, x 7546; Fax: (334) 387-3878; Mr. Terence Sheridan; E-mail: terencesheridan@regions.edu; www.regions.edu

Regis College, Regis College Library, 15 St. Mary Street, Toronto, ON, M4Y 2R5, Canada. (416) 922-5474, x 233; Fax: (416) 922-2898; Ms. Teresa Helik; E-mail: teresa.helik@utoronto.ca; www.regiscollege.ca/library/

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Roberts Wesleyan College - Northeastern Seminary, B. Thomas Golisano Library, 2301 Westside Drive, Rochester, NY, 14624. (585) 594-6893; Fax: (585) 594-6543; Dr. Barry W. Hamilton; E-mail: hamilton_barry@roberts.edu; www.nes.edu

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Sacred Heart School of Theology, Leo Dehon Library, P.O. Box 429 - 7335 South Hwy. 100, Hales Corners, WI, 53130-0429. (414) 425-8300; Fax: (414) 529-6992; Ms. Kathleen Harty; E-mail: kharty@shst.edu; www.shst.edu

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Saskatoon Theological Union, Library, 1121 College Drive, Saskatoon, SK, S7N 0W3, Canada. (306) 966-8993; Fax: (306) 966-8981; Ms. Laureen Marchand; E-mail: laureen.marchand@usask.ca; www.usask.ca/stu/stu/library_stu

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Seattle University, A.A. Lemieux Library, 901 12th Street, Seattle, WA, 98122-4340. (206) 296-6209; Fax: (206) 296-2572; Ms. Mary Linden Sepulveda; E-mail: mlinden@seattleu.edu; www.seattleu.edu/admissions/gradad/progs/its.htm

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Seminary of the Immaculate Conception, Library, 440 West Neck Road, Huntington, NY, 11743. (631) 423-0483, x 140; Fax: (631) 423-2346; Ms. Elyse Hayes; E-mail: ehayes@icseminary.edu; www.icseminary.edu

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Shaw University Divinity School, Wiggins Library, 118 E. South Street, Raleigh, NC, 27601. (919) 716-5518; Fax: (919) 546-8571; Mr. Tom Clark; E-mail: tomclark@shawu.edu; www.shawu.edu

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Sioux Falls Seminary, Kaiser-Ramaker Library, 1525 South Grange Avenue, Sioux Falls, SD, 57105-1526. (605) 274-2733; Fax: (605) 335-9090; Mr. Richard Reitsma; E-mail: rreitsma@sfseminary.edu; www.sfseminary.edu

Southeastern Baptist Theological Seminary Library, 114 N. Wingate Street, Wake Forest, NC, 27587. (919) 761-2250; Fax: (919) 761-2150; Mr. Shawn C. Madden; E-mail: smadden@sebts.edu; library.sebts.edu

Southeastern University, Steelman Library, 1000 Longfellow Blvd., Lakeland, FL, 33801. (863) 667-5062; Fax: (863) 669-4160; Ms. Joanna Hause; E-mail: samkimo@hotmail.com; www.seuniversity.edu

Southern Baptist Theological Seminary, James P. Boyce Centennial Library, 2825 Lexington Road, Louisville, KY, 40280. (502) 897-4807; Fax: (502) 897-4600; Mr. Bruce L. Keisling; E-mail: bkeisling@sbts.edu; www.sbts.edu

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Southwestern Baptist Theological Seminary, A. Webb Roberts Library, Box 20490, Fort Worth, TX, 76122-0490. (817) 263-6863, x 2770; Fax: (817) 921-8765; Dr. C. Berry Driver, Jr.; E-mail: bdriver@swbts.edu; www.swbts.edu

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St. Augustine's Seminary, Library, 2661 Kingston Road, Scarborough, ON, M1M 1M3, Canada. (416) 261-7207, x 236; Ms. Barbara Geiger; E-mail: library_sas@rogers.com; www.staugustines.on.ca

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St. Francis Seminary, Salzmann Library, 3257 South Lake Drive, St. Francis, WI, 53235. (414) 747-6478; Fax: (414) 747-6442; Ms. Kathy Frymark; E-mail: kfrymark@sfs.edu; www.sfs.edu

St. John Vianney Seminary, Cardinal Stafford Library, 1300 South Steele Street, Denver, CO, 80210-2599. (303) 715-3192; Dr. Michael Woodward; E-mail: michael.woodward@archden.org; www.archden.org/library

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University of St. Michael's College, John M. Kelly Library, 113 St. Joseph Street, Toronto, ON, M5S 1J4, Canada. (416) 926-7114; Fax: (416) 926-7262; Mr. Noel S. McFerran; E-mail: noel.mcferran@utoronto.ca; www.utoronto.ca/stmikes/

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University of St. Thomas Graduate School of Theology, Cardinal Beran Library, 9845 Memorial Drive, Houston, TX, 77024-3407. (713) 686-4345; Fax: (713) 681-7550; Ms. Laura Olejnik; E-mail: olejnik@stthom.edu; www.stthom.edu/stmary

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Vancouver School of Theology, VST Library, 6000 Iona Drive, Vancouver, BC, V6T 1L4, Canada. (604) 822-9427; Fax: (604) 822-9212; Ms. Gillian McLeod; E-mail: gmcleod@vst.edu; www.vst.edu

Vanderbilt University, Divinity Library, 419 21st Avenue, South, Nashville, TN, 37240-0007. (615) 322-2865; Fax: (615) 343-2918; Dr. William J. Hook; E-mail: bill.hook@vanderbilt.edu; divinity.library.vanderbilt.edu/lib/

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Washington Bible College, Capital Bible Seminary, 6511 Princess Garden Parkway, Lanham, MD, 20706. (240) 387-1260; Mr. James S. Stambaugh; E-mail: jstambaugh@bible.edu

Washington Theological Union, The Library, 6896 Laurel Street, N.W., Washington, DC, 20012-2016. (202) 541-5208; Fax: (202) 726-1716; Mr. Alexander Moyer; E-mail: moyer@wtu.edu; www.wtu.edu

Waterloo Lutheran Seminary see Wilfrid Laurier University

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Western Seminary, Cline-Tunnell Library, 5511 S.E. Hawthorne Boulevard, Portland, OR, 97215. (503) 517-1838; Fax: (503) 517-1801; Dr. Robert A. Krupp; E-mail: rakrupp@westernseminary.edu; www.westernseminary.edu

Western Theological Seminary, Beardslee Library, 101 East 13th Street, Holland, MI, 49423-3696. (616) 392-8555; Fax: (616) 392-8889; Rev. Paul M. Smith; E-mail: paul.smith@westernsem.edu; www.westernsem.org

Westminster Theological Seminary, Montgomery Library, Box 27009, Philadelphia, PA, 19118. (215) 572-3823; Fax: (215) 887-5404; Mr. Alexander Finlayson; E-mail: sfinlayson@wts.edu; www.wts.edu

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Westminster Theological Seminary/Texas Campus, Library, 3838 Oak Lawn, Suite 200, Dallas, TX, 75219. (214) 373-7688; Fax: (214) 373-0907; Mr. Steven Vanderhill; E-mail: svanderhill@wts.edu; www.wts.edu/dallas/

Wheaton College, Buswell Memorial Library, 501 College Avenue, Wheaton, IL, 60187. (630) 752-5101; Fax: (630) 752-8555; Ms. Lisa Richmond; E-mail: lisa.t.richmond@wheaton.edu; www.wheaton.edu

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Wilfrid Laurier University/Waterloo Lutheran Seminary, Library, LP29309, 75 University Avenue West, Waterloo, ON, N2L 3C5, Canada. (519) 884-0719, x 3419; Fax: (519) 884-8023; Ms. Diane Peters; E-mail: dpeters@wlu.ca; info.wlu.ca/~wwwsem/

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World Council of Churches Library, 150, Route De Ferney, P.O. Box 2100/CH-1211, Geneva, 2, Switzerland. 4122-7916278; Mrs. Denyse Leger; E-mail: dle@wcc-coe.org; www.wcc-coe.org

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Baptist College of Florida, Ida J. MacMillan Library, 5400 College Drive, Graceville, FL, 32440-1898. (850) 263-3261; Fax: (850) 263-5704; Mr. John E. Shaffett; E-mail: jeshaffett@baptistcollege.edu; www.baptistcollege.edu

Beacon University, 6003 Veterans Parkway, Columbus, GA, 31909. (706) 323-5364 ext. 256; Fax: (706) 323-3236; Dr. Larry Asplund; E-mail: larry.asplund@beacon.edu; www.beacon.edu

Blessed Edmund Rice School for Pastoral Ministry, Anne Nevins Diocesan Library, 10299 SW Peace River St., Acadia, FL, 34269. (941) 766-7334; Fax: (941) 629-8555; Mr. Jerry Fraser; E-mail: ricenevinslib@nut-n-but.net; www.riceschool.org

Byzantine Catholic Seminary, Seminary Library, 3605 Perrysville Avenue, Pittsburgh, PA, 15214. (412) 321-8383; Rev. John Petro; E-mail: bcs.library@verizon.net; www.byzcathsem.org

Canisius College Library, 2001 Main Street, Buffalo, NY, 14208. (716) 888-2937; Fax: (716) 888-2887; Dr. Barbara Boehnke; E-mail: boehnkeb@canisius.edu; www.canisius.edu

The Christian and Missionary Alliance National Archives, 8595 Explorer Drive, PO Box 35,000, Colorado Springs, CO, 80920. (719) 599-5999; Fax: (719) 268-2259; Mrs. Patty McGarvey; E-mail: archives@cmalliance.org; www.cmalliance.org

City Seminary of Sacramento, 2020 Sixteenth Avenue, Sacramento, CA, 95822. (916) 341-4168; Fax: (916) 451-4168; Mr. Wayne C. Johnson; E-mail: annuity@cityseminary.org; www.cityseminary.org

Colorado Christian University, Clifton Fowler Library, 8787 W. Alameda Avenue, Lakewood, CO, 80226. (303) 963-3254; Fax: (303) 963-3251; Mrs. Gayle Gunderson; E-mail: ggunderson@ccu.edu; www.ccu.edu/library

Friends Historical Library of Swarthmore College, 500 College Avenue, Swarthmore, PA, 19081-1399. (610) 328-8552; Fax: (610) 690-5728; Mrs. Barbara E. Addison; E-mail: baddiso1@swarthmore.edu; www.swarthmore.edu/Library/friends

Graduate Theological Foundation, John Macquarrie Library, The Tower Building - 218 W. Washington, South Bend, IN, 46601. (800) 423-5983; Fax: (574) 287-7520; Dr. John H. Morgan; E-mail: president@gtfeducation.org; www.gtfeducation.org

Heritage Christian University, Overton Memorial Library, P.O. Box HCU, Florence, AL, 35630. Ms. Jamie Cox; E-mail: jcox@hcu.edu; library.hcu.edu/winnebago

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The International Center for Steward Leadership, Preissler Stewardship Library, 3730 Camp Bowie Blvd. Suite Two, Fort Worth, TX, 76107. (817) 570-7107; Dr. Scott M. Preissler; E-mail: spreissler@verizon.net

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John P. Webster Library, 12 South Main St., West Hartford, CT, 06107. (860) 561-2187; Ms. Patricia Malahan; E-mail: jpwebsterdir@snet.net; www.jpwlibrary.org

Kuyper College Library, 3333 East Beltline N.E., Grand Rapids, MI, 49525. Ms. Dianne Zandbergen; E-mail: dzandbergen@kuyper.edu; http://www.kuyper.edu/Library/main.aspx

Midwest University, 851 Parr Road, Wentzville, MO, 63385. (636) 327-4645; Fax: (636) 327-4715; Dr. James Song; E-mail: pro@midwest.edu; www.midwest.edu

National Bible College and Seminary, 6700 Bock Road, Fort Washington, MD, 20744. (301) 567-9500; Fax: (310) 839-7520; Dr. Aaron Jones; E-mail: drjones@nationalbiblecollege.org; www.nationalbiblecollege.org

New Life Theological Seminary, P.O. Box 790106, Charlotte, NC, 28206. (704) 334-6882; Fax: (704) 334-6885; Ms. Virginia Faye Taylor; E-mail: fayeinhaiti@hotmail.com; www.nlts.org

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Northland Baptist Bible College, W10085 Pike Plains Road, Dunbar, WI, 54119. (715) 324-6900, x 5502; Fax: (715) 324-6133; Mr. Van Carpenter; E-mail: vcarpenter@nbbc.edu; www.nbbc.edu

Northwestern College, Berntsen Library, 3003 Snelling Avenue North, St. Paul, MN, 55112. (651) 631-5343; Fax: (651) 631-5598; Ms. Ruth A. McGuire; E-mail: ramcguire@nwc.edu; www.nwc.edu

Ohio Dominican University, Spangler Library, 1216 Sunbury Road, Columbus, OH, 43219. (614) 251-4737; Mr. James E. Layder; E-mail: laydenj@ohiodominican.edu; www.ohiodominican.edu

Patten University, Harold & Dorothy Blumenthal Library, 2433 Coolidge Avenue, Oakland, CA, 94601. (510) 261-8500, x 7775; Mr. Joshua Adarkwa; E-mail: joshua.adarkwa@patten.edu; www.patten.edu

Rio Verde University, 3214 North University Avenue, Unit #435, Provo, UT, 84604. (801) 607-5025; Fax: (801) 607-2010; Moishe Leone Cordoba; E-mail: rvuedu@hotmail.com; www.rioverdeuniversity.org

The Salvation Army, College of Further Education Library, PO Box 226, Bexley North, NSW, 2207, Australia. (02) 9502-0419; Fax: (02) 9554-9204; E-mail: boothcollege.library@aue.salvationarmy.org

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Salvation Army, Crestmont College Library, 30840 Hawthorne Blvd., Rancho Palos Verdes, CA, 90275. (310) 544-6475; Fax: (310) 265-6514; Ms. Misty Jesse; E-mail: misty_jesse@usw.salvationarmy.org

St. Edward's University, Scarborough-Phillips Library, 3001 South Congress Avenue, Austin, TX, 78704-6489. (512) 448-8470; Fax: (512) 448-8737; Mr. Thomas W. Leonhardt; E-mail: thomasl@admin.stedwards.edu; www.stedwards.edu

St. Francis Retreat Center, Pastoral Resource Center, 703 E. Main Street, DeWitt, MI, 48820-9404. (517) 669-8321 ext. 37; Ms. Terry Feuka; E-mail: tfeuka@stfrancis.ws; www.stfrancis.ws

St. Michael's College Library, Box L, One Winooski Park, Colchester, VT, 05439. Ms. Laura Crain; E-mail: lcrain@smcvt.edu; www.smcvt.edu/library/

St. Vincent de Paul Regional Seminary Library, 10701 South Military Trail, Boynton Beach, FL, 33436. (561) 732-4424; Fax: (561) 737-2205; Mr. Arthur Quinn; E-mail: aquinn@svdp.edu; www.svdp.edu

School of Urban Missions, 735 105th Avenue, Oakland, CA, 94603. (888) 567-6174; Fax: (504) 362-4895; Dr. Paul Williams; E-mail: pwilliams@sum.edu; www.sumonline.org

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Theosophical Society in America, Henry S. Olcott Memorial Library, PO Box 270 - 1926 North Main Street, Wheaton, IL, 60189-0270. (630) 668-1571, x 305; Fax: (630) 668-4976; Ms. Marina Maestas; E-mail: library@theosophical.org; www.theosophical.org

Toccoa Falls College, Seby Jones Library, PO Box 800 749 - 325 Chapel Drive, Toccoa Falls, GA, 30598. (706) 886-6831 x 5337; Fax: (706) 282-6010; Mrs. Sara A. Dodge; E-mail: sdodge@tfc.edu; www.tfc.edu/library

Unity School of Christianity, Unity Library, 1901 NW Blue Parkway, Unity Village, MO, 64065. (816) 251-3503; Ms. Linda Bray; E-mail: braylm@unityonline.org

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Urshan Graduate School of Theology, Library, 700 Howdershell Road, Florissant, MO, 63031. (314) 921-9290, x 5201; Fax: (314) 921-9203; Mr. Gerald L. Truman; E-mail: gtruman@ugst.org; www.ugst.org

Washington Baptist College and Seminary, 4300 Evergreen Lane, Annandale, VA 22003. (903) 333-5904; Fax: (703) 333-5906; Dr. Peter Chang; E-mail: mchang@wbcs.edu;

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William Jessup University Library, 333 Sunset Blvd., Rocklin, CA, 95765. (916) 577-2292; Fax: (916) 577-2290; Mr. Kevin Pischke; E-mail: kpischke@jessup.edu; www.jessup.edu

William and Catherine Booth College, Suite 300, 290 Vaughan Street, Winnipeg, MB, R3B 2L9, Canada. (204) 924-4857; Fax: (204) 942-3856; Ms. Meagan Morash; E-mail: mmorash@boothcollege.ca; www.boothcollege.ca

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Alban Institute, 2121 Cooperative Way, Suite 100, Herndon, VA, 20171. (703) 964-2700 x 220; Fax: (703) 964-0370; Mr. David Pratt; E-mail: dpratt@alban.org; www.alban.org

Alexander Street Press, 3212 Duke Street, Suite 100, Alexandria, VA, 22314. (703) 212-8520 ext. 116; Ms. Erica Saussner; E-mail: cmcgee@alexanderstreet.com; www.alexanderstreet.com

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Books for Libraries, Inc., 28064 Avenue Stanford Unit L, Santa Clarita, CA, 91355. (800) 321-5596; Mr. James F. Stitzinger; E-mail: jstitz@pacbell.net; www.booksforlibraries.com

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Casalini Libri, Via Benedetto Da Maiano, 3, Fiesole, Firenze, 50014, Italy. Mr. Michele Casalini; E-mail: gen@casalini.it; www.casalini.it

Chosen People Ministries, 241 East 51st Street, New York, NY, 10022. (212) 223-2252; Fax: (212) 223-2576; Dr. Noel Rabinowitz; E-mail: zionranger@chosenpeople.com; www.chosenpeople.com

Christians for Biblical Equality, 122 W. Franklin Avenue, Suite 218, Minneapolis, MN, 55404. (612) 872-6898; Fax: (612) 872-6891; Ms. Mary Gonsior; E-mail: mgonsior@cbeinternational.org; www.cbeinternational.org

Congregational Resource Guide, The Alban Institute, 2121 Cooperative Way, Suite 100, Herndon, VA, 20171. (703) 964-2700 x 277; Fax: (703) 964-0370; Ms. Anne W. Van Dusen; E-mail: avandusen@alban.org; www.congregationalresources.org

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Pilgrim Press, 700 Prospect, Cleveland, OH, 44115. Mr. Michael E. Lawrence; E-mail: lawrencm@ucc.org; www.pilgrimpress.com

STL/Authentic/Paternoster, 129 Mobilization Drive, Waynesboro, GA, 30830. (706) 554-1594 ext. 233; Fax: (706) 554-7444; Ms. Cindy Brady; E-mail: cindy.brady@stl.org; www.authenticbooks.com

Salt Lake Theological Seminary, SLTS Library, P.O. Box 2096 - 699 East South Temple, Salt Lake City, UT, 84110-2096. (801) 581-1900; Fax: (801) 521-6276; Dr. James Lowell Wakefield; E-mail: jlw@slts.edu; www.slts.edu

Scarecrow Press, 4501 Forbes Blvd. Suite 200, Lanham, MD, 20706. (301) 459-3366; Fax: (301) 429-5748; Mr. Dean Roxanis; E-mail: droxanis@rowman.com; www.scarecrowpress.com

Scholar's Choice, 1260 Sibley Tower, Rochester, NY, 14604. Mr. Tom Prins; E-mail: tom@scholarschoice.com; www.scholarschoice.com

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Spanish Publishing Services, 4343 N. Clarendon, #1002, Chicago, IL, 60613-1578. (773) 878-2117; Mr. Tomas Bissonnette; E-mail: servicioseditoriales@juno.com

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TREN - Theological Research Exchange Network, PO Box 30183, Portland, OR, 97294-3183. Mr. Robert William Jones; E-mail: rwjones@tren.com; www.tren.com

Westminster John Knox Press, 100 Witherspoon Street, Louisville, KY, 40202-1396. (502) 569-5514; Fax: (502) 569-5113; Ms. Nicole Smith Murphy; E-mail: nmurphy@wjkbooks.com; www.wjkbooks.com

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Appendix XI: Association Bylaws

Article 1. Membership

1.1 *Classes of Membership*. The Association shall have six (6) classes of membership: institutional, international institutional, affiliate, individual, student, and lifetime.

1.2 *Institutional Members*. Libraries of institutions which wish to support the mission and purposes of the Association shall be eligible to apply for institutional membership if they meet one of the following criteria:

a) Institutions holding accredited membership in the Association of Theological Schools in the United States and Canada;
b) Institutions accredited regionally*, that are engaged in graduate theological education or religious studies primarily beyond the undergraduate level;
c) Regionally accredited universities* with religious studies programs that also have a librarian or subject bibliographer in the area of religion;
d) Non-degree granting organizations maintaining collections primarily of theological, religious, or ecclesiastical research material.

Applications for institutional membership from institutions which do not fit into one of these four categories may be referred to the Board of Directors, which may approve membership status in cases where these criteria are judged by the Board to be inappropriate.

Institutional members are entitled to attend meetings of the Association, to vote in Association voting matters, to participate in Association programs, and to receive those publications of the Association that are distributed to the membership. An institutional member may send one (1) official delegate to meetings of the Association to represent its interests in the affairs of the association and to cast its vote in Association voting matters, and may send other representatives as desired. An institutional member shall designate its official delegate in writing to the Association as needed.

1.3 *International Institutional Members*. Theological libraries and organizations outside of the United States and Canada that wish to support the mission and purposes of the Association may apply for international institutional membership if they meet one of the following criteria:

a) are engaged in professional theological education;
b) have graduate religious studies programs that also have a professional librarian or subject bibliographer in the area of religion/theology;
c) are non-degree granting organizations maintaining collections primarily of theological, religious or ecclesiastical research materials.

International institutional members are eligible for the same benefits as institutional members with the exception that international institutional members are not eligible to appoint institutional representatives to the meetings of the Association and are not entitled to vote. International theological libraries and organizations that are eligible as international institutional members are not eligible for any other membership class. Membership as an ATLA international institutional member establishes only that the institution supports the mission and purposes of the Association.

1.4 *Affiliate Members*. Organizations that do not qualify for regular institutional or international institutional Association membership, but are supportive of theological librarianship and the purposes and work of the Association shall be eligible to apply for affiliate membership in the Association. Affiliate members are not eligible to appoint institutional representatives to the annual meetings of the Association and are not entitled to vote. Dues for affiliate membership are equal to the lowest established amount for full institutional members.

1.5 *Individual Members*. Any person who is engaged in professional library or bibliographic work in theological or religious fields, or who has an interest in the literature of religion, theological librarianship, and the purposes and work of the Association shall be eligible to apply for individual membership in the Association. Individual members are entitled to attend meetings of the Association, to vote in Association voting matters, to serve as directors or as members or chairpersons of the Association's committees or interest groups, and to receive those publications of the Association that are distributed to the membership.

1.6 *Student Members*. Any student enrolled in a graduate library school program or a graduate theological or religious studies program who is carrying a half-time class load or greater shall be eligible to apply for student membership in the Association. A person engaged in full-time employment in a library or elsewhere shall not be eligible to apply for student membership in the Association. Student members are entitled to attend meetings of the Association, to be members of interest groups, and to receive those publications of the Association that are distributed to the membership, but are not entitled to vote.

1.7 *Lifetime Members*. Lifetime members are individual members who have all the rights and privileges of individual membership and who are exempt from paying dues. There are two ways to become a lifetime member:

a) Any person who has paid dues for at least ten (10) consecutive years of individual membership in the Association immediately preceding his/her retirement may become a lifetime member of the Association.
b) Any person who has made an outstanding contribution to the advancement of the work of the Association may be nominated by the Board of Directors and be elected a lifetime member of the Association by a two-thirds (2/3) vote of the membership at any annual meeting of the Association.

1.8 *Approval*. The Board of Directors shall establish how applications for membership are approved and how institutions and individuals are received into membership in the Association.

1.9 *Dues*. The Board of Directors shall establish the annual dues for individual, student, institutional, international institutional, and affiliate members of the Association, subject to the ratification of the members at the next following annual or special meeting of the Association.

1.10 *Suspension*. Members failing to pay their annual dues within ninety (90) calendar days of the beginning of the Association's fiscal year shall be automatically suspended and shall lose all rights, including voting rights. A member thus suspended may be reinstated by payment of that member's unpaid dues before the end of the fiscal year in which the suspension occurred, which reinstatement shall be effective when payment is received by the Association. Members

may be suspended for other causes by a two-thirds (2/3) vote of the Board of Directors and may be reinstated by a two-thirds (2/3) vote of the Board.

*Regional Accreditation agencies referred to in clause 1.2b:

- Middle States Association of Colleges and Schools (MSA)
- New England Association of Schools and Colleges Commission on Institutions of Higher Education (HEASC-CIHE)
- North Central Association of Colleges and Schools Commission on Institutions of Higher Education (NCA)
- Northwest Association of Schools and Colleges Commission on Colleges
- Southern Association of Colleges and Schools Commission on Colleges (SACS)
- Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities (WASC-Sr.)
- or the equivalent in Canadian jurisdictions.

Article 2. Membership Meetings

2.1 *Annual Meetings*. The association shall hold an annual meeting of the membership in April, May, June, July, or August of each year for the purpose of transacting business coming before the association. The board of directors shall set the place, time, and date, which shall, normally, be in June, of each annual meeting. If the date of the annual meeting is set prior to or after the month of June, the timetable for the nomination and election of directors, as set forth in these bylaws, shall be adjusted accordingly.

2.2 *Special Meetings*. Special meetings of the association may be called at the discretion of the board of directors. All members of the association shall receive notification of a special meeting at least fifteen (15) calendar days before the date of each meeting.

2.3 *Quorum*. Twenty-five (25) official delegates of institutional members of the association and seventy-five (75) individual members of the association shall constitute a quorum at annual and special meetings of the association.

2.4 *Admission to Meetings*. Membership meetings shall be open to all members of the association and to those interested in the work of the association

Article 3. Officers

3.1 *President, Vice President, and Secretary*. The board of directors shall, prior to the close of the annual meeting of the association, elect from its own number a president, a vice president, and a secretary of the association. Each person so elected shall serve for one (l) year or until his or her successor is elected and qualifies, and may serve successive terms not to exceed his or her elective term as director. The president. vice president, and secretary of the association shall serve, respectively, as the president, vice president, and secretary of the board of directors.

3.2 *Duties*. The officers of the association shall perform the duties prescribed in these bylaws and by the parliamentary authority specified in these bylaws. The president of the association shall preside at all meetings of the association and of the board of directors, and shall lead the board of directors in discharging its duties and responsibilities. The vice president of the association shall, in the absence or disability of the president, perform the duties and exercise the powers of the president. The secretary of the association shall be the custodian of the association's records, except those specifically assigned or delegated to others, shall have

the duty to cause the proceedings of the meetings of the members and of the directors to be recorded, and shall carry out such other duties as are specified in these bylaws or required by the board of directors.

3.3 *Vacancies*. In the event of a vacancy in the office of vice president or secretary of the association, the board of directors shall appoint from its own number a replacement to fill the vacancy.

3.4 *Executive Director*. There shall be an executive director of the association appointed by the board of directors to serve at the pleasure of the board of directors; if terminated as such, such termination shall be without prejudice to the contract rights of such person. The executive director shall be chief executive officer of the association. The executive director shall meet regularly with the board of directors, with voice but without vote. The executive director shall, ex officio, be an assistant secretary of the association, empowered to certify to corporate actions in the absence of the secretary. The executive director, in addition to appointing and overseeing staff, shall be responsible to the board of directors for the administration of programs, services, and other activities of the association; shall see that all orders and resolutions of the board are carried into effect; shall appoint members of special and joint committees other than board committees, representatives to other organizations, and other officials and agents of the association, and oversee their work.

Article 4. Board of Directors

4.1 *General*. The affairs of the association shall be managed under the direction of the board of directors.

4.2 *Number and Qualification*. The board of directors shall consist of twelve (12) directors, organized in three (3) classes of four (4) directors each. Four (4) directors shall be elected by the membership of the association each year. A director shall be an individual member of the association at the time of election and shall cease to be a director when and if he or she ceases to be a member. No director shall serve as an employee of the association or, with the exception of committees of the board and the nominating committee, as a chairperson of any of the association's committees or interest groups.

4.3 *Nomination and Balloting*. The nominating committee shall report to the secretary of the association by October 1 of each year a slate of at least six (6) nominations for the four (4) places to be filled on the board of directors. These nominations shall be reported in writing by the secretary of the association to the membership no later than the next following October l5. Nominations other than those submitted by the nominating committee may be made by petition signed by no fewer than ten (10) individual members of the association and shall be filed with the secretary of the association no later than the next following December 1. These nominations shall be included on the ballot with the nominees presented by the nominating committee. No nomination shall be presented to the membership of the association without the express consent of the nominee. Ballots, including biographical data on the nominees, shall be sent by the secretary of the association to all institutional and individual members of the association, posted no later than the next following January 15. Ballots shall be returned to the secretary of the association no later than the next following March 1.

4.4 *Teller's Committee and Election*. A teller's committee, appointed by the secretary of the association, shall meet during March to count the ballots and report the result to the

secretary of the association by the next following April 1. The secretary of the association shall immediately inform the president of the association of the result of the balloting. Each institutional member of the association shall be entitled to one (1) ballot, and each individual member of the association shall be entitled to one (1) ballot. Candidates receiving the highest number of votes for the number of vacant positions shall be declared elected. If a tie occurs, the teller's committee shall select from among the tied candidates by lot. The acceptance by the membership of the secretary of the association's report to the next annual meeting of the association of the result of the balloting shall constitute the election of the new directors.

4.5 *Term of Office*. Each director shall serve for a term of three (3) years or until his or her successor is elected and qualifies. The term of each director shall commence with the adjournment of the annual meeting of the association at which the director was elected.

No director shall serve more than two (2) consecutive terms, except that a director appointed to fill an unexpired term of eighteen (18) months or less may then be elected to two (2) consecutive three (3)-year terms.

4.6 *Vacancies*. The board of directors shall appoint a qualified individual member of the association to fill the unexpired term of a director who vacates his or her position on the board.

4.7 *Meetings*. Regular meetings of the board of directors shall be held at least once each year. Special meetings of the board of directors may be called by the president or at the request of three (3) or more other directors. Notices of all meetings shall be mailed to each director at least ten (10) calendar days in advance or electronically or personally delivered at least three (3) calendar days in advance. Meetings of the board of directors may be held by conference telephone or other communications equipment by means of which all persons participating in the meeting can communicate with each other. Participation in such meeting shall constitute attendance and presence in person at the meeting of the person or persons so participating.

4.8 *Committees of the Board*. The president of the board of directors may appoint committees of the board as needed. These committees may consist of both directors and non-directors, but a majority of the membership of each shall be directors, and a director shall serve as chairperson.

4.9 *Compensation*. A director shall receive no fee or other emolument for serving as director except for actual expenses incurred in connection with the affairs of the association.

4.10 *Removal*. Any director or the entire board of directors may be removed with or without cause by the affirmative vote of two thirds (2/3) of the votes present and voted by official delegates of institutional members and individual members at annual or special meetings of the association, provided that written notice of such meeting has been delivered to all members entitled to vote and that the notice states that a purpose of the meeting is to vote upon the removal of one or more directors named in the notice. Only the named director or directors may be removed at such meeting.

4.11 *Admission to Meetings and Availability of Minutes*. All meetings of the board of directors shall be open to all members of the association, except that the directors may meet in executive session when personnel matters are considered. Actions taken during executive session shall become part of the minutes of the board. All minutes of the board shall be available to all members of the association, except for deliberations about personnel matters when the board is in executive session.

Article 5. Employed Personnel

The executive director shall appoint and oversee staff. No employee of the association shall serve as a director or as a chairperson of any of the association's committees.

Article 6. Fiscal Audit

The accounts of the association shall be audited annually in accordance with generally accepted accounting standards and principles by an independent certified public accountant. Copies of the reports of such audits shall be furnished to any institutional or individual member of the association upon written request; and the books of the association shall be open for review by any such member upon written request.

Article 7. Committees

7.1 *General*. The association may have three kinds of committees: standing, special, and joint.

7.2 *Standing Committees*. There shall be a nominating committee consisting of three (3) individual members of the association appointed by the board of directors, one (1) of whom shall be a member of the board of directors. Each nominating committee member shall serve for a non-renewable term of three (3) years or until his or her successor is appointed and qualifies. One (1) member of this committee shall be appointed each year. The senior member of the committee shall serve as the chairperson. The duty of this committee shall be to nominate candidates for election to the board of directors. The board of directors may establish other standing committees as needed.

7.3 *Special Committees*. The board of directors may authorize the establishment of special committees to advance the work of the association as needed. The board shall be responsible for developing mandates or guidelines for such committees, and the executive director shall be responsible for appointing persons to serve on the committees and overseeing their work. Special committees may consist of both individual members of the association and non-members, but a majority of each such committee shall be individual members, and an individual member shall serve as chairperson.

7.4 *Joint Committees*. The board of directors may authorize the establishment of joint committees of the association with other associations as needed. The board shall be responsible for developing mandates or guidelines for the association's participation in such committees, and the executive director shall be responsible for appointing persons to serve on such committees and overseeing their work. Persons appointed to serve on joint committees shall be individual members of the association.

Article 8. Interest Groups

8.1 *General*. Groups that further the professional interests of members of the association may be formed by members of the association at any time. Membership in interest groups shall be open to all individual and student members of the association.

8.2 *Organization and Program*. Each interest group shall attract its own members, develop its own agenda, and establish a suitable organizational structure as documented in its by-laws, including a rotating steering committee composed of individual members of the association and having an elected chairperson. The steering committee shall oversee the work of the group; and the chairperson of the steering committee shall serve as the liaison between the interest group and the association's board of directors.

8.3 *Recognition*. Provided it has established appropriate by-laws, selected a steering committee and elected a chairperson, an interest group may petition the board of directors for formal recognition.

8.4 *Support*. The board of directors shall establish the means by which interest groups are encouraged and sustained. Recognized interest groups may request financial and administrative support for their work, may request inclusion in conference programs, and may sponsor special activities.

Article 9. Publications

The association's publications of record shall be the Newsletter and the Proceedings. Other publications may bear the association's name only with the express permission of the board of directors.

Article 10. Quorum and Voting

Unless otherwise permitted or required by the articles of incorporation or by these bylaws:

a) a majority of members entitled to vote shall constitute a quorum for the transaction of business by the association, its board of directors. and its committees;

b) an affirmative vote of a majority of the votes present and voted by members entitled to vote shall be the act of the members;

c) voting by proxy shall not be permitted. In matters to be voted upon by the membership, each institutional member shall be entitled to one (1) vote to be cast by its official delegate, and each individual member shall be entitled to one (1) vote. Individual members who are also official delegates of institutional members are entitled to two (2) votes; this being the case, the presiding officer, when putting matters to a vote at annual or special meetings of the association, shall require that official delegates of institutional members and individual members vote or ballot separately, to ensure that those who are entitled to do so have the opportunity to cast both votes.

Article 11. Parliamentary Authority

The rules contained in the latest edition of Robert's Rules of Order shall govern the association in all cases to which they are applicable and in which they are not inconsistent with the articles of incorporation or these bylaws.

Article 12. Amendments

12.1 *General*. These bylaws may be altered, amended, or repealed and new bylaws may be adopted by members entitled to vote at any annual or special meeting of the association, provided the required notice has been given.

12.2 *Notice*. Amendments must be presented in writing to the voting members present at annual or special meetings of the association no later than the day before the business session at which the vote is to be taken.

Revised June 2006

Errata

The following statistics for Episcopal Divinity School-Weston Jesuit School of Theology, Garrett-Seabury Seminaries United Library, and JKM Library were inadvertently omitted from the 2006 *Annual Proceedings*. ATLA regrets the error.

Statistical Records Reports (2004–2005)

POPULATION SERVED AND LIBRARY STAFF							
Institution	Library Type	Students	Faculty	Prof Staff	Student Staff	Other Staff	Total Staff
EPISC DIV SCH/WESTON JES	d	228	38.5	7	3	2	12
GARRETT EV/SEABURY W	d	328	43.33	5	6	3	14
JKM LIBRARY	d	442	49.85	7	4.5	3	14.5

Note: Library Type Definitions are as follows: a=Independent Library, b=Department/Department Branch, c=Integrated Library, and d=Shared Libary. Statistics from ATS schools are printed as received from ATS.

FINANCIAL DATA					
Institution	Salary Wages	Library Materials	Binding	Total Lib Expn	Total Inst Expn
EPISC DIV SCH/WESTON JES	596917	192500	7000	923967	10259970
GARRETT EV/SEABURY W	417945	158884	0	653508	13168150
JKM LIBRARY	570010	163375	6638	1219785	17894520

Note: Financial data is reported in U.S. dollars by U.S. and foreign institutions and in Canadian dollars by Canadian Institutions. A zero (0) may mean that the information is not applicable and/or not available. Statistics from ATS schools are printed as received from ATS.

LIBRARY HOLDINGS					
Institution	Bound Vol	Microforms	AudVis Media	Period Subs	Other Hold
EPISC DIV SCH/WESTON JES	244168	1309	727	1157	19
GARRETT EV/SEABURY W	489454	9560	469	1928	890
JKM LIBRARY	350214	118684	1310	986	10035

Statistics from ATS schools are printed as received from ATS.

CIRCUALATION DATA: INTERLIBRARY LOAN			
Institution	Circ Trans	ILL Sent	ILL Received
EPISC DIV SCH/WESTON JES	19215	832	110
GARRETT EV/SEABURY W	22597	1457	135
JKM LIBRARY	58988	727	188

Statistics from ATS schools are printed as received from ATS.