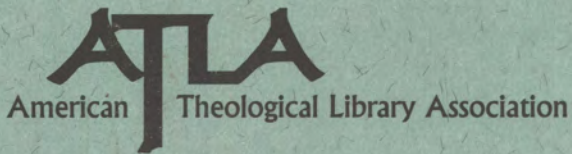


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**SUMMARY
OF
PROCEEDINGS**

*Fifty-first Annual Conference
of the*
**AMERICAN THEOLOGICAL
LIBRARY ASSOCIATION**



Boston University
Boston, Massachusetts
June 11-14, 1997

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LIBRARY ASSOCIATION**

Margret Tacke
Editor

Boston University
Boston, Massachusetts
June 11-14, 1997

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PROGRAM

**American Theological Library Association
51st Annual Conference
June 11–14, 1997
Boston, Massachusetts**

Tuesday, June 10

7:30–9:30 PM

Technical Services Special Interest Session:
“Making Technical Services More Service Oriented”
Jeff Siemon, Christian Theological Seminary

Wednesday, June 11

7 AM - 9 PM

Registration & Information

9 AM - 12:30 PM

Board of Directors Meeting

10 AM - 1:30 PM

Exhibits

3 PM - 7 PM

Program Events

8:30 AM - 12 PM

Continuing Education Workshops

“The ABC’s of Rare Book Cataloging”

*Karen Nipps, Houghton (Rare Book) Library,
Harvard University and Russell Pollard, Harvard
Divinity School*

“Basic Internet”

Paul Jensen, ATLA staff

“Prepare to Repair! Fundamentals of Book Repair”

Cynthia Frame, Union Theological Seminary

10 AM - 10:30 AM

Break/Exhibits

12 PM - 1:30 PM

Lunch

1:30 PM - 5 PM

Continuing Education Workshops

“Basic Internet”

Paul Jensen and Kathy Denise Flint, ATLA Staff

“Cataloging Electronic Resources”
Jeffrey Bealle, Widener Library, Harvard University; Ruth Haas, Harvard University Library; and Robin Wendler, Harvard University

“Developing Presentations for Classroom Lectures and Library Instruction”
Anne Womack, Vanderbilt Divinity Library

“Guilt-free Mending for the Millenium: Tape Removal and Paper Mending for General Collections”
Mark Esser, John J. Burns Library, Boston College

3 PM - 3:30 PM	Break/Exhibits
5 PM - 7 PM	Dinner on own
5:45 PM - 7 PM	Choir Rehearsal
6:30 PM	New Members/Mentors Reception
7 PM - 9PM	Opening Reception

Thursday, June 12

7 AM - 8:30 AM	Breakfast New Members/First Timers
7 AM - 9 PM	Registration & Information
9 AM - 4 PM	Exhibits

Program Events

8:15 AM - 8:45 AM	Worship Methodist tradition
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9 AM - 10:30 AM	Plenary Address “How Do Changing Needs Shape Future Library Space?” <i>Jay K. Lucker, Simmons College and Geoffrey T. Freeman, Bullfinch, Richardson and Abbott, Architects</i>
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10:30 AM - 11:15 AM	Break/Exhibits
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11:15 AM - 12:30 PM	Business Meeting Staff reports
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12:30 PM - 2 PM

Luncheon Meetings
ATLA User Group
ATLA/AJL

2 PM - 3 PM

Roundtables

Acquisitions Habits and Inhibitions for a New
Millennium

Paul LaCharite, Episcopal Divinity School

Changing Roles in the Library Organization

Mary Martin, University of St. Thomas

Contemporary Fiction w/Religious Themes

Marti Alt, Ohio State University

Enhancing Cataloging Records

Jeff Siemon, Christian Theological Seminary

Integrating Electronic and Paper Resources in BI

Jan Malcheski, University of St. Thomas

Issues for Non-Automated Libraries

Joanna Hause, Biblical Theological Seminary

Outsourcing

Valerie Hotchkiss, Bridwell Library, SMU

Preservation Concerns

*Eileen Saner, Associated Mennonite Biblical
Seminary*

Problem Solving: Going from Manual to Automated
Systems

David Warluft, Lutheran Theological Seminary

Strategies for Handling Gift Books

Paul Stuehrenberg, Yale Divinity School

Women's Issues in Theological Librarianship

Sharon Taylor, Andover-Newton Theological School

Events in Cambridge

3 PM "T" to Cambridge
Self guided tour of Harvard and/or bookstores

5 PM Evensong at EDS

5:45 PM - 7 PM Denominational Meetings

7 PM Dinner on own

Friday, June 13

7 AM - 8 AM Breakfast
Groups: SWATLA, Canadian Librarians, Overseas Librarians

9 AM - 9 PM Registration & Information

9 AM - 4 PM Exhibits

Program Events

8:45 AM - 9:15 AM Worship
Evangelical tradition

9:30 AM - 10:30 AM **Presentations**
"Library Services to Real Students from Virtual and Extension Programs"
Mitzi Budde, Virginia Theological Seminary (presider); John Dickason, Fuller Theological Seminary; Allen Mueller, Wesley Theological Seminary; and John Muether, Reformed Theological Seminary

"The International Council of Theological Library Associations:
Past Foundation, Present Form and Plans for the Future"
Penelope Hall, University of Edinburgh

Planning a Library Facility for the Twenty-first Century"
Christine Wenderoth, Colgate Rochester Divinity School (presider); M. Tim Browning, Columbia Theological Seminary; Linda Corman, Trinity College, and John Trotti, Union Theological Seminary (VA)

10:30 AM - 11:15 AM Break/Exhibits

11:15 AM - 12:30 PM

Interest Groups

Collection Evaluation and Development
“The Documentation of World Christianity in
Denominational Theological Libraries”
*Martha Lund Smalley, Yale Divinity School
(presider); David Bundy, Christian Theological
Seminary and Bob Phillips, Southwestern Baptist
Theological Seminary*

Public Services

“Reserve Collections and Services: What Does the
Future Hold for Theological Libraries?”

Publication

Technical Services

“Windows on the Bibliographical World: the Great
Leap Forward” *Michael Kaplan, Harvard College
Library*

12:30 PM - 2 PM

Luncheon Meetings

Anabaptist/Mennonite

Technology Advisory Committee Luncheon

2 PM - 3 PM

Presentations

“Scanning Technology”

Technology Advisory Committee

“The New ATS Accreditation Standards”

*Sara Myers, Iliff School of Theology (presider); Dale
Balsbaugh, Payne Theological Seminary; Lorena
Boylan, St. Charles Borromeo Seminary; James
Pakala, Covenant Theological Seminary; Newland
Smith, Seabury-Western Theological Seminary; and
Sharon Taylor, Andover Newton Theological School*

3 PM

Free Time

Saturday, June 14

7 AM - 8:30 AM

Breakfast

9 AM - 4 PM

Registration & Information

9 AM - 3 PM

Exhibits

Program Events

8:30 AM - 9:15 AM

Hymn Sing & Memorials

9:30 AM - 10:30 AM

Plenary Address

“The Future of Women in Religion”

Elizabeth Dodson Gray, Harvard Divinity School

10:30 AM - 11 AM

Business Meeting

11 AM - 11:30 AM

Break/Exhibits

11:30 AM - 12:30 PM

Roundtables

Acquisitions: Focus on Automation

Jon Jackson, Graduate Theological Union

Changing Roles in the Library Organization

Mary Martin, University of St. Thomas

Enhancing Cataloging Records

*Jeff Siemon, Christian Theological Seminary*Integrating Electronic and Paper Resources in
Bibliographic Instruction*Jan Malcheski, University of St. Thomas*

Issues in Non-Automated Libraries

Christine Schone, St. Charles Borromeo Seminary

Librarians as “Computer Gurus”

Andy Keck, Morningside College

Outsourcing

Valerie Hotchkiss, Bridwell Library, SMU

Point and Click Catalog Records

*Russell Pollard, Harvard Divinity School*Professional Issues Related to Gay & Lesbian
Concerns*Duane Harbin, Bridwell Library, SMU*

Strategies for Handling Gift Books

*Al Caldwell, United Library of Garrett Evangelical
and Seabury-Western Theological Seminaries*

Technical Services in Small Libraries
Lynn Berg, New Brunswick Theological Seminary

Women's Issues in Theological Librarianship
Sara Myers, Iliff School of Theology

12:30 PM - 2 PM

Lunch

2 PM - 3:15 PM

Interest Groups

College & University

OCLC - TUG

Online Reference Resources

Special Collections

*Timothy Driscoll, Harvard Divinity School;
Raymond Van De Moortell, Boston University; and
Diana Yount, Andover-Newton Theological School*

2 PM - 3:15 PM

Annual Conference Committee

3 PM - 4:30 PM

Exhibits

3:30 PM

Chat with Dennis Norlin

5:00 PM

Buses leave for Holy Cross

6:30 PM

Buses leave for Banquet

5:30 PM

Vespers—Greek Orthodox Tradition

7 PM - 10 PM

Reception/Banquet

PRECONFERENCE TECHNICAL SERVICES SESSION

Making Technical Services More Service Oriented

by

Jeff Siemon

Christian Theological Seminary

In a forum format, we explored how Technical Services can better respond to patron needs.

Questions we explored were:

- What channels of feedback do we have open from patrons? Surveys, Suggestion box, E-mail suggestion “box”, Open non-defensive attitude of staff?
- Can we bind periodicals at times when they will not be in demand? Big shipment in the summer? Be aware of courses being offered, and refrain from binding something that would be in demand? i.e. do not bind a lectionary-related periodical until after the time it covers has passed.
- Does acquisitions have some fast vendors from which to buy books that are in current demand? Are we willing to forego a discount or pay extra shipping?
- How can catalogs be made more user friendly? Instruction sheets for catalogs?
- Do we do occasional reference work; does that change our cataloging? We can develop a good relationship with reference librarians and do some reference work ourselves. Have you taken/audited courses at your school; does that help your cataloging?
- Do you create displays or new books shelves to highlight recent acquisitions. Do these help or cause patrons problems in locating materials?
- Do you sometimes group/class materials by use and course instead of subject? what problems does this create, what benefits? Do you bend the standards for local needs (i.e. local subject terms, genre terms: dissertation, video, adding denominational subjects)? When do we develop local subject entries like thesis, video, denominational material?
- If you deviate from the national standards, then you must do it with consistency and then publicize that consistency. (i.e. All annuals are cataloged, but serials more frequent than annual are in the serials

- collection. Commentary series are kept in series in reference, but classified by book of the Bible in circulation. All hymnals are in M or all hymnals are in BV.)
- How do we prioritize cataloging to be responsive to current needs and long term needs? Priority of cataloging - Do we prioritize by materials (First in, First out) or by potential patron need (i.e. Recent publications and English language first, retrospective purchases and gifts second) How do you prioritize rush cataloging?

We had a lively discussion around all of these questions.

PRECONFERENCE CONTINUING EDUCATION

The ABC's of Rare Book Cataloging

by

Karen Nipps

Houghton (Rare Book) Library, Harvard University

Introduction

By way of introduction, I would like to make two broad comments about rare book cataloging. The first is that it is not a science. While there are many guidelines and manuals to refer to, there are not hard and fast rules that must be followed absolutely and in all instances ; if that were the case, I would not need to be here in front of you today! Rather, rare book cataloging is more of an art, to be approached with healthy doses of subjectivity and opinion. In order to employ these variable skills judiciously, just as in other arts, a great deal of time needs to be spent defining tools and terminology, developing understanding of the material, contextualizing, experiencing the environment, and mastering the craft. It is only through this educational process that one will be able to employ the analytical, interpretive skills and judgment necessary to do the material and your institution justice.

The other important point I want to make is that rare book cataloging should be fun. There is a certain level of engagement that is absolutely essential if you are to succeed at creating records appropriate to the material. The best way to perfect the skills I have just mentioned is through a willing immersion in the books themselves. And if you are prepared to dip under the skin of the book (and I **don't** mean that literally!), even if you only decide to provide a full title-page transcription and make an added entry for the place of printing, you have both learned something new and succeeded in adding something to the world's ability to find and understand that item: and **that**, ideally, should be a very satisfying thought.

What is a rare book?

So what is a rare book anyway and when should one apply rare book cataloging standards? Continuing with the art-metaphor a bit: in a nutshell, anything you decide is a rare book is a rare book and furthermore you decide when to apply those standards. The rare books community (consisting of librarians, dealers, scholars, collectors, and other enthusiasts) is **constantly** weighing in on this subject and there are as many answers to the question of what "makes" a rare book as there are books. There are those out there who believe that only those items printed before 1800 should be considered "rare" ; still others will insist on a cut-off date of 1700, or even 1600. I am even acquainted with people who believe that only 15th century printed books (a.k.a.

incunables) should be so honored. And yet, just take a look at those trading in “modern” material to gauge just how valuable this material can be. Anyone for the first edition of the three-decker *Oliver Twist*, printed in 1838? Get out the checkbook, it is being offered in a dealer’s catalogue currently for £18,000 (= approximately \$27,000.00); how about those strange yet intriguing things known as artist’s books ? I see them quite frequently sell for five figures; and then there is the ubiquitous Stephen King; an uncorrected proof of *Carrie* recently appeared on the market for \$2000. The only underlying assumption being that there is something that sets a rare book apart from other books used primarily for reading or reference: what those features are vary from the physical to the intellectual. As Paul Dunkin wrote in his influential *How to Catalog a Rare Book* (first written over forty years ago), “the rare book is a fascinating material object, a document in the history of civilization” and, let’s admit it, even your grandmother’s old cookbooks fall into that category.

And what do I do with it?

Musing aside, in fact there are ways to judge when to apply rare book cataloging standards to an item. The determining factors you should consider when trying to make this decision are widely acknowledged by many in the profession: I refer you to Volume 7, No. 2 (1992) of *Rare Books & Manuscripts Librarianship*, which consists of the written proceedings of a conference I was involved in on cataloging 19th-century material. In it, some of the leading practitioners (and critics!) of rare book cataloging sound like a veritable chorus. So what are these determinants? As Michael Winship, one of the participants of that conference, simply put it “Detail in a library catalog should be determined by the needs of the library’s patrons and the strengths of the collections, not by relative scarcity, age, or an abstract (chronological) principle.”¹ That is, if yours is a collection of eighteenth century theology and a well-intentioned reader gives you an “old Bible,” which in fact is a copy of the King James from the 1930s, I would suggest that you could spend your time more wisely than providing a lengthy descriptive record for it. On the other hand, if your collection is of Bibles, collected as imprints, from every time and place from around the globe, you may want to add certain notes and access points for its publisher, printer, place or date of printing: in this case in my hand, William Collins, Sons and Company; the Collins’ Clear-type Press; Glasgow; and 1939. And if yours is a collection that historically has traced bindings and your Bible is bound in a yapp-style binding as this one is, you may want to trace it as well. On the other hand, if your collection does **not** have a binding file, you should ask what the purpose would be of tracing one isolated binding?

Winship refers to a related determining factor: the needs of your patrons. Of course, it is obvious that this concern is closely tied to the first factor, for collections rarely grow without the consideration of patrons. Such an example is the earlier creation in many research libraries of bindings’ files for book

historians. If your constituents are interested in the physical details of the books in your collection, emphasize those in your notes and tracings. Conversely, if your patrons have a strictly subject-oriented interest in your material, I would spend less time collating and more time coming up with suitable contents notes and genre headings. Unfortunately, this question of who one's constituencies are is getting more and more difficult to answer as we find ourselves in an increasingly automated environment. Are you putting your records into one of the international databases or do you have your catalog available on-line on the Web? Then you might be interested in responding to a wider and largely undetermined group of patrons who would get to your material from great distances on-line. And speaking of a largely undetermined constituency, don't forget the interests of future generations, for, as was stated in the 1991 study *Preserving Harvard's Retrospective Collections*, "agreement as to what is important would only show that we are well-adjusted acculturated products of the ideology of our time and place."² Oh, and by the way, if that gift was from a potential donor of an incunabula collection, you might want to consider spending just a little more time with it.

How in the world are we to satisfy all these hypothetical needs? The answer is that we can't, which brings me to what I believe is the most crucial factor in deciding how to catalog your "rare" book. The book itself—and your knowledge of it. When cataloging a book, we should always ask: What are its distinguishing features, both intellectual and physical? There is only one way to tell: through an understanding of the material. As Jackie Dooley and Helena Zinkham point out in their article, "The Object as Subject: Providing Access to Genres, Forms of Material and Physical Formats," "rare book catalogers assign their terms based on their knowledge of the importance of a book's content and artifactual value."³ Without possessing that knowledge you will be unable to execute the judgment necessary to evaluate a given item.

Back to this yapp-binding—it is a bit unusual upon first glance, but less so if you can recognize it as a widely prevalent form of binding Bibles during the twentieth century, and even far *less* so if you possess the precise knowledge that this particular style of binding was first introduced around 1860 and that almost any 20th-century example of this simple black sheep manifestation of it is worth about a dime a dozen.

Other Influences

The educated eye not only recognizes important features, it also happens to do so much more efficiently than an uneducated one. And this is an essential piece of information, for keep in mind, rare book cataloging is **not**, whatever it **might** be, a particularly cost-effective way of approaching material: it is quite labor intensive, so the faster you can do it, the more sensible an approach it will appear.

Which brings me to the more immediate issues one must face if one is to consider doing rare book cataloging. In the end some of the most important deciding factors are very specific and practical ones. Does your institution have the resources (read “money”) for you to do rare book cataloging? Such resources fall into the broad categories of time, personnel, and technology (all of which are connected and variable). That is, does your institution have the ability to let its staff develop the expertise to do rare book cataloging? Does it have the time to allow its personnel to do rare book cataloging? Do you have mountains of backlogs to deal with? If you are the only cataloger in your institution with barely time to keep your head above the mounting paperwork, I would choose very selectively the material you want to catalog as rare books. Do you have any policies and/or procedures in place for what gets rare book cataloging in your collection and what does not and how to go about processing that material? If not, be sure to establish them before jumping into any project. In the end, they will save you a great deal of time, money, and anguish.

Many of your decisions about how to employ rare book cataloging will be determined by your local “system,” which itself is determined largely by economic factors. Is that system a card catalogue supplemented by special files or one of the large utilities or your own local automated system? If you don’t have an on-line system, does your institution have the space to house the card files which always blossom tremendously when you do rare book cataloging? Can it hire the support staff needed to file those cards and maintain the catalogs? Do you have an on-line system? Does it index the 752 (imprint) field? If not, do you want to bother indexing these terms? And always keep in mind that technology is constantly changing and, as soon as you think you are comfortable with a system, the environment that produced it will start to fade and you will need to be looking into upgrading to the newest state of the art in the not too distant future.

Here is a brief example for you: let’s say I have in hand a book printed in England in 1650 (experience tells me that it will take virtually no time to run to the *Donald Wing’s Short-title catalogue of Books printed in England . . . 1641-1700* and check the citation for it) in fact by doing this I might quite possibly be saving myself a great deal of time spent with a magnifying glass in my hand if the bibliographers have already distinguished the various issues and states of the book. Citing this bibliography in an on-line system that indexes the 510 field has all kinds of future potential. It could save me additional time, but it also might expedite the work other catalogers, reference librarians, and researchers, and additionally it opens up new ways of making this material available. And, let’s face it, in the library world, time does equal money in many cases.

Relationship of cataloging to bibliography

Speaking of bibliographical citations, as Michael Winship put it in the RBML issue I referred to a minute ago, cataloging is “one of the major

bibliographical activities of our age.”⁴ What he means is that the effort that goes into cataloging, and specifically rare book cataloging (such as transcribing, collating, differentiating editions and states, comparing copies, and providing records for ideal copies)) is intrinsically bibliographical in its scrutiny of the book. In fact, there are times when we catalogers in our enthusiasm bring out more features than any bibliography on the subject, producing some of the most consummate bibliographical entries imaginable. And just like bibliography, Winship suggests that the two share in one common goal: trying to satisfy the perceived needs of our researchers. It is for these reasons that exposing oneself to as much bibliography as possible is an essential part of good rare book cataloging: without a good understanding of its many manifestations (enumerative, descriptive, textual, analytic, critical, historical) one will not have the tools with which to practice the craft of rare book cataloging. How can one collate a book and provide a signature count if one doesn’t know what a gathering is? How could I have looked that seventeenth-century English imprint up in Wing if I had never heard of that tool? How do I describe and provide an access point for that turned-in-at-the-edges binding if I don’t know the nomenclature or where to look it up? Such reference books as Philip Gaskell’s *New Introduction to Bibliography*; John Carter’s *ABC for Book Collectors*; Glaister’s *Encyclopedia of the Book*; and Thomas Tanselle’s syllabus to his bibliography course at Columbia should be the ready-reference tools of any serious rare book cataloger.

However, while cataloging and bibliography might have one similar goal, the two diverge in a significant way. While the goals of the various forms of bibliography are many, in theory the primary goal of cataloging should be to assist one’s patrons, a constituency which is often quite different, and certainly much larger and more diverse, than that being targeted by the creators of most bibliographies. As far back as 1876, Charles Ammi Cutter elucidated this point in his “first principles” of cataloging, by suggesting that a catalog should 1) enable a person to find a book of which either the author, title, or subject is known; 2) show what a library has on a given author, subject, or genre; and 3) assist in the choice of a book as to its edition or character. This is a very practical approach of which we should constantly be reminding ourselves, the main point being that the records we create are aids to finding and NOT substitutes for the actual thing. To attain the goal of assisting our patrons, I propose that all of us keep in mind that the crucial characteristics of all rare book records should be simplicity and clarity and the crucial characteristic of a rare book cataloger, flexibility. I do not think it a coincidence that at mid-century an early ALA committee appointed to draw up a set of guidelines for the daunting task of cataloging incunables and the generation responsible for the renaissance of the Library Company of Philadelphia came to the same conclusion: that the research files created in cataloging can go on ad infinitum, and that they belong in a filing cabinet, but a rare book should be represented in

the card catalogue by a single card. Now that more and more of us are moving into automated environments, while we are no longer constrained by bursting card catalogues (and realize that perhaps one card was a bit restrictive), I believe it would be wise to keep this advice in mind as we move into the twenty-first century.

In the context of the relationship of bibliography to rare book cataloging and the case for clarity, simplicity, and flexibility, I recently wrestled with the issue of “ideal copy.” Most of us are probably aware of the underlying desire in textual bibliography and in cataloging books to describe an “ideal copy” of an item. In its most basic form, this is why in cataloging we don’t put brackets around title-page transcriptions when we know it is just our copy of a book that is without a title-page. The application in bibliographical description is quite a bit more complicated, involving the description of blank leaves, excisions, insertions, and cancellantia. Let me describe my experience: I just spent a good part of the last year cataloging early instructional writing manuals. While most of these volumes bear title-pages, this is where the resemblance to letterpress codices ends. Because they were engraved throughout, that meant that they were produced with plates, each leaf usually representing a single plate. The plates themselves were frequently engraved by a variety of trained hands, produced and distributed by numerous printsellers and booksellers, and undated. Often, the printsellers kept a stock of both the engravings and plates around for years, assembling volumes upon demand, sometimes in batches for school teachers, sometimes individually. As a result, one copy of a writing book with a given title-page had about as much chance of being unique in its construction as it did to resembling another copy. Add to this mix the fact that these volumes were usually used to extinction, leaving remaining copies extremely scarce, and I think you can see some of the problems I was up against constructing an “ideal copy” of any given title. Every time I tried, I found myself in hot water over number of leaves, states of plates, or dating, and the worst of it was that when I tried to come up with a description for an ideal copy, it became so full of peregrinations that it was almost unreadable by me, just imagine what it would look like to a complete stranger! But not only would the construction of an “ideal copy” make my record totally unclear to anyone except the most sophisticated of users, it would possibly be fabricating an oddity that never existed nor was intended to exist. Instead, I frequently chose to describe the item I had in my hand, adding as many notes as were needed to reflect the consequences of its construction and any known variants. The lesson here is that while keeping the concept of ideal copy in mind when one is doing cataloging is important and one should try to construct a record for an ideal copy when it is feasible, sometimes it is just not feasible and there are instances when it can be positively misleading to create such a record. If you can’t figure out what you have, don’t second guess the situation: describe what you have in your hands, remembering that the goal is not to figure out under what

circumstances this book was produced or why, but to explicate particular features with the goal of allowing your patrons access to the material. So when we provide title-page transcriptions and collations (which I believe, if we are capable, we should) keep them simple (for this reason, I would recommend Gaskell over Bowers for most material): our records should neither be a burden to create nor to read—clarity, simplicity, and flexibility.

And how do I do it?

Let us suppose that you have determined, by whatever criteria, that what you have in hand is worthy of rare book cataloging and that you have “what it takes” to give it that treatment. I am assuming that everyone here has a good handle on MCR2 and the various other tools used in cataloging printed material: the LCRIs, LCSH, NAF, etc. What else is there for rare book cataloging? Oodles. Let’s begin with, dare I say it, the rare book cataloger’s Bible, *Descriptive Cataloging of Rare Books* or DCRB. In 1981, the Library of Congress published *the Bibliographic Description of Rare Books* (BDRB) in response to a need felt by catalogers and their constituents for expansion on the section of MCR2 on rare materials cataloging; DCRB is the second edition of BDRB. And while it was created as a supplement to MCR2, there are places where the two differ and fervent discussion continues on its interpretation and application. At the conference I previously mentioned Jackie Dooley described the differences precisely:

DCRB is transcription-oriented and makes requirements which are expressly disallowed by MCR2, including transcription of edition statements without use of abbreviations, placement of early printers in the “publisher” position, fuller transcription of imprint information, notes describing all transposed Area 1 [i.e. title] data, a different approach to “With:” notes, and a physical description that accounts for every page and leaf, regardless of the presence or absence of page numbering or foliation. DCRB further permits practices not permitted by MCR2, such as transcription of original punctuation, of all publishers or booksellers, and of Roman numeral dates. In addition, DCRB provides detailed note rules with examples geared to the needs of early printed books.”⁵

I really don’t want to go through DCRB page by page, instead I will simply counsel you when you get back to your institutions to immediately get yourself a copy, read it from cover to cover, annotate heavily, and always have it by your desk at work if you really plan on doing rare book cataloging, but there are a few broad points I want to make.

The first is that DCRB was created specifically for books produced during the handpress period (which is from the invention of printing until ca. 1820)

with an easy cut off date being 1800. There is no one to stop you from applying these rules to later material, but I will tell you from experience that the application of DCRB to 19th-century material is fraught with confusion. For example, there are signature counts that don't really reflect the construction of books made with stereotyped plates and identifying illustrative processes is a nightmare. Also, in the 19th century the number of people involved in the production and distribution of books rises dramatically and doing authority work on all of them can be hugely time consuming.

As far as minimal level rare book cataloging goes, there is a brief section at the end of DCRB describing how to do this. But my feeling about this is that if you are going to take the time to learn DCRB, the time it takes to make a full-level record above the time it takes to make the minimal is negligible. In fact, for my own personal purposes, I often find that I can spend **more** time deciding when and how the abridgments are to be made and find it simpler to just follow the rules for the lengthier records. However, I acknowledge that minimal level can certainly serve a purpose, particularly if you define your terms ahead of time and apply them to a single large project.

Some people wonder about doing what is known in the trade as “hybrid cataloging”—applying some of the DCRB rules to ACCR2 cataloging. I think there is nothing wrong with including in your record a citation to an established bibliography without collating the book. However, when one starts to pick selective pieces out of any documentation the hazard for confusion is run. I personally find it easier to tell myself that I am simply transcribing everything on the title-page, whether in the title or publisher field, rather than trying to remember when I am going to transcribe and when I am not. However, if you have a good reason to choose only to apply parts of DCRB, I would encourage you again to provide yourself and your colleagues with written documentation so that the rationale can be recognized by others and practice can be systematically applied.

One of the things that distinguishes rare book cataloging from standard cataloging is the emphasis on access points. The way in which you choose to formulate those access points largely depends on two factors. One is whether you choose to follow LC practice (this, of course, is a good idea, but there are also good reasons why you might choose not to) the primary reason being the type of local system you have in place. For example, the use of 752s for the tracing of place of imprint has been approved by LC, but this has been something I have had to get used to at Harvard, as the Library Company cataloged into RLIN and the only way one could recreate its card catalog, which is still very vital to its operations, was to use the 790s for imprint tracings.

One access point that people often question is the use of the subdivision “Early works to 1800.” The Library of Congress uses it to collocate early texts and to separate them from their modern material for the ease of users; Harvard does the same (I refer you to LC Subject Cataloging Manual H-1576 for the

details on use). But at the Library Company, where the ante-bellum collections were considered as a whole, this heading not only seemed overkill, but severed files in both confusing and artificial ways.

I have made some mention of tracing genres and physical characteristics in your rare book cataloging. Being the bibliophile that I am, I would encourage you to, but let me warn you: while this is becoming common practice throughout the community, there is little uniformity in application so far, though there are a number of essential thesauri available if you choose to do such tracing (these are listed on the handout). The most useful way to approach these is to use them very selectively based upon the needs of your own institution; there are far too many terms to apply all universally. One point to stress though is the need to use the defined terminology whenever possible to make your material accessible to the widest audience. An example: some of you might have wondered what I was talking about when I first referred to this book's "yapp" edges (in some circles they are known as divinity circuit or circuit edges) but in the binding thesaurus these two terms are cross-referenced under Yapp style bindings, so this is the term the community familiar with these thesauri will be looking under for this item. And yet, this may not apply to your community: if you have a file developed under the heading divinity circuit, then you can certainly opt to trace it under that term; if you had an on-line catalogue, subfield 2 (which is for the source of your data) would be coded "local." Houghton, for example, is in the process of converting some sizable card files relating to books belonging to Harvard in the early eighteenth century under the general heading "Harvard books." There is also the option of employing subject headings when no genre or physical characteristic terms suit your needs (coding subfield 2 "Icsh"), which provides a bit more flexibility, but still uses established vocabulary.

I would also encourage you to provide access points to any names associated with the book that you are interested in tracing: printers, publishers, illustrators, binders, and former owners. I have always felt that I am not the one to judge whether a name is important or not and it takes very little time to keystroke a name into a record. However, again, be careful with the authority work; some catalogers decide to enter every legible name they find into NAF no matter how little evidence they have to establish that name; the other side of that coin is to trace without even looking up in the authority files. I try a centrist approach, looking in NAF to provide an authoritative heading if there is one, but not establishing a heading unless I really have something to contribute to the name.

Do cite bibliographies whenever possible, employing LC's Standard Citations for Rare Book Cataloging for the formulation of headings. As I mentioned before, bibliographies can do your work for you and there is often no need to duplicate their efforts. The added beauty of creating a citation for an item is that no matter how detailed a record you create, you can safely assume

that there will be a percentage of those who will not be satisfied with your work: a citation provides these people with further detail and direction. In fact, I for one find it a pleasantly humbling thought to know that there will always be scrutinizing patrons who will not be satisfied with my work and [gasp!] want to look at the books themselves.

Technology

Technology offers us many resources that traditionally were not available to catalogers. And while I recognize that many of these resources may not yet be available to many of you, its important to know what is out there Being aware could well assist you in making educated decisions about which resources you want to pursue, not to mention help to hone your skills of persuasion for speaking with distracted administrators.

The Library of Congress' Cataloger's Desktop is issued in both a CD and an online form. It contains most of LC's basic cataloging tools (LCSH, NACO reference tools, MARC guides, classification schedules) as well as DCRB, the graphic materials thesaurus, and Standard Citations. Practically speaking, I have to admit that I do not yet find it a substitute for having paper copies handy, but it certainly is a cost-saving device in the long-run.

On-line catalogs can be immensely useful tools. The two bibliographic utilities, OCLC and RLIN can be particularly helpful and RLIN in particular is constructed in such a way as to be very useful when needing to compare copies or the specifics of a given item. The English Short Title Catalogue, basically an on-line bibliography of books printed in England and in English, is available on fiche, in CD form, through RLIN, and also on the Internet. Also, don't ever forget the usefulness of the on-line catalogs of other institutions, which frequently contain records and details left out of the larger utilities, particularly as they relate to such "copy specific" information as provenance and binding characteristics.

Of course, Internet resources are growing phenomenally and I couldn't begin to enumerate them all, but two in particular I will point out. The homepage for the Rare Books and Manuscripts Section of the American Library Association contains a great deal of information about the world of rare books. As far as cataloging goes, RBMS's own Preconferences, which always have opportunities for catalogers, are listed; in fact, this summer's will feature sessions entitled "Outsourcing and Tier Cataloging of Rare and Special Materials," "Medieval Manuscripts in a Digital Age," and "Internet Resources for the Rare Book Cataloger." There are also the minutes from the Bibliographic Standards Committee and information on their thesauri. In addition, there are many links to a wide variety of web sites for organizations, dealers, listservs, and newsletters. One of the most important of these, for educational purposes, is Terry Belanger's Rare Book School at the University of Virginia, which offers a regular series of courses which catalogers might find useful. Or let's

suppose that your institution does not have a copy of the standard reference work, *Orbus Latinus*. Through the RBMS homepage, you can connect yourself to a site for the translation of Latin place names for rare book catalogers (I have listed the address on your reference list!).

The RBMS homepage also contains information about the second source I would like to refer you to: which is the rare books listserv known as EXLIBRIS. While some of the commentary can be very distracting, the immense resource this tool avails you of cannot be underestimated: and that tool is your peers. Certainly, there is nothing quite like having a truly thorny collation explicated or a translation of a non-roman title-page you can't decipher provided on-line by dozens of the most knowledgeable bibliomaniacs on the planet! So, if there is one last thing that I would like to emphasize, it is that one should never forget that your colleagues are your greatest resource. Such colleagues may be other librarians (catalogers, yes, but also reference librarians, curators, and other processors) they may be historians, graphic artists, or business people; they may be books dealers or collectors; why they may even be the patrons you ultimately are trying to serve!

Endnotes

¹Winship, Michael, "What the Bibliographer Says to the Cataloger," in *Rare Books and Manuscripts Librarianship*. Volume 7, number 2 (1992), p. 106.

²*Harvard Library Bulletin*, New Series 2, no. 2 (Summer 1991), p. 10-11.

³*Beyond the Book: Extending MARC for Subject Access* (Boston: G.K. Hall & Co., 1990), p. 50

⁴Winship, *ibid.*, p. 100.

⁵Dooley, Jackie M., "Conundrums for Rare Book Catalogers," in *Rare Books and Manuscripts Librarianship*. Volume 7, number 2 (1992), p. 80.

Basic Internet
by
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ATLA

I. Background

A. Jargon and Terminology

Excerpts from *IASW Internet Glossary* (<http://iasw.com/glossary.html>)

ASCII - American Standard Code for Information Interchange. This is the accepted world-wide standard for the code numbers used by computers to represent all the upper and lower-case Latin letters, numbers, punctuation, etc. There are 128 standard ASCII codes. Each code can be represented by a seven digit binary number: 0000000 through 1111111

backbone - A high-speed line or series of connections that makes a large pathway within a network. The term is relative to the size of network it is serving. A backbone in a small network would probably be much smaller than many non-backbone lines in a large network. (See also: network)

bandwidth - How much information (text, images, video, sound) you can send through a connection. Usually measured in bits-per-second. A full page of English text is about 16,000 bits. A fast modem can move approximately 15,000 bits in one second. Full-motion full-screen video requires about 10,000,000 bits-per-second, depending on compression. (See also: 56K, bit, modem, T-1)

binary - Any file that contains data that is not text. Image files like GIFs and JPEGs, and applications are examples of binary files. (see also:GIF, JPEG)

binhex - Binary Hexadecimal. A way of converting non-text files (non-ASCII) into ASCII. This is necessary because Internet e-mail can only handle ASCII. (See also: ASCII, e-mail)

browser - Client software that is used to look at various kinds of Internet resources. The most popular are Netscape and Mosaic. Like most things on the Internet, there is no standard here. What looks good on one browser might look awful on another. There are browsers that will read graphics and some that will read text only. (See also: client, Netscape, Mosaic, URL, WWW)

client - A software program used to contact and download data from a server software program on another computer (like Netscape finding information for you across the globe). Each client program will work with one

or more specific kinds of server programs, and each server requires a specific kind of client. (See also: data, Netscape, server)

compression - An action taken by a software program that reduces the size of a file. Compressed files take up less space on computers and transfer to other computers more quickly.

domain name - The exclusive name that identifies an Internet site. Domain names have two or more parts, separated by dots. The part on the left is the most specific, and the part on the right is the most general. One machine may have more than one domain name but a given domain name points to only one machine. Generally, all machines on a given network will have the same letters on the right-hand portion of their domain names.

Examples: gateway.iasw.com
mail.iasw.com
www.iasw.com

A domain name can exist but not be connected to an actual machine. This way a group or business can have an Internet e-mail address without having to establish a real Internet site. In these instances, a real Internet machine must handle their mail on behalf of the listed domain name.

The great thing about having your own domain name is that no matter where you go in the world, no matter what provider you choose to use, you will always have the same Internet address!

Domain names are going fast! In July of 1995, InterNIC had about 5,000 domain names waiting to be registered. In August of 1995, that number had increased threefold to 15,000! Even if you do not want to establish a WWW site for your company right now, it is worth the small investment to get your company a domain name immediately, before your competitor does! (See also: Internet, IP number, NIC, site, WWW)

domain name server - A computer that tracks other machines and their numeric IP addresses. When a computer is referred to by name, a domain name server puts that name into the numeric IP address necessary to make a connection. (See also: domain name, IP addresses)

download - Importing files from one computer by connecting to another.

FAQ - Frequently Asked Questions. Documents that lists answers to the most common questions on a particular subject. There are thousands of FAQs on subjects as different as personal finances and ostrich breeding . FAQs are generally written by people tired of answering the same question over and over.

FTP - File Transfer Protocol. A common method of moving files between two Internet sites. FTP is a unique way to log in to another Internet site to retrieve and/or send files. There are many Internet sites that have publicly accessible FTP sites storehousing material that can be downloaded by using FTP. Users normally log in using the account name anonymous. That is why these sites are called anonymous ftp. (See also: log in, download, server, site)

host - Any computer on a network that is a storehouse for services available to other computers on that network. It is common for one host machine to provide numerous services, such as WWW and Usenet. (See also: node, network, Usenet, WWW)

HTML - HyperText Markup Language. The coding language used to make hypertext documents for use on the WWW. HTML resembles old-fashioned typesetting code, where a block of text is surrounded with codes that indicate how it should appear. Also, you can specify in HTML that a block of text, or a word, is "linked" to another file on the Internet. HTML files are designed to be viewed using a WWW client program, such as Netscape or Mosaic. (See also: client, HTTP, hypertext, Netscape, Mosaic, WWW)

HTTP - HyperText Transport Protocol. The way hypertext files move across the Internet. Requires a HTTP client program on one end, and an HTTP server program on the other. HTTP is the most important protocol used on the World Wide Web (WWW). (See also: client, hypertext, protocol, server, WWW)

hypertext - Usually any text that contains words or phrases in the document (links) that can be chosen by a reader and which cause another document to be retrieved and displayed. (See also: links)

IP number - Every machine on the Internet has a unique IP number - if a machine does not have an IP number, it is not really on the Internet. Most machines also have one or more domain names that are easier for people to remember than the IP numbers.

IP numbers are also called a dotted quad. A unique number consisting of four parts separated by dots.

example: 182.981.525.9 (See also: domain name, Internet)

IRC - Internet Relay Chat. A huge multi-user live chat area. There are a number major IRC servers around the world inked to each other. Anyone can

create a “channel” and anything typed in a given channel is seen by all others on that channel. Private channels can (and are) created for multi-person “conference calls”.

This is perfect for businesses that have clients or employees in different locations. (See also: server)

listserv - The most widespread of maillists. Listservs started on BITNET and are now common on the Internet. (See also: BITNET, e-mail, maillist)

newsgroups - The name of discussion groups on Usenet . (See also: Usenet)

node - A single computer connected to a network . (See also: network, Internet, internet)

POP - Post Office Protocol. A protocol for storing and receiving e-mail. Eudora uses POP. (See also: e-mail, Eudora, protocol)

PPP - Point to Point Protocol. A protocol like SLIP that allows a Mac to mimic a full Internet machine using only a modem and a regular phone line. (See also: modem, protocol, SLIP)

protocol - One language computers use to talk to each other.

public access provider - A group that provides Internet access, often for a fee. Both individuals and organizations use public access providers. Also called, simply, “provider.”

server - A computer or software package that provides a particular kind of service to client software running on other computers. The term “server” can pertain to a particular piece of software, such as a WWW server, or to the machine on which the software is running, e.g. Our news server is down, that’s why the news groups are not coming in. One server machine might have several different server software programs running on it, giving many different services to clients on that network. (See also: client, network, WWW)

site - The spatial location of any Internet resource. Like WWW site, gopher site, etc. (See also: gopher, WWW)

SLIP - Serial Line Internet Protocol. A standard for using a standard telephone line (a “serial line”) and a modem to make any computer a real Internet site. SLIP is slowly being replaced by PPP. (See also: Internet, modem, PPP)

TCP/IP - Transmission Control Protocol/Internet Protocol. The group of protocols that defines The Internet . Originally for the UNIX operating system, TCP/IP software is now usable for every major kind of computer operating system. To be truly on the Internet , a computer must have TCP/IP software. (See also: IP number, Internet, protocol, UNIX)

telnet - The program and command used to login from one Internet site to another. The telnet command/program points to the & login prompt of another host. (See also: login, site)

upload - To transfer a file to another computer.

URL - Uniform Resource Locator. The standard method to give the address of any Internet resource that is part of the WWW. A URL looks like this:

http://www.iasw.com
telnet://indirect.com
news:new.newusers.questions

The most common way to use a URL is to enter it into a WWW browser program, such as Netscape, or Mosaic. (See also: browser, Mosaic, Netscape, WWW)

Usenet - A world-wide network of discussion groups, with comments exchanged among hundreds of thousands of computers. Probably only half Usenet groups are on the Internet, . Usenet is completely decentralized, with over 10,000 discussion areas, called newsgroups. (See also: newsgroup)

B. Brief History

Excerpts from *Hobbe's Internet Timeline*
(<http://info.isoc.org/guest/zakon/Internet/History/HIT.html>)

Hobbes' Internet Timeline Copyright ©1993-6 by Robert H Zakon.
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1950s

1957

USSR launches Sputnik, first artificial earth satellite. In response, US forms the Advanced Research Projects Agency (ARPA) within the Department of Defense (DoD) to establish US lead in science and technology applicable to the military (:amk:)

1960s

1969

ARPANET commissioned by DoD for research into networking First node at UCLA [Network Measurements Center - SDS SIGMA 7:SEX] and soon after at: [legend = function - system:os] Stanford Research Institute (SRI) [NIC - SDS940/Genie] UCSB [Culler-Fried Interactive Mathematics - IBM 360/75:OS/MVT] U of Utah [Graphics (hidden line removal) - DEC PDP-10:Tenex] use of Information Message Processors (IMP) [Honeywell 516 mini computer with 12K of memory] developed by Bolt Beranek and Newman, Inc. (BBN)

First Request for Comment (RFC): "Host Software" by Steve Crocker

1970s

1970

ARPANET hosts start using Network Control Protocol (NCP).

1971

15 nodes (23 hosts): UCLA, SRI, UCSB, U of Utah, BBN, MIT, RAND, SDC, Harvard, Lincoln Lab, Stanford, UIUC, CWRU, CMU, NASA/Ames

Ray Tomlinson of BBN invents e-mail program to send messages across a distributed network. The original program was derived from two others: an intra-machine e-mail program (SNDMSG) and an experimental file transfer program (CPYNET) (:amk:irh:)

1972

International Conference on Computer Communications with demonstration of ARPANET between 40 machines and the Terminal Interface Processor (TIP) organized by Bob Kahn.

InterNetworking Working Group (INWG) created to address need for establishing agreed upon protocols. Chairman: Vinton Cerf.

Telnet specification (RFC 318)

1973

First international connections to the ARPANET: University College of London (England) and Royal Radar Establishment (Norway)

Bob Kahn poses Internet problem, starts internetting research program at ARPA. Vinton Cerf sketches gateway architecture in March on back of envelope in hotel lobby in San Francisco (:vgc:)

File Transfer specification (RFC 454)

1974

Vint Cerf and Bob Kahn publish “A Protocol for Packet Network Intercommunication” which specified in detail the design of a Transmission Control Program (TCP). [IEEE Trans Comm] (:amk:)

1975

Operational management of Internet transferred to DCA (now DISA) “Jargon File”, by Raphael Finkel at SAIL, first released (:esr:)

1976

Elizabeth II, Queen of the United Kingdom sends out an e-mail (various Net folks have e-mailed dates ranging from 1971 to 1978; 1976 was the most submitted and the only found in print)

1977

THEORYNET created by Larry Landweber at U of Wisconsin providing electronic mail to over 100 researchers in computer science (using a locally developed e-mail system and TELENET for access to server).

Mail specification (RFC 733)

1979

Meeting between U of Wisconsin, DARPA, NSF, and computer scientists from many universities to establish a Computer Science Department research computer network (organized by Larry Landweber).

USENET established using UUCP between Duke and UNC by Tom Truscott, Jim Ellis, and Steve Bellovin. All original groups were under net.* hierarchy.

ARPA establishes the Internet Configuration Control Board (ICCB)

1980s

1982

DCA and ARPA establishes the Transmission Control Protocol (TCP) and Internet Protocol (IP), as the protocol suite, commonly known as TCP/IP, for ARPANET. (:vgc:) This leads to one of the first definitions of an “internet” as a connected set of networks, specifically those using TCP/IP, and “Internet” as connected TCP/IP internets. DoD declares TCP/IP suite to be standard for DoD (:vgc:)

1983

Name server developed at U of Wisconsin, no longer requiring users to know the exact path to other systems.

Cutover from NCP to TCP/IP (1 January)

CSNET / ARPANET gateway put in place

ARPANET split into ARPANET and MILNET; the latter became integrated with the Defense Data Network created the previous year.

Desktop workstations come into being, many with Berkeley UNIX which includes IP networking software.

Need switches from having a single, large time sharing computer connected to Internet per site, to connection of an entire local network.

Internet Activities Board (IAB) established, replacing ICCB

1984

Domain Name Server (DNS) introduced.

of hosts breaks 1,000

Moderated newsgroups introduced on USENET (mod.*)

1986

NSFNET created (backbone speed of 56Kbps) NSF establishes 5 super-computing centers to provide high-computing power for all (JVNC@Princeton, PSC@Pittsburgh, SDSC@UCSD, NCSA@UIUC, Theory Center@Cornell). This allows an explosion of connections, especially from universities.

Network News Transfer Protocol (NNTP) designed to enhance Usenet news performance over TCP/IP.

Mail Exchanger (MX) records developed by Craig Partridge allow non-IP network hosts to have domain addresses.

1987

NSF signs a cooperative agreement to manage the NSFNET backbone with Merit Network, Inc. (IBM and MCI involvement was through an agreement with Merit). Merit, IBM, and MCI later founded ANS.

1000th RFC: "Request For Comments reference guide"

of hosts breaks 10,000

1988

1 November - Internet worm burrows through the Net, affecting ~6,000 of the 60,000 hosts on the Internet (:ph1:)

CERT (Computer Emergency Response Team) formed by DARPA in response to the needs exhibited during the Morris worm incident.

DoD chooses to adopt OSI and sees use of TCP/IP as an interim. US Government OSI Profile (GOSIP) defines the set of protocols to be supported by Government purchased products (:gck:)

NSFNET backbone upgraded to T1 (1.544Mbps)

CERFnet (California Education and Research Federation network) founded by Susan Estrada.

Internet Relay Chat (IRC) developed by Jarkko Oikarinen (:zby:)

Countries connecting to NSFNET: Canada, Denmark, Finland, France, Iceland, Norway, Sweden

1989

of hosts breaks 100,000

Corporation for Research and Education Networking (CREN) is formed by the merge of CSNET into BITNET

Internet Engineering Task Force (IETF) and Internet Research Task Force (IRTF) comes into existence under the IAB

Countries connecting to NSFNET: Australia, Germany, Israel, Italy, Japan, Mexico, Netherlands, New Zealand, Puerto Rico, UK

1990s

1990

ARPANET ceases to exist

Archie released by Peter Deutsch, Alan Emtage, and Bill Heelan at McGill

Countries connecting to NSFNET: Argentina, Austria, Belgium, Brazil, Chile, Greece, India, Ireland, South Korea, Spain, Switzerland

1991

Wide Area Information Servers (WAIS), invented by Brewster Kahle, released by Thinking Machines Corporation

Gopher released by Paul Lindner and Mark P. McCahill from the U of Minn

World-Wide Web (WWW) released by CERN; Tim Berners-Lee developer (:pb1:)

PGP (Pretty Good Privacy) released by Philip Zimmerman (:ad1:)

US High Performance Computing Act (Gore 1) establishes the National Research and Education Network (NREN)

NSFNET backbone upgraded to T3 (44.736Mbps)

NSFNET traffic passes 1 trillion bytes/month and 10 billion packets/month

Countries connecting to NSFNET: Croatia, Czech Republic, Hong Kong, Hungary, Poland, Portugal, Singapore, South Africa, Taiwan, Tunisia

1992

Internet Society (ISOC) is chartered

of hosts breaks 1,000,000

Veronica, a gopherspace search tool, is released by Uof Nevada

World Bank comes on-line

Countries connecting to NSFNET: Cameroon, Cyprus, Ecuador, Estonia, Kuwait, Latvia, Luxembourg, Malaysia, Slovakia, Slovenia, Thailand, Venezuela

1993

InterNIC created by NSF to provide specific Internet services: (:scl:) directory and database services (AT&T) registration services (Network Solutions Inc.) information services (General Atomics/CERFnet)

US White House comes on-line (<http://www.whitehouse.gov/>): President Bill Clinton: president@whitehouse.gov Vice-President Al Gore: vice-president@whitehouse.gov First Lady Hillary Clinton: root@whitehouse.gov (-:rhz:-)

Worms of a new kind find their way around the Net - WWW Worms (W4), joined by Spiders, Wanderers, Crawlers, and Snakes . . .

United Nations (UN) come on-line (:vgc:)

US National Information Infrastructure Act

Businesses and media really take notice of the Internet

Mosaic takes the Internet by storm; WWW proliferates at a 341,634% annual growth rate of service traffic. Gopher's growth is 997%.

Countries connecting to NSFNET: Bulgaria, Costa Rica, Egypt, Fiji, Ghana, Guam, Indonesia, Kazakhstan, Kenya, Liechtenstein, Peru, Romania, Russian Federation, Turkey, Ukraine, UAE, Virgin Islands

1994

ARPANET/Internet celebrates 25th anniversary

Communities begin to be wired up directly to the Internet (Lexington and Cambridge, Mass., USA)

US Senate and House provide information servers

The National Institute for Standards and Technology (NIST) suggests that GOSIP should incorporate TCP/IP and drop the "OSI-only" requirement (:gck:)

Arizona law firm of Canter & Siegel "spams" the Internet with e-mail advertising green card lottery services; Net citizens flame back

NSFNET traffic passes 10 trillion bytes/month

WWW edges out telnet to become 2nd most popular service on the Net (behind ftp-data) based on % of packets and bytes traffic distribution on NSFNET

Japanese Prime Minister on-line (<http://www.kantei.go.jp/>)

UK's HM Treasury on-line (<http://www.hm-treasury.gov.uk/>)

New Zealand's Info Tech Prime Minister on-line (<http://www.govt.nz/>)

First Virtual, the first cyberbank, open up for business

Countries connecting to NSFNET: Algeria, Armenia, Bermuda, Burkina Faso, China, Colombia, French Polynesia, Jamaica, Lebanon, Lithuania, Macau, Morocco, New Caledonia, Nicaragua, Niger, Panama, Philippines, Senegal, Sri Lanka, Swaziland, Uruguay, Uzbekistan

1995

NSFNET reverts back to a research network. Main US backbone traffic now routed through interconnected network providers

WWW surpasses ftp-data in March as the service with greatest traffic on NSFNet based on packet count, and in April based on byte count

Traditional online dial-up systems (Compuserve, American Online, Prodigy) begin to provide Internet access

A number of Net related companies go public, with Netscape leading the pack with the 3rd largest ever NASDAQ IPO share value (9 August)

The Vatican comes on-line (<http://www.vatican.va/>)

The Canadian Government comes on-line (<http://canada.gc.ca/>)

1996

The Internet 1996 World Exposition - the first World's Fair to take place on the Internet

The controversial US Communications Decency Act becomes law in the US in order to prohibit distribution of indecent materials over the Net. A few months later a three-judge panel imposes an injunction against its enforcement.

Country domains registered: Qatar (QA), Vientiane (LA), Djibouti (DJ), Niger (NE), Central African Republic (CF), Mauretania (MF), Oman (OM), Norfolk Island (NF), Tuvalu (TV), French Polynesia (PF), Syria (SY), Aruba (AW), Cambodia (KH)

C. How it works

Excerpts from *Introduction to TCP/IP*
(<http://pclt.cis.yale.edu/pclt/comm/tcpip.htm>)

Introduction to TCP/IP

Summary: TCP and IP were developed by a Department of Defense (DOD) research project to connect a number different networks designed by different vendors into a network of networks (the "Internet"). It was initially successful because it delivered a few basic services that everyone needs (file transfer, electronic mail, remote logon) across a very large number of client and server systems. Several computers in a small department can use TCP/IP (along with other protocols) on a single LAN. The IP component provides routing from the department to the enterprise network, then to regional networks, and finally to the global Internet. On the battlefield a communications network will sustain damage, so the DOD designed TCP/IP to be robust and automatically recover from any node or phone line failure. This design allows the construction of very large networks with less central management. However, because of the automatic recovery, network problems can go undiagnosed and uncorrected for long periods of time.

As with all other communications protocol, TCP/IP is composed of layers:

IP - is responsible for moving packets of data from node to node. IP forwards each packet based on a four byte destination address (the IP number). The Internet authorities assign ranges of numbers to different organizations. The organizations assign groups of their numbers to departments. IP operates on gateway machines that move data from department to organization to region and then around the world.

TCP - is responsible for verifying the correct delivery of data from client to server. Data can be lost in the intermediate network. TCP adds support to detect errors or lost data and to trigger retransmission until the data is correctly and completely received.

Sockets - is a name given to the package of subroutines that provide access to TCP/IP on most systems.

Excerpts from *How Does The Internet Work*
(<http://www.northcoast.com/savetz/yic/YIC03FI.html>)

What is a domain name?

Computers are computers and people are people, and the two species work in very different ways. Computers like to work with lots of numbers, but people generally prefer words and names to numbers. (That's why I'm more likely to walk up to a friend on the street and say, "Hi, Jim!" than to call him by his social security number.)

Every host on the Internet has an address: a series of four numbers, each less than 256, separated by periods. Although the computers are perfectly happy with this arrangement ("Hello, 137.50.188.22, I have some mail for you from a user at 137.150.10.10."), humans are less than content blurting those numeric addresses. So, for the convenience of us humans, computers on the Net also have names.

Each computer's address—formally called its internet protocol (IP) address, is made of four numbers separated by dots, like these:

137.150.188.22
192.160.13.1
139.130.4.6
140.174.1.1

You can generally refer to a computer by its name or its address. For instance, you can type ftp archie.au or you can type ftp 139.130.4.6. You should connect to the same machine either way. Electronic mail is an exception, using

only system names, not addresses. E-mail addresses look like savetz@rahul.net, never like savetz@192.160.13.1.

Here's an example: turing.cnrs.humboldt.edu

In this example, there are four words separated by periods. The computer's name (or hostname) is turing.cnrs.humboldt.edu is the domain of this machine. (And each word of the domain is called a subdomain.)

The domains provide information about the computer, from most specific information (on the left) to least specific information (on the right). turing.cnrs.humboldt.edu is the fully qualified domain name of the host, a computer with its own IP address. That computer—and its name—is maintained by the College of Natural Resources and Sciences (a.k.a. cnrs) department at Humboldt State University. Humboldt is part of a national group (edu) that lumps together all educational institutions. So, by carefully reading the computer's name (and decoding some acronyms), we can learn quite a lot about an Internet site.

What is a fully qualified domain name?

Fully qualified domain name is the term for a domain name that includes a system name as well as all its relevant higher-level domains. The host name turing is not a fully qualified domain name, but turing.cnrs.humboldt.edu is the fully qualified domain name for the host at 137.150.188.22.

Can a computer have multiple domain names?

Yes. It is common for a site to have multiple names that are assigned to the same IP address. For instance, the following names

beetle.big-bug.com
ftp.big-bug.com
big.bug.com
stink.bug.com
volkswagen.bug-lovers-association.org

Could all point to a single computer with one IP address?

It would be very unusual for different top level domains to point to a single host, however. I think it more likely that big-bug.com_ could point to the same address as ftp.big-bug.com, stink.big-bug.com,_ and such. It's incredibly unlikely that a host would show up in both .com and .org, that's for sure! —DT

What is the domain name system?

The computers on the Internet need a way to translate site names to their corresponding numerical addresses. The Internet has a sort of phone book for Internet hosts: a computer can look up another system's name and find out its address. This isn't as simple as it sounds. Millions of hosts on the Internet

makes for a really thick phone book, even an electronic one. Also, what would happen if two computers on the Internet had the same name? Which address is the right one? Computers don't like ambiguity like that.

When the Internet was much smaller than it is today, the task of maintaining the Internet's address book was simple. The Network Information Center (or NIC) maintained a registry of Internet sites. The document, called a hosts file, was distributed periodically to every site on the Internet. As you can imagine, those blissful days have gone the way of the Dodo bird. As the Internet grew, maintenance and distribution of a huge hosts file became unmanageable.

The Domain Name Service (also known as the Domain Name System, or DNS) is the replacement of the obsolete hosts file. It is a method to administer Internet system names by giving each organization responsibility for maintaining the names at that site. This scheme eliminates the dependence on a centrally-maintained file that translates host names to addresses.

There is no longer a centralized list of sites. Instead, each organization keeps track of its own computers on the Internet. Humboldt State University keeps track of only its machines; Fred's Internet and Venetian Blind Company keeps track of its own. If a user at HSU needs to know something about one of Fred's computers, it sends out a query across the Internet that Fred's computer answers. That, in a nutshell, is the domain name system.

Note: If you've never heard of MX Records, they're the little guys with the baseball mitts that catch the queries about a specific domain and field them.

If the system administrator at HSU's College of Natural Resources and Sciences computer lab wants to plug another computer into the Internet, he doesn't need approval from anyone at the Network Information Center, and he doesn't have to wait for someone to add the new machine to a hosts file. With the Domain Name System, he can do all of this himself.

Note: The IP addresses cannot be assigned randomly, although the NIC still doles out IP address blocks. Before putting any computer on the Internet, an organization must get a block of addresses from the Network Information Center. How many addresses you get depends on how many your organization needs. The smallest is a "class C" address (for instance, 137.150.188.*) which gives the organization room to put 254 computers on the Net. A "class B" address (137.150.*) for larger organizations explodes the limit to 64,516 hosts. Finally, those with "class A" addresses (137.*) have access to whopping 16 million number combinations.

Similarly, if someone at that school decided to start a new group (like journalism) and put three computers in that group (we'll call them murrow, rather, and hearst) they can do that without anyone's permission. So, full names of the computers at that school would be:

turing.cnrs.humboldt.edu
murrow.journalism.humboldt.edu
rather.journalism.humboldt.edu
hearst.journalism.humboldt.edu

As long as there are never two computers in one domain with the same name, or two domains with the same name, everything goes swimmingly. If every system administrator makes sure that the names he assigns are unique at his site, there can be no conflicting names to confuse the situation. Given the preceding example, the following host names could be valid additions to the Internet:

murrow.cnrs.humboldt.edu
rather.sonoma.edu
turing.journalism.humboldt.edu

What's the .com, .net, or .edu part of the domain name mean?

You'll always find suffixes like .com, .net, .edu, and .mil at the end of Internet domain names. These "top-level" domains were created when the domain system was created. Here's a list of the traditional domain name suffixes:

- .arpa. Old style Arpanet addresses (no longer used)
- .com. Commercial site
- .edu. Educational institution
- .gov. Government site
- .mil. U.S. Military
- .nato. NATO organization—(no longer used)
- .net. Network
- .org. Other organizations (usually non-profit organizations)

This naming scheme was a less-than-perfect attempt to divide Net addresses into broad categories to help users know something about the organization to which they were connecting or sending mail. This made a lot of sense when the Internet was primarily used in the United States, but the scheme began to show its flaws when an influx of new types of organizations and hundreds of additional countries joined the Internet. For instance, the .gov extension means government site, but this doesn't mean much if you don't know what country's government owns that computer.

II. Usage

A. Service Providers

Excerpts from *Internet Service Provider Help*

(<http://www.currents.net/resources/netprov/intquest.html>)

1. Rates

- Is there a setup fee for accounts?
- *Most ISP's have a one time setup fee of around \$25*
- Does the ISP provide flat rate accounts?
- How many hours per week or month are included?
- Does the ISP offer metered accounts?
- *Many ISPs will offer low monthly fees, but will charge you over a certain number of hours. these accounts are good if you don't spend a lot of time online, but if you are going to be spending a lot of time online, it will probably be cheaper to get a flat rate account.*
- How difficult is it to switch from metered to flat rate, or vice versa?
- Does the ISP charge extra for usage during peak times?
- How much will it cost monthly for an account that fits your typical usage patterns?
- Are trial accounts available?
- *If so, get a trial account and test out the ISP first to make sure it meets your needs.*
- What type of extra charges might you encounter?

2. Phone Lines

- Does the ISP provide dial-up numbers in your local area?
- *Check your White Pages to see if the prefix of the number is local to you- just because it is your area code doesn't mean it's a local call.*
- Do the dial-up numbers in your local area support your modem speed?
- *If their local number in your area only supports 14.4K and you have a 28.8K modem, you probably want to check out another provider.*
- *If you want ISDN or you think you may upgrade to it soon, make sure to ask if the ISP supports it.*
- How busy are your local dial-up numbers? Will you be likely to get a busy signal? If so, how long will it take to connect during the peak times of the day?
- *You may want to test it out for yourself- try dialing up your local access number during the peak time of the day (usually weekday evenings) and see how difficult it is to connect.*
- Is there an alternate line in your local area to use if there is a problem with the one you normally use?

- Are there local dial-up numbers for other places you want to dial-up from?
- *If you often go on business trips and want to dial-up your account, you may want to look for a provider with an 800 number or one that has access numbers in most of the places you're likely to go.*
- If the lines become too busy, will the ISP stop signing up new accounts until new modems are added to the lines?

3. Types of Accounts

- Does the ISP provide SLIP/PPP accounts?
- *SLIP/PPP for Web (graphical) browsing. Shell accounts for text browsing.*
- If so, will you have a dynamic or static IP address?
- *Dynamic IP addresses are harder to use with SLIP, and if you would like to register your own domain name, you should have a static IP address.*
- Does the ISP provide shell accounts? How much storage space do you get?
- *If you plan on dialing up with a 14.4K or faster modem, SLIP/PPP is probably best, but if your modem is slower than 14.4K or you want to use some of the advanced features than a shell account can provide, you should check to see if you can also get a shell account. Many providers will give you a shell account whenever you sign up for SLIP/PPP at no extra charge. Shell accounts are harder to use, and aren't a very good substitute for SLIP/PPP, but more advanced users may want them.*
- Can you access your shell account from another computer via telnet?
- *Not all people need this function, but if you have several accounts, or if you have a direct connection to the Internet at work, you may want to be able to access your shell account via telnet.*
- Will you be able to choose your account login, or is it automatically assigned?
- Does the ISP provide domain name service?
- *This is important if you would like to register a specific name for your computer usage. It is more important for businesses than for home use, but some people like having domain names for their home computers.*
- Does the ISP provide space for a WWW page to users? Does it cost extra? How much storage space do you get?
- *If you would like to set up a WWW page, make sure they have clear instructions available on how set it up and make it accessible to other users.*

- What will your WWW page address look like if you have one?
- Will it be long and complicated?

4. Software

- Does the ISP provide software for connecting? Does it cost extra?
- Does the ISP provide software for your particular type of computer or operating system?
- Is the software easy to configure?
- Will the ISP guide you through the process of installing the software if you have difficulties?
- If you have multiple accounts, will you be able to use the same software to dial into the different ISPs?
- Does the ISP have proprietary software for Internet use?
- *Some ISPs require you to use their proprietary software instead of whatever programs you want to use. This is especially a problem with ISPs that don't allow you to use Netscape, since many WWW sites rely on your use of Netscape for their pages to display properly.*
- Does the ISP allow you to use your own software if you don't want to use the software they provide?
- How difficult is it to obtain the software from the ISP? Do they mail it to you or do you have to download it?

5. Service

- What are the ISP's technical support hours? Do they provide technical support during evenings and weekends?
- Does the ISP provide a local or 800 number for ISP or will you have to call long distance to get help?
- How difficult is it to get through to the ISP's technical support?
- When calling, how often do you get a busy signal or get put on hold?
- *Test this out for yourself- call the ISP's technical support line and see how difficult they are to contact..*
- Will your ISP give technical support via e-mail, or only via phone? How fast is their response time?
- *This can be very important if the technical support number is not local or if the lines are always busy.*
- How large is the ISP's technical support staff?
- Does the ISP provide online help pages? Are they helpful or too technical?
- *Make sure to ask about this, and check the online help pages out if possible to make sure you can find them when you need them, and that they are useful.*

6. Reliability and Quality of the ISP

- Is there a backup to guarantee service?
- Does the ISP go down often? If it does go down, how long should it take to fix?
- *Some ISPs are unreliable and may go down or have problems with mail. Make sure your ISP will fix things promptly if they go wrong.*
- Will the ISP accept large mail messages or do they cut them off at a certain length?
- Does the ISP offer a good selection of Usenet newsgroups?
- How long do they keep the articles?
- *Some ISPs will offer more Usenet newsgroups than others, and you may find that they don't carry a newsgroup that you want to have access to. The time an ISP keeps newsgroup articles available varies. For some it is only a day, for others it is several months. Any less than two weeks is too short a time for most people.*
- Does the ISP have a decently fast connection to the Internet?
- Will you experience a lag when connecting? How is the ISP connected to the Internet?
- *Usually, the speed of a modem is what slows down your connection to the Internet, but some ISPs have slow connections to the Internet and you may experience slowness when your modem isn't even transferring data. This is most noticeable when connecting via a shell account, since they tend to be faster than SLIP/PPP when running programs because they are housed on the remote computer connected directly to the Internet rather than on your computer connected to the Internet via modem.*
- *When asking how the ISP is connected to the Internet, keep this in mind- T3 connections are the best, T1 is good, it's what most providers have. If they connect to the Internet with ISDN, 56k, or 28.8K, they may be too slow for your needs. But even a good connection can be slow if there is too much usage of it, so that information might not be reflective of the speed of the connection.*

7. Other Special Issues

- Does the ISP offer secure service like Netscape's Commerce Server for online transactions?
- Does the ISP offer special services not available from other ISPs?
- *It's good to check this because sometimes the special services they offer can be very useful, but sometimes they charge you more for services that you won't even use.*
- Will the ISP give your name out to any mailing lists or commercial agencies?

- *Some ISPs do this - make sure they don't do it without your permission if it's something you object to.*
- *If you have special needs that you need an ISP to fill (such as mailing list services or providing anonymous FTP for some of your files), make sure that you ask about them and that they let you know if they can fulfill your needs and if it will cost extra.*

B. Internet Resources

Excerpts from *Explanations of Internet Services*
 (http://www.gu.edu.au/gwis/www/www_explanation.html)

i. WWW (World Wide Web)

The World Wide Web is a collection of documents stored across the Internet and hyperlinked together. Like Gopher, the Web integrates various Internet services into a consistent interface. Such services are identified by Uniform Resource Locators (URL's), and include E-Mail, Network News, FTP, Telnet, Gopher, and other Web documents. Documents are composed of styled text with embedded images, sounds, and animations.

ii. FTP (File Transfer Protocol)

File Transfer Protocol allows you to exchange large documents with other users. Commonly, it is used to retrieve files from online archives of accumulated software and data. Archie software lets you search FTP archives for files using pattern matching.

iii. Telnet

Telnet is a basic tool for connecting to Internet computers to perform remote computing. To work on UNIX machines such as "sils.umich.edu" and other hosts, you use your machine's Telnet software to connect and log into that particular host.

Most other services on the Internet are based on a Telnet type connection, by connecting to alternate "ports" on an Internet host.

C. Browsers

Excerpts from *Explanations of Internet Services*
 (http://www.gu.edu.au/gwis/www/www_explanation.html)

BrowserWatch - Stats Station

Tuesday, June 10th, 1997

Browser Types Visiting BrowserWatch

(Must Have .25% Share Or Better)

Browser	Value	Percent
Netscape Navigator	15848	62.6%
Microsoft Internet Explorer	7730	30.5%
Cyberdog	360	1.42%
Lynx	286	1.13%
IBM WebExplorer	196	0.77%
IBrowse	175	0.69%
AOL (For Windows)	169	0.66%
Opera-2.12	73	0.28%

Cataloging Electronic Resources: Monographs

by

Jeffrey Beall

Widener Library, Harvard University

Summary:

This portion of the presentation will deal with the most important aspects and issues involved in cataloging non-serial electronic resources. Electronic materials cataloged by libraries generally fall into two categories, those that are issued in a physical carrier (e.g., a floppy disk) and those that are accessed remotely (e.g., a Web site). The focus of this discussion will center on CD-ROMs and World Wide Web sites.

1. Cataloging CD-ROMs and Computer Disks

This part of the presentation covers CD-ROMs and floppy disks that contain data or computer programs or a combination of these. The focus is on the type of computer files that are normally bought by libraries.

Disc vs. disk: Disc is the word used to indicate optical storage devices; disk is for magnetic storage devices.

All computer files are cataloged on the computer files format. In OCLC, to get a new workflow for this format, enter WFMM. To limit an OCLC search to computer files, add the extension /com to derived searches. When a computer file accompanies a book, the cataloger has to decide which format to use to catalog the set. Most often it is in books format. When cataloging a book with an accompanying CD-ROM or floppy, the appropriate 006 field is added.

Chief source of information: The chief source for cataloging CD-ROMs and computer diskettes is the title screen. Several alternative chief sources are listed in revised Chapter 9. In practice we most often catalog from the CD-ROM or the floppy disk label. Always make a note in the catalog record showing what was chosen as the chief source, e.g., Title from title screen or Title from disc label.

007 field: Use for all computer files.

Attention should be paid to the following fields (some of which are unique to computer files). Other fields are used in the usual manner where appropriate.

130 or 240 (uniform title): Sometimes necessary when the CD-ROM version of a work has a different title, e.g. "The Electronic Hamlet." What about electronic versions of sacred works? What about collections of different versions of sacred works on a single disc? 245 (title and statement of responsibility): It can be either [computer file] or [interactive multimedia] depending on the content. Harvard uses [computer file] for everything and does

not use [interactive multimedia]. There is a bit in the fixed field (“file”) to indicate interactive multimedia. The terms prescribed are for the 245. The list will likely be expanded in the next few years.

250 (edition) The term “version” is often used to distinguish between alternate computer file formats. If the term “CD-ROM version” appears, include this in the 250 field. If multiple edition or edition-like statements occur (as is often the case), generally record them all in a single 250 field.

256 (file characteristics): Use any combination of the terms “Computer data” or “Computer program” in both singular or plural, as needed. This field does not display on most OPACs. When it does, it is preceded by the display constant: “File characteristics.” e.g.

256: Computer data and program.
[displays as]

File characteristics: Computer data and program.

260 (imprint): Many computer file titles are issued by a commercial publisher who may have nothing to do with the original print version, e.g.: SilverPlatter Information. In general these publishers are traced. However, some libraries may chose not to trace them. In general, for non-print formats, publishers are traced more often than they are for books. Non commercial bodies associated with the intellectual content of the title are traced as usual.

300 (physical description areas): The physical description for the CD-ROM is “computer laser optical disc.” Many choose to omit the term “laser” from this expression. The $\pm c$ is always 4 $\frac{3}{4}$ in. The term for computer disks is “computer disk.” The $\pm c$ is now almost always 3 $\frac{1}{2}$ in. The small guide, which is often enclosed within the jewel case, can be described here, e.g., + $\pm e$ guide (or CD insert). Other larger manuals, installation discs, etc. are also included here.

500 (notes): Accompanying material: Describe in a 500 field the manuals, guides and installation discs, etc. which are either too numerous or complicated to describe in the 300 field. It is also okay to note accompanying materials even though they are also mentioned in the physical description.

500:: |a Accompanied by installation and retrieval software on two 5 $\frac{1}{4}$ in. disks and reference manual.

516 (Type of computer file or data note) Generally not used in monograph cataloging.

530 (additional physical form note): CD-ROMs often have titles that vary from their print counterparts. An attempt may be made in these cases to add a note and added entry for the title of the print version. Also, when a library holds a given database in two forms, such as CD-ROM and online, that fact can be noted here:

530:: |a Also available through the World Wide Web.

If the CD-ROM includes more than one title, a library may wish to analyze the individual works, especially when they replace print versions of the works.

538 (system requirements): Contains system information about the equipment needed to run the CD-ROM. Use this information if included with the item and readily available. Generally, use the information as it is found on the piece. It is okay to normalize the data. Separate individual elements by a semi-colon.

538:: |a System requirements: IBM PC or compatible; 4 MB RAM; MS-DOS 3.1 or higher; CD-ROM drive.

6xx (subject headings) If the item is available in another format use the same subject headings if still valid. The subdivision “—Databases” is often used with electronic resources even if they are not true databases.

655 (form/genre field): CD-ROMs. |2 lcsh; Floppy disks. |2 local (Used at Harvard)

753 (technical details) This is a searchable field that provides information about system requirements noted in the 538 field. LC and many other libraries no longer use this field, but it may appear on older records. CD-ROM Bib Record Example:

CD-ROM Bib Record Example:

HU FMT: D ENCL: d C/DT: 12/04/95 U/DT: 03/03/97 STAT: n LGD: mm DCF: a CHK: 6
LCMRC: LCCLAS: PR 1174 VENDOR: ARCV: PDTYP: s PDTI: 1995 PDT2:
CNTRY: enk LANG: eng FILE: d AUD: GOV: MODREC: CATSRC: d

007: : |a c |b o |d c |e g |f u
020/1: : |a 0859643026 (user manual only)
020/2: : |a 0859642992 (user manual with complete CD-ROM package)
020/3: : |a 085964295X (bibliography)
043: : |a e-uk---
245:00: |a English poetry |h [computer file] : |b the English poetry full-text database.
246/1:3 : |a English poetry full-text database
246/2:3 : |a Bibliography of the English poetry full-text database
250: : |a Software V4.0.
256: : |a Computer data and programs.
260: : |a Cambridge, UK ; |a Alexandria, VA : |b Chadwyck-Healey, |c c1995.
300/1: : |a 5 computer optical discs ; |C 4 ¼ in. + |e 2 computer disks (3 ½ in.) + 1 user manual (1 v. ; 22 cm.) + 1 bibliography (viii, 411 p. ; 31 cm.) 1 quick reference guide (1 folded sheet).
538/1: : |a System requirements: IBM or compatible 386 PC or higher; 8MB of RAM; hard disk with at least 4MB free space; VGA card and monitor; Microsoft or compatible mouse; DOS version 3.3 or higher; Microsoft Windows version 3.1 running in enhanced mode; CD-ROM drive with Microsoft CD-ROM extensions version 2.10 or higher.
500/2: : |a Title from disc label.
500/3: : |a "CD-ROM edition"—User manual.
500/4: : |a Accompanied by a book entitled: English poetry : a bibliography of the English poetry full-text database.
505/5:00: |g disc 1. |t 600–1603 — |g disc 2. |t 1603–1700 — |g disc 3. |t 1700–1800 — |g disc 4. |t 1800–1900, poets A–K — |g disc. 5. |t 1800–1900, poets L–Z.
650/1: 0: |a English poetry |x Databases.
650/2: 0: |a English poetry |x Bibliography |x Databases.
710/1:2 : |a Chadwyck-Healey, Inc.
655/2: 7: |a CD-ROMs. |2 local

2. Cataloging Internet Resources

Cataloging Internet resources is much the same as cataloging physical computer files with only a few exceptions, namely the lack of a 300 field, and the presence of the all-important 856 field. Today, most cataloging of Internet resources involves cataloging World Wide Web sites.

There are no clear and easy answers to the logical questions that arise when discussing cataloging Internet resources: What if the URL changes? What if the title changes? What if the site disappears?

Fixed field: Generally straightforward. Treat monographs sort of like loose-leaf publications: in the Dt.St. bit put “m” and leave the dates open, i.e. 1995,9999 If you don’t know the date a Web site was first “published” on the Web, make your best guess.

007 This field is mandatory.

110 (Corporate main entry): Generally make home pages of organizations corporate body main entry. (Also make the first 610 for the organization).

245 (Title and statement of responsibility): Sometimes it is hard to find a clear title to a Web page. It could have a statement like: "Welcome to the [name of organization] Home Page." In certain cases statements like this may actually be the title. It is okay for the cataloger to supply a bracketed title when necessary. Most of the time, the title for an organization's home page is the name of the organization itself.

246 (Title added entry): Use this field liberally. Some like to include a title added entry for the title in the title bar of Web sites, when it differs from the main title.

256 (File characteristics): Use as for physical computer files. This field will have an expanded number of terms to use soon.

260 (Place, publisher, date): Do the best you can. Fortunately, more and more Web sites are including this type of information. When the Web first came out, it was conventional for Web sites to be almost completely incognito. If you can't come up with any "imprint" information about a resource, use the following example as a guide:

260:: |a [United States: |b s.n., |c 1995?-

300 (Physical description): Don't use for Internet resources because they are not physical items.

5xx (Notes) Always say where you got your title from. Construct the note as clearly as possible. Something like "Title from top of Web page" is okay.

538 (System requirements / mode of access): Some libraries include one each of these notes. Virtually every library makes the mode of access note differently. I generally only use a mode of access note like this:

538:: |a Mode of access: Internet, World Wide Web.

Note that the URL is not included here. If it changes later, that makes one less place where you have to change it. The URL is recorded in the 856 field. A system requirements note may look like this:

538: System requirements: PC or Macintosh; browser software; modem or direct Internet connection.

The amount of detail in the 538 note should reflect the needs of your library's users.

505 (Contents note): When a Web page has a manageable number of links, you can include them in a contents note. That way, a user gets an idea of what is available in a site from the description on the bib record.

610, 650 (Subject) As mentioned above, use a 610 for the organization for its home page. Apply other 6xx fields as you would for any other information resource, except for the subdivisions. We have used the subdivision |x Databases liberally for most electronic resources. LC came out with a directive that said to use it exclusively for true databases. Another option is "Computer network resources." For Web sites drawing together links on a topic, the subdivision "Information services" may be appropriate.

655 (form/genre field): Computer network resources. 12 local (Used at Harvard)

856: This is the one of the most important fields for Internet resources. The documentation for this field, which lists 26 subfields, looks rather daunting. However for Web sites, we usually only use two subfields (|u and |2). Occasionally |3 and |z are used.

Networked Resource Bib Record. Example 1:

HU FMT: D ENCL: d C/DT: 12/04/95 U/DT: 03/03/97 STAT: n LGD: mm DCF: a CHK: 6
LCMRC: LCCLAS: BS 8048 VENDOR: ARCV: PDTYP: m PDTI: 1997 PDT2: 9999
CNTRY: enk LANG: eng FILE: d AUD: GOV: MODREC: CATSRC: d

007: : |a c |b r |d c |e n |f u

043: : |a n-us--

110:2 : |a Evangelical Lutheran Church in America.

245:10: |a Evangelical Lutheran Church in America |h [computer file].

256: : |a Computer data.

260: : |a [Chicago?] : |b The Church, |c c1997-

538/1: : |a Mode of access: Internet, World Wide Web.

500/2: : |a Title from top of Web page.

505/3:00: |t Who we are — |t Congregations — |t News & events—|t Resources — |t How we serve
— |t Directories — |t Periodicals — |t Search.

610/1:20: |a Evangelical Lutheran Church in America.

655/2: 7: |a Computer network resources. |2 local

856/1:7 : |u <http://elca.org/> |2 http

Networked Resource Bib Record. Example 2:

Networked Resource Bib Record. Example 2:

HU FMT: D ENCL: d C/DT: 12/04/95 U/DT: 03/03/97 STAT: n LGD: mm DCF: a CHK: 6
LCMRC: LCCLAS: BX 0009 VENDOR: ARCV: PDTYP: m PDT1: 1997 PDT2: 9999
CNTRY: enk LANG: eng FILE: d AUD: GOV: MODREC: CATSRC: d

007: : |a c |b r |d c |e n |f u

043: : |a n-us—

110: : |a Institute for Ecumenical and Cultural Research (Collegeville, Minn.)

245:10: |a Institute for Ecumenical and Cultural Research |h [computer file].

256: : |a Computer data.

260: : |a Collegeville, MN : |b The Institute, |c c1997-

538/1: : |a Mode of access: Internet, World Wide Web.

500/2: : |a Title from top of Web page.

505/3:00: |t Mission — |t Personnel — |t Finances — |t Resident Scholars Program — |t Living and working at the Institute — |t Seasons — |t Accommodations — |t Computing — |t Current scholars — |t How to apply — |t Applicants from abroad — |t Outreach — |t Bishop Hoyt fellowship.

610/1:20: |a Institute for Ecumenical and Cultural Research (Collegeville, Minn.)

650/2: 0: |a Ecumenical movement |x Computer network resources.

655/3: 7: |a Computer network resources. |2 local

856/1:7 : |u <http://www.csbsju.edu/iecr> |2 http

Brief Annotated Bibliography

Cataloging: Organizing Internet resources: Traditional cataloging approach.
Internet Library for Librarians.

<http://www.itcompany.com/inforetriever/catinet2.htm>

- Includes all the most important Web sites that contain information about cataloging Internet resources, including OCLC documentation, Nancy Olson's. Cataloging Internet Resources: A Manual and Practical Guide, and the LC documentation on the 856 field.

Anglo-American cataloging rules, 2nd ed., 1988 rev. Amendments 1993.
Chapter 9, Computer files.

- Contains the basic rules for cataloging all types of computer files.

**Cataloging Electronic Resources: Cataloging Direct Access
Computer File Serials
by
Ruth Haas
Harvard University Library**

Jeffrey has given us a definition of this type of publication which holds true for serials also. It includes CD-ROMs, floppy disks, or magnetic tapes—all computer files that are available in a “tangible form.” When cataloging serial computer files AACR2 Chapter 12 (serials) is used in conjunction with Chapter 9 (computer files). To be cataloged as a serial, a computer file must meet the same definition used for a print serial, That is, it must:

1. Be issued in successive parts
2. Have parts which carry unique numeric and/or chronological designations
3. Be intended to continue indefinitely

Format and Fixed Field Information

Much of the information Jeffrey has given you about monographic computer file cataloging also holds true for serials. For instance, serials are also cataloged using the computer file format. However, for serials, an additional field, the 006 is used to express those fixed field elements unique to serials which are not part of the computer file format fixed field. These include:

- Frequency
- Regularity
- ISSN
- Serial Type
- Original
- Form
- Nature of Entire Work
- Nature of Contents
- Government Publication
- Conference
- Successive/Latest Entry

At least this is the practice for the time being. There is a proposal circulating in the cataloging community to reverse this decision and use the serials format for cataloging computer file serials. In this situation, the unique computer file characteristics would then be expressed in the 006 field. So stay tuned for the possibility of a major change in this area.

Jeffrey mentioned the 007 field and it is also always given for computer file serials. In particular the second position (subfield b) is important because it encodes the SMD (specific material designation) pertaining to that particular title. This is the only place encoded information specifies whether a computer

file is remote or direct access. CONSER is considering a proposal to make just the first two bytes of this field mandatory since many of the other values may be unknown without extensive research or have little practical value.

Chief Source of Information

The chief source used to base your description on follows AACR2 Chapter 9 which lists the title screen as the preferred source. However, accessing this information can be problematic. There can be various reasons why you cannot use the title screen as your chief source even if there is one. It may not stay on the screen long enough to record the information or your printer and the title screen graphics may not be compatible. Title screen substitutes can be chosen in this order F.O. preference:

1. Physical carrier or its label (e.g. the compact disc)
2. Information issued by the publisher (i.e. documentation)
3. Information printed on or available with the container (e.g. the jewel box)

When there is a variation in the amount of information on the different sources, AACR2 9.0B 1 instructs the cataloger to choose the fullest source. For all practical purposes then, you would choose the fullest source from among the three listed above.

Since your choice of chief source may vary depending on the equipment you have available to access the item, it is important to always give the source used for description in a 500 note. Another cataloger may decide to change your bibliographic record based on access to a more preferred source.

Because of the many sources allowed for cataloging computer files, the convention of bracketing information not on the prescribed source is in practice rarely used.

Special Variable Fields

Special attention fields for computer file serials include: 130 Field. Situations requiring a uniform title include:

1. Unrelated serial publication with the same title
2. A print serial and its computer file counterpart which have the same title
3. Computer files carrying the same title but appearing in various editions
4. A serial which changes from one format to another, but retains the same title
5. Computer files issued for different platforms

245 Field. Always used the GMD “[computer file]” in the subfield h. However, as Jeffrey noted this is another area to watch for changes in the future.

The cataloger should feel free to make liberal added entries (246 field) for other titles associated with a publication, but not chosen as the title proper.

250 Field. Edition/Version statements are included on the catalog record in the 250 field. However, do not add an edition statement which does not appear on the piece. In this situation, information in the 130, 245 and 300 fields is used to distinguish different editions.

Also, the cataloger must be careful about what a publisher means by the word "version." It may specify platform differences or it may refer to numbered software upgrades which might better be recorded in a systems requirement note (538 field).

256 Field. This field is not being used at the present time by CONSER catalogers. Use the 516 field instead.

300 Field. CONSER practice follows the guidelines Jeffrey has indicated for this field, with the exception that accompanying material given in the subfield e must accompany each item of the serial as it is issued. If it is unclear whether the accompanying material appears with each new issue, prefer a 500 or 556 field note as appropriate.

362 Field. Recording the first issue of a computer file can be problematic for titles with print counterparts. Do you have the first issue in hand or will the computer file be "backed up" to cover the entire run of the serial? If you suspect a serial may be backed up, prefer to use a "Description based on:" note indicating what you have. Only when the first issue is available, input a 362 field.

5XX Note Fields. Note fields are input in numerical order. Common note fields used in serial computer field cataloging include:

- 500 (General note including "Description based on:" and source of title notes)
- 516 (File characteristics)
- 520 (Summary)
- 530 (Additional physical form available)
- 538 (System requirements)
- 556 (Information about documentation note)

Links

Linking relationships follow the patterns used in print serial cataloging. However, when linking a print and computer file version of the same title, CONSER practice is to use the 776 field (not the 775). The distinction between the

775 (Other Edition entry) and the 776 (Additional Physical Form entry) is a fine one and often difficult to determine.

Example: Cataloging Direct Access Serial Computer Files

0CLC: 34820821 Rec stat: c
Entered: 19960529 Replaced: 19960924 Used: 19970429
Type: m Elvl: Srce: d Audn: Ctrl: Lang: eng
Blvl: s File: e Gpub: Mrec: Ctry: enk
Desc: a DtSt: c Dates: 19uu,9999¶
1 010 sn96-32082 ¶
2 040 HLS ±c HLS ±d HUL ¶
3 006 [sar bi 0 0] ¶
4 007 c ±b o ±c u ±d u ±e g
5 012 ±i 9605 ¶
6 042 lcd ¶
7 090 ±b ¶
8 049 HLSS ¶
9 245 04 The world Shakespeare bibliography on CD-ROM ±h [computer file]. ¶
10 246 30 World Shakespeare bibliography ¶
11 260 Cambridge [England] ; ±a Washington, D.C. : ±b Cambridge University Press in association with The Folger Shakespeare Library, ¶
12 300 computer laser optical discs ; ±c 4 ¾ in. ¶
13 310 Annual ¶
14 538 System requirements (Windows): PC 386 or later; Windows 3.1+; 8 MB of RAM; double-speed CD-ROM drive. ¶
15 538 System requirements (Macintosh): System 7 or later; 4 MB of RAM; double-speed CD-ROM drive. ¶
16 500 Editor: James L. Harner. ¶
17 500 Contains DynaText software, copyrighted by Electronic Book Technologies. ¶
18 500 Description based on: 1990-1993; title from disc label. ¶
19 515 Each year, disc coverage will move forward one year and backwards three years. Coverage is expected to be backed up by three years each year until the year 1900 is reached. ¶
20 520 When complete, will provide annotated entries for all important books, articles, book reviews, dissertations, theatrical productions, reviews of productions, audiovisual materials, electronic media, and other scholarly and popular materials related to Shakespeare and published or produced since 1900. ¶
21 556 8 Accompanied by a users' manual. ¶
22 580 Includes and expands upon the annual issue of Shakespeare quarterly entitled: World Shakespeare bibliography. ¶
23 600 10 Shakespeare, William, ±d 1564-1616 ±x Bibliography ±x Periodicals. ¶
24 630 00 Shakespeare quarterly ±x Indexes ±x Periodicals. ¶
25 700 1 Harner, James L. ¶
26 710 2 Folger Shakespeare Library. ¶
27 730 0 Shakespeare quarterly. ¶
28 740 0 World Shakespeare bibliography. ¶
29 780 01 ±t Shakespeare quarterly ±x 0037-3222 ±w (DLC) 55030403 ±w (OCoLC)1644507 ¶
30 850 MH ¶

Definition of a Serial

- Issued in parts
- Parts Uniquely Identified
- Intended to Continue Indefinitely

Field 006 for Serials

AT THE COMMAND LINE TYPE: n006 ser

Serials 006 Template

	¶	new006	SID: 00033	
►ret	Serials Format	Information		
	006			
T006: s	Freq: •	Regl: •	ISSN:	SrTp: •
Orig:	Form:	EntW:	Cont:	Gpub:
Conf: 0	Alph:	S/L: 0	¶	

Chief Source of Information for Direct Access Computer Files:

1. Physical carrier or its label
2. Information issued by the publisher
3. Information printed on or available with the container

AACR2 9.0B1 instructs cataloger to choose the fullest source.

Use of 130 Field with Direct Access Computer Files:

1. Unrelated serial publication with the same title
2. A print serial and its computer file counterpart which have the same title
3. Computer files carrying the same title but appearing in various editions
4. A serial whcih changes from one format to another, but retains the same title
5. Computer files issued for different platforms

OCLC: 28599569 Rec stat: c
 Entered: 19930810 Replaced: 19960712 Used: 19970430
 Type: m Elvl: Srce: d Audn: Ctrl: Lang: eng
 BLvl: s File: d Gpub: MRec: Ctry: dcu
 Desc: a DtSt: c Dates: 1994,9999 ¶
 1 010 sn93-5819¶
 2 040 NSD ±c NSD ±d OCL ±d NSD ±d HUL ¶
 3 006 [sarl 0 aO] ¶
 4 007 c ±b o ±d u ±e g ±f u ¶
 5 012 ±i 9607 ±1 1 ¶
 6 022 0 1071-2763 ¶
 7 037 ±b Optical Society of America, 2010 Massachusetts Ave. NW, Washington, DC
 20036 ±c \$2881.00 ¶
 8 042 nsdp ±a lcd ¶
 9 082 10 535 ±2 12 ¶
 10 090 ±b ¶
 11 049 HLSS ¶
 12 130 0 Optics index (CD-ROM) ¶
 13 210 0 Opt. index ±b (CD-ROM) ¶
 14 222 0 Optics index ±b (CD-ROM) ¶
 15 245 00 Optics index ±h [computer file] / ±c Optical Society of America. ¶
 16 260 Washington, DC : ±b The Society, ±c c1995- ¶
 17 300 computer laser optical discs ; ±c 4 ¼ in. ¶
 18 310 Annual ¶
 19 362 0 Vol. 1 (1994)- ¶
 20 490 0 CD-ROM series ¶
 21 538 System requirements: IBM PC or compatible with 80386SX processor or higher;
 at least 4 MB of RAM and 3.5 MB of free hard disk space (6 MB with online tutorial and help);
 DOS 4.1 or higher; Windows 3.1 or higher; CD-ROM drive with Microsoft MSCDEX ver. 2.0 or
 higher. ¶
 22 538 System requirements for Macintosh: 4 MB of RAM and 5 MB of hard disk space
 (9.5 MB with online tutorial and help); System 7 or higher and Color Quickdraw required;
 Macintosh compatible CD ROM drive with foreign file access. ¶
 23 538 System requirements for UNIX: Workstations running Motif and X11R4 or Q11R5,
 including Spar, running SunOS 4.1x (also under open Windows 3.0); HP 9000 series 700-800,
 running HP/UX 8.0; SGI running IRIS 4.0x; DECstation running ULTRIX 4.2x; ISO-9660
 compatible CD-ROM drive. ¶
 24 500 Title from disc label. ¶
 25 530 Includes: CD-ROM version of Optics index; and: Optics letters. ¶
 26 650 0 Optics ±x Periodicals ±x Indexes ±x Databases. ¶
 27 650 0 Optics ±x Databases. ¶
 28 710 2 Optical Society of America. ¶
 29 776 1 ±t Optics index ±x 1071-8842 ±w (DLC) 86641353 ±w (OCoLC)9130751
 ¶
 30 776 1 ±t Optics letters ±x 0146-9592 ±w (DLC) 77643072 ¶
 31 850 MCSA ¶

5XX Notes Used with Direct Access Computer Files:

- 500 General note (includes the “description based on” and source of title note)

- 516 File Characteristics
written in ISO 9660
- 520 Summary note
- 530 Additional physical forms available
- 538 System requirements
- System requirements:
- 556 Information about documentation note
First indicator blank produces the display constant: documentation:

OCLC: 32315307 Rec stat: c
 Entered: 19950415 Replaced: 19970313 Used: 19970519
 Type: m Elvl: Srce: d Audn: Ctrl: Lang: eng
 BLvl: s File: d GPub: f Mrec: Ctry: vau
 Desc: a DtSt: c Dates: 19uu,9999 ¶

1 010 sn95-20078 ¶
 2 040 COO ±c DLC \$d HUL ±d IUL \$d GPO ±d IUL \$d OCL ±d GPO ¶
 3 006 [suu f0 0] ¶
 4 007 c ±b o ±d c ±e g ±f u ¶
 5 012 ±i 9504 ¶
 6 042 lcd ¶
 7 043 n-us— ¶
 8 050 4 E161.3 ±b .A67 ¶
 9 074 0621-J ¶
 10 086 0 1 19.120:AE 8/ ¶
 11 090 ±b ¶
 12 049 HLSS ¶
 13 245 00 APSRS ±h [computer file] : ±b aerial photography summary record system. ¶
 14 246 30 Aerial photography summary record system ¶
 15 246 1 ±i At head of title: ±a US GeoData ¶
 16 246 1 ±i Title on title screen: \$a Aerial photography summary record system (APSRs)
 on CD-ROM ¶
 17 260 [Reston, Va.?] : ±b U.S. Dept. of the Interior, U.S. Geological Survey, National
 Mapping Division, ¶
 18 300 computer laser optical discs : ±b col. ; \$c 4 ¾ in. ¶
 19 500 "Software by Dataware." ¶
 20 500 Description based on: Aug. 1994; title from disc label. ¶
 21 516 Written in ISO 9660. ¶
 22 538 System requirements: IBM PC/XT/AT or 100% compatible with 512 KB memory;
 one floppy disk drive; one 20 MB hard disk drive; CD-ROM drive with appropriate controller;
 interface cable: ISO 9660 compatible device driver. ¶
 23 556 8 Accompanied by user's guide issued <May 1994> with title: APSRS CD-ROM
 users manual; issued <Aug. 1994>-199 with title: APSRS CD-ROM documentation. ¶
 24 651 0 United States ±x Aerial photographs ±x Databases. ¶
 25 650 0 Aerial photography ±x Databases. ¶
 26 650 0 Photographic interpretation ±x Databases. ¶
 27 650 0 Aerial reconnaissance ±x Databases. ¶
 28 710 2 Geological Survey (U.S.). ±b National Mapping Division.
 29 740 02 APSRS CD-ROM documentation.
 30 740 02 APSRS CD-ROM users manual. ¶
 31 850 InU ±a NIC ¶

Cataloging Remote Access Computer File Serials

Early on in the short history of the Internet, one of the most pressing questions for catalogers was "Should these resources be cataloged and integrated into our OPAC?" Every one from the cataloger to the administrator was divided on this issue. But with time, I think we have gained experience with the needs of our users as well as the nature of the material on the Internet and there is now little argument that these serials should receive the same bibliographic treatment as print publications.

As Jeffrey indicated for monographs, cataloging remote access computer file serials has much in common with cataloging direct access computer file serials with some exceptions. Jeffrey has mentioned that remote access computer files do not use the 300 field and that a special location field, the 856, encodes the Uniform Resource Locator, or URL, for each title.

Electronic serials may also present unique problems when a print publication is related to an electronic version. In many cases, these relationships are proving to be a real challenge to our cataloging expertise and are widening our horizons in ways we never envisioned just a short time ago. I will also point out some of the areas under discussion in the serials cataloging community and which are likely to change in the future.

The definition of a serial is the same in the remote access environment as it is for print serials and direct access computer files. As I mentioned earlier, the criteria are:

- A. Issued in parts
- B. Parts uniquely identified
- C. Intended to continue indefinitely

However, we are seeing an increasing number of resources on the Internet which do not fit these criteria, nor are they what we would traditionally define as a monograph. They fall somewhere in between the two and can most adequately be described as loose-leaf-like. This becomes a particularly thorny issue when a serial ceases its existence in print and moves to the Internet. Once there, the resource may no longer be issued in uniquely identifiable parts. The other side of this picture is that resources which we have traditionally considered as monographs are also changing as they become electronic. They are also being periodically updated. So in the electronic world, the two types of publications, serial and monograph, are moving closer together and looking much more alike.

The question of what constitutes a serial publication is an area of particular concern to serialists and I should mention the Toronto Conference which will be taking place this fall. One of the papers to be presented there will discuss seriality in the Internet environment, specifically addressing this problem. As catalogers, we need this issue resolved before we can feel totally comfortable when dealing with these resources.

Format, Fixed Fields, and Chief Source of Information

Like their direct access counterparts, electronic resources are cataloged on the computer file format with specific seriality values reflected in the 006 field. The 007 field is always given with the second element (subfield b) coded as “r” to indicate a remote access resource.

The cataloger analyzes and chooses main entry, title, statement of responsibility and added entries from the earliest issue as you would for any print publication from the prescribed sources as follows:

1. Title screen
2. Any formal presentation of the title
3. Any informal presentation on the resource
4. Other published descriptions of the resource

For electronic resources, the source of the description is always given in a 500 note, even if the title is taken from the title screen.

However, many electronic serials do not have “issues” in the traditional sense. A cataloger accessing what is called “Vol. 1, no. 1” on a web site may find only a list of available articles—not the title page and preliminaries we depend on in the print world for bibliographic information. In this case, the title must then be taken from the title screen or home page of the site. So, is the description really based on vol. 1, no. 1 or is it based on a description of the site as it has been updated on a certain date?

Variable Fields

Special attention fields included on the bibliographic record for electronic serials include:

- 500 (General note including the source of the title proper)
- 506 (Restrictions on access)
- 516 (Type of computer file or data)
- 530 (Other physical formats)
- 538 (System requirements)
- 538 (Mode of access)
- 556 (Information about documentation)

Notes are given in numerical order.

Field 856. Encodes the location of a title (the URL or Uniform Resource Locator) and the method of access. This is the field which provides the information necessary to link to the resource itself. In some libraries, “hot” or hypertext links have been set up which allow the user to press a button and launch from the OPAC directly to the resource.

In addition, CONSER catalogers use this field to record the existence of tables of contents, summaries, etc. of print serials available on the Internet. In this case subfield 3 is used to explain the relationship of the URL to the print publication.

As Jeffrey has indicated while there are many subfields defined for use with this field, the subfields “2” (source of access) and “u” (URL) are the most common. Subfields “3” (materials specified) and “z” (public note) are used as needed.

Links

An electronic serial which continues a print publication or is a new “publication” is relatively straightforward to catalog. However, it is not uncommon for an electronic resource to have a relationship with a print publication. This relationship may be very straightforward like the JSTOR titles which are an exact digitized reproduction of the print. However, more complex are the online services from publishers which provide online access to issues of print journals for a percentage above the regular subscription price. This service often begins with the most recent issues and is expected to continue into the future. At a later date, the publisher may decide to provide copies of the earlier issues, or they may simply consider the print journal as a kind of archival copy. Project Muse is an example of this type of service. Other publications have only part or selected articles of a print journal available online perhaps with added material not available in the print counterpart. The online parts may be updated at on a different schedule from the print—almost like a preprint service. Online versions may have added links or graphics and sound capabilities not available in the print publication.

Part of the complexity of cataloging these relational titles is the decision about how many records are needed to adequately describe the resources and their relationship. CONSER has provided “Interim Guidelines” to help libraries access their needs in this area and give the library world time to experiment with the different approaches.

These guidelines allow the cataloger either to provide access to the electronic serial on the paper record or create separate records for the paper and the electronic versions and link them with 776 fields. In creating these guidelines, CONSER is aware that user’s needs differ and flexibility is an important part of any guidelines.

Cataloging Remote Access Serial Computer Files

OCLC: 34178377 Rec stat: c
 Entered: 19960213 Replaced: lg960722 Used: 19960830
 Type: m Elvl: Srce: d Audn: Ctrl: Lang: eng
 BLvl: s File: d Gpub: Mrec: Ctry: xx
 Desc: a DtSt: c Dates: 1995,9999 ~
 1 010 sn96-31575 ~
 2 040 HUL •c HUL •d OCL •d DLC •d NSD ~
 3 006 [suulp 0 a0] ~
 4 007 c •b r •d c •e n •f u ~
 5 012 •1 1 ~
 6 022 0 1089-747X ~
 7 042 lcd •a nsdp ~
 8 082 10 781 •2 12 ~
 9 090 •b ~
 10 049 HULL ~
 11 210 0 J. Seventeenth-C~ntury music ~
 12 222 0 Journal of Seventeenth-Century music ~
 13 245 00 Journal of Seventeenth-Century music •h [computer file]. ~
 14 246 13 JSCM ~
 15 260 [S.l.] : •b Society of Seventeenth Century Music, •c c1995 ~
 16 362 0 Vol. 1, no. 1 (Oct. 1955) - ~
 17 538 Mode of access: World Wide Web. ~
 18 538 System requirements for sound files: Sun audio files (also known as "basic" audio) using mu-law data format. Files are monaural and can be played on most PC, Mac, or UNIX systems with audio hardware and software. All musical examples are digitized at 44,100 samples/second (standard for commercial CD recording). Spoken examples are digitized at 8,000 samples/second. Size of audio files (in KB or MB) indicated parenthetically in the text. ~
 19 538 System requirements for graphic files: GIF graphical image format representing musical examples, facsimiles of original documents and other visual materials. ~
 20 500 Title from title screen. ~
 21 515 Vol. 1, no. 1 also called Prototype issue. ~
 22 516 Hypertext (electronic journal) ~
 23 650 0 Music •x History and criticism •y Seventeenth century •x Periodicals. ~
 24 710 2 Society for Seventeenth-Century Music. ~
 25 856 7 •u <http://www.sscm.harvard.edu/jscm/welcome.html> •2 [http](http://) ~

- A. Issued in parts
- B. Parts uniquely identified
- C. Intended to continue indefinitely

International Conference on Principles and Future Development of AACR
 (Toronto Conference) <http://www.nlc-bnc.ca/jsc/index.htm>

Chief Source of Information for Remote Access Computer Files:

1. Title screen
2. Any formal presentation of the title
3. Any informal presentation on the resource
4. Other published descriptions of the resource

Variable Fields Used with Remote Access Serial Computer Files

- 500 General note including the “description based on” and source of title note
- 506 Restriction on access
- 516 Type of computer file or data
- 530 Other physical formats
- 538 System requirements
 - System requirements:
- 538 Mode of access
 - Mode of access:
- 556 Information about documentation

856 Electronic Location and Access (R)

First indicator—Access method

- 0 E-mail
- 1 FTP
- 2 Remote login (Telnet)
- 3 Dial-up
- 7 Source specified in subfield ±2

Subfields

- a Host name (R)
- b Access number (R)
- c Compression information (R)
- d Path (R)
- f Electronic name (R)
- g Electronic name—End of range (R)
- h Processor of request (NR)
- i Instruction (R)
- j BPS (NR)
- k Password (NR)
- l Logon/login (NR)
- m Contact for access assistance (R)
- n Name of location of host in subfield ±a (NR)

Second indicator

- /bUndefined
- o Operating system (NR)
- p Port (NR)
- q File transfer mode (NR)
- r Settings (NR)
- s File size (R)
- t Terminal emulation (R)
- u Uniform Resource Locator (R)
- v Hours access method available (R)
- w Record control number (R)
- x Nonpublic note (R)
- z Public note (R)
 - 2 Source of access (NR)
 - 3 Materials specified (NR)

Description/Instructions

Record the information required to locate remote access computer file serials in field 856. This field identifies the electronic location of the item from which it is available as well as the information needed to access the item by the method identified by the first indicator value (e-mail, FTP, etc.). The information contained in this field is sufficient to connect to a service, access a document through a server, transfer files electronically, or subscribe to an

electronic journal or newsletter. It may also be used for finding aides or documents about the publication cataloged. Use this field also on records for serials in print or other formats that maintain supplemental information online. (Conser Editing Guide, Fall 1996)

OCLC 27022742 Rec stat: c
 Entered: 19921124 Replaced: 19960519 Used: 19961011
 Type: m Elvl: Srce: d Audn: Ctrl: Lang: eng
 Blvl: s File: d Gpub: Mrec: Ctry: ohu
 Desc: a DtSt: c Dates: 1992,9999 -
 1 010 sn92-6655 -
 2 040 NSD *c NSD *d EYM *d OCL *d wau -
 3 006 [strlp0 a0] -
 4 007 c *b r *d c *e n *f u -
 5 012 *k 1 *l 1 -
 6 022 0 1066-6516 -
 7 037 *b Kent State University, School of Architecture and Environmental Design, POB
 5190, Kent, OH 44242-0001 *c Free -
 8 042 nsdp *a led -
 9 050 14 NAI *b A734 -
 10 082 10 720 *2 12 -
 11 090 *b -
 12 049 HULL -
 13 210 0 Architronic *b (Kent Ohio) -
 14 222 0 Architronic *b (Kent, Ohio) -
 15 245 00 Architronic *h [computer file] : *b the electronic journal of architecture. -
 16 246 13 Arcitron -
 17 260 Kent, Ohio : *b School of Architecture and Environmental Design, Kent State
 University, *c 1992- -
 18 310 Three no. a year -
 19 362 0 Vol. 1, no. 1- -
 20 538 Mode of access: Electronic mail, FTP, gopher, and World Wide Web. For e-mail
 subscription, send to: listserv@kentvm.kent.edu, the message: SUBSCRIBE ARCITRON [first
 name last name]. -
 21 500 Title from contents screen. -
 22 500 Contains WAIS-search engine. -
 23 515 Vol. 1 complete in one issue. -
 24 516 8 Electronic serial in ASCII and HTML formats -
 25 650 0 Architecture *x Periodicals. -
 26 710 2 Kent State University. *b School of Architecture and Environmental Design. -
 27 856 0 kentvm.kent.edu *f ARCITRON *h listserv *i subscribe *z E-mail subscription -
 28 856 1 zeus.kent.edu *k ARCHIVES *l ARCHITECTURE -
 29 856 7 *u gopher://arcs4.saed.kent.edu:70/11/Architronic *2 gopher -
 30 856 7 *u http://www.saed.kent.edu/Architronic/homepage.html *2 http -
 31 936 Vol. 4, no. 3 (1995) LIC -

OCLC: 35781793 Rec stat: c
 Entered: 19961023 Replaced: 19970317 Used: 19970602
 Type: m Elvl: Srce: d Audn: Ctrl: Lang: eng
 Blvl: s File: d Gpub: Mrec: Ctry: inu
 Desc: a DtSt: d Dates: 1914,1964 ¶
 1 010 sn97-23021 ¶
 2 040 GZM ±c GZM \$d EYM ¶
 3 006 [sq r p 0 0] ¶
 4 007 c ±b r \$d c ±e n ¶
 5 042 lcd ¶
 6 043 n-us ¶
 7 090 E171 ¶
 8 090 ±b ¶
 9 049 HLSS ¶
 10 130 0 Mississippi Valley historical review (Online) ¶
 11 245 04 The Mississippi Valley historical review ±h [computer file]. ¶
 12 260 Urbana, Ill. : ±b Mississippi Valley Historical Association, ±c 1914-1964. ¶
 13 310 Quarterly ¶
 14 362 0 Vol. 1, no. 1 (June 1914)-v. 50, no. 4 (Mar. 1964). ¶
 15 500 Description based on JSTOR World Wide Web homepage; title from title screen. ¶
 16 500 Place of publication varies. ¶
 17 506 Restricted to institutions with a site license to the JSTOR collection. ¶
 18 516 8 Bit-mapped images (electronic journal) ¶
 19 520 Provides image and full-text online access to back issues. Consult the online table of contents for specific holdings. ¶
 20 530 Online version of the print publication. ¶
 21 538 Mode of access: World Wide Web (URL: <http://www.jstor.org/journals/0161391x.html>). ¶
 22 538 System requirements: Graphical World Wide Web browser software; direct parallel or LAN-attached PostScript printer. ¶
 23 550 Digitized and made available by: JSTOR. ¶
 24 651 0 United States ±x History ±x Periodicals. ¶
 25 710 2 Mississippi Valley Historical Association. ¶
 26 710 2 JSTOR (Organization) ¶
 27 776 1 ±t Mississippi Valley historical review ±x 0161-391X ±w (DLC)sf 86005017 ±w (OCoLC)1776316 ¶
 28 785 00 ±t Journal of American history (Bloomington, Ind. : Online) ±w (DLC)sn 97023007 ±w (OCoLC)35782298 ¶
 29 856 7 ±u <http://www.jstor.org/journals/0161391x.html> ±2 [http](http://www.jstor.org/journals/0161391x.html) ¶

Conser Interim Guidelines for Remote Access Versions of Printed Materials

As noted in B6.4.3, CONSER members have the option of creating separate records for remote access or “online” versions of printed serials, or noting their existence and identifying the online location on the record for the original (LC will create separate records in all cases). Currently, the note is given in field 530 and the electronic location is included in field 856.

Creating separate records

In the record for the original:

- Note the availability of the online version in field 530;
- Link to the online record with field 776, and;
- Provide the location of the online version in field 856 (if not already present in the record).

In the record for the online version,

- Describe the digital version using all appropriate fields;
- Link to the paper record using field 776, and;
- Include appropriate 856 fields.

Single record approach

In the record for the original:

- Note the availability of the online version in field 530;
- Identify its electronic location in field 856.

For specific instructions and examples of fields 530 and 856, refer to those fields, and to CCM 31.3.5. (Conser Editing Guide, Fall 1996)

OCLC: 31871156 Rec stat: c
 Entered: 19950123 Replaced: 19961014 Used: 19970603
 Type: m Elvl: Srce: d Audn: Ctrl: Lang: eng
 Blvl: s File: d Gpub: Mrec: Ctry: mdw
 Desc: a DtSt: c Dates: 1995,9999 ¶
 1 010 sn95-7068 ¶
 2 040 NSD ±c NSD ±d OCL ±d NSD ±d GUA ±d IUL ¶
 3 006 [strlp o 0 a0] ¶
 4 007 c ±b r ±d c ±e n ±f u ¶
 5 012 ±i 9603 ±j 1 ±k 1 ±l 1 ¶
 6 022 0 1080-6555 ¶
 7 037 ±b Johns Hopkins University Press, P.O. Box 19966, Baltimore, MD 21211 ¶
 8 037 ±b Project Muse Subscription Coordinator (E-mail: muse@muse.jhu.edu) ¶
 9 042 nsdp ±a lcd ¶
 10 050 14 PS2124 ¶
 11 082 10 813 \$2 12 ¶
 12 090 ±b ¶
 13 049 HLSS ¶
 14 130 0 Henry James review (Online) ¶
 15 210 0 Henry James rev. ±b (Online) ¶
 16 222 4 The Henry James review ±b (Online) ¶
 17 245 04 The Henry James review ±h [computer file]. ¶
 18 260 Baltimore, MD : ±b Johns Hopkins University Press, ±c c1995- ¶
 19 310 Three no. a year ¶
 20 362 0 16.1 (winter 1995)- ¶
 21 500 Title from title screen. ¶
 22 516 Text (electronic journal) ¶
 23 530 Also available in a print ed. ¶
 24 538 Mode of access: Internet via World Wide Web. ¶
 25 550 Official publication of the Henry James Society; digitized and made available by:
 Project Muse. ¶
 26 600 10 James, Henry, ±d 1843-1916 ±x Periodicals. ¶
 27 710 2 Henry James Society. ¶
 28 710 2 Project Muse. ¶
 29 776 1 ±t Henry James review ±x 0273-0340 ±w (DLC) 80648614 ±w
 (OCoLC)6060016 ¶
 30 850 GU ¶
 31 856 7 ±u http://muse.jhu.edu/journals/henry%5Fjames%5Freview/ ±2 http ¶
 32 936 16.3 (fall 1995) LIC ¶

OCLC: 6060016 Rec stat: c
 Entered: 19800306 Replaced: 19970204 Used: 19970528
 Type: a Elvl: Srce: d Gpub: Ctrl: Lang: eng
 Blvl: s Form: Conf: 0 Freq: t Mrec: Ctry: kyu
 S/L: 0 Orig: EntW: Regl: r ISSN: 1 Alph: a
 Desc: SrTp: p Cont: o DtSt: c Dates: 1979,9999 ¶
 1 010 80-648614/r87 ¶
 2 040 LUU ±c LUU ±d DLC ±d NSD ±d DLC ±d NST ±d OCL ±d NST ±d AIP ±d NST
 ±d AIP ±d NST ±d DLC ±d NST ±d NSD ±d NST ±d NSD ±d GUA ±d IUL ¶
 3 012 2 ±b 3 ±j 0 ±k 1 ¶
 4 022 0 0273-0340 ¶
 5 035 2378080 ±b MULS ¶
 6 037 ±b Johns Hopkins University Press, Journals Publishing Division, 2715 N.
 Charles St., Baltimore, MD 21218-4319 ±c \$60.00 (institutions) ¶
 7 042 lc ±a nsdp ¶
 8 050 00 PS2124 ±b .H46 ¶
 9 082 813/.4 ¶
 10 090 ±b ¶
 11 049 HLSS ¶
 12 210 0 Henry James rev. ¶
 13 222 4 The Henry James review ¶
 14 245 04 The Henry James review. ¶
 15 260 [Louisville, Ky., etc. ±b Dept. of English, University of Louisville, etc.] ¶
 16 300 v. ±c 25-28 cm. ¶
 17 310 Three no. a year ¶
 18 362 0 v. 1- Nov. 1979- ¶
 19 500 Editor: 1979- D. M. Fogel. ¶
 20 510 2 Abstracts of English studies ±x 0001-3560 ¶
 21 510 2 Index to book reviews in the humanities ±x 0073-5892 ¶
 22 510 2 MLA international bibliography of books and articles on the modern languages
 and literatures (Complete edition) ±x 0024-8215 ¶
 23 530 Also available online. ¶
 24 550 Official organ of the Henry James Society. ¶
 25 600 10 James, Henry, ±d 1843-1916 ±x Periodicals. ¶
 26 700 1 Fogel, Daniel Mark, ±d 1948- ¶
 27 710 2 Henry James Society. ¶
 28 776 1 ±t Henry James review (Online) ±x 1080-6555 ±w (DLC)sn ¶
 95007068 ±w (OCOLC)31871156 ¶
 29 850 AAP ±a AU ±a AzU ±a CLSU ±a CSt ±a CStclU ±a CU-Riv ±a CU-S ±a CU-SB
 ±a CaAEU ±a CaBVA ±a CaOLU ±a CaONL ±a CaOWtU ±a CaSSU ±a CoU ±a CtW ±a CtY
 ±a DGW ±a DLC ±a DeU ±a FU ±a GASU ±a GU ±a ICU ±a ICarbS ±a IEN ±a INS ±a IU ±a
 IaAS ±a IaU ±a InU ±a KyLoU ±a KyU ±a LNT ±a LU ¶
 30 850 MBU ±a MChB ±a MH ±a MNS ±a MShM ±a MWelC ±a MdU ±a MiDW ±a
 MiEM ±a MiU ±a MnU ±a MoSU ±a MoSW ±a MoU ±a NBC ±a NIC ±a NN ±a NNC ±a NNSJ
 ±a NRU ±a NcD ±a NcGU ±a NcRS ±a NcU ±a NcWw ±a NhU ±a NjP ±a NjR ±a OCU ±a OU
 ±a OrU ±a PPIU ±a PU ±a TU ±a TxCM ±a TxDaM ±a UPB ±a ViBibV ±a ViU ±a ViW ±a WaU
 ±a WvU ¶
 31 856 7 ±z Online version: ±u <http://muse.jhu.edu/journals/henry%5fjames%5freview/> ±z
 http ¶
 32 901 ±c Ser ¶
 33 936 winter 1991 ±a Vol. 17, no. 1 (winter 1996) ¶

Brief Bibliography

Conser Editing Guide, 1994 Edition

Conser Cataloging Manual

Module 30 Direct Access Computer File Serials

Module 31 Remote Access Computer File Serials

Guidelines for the Use of Field 856

Prepared by the Network Development and MARC Standards Office

<http://lcweb.loc.gov/marc/856guide.html>

“How Do You Hold a Moonbeam in Your Hand?”: The Challenge of Cataloging Electronic Resources

by
Robin Wendler
Harvard University Library

The management and control of electronic resources is one of the biggest challenges the library community faces today, and as a community we are just beginning to come to grips with it. Not one area of the library has found its traditional practices up to the task of serving these materials: selection, acquisitions, check-in, cataloging, reference, circulation, preservation, archives—every part of the library has been forced to rethink its processes for electronic resources.

Libraries have even had trouble deciding what to call these materials: there used to be computer files, back when most libraries, and the public, had to deal with them rarely if ever. After much debate, the term “electronic resources” seems to be gaining currency, in part because so many of the items we catalog are comprised of many computer files. Describing the word processing product WordPerfect, for example, as a “[computer file]” is simplistic at best—imagine using the general material designation “[page]” when cataloging printed books and serials.

It can be difficult to talk even in general terms about the characteristics of computer files—in no other segment of library materials is there such variety, both in the unbelievably diverse technological environments and in the breadth of both content and form. There are two particularly useful ways to categorize electronic resources, however: 1) those which are under the library’s control as opposed to those which are not, and 2) those whose content can usefully exist only as a computer file (games, executable programs, databases) vs. those which can exist in a variety of forms.

Real things and virtual things

This division roughly corresponds to CD-ROMs and diskettes on the one hand and Internet resources on the other. Both of these categories have characteristics which make them problematic.

CD-ROMs and diskettes are analogous to print resources in the sense that a fixed physical object comes in the library door, triggering familiar processes such as check-in, cataloging, and the noting of changes in serial titles or publication patterns. However, they are troublesome in that they can have very specific hardware and software requirements which may be difficult for the cataloging department to meet, be difficult and time-consuming to install (and therefore to describe), and can be bibliographically complex or ambiguous.

In one respect, Internet resources are easier than CD-ROMs or diskettes. The convergence on standard software, e.g. Netscape and Microsoft Internet

Explorer, with freely available helper applications and viewers, is making it easier for wired catalogers to view and describe materials regardless of their network or desktop hardware and software configurations. On the other hand, there is no guarantee that what the cataloger sees will be the same as what a user with a different computer configuration would see. Similarly, the cataloger may not be able to judge what kind of access control applies to the resource. For example, if the institution subscribes to it, there may be some kind of script which logs authorized users into the resource invisibly. In this case, it is important that any URL point to the screen from which the script is launched, not to the resource itself, which would not be directly accessible.

The most serious problem for materials such as web sites and remote access databases, however, is that the absence of a physical receipt (or local control) causes the traditional technical services workflow to break down. Without physical control over the material, the library has no established mechanisms for keeping its records up-to-date. Web sites, in particular, are highly mutable. Since there is no physical receipt, once you have cataloged the resource, there is no automatic way for you to find out that the resource has changed. It may have moved, in which case the URL you've supplied will be broken and the user will be unable to locate the item. The address may stay the same, but the entire contents, including but not limited to the title, may change, so that when the user finds the site, it no longer resembles what they searched for. If you cataloged a site with a serial run, the volumes and issues included may have changed—new parts added, old parts removed. Libraries need to develop alternative processes to insure that online resources continue to be available and that the cataloging continues to accurately represent the material over time, as its content, characteristics, location, or extent may change.

Both locally-controlled and remote resources often lack identifiable chief sources of bibliographic information, and may exhibit a maddening mix of monograph, serial, and collection characteristics. We may find that trying to hammer the square peg of electronic resources into the round holes we've defined for monographs, serials, and collections doesn't work, and that we need to recognize new bibliographic levels for these works.

What is it, anyway?

While the complexity of electronic resources is due in part to extremely diverse and rapidly developing technology (many different hardware platforms, operating systems, programming languages, physical media, etc.), there are other factors as well. In addition to "pure" computer files which have no other manifestation, most of the other forms of material managed by libraries can also be represented as computer files: maps, scores, sound recordings, books, serials, visual materials, each with its own characteristics and descriptive rules and traditions. Librarians have not yet formulated a consistent, use-oriented treatment for these materials as computer files.

Pressure to act comes both from the explosion in the number of items available in machine-readable form and from some material-specific initiatives which have arisen because the library standards development processes have responded too slowly to technological developments. There are 2 main standards which drive the North American library world: AACR2 and USMARC. Both are international in scope, which slows the process of change. Changes to USMARC, specifically, have huge impact on installed library systems, adding another dimension to the lead time needed to put changes in place—although it should be said USMARC is actually a more responsive standard than AACR2, and for that reason changes which would better be made to AACR2 are often brought to MARBI.

USMARC and AACR2 are independent standards, but there is always a reluctance to let them get too far out of synch. Specifically, some people feel that catalogers cannot cope unless USMARC record types correspond to AACR2 chapters, while others are comfortable using, for example, a record type of “language material” with AACR2 chapter 9 when describing an electronic text. Format integration got us part of the way there by allowing any applicable MARC fields to be used regardless of the primary record type and by allowing characteristics for more than one form of material to be encoded in a single record.

AACR2 remains at the heart of a major controversy: carrier vs. content. AACR2 is a carrier-based cataloging code. For years catalogers have debated the virtues of the inventory-control approach which emphasizes the physical item and the use perspective which emphasizes intellectual content. From the inception of AACR2, libraries have rebelled against some of its carrier-centric aspects. Microforms are a prime example. AACR2 gives microforms their own chapter and instructs the cataloger to describe the microform and give information about the original publication in a note. The reproduction is preeminent, the original is subordinate. Libraries have chosen instead to follow the LC rule interpretation which overturns AACR2 Chapter 11 and instructs that the original be cataloged, with information about the reproduction supplied in a note. That is an example of cataloging the content, not carrier, of the work, recognizing that no one enters a library looking for a nice 1987 UMI imprint. The multiple versions discussion of the past decade took this approach further, aiming to eliminate the requirement for separate, nearly identical records for each version of a publication, a practice which has not served users well and has generated huge numbers of duplicative cataloging records.

Digital versions add yet another dimension to this ongoing debate. Officially, digital materials must be cataloged as computer files. The carrier takes precedence over the content. Well, except for music CDs, which we catalog as music. And videodiscs, which are visual materials. The map folks got in early and requested that the definition of the MARC maps format be broadened to include computer files. So, of all the materials in the library,

nearly everything has been granted an exemption from the rule; only electronic texts are isolated from their non-electronic counterparts, not a particularly satisfactory state of affairs. Imagine a Postscript file and a printout of the Postscript file. We have come to see the differences between them as a copy-level distinction, not one of intellectual content, but we cannot express that without violating the descriptive cataloging and MARC coding standards we all rely on for copy cataloging and system interoperability. Nonetheless, many libraries, including Harvard, add holdings for digital texts to records for their print equivalents, in order to best serve the needs of their patrons and to eliminate redundant cataloging and duplicative record maintenance. Libraries have begun to reject the standards because the standards are not meeting their needs.

In order to address this problem, MARBI has been working on a new definition of the value 'm' (computer file) in the Record Type field (Leader / 06). The proposed definition will be voted on at the ALA Annual Conference later this month:

m - Computer file Code m indicates that the content of the record is for the following classes of electronic resources: computer software (including programs, games, fonts), alphanumeric data, computer-oriented multimedia, online systems or services, etc. For these classes of materials, if there is a significant aspect that causes it to fall into another Leader/06 category, code for that significant aspect (e.g. vector data that is cartographic is not coded as numeric but as cartographic). Other classes of electronic resources are coded for their most significant aspect (e.g. language material, graphic, cartographic material, sound, music, moving image). In case of doubt or if the most significant aspect cannot be determined, consider the item computer file.¹

The outstanding issue is how to make sure the "computer file"-ness is also expressed in the fixed fields of the MARC record in a required position, not as easy as it sounds. This is important so that systems receiving the record can take both its content and its carrier into account when determining which records are exact duplicates.

Plans are also underway in AACR2 community to reopen the content vs. carrier question. There is an invitational meeting planned for October in Toronto which will consider these issues, and IFLA has developed an information ontology which is likely to inform their efforts. Reexamination of library practices is underway, although it will be years before we see practical change in the published standards.

Why catalog network resources?

For physically received items like diskettes and CD-ROMs, deciding to catalog the material is a straightforward issue: the library has paid for the materials, needs to control them and make them available to its users. For Internet resources it's not so easy. Although library cataloging is considered to be a valuable access tool, it is also perceived to be very expensive. At the other extreme, myriad search engines exist on the net, most of which guess the subject of documents by counting the occurrences of words in the text—a labor-cheap, bandwidth-expensive, and only moderately effective process. Web indexes are not heterogeneous—they basically work only for text. Executable files, images, encoded text documents such as Postscript, and other non-html objects are generally excluded unless they are embedded in a textual wrapper.

There are ongoing attempts to stake out some middle ground between MARC and Alta Vista, where simple surrogates, otherwise known as descriptive or access metadata, can be provided by the authors or managers of web documents or by interested strangers such as librarians, and used to improve precision of network searching relatively inexpensively. These simple records could form the basis of more complex cataloging for materials judged to be of enduring value. The most prominent of these efforts has been the development of the Dublin Core Metadata Element Set, so named after the first workshop where it was proposed, in Dublin, Ohio.² The Dublin Core is a list of 15 optional, repeatable elements (such as title, creator, date, and subject) which can improve resource discovery. The elements were defined by an international, interdisciplinary group including librarians, content specialists, mark-up experts, and network development experts. The 4th Dublin Core Workshop took place in March in Canberra, Australia, and identified some realistic ways to begin to implement the Dublin Core.

However, even if this initiative succeeds, there are still good reasons to consider giving selected resources fuller treatment and adding them to our catalogs:

1. There are many search engines on the net, but they are overwhelmingly optimized for single protocols, for example, web sites, ftp sites, usenet archives, etc. Comprehensive searching across all kinds of Internet resources is not a practical option.
2. While searching is not comprehensive, neither is it selective in a way which would support a particular library collection.
3. Searching the net can involve a variety of search engines, with different commands, techniques, and interfaces. Adding selected Internet resources to your catalog allows users to find important materials in a single, familiar environment.
4. Cataloging selected Internet resources allows library users to discover both online and traditional resources in a single search.

Why catalog anything?

In thinking about the cataloging of electronic resources, it is worth considering what we have always used cataloging to accomplish and to examine whether the same expectations hold true for cataloging of electronic resources.

Bibliographic records perform several functions:

- Identification: They describe the item in enough detail that it can be differentiated from other, similar items.
- Retrieval: They contain access points so that the user will find it when searching for material on the subject, by the author, etc.
- Location: They provide information so that the searcher can locate the item for use.
- Collocation: Through the description, access points, and location information, they place the item within the context of other materials in a collection.

Collocation is perhaps the greatest benefit that the cataloging of electronic resources brings to the library user—the opportunity to discover all the most relevant materials in a single search.

Locating materials can be facilitated by URLs or direct path names provided in the USMARC 856 field, pointing the user from the catalog record to the resource. Increasingly, online catalogs include the ability to launch browsers or other viewing software directly from the catalog.

Of the functions we've listed, identification is the most problematic for electronic resources. In the absence of version numbers or revision dates, it can be very difficult for a cataloger to determine whether and how instances of a resource differ from one another. When we can tell that the resources differ, we must determine how important the difference is, whether it results in a separate intellectual work. The best a machine can do is byte-for-byte matching—either these files are identical or they are not. That type of evaluation cannot determine intellectual equivalency.

For resources not under the library's control, the problem is worse. A couple of years ago I used an entomological analogy; I likened trying to control online resources to cataloging live butterflies. It's not as if we can pin them to a board and say they're done. Unlike other traditional forms of ephemera, network resources truly are ephemeral—once a web site, for example, has been altered, its previous incarnation ceases to exist. And if you've cataloged that previous incarnation to a fare-thee-well, your cataloging is obsolete. This mutability argues against, when cataloging network resources beyond our control, trying to achieve the degree of identification to which we are accustomed. It's not practical, and it's not effective.

Cataloging online resources involves not only the initial investment in cataloging, but also an ongoing commitment to the maintenance of the catalog records to insure their accuracy. There will be some level of periodic verification necessary simply to ensure that the site continues to exist at the cited

location. Automated link-checkers exist, but they can do little more than verify that something is retrieved—they cannot say whether what is retrieved is the thing you cataloged. Therefore, the library must take an active role. Further, reference staff will have to instruct users in the interpretation of the records and address questions about the resources described. For these reasons, libraries need to weigh the costs of cataloging a resource against the benefits to be gained by collocating it with traditional materials. At Harvard, we use the following factors, together with the commitment in staff time, when deciding whether a given resource should receive cataloging:

- Research value
- Fit with collection policies
- Library's operational needs
- Scope
- Reliability
- Stability
- Financial investment (i.e., if the library is paying for a resource, it should also be made visible.)
- Selector's judgment

In conclusion

Obviously, electronic resources, and all of the challenges they create for libraries, are here to stay. The key responsibility librarians have is to actively address these challenges in order to ensure that valuable materials will continue to be available to our users, now and in the future, regardless of the form the materials take.

Endnotes

¹ "Redefinition of code "m" (Computer file) in Leader/06 in the USMARC Bibliographic Format", MARBI Proposal No: 97-3R, May 1, 1997. <URL: <gopher://marvel.loc.gov:70/00/.listarch/usmarc/97-3r.doc>>

² The Dublin Core Metadata Element Set Home Page: http://purl.org/metadata/dublin_core

Developing Presentations for Classroom Lectures and for Library Instruction

by

Anne Womack

Vanderbilt University Divinity Library

PART I:

Learning to Create PowerPoint Presentations: A Hands-On Workshop Approach

PowerPoint Presentation Software

- It is what it says . . . good for presentations
- Not just good, it is excellent—powerful
- For a straightforward lecture
- Packages all your information in one file
- Colors and fonts are pre-designed
- When in the classroom, all you do is click

- *What do I need to use PowerPoint?*
- 486 PC with 16 megs/RAM (or MAC)
- Educational cost—\$50
- What about working at home?
- Develop the main text of your presentation on any word processor
- Convert to presentation format in the office
- Or, purchase your own copy for home use—MS Office \$175

- *Versions of PowerPoint*
- PowerPoint 4
- for Windows 3.1
- PowerPoint 7, Office 95
- for Windows 95
- for Windows NT
- animation—builds of objects—multi-media
- PowerPoint 97, Office 97
- html—hyperlinks—narration
- MAC—PowerPoint 4

- *COREL Presentation Software*
- WordPerfect users
- Corel Office Suite
- Very similar to PowerPoint
- Comparison with PowerPoint
- less expensive

- fewer glitches
- fewer bells and whistles
- less “web” integrated

- ***Weaknesses of PowerPoint***
- Presentation software is linear
- work-around with multiple open windows
- exception—PowerPoint 97
- Files are very big—how to manage?
- Network between your office machine and teaching machine
- External drives (Jaz, Zip)
- on your machine—home or office
- and on teaching machine
- Save as HTML in PowerPoint 97

- ***Adding Text***
- From an Existing Document
- insert as slides from file
- simple copy/paste
- Creating New Text
- at the Outline view
- at the Slide view

- ***Other Views of Your Presentation***
- Slide View—working in the slide itself
- Outline View—traditional outline text
- Slide Sorter View—for reordering or copying
- Note Pages View—lecture notes
- Slide Show—the audience view

To change the view on the screen, click on the View drop down menu. Doing so reveals several viewing options. The first item listed is the slide view. This view is the one which is currently selected. To select any of these views simply click on the word which describes the desired view.

The second item on the list is the outline view. This view reveals the entire presentation as an outline. It does not list instructor notes which correspond to the slides, but shows only the titles of the slides with brief topic listings underneath.

The third item on the list is the slide sorter view. This view allows you to see the entire presentation (all of the slides) at once. It allows you to change the order, duplicate slides, and other tasks which deal with the arrangement and construction of the presentation as a whole, as opposed to the individual slides.

The fourth item on the list is the Notes Pages view. This view allows you to see instructions and notes like on this piece of paper. In this view you can write comment for the slides, lecture notes, and other information you wish to have at hand while the lecture or presentation is proceeding.

The fifth item on the list is the slide show view. This actually is the presentation. Selecting this item makes the presentation “Go”

- Working with your text—Word appearance
- Different Font
- SIZE
- Italics
- Bold
- Underline
- Shadow
- Color
- Spell-check

To make changes, you must first click on the “Slide View” button at the bottom of your window on the far left.

Select the word or words you want to change by placing the cursor on the second letter of the word you want to change, and then dragging the mouse to highlight the portion you wish to change.

Make your text LARGE by clicking on the “Aa” buttons on the menu bar at the top of the screen.

For bold, click on the “B” button on the menu bar at the top of the screen.

For italics, click on the “I” button on the menu bar at the top of the screen.

For underline, click on the “U” button on the menu bar at the top of the screen.

For shadow, click on the “S” button on the menu bar at the top of the screen.

To change the color of a word, click on the “color A” button. Simply click on the color of your choice, or click “other color” to select a new color.

Spell-checking your word—click on the word, then click on the “ABCcheck” button on the menu bar at the top of the screen.

Working with your text—Moving text

- Each section of text acts as a “box”
- Boxes can be placed anywhere on the slide
- Box shape is easy to change

Every object in PowerPoint has its own box. From the text you type to clipart and pictures to multimedia files, each object is placed in a box. This allows them to be moved around on the slide easily.

To move a box, click on its contents once. A shaded box will appear around the object or text, with black squares at the corners and in the middle of the crossbars.

Click anywhere on the shaded box line, drag the box to its desired location, and release the mouse button.

To resize or reshape a box, click on its content once and then click on one of the black squares and drag until the box is its desired size.

- Changing the appearance of the Presentation
- The entire design scheme of a single slide or an presentation can be quickly changed by:
 - Altering color scheme
 - Adding a background

To change the color scheme of a slide, again click on the Format pull down menu. This time, select Slide color scheme. This brings up the Slide color scheme dialog box. Near the top of this box is a 2x4 group of colored squares. As the legend indicates, these colors represent the current settings for such things as background, text, shadowing, etc. To change the color for a given object, click on the square which corresponds to that object. A black square will be placed around the color. Next, click on “Change color . . .”. This brings up the color palette which contains the possible colors. Click on the desired color and then click on OK. The newly selected color will be added to the Slide color scheme. If desired, it is possible to choose a whole new scheme at once instead of color by color. To do this, click on “Choose scheme. . .”. This opens up yet another dialog box. In this box, the first step is choosing the background color. A palette is available to choose from. After choosing the background color, the text color must be chosen. After the text color is chosen, PowerPoint will suggest four options using the colors you selected. Simply click on the desired color scheme and click OK. This will change the 2x4 squares to the selected scheme. Once the colors are acceptable, click on OK and the changes will be made to the slide.

Printing from PowerPoint

- Slides
- Handouts
- Note Pages
- Outline

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of color by color. To do this, click on “Choose scheme. . .”. This opens up yet another dialog box. In this box, the first step is choosing the background color. A palette is available to choose from. After choosing the background color, the text color must be chosen. After the text color is chosen, Power Point will suggest four options using the colors you selected. Simply click on the desired color scheme and click OK. This will change the 2x4 squares to the selected scheme. Once the colors are acceptable, click on OK and the changes will be made to the slide.

- The Actual Slide Show Itself
- Mouse—Left/Right
- Keyboard—page up/page down, spacebar
- Building/Dimming slides
- Hiding slides
- Automatic slide timings
- Slide transitions
- PowerPoint Viewer

To change the color scheme of a slide, again click on the Format pull down menu. This time, select Slide color scheme. This brings up the Slide color scheme dialog box. Near the top of this box is a 2x4 group of colored squares. As the legend indicates, these colors represent the current settings for such things as background, text, shadowing, etc. To change the color for a given object, click on the square which corresponds to that object. A black square will be placed around the color. Next, click on “Change color . . .”. This brings up the color palette which contains the possible colors. Click on the desired color and then click on OK. The newly selected color will be added to the Slide color scheme. If desired, it is possible to choose a whole new scheme at once instead of color by color. To do this, click on “Choose scheme. . .”. This opens up yet another dialog box. In this box, the first step is choosing the background color. A palette is available to choose from. After choosing the background color, the text color must be chosen. After the text color is chosen, Power Point will suggest four options using the colors you selected. Simply click on the desired color scheme and click OK. This will change the 2x4 squares to the selected scheme. Once the colors are acceptable, click on OK and the changes will be made to the slide.

Clip Art

Adding clip art to a presentation is quite simple.

First, click on Insert on the pull down menu bar. Then select “Clip Art. . .”. By choosing that menu item, the Clip art Gallery is opened.

The Clip art gallery is a list of the clip art available on your computer. Clip art can be obtained through a computer program such as Power Point, or through the internet, or through the purchase of a commercial clip art package.

Listed along the left of the clip art gallery window is a list of categories of clip art. If you know which picture you are looking for, simply choose the corresponding category and using the scroll bar on the right of the Pictures: window, scroll until the desired picture is in the window.

If you don't know which category a desired picture falls into, at the top of the category list is the "(All Categories)" item. If this is selected then all clip arts are present in the Pictures window and can be seen by scrolling through the window. One point to be noted is that what you might place in one category, Microsoft, in its infinite wisdom, has placed in another category that has very little to do with the category you had in mind. Thus, it is often valuable simply to scroll through the all categories listing of clip arts.

Once the desired clip art is in the Pictures window, click on it. This will place the square selector box around the image. To insert the selected image into the slide, click on the Insert button on the right of the window.

The clip art will be inserted onto the slide.

Image from a Computer Screen, Printed Text, or Book

To insert a picture into a slide, click on the Insert pull down menu and click on the "Picture. . ." item.

This reveals the insert picture dialog box. This box is similar to the one used in Microsoft Word to open a document. On the left are the available files which match the file type specified at the bottom of the screen (i.e., *.bmp, *.wmp, etc.) in the drive and directory specified in the middle of the dialog box. If necessary, change the drive and directory to the location which the desired picture is in, and change the file type to the type of picture. Once the name of the file is present in the left-hand window, click on it once to select (highlight) it and click on insert.

The picture will be inserted onto the slide.

To change the size of the picture, simply drag the corner of the broken wire frame box.

This method is used for inserting any kind of picture, whether a scan of text, picture, slide, etc.

• Table

To insert a table into a slide, first click on the Insert item in the pull down menu. Next select "Microsoft Word Table". This opens a dialog box, where you specify the dimensions of the box.

Once you have specified the number of columns and rows, click OK.

The table will be inserted in the slide.

To insert and edit text within the table, type in the appropriate square, use the TAB key to move between squares, etc., just like in MS Word.

If more help is needed consult the Help pull down menu (Search for Help on . . .) under the topic of "table".

- **Graph**

To insert a graph, click on the Insert item on the pull down menu, then select Microsoft Graph.

Clicking on this menu item produces two things: a graph which appears on the slide and another window entitled "Filename.ppt Datasheet."

The values present in the graph correspond to the figures present in the datasheet. To change any of the entries click in the cell which you wish to change and type in the new entry.

The graph itself and the datasheet are dynamically linked. That is to say, when a figure on the datasheet is changed, so is the figure on the graph.

Once the graph is arranged and the correct figures have been added, close the Datasheet and the graph on the slide will remain.

- **Sound**

Inserting a Sound into a presentation is fairly simple as well. First, click on the Insert pull down menu.

Next, click on the Object. . . item. This brings up the Insert Object dialog box.

Once this box is open select (click on) "Create from File. . .". This command changes the look of the box.

There is a blank line to input the path to the desired file. Click on "Browse" and select the appropriate drive, folder (directory), and file type of the desired file. Once the file name appears in the left-hand window, select it and click on OK. The filename and path will appear in the File.. box.

To insert the file into the presentation click OK.

- After inserting the file in the slide, click on the Tools pull down menu and click on "Play Settings. . .".
- This brings up the Play Settings dialog box. In this box, specify the settings desired for the file. For the file to play as soon as this slide comes up in the presentation, select "Start Play. . ." "When Transition". If you wish to start the Sound yourself, click on "Start Play. . ." When click on object." This step is unnecessary in the newer versions of PowerPoint.

- **Movies**

Inserting a Movie into a presentation is fairly simple as well. First, click on the Insert pull down menu.

Next, click on the Object. . . item. This brings up the Insert Object dialog box.

Once this box is open select (click on) "Create from File. . .". This command changes the look of the box. There is a blank line to input the path to the desired file. Click on "Browse. . ." and select the appropriate drive, folder

(directory), and file type of the desired file. Once the file name appears in the left-hand window, select it and click on OK. The filename and path will appear in the File.. box.

To insert the file into the presentation click OK.

After inserting the file in the slide, click on the Tools pull down menu and click on “Play Settings. . .”. This brings up the Play Settings dialog box. In this box, specify the settings desired for the file. For the file to play as soon as this slide comes up in the presentation, select “Start Play. . .” “When Transition”. If you wish to start the movie yourself, click on “Start Play. . .” “When click on object.” This step is unnecessary in the newer versions of PowerPoint.

- **Excel Worksheets**

Inserting an Excel worksheet (or spreadsheet) is similar to importing other file types.

The first step is to click on the Insert pull down menu and select the Object item.

Next click on “Create from file” and click on browse.

Browse through the drives and folders until the proper file is found. Select the file and click OK.

- To add the file to the slide, click OK.

- **Microsoft Word Documents**

To insert a Microsoft Word document into a presentation, first click on the Insert pull down menu.

Next, click on the Object. . . item. This brings up the Insert Object dialog box.

Once this box is open select (click on) “Create from File. . .”. This command changes the look of the box. There is a blank line to input the path to the desired file. If you know the path, simply type it in. If not, click on “Browse. . .” and select the appropriate drive, folder (directory), and file type of the desired file. Once the file name appears in the left-hand window, select it and click on OK. The filename and path will appear in the File.. box.

To insert the document into the presentation click OK.

- **Organizational Charts**

To add a chart, first click on the “Insert Org Chart” button on the button bar at the top of the screen. It is located between the graph button and the clipart button.

After clicking on the button a simple chart is created in a new window, with one supervisory position and three subordinate positions. Additionally, a new button bar has appeared in the window. This button bar includes buttons for adding new boxes to the chart, increasing its complexity and depth.

To add a new box, click on the desired position and then click on a box which already exists to establish the connection. For Example: If you wish to add a position subordinate to the lowest box on the chart, you would click on the “Subordinate” button and then on the lowest box of the chart. If you wished to create a position superior to the highest box on the chart, click on the “Manager” button and then click on the highest box on the chart.

To change the text in the boxes, click on the box once, then click on the text and edit as in a simple word processor. Repeat the above steps until the chart is complete.

- **Drawing Elements**

To create drawing objects (shapes and basic artwork), use the vertical drawing toolbar at the left of the window.

To create the above slide, first click on the “ellipse tool”. This button has an ellipse on it. Clicking on this button changes the mouse pointer to crosshairs. Click and hold on the slide where you wish the upper left hand “corner” to be.

Drag down and to the right until the ellipse is the desired shape and size. Release the button. If the ellipse is in the wrong place, move it to the correct space.

To add the squares to the slide, click on the “rectangle tool” on the drawing toolbar. The pointer will change to crosshairs. Click and hold where you wish the upper left hand corner to be. Drag down and to the right until the desired size is obtained, then release.

To duplicate the square you just created, click on the Edit pull down menu, and select “Duplicate”. Repeat this step twice more. Next, move the squares to their appropriate positions.

To add the lines, click on the “line tool” on the drawing toolbar. Again the crosshairs will appear. Click and hold where you want the line to begin, and drag to the point where you wish the line to end. Release the button and the line will appear. Repeat this step to connect the squares with the circle.

- **The End**

PART II:

IMAGE CREATION: *Creating pictures for use in web or presentation software*

Italics indicate instructions for higher-end software; italics instructions are necessary for web authoring

SCREEN PRINT from DOS application running under windows:

- ALT-ENTER makes the DOS application into a “window”
- Then follow directions below for “Screen Print from Windows application”

SCREEN PRINT from Windows application:

- PRINT SCREEN copies the entire screen to Clipboard
- ALT-PRINT SCREEN copies the active window to Clipboard
- PASTE copies the screen from Clipboard into PowerPoint or image editor

SCAN FROM PRINTED PAGE in a book:

256 grays black/white – 300 dpi preferred – save as gif, or save as tif and convert to gif

- 2 grays black/white – 300 dpi (standard – cannot rotate)
- Need 300 dpi for printed text
- Preview the scan and size the image
- Save as BMP at the scan
- Insert into PowerPoint as a picture. If needed, open in image editor.

Scan from color picture in a book:

- Millions of colors – 100 dpi OK with some exceptions—save as jpg, or save as tif and convert to jpg
- Millions of colors – 100 dpi
- Preview the scan and size the image
- Save as BMP at the scan
- Insert into PowerPoint as a picture. If needed, open in image editor.
- Scan from 35mm slide

Use special slide scanner, such as Microtec ScanMaker 35t – about \$800.

<http://www.dpi-scanner-authority.com/288int/Microtek/sm35t.html>

Scan and save process is just like using a flat-bed scanner. Use same instructions as “Scan from color picture” above.

SCANNERS: A REVIEW of two Hewlett Packard flat-bed scanner products, one at \$400 and the other at \$900.

<http://www8.zdnet.com/pcmag/features/scanners/rev3.htm>

• IMAGE EDITING SOFTWARE

Adobe Photoshop: <http://www.adobe.com/prodindex/photoshop/main.html>

Paint Shop Pro: <http://www.visitorinfo.com/software/paint.htm>

Also, see Technology Interest Group web page on scanning prepared by Bill Hook: <http://divinity.lib.vanderbilt.edu/tac/scanning.html>

NOTE: Listing products does not constitute a specific product recommendation – just a starting place for further investigation.

Guilt-free Mending for the Millennium: Tape Removal and Paper Mending for General Collections

by

Mark Esser

John J. Burns Library, Boston College

Well intentioned paper repairs executed with cellophane tape or other unsuitable materials have created thousands of hours of work for paper conservators who later must remove them. In this workshop we first looked at the most damaging of the past approaches to paper mending, and discussed ways of undoing at least some of that damage. Then we explored safer mending alternatives including archival quality pressure sensitive tapes, heat set tissue and, usually the best alternative, Japanese paper strips adhered with an instant or cooked wheat starch paste adhesive.

The first step in paper mending is often the removal of old tape repairs. Browning and badly deteriorated pressure sensitive tape can be removed with complete success only with organic solvents, a fume hood and the expertise of a professional conservator. Even then results can never be guaranteed. This is seldom, if ever, an appropriate approach for general collections material. Simpler mechanical techniques usually are partially successful even in very difficult cases and will prevent the old mend from causing additional damage. Several techniques were demonstrated, including the removal of the tape carrier layer with a heated spatula or a scalpel and removal of the residual adhesive with cellulose powder and a crepe square or a vinyl eraser.

Methods of dry cleaning surface dirt from paper were introduced. These include the use of a crepe rubber Smoke-Off sponge, grated vinyl eraser and products such as Opaline cleaning pads and Scum-X powdered eraser

Preparation of both instant and cooked wheat starch paste adhesives was discussed and the benefits of each examined. Water tearing of strips of Japanese paper for use in repair work was demonstrated. Occasions when the use of knife cut or needle torn strips are more appropriate than water torn, such as in the repair of coated papers, were noted. A way to accurately match the shape of the repair tissue to the shape of a missing corner or other loss was explained. The correct consistency of the paste and a method for applying it to the tissue strips on a sheet of blotting paper was shown. The blotting paper, by absorbing excess moisture, allows for a drier mend that is less likely to stain or cockle the paper. Finally, approaches to drying pasted mends were evaluated. The efficiency of using a tacking iron was balanced against advantages of drying between blotters and under weight. The use of heat set tissue was also discussed.

Questions and concerns raised throughout the afternoon stimulated a wide ranging discussion of paper repair and related preservation issues. Some features that distinguish a well executed mend were pointed out and the approaches and goals of historical restoration work were compared to the

concerns of contemporary conservators. Participants left the workshop with the tools and background to begin doing appropriate, non-damaging repairs on the paper based collections in their care.

Selected Readings

Ogden, Shereilyn, ed. *Preservation of Library and Archival Materials: A Manual*. Andover, Massachusetts: Northeast Document Conservation Center, 1994.

Jones, Maralyn, ed. *Collection Conservation Treatment; A Resource Manual for Program Development and Conservation Technician Training*. Berkeley: Conservation Department. The Library. University of California, 1993.

Prepare to Repair
by
Cynthia Frame, Union Theological Seminary

In this workshop, participants learned that there are no fast and easy repairs. Collection administrators must take into account the structure of the book, the book's physical significance, and the resources of the library in order to determine the treatment of a damaged book. In discussing these points we covered selection and decision-making; options for treating a damaged book; and the components of an in-house repair unit, including the types of repairs one could expect to make in-house.

Repairing a book so that it will function well, and for a long time, requires studying the structure of the book, making an accurate assessment of the treatment needs, and then performing that treatment with materials and methods which will not further degrade or damage the book. Many libraries have examples of quick-tape spine repairs in which the tape is peeling off, and the textblock is falling away from the covers. Such repairs only cause further damage and, for research libraries in which the book is intended to remain in the collection *ad infinitum*, they create more work for the book repairer, who must remove the early repair and begin anew with a repair treatment

Preservation treatment decisions are complex, as they must weigh time and cost efficiency with the needs of readers, the resources of the library, and the priorities of the institution. Considerations for treatment options include: sending a volume to an outside conservation center, repairing it in-house, sending it for commercial binding; reformatting; boxing; or the ever-popular leaving the book as it is. Some libraries have devised decision-making charts which lead one along a series of yes/no questions to arrive at the appropriate treatment for a given volume. No matter what the method, it is best to have a regular, well-considered methodology for making preservation treatment decisions. The more careful and thorough the preservation treatment decision process, the more effective the treatments will be.

If it is decided that a book should be repaired within the library, then it is necessary to have a place and people prepared for the task. This "in-house repair unit" begins with planning for the location, and then preparing and equipping that location so that repairs can be done as easily as possible. Selecting and training students is another necessity; it is a task that can be surprisingly time-consuming but often rewarding. Training the supervisor and the repair technicians should be ongoing, because methods for repair constantly evolve, and repair staff benefit from learning from other trained professionals. Librarians wishing to set up an in-house repair unit can expect that training the staff and supervising their work, choosing and ordering supplies, and selecting material for treatment, can be fairly involved. As with any department, a well-

designed space, combined with the desire and enthusiasm of particular individuals, can make the repair unit work very well.

Some of the treatments which can be accomplished in an in-house repair unit are: rebacks, hinge tightening, spine reinforcing, paper mends and tipping in leaves. Other repairs can be done depending on the tools and expertise available. A few good resources for repair techniques are:

Johnson, Arthur W. *The Thames and Hudson Manual of Bookbinding*. London: Thames and Hudson, 1992.

Jones, Maralyn, compiler. *Collection Conservation Treatment: A Resource Manual for Program Development and Conservation Technician Training*. Berkeley: University of California Press, 1993.

Kyle, Heidi. *Library Materials Preservation Manual: Practical Methods for Preserving Books, Pamphlets, and Other Printed Materials*. Bronxville, NY: Nicholas T. Smith, 1984

Young, Laura. *Bookbinding and Conservation by Hand: A Working Guide*. New Castle, DE: Oak Knoll Press, 1995.

Many of us wish that repairing books could be a quick and easy process. Instead, each book is filled with varying physical problems and each has a bibliographic significance that must be respected and understood. Investing the time to understand the issues influencing book conservation truly is the most cost-effective method for repairing books and the best way to make books available into the future.

Writing for Publication
by
Sheila S. Intner
Simmons College
Graduate School of Library and Information Science

This workshop outlined the steps involved in scholarly publishing. Participants had the opportunity to work on exercises to identify reasons for wanting to write, determine possible topics about which to write, and choose appropriate outlets.

Why write:

- to complete a research project
- to get tenure and promotion
- to share information with your colleagues
- to publicize your library or institution
- to reach more people with a successful presentation
- to satisfy your superiors
- to gain recognition
- to distinguish yourself from your peers
- to contribute to the field
- because you like to write

What to write:

- an article
- a review
- a research report
- a book chapter
- a “lesson” or “how-to”
- a bibliography, discography, videography, or other -ography
- an opinion piece
- a column
- a book

Where to publish:

- in a local publication
- in a newsletter
- in a state library association journal
- in a nationally-distributed journal

How to publish:

- by invitation
- by unsolicited submission

- by being “part of the deal”
- by “working your way up”
- by volunteering

What to write about:

- something you know thoroughly
- something you’ve done
- something that has worked well or failed miserably
- something of interest to others
- something new
- something people can use

Determine the audience:

- librarians
- non-librarian practitioners
- LIS experts
- non-LIS experts
- administrators

The writing process:

- give the document a working title
- outline the document and list all sub-topics in order
- begin writing anywhere and finish a first draft quickly
- keep writing without going back over previously written material until the first draft is done
- understand at the outset that the draft will be revised
- don’t fall in love with your prose; it must change to accommodate editorial criticisms

Tips on good writing:

- the three most important attributes of a document: originality, supporting data, good writing
- use the present or past tense; use correct grammar; do not use slang or contractions
- be direct and keep sentence structures simple
- one idea per sentence - one topic per paragraph - one topical area per section
- put the most important ideas or topics first, not last
- use formatting techniques to keep unrelieved text to a minimum
- use summaries to tell people what has been covered

Documents must have:

- a title that grabs interest and identifies the subject
- an identifiable beginning, middle and end
- a logical flow of topics
- sectioning as appropriate
- appropriate illustrative material
- a properly cited list of sources

Long documents also need:

- a title page
- a table of contents
- sections and sub-sections as needed (no more than three layers)
- an index and/or other finding aids

Working with editors and publishers:

- send unsolicited manuscripts to one publisher at a time; if rejected then send to another one
- be familiar with their publication and the way they work
- follow instructions to the letter
- be prepared to revise as they direct
- if you can't make the changes they request, don't fight, switch
- be prepared to meet deadlines
- be prepared for rejection - ask why and for suggested alternatives
- don't write a book without a signed contract
- don't send an article to a journal that won't accept uninvited submissions

Helpful writing tools:

- a style manual for print and electronic sources
- a good unabridged dictionary
- a thesaurus of synonyms
- a dictionary of quotations
- Pro-Cite or any other software that translates citations from one style to another

Selected Bibliography

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Bush, Donald W. & Charles P. Campbell. *How to Edit Technical Documents*. Phoenix, AZ: Oryx Press, 1995.

Champelli, Lisa & Howard Rosenbaum. *The Neal-Schuman Webmaster: Policies, Templates, and Icons for Library Web Pages*. New York: Neal-Schuman, 1997.

The Chicago Manual of Style. 15th ed. Chicago: University of Chicago Press, 1995

Day, Robert A. *How to Write & Publish a Scientific Paper*. 4th ed. Phoenix AZ: Oryx Press, 1994.

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Weiss, Edmond H. *100 Writing Remedies: Practical Exercises for Technical Writing*. Phoenix, AZ: Oryx Press, 1990.

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Outlets in Religious Library Literature

compiled by Roberta A. Schaafsma

Directory: Gentz, William H. & Sandra H. Brooks. *Religious Writers Marketplace*. 4th ed. Nashville: Abingdon Press, 1993.

Specialized Book Publishers

- ◆ Abingdon Press, 201 8th Ave. S., Nashville, TN 37203
- ◆ Baker Book House, P.O. Box 6287, Kentwood, MI 49516
- ◆ Crossroad Pub. Co., 370 Lexington Ave., New York, NY 10017
- ◆ Wm. B. Eerdmans Pub Co., 255 Jefferson Ave. SE, Grand Rapids, MI 49503
- ◆ Greenwood Press, 88 Post Road W., P.O. Box 5007, Westport, CT 06881
- ◆ HarperSanFrancisco, 1160 Battery St., San Francisco, CA 94111-1213
- ◆ Jewish Lights Publishing, P.O. Box 237, Woodstock, VT 05091
- ◆ Thos. Nelson Publishers, Box 14100, Nashville, TN 37214
- ◆ Orbis Books, Maryknoll, NY 10545
- ◆ Oxford University Press, 200 Madison Ave., New York, NY 10016
- ◆ Scarecrow Press, 4720 Boston Way, Lanham, MD 20706 (recently moved from Metuchen, NJ, Scarecrow publishes the ATLA Bibliography Series & ATLA Monograph Series)
- ◆ Westminster/John Knox Press, 100 Witherspoon St., Louisville, KY 40202
- ◆ Zondervan Pub. House, 5300 Patterson Ave. SE, Grand Rapids, MI 49530

Library Professional Book Publishers

- ◆ ABC Clio, 130 Cremona Dr., Santa Barbara, CA 93117
- ◆ ALA Editions, American Library Association, 50 E. Huron St., Chicago, IL 60611
- ◆ Libraries Unlimited, P.O. Box 6633, Englewood, CO 80155-6633
- ◆ McFarland & Co., Box 611 Jefferson, NC 28640
- ◆ Neal-Schuman Publishers, 100 Varick St., New York, NY 10013
- ◆ Oryx Press, 4041 N. Central Ave., #700, Phoenix, AZ 85012

Specialized Periodicals

- ◆ Catholic Library World—Catholic Library Association
- ◆ Christian Librarian—Association of Christian Librarians, Inc.
- * Church and Synagogue Libraries—Church and Synagogue Library Association
- * Journal of Religious and Theological Information—Haworth Press
- * Judaica Librarianship—Association of Jewish Librarians; ed. Prof. Bella Hass Weinberg, Div. of Library & Information Science, St. John's University, Jamaica, NY 11439

Library Professional Periodicals

- * Cataloging & Classification Quarterly
- * Collection Building
- * Collection Management
- * College & Research Libraries
- * Information Technology and Libraries
- * Journal of Academic Librarianship
- * Library Acquisitions: Practice & Theory
- * Library and Information Research
- * Library Resources & Technical Services
- * Library Quarterly
- * Library Trends
- * Rare Books and Manuscripts Librarianship
- * The Reference Librarian
- * Resource Sharing & Information Networks
- * Special Libraries
- * Technical Services Quarterly
 - ⇒ Urban Academic Librarian
 - ⇒ refereed

BUSINESS REPORTS

ATLA Conference Business Sessions David J. Wartluft, Recorder

Thursday, June 12, 1997

The annual meeting was called to order by President P. Graham at 11:15 a.m. in the GSU Auditorium, Boston University, Boston, Massachusetts

I. Greetings and announcements were presented by host librarians. International guests at the conference were introduced. Also introduced was Raymond B. Williams, of the Wabash Center which is administering the Lilly Grant for theological institutional technological development. Thereafter, the current members of the ATLA Board of Directors were introduced by President Graham. Executive Director Dennis Norlin introduced the 15 ATLA staff who were attending the conference.

II. [President Graham's address is presented elsewhere in these Proceedings and is therefore not included here.]

III. Staff Reports

[Executive Director Norlin's report is included elsewhere in these Proceedings and is therefore not included here.]

Patricia Adamek, Director of Finance, reported on the implementation of new association software. She then reviewed the current fiscal year's financial situation to date and presented the budget for the fiscal year 1997/98.

Melody Chartier, Member Services Director, expressed thanks to the BTI librarians for their hard work toward this conference. She then noted the role of the Membership Advisory Committee. She announced that Margret Tacke has been named Editor of Member Services Publications (moving from Editor, IBBR); Carol Jones (Institutional Member Representative) will administer Institutional Membership benefits. With regard to future conference planning, M. Chartier noted the revision of the Conference Handbook and noted the draft of an application form for future conference hosts.

Erica Treesh, Acting Co-Director of the Indexing Department, reported on activities in that department. 36 new journals were added to RIO last year. The department also provided support for the Latin American subset and the

comprehensive index to the Proceedings. She noted the skills and background which the various department members need and possess to provide the expertise necessary for this indexing endeavor. With regard to electronic journals the staff is currently accumulating titles and URLs.

Development Officer, John Bollier, reported on the state of the Endowment Fund and annual giving. The Endowment Fund is currently at \$72,300. ATLA is now prepared to handle charitable gift annuities.

ATLA's credibility is again high with foundations. Contacts with overseas counterparts are growing and expanding.

The session was adjourned at 12:50 p.m.

Saturday, June 14, 1997

The second Business Session was called to order on Saturday, June 14th, at 10:45 a.m. by President Graham.

The Proposed revision of the dues structure was presented .

Following extensive conversation, W. Hook moved to substitute a motion to split the proposal, table the vote for individual members, and move the proposal to adopt the new structure for institutional members. The motion was seconded, and following sequential votes by individual members and institutional representatives, this **substitute motion was passed**.

It was moved to accept the motion as substituted, and following votes by institutional members and institutional representatives, the **motion was adopted**.

Members were encouraged to submit to the board of directors suggestions for an appropriate revision of individual member dues.

John Trotti expressed appreciation for the ATLA staff. The action on dues should not be perceived as a hostile statement and appreciation was expressed for the leadership of the Board. The membership is more in the mode of observer than in past ATLA structures. We need more conversation as members.

President Graham responded that these are timely remarks; we need to consider ways we can all be involved in shaping the direction of the association. Board does not make decisions without consultation.

Valerie Hotchkiss indicated that the next conference is a matter of concern. She expressed the opinion that it is important to keep our conferences at a seminary or educational institution

Melody Chartier was invited to respond by President Graham. She noted that a survey was sent to all individual and institutional members, requesting response regarding accommodations for conferences. There was an equal response for campuses, hotels and conference centers. Next year we will be spending a day of the annual conference at the Virginia Theological Seminary.

The meeting was adjourned at 11:35 a.m.

Presidential Address
Challenges and Hope
by
M. Patrick Graham

I want to begin today with an expression of thanks. It has been a great honor and privilege this year to serve as President of the ATLA Board of Directors. The opportunities to work with Dennis Norlin and other members of the ATLA staff in Evanston and with the members of the ATLA Board have been, without exception, enlivening, thought-provoking, and stimulating. I will always remember this year warmly and want to thank all of you for the opportunity to serve the Association in this way.

I must confess, though, that I am by nature a bit of a worrier—about the library and institution that I serve, about ATLA, and even about my pear trees and gardens while I'm here in the beautiful city of Boston. Every day I arrive at work, I'm confronted by the same challenges that you face in your own institutions. Large segments of our collections are embrittled; theft and vandalism force us to take expensive precautions to protect library materials; costs for materials rise faster than acquisitions budgets; and despite predictions of the virtual library, more is printed on paper each year. In addition, many of us are reminded daily that the buildings that house our collections were not designed to be libraries or at least libraries of this day. Few of us have enough space for collections, staff, and requisite activities; wiring for computer networks is difficult and expensive; and climate controls, fire protection, lighting, and ADA compliance present enormous challenges to our ingenuity and budgets. The advent of the Internet and advances in computer technology have made marvelous things possible, not the least of which are the three- or four-year replacement cycles for computer hardware and the knotty problem of figuring out how to build such costs into already strained library budgets. In addition, somebody has to figure out who's going to run these places! They surely must be capable of operating complex library automated systems and have some understanding of the World Wide Web. Many additional items could be listed as among the challenges that we all face.

And yet, in spite of these and all the other complexities of professional life, I must confess that I truly enjoy my work and, in spite of the worrying, am hopeful about our future. In fact, I believe that it will be these very challenges that will elicit the best in us and our colleagues. As I conceive it, the essence of our profession is to bring our communities into conversation with the greatest writings, the most profound ideas, and the most important research in our discipline. In this, of course, we are partners with the classroom teaching faculty of our institutions. Our responsibility extends beyond this, though, in my opinion, since it is our duty to insure that the conversation in our institutions is not parochial, insular, or narrow. We must resist the common human

tendency to assemble and converse with only those who share our biases and interests. We must enrich the conversation and broaden the engagement to people from other times and places and perspectives—something that we can do through the building of collections, through the bibliographic instruction that we offer, and through our efforts to bring different persons into contact with one another. In some respects, it's as though the librarian were hosting an enormous, continuous dinner party inviting and introducing guests, never able to force a conversation, but making many possible.

All this, of course, calls for wisdom on the librarian's part, knowledge of theological literature and persons in the communities that we serve, insight into what people need, and discretion in employing the full range of tools that historical collections and modern technology make available. It is not easy and resists the mechanical application of rules or formulae. It is often as much art as science. In addition, it tests the librarian's commitment to justice to render to each what is due. It is important that other generations and writers not be misrepresented and that the rights of publishers and authors be respected. It is important that no person or group be allowed to unfairly skew the development of the collection or disposition of library resources so that the interests of some in the community served are neglected. We must be sure that the weaker members of our communities receive fair treatment. Thirdly, we must approach our work courageously, not in denial of the challenges and dangers that confront our institutions, but with an acute understanding of these. We see not only the problems before us, but we understand trends and the disasters that are possible. Nevertheless, we refuse to give up, or grow discouraged, or be poisoned with cynicism, or be intimidated. Finally, we are called to maintain a certain sense of balance or moderation in our work and institutions. Such temperance is possible only if we have found the center, if we have discerned what is essential to our profession and institution and are able to creatively and skillfully work outward from that understanding, avoiding excess and faddishness.

In short, I believe that this is a wonderful time in which to live, rife with challenges that can destroy or seriously injure our institutions and the communities that we serve, but also rich with opportunities to do great things, make lasting contributions to academic and religious communities, and pass along learning and a body of literature that can enrich generations to come. We have opportunities to exhibit wisdom, justice, courage, and moderation in a culture that has often excelled in finding ways to abandon these. Many of you have exemplified these virtues and achieved things that are daunting for the rest of us; undeterred by lack of funding or institutional support, you have achieved excellence and raised the bar for others. This is something in which I take great pride to see such achievement by my colleagues.

Finally, I would like to observe that there is a role for ATLA to play in all this and by ATLA, I do not refer only to our excellent staff in Evanston, but I include all who constitute the Association: those who pay the dues, plan the

conferences, participate in the interest groups, run the listservs and homepages, and do all the other things that breathe life into the Association and give it vitality. I began my presentation today by listing some of the challenges that occupy my attention in one way or another every day. I am driven constantly to a single conclusion: these are far too great for a single person or staff or association of libraries. In order for us to deal effectively with embrittled books, a rapidly changing technological environment, static budgets, and the host of other challenges that face our institutions, we must work together in local, regional, national, and international associations. ATLA is one of those associations. It has helped us in many substantial ways in the past, and I believe that there is enormous potential for it to help us in the future with preservation initiatives, effective application of technology to the literature of religion and theology, and the negotiation of consortial agreements with other groups that are important to us. I count it an honor to be a member of the Association, to have served it for the past year as president of its board, and to have had the opportunity to become better acquainted with many of you, colleagues with whom I face challenges with a spirit of hope.

Report of the Executive Director

The staff reports for you today will focus on three areas. My report will be based upon the Strategic Plan for the next three years; Staff reports will follow; and we will have a few announcements at the end of the presentations.

In February, 1996, when Patti Adamek and I were asked to take over as interim co-executive directors, one of the three things then-president Corman instructed us to do was to develop a simple, one-page strategic plan for the current year that would be realistic, achievable, and related to our core products and services. (The other two instructions were to develop a grievance procedure for staff and to develop a balanced budget for the current year). Accordingly, at last years annual conference we presented a simple five point plan that focused on achieving financial stability, addressing problems with ATLA's infrastructure, and the development of a three-year Strategic Plan that would guide us into the next century (I see no need to constantly invoke "new millennium")

The document that I present to you today has had many revisions and suggestions from staff, board members, members of the User Group, and many others. It is included in your conference program, and, because it remains a work in progress, it needs your ongoing comments and suggestions.

We've divided the strategic plan into four major areas:

ATLA Strategic Plan: 1998–2000

Membership: ATLA is, fundamentally, an association of members. It exists by, from, and for its members. Members are its primary and sufficient reason for existence.

Ownership: ATLA belongs to its members: its reputation, products, and services. I hope that we can work together to continually improve our programs, products, and services and enhance our reputation.

Leadership: You all know that in this age of information transformation, we cannot stand still. ATLA has always been a leader in providing resources for religious studies; maintaining our commitment to leadership is more important than ever.

Partnership: No organization can be successful today if it exists by itself and for itself. In the very job description the Board wrote for the Executive Director position, they insisted upon a collaborative management style. I want to conclude today's talk with a review of our first year's efforts at collaboration.

MEMBERSHIP

Let us begin with the highest priority: Membership. There are a number of major goals we will pursue during the next three years:

Expand membership

We need to expand both our individual and institutional membership; to attract new scholars, librarians, and institutions into our midst, not only to offer them the benefits of ATLA membership, but also to draw from them new energy, ideas, and vision for the future.

Melody Chartier, our Director of Member Services is charged with the responsibility for developing an effective Membership Campaign that will result in significant gains in both individual and institutional memberships. She will share some initial ideas with you about that in her report.

Support regional and denominational groups

Most of what is truly important in our association doesn't happen in Evanston; it happens in your libraries; in your regional associations. We want to be more supportive of our 15 regional groups and our many denominational groups. We've already begun more frequent and effective communication with regional groups; and I invite regional group representatives to visit with Kathy Denise Flint, our Webmaster, about ways they can make effective use of our web site. I also intend to solicit invitations to regional group meetings so that during the next three year period, I will be able to visit each regional group at least once.

New forms and levels of communication

We've taken some important steps to increase communication between headquarters and members during the past year. It's critical that there be significant staff interaction with members so that we do not act ignorantly or in a vacuum. In addition to encouraging much more informal discussion among staff and members, we've developed some formal structures for communication this year.

Preservation Advisory Committee

Myron Chace, Outgoing Chair

Charles Willard, Incoming Chair

One year ago preservation programs were at a crossroads. At last year's conference, I asked a number of preservation leaders to join in a Preservation Advisory Committee to offer advice and counsel about the future of ATLA's preservation programs. Chaired by Myron Chace, the PAC met in early November, both separately and in conjunction with the Technology Advisory Committee. It is clear that Preservation Programs are now alive and well at

Committee It is clear that Preservation Programs are now alive and well at ATLA, and that Preservation activities will be a major part of ATLA's future. Let me mention just four areas:

On-Demand Serials Program

The ATLA On-Demand Serials program has been a major factor in our ability to gather an impressive collection of serials on microfilm. Now numbering more than 1300 titles, this collection is a major resource for theological education. A number of libraries have systematically supported the filming of serial holdings, and I want to encourage many more of you to consider doing so. By special arrangement with Sang Sul, the former University of Chicago filmer, currently operating as Preservation Microfilm Company, ATLA is able to facilitate the filming of serial titles at competitive rates and then add filmed titles to the collection being made available through Scholarly Resources. All institutional members of ATLA will be hearing more about the On Demand program in weeks ahead; Judy Knop or I would be happy to visit with you about it during this conference.

Renewal of NEH Serials Grant

Most of you know that ATLA received a major grant for preservation microfilming of religious periodicals in 1993. The grant was matched with funding from the Lilly Endowment. Unfortunately, by the end of the three year period ATLA had succeeded in filming only 20% of the promised titles and had utilized a very small amount of the designated funds. Last February, when Patti Adamek and I took over as Interim Co-Executive Directors we had received word of a one year extension from NEH. Our preservation group—Judy Knop, Ric Hudgens, Susie Mendoza, Mary Kirklin, and I, met every day, and worked very hard and very closely with Preservation Resources, the OCLC-related filmer, to complete as many titles as possible. By December 31, 1996, we had filmed an additional 100 titles. After submitting the final report to NEH on March 31, of this year, I was delighted to receive a call from the Preservation Director, asking us to apply for the remaining funding in a second extension: \$160,000. This was very good news, especially since the last two ATLA applications to NEH have not been funded.

We are currently completing an agreement with Preservation Resources for a schedule of filming to begin in August, and expect to complete an additional 50–70 titles by the end of the next fiscal year. The original participants in the 1993 grant—Yale, Harvard, Princeton, and Union, have all been asked to submit up to 20 titles for inclusion in this second and final extension.

\$10,000 Grant from Luce Foundation

Through the efforts of John Bollier, our Development Officer, we have been awarded a \$10,000 grant from the Luce Foundation to support the

completion of bibliographic control of serials filming. In 1995 the U of Chicago ended their filming program and forwarded all film to ATLA. Unfortunately we did not have full bibliographic information on all of the films we received, and are having to complete that work this year. The grant from the Luce Foundation will enable us to hire additional help to complete that work.

Pursuit of Pricing Issues with UMI

Because a number of ATLA members have urged us to pursue the issue of dramatic increases in UMI's charges for filming serials, I met with Dan Arbour, UMI's Director of Marketing, and he has agreed to attend this conference and will meet with the Preservation Advisory Committee Saturday noon to begin exploring ways to resolve this issue.

Technology Advisory Committee

Bill Hook, Outgoing Chair

Jackie Ammerman, Incoming Chair

The Technology Advisory Committee has been in existence for several years now, but last year we made it a permanent committee of ATLA, with six members with three year terms, and now three staff. Bill Hook has led the committee this year in a variety of projects, including providing advice and counsel to ATLA staff, developing a Conference Web Page, and helping respond to the increasing demand for technology at our annual conference.

User Group

Special thanks go to the 15 ATLA members who have served on the ATLA User Group this year, responding to a wide variety of questions in monthly surveys. We are exploring several avenues for expanding User Group participation in the coming year.

There are several other goals we will pursue in the Membership category:

We will seek additional ways to involve non-ATLA members and institutions to solicit their advice and counsel; we will seek to involve more ATLA members and institutions in the long-range planning we pursue; and we will seek to meet your expectations for the Annual Conference.

Involve non-ATLA members and institutions

Promote association-wide involvement in planning

Meet expectations for Annual Conference

The Annual Conference is an extremely significant event for ATLA members. We will seek to shape future conferences to suit your needs and expectations. One of the ways that you can help us do that is evaluate all of the meetings and workshops at this conference. To make that easier for you we are putting the evaluation form online on the ATLA home page and on the

Conference web site. Please complete this form either here or as soon as you arrive home. Thanks to Jackie Ammerman for developing the online version of this form.

Melody Chartier will tell you a bit more about future conferences, but as a preview, here are the future sites for the next several years:

1998	Xerox Center, Leesburg, VA
1999	Loyola University, Chicago
2000	UC, Berkeley
2001	Duke University, Durham
2002	CTS, Indianapolis

Secure benefits and advantages for members

Probably the most significant goal we are pursuing under the Membership rubric, however, is the goal to secure benefits and advantages for members. If successful, the achievement of this goal would provide a third important leg to ATLA's stool: Index products, Preservation products, and products and services for ATLA members.

We are at a particularly propitious time to pursue this idea, and the recent Institutional Member Survey indicated overwhelming support for it. Why is it propitious? Let me respond by sharing with you a brief passage from my favorite non-fiction writer, John McPhee.

McPhee's latest collection of essays begins with the story of the Nevada Brand Inspector, a man named Chris Collis, whose job it is to oversee the inspection of all the cattle in Nevada. McPhee traveled with Collis to a remote range where they approach a large herd of cattle—here's McPhee's description:

They run in groups. They run alone. They run away. But then Chris lies down on his back, and taking his cue, I sit on the ground near him. He raises one leg in the air. All the cattle turn their heads and stop in their tracks A sudden switch from fear to curiosity has taken place in their cavernous bicameral minds. The brand inspector is now lying on his side, propped on one elbow, maintaining the leg semaphore The cattle . . . take another step forward. The circle tightens In their curiosity, they have built around two human beings a beef corral.

Although there's a certain risk of offending vendors with this story, it is essentially what we have done this year—we've simply let people know about ATLA and our willingness to serve as agent for the association as consortium, and the results have been fairly impressive in our first year:

ATLA as Consortium

During this conference we will sign a new five year agreement with Scholarly Resources, insuring that there will be no increase for ATLA members in the cost of serials on microfilm through the year 2002. No matter how much the price increases for non-ATLA members (currently \$95), ATLA members' costs will remain just \$60 per reel. For more information about this program, please contact Rick Adamek.

Scholarly Resources

\$35 discount per reel / 5 year agreement

Scarecrow Press has agreed to extend a 10% discount on all monographs and bibliographies to ATLA members. Don Haymes, the new editor of the monograph series, or Ken Rowe, the continuing editor of the Bibliography series, can tell you more about this program.

Scarecrow Press

10% discount on monographs & bibliographies

Finally, I am very happy to announce today that FirstSearch has agreed to give every ATLA institutional member a free 60 day trial period on every one of its 60 databases. At the end of that trial period, FirstSearch will give us complete data about usage at each campus; we will share that data with you, and if a number of ATLA members wish to subscribe to some FirstSearch databases or to purchase jointly a number of searches, we will be able to negotiate that with them. Tentative plans are for a September–October trial period. ATLA Institutional Member Carol Jones will be contacting you shortly after the conference to determine the level of interest in this program. We believe that ATLA's members can realize significant savings and benefits by working together as a consortium, and we are pleased with the initial response this idea has had.

OWNERSHIP

The second major area of our Strategic Plan is Ownership. The staff are indeed entrusted with considerable responsibility for ATLA's programs and services, but the association belongs to you, the members. There are some steps we can take in the next three years to make that more clear. We all need to better understand the Policy Governance Model, the program that ATLA's Board of Directors endorsed six years ago when the position of Executive Director was established.

Implement policy governance model

We need to take steps to make sure that ATLA has a secure financial future. Patti Adamek will tell you more about next year's budget, but I want to assure you that we are very pleased with this year's financial results. By mid-May we had already received 100% of our projected revenue for the year, and the fiscal year does not end until August 31.

Create a secure financial foundation

Maintain and improve physical and intellectual property

We are taking a number of steps to protect ATLA's property. We have begun depositing all of our microfilm camera masters at National Underground Storage. We are acquiring both copyright and trademark status for ATLA products. And, I am happy to report to you, that as of tomorrow the ATLA headquarters building will be owned by First Evanston Bank and Trust, the new bank that occupies the first floor. We are very confident that they will be a much better landlord than our previous owners, and we are maintaining a cordial working relationship with them.

Plan for headquarters after 2001

Nonetheless, we do not want to be left without options when our current lease expires in 2001. I believe that we should begin planning now for an ATLA headquarters that we own. For that reason we are designating \$50,000 of this year's surplus to begin a Building Fund. And, for every dollar that we exceed the projected income for next year, we will put \$.25 in that fund. Our goal will be to have sufficient funds available to purchase a building by 2001.

LEADERSHIP

The third major area of the strategic plan is Leadership. With the rapid change in information technology and services that faces us today, ATLA must continue to be a leader. I find, however, that in many ways ATLA is a well-kept secret. Many librarians, vendors, and administrators just do not know about us. We need to promote our Association's identity.

Promote the Association's identity and reputation

One way you can help us do that at this conference is to share with us your ideas about our corporate logo. Patti Green of our Members Services Department, has developed some new options that we could pursue for our logo. The current logo and motto were adopted just a few years ago, and don't necessarily express the current mission and self-understanding of our association. Drop by the booth and let us know what you think.

Another way to promote leadership for ATLA, of course, is to sponsor continuing education opportunities. The CONSER/NACO workshop conducted by Judy Knop prior to and during this conference is an excellent example of that

kind of leadership, enabling our association to have more cataloging librarians with the very highest level of skills. We are also keeping alive the idea of the ATLA Institutes, and the Education Committee received a report from Bill Miller and the other Institute planners for discussion at this conference.

ATLA has been a leader in the field of religious information and preservation for many years. We need to continue to support innovative programs and services that will enable ATLA to maintain its position as a leader. A key responsibility of staff in leadership, of course, is to improve our products and services.

Improve products and services

Let me tell you a bit about our current products and plans we have for them. We will continue to produce all of our products in print for at least the next year, and we will give you at least a years' notice when we see that it has become unfeasible to continue to produce print products. That includes, RIM, incidentally, and under Don Haymes's editorial hand, I expect RIM to become continually more valuable.

The proliferation of ATLA's own products, in addition to the partnership products, has, I think, been somewhat confusing for many. For this fall we will be making some modest changes in product names that should help eliminate that confusion:

New Product Names

ATLA Religion Database©

ATLA Religion Database on CD ROM

ATLA Religion Database on CD ROM: Ten Year Subset

This is the current RRI, formally entitled: Religion Index on CD-ROM: RIO, RIT, and IBRR, 1975-. Beginning this fall RRI will contain the most recent ten years of the ATLA Religion Database. Sanghui Wimbiscus, our Sales Manager, will be contacting every RRI customer this summer, to discuss this change and to explore with them alternatives that they can pursue.

ATLA Religion Database on CD ROM: Biblical Studies Subset

ATLA Religion Database on CD ROM: Latin American Subset

The Latin American Subset is the most recent creation from the ATLA Religion Database. In response to a small grant from the Trinity Parish in NYC, ATLA promised to produce a product for Central and Latin American theological schools. We have culled all of the Spanish and Portuguese languages entries and the subject headings related to Latin America, to produce this disk. Alvaro Perez from Costa Rica has helped us translate the help screens

into Spanish, and the resulting disk, about 17,000 records (of 900,000 in the database) will be distributed with support from Trinity to 100 theological schools. If you have interest in this disk, we will also sell it for just \$50 to anyone who wishes to purchase it.

ATLA Religion Database in MARC Format

ATLA indexing and information services staff have worked long and hard this year to achieve the ability to product MARC records in a timely and efficient manner. With records currently existing in at least four different formats, with three current inputting systems still in use, and with varied levels of retrospective indexing, you will not be surprised to hear that this has been a major project that has taken a great deal of effort and commitment. I'm pleased to report that by this fall we will be producing semi-annual updates of the ATLA Religion Database in MARC format with the same efficiency with which we currently product the CD-ROM version.

I am also pleased to report the advent of another important version of the ATLA religion database. Following six months of serious negotiation with John Sullivan of OCLC, I can report to you that agreement has been reached to make the ATLA Religion Database available on FirstSearch sometime in the next fiscal year. There will be two versions available on First Search:

ATLA Religion Database on First Search

ATLA Religion Database on First Search: Ten Year Subset

Current plans are to make the database available on a subscription basis only, not on a per search basis. It is our hope that the FirstSearch version will be an attractive option for non-ATLA institutions. We will work closely with them to insure that the database design is as robust as possible, but certainly it will not have the level of sophistication and search options currently available on the CD-ROM product or through the MARC format.

FirstSearch is currently available in more than 9,000 libraries worldwide and I have been assured by Mr. Sullivan that our database ranks at the very top of the list of databases desired by the OCLC Users Group.

PARTNERSHIP

When I became Executive Director of ATLA last year, the Board of Directors specified that I manage with a "collaborative management style." The fourth major area of our strategic plan extends that style to other institutions.

Many of you know that, for the past several years, there has been a series of conversations between ATLA and ATS representatives, leading up to the shared conference venue last year, the revised accreditation standards, and other areas of cooperation. At last year's meeting (held in conjunction with AAR/SBL in

New Orleans) it was agreed that we would formally renew that consultation for a five year period. I have appointed the following ATLA members to that consultation: Dr. Paul Stuehrenberg (1998), Dr. M. Patrick Graham (1999), and Dr. Sara Myers (2000).

Another part of partnership is to develop mutually beneficial strategic partnerships. During the past year we have had a number of fruitful negotiations. The first was with Scholarly Resources, represented at this conference, and currently marketing ATLA serials on microfilm. ATLA's income from sales of serials has already increased dramatically during this first year of the partnership, and we look to many more years of mutually beneficial partnership with them.

IDC

At this conference we will also sign an agreement with IDC to market ATLA monographs to non-ATLA members. (We will continue to provide microfiche service to our members.

Other Possibilities

Like the Nevada Brand Inspector, I have also fielded inquiries of interest from SilverPlatter, OVID, and several other vendors.

Support efforts of international theological library associations

Another partnership program is working with international associations. Last year, as you may recall, Trevor Zweck, then president of the Australasian Association, visited our conference, and then tragically died last fall from complications following kidney surgery. We are continuing to have contact with Australia, and I will be representing you at the International Council of Theological Library Associations in Köln this September.

Explore selected publishing agreements

CPLI

ATLA has worked with a number of other organizations to publish their products. We are in our third year of working closely with CPLI to produce the CD-ROM. I attended that CLA conference in Minneapolis after Easter. I'm pleased to report to you today—this is the first public announcement—that Sister Jean Bostley will be the new Executive Director of CLA—starting 9/2/97. Announcement will be in the June Catholic Library World. The CPLI office will be in Pittsfield, MA.

OTA

In agreement with Father Joseph Jensen of CBA, ATLA has hired an indexer to do retrospective indexing of Old Testament Abstracts, with the goal of having the entire print version in CD-ROM format by next spring.

That concludes my portion of the staff reports. Now I would like to call on our directors for brief reports.

Report of the Director of Member Services

Personnel

The member services department has experienced significant changes in personnel for FY97. Karen Anderson left ATLA in October 1996, having been the Member Services Associate since March 1995. Patti Green assumed the Member Services Associate position in December 1996.

Margret Tacke (currently the IBRR Editor) has accepted the position of Publications Editor and will assume her responsibilities on June 23, 1997. This position is key to improving the member publications and in providing quality assurance on every printed piece that reaches our membership.

Carol Jones (currently Customer Representative) will be the new Institutional Member Representative following the conference in June. Her focus will be on institutional members and the administration of benefits for these members.

Annual Conferences

The 1997 annual conference theme, "Building the Theological Library for the Future," is an excellent pointer to the highlights of this year's conference which focused on themes of library building projects, technology, and collection development. The librarians of the Boston Theological Institute are to be commended for their fine work on the 1997 annual conference.

The contract with the Xerox Document Center was signed in February 1997. James Billington, Librarian of Congress, has already agreed to be a plenary speaker for the 1998 annual conference.

The librarians of the Association of Chicago Theological Schools (ACTS) have agreed to co-host the 1999 annual conference with ATLA staff. They recommend that ATLA utilize Loyola University on Chicago's North Side. The dates that Loyola can accommodate us are June 8–12, 1999. Martin E. Marty and Robert Wedgworth have already agreed to be plenary speakers for the conference.

The 2000 annual conference will be at University of California Berkeley Foothills campus. The Graduate Theological Union will be the conference host. The dates for the conference are June 20–24, 2000.

ATLA formally accepted Duke Divinity School's invitation to host the 2001 annual conference. A site visit is pending.

ATLA has received an unofficial invitation from Christian Theological Seminary for 2002.

Membership

A dues increase proposal was circulated to the membership at the annual conference for their consideration. A survey was distributed to institutional members in March 1997 regarding other types of benefits and discounts.

As part of ATLA's strategic plan for FY1998-2000, the member services department will implement a membership campaign to increase and strengthen our membership base

Interest Groups and Regional Consortia

The ATLA website will be an integral tool for rejuvenating interest groups and regional consortia. With the implementation of ATLA's own server, the website may offer these groups a valuable forum for activity.

It is our intent to offer more support to regional consortia through additional funding for the grants awarded by the Education Committee. Additionally, in accordance with the strategic plan, ATLA staff will make a concerted effort to attend as many consortia meetings as possible within the next three years.

Statistical Records Report

FY97 was the first year that ATS was the sole collecting agency for library statistics for ATS and ATLA members. ATS has forwarded the data to me and we have already converted it.

Membership Report

The following are the membership numbers for September 1, 1996-June 1, 1997. Figures from the previous years are included with the total membership taken from the *Summary of Proceedings*.

<u>Individual</u>	<u>96/97</u>	<u>95/96</u>	<u>94/95</u>
Total Membership	539	556	587
Non-Renewal	74	46	49
by request	23	9	3
New	48	48	57
New Student Members	30	33	16
Change of Status	14	6	1
Retired	6	4	5
Deceased	2	4	3
Reinstated	12	7	3
<u>Institutional</u>	<u>96/97</u>	<u>95/96</u>	<u>94/95</u>
Total Membership	212	209	200
Non-renewal	3	1	1
New	7	7	6

96/97 Dues received through: May 31, 1997

	<u>Actual</u>	<u>Budget</u>	<u>% of Budget</u>
Individual	\$31,931	\$32,500	98.25%
Institutional	\$44,015	\$44,000	100%

Respectfully submitted,
Melody S. Chartier, Director of Member Services

Report of the Director of Development

First, I request a word of personal privilege to explain why I am making a report to you once again this year when last year in Denver you honored me in my retiring as ATLA's Director of Development. As you were saying nice things about me on my retirement, your new Executive Director was inviting me to resume my same duties on a part-time basis. I was pleased to accept so that during the transition of executive leadership, I could continue nurturing several recent ATLA initiatives I had helped launch: the Annual Opportunity Giving, the Endowment Fund, relationships with foundations and international partnerships.

I am pleased to report that to date 37 members have given \$3,235 to the Endowment Fund through the 1997 Annual Opportunity Giving. With a double match from ATLA, this increases the Endowment Fund by almost \$10,000 to bring it to \$72,300. I would remind those who plan to participate in this year's effort that ATLA's fiscal year ends on August 31 and that gifts may be made here at the conference.

I would also encourage those who are at that stage in life when they are considering how finally to dispose of their assets to consider making a planned gift to the ATLA Endowment Fund—either by a bequest in their will or by a charitable gift annuity. ATLA is now prepared to handle charitable gift annuities, which provide the donor with an income for life and also with an immediate tax deduction. Such gifts, along with annual gifts, are essential to provide significant growth for the Endowment Fund.

Concerning relationships with foundations, I am pleased to report that ATLA's credibility stands high with the five foundations which awarded it grants in recent years. Within the last few months, the Lilly Endowment awarded ATLA \$50,000 for association software and the Henry Luce Foundation provided \$10,000 to support an immediate inventory of ATLA's microforms. Meanwhile, the National Endowment for the Humanities recently reinstated \$164,000 from a 1993 serials microfilming grant that had expired before the project could be completed. NEH also encouraged ATLA to make grant proposals in the future. Likewise, the Pew Charitable Trusts, through its new Religion Program Director, has expressed openness to considering a proposal from ATLA. And the Grants Program of Trinity Church in New York is pleased with the recently released ATLA Database on CD-ROM—Latin American Subset, which it supported.

Without going into detail, I can also say that ATLA's relationships with its many counterparts in Europe, Latin America and Australia/New Zealand continue to flourish.

In summary, I am happy to report to the membership that ATLA's development initiatives are on track and show good prospects for the future.

Respectfully submitted,
John A. Bollier, Development Officer

Report of the Director of Indexes

This report is in three parts. First, an overview of our production for the past year. Second, a few words about who we, the index staff, are. And finally, What of our future as it relates to e-journals?

First, the production overview

Since our last gathering a year ago in Denver, the Index staff have met a total of ten electronic and print deadlines plus (among other things):

- met the deadline for the Biblical Studies CD;
- converted into MARC format recent retrospective data from *Religion Index Two* and *Index to Book Reviews in Religion*;
- added 36 new journals to *Religion Index One*; and
- provided data selection and translation support for the Latin American subset CD.
- In addition, one member of our index staff, Carolyn K. Coates, created the retrospective back-of-the-book index found in the 1996 ATLA *Proceedings*.

Our production numbers were down this past year due to staff cuts. These numbers should begin to improve this coming year as we begin to rebuild the Index staff.

And so, second, a few words about that staff

Over the past several years, you've had the opportunity to meet a few members of the index staff:

- Ric Hudgens who edits *Religion Index One* was at last year's meeting in Denver.
- Don Haymes whose many responsibilities now include editing *Research in Ministry* is here today.
- Margret Tacke, who became sole editor of *Index to Book Reviews in Religion* when Kathy Flint left to become ATLA's webmaster, will soon begin work as ATLA's new editor of member publications. She is not here today, but rather in Evanston to ensure that the deadline for the next IBRR quarterly will be met.

You've had very little opportunity in the recent past, however, to meet our indexer/analysts and so I would like to speak about them briefly.

- Steven W. Holloway, who is here today, has his doctorate in Old Testament from the University of Chicago.
- Lowell K. Handy also has his doctorate in Old Testament from the University of Chicago. He has served in the past as IBRR editor, ICLDP production editor, and more recently co-coordinator of the Ethics Index.

- Carolyn K. Coates has also done doctoral work at the University of Chicago Divinity School. Her research interest is the religions of Japan. She is currently chairing the search committee for the new Director of Indexes and it was she, as I said earlier, who created the back-of-the-book index for the 1996 *Proceedings*.
- Nina Schmit will begin work later this month. She has masters degrees in both Russian languages and literature and in Anthropology, as well as a masters from the University of Chicago Divinity School. She is bilingual in Russian and English.
- Finally, Chantal Jean-Baptiste serves as the Indexing Assistant for RIO, RIT, and IBRR. She is the one who checks in journals, processes RIT surrogates, claims missing issues, and requests inter-library loans, as well as proofs for IBRR and trains new indexers on the IBRR data input system. Her undergraduate degree is in psychology from Columbia University. In her other life she is a writer of fiction and poetry.

Both the new IBRR editor and (we hope) the new Director of Indexes should be named in the next few weeks.

And so what, finally, of the future?

Let me touch just briefly on two issues:

First, e-journals. We are accumulating titles and URL's as we encounter them. If you know of e-journals that you think we should be aware of, please let us know. The primary question in our minds at the moment is that of preservation. Of what use is it to provide index users with a URL that is quickly obsolete or points to a text no longer extant?

We intend to begin addressing the issue of e-journals by including in the preliminary pages of RIO and RIT the addresses of web pages for electronic versions of the journals whose paper editions are already being indexed by ATLA. It is our intent that this list will also be mounted on the home page so that direct links can be provided were possible.

But this is only the first step. As I noted, the issue of preservation is paramount and one that we are just beginning to explore.

Second, new inputting and data management software. Two years ago, members of ATLA's Index and Information Services staff began planning for the migration of ATLA's current and retrospective index data into a single database system. A report on our work was published in the most recent edition of the newsletter.

In an editorial in the April 1995 issue of *The Indexer*, the publication of the Society of Indexers (a UK organization), David Crystal discussed the plight of the indexer: "Indexers" he wrote "are in effect trying to provide answers to a host of unasked questions. Indexers therefore need to work as if their audience is present. But there are two snags: first, in most cases they do not know who

this audience will be; second, in most cases they do not receive any feedback as to whether their judgments have been successful. From a communicative point of view, there is probably no more isolated intellectual task than indexing.” On behalf of the index staff, I ask for that feedback.

Respectfully submitted,
Erica Treesh, Interim Codirector, ATLA Religion Indexes
Editor, Religion Index Two

**American Theological Library Association
Financial Report
1996–1997
by
Patti Adamek
Director of Finance**

In the most current financial statement dated 4/30/97, ATLA has earned a surplus of \$70,000. We have turned the corner from having incurred losses at this same time during the past two years. In 1996 we had a loss of \$50,000 and in 1995 we had a loss of \$131,000. We anticipate that this positive trend will continue, earning ATLA a surplus of \$150,000 by this year's end.

All areas of revenue have already exceeded 100% of budgeted income. This is, in part, the result of intentionally conservative projections, because we could not afford to have negative variances from the budget in this year. Index revenues have increased 1.1%, compared to last year at this time, after adjusting for the Ethics sales. Partnership income is expected to increase 25% over last year's level. Preservation income is substantially greater than budgeted, in large part due to the NEH grant; but also sales of microfiche and microfilm have been positive and will exceed the budget.

We truly have a unified budget this year in all aspects of operation; Member Services, Indexes and Preservation are combined into one budget. This reflects the need for all operations at ATLA to work together toward common goals.

In estimating revenue for the coming year, in areas where we have experience, our budget reflects our most realistic view—not overly optimistic nor overly conservative. In areas that are new, as in Marc Format products and new methods of distribution, we chose more conservative numbers.

Expenses were carefully monitored throughout the year. Contributions to our surplus this year will not only be achieved by sales surpassing budget but also by expenditures coming in under budget.

In conclusion, this year is the year that we begin restoration of our fund balance; but not as a one-time event. It will take ongoing work to rebuild balances.

- 8/31/94 ATLA's fund balance was \$499,396
- 8/31/95 ATLA's fund balance was \$328,000
- 8/31/96 ATLA's fund balance was \$228,646 and had been substantially lower mid-year.

With the funds we anticipate earning this year, we will set aside \$50,000 to begin a Building Fund, should we determine it would be beneficial for ATLA to move at the end of our lease in 2001. The remainder of earnings would begin to restore fund balances.

**American Theological Library Association
Budget
1997/1998**

	<u>1997/1998</u>	<u>1996/1997</u>	<u>1995/1996</u>
REVENUES:			
Sales	\$2,007,000	\$1,760,160	\$2,137,350
Dues	80,000	76,500	73,000
Annual Conference	102,500	80,500	54,500
Grants & Gifts	156,327	105,393	524,712
Interest	25,000	15,500	20,750
	\$2,370,827	\$2,038,053	\$2,810,312
DISBURSEMENTS:			
Production Costs	\$1,447,655	\$1,274,005	\$2,081,910
Administrative Salaries & Benefits	500,625	368,601	517,480
Rent & Leasehold Expenses	112,060	145,900	147,150
Annual Conference	96,250	66,500	72,775
Conference & Continuing Education	31,500	17,750	9,250
Board & Advisory Expense	26,500	23,000	23,000
Office Supplies & Expense	26,000	25,000	25,500
Legal, Payroll, Other Services	25,750	19,800	20,500
Marketing	25,000	17,500	50,500
Telecommunications	24,000	18,250	14,000
Staff Travel	20,000	5,000	8,000
Insurance	14,500	12,000	15,000
Interest Groups/Committees	9,400	11,125	15,075
Postage	8,000	8,108	5,600
Consultation Program	3,000	1,000	1,500
Miscellaneous	587	1,400	1,400
TOTAL EXPENSES	\$2,370,827	\$2,014,939	\$3,008,640
NET SURPLUS/(DEFICIT)	\$0	\$23,114	(\$198,328)

INTEREST GROUPS MEETING SUMMARIES

College and University Section

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The program of the well-attended C. U. S. session was a panel on “Bibliographic Instruction and the Web.” The panelists agreed on the usefulness of customizing a library web page—for example, for bilingual student bodies. They noted some of the difficulties that are likely to arise in coordination of a library web page with independent efforts in the university departments, and they agreed on the desirability of having a very good working relationship with the campus Technology Center. They noted that setting up and maintaining a web page takes a very great amount of time. Discussion following the panel presentations drew on the experience of others who had websites and included practical hints as well as questions of censorship, copyright, and the status of off-site users in relation to licensing agreements. It was suggested that the construction of a library web page should be considered as a publication in librarians’ evaluations.

A brief meeting of the steering committee (Marti Alt, Alan Krieger, Elizabeth Leahy, Suzanne Selinger) followed the session. Liz Leahy and Suzanne Selinger will continue as Chair and Secretary, respectively, for the next year. For the 1998 program, we will invite a speaker from the DC area specializing in humanities reference work, and we will use the format of speaker’s presentation followed by responses from two C. U. S. members.

Online Reference Resources Section (ORRS)

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The ORRS section met from 2:00 p.m. to 3:15 p.m. on a warm Boston Saturday afternoon, 14 June 1997. Approximately forty-five members were present.

The Section adopted a revised agenda for the meeting.

The Section elected the following members of the Executive Committee: Rosalyn Lewis, Kirk Moll, Herman Peterson, David Suiter, and Charles Willard, who committed themselves to get the job done.

Kirk Moll presented his proposal for a pilot project, ATLA WWW Guide to Theological and Religious Reference Works. He reviewed in some detail the tentative outline for the project and the work that was already underway. He invited members of the Section to express their interest in participating in the project, either by signing up at the end of this section meeting or by sending Kirk an e-mail message. There was extensive discussion of the proposal. Among the items discussed were the following:

How can we get support for this project from ATLA [or from its individual member institutions]?

On the individual participation question, the Section encouraged Kirk to solicit participation through ATLANTIS and the ATLA Newsletter.

Seth Kasten's lists: We reviewed ways of getting these lists into the project.

We wondered about the readership for this page: librarians, seminarians, laypeople?

What about other, previously published Reference guides by ATLA folks, including Bob Kepple, John Bollier, and Diane Choquette. We wondered if we could get a head start on the list by negotiating with the authors or their publishers for the provisional use of their material on the Web pages.

There was a question about the seemingly Christian bias of the list, and the editors made it clear it was merely a matter of someone stepping forward to manage the bibliographic side of one or more non-Christian groups.

We agreed to set up a separate list, managed by Kirk, to carry this discussion further. We agreed that everyone present at this meeting would be added to the subscriber list for the list that Kirk will manage.

We thought about the question of control and accountability. We want to get funding and technical support from the ATLA.

The Section VOTED, with neither dissent nor abstentions:

To endorse the concept of the ATLA WWW Guide to Theological and Religious Reference Works and to encourage further development of the proposal and the pilot project.

To request that the editorial board of the project report throughout the year on revisions in the proposal, as well as further developments, on the list serve.

The Section discussed the ATLA and First Search. There was general commendation for the cultivation of this opportunity by ATLA. We would like to request the Executive Director to outline, in an article distributed through ATLANTIS and the Newsletter, the rationale for having negotiated a subscription-only file. We wondered who would take responsibility for supporting this intermediate locus for the database.

The Section proposes to the Conference Planning Committee that a presentation on access to RI through First Search® be a part of the program for the 1998 conference.

The Section is also requesting that there be a formal liaison by an ATLA staff member to the Section.

Duane Harbin noted that a Windows interface for the CD-ROM version of the RI database was being developed. If folks have issues that they would like to see resolved or features included, they could communicate directly and promptly to Paul Jensen, ATLA staff..

Proposal for a Pilot Project, *ATLA WWW Guide to Theological and Religious Reference Works*

Compiled by Louis Charles Willard

14 June 1997

This proposal is for a new kind of bibliographic guide which takes full advantage of the hypertext capabilities of the World Wide Web. It will include a full-featured guide to religious reference materials in all formats, from printed items to web-accessible resources. While a standard bibliographic citation and annotation would still be at the heart of each entry, this Web guide will be a hypertext document which links entries to a wide range of additional materials, including:

- a) Reviews and review citations
- b) Biographical information on the author
- c) Tables of contents when appropriate
- d) Sample citations
- e) Bibliographic instruction pages and tutorials
- f) Links to publisher information
- g) Direct links to web-accessible items being described
- h) Links to other web-accessible citations

- i) Potential linking to entries in other guides for which publication rights have been obtained
- j) Links to bibliographic lists of similar items

The Guide would include two major “sections”: a selective guide to the most important materials and a much more comprehensive database of religious reference materials. The guide section would have the full-featured entries described above, while the database section would mostly be limited to citations and annotations. The database section is a continuation of the project which the Online Reference Resources Section began two year ago to annotate Seth Kasten’s “Checklist of Reference Tools of Interest to Theological Librarians” and put it on the Web.

This project would be overseen by an editorial board consisting of ATLA members. Kirk Moll would serve as the general editor and would work with a team of section editors and technical specialists. Section editors include: Roberta Schaafsma—Hebrew Scriptures; Anne Womack—New Testament; Andrew Kadel and Alan Krieger—Church History; David Stewart—Theology; and Bruce Eldevick—Practical Theology. Each section editor would solicit participants to write entries for the guide and to annotate items for the database section, of the project.

We envision a pilot project of one year that would hopefully lead to an ongoing regular publication. We are seeking the support and sponsorship of ATLA in the following areas:

- a) Official sponsorship of the guide by ATLA
- b) Appointment of an ATLA staff member as liaison to the project
- c) Limited technical support from ATLA staff
- d) Appointment of a liaison from the Technology Advisory Committee who would provide additional technical support
- e) Allocation of a small budget (\$1,000) to help with clerical support for entry of “Checklist” entries, into the database.

Public Services Interest Group

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The meeting of the ATLA Public Services Section was moderated by Al Caldwell, Chair. Minutes were taken by Anne Womack, Vice-Chair, in the absence of Roberta Schaafsma, Secretary. There were 51 participants.

The first part of the program was a presentation by Al Caldwell entitled, "Reserve Collections and Services: What Does the Future Hold for Theological Libraries?" The presentation encouraged members to develop more faculty-library dialog and more bookstore-library communication. Also mentioned was the issue of fewer in-residence students, the development of course packs, and the emergence of electronic reserves.

After the presentation, panel responses were given by Lois Longnecker, Laura Randall, and David Stewart. Contributions from the audience were solicited, and many members shared their perspectives on the issues surrounding reserve collections.

A business meeting followed in which David Suiter was elected to fill Al Caldwell's board position as he rotated off the board. A brief meeting of the board was held and the following nominations were made for the 1997-98 term: David Suiter, Vice-Chair; Robert Schaafsma, Secretary; Anne Womack, Chair. Four other members of the section, Ellie Stebner, Suzanne Selinger, Tom Haverly, and Laura Randall agreed to serve as advisors to the board for the 1997-98 year.

Special Collections Interest Group

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The Special Collections Interest Group met Saturday, June 14, 1997, at Boston University. The meeting was convened by Stephen Crocco, outgoing chair of the steering committee. The program included presentations by Boston Theological Institute colleagues who summarized various current projects.

Diana Yount, Associate Director for Public Services and Special Collections at Andover Newton Theological School, focused on her work with students enrolled in a course offered spring semester 1997, "Nineteenth-Century American Protestant Women in Mission." The research paper assignment for the course required that the students "analyze and assess" primary sources and use those sources in development of the paper topic. Diana introduced students to relevant material from the Library collection and helped them overcome their initial anxiety about working without the help of secondary sources. She realized that the students were quickly engaged by the stories and brought their own enthusiastic interpretation to the primary sources. The professor included the requirement as an experiment, and was satisfied with the level of critical thinking that resulted. Diana encouraged those in the group who might have collections of primary material relevant to the history curriculum to dialogue with faculty and encourage use of special collections material as a means of fostering critical thinking skills.

Raymond Van De Moortell, Technical Services Librarian at Boston University School of Theology, described the Nutter-Metcalf Hymnal Collection, a Lilly-funded project in retrospective conversion of eighteenth- and nineteenth-century hymnals, hymn texts and religious poetry. Raymond was not able to bring representative texts with him, since the Library was closed for asbestos removal. However, his enthusiastic description of specific items conveyed to the group the exciting work of discovering unique titles. As the project progressed, Library staff realized the depth of the collection and decided to seek additional grant support for continued work with the material. In addition to retrospective conversion cataloging, the project includes collection management issues such as local database maintenance, conservation treatments, provenance, and tracing eighteenth-century English and American (primarily New England) printers and bookdealers.

Timothy Driscoll, Curator of Manuscripts and Archives at Harvard Divinity School, discussed his work collecting and processing the archival records of the Unitarian Universalist Association, a project supported since 1992 by two grants from the National Historical Publication and Records Commission. He compared the two projects and reported that the second phase was more successful, primarily because of a more open institutional culture at that time. The Director of Administration actively supported Timothy's work and urged the cooperation of all personnel in developing records management documents. Timothy brought sample retention schedules for the group's examination.

During a brief business session it was agreed that Mark Duffy, Russell Morton and Diana Yount would continue on the steering committee. Russell Morton agreed to serve as chair of the committee for the coming year.

Technical Services Interest Group

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Making Tech Services **Service** Oriented

In a format of a forum we explored how Tech Services can better respond to patron needs.

Questions explored:

- What channels of **feedback** do we have open for patrons? Surveys, suggestion box, e-mail suggestion "box," open and non-defensive attitude of staff?
- Can we **bind** periodicals at times when they will not be in demand? Big shipment in the summer? Be aware of courses being offered, and refrain from binding something that would be in demand (i.e., do not bind a lectionary-related periodical until after the time it covers has passed)?
- Does acquisitions have some **fast vendors** from which to buy books that are currently in demand? Are we willing to forego a discount or pay extra shipping?
- How can catalogs be made more user-friendly?
- Instruction sheets for catalogs?
- Do we do occasional **reference work**; does that change our cataloging?
- Developing a good relationship with reference librarians/do some reference work ourselves?
- Have you taken/audited courses at your school? Does that help your cataloging?
- **Displays:** new-books shelves to highlight recent acquisitions.
- Do you sometimes have **group/class materials** by function and course instead of subject? What problems does this create? What benefits?
- Bending standards for local needs (i.e.: local subject terms, genre terms, dissertation, video, adding denominational subjects).

- When do we develop local subject entries like thesis, video, denominational material?
- **Consistency:** Publicize that consistency (i.e., all annuals are cataloged, but serials more frequent than annuals are in the serials collection. Commentary series are kept in series in reference, but classified by book of the Bible in circulation. All hymnals are in M or all hymnals are in BV.
- How do we **prioritize cataloging** to be responsive to current needs and long-term needs?
- Do we prioritize by materials (first-in, first-out) or by potential patron need (i.e.: recent publications and English language first, retrospective purchases and gifts second)? Rush cataloging?

PRESENTATIONS TO INTEREST GROUPS

The Documentation of World Christianity in Denominational Theological Libraries

Paradigm for Partnership: Toward a Method for Documenting World Christianity in the Denominational Theological Seminary Library

by

David Bundy

Christian Theological Seminary

The majority of North American theological libraries are connected to seminaries which are part of a confessional tradition. These seminaries through their joint governance agency, the Association of Theological Schools has affirmed “globalization” as a required component of theological education. The accreditation standards, published in 1996, after defining globalization (§ 3.2.4) insists that:

Schools shall develop practices of teaching, learning, and research (comprehensively understood as theological scholarship) that encourage global awareness and responsiveness.

This theme resurfaces throughout the standards, including the library section where schools are enjoined to have collections which “demonstrate sensitivity to issues of diversity, inclusiveness, and globalization (§ 5.1.2).”¹ This impetus reflects a widely stated U.S. cultural value of global awareness. Among theological libraries, the subject gathered considerable energy around the ATS sponsored Project 2000 report. There it was asserted that collection development should produce “collections of special focus.”² Peterson argued that attention should be paid to the documentation of North American religious life as well as developments in the so called “Third-World.”³

Already there were significant projects underway. Melanesian resources were being collected at the University of California, Santa Barbara, Latin American literature (with a focus on religion) has been collected at Brigham Young University, Middle Eastern Studies with attention to Islamic studies were collected at the University of Utah and Harvard, Oral Roberts University for a time actively collected Pentecostal and Charismatic literature from around the world, work at the University of Michigan and Indiana University in African literature were supplemented by Channing Jeschke at the Pitts Library of Candler School of Theology at Emory.⁴ Princeton and Pittsburgh Theological Seminaries both announced collection foci in Latin American Christianity. The Day Mission Library provided a central focus for the Yale Divinity School

Library to collect widely in “global Christianity.” Meanwhile, in Europe, serious efforts were underway at Birmingham, London, Tübingen, Stockholm, Leiden, Louvain, Utrecht, London and Edinburgh to collect materials from outside Western Europe and North American.

With all of this effort is there reason to doubt that there is bibliography left to conquer? How can a denominational seminary library in North America contribute to documentation? Indeed, was the accrediting agency in its “right mind” when it decreed that our collections should reflect “sensitivity” (what a marvelously concrete word!) to globalization.

Is there bibliography left to conquer?

Of course there is! Important bibliography left to find? Certainly. During my travels, I search for books and periodicals that examine or document popular religion in the particular country. The results of these unsystematic forays into the bibliographic hinterlands of the world has been enlightening. On a trip to India, I brought back about 700 volumes of books in a variety of languages. About 100 were in OCLC and RLIN libraries. On a trip to Europe I purchased about 800 volumes of “popular” religious literature. Fewer than 10% were at Tübingen, or in academic libraries in the U.S.A. On a recent trip to Latin America, I purchased about 300 volumes in Brazil, Uruguay and Argentina. Thirty-one of these were found in OCLC or RLIN Libraries. On a trip to Mexico, I purchased 30 items, ten of which were not to be found in OCLC or RLIN. While working at Asbury Theological Seminary, I purchased a collection of Melanesian religious books, a large percentage of which required original cataloguing. Recently a friend purchased, in Nairobi, ten volumes written by African Christian theologians. Three of these were original to OCLC. The most widely held volume was already owned by 13 OCLC libraries including ours at Christian Theological Seminary.

Research projects on “Third-World” theology not published by Orbis Press have more than once made me consider an effort to satire and has caused friends and colleagues to recommend therapy! Published dissertations written in Brazil and Argentina are nearly impossible to find, even in Brazil and Argentina. Try finding dissertations and books on East Syrian (Nestorian) experience in China published in Taiwan and Japan in either the U.S. or Asia. It took me almost ten years to find a volume on Methodism in Angola and I know the author!

For all of our efforts to expedite transfer of information and attend to popular culture as well as academic culture, there is certainly much left to do. The good news is that there are stashes of material being collected by individual scholars. However, my impression is that few ATS seminary faculty have any real interest in Christianity outside North America which is resulting in the development of collections of excellence. Most of the recent interest in the history of mission and the intercultural transmission of Christianity is developing among University faculty. Most of the collections of quality of

which I am aware are being collected by scholars in universities who have long term research interests in a particular area. It is my hope that most of these will end up in academic libraries and that they will be catalogued and made available to the scholarly community.

Another important set of resources are denominational and/or missionary organization archives.⁵ Among the important U.S. repositories of denominational printed and manuscript material are the archives of the Assemblies of God, Church of God (Cleveland), Church of God (Anderson), Andrews University (Adventist), Presbyterian, Church of the Nazarene, United Methodist and Christian Church (Disciples of Christ). In each case, these archives and archivists have made their repositories freely available to scholars.

Institutional Conundrums: Realities of Mission and Money

The Library of any institution reflects the mission and values of the institution. Despite one's best efforts, the Library is limited by the institution it serves. Any Librarian who develops projects not in accordance with both the stated and unstated values of the institution will soon be looking for another place of employment. The denominational seminaries of the ATS are remarkably diverse in strength and size. The Libraries reflect that diversity. Some libraries reflect long held institutional commitments to research; other libraries must continuously fight for the possibility of doing more than provide minimalist classroom support. It appears that the self-perception of most ATS institutions is not that of an academic institution determined to make a serious contribution to the discipline of theology, but a trade school for clergy in which a few individuals may also be productive scholars. The mission of the ATS institutions generally focuses on the denomination which either owns the institution or which it is by its charter mandated to serve. The libraries have generally reflected that mission in their collection development policies.

There is also a cultural determinant for the collection of material. Kansfield demonstrated that the goal of nineteenth-century theological libraries was to celebrate, document and perpetuate the dominant culture.⁶ It can be argued that the same is still generally true although we have become more "sensitive" to the existence of alternative traditions. However, the class issues related to documentation of theological culture generally remains one of the dirty secrets of the library profession throughout the world.⁷

This limitation of mission can present problems to the library and librarians with an interest in or commitment to documenting Christianity outside of the U.S.A. and Europe. Together with limitations imposed by available funding, the focus of mission can be a significantly limiting factor. When funding is such that a library can scarcely keep up with the "standard" books in theological studies, there is pressure to avoid purchase of anything but the most basic resources. In my own institution, for instance, there are several faculty who are opposed to the purchase of foreign language scholarly materials. They are even

more concerned about the thought of purchasing what are perceived to be non-scholarly writings from outside the traditional Christian countries. This is not because of anti-intellectualism, but of a perceived need to protect scarce resources. They remember when, for example in 1970, not a single dollar was spent on library acquisitions and staff was cut throughout the institution in an effort to preserve it. Fortunately this lean period is now but a memory although funding remains tight and there are competing claims on every available dollar. Therefore there is a realization that funding does not come easily. It makes every acquisition a political activity.

One cannot state too firmly one verity: it is essential that collections be developed in ways which are congruent with the missional and financial realities of the institution; or, at least the librarian needs to be able to defend all purchasing decisions in light of those realities! Any other approach will certainly be short term. I will argue below that these problems can be turned into advantages in the denominational theological library.

Library Conundrums: Collecting and Cataloguing

Two areas are immediately problematic for any library which decides to be actively involved in the documentation of "World Christianity." These problematic aspects of the project relate to collecting and cataloguing exotic material. The first issue is widely known and understood, but must figure into any discussion of the subject; the problems inherent in documenting World Christianity are complex. The process of describing the phenomenon on Christianity outside North America and Europe is in its infancy and it is increasingly difficult for anyone to record the changes. Even the efforts of David Barrett's team are often incomplete when local phenomena are closely examined.⁸ Collecting in any systematic manner is expensive. Any comprehensive documentation effort is certainly beyond the possibility of any particular institution.

The collecting is complicated by the trends in producing and transmitting theological discourse outside North America. In Europe and North America, the most important texts have for centuries been written texts. In the so-called "Third-World" the production of theological discourse is expanding rapidly. Religious book stores are major businesses in many cities. However, visits to these stores and to scholarly conferences in Asia, Latin America and Africa suggests that there has been an important development in media. In many areas, because of costs of production, transmission of ideas has moved from oral to digital and video formats while skipping the favored Western media of manuscripts and books. These present daunting access and preservation issues in addition to literary-critical issues.

Cataloguing and interpreting of these materials is problematic. The genre collected must extend as widely, perhaps more so, than in documenting North American or European religion. One must collect the books and periodicals,

and also the dances, liturgies, songs, folktales, radio broadcasts, television programs, educational literature, videos and CD's. Cataloguing problems have already been alluded to above, but need to be mentioned again. For example, more than two decades ago, Harold Turner generously made available to the larger scholarly world some four thousand titles from his personal documentation on new religious movements around the world on microfiche. These however have been rarely cited because they were not catalogued.⁹

Certainly the linguistic requirements for cataloguing the material are beyond the resources of any ATLA theological library . . . which could lead us to a discussion of the contentious subject of "outsourcing." How many North American denominational theological libraries can afford cataloguing specialists with expertise in Asian and African languages? For many cataloguers, continental European languages are beyond their capacities. However, until cataloguing and interpretative services are made available, even extensive collections will make minimal contributions to our cultural development. "Outsourcing" or some other cooperative cataloguing procedure will be essential for most theological libraries which desire to make their collections documentary of World Christianity available to the larger academic world.

Defining the Role of the Librarian

There are three primary approaches: passive, proactive and collegial. The passive approach is to accept what arrives from vendors and donors. The advantages of this method are the low cost per item, the minimal time investment in procurement, and the probability that cataloguing will be available in established data bases. The greatest drawbacks are the lack of structure, depth and meaning of the resulting collection. Any collection is only as good as the process by which it is created.

The proactive approach begins from the base of the passive approach, but becomes involved with the tradition that is being documented in order to produce additional documents. This can result in more extensive and systematic documentation, but the results can be as artificial as the early missionary documentation of the "heathen." The data is still controlled by persons outside the system. This would be less problematic for the ethnographer who assumes the goal is the understanding of a tradition by the examiner and the examiner's culture. One of the possible criticisms of the anthropological analyses of the scholars centered at the Free University of Amsterdam is the relationship between the scholar and the sources. At what point in one's study is the document the creation of the interpreter rather than the tradition examined? The Amsterdam team, under the leadership of André Droogers has demonstrated remarkable care in retaining clarity of levels of discourse in presentation of the information.¹⁰ However, the more involved a non-participant is in the production of documents, the more compromised those documents may become.

The third possibility is the development of collegial patterns by which one obtains access to the sources of a group. This assumes that the primary ownership of the tradition is by the adherents. Rather than being involved in merely the collection or production of materials, the librarian is involved with the valuation, preservation and interpretation of documents produced by the group being studied.

The question of “ownership” is crucial. One of the most difficult features of collecting materials outside North American and European established traditions is that the producers of documents generally have an inferiority complex about either the contents of the documents or about the quality of the material form of the item. For generations, many Christians outside Europe and North America were taught to devalue their own thought and traditions as simplistic or syncretistic. I still encounter these feelings in Europe, Asia, Africa and Latin America, even among the scholars at universities and seminaries. Valuing culture and cultural artifacts of Christians around the world can be a significant contribution by librarians to the religious traditions to which they attempt to relate. Interpreting that value to the denomination, the denominational seminary and the larger academic world can be effectively done through the library in ways that no other branch of the scholarly endeavor can approach.

Another aspect of “ownership” is more primitive: possession. A few years ago, a North American library was offered the entire physical collection of documents, films, tapes and printer matter from the pre-independence period of a church after a librarian expressed interest in the history of the organization. Fortunately the librarian recognized that this corpus of materials constituted the patrimony of the group. Instead of accepting the gift, and after extensive discussions regarding the significance of the material, it was agreed to microfilm the collection. The originals and a copy of the film are in the newly constituted archives and North American scholars will have access through the microfilm. Only through such practices can imperialism of information be avoided.

The activity of documenting World Christianity presents the librarian and institution with more complex ethical issues than probably any other aspect of library development. It also provides opportunities to redress exploitation of the past if the opportunities afforded by the process of documenting are worked out through relationships based on respect and reciprocal need.

A Collegial Model for Development of Collections by Denominational Libraries in Accordance with the ATS Accreditation Guidelines of 1996

It is this third approach, which I have described as “collegial” that has the most potential for allowing denominational seminary libraries the possibility of developing meaningful collections demonstrating “sensitivity” to globalization issues.¹¹ It is also this model which can potentially defuse the issues of mission

and money which are often more narrowly defined and appropriated in denominational seminaries.

Most denominational seminaries are related to denominations and agencies which invested heavily in “foreign mission” during the last two centuries. These efforts have resulted in small denominations throughout the world. Others such as the Baptists, Pentecostals, Holiness Churches, Seventh-Day Adventists and Jehovah’s Witnesses produced indigenous churches which are in some instances already dominant features of the religious landscape and still growing. Most if not all of these denominations and agencies have continued to support structures which nurture their co-religionists.

Other denominations, such as the UCC and Christian Church (Disciples of Christ),¹² were less successful than many other mainline denominations in establishing denominational clones throughout the world. The Disciples, have compensated by establishing “cooperative” relationships with indigenous churches which, for whatever series of reasons, find it useful to be *in communion* with a North American Church. It is to these networks that we must turn to document religious life. For example, in addition to the main Disciples of Christ mission field in Puerto Rico, the Christian Church (Disciples of Christ) has structured ecumenical/missional relationships with Pentecostal churches in Africa and Latin America. As well, the Disciples, because of joint programs with the United Church of Christ, have significant relationships with the results of Congregationalist mission, especially undertaken through the American Board of Commissioners of Foreign Missions. Other denominations will have different configurations of relationships with churches outside North America and Europe.

The “global” networks of churches provide an entrée into the life of churches outside North America. Through a cultivation of these relationships, where hopefully some degree of trust exists, denominational seminary libraries can make a meaningful contribution to their own tradition as well as to the larger database of materials documentary of “global” religious life. A caveat: it is important to remember that these are really the minority Christian traditions in most areas of the world due to the expansion of Pentecostal and other indigenous Christian traditions. Relationships need to be established with these traditions and their development documented.

A possible collaborative approach would be to make arrangements with Seminaries, Bible Schools or Universities in Latin America, Eastern Europe, Asia or Africa to exchange materials within the context of the global networks of denominational relationships. This can often be accomplished on the North American end by exchanging two books for one, paying the postage to the other country and perhaps, in most cases, providing funds for the purchasing of two copies of the materials by the librarian of the sister institution. This would, in most cases, be a fair exchange given the difficulties of procuring materials even in their country of origin. I have negotiated these kinds of arrangements for the

Library at Christian Theological Seminary. It can be done. It should be done! This collegial approach can help the library meet the accreditation standards and speak to the missional, financial and library issues within the denominational seminary.

Endnotes

¹Ibid., 43.

²Stephen L. Peterson, "Theological Libraries for the Twenty-First Century" Project 2000 Final Report," *Theological Education* 20,3(1984), 37. See also Peterson, "Documenting Christianity: Towards a Cooperative Library Collection Development Policy," *Summary of Proceedings ... American Theological Library Association* (1978), 83-103; idem, "From Third World to One World: Problems and Opportunities in Documenting New Christianity," *Library Acquisitions* 15(1991), 177-184; idem, "North American Resources for Mission Research," *International Bulletin of Missionary Research* 15(1991), 155-164.

³Ibid., 37-42.

⁴Channing R. Jeschke, "Acquisitions and the African Project of the Pitts Theological Library," *Summary of Proceedings...American Theological Library Association* (1986), 75-87.

⁵Robert A. Bickers and Rosemary Seton, *Missionary Encounters: Sources and Issues* (London: Curzon Press, 1996).

⁶Norman J. Kansfield, "The Origins of Protestant Theological Libraries in the United States," (M.A. thesis, University of Chicago, 1970) and *idem*, "Study the Most Approved Authors" The Role of the Seminary Library in Nineteenth-Century American Protestant Ministerial Education," (Ph.D. Diss. University of Chicago, 1981).

⁷David Bundy, "Documenting World Christianity: Problems, Promises and A Proposal," *Bulletin of the Association of British Theological and Philosophical Libraries* 2,9(1990), 14-24.

⁸David Barrett, et al., *Encyclopedia of World Christianity* (Nairobi: Oxford University Press, 1982). A second edition is anticipated toward the end of 1997. It will be interesting to examine the new volume with regard to completeness of documentation.

⁹The Harold Turner Collection on New Religious Movements is maintained by the Centre for New Religious Movements (CENERM), Selly Oak Colleges, Birmingham, England, and is owned and housed by the Central Library, Selly Oak Colleges. A computer generated catalogue is in preparation. For a recent discussion of this collection, see Ralph Woodhall, "The Harold W. Turner Collection in Selly Oak Colleges Library," *Bulletin of the Association of British Theological and Philosophical Libraries* 4,1(March 1997), 20-24.

¹⁰See for example, the collection of essays: of Barbara Boudenwijse, André Droogers and Frans Kamsteeg, *Algo más que opio; Una lectura antropológica*

del pentecostalismo latinoamericano y caribeno (Colección Sociología del la Religion; San José, Costa Rica: Departamento Ecumenico de Investigaciones, 1991). An English translation will be published by Scarecrow Press.

¹¹Note that a similar proposal was made to the ATLA in 1986: David Bundy, "Retrospective Collection Development in Theological Libraries: A Presentation of Issues," *Summary of Proceedings ... American Theological Library Association* (1986), 270-281; idem, "A Workshop on Retrospective Collection Development: The Librarian and the Antiquarian Bookdealer," *Summary of Proceedings ... American Theological Library Association*, 264-269; and idem, "Documenting World Christianity: Problems, Promises and A Proposal," *Bulletin of the Association of British Theological and Philosophical Libraries* 2,9(1990), 14-24.

¹²Christian Theological Seminary is an institution of the Christian Church (Disciples of Christ).

The Documentation of World Christianity in Denominational Theological Libraries

Acquiring Theological Materials from Korea

by

Robert L. Phillips

Southwestern Baptist Theological Seminary

Introductions: Korean studies at SWBTS

In the summer of 1996, Southwestern Baptist Theological Seminary began planning for two new programs for Koreans and Korean Americans. Early in the planning stages of both programs, the library staff offered to plan library support of these new initiatives. Hence the interest began for systematically acquiring Korean materials for Southwestern Baptist Seminary's A. Webb Roberts Library.

Southwestern's Scarborough Institute for Church Growth, with the advice of pastors and lay leaders from Korean churches in the Fort Worth-Dallas area, initiated the "Korean Church Growth Studies Program." As one goal, the program would prepare Korean students to serve as missionaries in the United States, Korea, and throughout the world. Beyond course work, the program will provide mentors, sponsor conferences, arrange field-based learning, and raise funds for scholarships and research materials.

The second program is a proposed joint D.Min. program sponsored by Southwestern Seminary and the Korean Baptist Theological Seminary in Taejon, South Korea. The leadership of both institutions initiated this joint degree. They charged Southwestern's faculty D.Min. committee to prepare an agreement that would create a program that would meet ATS accreditation standards. Among other provisions, an early "final" draft of the proposed agreement included the stipulation that the Korean Baptist Seminary would invest significant funds to build a collection of Korean language materials at Southwestern Seminary.¹ The Director of the D.Min. program asked the library staff to prepare a plan to build this collection.

Enthusiasm on campus for these two programs, and an already large enrollment of Korean students,² gave impetus for the library staff to plan for the acquisition, cataloging, and circulation of Korean language materials suitable for Southwestern's program of theological education. Besides identifying titles and vendors, the library staff wanted to learn more about Korea, Korean Christianity, and Christian publishing in Korea, with an admitted bias toward Protestants, especially Baptists.

The Republic of Korea and Korean Publishing

The Republic of Korea, also called South Korea, has an almost homogeneous population of about 45,500,000 that shares a common language and culture often expressed in the Hangul alphabet. English language studies begin in secondary school and continue through high school.³ The people's literacy rate approaches 96 per cent.⁴ Printing (with wood blocks) dates back to the eighth century; metal type was used as early as 1377.

In 1947, publishing became an economically viable industry. From 1981-1992, titles published in South Korea increased by 83.8 per cent. About 17 per cent of the titles published in 1992 were translations from other languages. During this time, religion titles published increased by 97 per cent, out distancing the growth rates of literature (75 per cent growth) and social sciences (63 per cent growth) while lagging behind children's books (164 per cent growth), technology (125 per cent growth), and history (143 per cent growth). In 1992, they published 2,044 titles in religion.⁵

Korean Christianity

In the eighteenth century, Catholic believers (who were members of a Japanese occupation force) brought Christianity into Korea. Later, Korean emissaries to China, who had converted to Christianity there, returned to Korea and established congregations. The first Protestant missionary from the West entered Korea in 1884. Since then, Presbyterians have had the strongest Protestant presence in Korea. Baptist work in Korea began with the arrival of Malcolm C. Fenwick, an independent missionary from the United States. He did not use the term "Baptist," preferring instead the name "Church of Christ in Korea." But in the late 1949, his followers formed a partnership with representatives of the Southern Baptist Convention's Foreign Board.⁶

The Japanese government occupied Korea from 1910 until 1945. Beginning in the 1930s the Japanese government introduced Shinto as the civil religion of Korea. They permitted Christians to practice their faith if they also observed Shinto rituals.⁷

Through the 1940s, Protestants were strongest in the northern part of the Korean peninsula and neighboring Manchuria (Baptists were centered in Pyongyang). When North Korea invaded South Korea in 1950, Christians were forced to flee south. During the occupation, the Communists killed several national Christian leaders. Since 1954 Christian work has flourished in the Republic of Korea, despite occasional restrictive actions by the government.

Reports conflict about the numbers of Christians in Korea today. Secular sources place the percentage of Christians at 48.6, followed by Buddhists at 47.4.⁸ Reports from religious sources give Christians 35 per cent of the population, Buddhists 28 per cent and animists 17 per cent. Some agencies divide Christians into 27 per cent Protestants, 21 per cent evangelical, and 6 per cent Catholic.⁹

Korean Christianity has made at least two contributions to world Christianity. First, since 1980, Christianity in Korea has experienced what many would call phenomenal numerical growth, as illustrated by the data about Baptist growth rate.¹⁰ Worldwide, Baptist membership increased about 140 per cent since 1980. In Korea, Baptist membership increased 225 per cent in that same period. Some researchers in the United States would like to know why studying Korean church growth methods may provide information about techniques that would contribute to Baptist growth in other countries.¹¹

As a second contribution to world Christianity, after reflecting on the relationship between Korean culture, political history, economic trends, and the Christian faith, some Korean theologians have developed the concept of “Minjung theology.” This concept has woven together Korean traditions and Christian theology to explain the plight of the common people, historically oppressed, and how they might escape their oppression. Continuing dialogue between Minjung theologians and Western theologians might lead to new understandings of the nature of suffering and of a Christian response to the needs of impoverished persons in the West.¹²

Two of the first practical questions to be answered before building a collection of Korean materials were 1) what Korean language materials might be appropriate for purchase? and 2) from whom might the library purchase them? Since recent dissertations often reflect the use of recent materials, and since benefactors of the Korean Church Growth Study Program had provided \$2,000.00 to purchase selected dissertations, the staff considered using the bibliographies in these dissertations to select materials. As the first dissertations (D.Min. projects, and theses) arrived at the library, staff copied their bibliographies for subsequent review. However, they found the bibliographies remarkably high in the number of English language sources used—in retrospect not surprising since the authors wrote in English and earned the dissertations from U.S.institutions. In all, the bibliographies reviewed yielded six Korean language titles considered appropriate for purchase.

Second, staff searched the OCLC FirstSearch WorldCat database for broad religious subjects, such as Bible, theology, pastoral care, Baptists, church growth, etc., and limited the results to books published in Korean since 1990. This approach provided a list of titles acquired and cataloged by OCLC member libraries. It also provided a list of materials for which cataloging copy already exists. The English language subject headings gave some hint at content. One could also distinguish Korean authors from Western authors. It did not, of course, suggest quality or utility, nor did FirstSearch records show the retail price for the book. Nevertheless, it was a helpful tool for identifying possible Korean language acquisitions on a particular topic.

Practical Issue: Identifying Vendors of Korean Language Materials

To find potential vendors of Korean language materials, library staff used both formal and informal information channels. Formal channels included a computer search of *Library Literature*, and manual searches of the *International Literary Marketplace*, and the *American Book Trade Directory*. The periodical index, *Library Literature*, did not provide helpful information about vendors. The *International Literary Marketplace* gave the names and addresses of two publishers of Christian books in Korea. The *American Book Trade Directory* listed three book dealers in the United States who specialized in Korean Christian materials.¹³

Informal channels (listserves, newsgroups, and telephone calls) proved more useful. Requests for information from the ATLANTIS@div.harvard.edu and the MISC-General@xc.org listserves provided suggestions, sources for Asian publications, and names of persons to contact.¹⁴ An inquiry placed on the newsgroup *soc.culture.korean* received one response giving that person's opinion about Christian publishing in Korea, but no information about possible vendors.

Most helpful were the phone calls placed to colleagues at three other ATLA libraries whose institutions offered programs to Korean and Korean American students. One library had recently been given responsibility for a collection of Korean language materials collected and maintained on campus by a few interested faculty members. Another library had begun actively to collect Korean materials recommended by a Korean-American pastor. These conversations yielded other potential contacts for further information.¹⁵

This combination of formal and informal research led the staff to conclude that 1) finding Korean language materials would not be difficult for Southwestern Seminary's library; 2) it would be more difficult, but possible, for the library to catalog and circulate Korean language material; 3) there are possibilities for interlibrary cooperation among those wanting to acquire Korean language material. Unresolved issues centered on the questions "Why should we collect Korean language materials?" "What type of collection should we develop?" "How much should we invest in such a collection?"

Theoretical Issues

These remaining questions reflect the core issue "What types of Korean language material should the library acquire?" To answer this question, the library staff first wanted to further refine the reasons why they should build a collection of Korean materials. The "classical" answer to this question would be "Because the materials exist." As a worldwide phenomenon Christians have produced a worldwide literature. If a library is to reflect this globalization, it should acquire non-Western Christian materials. Such activity simplifies dialogue between Christians from different cultures. It can also lead to a refined understanding of the whole gospel of Jesus Christ and of God's ways of

working in the world. Also Westerners might better understand how Koreans use Christian themes to understand issues of finitude and being. This answer implies a large collection of both popular and academic titles written by Korean authors.

The “sociological” answer to this question would be “Because the users exist.” In the present pluralistic, multi-cultural age, library collections should accommodate the needs of all language groups they serve.¹⁶ Such collection activity would improve Korean students’ learning by providing them important works in their native language. The collection would also help them remain current with significant books published in their native country during their study in the United States. This answer implies a core collection of Korean language materials, including translations of Western works into Korean, for the convenience of the library’s Korean readers.

Both answers lead to collections that have both strengths and weaknesses. The classical approach requires hefty expenditures of scarce resources of time and money, without guarantees that the materials would be used. The sociological approach implies that the library should build core collections in languages when they would benefit a certain number of students. Libraries following either approach would benefit by having staff with Korean language skills. Both approaches would limit how much money the library could spend to acquire materials in Western languages for the benefit most of students at the campus.¹⁷

Such considerations lead to a third answer, based on a managerial approach suggested by the revised ATS standards: set objectives based on the library’s mission statement, define and complete tasks, and evaluate results. At Southwestern, the staff would limit the collection to those materials that support the curriculum. These materials would include English language works about the Korean church and Korean society. They would also acquire Korean language materials related to church growth, evangelism, and pastoral care (the proposed tracks for the joint D.Min. Program and the Korean Church Growth Studies Program). Since Korean students studying in Fort Worth would have demonstrated English reading skills before coming to study on campus, the library staff would not need to develop a large Korean language collection of materials first published in Western languages. Subscriptions to a few recommended Korean academic journals would help Korean students remain aware of the new works published in their homeland. To support the joint D.Min. program, the libraries of the two institutions could exchange information about building library collections that support students’ research in Korea and faculty research in the United States.

Two Practical Plans

OCLC provides a full service acquisitions plan called OCLC AsiaLink. Designed for public libraries, this group selects and/or acquires Korean language materials, create an OCLC bibliographic record, and sends the materials to the library—for a fee: the cost of the book, estimated at \$17.00, a library service fee, \$29.50, and a handling fee, approximated \$0.85, plus shipping costs, unspecified. These charges total about \$50.00 per volume.

By cooperating through OCLC, a group of libraries could reduce the library service for second and subsequent copies to \$5.00 per book or a shared cost for two libraries of \$17.25 per copy; for three libraries \$13.17; etc. One library would have responsibility for coordinating the project. Also, the participating libraries would need to develop a common acquisition profile.

Another way to cooperate would be for libraries without a Korean cataloger on staff to join with a library that does have one. The library with the cataloger would process the first copy of the multiple copies of specific titles ordered through a vendor other than OCLC AsiaLink. A second library could take responsibility for acquiring, distributing, and billing the other libraries in the consortium. To compensate the library responsible for cataloging the titles, other members of the consortium could provide one copy free to the cataloging library.

Conclusion

Theological librarians cannot afford to work alone collecting almost everything published throughout the world related to Christianity. Theological librarians can however participate in small consortia that work to bring indigenous Christian materials to different regions of the United States. They can also participate in the curriculum development of their sponsoring institution to ensure that new programs with a global (or non-Western) emphases include adequate and appropriate library resources. Participation in cooperative purchasing consortia would show stewardship of limited resources for processing foreign language materials. Participation in curriculum development would emphasize the library's and the librarians' role in the school's teaching mission. It also enlarges their active role in the instructional and learning activities of the faculty and students. Numbers of volumes should not measure a collection of non-Western works' quality. Instead evaluators should examine how the library staff developed the collection and how well the collection contributes to the mission and work of theological education.

Endnotes

¹This document has undergone several subsequent revisions. On June 26, 1997, I received a new document titled "Statement of Understanding between Representatives of the Korean Baptist Seminary and Southwestern Baptist Theological Seminary Regarding Offering a Doctor of Ministry Degree." The

section about the library states simply “KBTU/S will provide SWBTS with a plan for Korean library requirements to meet ATS guidelines.”

²Ethnic Koreans form the second largest non-Anglo population on campus with about sixty Korean nationals and seventy-five Korean-Americans or Koreans with permanent residence status. Hispanics form the largest non-Anglo population at Southwestern Seminary.

³*The International Encyclopedia of Education*. 2nd. ed., s.v. “Korea, Republic of : System of Education.”

⁴“Factbook Page on Korea, South” [world wide web page online]; available from <http://www.odci.gov/cia/publications/nsolo/factbook/ks.htm>; accessed 10 June 1997; Internet.

⁵Khil-Boo Park, “Korea's Ten-Year Book Explosion,” *Logos* (London), 4 (1993):136-139. Park was Executive Director for International Cooperation of the Korean Publishers Association.

⁶Seung (Victor) Jin Kim, “A History of Southern Baptist Mission Work in Korea: Its Impact on Church Growth,” Ph.D. diss., Southwestern Baptist Theological Seminary, 1995.

⁷Wi Jo Kang, *Religion and Politics in Korea Under the Japanese Rule*, *Studies in Asian Thought and Religion*, 5 (Lewiston, N.Y.: Edwin Mellen Pr., 1987), 13-43.

⁸“Factbook on Korea (South).”

⁹“Seoul (Soul, Kyongsong)” [world wide web page online]; available from <http://www.xc.org/brigada/adcities/city.phtml?citycode=4498&x=21&y=12>; accessed 10 June 1997; Internet.

¹⁰Southern Baptist Convention, International Mission Board, Global Research Department, “Church Growth Indicators” [database with runtime Paradox search engine]; available from <http://www.imb.org/ooo/globalres/index.htm>; accessed 26 June 1997; Internet

¹¹At least one book investigating the broader theme has been published. See Gil Soo Han, *Social Sources of Church Growth in the Homeland and Overseas* (Lanham, Md: University Press of America, 1994).

¹²For an example of this type of dialogue, see Jung Young Lee, ed., *Emerging Theology in World Perspective: Commentary on Korean Minjung Theology* (Mystic, Conn.: Twenty-third Publications, 1988).

¹³You will find these and other appropriate addresses listed in the Appendix.

¹⁴The MISC-General listserve is a closed discussion group sponsored by the Mission Information Specialists Consultation that meets annually with the International Conference on Computing in Missions. Some of the information reported by listserve participants is included in the Appendix.

¹⁵The three librarians were John Dickerson at Fuller Theological Seminary, Barbara Dabney at Golden Gate Baptist Theological Seminary, and Ron

Deering at Southern Baptist Theological Seminary. I have not yet pursued the contacts they provided.

¹⁶I am indebted to Dr. C. Berry Driver, Jr., Director of Libraries at Southwestern Seminary, for his yet unpublished elucidation, analysis, and critique of this sociological rationale for collection development.

¹⁷This paper has not addressed the issue of Western faculty acceptance of research based on Korean language materials.

US Vendors of Korean Materials

Chong Ro Book & Christian Center
29-30 Union Street
Flushing, NY 11354

Korea Books Jeong Eum Sa
Imports, Inc.
1401 South Main St., No. 201
Los Angeles, CA 90015

Sung-Ji
2852 W. Olympic Blvd.
Los Angeles, CA 90006

Word of Life Book Store
2717 W. Olympic Blvd. #103
Los Angeles, CA 90006

OCLC AsiaLink
1101 S. Winchester Blvd., Suite E-
160
San Jose, CA 95128

Foreign Vendors of Korean Materials

Japan Publications Trading Co.
P.O. Box 5030 Tokyo
International
Tokyo 100-31, Japan

Panmun Book Co., Ltd..
C.P.O. Box 1016
40 Chongo 1-Ka Chongro-Ku
Seoul, South Korea

Korean Library and Publisher Associations

Korean Library Association
c/o Exec. Dir. Dae Kwon Park
60-1 Panpo 2 Dong, Box 2041
Seo-cho-ku
Seoul, Republic of Korea

Korean Publishers Assn.
105-2 Sagan-dong, Chongno-ku
Seoul 110-190,
Republic of Korea

The Future of Trade Religious Publishing

**by
Susan Worst**

Thank you for giving me the opportunity to speak with you today.

Before I talk about the future of religious publishing, let me tell you how Beacon Press fits into that world. Beacon was founded in 1854 as the publishing arm of the American Unitarian Association, a forerunner of today's Unitarian Universalist Association (UUA). From the beginning, Beacon was unusual among denominationally owned publishers in that it published books for a general audience as well as publications for the denomination's adherents. Thus in its earliest years, alongside hymnals and biographies of Unitarian leaders were books on the labor movement, on Judaism, and on other pre-Christian religions. Eventually, the UUA created a separate publisher, Skinner House Books, to handle publications primarily of interest to Unitarian Universalists, leaving Beacon to publish books that spread the values of Unitarian Universalism—justice, equity, and compassion in human relations; the free and responsible search for truth and meaning; and respect for the inherent worth and dignity of every person and for the web of all existence—beyond the denomination. Before this conference, Dr. Miller asked me whether publishers saw themselves as agents for religious change or as simply responding to changing customer desires. In Beacon's case, we do not seek to change the religious values that our books express; but we very much see our books as promoting religiously-motivated change to the wider society.

Today, Beacon can be categorized in several ways: as a mid-sized trade publisher, as a religious press, and as a publisher of scholarly books for the general reader. We publish about seventy-five books per year, primarily in the fields of women's studies, religion, African American studies, and education. We also do quite a bit of literary nonfiction and poetry. Our religion list includes books on Christianity, Judaism, Buddhism, feminist spirituality, and African religions in the Americas. Among our best-selling religion authors are Rosemary Radford Ruether, Elisabeth Schüssler Fiorenza, Mary Daly, Diana Eck, and Thich Nhat Hanh. Our books are sold in Canada, the UK, and Australia, but most of our sales are within the United States. In total, we have about 350 books in print.

In the world of US religious publishing, that puts us in the middle. We are smaller than the giants, which publish between 100 and 300 books a year and have about a thousand books on their backlists: Augsburg Fortress, Abingdon, Westminster/John Knox, Thomas Nelson, Jason Aronson. We are larger than the smaller religious presses, which publish 15-40 books per year and have smaller backlists: Pilgrim, Cowley, Jewish Lights, and many others. In the trade, we're most comparable to Continuum, Harper San Francisco, and Schocken, all of which publish scholarly books for a general readership.

The future of religious publishing

In recent years, three major changes have taken place in the bookstore business that are affecting our present and will affect our future: the proliferation of superstores, changes in ordering practices, and the loss of independent bookstores (and, with them, efficient bookselling). I'll discuss each of these in turn. These changes are profoundly influencing both general trade publishers like Beacon and religious publishers that seek to reach a general audience by selling their books through bookstores. [Eighty five to ninety percent] of our sales are to bookstores and book wholesalers (the latter figure includes library sales). And although non-bookstore retail outlets like price clubs, discount stores, and toy stores now account for more than 50% of book sales as a whole¹, these outlets are not yet much of a factor in sales of serious nonfiction.

It would be hard to remain unaware of the proliferation of superstores in recent years—spacious Barnes and Noble and Borders stores that carry enormous numbers of books. When these stores first appeared, publishers rejoiced, as these large stores ordered large numbers of our books, including our older books, and sought out our authors for promotional events. The problem is that, while retail space devoted to books did increase, the demand for books did not. According to a recent article in the *Wall Street Journal*, the number of both hardcover books and paperbacks sold actually declined in 1996.²

How does this pose a problem for publishers? Superstores need large numbers of books in order to fill their shelves; they'll order one or two of everything, and because there are so many superstores, those orders will add up. Publishers print enough to fill those orders. Then, if (or when) the books don't sell, bookstores can return them to publishers and get their money back. This has caused an enormous increase in returns. A full 35% of hardcover books were returned to publishers in 1996.³ Publishers therefore must print at least a third more books than they'll be able to sell, just to make sure their books are in the stores. And on the slim margins of the publishing business, that often doesn't work.

While superstores as a whole are ordering more books than they can sell, wholesalers are moving in the opposite direction. Following their new philosophy of "just in time" ordering, wholesalers will place small initial orders and then reorder quickly if publicity or sales for a book take off. The combined effect of these changes is that publishers no longer have solid information to help us decide how many copies of a book to print. Without that information, we either overprint and risk having thousands of copies of unsold inventory, or we underprint and risk being out of stock just when a book's publicity hits. Being out of stock is a problem for two reasons. Unless you are printing in enormous quantities, reprinting a book takes weeks or even months, and the economies of scale make doing reprints much more financially difficult.

The final bookselling development I'd like to talk about is the demise of independent stores. Competition from new Barnes & Noble and Borders stores, in addition to other factors, has caused many smaller independently owned stores to fail. In Boston and Cambridge alone, we've lost the Paperback Booksmith, Barillari Books, the Harvard Bookstore Cafe, and the downtown Globe Corner Bookstore over the past couple of years, while the Harvard Coop and Boston University campus bookstores are now run by Barnes & Noble. As we've seen in the newspaper business and many others, chain stores have significant advantages: they can buy in large volume, do mass advertising, and offer better discounts than smaller independent stores. But as these independent stores fail, bookstores become more uniform across the country. The books they choose to promote get wider exposure than they otherwise would. But the vast majority of books get less. There's less of a chance for a book by a small publisher or unknown author to "break out" because it's been discovered by an independent bookseller. Furthermore, large chains with standardized inventories cannot sell books as efficiently as smaller stores whose buyers and owners tailor their inventory to their communities. We are fortunate that some terrific independent bookstores in the Boston area have survived, such as the Brookline Booksmith, Kolbo, and the Israel Book Store in Coolidge Corner; Harvard Book Store and Wordsworth in Harvard Square; the New Words feminist bookstore in Cambridge; the Massachusetts Bible Society bookstore downtown. But many regions of the country are not so lucky. And publishing suffers as a result.

How do all of these changes affect US publishers? Mainly, it makes us **more economically vulnerable**, makes the publishing business more tenuous, causing some difficult decisions. A couple of religion publishers are trying to grow, feeling that more titles will give them a more stable economic base. In a recent *Publishers Weekly* article⁴, the publishers of both Westminster/John Knox Press and Pilgrim Press cited a desire to increase the numbers of titles they publish each year by publishing more books for readers outside church circles. Other publishers are cutting back to avoid the costs of heavy returns. Harper San Francisco, publisher of a rich variety of religious books, plans to decrease its title output from 120 titles per year to 80; has already cut back on some of its publishing in areas like feminist theology and New Age publishing; and has laid off a substantial number of staff. Thomas Nelson cut its list almost by half, down to 100 books. Addison Wesley, which just this year published books by such major religion figures as Michael Lerner and Carol Christ, has eliminated most of its trade division to focus on a more narrow range of titles. Fortress Press has cut back both editorial staff and its publishing program.

At Beacon, we are pursuing a more moderate course, seeking modest growth. But these economic realities *are* affecting the way we choose what books to publish. Since every book is a greater risk, our books need to be better: to have interesting ideas *and* address vital topics *and* have good writing

and have an author who can promote the book well. The book's audience doesn't need to be enormous, but it does need to be an audience that we can reach outside the chain bookstores, whether through specialty bookstores or college courses or at the author's speaking events. This means that I need to spend more time than ever keeping up with my fields—finding out what professors are teaching, what scholarship they are interested in, what authors are compelling speakers, what needs remain unfilled. There is less room for books that don't excel. And though I would rather acquire in an atmosphere of abundance, perhaps it is not an entirely bad thing.

Finally, I would like to mention one phenomenon that has not made much of an impact on trade religious publishing: the Internet and multimedia. It's certainly transformed our internal operations: we send e-mails instead of memos and faxes, and we typeset books from authors' disks instead of keying them in. But it hasn't affected our bookselling. We, like most trade publishers, have not tried to sell books over the Net because we don't want to hurt the booksellers that support us. And demand for electronic editions of non-reference books has not, so far, materialized—people still seem to be attached to physical books that can fit in a pocket or bag. I will be interested to hear from our other presenters and from you what possibilities you see for the future there.

Endnotes

¹*Publishing Trends* Special Edition, excerpted from the January 1997 and Annual Update issues.

²G. Bruce Knecht, "Book Superstores Bring Hollywood-Like Risks to Publishing Business," *The Wall Street Journal*, 29 May 1997.

³*Ibid.*

⁴Lynn Garrett, "The New, the Young and the Restless Speak Out," *Publishers Weekly*, 14 April 1997.

OCLC-Theological Libraries Users' Group

by

Ann Devenish

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What's New from OCLC

- Reference Services
- Cataloging
- Resource Sharing

FirstSearch Service

- OCLC Union Lists of Periodicals Database
 - ⇒ WorldCat records for any serial with local data records (ldrs) attached
 - ⇒ serial titles
 - ⇒ million ldrs

OCLC Union Lists of Periodicals

- Results will display
 - ⇒ serial title
 - ⇒ contributing library, city, state
 - ⇒ bibliographic record information

Searchable Fields

- Bib fields in master WorldCat record
- Contributing library symbol **OR** name
- City and state of contributing libraries
- Union list of contributing library
- Limits by language and/or physical format

OCLC Union Lists of Periodicals

- From record display users will be able to retrieve all state or regional libraries who have added symbol to record
- Records sorted by state, then institution name
- Database update 2x per year

OCLC Union Lists of Periodicals

- Standard per-search pricing
- Part of Base Package for single institutions and groups

Electronic Collections Online

- Online System
- Service Model
- Future Development

Electronic Collections Online: Why?

- Builds on OCLC's experience with Electronic Journals Online
- Responds to the changing electronic environment
- Serves as a major step towards the integration of electronic journals and reference systems

Electronic Collections Online—Service Goals

- Core collections in key areas
- Complete & timely coverage
- Cross-journal searching; links to FirstSearch & other electronic resources
- Single-title purchasing; usage stats
- An online repository for participants
- Cost sharing, standardization, added value

The Service Model—Participating Publishers (3/97)

Adis International

Blackwell Science

Blackwell Publishers

Chapman & Hall

Current Science

MIT Press

Institute of Mech Engineering

Usage Statistics

- Monthly reports for
 - ⇒ Account-level activity (searches/sessions)
 - ⇒ Journal-level activity (abstracts/articles)
- Rolling six-month history
- Reports for individual group members

Archiving

- Has secured archival rights to all journals
- Will maintain a subscription profile for each account
- Intends to migrate the service to provide ongoing access
- Will provide ongoing access as long as the library has an active access account, regardless of current subscription status

Cost Control

- Hold down subscription costs
 - ⇒ Replace print to avoid duplicate costs
 - ⇒ Standardize data formats to keep production costs low
- Cost sharing model for access & archiving
 - ⇒ Centralize storage and online system costs
- Allocate costs based on use
 - ⇒ Access fee based on simultaneous users/subscriptions
 - ⇒ Fee less than local storage, paper or electronic

Future Development

- Evolve purchasing options
 - ⇒ Document delivery in 1998
- Integrate with local systems
 - ⇒ Z39.50 access/holdings information
- Integration with other information resources
 - ⇒ FirstSearch integration in 1998
- Diversify content
 - ⇒ Monographs, multimedia, etc.

Library Collections & Technical Services

- Acquisitions and Cataloging
- Productivity Tools
- Catalog Maintenance

OCLC Selection—PromptCat

- Copy cataloging for materials supplied by participating book vendors
- Delivers a cataloging record for any titles in the OCLC database
- Reduces editing and streamlines workflows
- Automatically sets holdings

PromptCat—Materials Vendors

- ACTIVE
 - Ambassador Books
 - Academic Book Center
 - Baker & Taylor
 - Blackwell North America
 - Majors Scientific
 - Rittenhouse
 - Yankee Book Peddler
- IN PROCESS
Casalini Libri
Iberbook
Puvill

PromptCat—Phase 2

- Summer 1997
- Two objectives
 - ⇒ Provide spine label information
 - ⇒ Expand item-level detailed information for creation of circulation records

Cataloging Label Program

- Requires Windows 95 or Windows NT
- Distributed electronically and with future 32-bit versions of OCLC workstation software
- No charge
- Scheduled summer '97

Authority Control Service—Goals

- Significantly reduce the staff time expended on authority control
- Collocate headings under one form
- Facilitate high-quality search results for catalog users

Authority Control Service—Standard Options

- Headings for correction
- One-time and/or ongoing project
- Delivery of associated authority records
- Notification service for changed authority records
- Reports
- Format of delivery data

Bibliographic Record Notification

Delivers upgraded, full-level OCLC-MARC cataloging records to libraries who have previously received less than full level bibliographic records

- Records delivered by EDX, tape, or through the Bib Notification File

Bib. Record Notification, Phase 2

- New features:
 - ⇒ Limit by Format, Encoding Level, Pub Date
 - ⇒ Exclude delivery of records upgraded by same institution
 - ⇒ Deliver enhanced or enriched Table of Contents (505)
- Introduction July 1, 1997
 - ⇒ Transaction billing begins

CatME for Windows

- In development; release 4th qtr '97
- Requires Windows 95 or NT
- Multidrop and Com controller access not supported
- Upgrade packages available to existing users

CatME for Windows—Major Enhancements

- Interactive session
- New Authority Local File
- More Databases and Files
 - ⇒ Cat Save File, OCLC Authority File, PromptCat File, Bib Notification File
- Lock and Replace

OCLC Resource Sharing

- ILL Fee Management
- ILL Transfer
- OCLC ILL Management Statistics
- OCLC ILL (Online) Enhancements
- ILL ME for Windows
- ILL Direct Request
- OCLC Union List projects

ILL Fee Management—What is it? Why use it?

- Relieves libraries from the need to issue invoices (lending)
- Relieves libraries from the need to issue checks (borrowing)
- Credits appear on the Lender's OCLC monthly statement
- Debits appear on the Borrower's OCLC monthly statement
- Borrower pays nominal Administrative charge

ILL Fee Management—What is it? Why use it?

- No formal sign-up process
- Activated on a request-by-request basis
- IFM code is matched between MAXCOST and LENDING CHARGES fields
- Credits or debits appear on the user's OCLC bill

ILL Fee Management—Initiating as the borrower

ILL Fee Management—Responding as the lender

Valid IFM Entries—(MAXCOST or LENDING CHARGES)

- Fees are expressed numerically
- Fees are understood to be in U.S. currency
- Use of the dollar (\$) sign is optional
- Amounts without decimals are understood to be dollar amounts
- *IFM* may appear in upper or lower case following the amount

Valid IFM Entries—(MAXCOST or LENDING CHARGES)

\$10.00IFM	10.00ifm
10ifm	6.50 IFM
0.99 IFM	.50 ifm
10 IFM	999.99IFM
\$100ifm	\$8.50 IFM
\$100.00 IFM	1.00ifm

IFM Monthly Report

- (Optional) Subscription via the NAD
- Delivered electronically through the Product Services Menu
- Downloadable file available 1st of the month for 90 days
- Two formats
 - ⇒ standard print format
 - ⇒ comma-delimited format for use with spread sheet packages

IFM Monthly Report

- July 1997, last paper copies mailed to Users.
- Instructions for retrieving reports from Product Services Menu mailed in April
- Instructions also available at the OCLC Home Page:
<http://www.oclc.org>

ILL Transfer

- ILL Transfer (formerly ILL PRISM Transfer)
- ILL Transfer allows libraries to FTP locally created patron ILL request to their OCLC ILL Review file
- Specifications are being changed to accept the 12 new fields being added to OCLC ILL

ILL Management Statistics—Product Description

- Detailed OCLC ILL Data
- Machine-readable Format
 - ⇒ Quote-and-Comma Delimited for use locally with PC-based spreadsheet or database management software

- Allows User to create Custom ILL Reports
- Easy Delivery Online

ILL Management Statistics

- Data are collected automatically
- Replaces manual record keeping
- User determines data views and reports
- Other ILL Data can be merged into this file
- Data may be cumulated
- Bibliographic data provides links with collection management

ILL Management Statistics—Subscription

- Library signs up and cancels via NAD
- Annual subscription
- Renewal is automatic
- Files delivered via easy-to-use, Web-based FTP function
- Files available for 90 days

ILL Management Statistics—Suggested Uses

- Easily determine:
 - ⇒ Collection Analysis utilizing call numbers provided from the OCLC Bibliographic Record
 - ⇒ Copyright record keeping using information provided in the Article field of the ILL workform
 - ⇒ Number of loans/borrows; completed and outstanding, ranked by Patron information including Department, Status or ID.

ILL Management Statistics—Other Uses

Fill rates

Turnaround times

Top lenders/borrowers

Net ILL relationships

Frequently loaned/borrowed titles

ILL (Online) Enhancements

- Twelve new fields
 - ⇒ Eight patron fields
 - ⇒ Four Borrower fields
- Two new message file categories
- Institution limit raised for Custom Holdings
- Apply command for review records
- Dates on workform Year 2000 compatible

New Patron Fields

- Patron ID
 - ⇒ searchable
 - ⇒ Example: 123-45-5678
- Patron Department
 - ⇒ searchable
 - ⇒ Example: Education
- Patron Status
 - ⇒ Example: Undergraduate

New Borrower Fields

- Locations
 - ⇒ Additional potential lenders
- Affiliation
 - ⇒ Group affiliations
 - ⇒ Example: LVIS
 - ⇒ Reciprocal partners

Redesigned ILL Workform

New Message File Categories

- Review in Process
 - ⇒ Review records
- Save
 - ⇒ Expired
 - ⇒ Unfilled
 - ⇒ New
 - ⇒ Conditional
 - ⇒ Retry

New Message File Categories—Apply Command

- Review Record
 - ⇒ Bibliographic Search
 - ⇒ Display holdings

Apply Command

Command...

apply

ap [lender string]

ap +[lender string]

ap rv:[review record number]

Custom Holdings Limits

- Custom Holdings Group
⇒ 2,500
- Custom Holdings Path
⇒ 5,000

ILL Micro Enhancer for Windows Now Available

Ordering Information

- Contact Regional Network for pricing
- \$20.00 Discount on Single User Upgrade ends June 30 1997
- Order through Network or use Software/Documentation ordering form on the web at
⇒ <http://www.oclc.org>

New Features

- Print sorting
- Print selected records/categories
- Print new only requests
- Multiple Constant Data records
- Schedule days for processing
- Network capability

New Features

- Saves multiple download sessions
- Session list
- View record
- Transfer to update status
- Enter call number for Yes (Loans)
- Multitasking

ILL Direct Request—Background

- ILL Direct Request is being developed for regional Resource Sharing groups
- Continues the evolution of FirstSearch/ILL link and ILL Transfer (IPT)
- Designed to automate the borrowing functions of ILL

ILL Direct Request—What is it?

- Patron submits electronic ILL request from his LS/OPAC
- Request sent to OCLC in ISO-compliant format
- ILL Direct Request performs a bib Search
- If single record match, Direct Request looks for best Profile match

ILL Direct Request—What is it?

- The profiles act as filters for incoming Patron ILL requests
- The profiles allow the library to define what type of patron requests are eligible for unmediated ILL
- Access is via the OCLC Home Page
- Proper setup critical to success

ILL Direct Request—What is it?

- If profile matches, Direct Request:
 - ⇒ uses Custom Holdings path designated
 - ⇒ applies Constant data designated
- Request is then sent to the first lender
- Borrowing library receives report of ILL requests produced

ILL Direct Request—What happens if . . .

- If a single bib record cannot be found :
 - ⇒ request sent to Review File
- If no matching Profile found:
 - ⇒ request sent to Review File
- If no Custom Holdings path found:
 - ⇒ request sent to Review File

ILL Direct Request—Constraints

- For monographs ONLY (in the beginning).
- Review File changes to help libraries deal with increased volume.
- Additional fields in the OCLC ILL workflow.

ILL Direct Request—What is Acceptable?

- Profiled Requests
 - ⇒ Incoming requests utilize ILL Direct Request profiles
- Direct Produce
 - ⇒ Incoming requests already contains all necessary data.
- Profiled Store
 - ⇒ Incoming requests intentionally sent to Review file

ILL Direct Request—Requirements

- Local System must be ISO 10160/10161 compliant
- Internet Access
- Web browser/Lynx
- OCLC ILL
- Custom Holdings

ILL Direct Request Benefits

- Relies on standards
- Retains library control
- Improves library productivity by eliminating labor-intensive processing
- Allows libraries to expand service without increasing staff

OCLC Union List—Local Data Record Updating Project

Goals of Project

- Create summary statements from detailed (level 3 from level 4) at the copy level
- Create and update composite institution holdings statements from summary holding statements at the copy level
- Create an SCHD for copy level, SIHD for composite holdings statement

Current Status?

- Pilot project underway!
- Test data received from pilot libraries
- Outline of USMARC Holdings elements needed for Local Data Record Updating Service: <http://www.oclc.org/oclc/specs/batch.htm>

Reserve Collections and Services: What Does the Future Hold for Theological Libraries?

by

Alva R. Caldwell

The United Library, Evanston, Illinois

It is my contention that library reserve programs in theological libraries are often an exercise in futility. Hundreds of books are pulled from their homes in the stacks, handled, re-handled and then handled again so that they can be securely guarded in a new location which has limited access hours. The books are assigned a limited borrowing period and confined to use by a limited group of borrowers, managed by a limited number of library staff with a limited knowledge of what the professors actually intended. At the end of the academic term we discover that this security process was indeed successful-the books remained so secure that no one charged them out!

Every one of us knows the scenario all too well. Professor Johnson gives her class the syllabus and reading list five days before the reserve librarian ever knows that it exists. Professor Johnson's students immediately succeed in getting all of the single copy volumes charged out, and the reserve librarian spends the next two weeks making recalls and frantic phone calls and writing threatening letters to the students in the class who got to the stacks first. If successful, we librarians then wrestle the books away from the student who needs it, in order to tie up the books in processing with multicolored bands, multi-colored cards, and various shades of markers, yellow stickers, red stars and blue circles which result in confusing everyone-ourselves included. We then limit the circulation of these items to two hours or two days or overnight or closed or open or insist that they cannot leave the room or the library or the campus.

Our intentions are good enough, I think. We design reserves systems in order to ensure that everyone in the class has equal opportunity to the book or article. But the contradiction seems so clear; we recall the book from the student who got it first in order to place it in a system that prevents the user from ever getting quality time with that book again during that term.

Who among us has not heard these scenarios?: "Hello, reserve librarian, the book store just told me that two of my text books are on back order. Can you put six copies of *Habits of the Heart* on reserve?" OR this scenario: "Hi, this is Professor Miller. I'm going to need to keep the library copy of Brown's, Gospel of John. Will you borrow two copies on interlibrary loan for my reserve list so that I can keep this copy?" OR this one: "This book is out of print, the library has one copy and there are forty seven people in my class." The scenarios could go on and on and we all know the tales.

But let us be honest about the scenarios; the problems are not just with the professors and the bookstores. The problem lies with us librarians as well. We

become so enamored of our policies which, by the way, only we can understand anyway, that we are often not very willing to hear any helpful suggestions from our own faculty and students. Let me illustrate with an example from my own library.

At one time our library had three-day reserves, three-hour reserves and overnight reserves. Several years ago we reduced everything to two-hour reserves which are limited to use in the library. This policy has been driven not by any real pedagogical principle, but by the economies of space and finance. In an attempt to help alleviate the space problem in the stacks we weeded the collection and removed duplicate volumes. Financial constraints still prevent us from buying multiple copies. Given these realities, one of our new professors had an idea. She suggested putting ten titles on reserve, and then she wanted each of her ten students to come to the library and choose one book and do substantial work on it for two weeks or so, and then that student was to return the book to the two hour reserve shelf so that the other nine students could make use of it in response to the written report of the student who did the major research.

Do you know how long it took us library people to process her request? Of course you do! We argued at great length for three days, because her request did not fit our reserve policy, and we had no way to do what she was asking. We understood the word reserve to mean one thing. She understood it to mean, "I want to reserve ten books for use by my class." We librarians had to modify our system in order to accommodate this request, and we were clear that if we said yes to this request we could be opening ourselves to a wide variety of changes for each and every professor. Finally we figured a way to say, "yes" to her request; but we did not get to that yes by insisting on adherence to a policy. We got there because we stepped away from our current practices and examined the educational goals, which she was trying to meet. Now that is a unique idea-let the reserve policy be born out of the educational goals of the classroom, rather than being driven by policies of scarcity.

This is what I believe is missing from reserve programs. We need clear statements of purpose, which are guided by sound educational goals. To what extent is your own reserve program driven by a clear understanding of pedagogical principles? Yes, we all know the theory. The professor chooses the best examples of research and writing and places these pearls of wisdom on reserve so that students will read these collections and grow in knowledge. But what in fact happens is that large percentages of material placed on reserve are never read unless the professor specifically assigns the text for an exam. Then ten copies will not be enough, because a dozen students will all descend two days before the exam and stand at the copy machine in long lines waiting their turn to break the spine of the book as it is pressed to the copy glass over and

over and over. Getting the material and the reader together on a mutually agreeable schedule is part of the ongoing struggle we librarians call the reserve system.

We librarians do know quite a bit about what is read and not read on reserve lists. But how do we share this information with our faculty to help them be more effective? What does the future hold for theological libraries as we design reserve programs? I have several suggestions. First we need Faculty/Library dialogue. It is my observation that neither faculty nor librarians understand each other very well when it comes to reserves. We each respond to the other and do what we think the other expects. We librarians send the professors a form and ask them if they want books on reserve; they use our form and tell us that they do. We sometimes send faculty reports at the end of each term informing them what books circulated and how many times; but have we really communicated with each other? I am suggesting that we need to have sessions in our faculty meetings designed to discuss the way in which library reserves serve the learning goals of the classes. When was the last time that a librarian sat down with the faculty and talked about the design of a syllabus? You know what I mean. Students come to the reserve desk with a syllabus in one hand and a confused look in the other hand. There is often no correlation among the bibliography, the assigned readings, the suggested readings, and what is actually on reserve. Professors are famous for using their own abbreviations to refer to collected works, which contain the assigned readings. Something as simple as an authority list of abbreviations for use in the library reserve and on a class syllabus might do wonders. Imagine what could happen if librarians and professors spent some time talking together about making the syllabus work in the library as well as in the class room. I invite us to be bold in helping to raise important pedagogical questions together with our faculties. Another area for dialogue is regular reporting of reserve statistics to the faculty with follow up evaluation. It is a common practice to send faculty a report which indicates which reserve books circulated and which ones did not, but what is needed is follow up evaluation. Are students not reading the assignments at all? Are they buying the books and not needing them on reserve? What do the patterns of use actually tell us?

A second area I call to our attention is the partnership between the library and the bookstore. We need to work together in this educational enterprise since we are aiming at the same goal. We want to put high quality literature in the hands of our faculty and students, but high quality books can also be high costing books. Student debts are very high among seminary students. All of us public service librarians have watched as students stand at the reserve desk and do their mathematical calculations: "If the book costs \$39.00 for 175 pages in the book store, and I only have to read two chapters for the course, that is 48 pages at \$.07 each." The truth is that economics drives the reserve system more often than educational goals. Deans, professors and librarians could do some

good work together in setting guidelines for the cost per course in textbooks. We librarians need to take the lead in opening discussions with faculties and book store managers to examine how our students can most effectively build their own permanent professional libraries, how they can get access to the immediate short term reserve readings, and how the bookstore can be a full partner with the library. Time and again, the library learns too late that the texts are not in the bookstore. Why should the library be the last one to find out that the textbooks are on back order or out of print? I suggest that the book store and library work in harmony with the faculty. The library needs to know what books the faculty have placed order in the bookstore, and the bookstore needs to know what books the faculty expect to be placed on reserve in the library. With increased cooperation, we can only increase our opportunity to serve our students and faculty more fully.

A third thing we know for sure about the future of theological education is that there are fewer and fewer students in residence on the campus and more and more students who are commuting from considerable distance. In addition, these commuting students tend to attend class, get what they need in the library and go on the road again. Yet our traditional reserve practices still insist on forcing students to use the material in the library. At the United Library it is still our practice to allow reserve books to go out over night and they are due back the next morning when the library opens. Our classes tend to run Monday/Wednesday, Tuesday/Thursday, or Wednesday/Friday. Many of our commuting students rail at us (appropriately, I guess) because there is no way for a Tuesday/Thursday commuting student to return the book the next morning. They need at least two days turn around time. We theological librarians continue to define our library reserve world by the policies which seem to be best for us without giving adequate attention to the changing needs of our commuting students. Let me be frank! Most reserve policies do not work for commuting students. I invite us all to continue to rethink the ways in which we can be of greater service to our changing student bodies.

A fourth area for ongoing discussion is the way in which the copy center and course packets can play a part in serving reserve needs. Librarians and professors have been appropriately hesitant in the use of course packets because of the copyright laws. Actually the rule is simple enough. With permission, one can do anything the permission letter grants. The problem is that so few professors and librarians will take the time to pursue the permission letters. So one copy of one packet is produced for one quarter, and students then take turns in the library making their single copies for their own use. Why not organize a united effort with the library and the faculty and a copy center to pursue copyright permissions and get course packets for each student? The fact is that most of us do not work hard enough to seek the permissions for multi copies, so we struggle along with the single copies behind the reserve desk. Those professors who do pursue the permissions report another problem. One packet

of a dozen different readings might cost up to \$50.00 or even \$80.00 once copy centers are paid for their work in writing permission letters and paying all appropriate fees. My question is whether all of this cost should be handed on to the student? Are there ways to identify some of these expenses as legitimate acquisition expenses. Or we could also have the professor ask him/herself if all twelve of these articles are in fact necessary. There are three clear advantages to the library in the use of course packets. The first is that they save our books and periodicals from destructive multiple high speed assembly line copying at the reserve copy machines where student after student breaks the spine of the book in order to make two pages for the price of one. Secondly, the packet assumes that the material has some eternal value, and might find a place in one's professional library. And finally, the students are not forced to use this material in the reserve room. It can be purchased and taken home.

A fifth issue for the future of theological libraries and reserve collections is electronic reserves. By electronic reserves I do not mean simply placing reserve lists on the web so that students may know what books are placed on reserve, although that is a tremendously good idea. I mean full text documents reproduced in electronic format and placed in a system to be retrieved by multiple users.

We are fortunate at The United Library to be on the Northwestern University campus where one of the few electronic reserves programs is up and running. I am well aware that very few ATLA libraries will have access to electronic reserves in the immediate future, but it is a reality that is coming soon. Electronic reserves give us an opportunity to face many of the problems of reserve head on and provide service to our users on campus or at home. With electronic reserves students and professors have immediate access to the reserve lists, the reserve readings, a professor's paper and other class materials twenty four hours a day as long as they can get to a computer which is connected to the system. Doctor of Ministry students who are spread over large geographic areas could easily have access to the advance readings posted on our electronic reserve systems.

The procedure for electronic reserves requires that the material be scanned; then the scanned file must be processed through a software program such as Adobe Acrobat which further refines the quality so that letters and symbols are clearly distinguishable. Depending on the quality of the original this refining process may take one, two, three or four different passes in order to get the desired clarity. Once the file is clear then it can be posted to the library's electronic reserve on the home page.

The issues related to copyright are complex when one examines electronic reserves. One need only pursue the literature to examine some of the concerns. I refer you to the handout which I prepared by searching the literature on electronic reserves from the web. I have reproduced for you the fair use statement from section 107 of the copyright law. You can imagine what

publishers and booksellers think of electronic reserves. They objected when one copy was made and put on paper reserve; think what this means when one copy is loaded into an electronic reserve system and many students can find it simultaneously. Look particularly at the handout entitled, "Electronic Reserves Clearinghouse: Links and Materials on the Web." Jeff Rosedale at Columbia University has done a tremendous piece of work in gathering the concerns and current practices in electronic reserves. Rosedale's address is:

<http://www.columbia.edu/~rosedale>.

One can see from these sites that there is a tremendous discussion being held on the question of fair use guidelines for electronic reserves. The publishers are clearly afraid that putting one copy on the web could make it available to thousands of users at once with great loss of sales. That is why reserve readings cannot simply be scanned and then linked to one's home page. In order to protect the copyright issues, the readings must be part of a hierarchical system which limits the access to the class. Libraries like Northwestern University are already paving the way in this new technology. They have published their own electronic reserve policies on the web. See their site at:

<http://library.nwu.edu/ERS/about/copyright.html#background>.

Electronic reserves can provide the protection which publishers and book sellers demand. With the use of a program like Adobe Acrobat the scanned articles and chapters are placed in a hierarchical system which limits the access to faculty and staff and students who have passwords to get into the reserve system. Secondly a user cannot go directly to an author or title when surfing the net. One must first find the school's library home page, then the reserve program, then the professor's name or the name of the course, and then one goes to the list of articles for that course. For example, if Professor Caldwell places an article by Rosemary Ruether on electronic reserve, the article by Ruether does not index outside of the reserve system. No one searching on the web for Ruether's work will find this article. Students in Caldwell's class must first sign on to the library page, then find the reserve page, then find professor Caldwell, and then one can get to the Ruether article. This hierarchical searching protects copyright and guards the fair use doctrine that provides for one copy of an article to one student at a time.

Electronic reserves have a tremendous opportunity to make material available to people all over the campus and in their dorm rooms and in their commuter homes. However this system will not solve all of our problems. In fact it will create some of its own. But electronic reserves do make the syllabus and the readings available twenty-four hours a day to those persons who have electronic access. When ATLA meets in the Chicago area in 1999 I hope that we can visit Northwestern University and get a full look at their electronic reserve system.

I invite us as ATLA Librarians to re-examine our current practices and to greet the future with an open invitation to faculty and students to enter into dialogue on how our reserve programs can better meet our educational and learning objective as we help to create a new future for reserve collections and services for theological libraries.

Windows on the Bibliographical World: The Great Leap Forward

by

Michael Kaplan

Harvard College Library

I am pleased to be here to talk to you today on a subject of great importance to all of us who love libraries and live in technical services environments. That subject is Technical Services Workstations, or TSWs. I will be talking about them in a wider context than just the desktop, however, and that context is the Internet and Z39.50.

Before we even do that, however, ask yourselves: Why should you care about TSWs? In my view, the 1980s were a decade of OPACs, while the mid-1990s represented a transitional era characterized by low-cost, powerful desktop microcomputers. We have reached the point in libraries and the computing environment where it is safe to say that terminals no longer make economic sense and the so-called "Internet devices" that are now starting to appear are yet to be proved. Rather, multi-purpose, desktop personal computers (PCs) have crossed the divide and are now competitive with personnel costs. Think back to the time where a single PC cost the equivalent of 3 or 4 months salary for a professional librarian. Today a computer many more times powerful than that 1980 PC may cost no more than a single month's salary for an entry-level librarian.

As much or more than any other institution the Library of Congress has stressed development of this technology as a means of increasing cataloging output and creating more cataloging with fewer dollars. For all the cynicism some of us have felt over the years regarding LC, there is no doubt that this is true. They have found new and innovative ways to work around an aging mainframe technology by successfully leveraging the desktop to increase productivity by orders of magnitude.

Now we are currently starting to see development of large-scale client/server systems. This is occurring just as networks and the Internet have become significant factors in our plans for the future. The rapid expansion of LANs and Internet confound any projections we might have made 10 years ago. It is a fact that LANs aren't just for the big guys anymore. At a talk I gave at ALA in July, 1996, a survey of the audience showed that something like 80-90% of libraries now have LANs. Very few are staying out of the fray.

Technical services is in the forefront of becoming a true Internet community: Web sites growing exponentially, Web documents reflecting the same level of growth, and a great deal of innovation taking place in the Internet/WWW environment.

One of the amazing characteristics of TSWs is that they represent a success story of grassroots developments. TSWs and their power were a revelation to vendors when we presented some of their accomplishments to the local systems

vendor community at a Cooperative Cataloging Council sponsored meeting at LC in November, 1994, and these developers are just now getting out the door with products of their own. Meantime most of the developments have still been local, and many of them have occurred outside the functional realm of library automation or systems offices. Technical Services staffs are starting to take charge of their own destinies and to show just what motivated and empowered users can accomplish if given the opportunity.

A new temperament and psychology are coming to technical services. This is being driven by libraries adoption of Windows and the Z39.50 protocol for search-and-retrieval. It is also being fueled by the development and growth of Internet standards such as Winsock-compatible software and at long last the appearance of library-specific software where Windows programs and utilities have been tailored specifically for libraries. Then, too, this is all happening at a time when there is a tremendous need to increase productivity and the desire to make use of the newly emerging suite of tools, especially those designed specifically with libraries in mind.

This is true, moreover, because the challenge for us is to develop and configure these workstations such that our staffs can make use of them for more than just the basic administrative LAN offerings, to go beyond the basic OPAC functionality that is appropriate simply for a dumb terminal, and to layer on top of the basic OPAC a higher level of functionality. We will do that by *exploiting desktop (client) power and capabilities*. And what is our rationale for all of this? It is because we are all trying to accomplish *more with fewer* staff, we need to improve throughput, we need to keep in mind the watchwords of the age—"More, better, faster, cheaper"—and we need to access information from throughout the world and incorporate it into our work (via the Web and Z39.50).

If you are administrators, you will want to know: What is the benefit for you/your library? How do you pay for it? How do you justify the cost? In my view, synergies of technology and communications networks will drive future developments and costs of TSWs and OPACs. Technical services is changing, with economic pressures everywhere, the need therefore to minimize "fiddling" and original cataloging, the desire to enjoy true benefits of copy cataloging but with quality assurance (that is, with authority records as infrastructure), and with the integration of "foreign" vendor and MARC records into national utilities all around us, sometimes to our great detriment as technical services professionals.

A few lessons in the potential productivity gains from the TSW environment will be instructive:

- Acquisitions time cut in half—Cornell
- Production up 63% despite an 18% reduction in hours—Harvard
- Productivity for certain phases . . . up by as much as 25%—LC
- Significant increase in throughput with fewer staff—NYPL
- Productivity (most experienced original cataloger) up 200-300%—Penn. State

- Total output . . . has increased while numbers of staff have decreased—UCLA
- 10% less time required to catalog LC copy; 25% less time to catalog member copy—UNLV
- “We have seen our backlogs (including long-term backlogs) disappear”—University of North Texas

The Goal (with a capital ‘G’) in all of this is that famous Seamless Integration of administrative functions, of telnet to local and remote OPACS, of retrieval from resource files (local and remote, including national utilities), of online documentation/classification, and all of this endowed with enhanced editing capabilities. Once you reach this stage, you will have at your fingertips what I would call a true **TECHNICAL SERVICES WORKSTATION**.

I want to start by describing for you the HCL Cataloging Services Department workstation. Its system configuration has gradually evolved, with DOS *finally* giving way to Windows. In its old, but still existing configuration we used a free emulator, Cornell tn3270 together with the macro package NewKey. Some units at Harvard are still using McGill TCP3270 (now sold and renamed) with its Visual Basic component. We also use OCLC Passport for Windows, and we have shown that it is possible to use OCLC PfW as a frontend to HOLLIS, our online catalog. More recently we have ourselves developed a commercial software package, WRQ Reflections TN3270, as a new Harvard platform in Cataloging Services.

A full functional overview demands that you consider such issues as the keypad facilities, the ALA character set, and the ability to handle and arrange multiple keypad files with diacritics and special characters. You may also want to bear in mind how you load and control font files and what color options you allow your staff. At Harvard we have put tremendous store into multiple sessions and our macro facilities. Lastly we are now beginning to add some level of Z39.50 capabilities.

We have spent a great deal of time developing this single, integrated platform because we believe that ***economic criteria and cost/benefit considerations drive these programs!*** There is a great efficiency to be had from supporting a single hardware platform that can in turn support multiple sessions and is compatible with both library and non-library applications. We have benefited greatly from the speed of our macro programs and the avoidance of all manner of keying; this has been true in large part because of ergonomic (RSI) considerations that have proved to be a great problem for us in the keyboarding era.

Our old system configuration (1994) was as follows: 486dx 66 MZ, 8 MEG RAM, 270 MEG hard drive, 14-15” Monitor, mouse, ethernet card, communications software (OPAC), and DOS/Windows 3.1. We have been doing this for about \$2000 to \$2200 per machine, a price we have kept constant over the years while always increasing the level of the system we can buy. So

comes at a cost, however: about \$250 more per monitor. The bottom line on all of this is that all these pieces should work together *TO ENABLE OPTIMUM DISPLAY OF MAXIMUM DATA*.

Bear in mind some pitfalls, however: multiple keyboard files can lead to confusion if you use the same machine for multiple operators. PCs should be used by a single person where possible, but I recognize the need for use by student help and others, for instance, when the normal owner of a PC is on vacation. Colors can be unduly customized to the point that you have to deal with the concept of a screen d'jour. Avoid those reds, oranges and yellows in favor of easier to tolerate color schemes; use a dark background to avoid eyestrain! Where fonts and special characters/diacritics are concerned, by the way, I highly recommend the approach that OCLC has taken in PfW, where you can assign diacritics to hotkeys, but you also have an easily reached layout that is arranged by languages (figure 1).

```

L1101 001/2001
LIB12--HOLLIS CATALOGING XNO
HU PWT: B ENCL: C/DT: 04/21/93 B/DT: 11/13/94 STAT: a LCG: sm DCF: a CHR: 1
LCMARC: 5 LCCLAS: DK 4800 BENDOR: DLC PBTYP: a PDI1: 1992 PDI2: CNTBY: 0
LANG: ger ILLUS: a 1/LEV: REPROB: CNINI: GOV: CONF: 0 FESI: 0
INDX: 0 FICT: 0 BIO: MODREG: CATSRC:
010: : Ca 93219737
020/1: : Ca 3880426198
040: : Ca DLC Gc DLC
043: : Ca e-pl----
050/1:000: Ca DK4800 J45 Gb B33 1992
082/1:000: Ca 943.8/5 G2 20
100:1 : Ca Bach, Fele.
245:14: Ca Das alte Hirschberg zwischen Handel und Poesie : Gb eine 700
346brige Stadt in Herzen Europas in Spiegel ihrer Geschichte / Gc Eric Bach.
260: : Ca Husum : Gb Husum Druck- und Verlagsgesellschaft, Gc c1992.
300: : Ca 227 p. : Gb ill. : Gc 24 cm.
051/1: 0: Ca Jelenia Głowa (Poland) Gx History.
LOC/1: p: Gc oid

```

Figure 2: HOLLIS under DOS

Compare the old DOS view of HOLLIS, single screen and single session (figure 2), with a Windows view of HOLLIS (figure 3) and you will quickly perceive how even an old dog of a system such as HOLLIS can enjoy a quick facelift. That old DOS session could run under Windows in a DOS-box, but you can only see one session at a time and at best can Alt-Tab between open sessions. Windows offers true multiple sessions for viewing. You cannot, in print, appreciate the significance of my color scheme, of course.

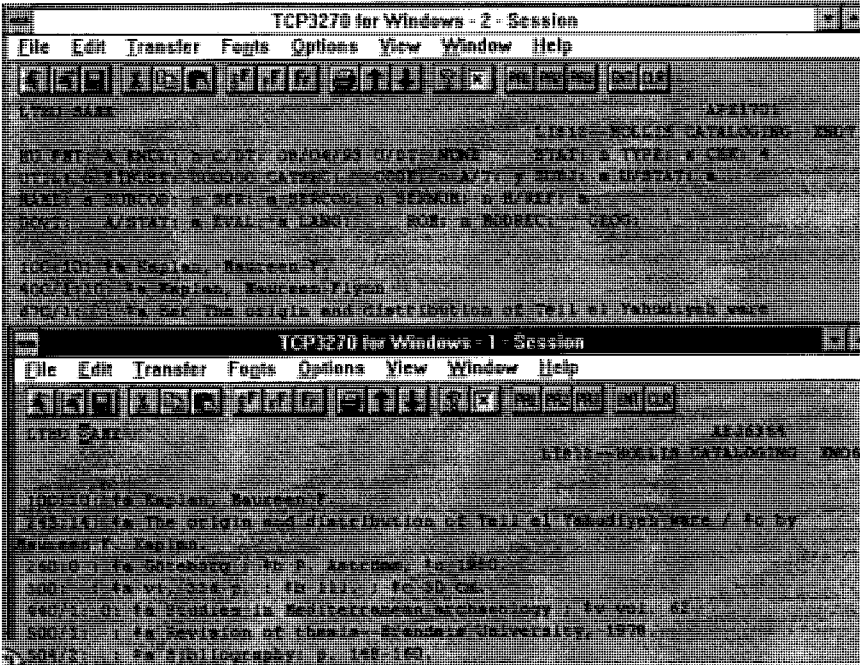


Figure 3: HOLLIS (2 sessions) under Windows

I particularly recommend the tile buttons on the OCLC Windows implementation. It is much easier and much more efficient to click on a horizontal or vertical tile button and have your active sessions automatically tiled and occupy the entire screen than to have to drag and size each session manually. This is a feature that should be included in all vendors' implementations of their local systems!

At the heart of the Harvard College Library Cataloging Services Department workstation implementation is a decided emphasis on macros and programmatic approaches to cataloging. Until recently we have depended on NewKey. NewKey is a shareware utility that will not be developed further, and it can work under DOS (or in a Windows DOS-box) only (figure 4). Yet it has allowed us tremendous learning opportunities. Now we are moving into a Windows environment where we have looked hard and long for a Windows product to take its place.



Figure 4: Main Menu of NewKey

Ideally, the components of a Windows macro utility should include:

- True recorder
- Step-by-step debugger
- “Easy” editor
- Ability to store multiple macro files
- Hotkeys
- Pause until Resume
- Fixed-length Pauses
- If then/If not
- Control codes & nested macros
- Multiple copy buffers
- “MARC aware”

There are various examples of Windows macro programming languages available, among them Visual Basic (Professional 3.0), used by Gary Strawn’s Cataloger’s Toolkit, Borland Delphi, Wilson WinBatch, Norton Desktop, OS/2 Visual REXX, WRQ RBS (Reflection Basic Script). What we have discovered in practice, however, is that the need to get down to the real code level for programming purposes virtually eliminates much of the ability that NewKey afforded us to create easy macros among all levels of staff. Despite the presence of a Recorder in WRQ Reflection, real programming expertise is needed. *Our experience to date shows need for direct access to code, not canned packages.*

As an example of the utility of such packages I want to talk a bit about the Harvard Depository Catalog Project (12/94-2/96). From 1987 to 1989 some 172,000 titles were sent to HD on provisional records; they were not fully

cataloged. Upon analysis we discovered that 92,000 of them had ISBNs or LCCNs which could be used for searching by bringing them into a Paradox database and exporting lists of these numbers as ASCII files names OCLCKEYS.DAT, the file used as search input for the OCLC Cataloging MicroEnhancer Plus. Problems abounded, however: the LOC fields in our bibliographic records needed fixing so that we could add call numbers. We also need to create item records and generally reformat the record so that the public could see the HD location. The key developments in this project were the development of the Paradox database; use of the OCLC CatME+; use of NewKey to manage the entire process; and a set of three C++ programs to extract the ISBN/LCCN information from the OCLC downloaded files to use as search arguments within HOLLIS, to set the OCLC 049 codes en masse, and to feed appropriate information to NewKey so that we did not have to key 10-digit ISBNs as search keys in HOLLIS or insert 8-digit OCLC control numbers into our existing HOLLIS records.

In brief, the record had been so handled that it had been declared cataloged (the 'c' in the LOC position—next to the last line in each view) even though it was not the case (figure 5). We needed to change the 'c' to a 'p' (for provisional) so that we could load a call number into the LOC field. If we did that, however, the incoming call number would cause the \$g subfield ('Circ. Desk') to disappear, and without the \$g Circ. Desk the barcode information contained in the \$s would not display. In addition, these records really needed item records, but those had not been created in the rush to move materials to the Harvard Depository. We were able to do all of this with minimal keying, however, based on our programmatic approach.

The measures of our success are impressive:

- 92,000 titles searched in 14 months
- 50,000 had unique matches
- 4,700 had multiple hits
- 762 retrieved mismatched records
- 37,500 were OCLC no-hits
- 54,400 titles cataloged
- ***All done in 14 months with 1 FTE***

There have been a number of successive steps since that time involving the 37,500 OCLC no-hits from the numbered searches. They have had their LOCs fixed and marked in preparation for tapematch project(s). We also fixed the 80,000 records (no key numbers) that needed searching by fixing their LOCs in preparation for a tape matching project. We have loaded about 80,000 more hits now and at this date have only 25,000 records still to go. Along the way we were notified of 13,000 potential matches that were identified by computer, of which about 10,000 were actual matches but were below the threshold for computer matching. The records had to be claimed manually, but the OCLC records had already been identified. We managed this process by using OCLC's

Passport for Windows in dual sessions: OCLC (Prism) and HOLLIS (IBM 3163 [tn3270] to capture and move data automatically, to automatically create 035 and 049 fields, and to update the records.

Costs for the first phase of the project were approximately as follows:

- For OCLC searching (92,000 titles) and claiming (55,000 titles) = ca. \$0.903/title cataloged
- Telecommunications/equipment not counted (LAN/TLP)
- Personnel costs:
- 14 months = 1.16 FTE (mixture of professional and para-professional) = ca. \$1.088/title cataloged (incl. benefits)
- Includes labor of in-house verification of match, addition of subject headings, fixing of UKMARC records, etc.
- Total cost = ca. \$ 1.99/title cataloged

Could it have been done at lower cost? Cheaper? Better? Yes and no. We benefited from the added value of fixing LOCs and records. This was essential. With our new WRQ reflection technology, however, I estimate that, if we were to do it today, we could save about 6 months' FTE on the entire project and lessen the cost proportionally.

While the HD Project was an example of macro programming to achieve a limited end, copy cataloging and original cataloging represent the normal activities of cataloging departments. Copy cataloging is our most common, most routine, productivity-conscious activity. At HCL we have benefited tremendously from use of NewKey in copy cataloging. One measure of that is the level of avoided keystrokes that this program makes possible: 1.5 million/year (30,000 copy cataloged records x 50 keystrokes/record [average]). In addition, we benefit from increased accuracy with programmed use of copy/paste and from decreased instances of RSI because of the greatly reduced levels of manual keying. Furthermore, errors of omission have been eliminated. I have already commented above on our increased productivity at a time of diminished staffing.

In our new WRQ Reflection Basic (flavor of Visual Basic) script approach to copy cataloging we have managed to turn 16 separate NewKey macros, all designed to accomplish variations of the same task, into a single, all-inclusive program:

1. Operator applies/wands barcode (indicates Stacks or Depository)
2. Dialog asks: Multiple copies/volumes?
3. Program tests for presence of 050 or 090
4. Program ignores Law or PZ or Z5000+ numbers
5. Program tests for multiple Widener LOCs
6. Program formats LOC, adds \$c, adds call number, notes, creates item record, tapes out—all automatically
7. Program queries cataloger: Circ/Non-Circ, Charge to End Processing or Bindery?

As you can see, the operator has merely to deal with the barcode and answer two questions; most of the rest happens automatically. Of course, the copy cataloger is still responsible for assessing the accuracy of the record—Reflection cannot do that—but the routine work is all done by program.

At Harvard Bill Hays, the software developer in the Cataloging Services Department, has made dual use of the RLIN ALA font that exists on all of our computers for the ALA character set for Reflection. We have discovered the Reflection—a TN3270 emulation package, by the way—has superior interaction with the mainframe. It has a very elaborate set of capabilities in its RBS (Reflection Basic Script) package. Among the features we have are customizable toolbar (figure 6) and hotkeys, the full range of ALA diacritics and special characters, tables and references (figure 7), and an entire range of script libraries created by Bill.

A view of some of these features follows:

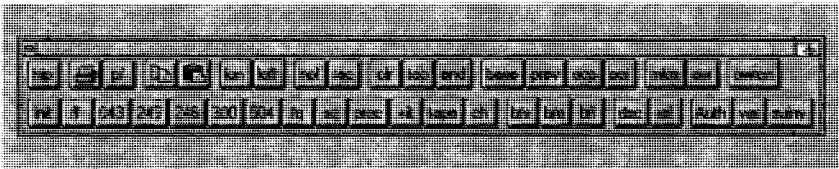


Figure 6: Customizable Toolbar (Buttons can also be assigned to Hotkeys)

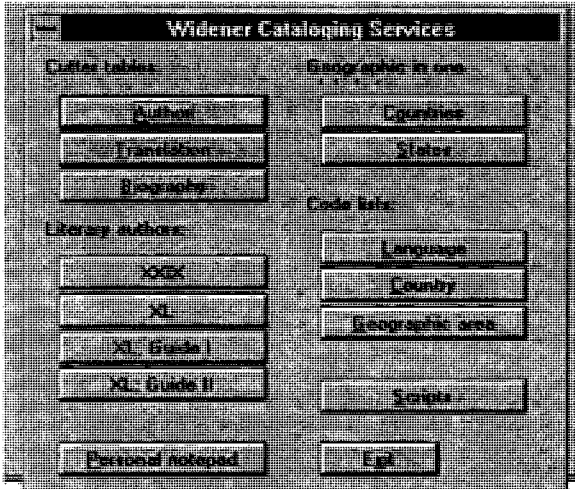


Figure 7: References and Tables

Copy cataloging in Reflection is really a three-step process. I want to emphasize the 'three' in three-step, because one of my great frustrations in assessing the current generation of cataloging clients starting to emerge from

local system vendors—and, by the way, this is not just my frustration, but that of many of my colleagues whose judgment I most value—is the vast number of windows and dialogue boxes frequently required to accomplish even the simplest of tasks. While I grant you that local system vendors need to make developments for their clients in a generic fashion for the generic marketplace, they should at least provide their customers with the ability to customize or manipulate the scripts to suit local needs. The ability to go from point A to point B with the least amount of effort and the fewest clicks is not something that should be dismissed as unnecessary. It is, in fact, crucial to running an efficient operation.

Here, then, is our view of copy cataloging (figures 8-12):

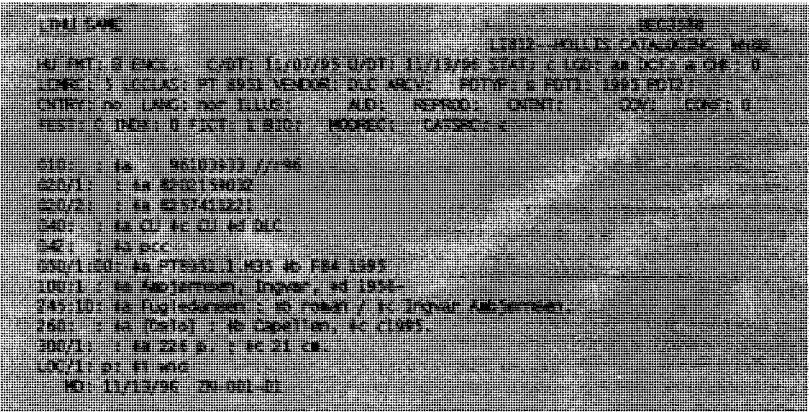


Figure 8: Basic Record

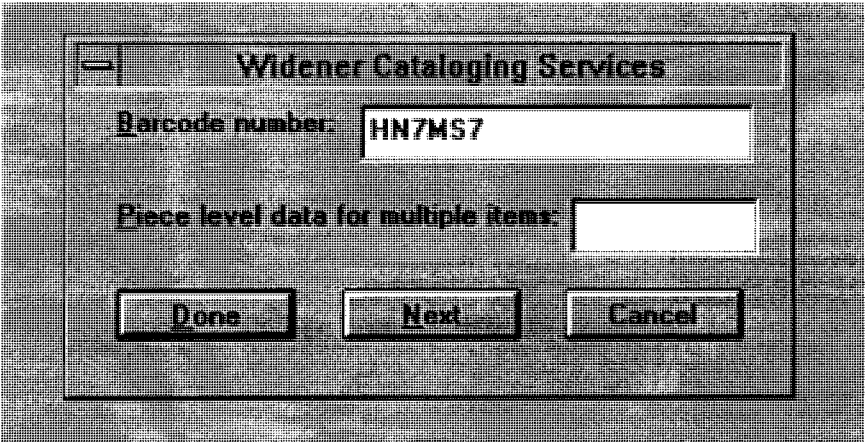


Figure 9: Step 1—Wand Barcode

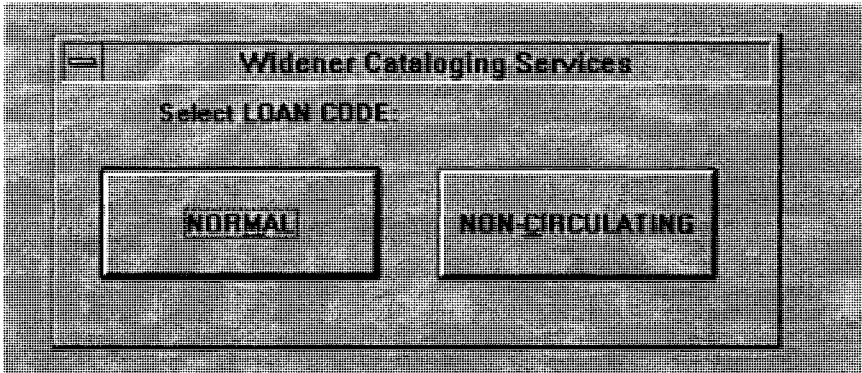


Figure 10: Step 2— Indicate Loan Code

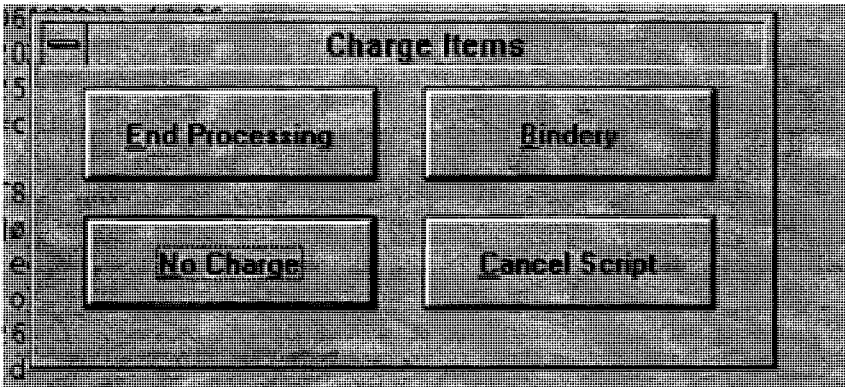


Figure 11: Step 3—Charge to End Processing or to /Binding?

```

      LITH SWP                               REC358
      LITH--HOLLIS CATALOGING WORK
01/07/93 0 0001 11/07/93 0101 01/04/97 STATE c LID: AN OCL: a CRK: 0
LOWRC: 5 LOCAS: PT 8951 454008: DUC ACQV: HOFM: a FOTI: 1995 PBT2:
CONTROL NO LANG: NOR HLLAS: AUB: REPROD: CONTM: GOV: CONF: 0
FEST: 0 INEX: 0 FULT: 1 BIN: MOOREC: CATSP: c

010: : 43 96182923 //r96
020/1: : 43 82102159432
020/2: : 46 8257481371
040: : 46 00 4c 00 4d 043
042: : 46 000
050/1:00: 46 PT8951.1.M25 4b F84 1995
100/1: : 46 Aandjerssen, Ingvar / d 1956-
245/10: 46 Fugledansen : 4c rosen / 4c Ingvar Aandjerssen.
260: : 46 [s.l.] : 4b Capellen, 4c 1997.
300/1: : 46 226 p. : 4c 21 cm.
LOC/1:01: 46 wld 4c Harvard Depository 46 PT8951.1.M25 4b F84 1995 4c 001 4c
Consult Ctr. Desk for HAMS7
MO: 03/04/97 OCLC 1 ITEM RECEIVED 24-001-01

```

Figure 12: Cataloged Record

This can happen in a matter of a minute. Note the presence of an item record and the fact that the record has been “taped out” to OCLC to add our holdings to the OCLC WorldCat.

Original cataloging presents other challenges due to the nature of the process. Original catalogers had a great deal of input to the process and it has been designed around the way they work (or would have liked to work in an ideal process). Much of their activity consists of gathering information about the book: author, series, subjects, classification, etc. Much of that can be done within HOLLIS, and more still by reference to OCLC or RLIN. The idea, then, is to initialize the record to be cataloged as the “base” record and to gather bits and pieces of information which can then be called back as a whole or as a series of individual items and applied easily to the base record. This makes for a very efficient process. In addition, specific parts of the record have their own scripts (fixed field, author transcription, 246, 300, 504 fields, for instance). With Reflection we can right-click (or use Ctrl-m) on a given field and have it searched against the catalog for easy verification. The 043 script automatically culls the record for information pertinent to geographic area codes and adds the 043 based on tables. At the end the entire record can be verified against HOLLIS. At this point creation of authority records can be done, but it is not yet up to the standards set by Gary Strawn’s/Northwestern University’s Cataloger’s Toolkit.

Here are a couple of examples of how Reflection aids in the original cataloging process (figures 13-16):

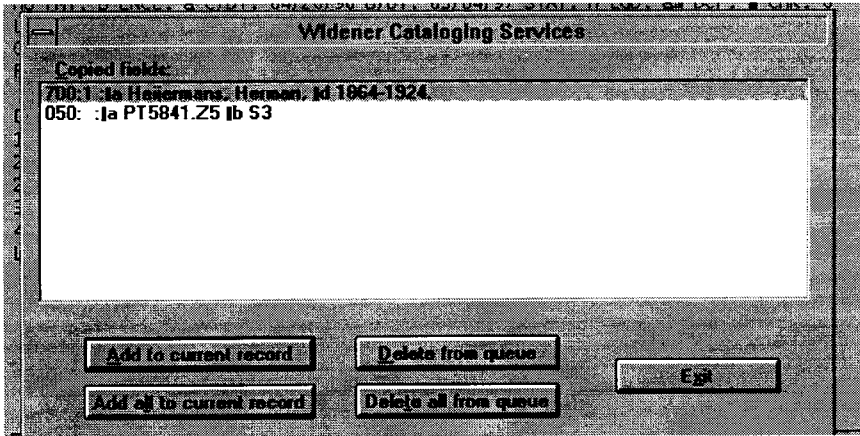


Figure 13: Searched/Copied Headings Queue

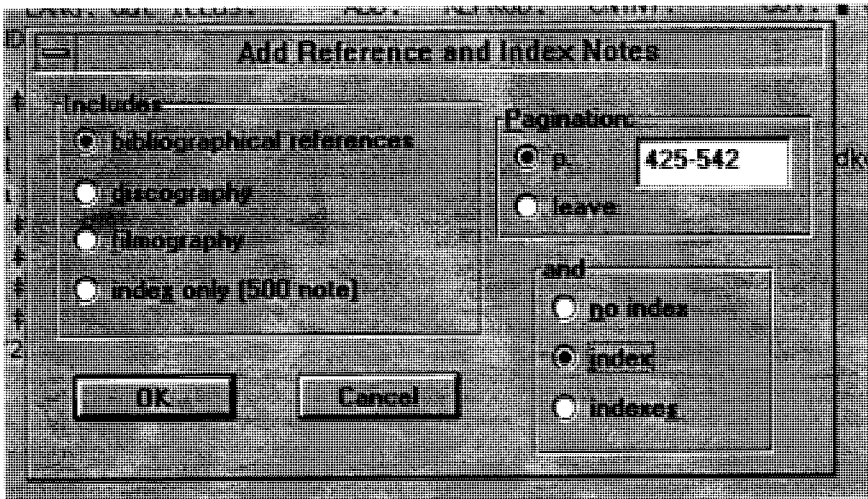


Figure 14: Bibliography/Index Notes (Script also updates Fixed Field)

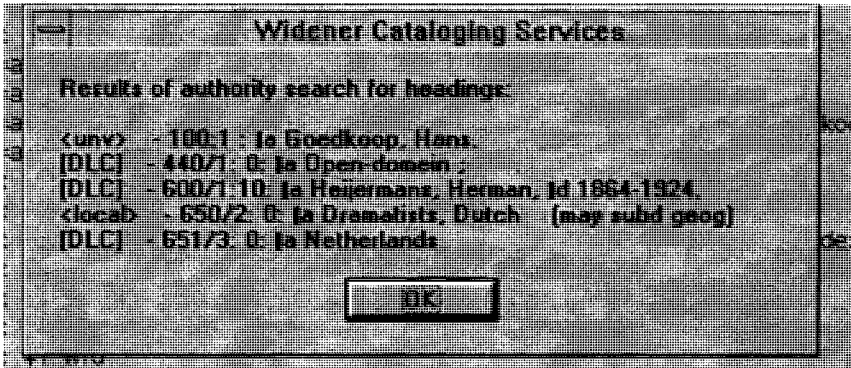


Figure 15: Automatic Heading Verification

Call Number from Buffer

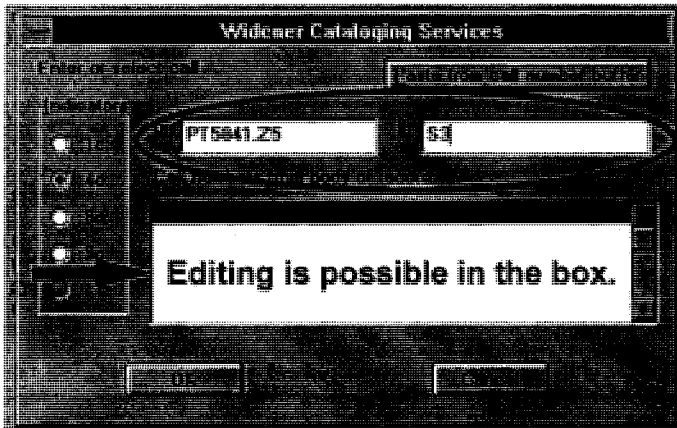


Figure 16: Call Number from Buffer

In our opinion, we have built for ourselves a true cataloging interface that is based on the experiences and input of our original catalogers. It is designed around the way they catalog. They appreciate the ability to “root around” the catalog for headings and copy them to the buffer. Scripting means the elimination of many classes of errors. We have the ability to create authority records (though it needs more work) and the ability to import them from OCLC. We can also copy and paste fields from OCLC records into our records because we have overcome the problems posed by the MARC format and the ALA character set. Further, verification of headings saves time and effort. We have the ability to open OCLC or RLIN at the same time as HOLLIS, as well as always having Cataloger’s Desktop and Classification Plus available to us. Internal documentation is handy and personal customization is practical and encouraged.

What of Database Management’s experiences? Just a few, but important tidbits for you based on about two months’ work:

- Automatically changed index category for 5,000 call numbers
- Automatically changed location codes for 2,000 holdings
- Added \$c Harvard Depository in LOC field for 75,000 records
- Analyzed, matched, and merged ca. 65,000 of 90,000 potential duplicates
- Savings over manual fixes: 2,300 hours

These savings alone more than cover the cost of the software and the development time!

We have now reached the heart of the argument. TSWs, the Internet, and Z39.50 are in an arithmetic relationship:

$$1 + 1 + 1 = 3+ \text{ (More than the sum of the parts)}$$

There is a true synergy to be gained from their relationship. With search, retrieval, and update taking place under standard protocols from one’s home environment and with Z39.50 now allowing queued, wide, serial, de-dupped searching (e.g., as DRA has implemented it) we now stand at a new crossroads. The Web and WebZ are going to drive much innovation in technical services—indeed, all library services—over the next decade and promise much development that is platform neutral. Java applets will be an important part of this equation.

A few warnings are appropriate before I end, however. There are important management implications to be considered that apply to both workflow and ergonomic considerations. Repetitive strain injuries and their possibility means that TSWs must be placed in ergonomically correct situations. Do NOT use your old, 1930s era Steelcase desks! You will be inviting disaster. Remember problems that may lead to eye strain. Consider carefully your monitors and associated lighting. Then, too, be certain to order proper keyboards and mice and keyboard and mouse trays. The office layout and furniture is deserving of as much attention as the computer hardware itself.

You will be entering a continuous learning cycle where technology and ergonomic considerations are concerned. Particularly as you have fewer offline tasks to offer as everything goes online and is concentrated on the desktop, your staff will have fewer reasons to “walkabout”. Mandate appropriate rest intervals. It is true that macros help reduce keying, but mousing can be dangerous. I always say, Watch out for Solitaire! And I always ask, Does it belong in the workplace? And I always answer, Not once the mouse has been mastered!

This is a time of stress, but we must find ways to make this technology easy to use and manage. Can we make the transition to a learning organization? Most successful corporations spend 1.5% to 2% of their operating costs on training, but how many of us spend even 0.5% of ours? We must find ways to promote enhanced cataloger training and learning if we are to succeed. We must accept the inevitability of a continuous learning cycle and offer training accordingly. We need staff equally capable with materials and PCs, who have great flexibility and adaptability and, above all, the eagerness to embrace new technology.

In conclusion, I want to stress what an exciting time I think this is for those of us fortunate enough to be in the cataloging profession. We stand at a confluence of a number of technological streams:

- ⇒ The development of Windows telnet software packages that will support the ALA character set and multiple sessions
- ⇒ The development of fundamentally important documentation tools such as the LC Desktop
- ⇒ The development of online classification packages for both Dewey and LC, all under Windows, all suitable for networking
- ⇒ All coming at a time when powerful desktop systems are becoming cheaper virtually by the day
- ⇒ At a time when networking is becoming more common
- ⇒ At a time when the rapid expansion of the Internet makes us more inter-connected than ever before
- ⇒ At a time when we can start to see the promise of Z39.50 for search and retrieval
- ⇒ And at a time when we may even begin to see all these Technical Service Workstations interact with large-scale client-server systems.

If all this happens, then we can see the birth of Technical Service Workstations and then their rebirth as Technical Services Clients in that fabled land of the client-server. I urge you to take advantage of this opportunity, for the danger of the outsourcing controversy is not the destruction of our profession—though some see that in it—but that we won’t take advantage of the challenge it offers at this particular time to assert ourselves and re-engineer our own technological environment.

PLENARY SESSIONS

The Future of Women in Religion

by

Elizabeth Dodson Gray
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It is my thesis that women are the emergent movement in religion today. Why do I say that? Look at the traditional great world religions, and note that they have wielded great institutional and cultural power by their use of their power of naming.

The Power of Naming and the Namer

Let us examine this “power of naming” more closely. I will do this with an example which does not directly involve religious naming.

Human numbers on the planet doubled in roughly 80 years between 1850 and 1930, and doubled again from two million to four million by approximately 1975. This accelerating, or exponential, rate of growth in our human numbers was first named as the population problem: there were going to be “too many people.”

From Thomas Malthus to Paul Ehrlich that was the first naming of the population problem. But then along came the so-called Green Revolution and another naming of this situation, asserting that it doesn’t really matter if we have more people on earth, just so long as we can feed them all. In this view what is critical is any gap between the food we can provide and the number of people we have. The Green Revolution in agriculture could help us avoid such a “food gap.” That was a second naming.

Then in the 1970s a third kind of naming emerged at United Nations global conferences about population and food and habitat. By then the Third World nation-states had gotten enough social power to assert that, from their point of view, the problem is not them and how many babies their women are having (as had been implied by naming this situation “a population problem” or even “a food supply problem”). The problem, they asserted, is that there really are two kinds of eating in our world. The average poor person in the Third World today eats about 450 pounds of grain per year, almost all of which is consumed directly as rice or corn or grain. But, they pointed out, the average rich person in the world (which includes *everyone* in the affluent countries in the Northern Hemisphere, and the affluent elites in the Southern Hemisphere), we are eating the equivalent of 2000 pounds of grain per year, of which we only eat 150 pounds in actual grain. The rest we first convert into meat, cheese, milk, and all kinds of other things that we prefer to (and can afford to) eat.

So from the perspective of this Third World naming, what we really have in our world is *not* too many babies, and *not* too little food, but a situation in which the affluent of the world are eating very differently and very selfishly, gorging ourselves on the animal proteins we like and can afford to eat.

So *who* names a problem is extremely important, because the namer (as the one who gets to name the problem) also has the power to declare *who* is the problem and *what* is the solution. And it does not tax your imagination to see that the people who name the problem almost invariably declare that somebody *else* is the root of the problem. And changing *them* or *their* attitude or lifestyle is going to be the solution.

We have all seen this happen again and again. There was a time when “the race problem” was conceptualized as the problem of *being black*. It was having black skin, it was living in a black family, it was living in a ghetto. It took people of color awhile to get the social power to rename the problem as *white racism*, which I think is where the naming has finally settled (for now).

Women and Naming

Equally, we see how naming works in relationship to women. Before Betty Friedan’s *The Feminine Mystique* (1960), people were asking “With this wonderful culture we have created for her, what is the woman’s problem? Why isn’t she happy?” It was the unknown problem of women.

Women have finally created the name of our problem, and we now call it sexism or patriarchy. In addition, there is a large category of problems some women face which used to be named as nonexistent, for example: incest. I remember very clearly standing in a Wellesley living room in the early ’70s talking with a prominent psychiatrist who was telling me that incest does not exist: Didn’t I understand it was a taboo? We now know that incest exists a lot, and the only taboo was for the incest victims to talk about it.

We also have begun to name problems which had been unnamed and therefore invisible. We have named sexual harassment in our culture, finally. We have named date-rape. We have named marital rape. We have named clergy sexual abuse. We have named therapist sexual abuse. Women are coming out of silence to name these problems as real, significant and big.

At the program I lead at Harvard we have a saying that “To name the suffering is to begin the healing.” Certainly that is true for alcoholism: the alcoholic has to say to him- or herself, “I am a drunk.” But when I was a child in the 1930s there was no name for what we now call alcoholism. There were simply some families who drank and others who didn’t. Alcoholism as a disease has been named since then, and because of that naming it has been dealt with better. I think also that depression is embarking upon a similar process of naming and increased possibilities for healing. Chronic Fatigue Syndrome was a terrible problem for those who first got it, before it was named by the medical profession. People would look at people with Chronic Fatigue Syndrome and

say, “Just get off the bed. What is your problem?” Since their disease did not yet have a name, they were instead named “Lazy!”

Who Has Traditionally Done the Naming in Religion?

So, naming is power. Now, with that as background, let’s look at our traditional religions. Throughout recorded time, men have named the sacred. And they have done it, inevitably, from the standing point of their male body and of male life experience. It is not accidental that Adam in Genesis is portrayed as naming everything. Men have been the namers.

That naming which men have done is power, the power to shape reality into a form that serves the interests and goals of the one doing the naming. My book *Patriarchy as a Conceptual Trap* is illustrated with 65 cartoons, and one of them is a *New Yorker* cartoon by Bill Maul of two men standing outside as snow is gently falling from a dome-shaped sky. The one man says to the other, “Do you think we could possibly be inside someone else’s *paperweight*?”¹

The truth is that we are; we are within someone’s paperweight because we are within a bubble of assumptions which sociologists call “a social construction of reality.” There is so much data constantly bombarding our five senses that we literally can’t deal with it all. So we construct an invisible Gestalt, a filter, which helps us select what we’re going to pay attention to and what we’re not going to pay attention to.

We have a story in our family about such selective “paying attention.” I like it very much when I can have flowers in the middle of our dining room table, which isn’t always. But my husband often looks at them when they are there and will say, “Oh, they’re lovely.” Then he sees the expression on my face and he says, “How long have they been there?” And I say, “Three days, darling.” It’s his filter. He simply hasn’t noticed them until now.

“Reality” Read into Situations

At the start of the Spanish-American War an American gunship was sent to the island of Guam to fire on the Spanish fort at the head of the harbor, which they did. They must have missed, because much to their amazement the commander of the fort came out and had himself rowed out to the American boat to apologize in person because he didn’t have enough gunpowder to return their *ceremonial salute*. Word of the war hadn’t reached him. And he had assumed he was being ceremonially saluted. Why not? His was a rational assumption for a world that, so far as he knew, was at peace.

The paper money in your wallet is another social construction of reality we carry around. Actually each bill is just a piece of paper. But we have all agreed that if this worthless paper says One, it’s a one dollar bill, or Five or Ten or One Hundred or One Thousand. It’s still all worthless paper except that we all have agreed to accept it as having value. The importance of this shared social construction of reality becomes vividly apparent when an economy collapses, as

it did after World War I in Germany or in Russia after 1989. In Germany it took a wheelbarrow full of these nearly worthless bits of paper to buy a single loaf of bread. The value in these intrinsically worthless bits of paper came from an economy's ability to sustain a shared social construction of reality.

Something similar is at work when you are flying cross-country and pass over an invisible line into another time zone. Suddenly time goes "click" and switches an hour forward (or an hour back). Standard Time is something which is useful and helpful only because we all agree to set our clocks (and lives) by it. And if you live in certain parts of the country, as we do, there is one time each spring (and each fall) when everyone switches their time forward to Daylight Savings Time (and time back in the fall to Standard Time).

We all know that time itself does not change, right? But our communal or social construction of reality at a certain point says now it's 2:00 A.M., whoops, now it's 1:00 A.M. Yes, we *read reality* into time zones, into money, into all kinds of things.

The Observer Does Not Stand Apart

It was the 1920s when leaders in research into subatomic physics gave us still another insight into this whole phenomenon. They discovered that the observer cannot be separated from that which is observed. It went like this: If you used one methodology and standing point, light at a subatomic level is a wave, a flow, but if you took another standing point and used a different methodology the same light at the same subatomic level was made up of particles, discreet entities.

This discovery simply blew them away. All of our philosophical context of Western culture said that two contradictory things could not both be true at the same time. Those scientists have said they had to become like Zen Buddhists in order to take in the fact that the observer and the observer's position affect that which is seen.

What this means, then, is that there really is no such thing as truly "objective" knowledge. When I was a history major about to graduate from Smith College back in the spring of 1951, history majors were required to take a final course, "40b," and I really didn't understand 40b very much when I took it. But its purpose was to help me understand that there *was* no objective knowledge, not even in history. As a college undergraduate I understood that when you assembled history into a text book, you had made a selection, and therefore it was not objective knowledge but someone's selection, and thereby their interpretation of what was important or really mattered.

But I had supposed that somewhere back there, in some medieval illuminated manuscript or some bit of papyri or some obelisk, there was a real "fact." History 40b forced me to do that sort of nitty-gritty research, and of course I discovered that facts do not "leap out at you," even from back there. If you or I were asked to write down in one sentence the bit of reality ("the fact")

you and I are sharing right now, what would you write down, the color of the rug where you are now? the color of the chair you are sitting in? the temperature of your room? how many of the people around you are female and how many male? How many are people of color and how many of us are “Caucasian”? Or the words I am speaking to you?

“The Facts” Are Standpoint Dependent

What I am saying is that the possibilities regarding any single moment are endless in their potential complexity and connections. Furthermore, your choice or my choice of what to write down (or what you or I decide is important) is going to be a selection on our part from the much more complex reality which is this moment. What gets selected to be in some history book is similarly partial, incomplete, and less than the total picture, and probably reflects the seen or unseen bias of the one who makes the selection.

So there are *no* objective facts. Selection and interpretation is there from the beginning. A philosopher took this understanding one step further and concluded, “Reason is standpoint dependent.” You learned in school that Columbus discovered America. Right? Where was America before Western Civilization discovered it? Lost. Clearly, lost someplace, out there, and we discovered it. And it took centuries for a Native American chief to stand up in Vancouver in the 1970s at a World Council of Churches meeting and say, “From our point of view, Columbus and his men were a few white sailors *lost* at sea.” I think you can argue rather convincingly that they were lost; they were looking for a continent and they didn’t know where it was, and they fell over this continent on the way to that one. Indeed I think they really were lost. So who was lost, and who was “at home”? It all depends on your standing point.

Adam’s World and Conceptual Traps

Only recently have we realized therefore that we live in what I have called “Adam’s world.” This was the title the National Film Board of Canada chose for the film they made about my work. Adam’s world is “a social construction of reality done almost entirely from the standing point of male life experience,” in which the male of the species can say legitimately “I’ve named everything, thought everything, *from my point of view!*”

All of us, male and female, who have been born and socialized within Adam’s world, we can say “This is the way the world *is*,” because we have never known any other. Only now are we beginning in a small way to know any other world.

It just happens that Adam’s world is a large conceptual trap. It narrows and hooks our thinking. Hence the title of my second book, *Patriarchy as a Conceptual Trap*. A conceptual trap is a way of thinking that is like a room which, once *inside*, you cannot imagine a world *outside*.

In *Patriarchy as a Conceptual Trap*, I have a cartoon of a board room and it shows seven or eight white middle-aged men, almost identical-looking, gathered around a corporate board room table and the caption has the man chairing the meeting say, "All the powers that be being present, let us begin."²

When everyone in the room is virtually the same in their experience and thinking, there is absolutely no ability available in that meeting to understand what power there is outside that room which should be represented. There are no women, there are no people of color, there are no children, there are no trees, flowers, none of what we call and think of as the natural world.

So Adam's world is a conceptual trap which pervades our intellectual and religious history. It is the illusion that when you've seen life from the male point of view, you've seen life from the human point of view. And *that* is the first conceptual trap.

Adam's world has given us male religion, male theology, male philosophy, male psychology, and male generic language. When I was at Smith College, and later on when I was doing my graduate professional degree at Yale Divinity School, it never occurred to me that every book I read, almost without exception, had been written by a man.

Who Has the Social Power to "Name the Sacred"?

Following the November 1995 RE-Imagining conference in Minneapolis, there was huge furor in the mainline Protestant denominations. That firestorm of emotion and institutional pain reminds us that always the decisive question is one of power: Who is in control of the myth system, the models we have about the way life really is? The aftermath of the RE-Imagining conference was so "charged" because the feminist leaders and participants at that conference had challenged those in charge of the social and religious construction of reality. They had dared to say, "We women will RE-Imagine everything."

The question to be resolved before the furor would subside was this: Who has the power to name something as truth and thus orthodox? And the power to name something else as being politically correct or as male-bashing? When these issues come into religious institutions, the terms of discourse naturally become religious and theological: Who has the power to "name" what is heresy and blasphemy?

Adam's World & the Naming of Who and What Is Sacred

How has Adam's world affected the naming of the sacred?

We live in a universe of a 193 *billion* galaxies. Now, if that doesn't blow your mind away, I don't know what will. It is a world of vast mystery. And yet we humans are fond of taking *our concepts* about all that mystery, and throwing them out on it. It is as though we were attaching Velcro to our concepts and we throw them out, hoping they will stick to things and never come off. "Take that!, 'Divine Presence'" we say. "That's my naming, I want you to be,

‘Ultimate Reality.’” Paul Tillich spoke about the Ground and Source of Being, which I rather liked. Others named the same great mystery the “Creative Process.”

Now how exactly does the process of that naming of the mystery happen in human society? I think another cartoon in my book sketches out the fundamentals of this process. The cartoon portrays a world populated with Schmoos, and someone is saying, “It is so!” All the rest of the Schmoos say “No,” and “No, I don’t think it’s so!” “No,” “Na+Na!”

Then finally one Schmoos manages to conjure up a great cosmic Schmoos, leering over the horizon and saying in sepulchral tones, “IT. . . IS. . . SO!” And immediately everyone jumps to agree. My husband especially likes the balloon-captain of one little Schmoos who is saying, “You damn betcha it is so if HE says it is so.”³³

That’s approximately how the process of naming happens. You don’t even need a caption sometimes to explain it. The feminist and former-Mormon Sonya Johnson satirizes this kind of naming by imitating its posturing. She leans on the podium, coming forward toward her audience, and whispers strongly into her microphone, “*GOD* told me to tell you to do it my way.” Right.

Symbols As a Form of Naming

Paul Tillich was also concerned about how the process of naming the sacred worked. He saw the infinite up there and transcendent, and the finite world down here where we are. What symbols do, according to Tillich, is mediate between us and that infinite, so we can think about it better. Symbols become an enlarged form of naming. And whatever becomes your symbol, it helps bring the infinite world down partway to you, so you can feel closer to it. Then you can communicate with it.

Tillich went on to observe that whatever you take from the finite world as a symbol is elevated halfway up to the divine. For an example, says Tillich, when we choose fatherhood from the finite world as a symbol of the divine, it brings fatherhood halfway up to divinity. Exactly! Most of us have been nurtured on God symbolized as Father and King. These patriarchal symbols of God’s power attribute to God authority *as males* have thought about it and wielded it in family and nation, mainly as power-over.

Michelangelo’s portrayal on the ceiling of the Sistine Chapel of the creation of Adam by God has become a visual icon of all this. The theological icon is encapsulated in the statement that “God created man in his own image.” In the first three centuries after Jesus, the early church fathers in their theology wrote a great deal about the *imago dei*, man created in the image of God. It is clear from the picture in the Sistine Chapel both that God is male, and the human is also male: Michelangelo has displayed clearly Adam’s flaccid penis as well as God’s male muscles and beard.

We have always assumed that the creative energy in this creation story came from the extended finger of the bearded God-the-Father, leaping across the spatial gap to the extended finger of the man Adam. The energy we have imagined at work here is the energy of God to create life. Until God's energy touches him, Adam is but clay or some similarly inert substance. But when that creating finger of God reaches out and touches that hand, we just know that this dormant Adam-figure becomes alive. Yes, we say, God created man.

The Narcissus Effect

But if you understand the sociology of knowledge I have been laying out here, you see that **the creative energy really was going the other way**, and that the human male of the species, peering into the cosmic mystery, reached out to create God in *his* own image, the *male* image.

This is the Narcissus effect. Like Narcissus of Greek mythology, the male has seen only himself in the cosmic reflecting pool of ultimate mystery. **Men, you see, have named as absolute what they have really seen only from their own standing point. But these purported absolutes really are illusions, male-generated illusions. They are frauds.**

These pretentious claims of the maleness of God (and the godlikeness of males) are really not inclusive of the religious perception of the whole human spirit. **Traditional religion which has purported to be about the human and the mystery of the divine has instead only been about one half of the human species and a very large mirror.**

Like the Wizard of Oz, when you pull open the curtain, there is only a little man there with a large megaphone. **So traditional religion is cantilevered out over empty space.**

Cantilevered Out Over Empty Space

Do you understand why religion is cantilevered out over empty space? The empty space is the lack of the voice, the naming voice, of women. I'm going to tell you a personal story that demonstrates this "empty space" all too painfully.

The Club of Rome had been founded by Aurelio Peccei in 1968 to consider the planet's limits-to-growth problems. The American branch held a large national conference to present the latest project. It was summed up in a book entitled *Goals for Mankind*, and Professor Ervin Laszlo, a philosopher, directed the project, which consisted of interviewing leading figures in the major religions, nation-states, and other global institutions, to compile and assess their goals for mankind in the future. Laszlo was looking for some religious and philosophical commonality that we could build on for the future.

The report was published as a book about a month before the conference, and I rushed out to buy it because I was at that time co-chair of the U.S. Association for the Club of Rome. My husband and I had been teaching at the MIT Sloan School of Management, and we had been very much involved in the

emerging limits-to-growth issue, talking and lecturing as well as teaching at MIT about it.

About half way through Ervin Laszlo's book, I became uncomfortable. I finally identified my discomfort as the fact that there were no women who were being interviewed about their goals as women for the future. There was simply no woman's voice there. I read every page to the very last one to make sure. There really were no women interviewed in the entire book.

We got to the conference, Professor Laszlo stood up and talked about the book, presented it to The Club of Rome, and in the question period I got up and said, "Professor Laszlo, can you tell me why in a book entitled 'Goals for Mankind' there were no women interviewed and there were not women's goals such as an end to the violence against women?" I wish you could have seen the expression on Laszlo's face. He was totally appalled, because he knew suddenly that he was cantilevered out over empty space. This is a problem with so-called male generic language (in which supposedly women are included in the generic term "Man"). Male generic language betrays men into not even perceiving the absence of women. Women are never found because they are never looked for. Laszlo was deeply embarrassed, and the best he could say was that "in the next edition I'll interview some women."

A Turning Point for Religion

So you tell me, then, what is the future of women in religion? I think we are at a turning point in human history. The power to name is being claimed by Adam's heretofore silent partner, and we women are using it to reimagine everything. "Everything" means *all* of Christianity, its words, its theology, its creeds, its worship, its ministry, its institutions, its history. "Everything" also means our starting to name things like incest and sexual harassment, which have been realities in our lives for a long time, but which have never been named as features of the women's part of the human experience.

Woman for too long has been quiet, a submissive help-mate to the naming male, content to love and to nurture, to support and to assist, to give birth and to give care, endlessly to feed and remove dirt.

For generations she has seemed content within the male naming of reality and sacred reality, but no more. Women at last recognize that male naming always fosters male power, privilege, and status, while denigrating women's power, privilege, and status. As if awakening from a long sleep, we women are slowly shaking the film of male concepts from our eyes and looking at life as if seeing it for the first bright time.

There is a story Joseph Campbell told a gender-mixed company of his professional colleagues about one experience he had when he was teaching at Sarah Lawrence College, a women's college. Campbell had just finished teaching the Arthurian Cycle about the King Arthur stories and a woman student asked him, "Professor Campbell, can you tell me who I can identify with in this

Arthurian Cycle?” And he had said, “No problem, you can identify with the hero’s sister, the hero’s mother, the hero’s daughter.” And she had replied, “But Professor Campbell, you don’t understand. *I want to be the hero.*”⁴

That is a very profound statement. But in retelling the event, Campbell made clear that he really had not “gotten it.” He apparently could not imagine women wanting to be the central actors and doers in history, rather than simply its handmaidens and minor actors.

A Women’s Spiritual Journey

How do I tell you now about this journey we women are on? Because I am a very logical person, I am going to be giving you some headlines, some basic concepts, to hang your understandings on. But I also want to provide you with some of the dimensions and texture of our woman’s spiritual journey. I am going to read to you portions of what women have actually said about some of the headlines, or concepts, that I am going to be talking about.

What I know about this journey comes first of all from my life in the Theological Opportunities Program at Harvard Divinity School over the last 25 years. To some degree it also comes from my lecturing around the United States and Canada as an eco-feminist theologian. But I really would not dare to speak about “women” unless I was grounded in a group where I am privileged to hear in-depth about women’s lives and women’s stories.

So who are we in this group at Harvard Divinity School? This is a group we have come to call a “woman’s faith community,” although it is only supposed to be a lecture series. We are also not what you think of as students; we are adult participants in fall and spring lecture series which we plan out of the issues of our own women’s lives, a lecture series which has been running for now almost 25 years. Our chronological ages range from the 20s through the late 80s. We are women who are Jewish, Roman Catholic, mainline Protestant, Unitarian Universalist, Quaker, Greek Orthodox, Buddhist, post-Christian and Goddess. We are single, married, divorced, remarried; we are heterosexual, bisexual, and lesbian. We are daughters, sisters, wives, mothers, and grandmothers. Most but not all of us are white. Most but not all of us are middle-class. We are teachers, clergy, housewives, psychotherapists, businesswomen, authors, composers, singers, gardeners, caregivers. A few of us have been senior corporate executives.

Realizing the Hoax

The first step on our journey is “Realizing the Hoax.” Now I hope at this point you are not saying to yourself, “This is really post-modern.” Or “She’s a real deconstructionist.” Or “Of course, all the great traditional religions have been androcentric.”

Words and academic labels such as these do not even begin to describe my own journey or the journey of the women I know. I discovered “Adam’s world”

for myself, coining the phrase in my books and lectures before I ever heard the term *postmodern*, a word I still don't much like. *Deconstruction* and *androcentric* are not words ordinary women use; these are scholars' words and as such they are too distanced, too pallid, and too limited for the heights and the depths of what women are feeling and discovering for themselves.

I am talking about the gasp which comes from audiences of women when I say,

- “Male traditional religions have *never* named women's giving birth to children as a sacred experience.”

Do you know that women haven't noticed that? And many women are simply appalled when they stop to think about it.

- “And that the circumcision and baptism of infants is *not* an honoring of women's sacred experience of bearing children but an induction of the newly-born into the patriarchal religious community of the covenant or of the Church.”

“Realizing the hoax” is also:

- discovering that the word *caregiver* is not even in the dictionary.

We discovered this when we were about to publish *Sacred Dimensions of Women's Experience*. We were trying to decide whether *caregiver* was, or was not, hyphenated. What we found was that it is not even a word in the dictionary. *Caretaker* is there; males do that. *Caregiver* and *caregiving* are not in the dictionary.

“Realizing the hoax” is:

- discovering that God really is *not* male.

And then not being able to worship again when that male pronoun *He* is being used in Sunday worship.

This past March, April and May at Harvard Divinity School our lecture series was entitled “Eyes to See, Will to Do.” Just the titles of some of the sessions may give you some sense of this journey as we reflected upon it this past spring.

The first session was titled, “I Am Not Free Yet: How We Reset Our Reality.”

The second session: “How Did I Ever Get Disconnected from My Own Life-Energy and Voice?” This session featured no speaker but an open microphone for participants to speak about their own experiences, as young girls, of getting disconnected from their own younger-girl authenticity and energy.

The third session was titled, “Woman's Life as Bonsai Tree: Escaping from a Small Psyche.”

Session four, “How do I Collude in Internalizing My Own Oppression?: Restoring My Integrity.”

Session five, “Using Our Creative Imaginations to Break Out of Conceptual Traps.”

One Woman's Account of Her "Realizing the Hoax"

Listen to the Christian author Sue Monk Kidd writing about her own experience, in her book entitled *Dance of the Dissident Daughter*. Sue Monk Kidd is an interesting figure because she was for many years an award-winning female author in the *Guidepost*-magazine genre of popularized religious writing, lecturing and writing as a Southern Baptist when she unexpectedly began her feminist journey. In *Dissident Daughter* she wrote about this as an "Awakening":

The following Sunday, home again, I returned to my own church. The deacons sat together on the front pews. All of them, I noticed, were men. The ministers, three more men, sat in huge chairs up front. I looked from one stained glass window to another. Most of the figures were men.

As the service began, I became acutely aware that every hymn and biblical passage used only masculine pronouns, as if that was all there was. Until then I had accepted that when it said "men" and "brotherhood," that somehow meant me, too. But now, in a place much deeper than my head, I didn't feel included at all.

I realized that lacking the feminine, the language had communicated to me in subtle ways that women were nonentities, that women counted mostly as they related to men.

Until that moment I'd had no idea just how important language is in forming our lives. What happens to a female when all her life she hears sacred language indirectly, filtered through male terms? What goes on deep inside her when decade after decade she must translate from male experience into female experience and then apply the message to herself? What does the experience imprint inside her? . . .

[W]e've been excluded from creating symbol and myth, from the meaning-making process that explains and interprets reality. This has been particularly true within the church. . . .

Now, sitting in church, I was full of questions. Why was God always the God of Abraham, never the God of Sarah? . . .

The congregation stood to sing. Unbelievably, as if all the irony in the world were crashing down at once, the hymn was "Faith of Our Fathers." I tried to sing, but I could not open my mouth. It was as if something had given way in my chest. I lowered the hymnbook and sat back down. I was fighting tears.

Sandy [her husband] bent down and nudged me. 'Are you okay?' he whispered. I nodded, but inside I felt too heavy to move. Until that moment I hadn't fully understood. I was in a religion that celebrated fatherhood and sonship. I was in an institution created by men and for men.

By the time I got home I felt disbelief that I'd not seen all this before, that the church, my church, was not just a part of the male-dominant system I was waking up to, but a prime legitimizer of it.

I was too dazed to be angry. Mostly I felt disillusioned, sad, betrayed. . . .

*That afternoon I opened a book I'd recently brought home, Simone de Beauvoir's *The Second Sex*. I read all afternoon. I read how religion had given authority to men. As de Beauvoir put it, religion had given men a God like themselves, a God exclusively male in imagery, which legitimized and sealed their power. How fortunate for men, she said, that their sovereign authority has been vested in them by the Supreme Being.*

That night I couldn't sleep. I slipped out of bed and went to my study. I stood by the window, looking out at the night. The tears I'd suppressed that morning in church finally rolled down my face.⁵

*At another place in *Dissident Daughter* she writes, *When a woman crosses a threshold, she knows that something inside her has shifted, if only slightly. She knows that she is on a different trajectory.*⁶*

Our lives are never the same after we realize the hoax.

We cross over a Rubicon, and we discover that this culture, this Adam's world, is not *about* us or *for* us. We are aliens, singing our song in a strange land.

But deep down we know, in some interior place, that the deep meaning of the universe, call that God or Goddess or whatever, that Deep Meaning, that Great Luminous Blessing One is on this journey with us. Which is why we women call this a spiritual journey. *Spiritual* is our chosen word for that which has deep meaning for us, and is not connected to any institutional religion, past or present.

In Recovery from Being Named-Upon

The second descriptor of our journey is this: women are in recovery from having been named-upon.

In an article about the infamous RE-imagining Conference, I once wrote these words: "To stand on this power base of being 'the namer' in the culture is to see oneself as 'fully a subject in the historical process, one who is acting out of one's own initiatives, and never acted upon as an object.' One is a doer rather than the done-to.

"The male of the human species has, in a grandiose way, always tried to claim such full 'subject power' for himself (including sole possession of the power of naming). And almost invariably he has desired for his female partner in the species to be not the 'namer' but the 'named-upon,' not the 'norm maker' but the 'normed upon,' not the active 'subject of history' but the passive 'object of male naming.'

"She is to be done-to, not the doer, in their relationship."⁷

This is why, I am convinced, there was such a huge furor about the RE-Imagining Conference. There were 2,250 women gathered there (and 1000 more turned away) to reimagine everything in Christianity, to name the sacred from their women's point of view, and they provoked in the denominations an intense and ferocious backlash.

For centuries in the Christian church and in Christian theology women have been named upon.

- Women have been named *inferior*, not created in the image of God as males were.

The first three major theologians in the early centuries of Christianity each had a different reason for why women had not been created in the image of God the way men were.

- Women have been named *evil*, daughters of Eve, temptress.

In 1487, the infamous textbook of the Inquisition, *The Hammer of Witches*, said, "All witchcraft comes from carnal desire, desire which in women is insatiable." I find it hard to read that with a straight face. Our daily newspapers and television news programs are constantly recounting the latest *male* rapes, pedophilia, everything. Carnal desire insatiable in *women*? Who are we kidding?

- For three centuries in the Middle Ages, women were named *grotesque*.

Read *Carnal Knowing: Female Nakedness and Religious Meaning in the Christian West*, by Margaret Miles, the historical theologian at Harvard Divinity School.⁸

- Sex with women (who have been named evil) was also named evil.

That's not surprising. Once you declare women evil and their bodies evil, you have created problems for yourself if you want to have sex with them.

- Women were named befouled and contaminated by their natural body functions of menstruation and child birth.

Then in Judaism and Christianity, because women were seen to be befouled and contaminated, they were not allowed into the sacred space until they were cleansed of that contamination.

Overcoming "Theological Violence" against Women

What all this comes down to is that the entire Christian tradition is guilty of what I now am willing to call "theological violence" against women. Truly incredible theological violence against women has been perpetrated for centuries, and is still unrepented of. It is unrepented of by both Protestant and Roman Catholic theologians.

Christianity's contempt for women's bodies and for women themselves has been an *essential backdrop* legitimating violence against women during the three centuries of the Inquisition and witch-burnings, and also the violence

against women today. I am convinced we would not have today's epidemic of violence against women had not this woman-denigrating theological backdrop existed.

The echoes of those old denigrations of women still resound today in women's low self-esteem. Women may never have heard the theological words, but they have absorbed the message. It is hard to take ourselves seriously. It is hard to know, really know in our gut and in the way we live our days, that we are as first-class as any man. It is hard to love our women's bodies which have been denigrated in theology, objectified in pornography and advertising, and raped and incested in male sexual lust. It is hard to trust our moral agency in abortion decisions (and this culture is deeply ambivalent about even allowing us to have the moral agency to make such abortion decisions).

We are "in recovery" from all of this.

Woman As Bonsai Tree

In male-defined Western culture, our women's social roles have been prescribed for us. We have been told in a thousand subtle ways to put ourselves last, to shape our lives into a constant nurture of others, to "snip" and "prune" ourselves until we take up only a small space. We are in recovery about all of this.

Listen to one of the women speakers in the session at Harvard Divinity School about "Woman's Life As Bonsai Tree." This is Lynn Thomas speaking. She is a divorced wife and mother and now artist:

While processing my thoughts these last months as to how a Bonsai tree reflects my life as a woman, I have felt sadness for its carefully clipped, snipped and well-pruned growth, its branches seemingly stuck in sameness, while slow growing leaves indicated a lack of aliveness, a vitality which would normally indicate abundance and joy as a result of being well-fed.

The bonsai tree, I imagined, very much resembled the life I once lived as a woman, pruned and cut down by Patriarchal gazes and violent, volatile temper tantrums that would have stunted any emerging growth. Did not each branch mirror back to me the simple, yet sad truths of the years I had grown up under the strong dictates of my father, all too anxious to assure himself success by seeing I act in accordance with the genteel, ladylike behavior he prescribed for me.

Zooming in with a closer lens to observe, I became all too aware of the invisible roots, at least miniature in size, and I thought of all the childhood years of being underfed and undernourished in my own emotional growth where feelings and words were never mirrored or echoed back to me. I grew up as an obedient daughter, a supposedly loving younger sister to my older, jealous brother. I lived in my marriage stuck in fixed roles; I was, I thought, the perfect wife and the perfect mother in a perfect marriage.

*Today I honor myself as a woman by sharing publicly my private self. It is an honor to do so, for certainly the safety to use my own voice in disclosing my life allows me the ability to escape the silence with which I have lived.*⁹

“No Woman Is Required. . .”

I wish you could sing, as I have sung with many women, the simple musical refrain written by Carolyn McDade: “No woman/is required/ to build the world/ by destroying herself.”¹⁰

I wish you were standing with me at the podium where I am presiding, seeing the tears streaming down women’s faces as they sing those words.

What is so moving is that as we start out singing, we are not crying. But as we sing, one by one we start crying and the tears roll down our faces, and we can’t stop crying, because it is our own experience we are singing about.

Yes, we women are in recovery. And the good news is that we *are* recovering. But it is painful.

Women Are Hearing Each Other into Speech

We are finding our voice. We are hearing each other into speech.

It is an awesome thing to find a voice within with which to express one’s feelings and then to shape that voice into words and utter one’s truth a first tentative time, and finally to come to believe that one has the right and indeed the power to do this. It is like being present at the creation of the world.

In the words of Dawn Goodrich, *In freedom now the world feels new, for never had I known the choice to spit the poison from my mouth and grab the sound of my own voice*¹¹

We as women are empowering ourselves to be at the center of our own lives, not derivative from our fathers, our brothers, our husbands, our sons, or our teachers. I want to read to you a letter I received a year or two after we published *Sacred Dimensions of Woman’s Experience*. The context for this letter is that *Sacred Dimensions* was being read widely by women’s book groups and women’s groups in churches.

Dear Ms. Gray: I’m writing to tell you how much your book Sacred Dimensions of Woman’s Experience has meant to me. I read it over the course of several months last year with a group of women who came together once a month to discuss each chapter. I felt such joy and substance and value in my life as each essay touched me. I would usually read one essay at a time and allow each one to settle and grow and reflect back on previous essays, I feel so rich for having found this book!

Let me interrupt reading this letter to say that this was not a typed letter. It was handwritten on a notecard. And when I finished reading this far in the note, I was sure that this woman was like the hundreds of traditional women who have written to me or spoken to me after I have given a lecture. Such women frequently tell me that this book or my lecture has made them feel that their life,

devoted to caregiving, to giving birth, to taking care of the sick, to housework, has been lived as a sacred life. They feel as though their way of living life has been validated, in a way that this culture and their religion never has done for them.

So I thought the woman writing this note to me was a traditional woman. But I turned the page and was astounded. She continued, *Perhaps the culmination of my experiences which grew from this book came last May when I defended my Ph.D. dissertation. I had been working on my degree for eight years and much of me was tired and resistant to finishing. However, as I did finish writing the manuscript and began preparing for my defense, I found that my presentation was not centering on rereading notes or thinking about possible questions. Instead I was choosing what tablecloth I would use, what crystal stemware, what flowers for the center of the table. I made a rose quartz necklace for myself, and invited three friends to attend the defense, my husband, a friend who had gone through much of the graduate program with me, and a friend who had been part of the Sacred Dimensions group. Before I left for my appointment, I opened a book of poetry by May Sarton and the pages parted at the poem "Now I Become Myself." Needless to say, the defense went smoothly and my committee was overjoyed at the toast with sparkling apple juice which began the discussion as I passed with flying colors. I tell you all this because it was your book which allowed me to transform this world of the patriarchal academy (four of the five members of my committee were male) into my world, my sacred world of tablecloths and crystals and flowers, and rejoice in my femininity, trusting that my own knowledge and experience would guide me through the defense which became a dinner party!*

Thank you for bringing these essays together and including your own wonderful thoughts. This summer I've started quilting, something I've always wanted to take up, and I rejoice in 'women's work.' Much love, Cynthia Meyer

Cynthia Meyer does not live on the East Coast in Cambridge or New York City, nor on the West Coast in Berkeley or LaJolla. She lives in the Southwest, in Tucson, Arizona.

Naming the Sacred

We women are claiming for ourselves the power to name what we find to be sacred in our lives.

For us at Harvard Divinity School, this happened while we were co-authoring our book *Sacred Dimensions: a Woman's Experience*. We had asked ourselves, "What parts of our women's experience are unique to us as women and not experienced by men? What of the sacred do we find in those experiences which are uniquely ours as women?"

One of the first was the caregiving we women do. Listen to the words of one of our authors, Thérèse Saulnier, doing theology as it has never been done by men.

When you stop to think about it, it is a theological oddity that God's caregiving is always reflected upon from the point of view of the child receiving care, never from the point of view of one who, like God, gives care. Why is this the case? Because the male theologians doing the reflecting have seldom spent their valuable time *giving* care. At least it has seldom, if ever, found its way into their theological reflections.

Listen now to Thérèse at dawn, who has just spent all night long rocking her sleepless child.

Beneath me I feel an abyss of care open, and I let my tears fall into it. Supported, I know I am not alone. I realize it is life that is supporting me. I am part of that nurturing system, as are all mothers, doing the never-ending labor of creation.

I look into the eyes of my child, now drooping with sleepiness, and see that she too is supported by other than me. We both are buoyantly carried by the life force that swirls around us.

Moving to place my daughter into her bassinet, where she finally sleeps, I whisper a prayer that she will sleep for more than a couple of hours.

In the living room, at the window, I watch the sky begin to lighten. The night is over and I feel at peace with my place in the world. I have unanswered questions; I have fears that make me feel like a child, and hopes that inspire me to work. I am exhausted, yet I feel I have retrieved a cord that connects me to life. There is an energy I can tap into that links and flows through all creation, and a wisdom that reveals the mysteries. It occurs to me that this is God's work, and I have gained a little understanding of it tonight.¹²

Thérèse perceives the mystery and the power of the care-giving Core of the Universe, precisely because she has been *giving* care.

Giving New Life in Birth

We also name in our book that giving new life in birth is sacred. Listen to the words of Sydney Amara-Morris, who was a Divinity school student at Harvard when she wrote this for us. After three days in labor, during which she almost died, she had a vision after the birth of her baby.

I went alone to look out the window with the full moon. The air was gray and fuzzy, illuminated with slivers of silver and black shadow. I felt myself in a world of soft gray light and warmth. Slowly, peripherally, it seemed as if the clearest of clear blue began to appear, blue like a New England October sky, until there was only the softest of gray lines in the middle of my vision, separating, but oh so gently, the two blue sides of life and of death.

It was as if I could look down that line, a long and infinitely thin silver-gray line so bright; an endless blue was all around me. I felt myself walking on the silver path, between life and death, between this world and the gracious, gorgeous world beyond. A voice came that was very much like my own voice or my mother's, but bigger and wider and more sense than sound: "I am the

Mother, the channel and the gateway of life. It is I who gave you birth, I who births all things that come into creation, I who am you, with, of you, the Mother of All." I stood there listening, the soft gray air cradling my body. "Let us give thanks, you and I," the voice murmured, "gratitude to all those who have suffered, to all those who love, to all those who have been born, to all those who died. Thank you, thank you, birthing mothers on the planet now bringing life; thank you, mothers of all times, without whom no one walks this planet." I heard echoes of the divine. "No one is here but through the Mother. It is I among you, the woman, the mother, the locus of the divine within you. It is I, sweet love, sweet life, forever birthing, dying, and bringing forth anew."

There was more. But it is not in words but in moonlight and in darkness. What lasts for me is the sense of calmness and wide assurance that between death and life there is no conflict, no war. I remember that, and the strong solemn sense of gratitude.¹³

Sydney says at another point, ***Creation is right here among us in the human community every time a woman gives birth and a child is born. Every time a child is born is a holy time.*** I would add that we cannot affirm life without affirming women, because our women's subjectivity is at the heart of the birthing and gestating process.

My Body, My Blood

We often feel that the human baby is an equal product of the father and the mother, and that is true of the DNA, which is half taken from the male and half taken from the female. After this DNA template is formed, it provides the blueprint for what is being built, but the gestating mother alone provides the actual building blocks from which the new life is constructed. Every cell in the developing fetus is built out of her cells, the body and the blood of the pregnant mother.

In *Sacred Dimensions* we named breast feeding as sacred. Dana Raphael writes, "*When else do I in my own flesh have such power of producing food without effort, filling another, growing a future woman or man? It is the tender gift of breast feeding. I give my essence, the baby grasps at life.*"¹⁴

Breastfeeding has never been named as sacred in traditional religions. Whether women choose to give birth or not, we have in our bodies from the beginning of menstruation until we enter menopause, flowing out of our uterus, what we have named the sacred blood of life. It is this blood that is used to make the baby during pregnancy. Therefore, in both pregnancy and in breast feeding, women can truly say, "This is my body, given for you. This is my blood, given for you."

Two poems have been written by Roman Catholic women contemplating the irony of Mary's birth to Jesus and the fact that women are not allowed to be ordained.

Did the woman say,
When she held him for the first time
in the dark dank of the stable,
“This is my body. This is my blood”?

Did the woman say
When she held him for the last time
in the dark rain on a hilltop,
“This is my body. This is my blood”?

Well that she said it to him then,
for dry old men,
Brocaded robes belying barrenness,
Ordain that she not say it for him now.¹⁵

In a similar vein is this poem:

All the way to Elizabeth
and in the months afterwards,
She wove him, pondering,
“This is my body, my blood.”

Beneath the watching eyes
of donkey, ox and sheep,
She rocked him, crooning,
“This is my body, my blood.”

In the moonless desert flight
and the Egypt-days of his growing,
She nourished him, singing,
“This is my body, my blood.”

In the search for her young lost boy,
in the foreboding day of his leaving,
She let him go, knowing,
“This is my body, my blood.”

Under the blood-smearred cross,
She rocked his mangled bones,
re-memembering him, moaning,
“This is my body, my blood.”

When darkness, stones and tomb
bloomed to Easter morning,
She ran to him, shouting,
“This is my body, my blood!”

And no one thought to tell her,
“Woman, it is not fitting
for you to say those words,
You don’t resemble him.”¹⁶

This second poem was written by a Roman Catholic woman religious, Irene Zimmerman SSSF.

Women’s Bodies Are Sacred

Women’s bodies *are* sacred and we are now *naming* them sacred. We are exorcising the bad feelings which our religious tradition, our culture, and our experiences of rape and incest have given us. We are healing, and we are creating new rituals of healing.

I would like to tell you very briefly about one such ritual of healing that I participated in. A very good friend of mine, Charlene, was divorced when her two daughters were still very young. The first summer after her divorce, by court order her 3-year old and 7-year old girls were sent back to the ex-husband in another city. Unbeknownst to anyone, he sexually molested them all that summer and told them their mother was dead and that their mother had sent them to him to have sex with him.

When fall came and they returned to their mother, the 3-year-old was almost catatonic. A psychiatrist said this was a separation anxiety, and they must never go back there again. So the husband gave up his parental rights, and Charlene and her next husband immediately adopted both girls. The years went by. All these memories were totally suppressed. The girls grew up. The 3-year-old became a physician. The 7-year-old became a nurse. The 3-year-old, now 25 or 26 (her name is Jan), married. She and her husband adopted a little Korean boy, and at 2½ he was sexually molested by a baby sitter. He told his parents and, in the process of dealing with that, Jan began to get in touch with her own repressed memories. The flashbacks began. And finally the flashbacks began in her sister. That was eight years ago. And it has been eight years of total agony. The 7-year-old, now a nurse, cuts herself periodically. The 3-year-old, Jan, today is a doctor. But she has not been able to work for eight years. She has been in and out of mental hospitals. Her mother, Charlene, has given me permission to tell you this story and to tell you about this ritual.

Everyone’s pain about this had been going on for about six years, and my friend Charlene was simply in agony for what her daughters were going through. She told our group, “I’d like to create a ritual that would help me turn

some kind of a corner with this.” Several of us said, “We’ll do whatever you want.” She said, “I will create the ritual I need, and then you tack on some kind of healing ritual to go with it.” Lucille in our group said she would do that.

Charlene’s task was to design for herself a ritual which would allow her to express her sadness, her pain, her anger. She decided she needed to do a ritual of burning in effigy. So she hammered some wooden boards together, and hung the perpetrator’s name around the neck of this effigy.

The next question was where to do this ritual? One of us was familiar with a really quiet beach behind a cemetery at the ocean in her town. Hardly anybody went there and it was really tiny, intimate. To get there you had to walk through the cemetery, so it was not surrounded by houses and people. She was sure we could have privacy there.

So about five o’clock late one afternoon, eight of us walked through the cemetery and made our way to the shore, carrying this effigy, which was not huge, with us. When we arrived, Charlene said, “I’m not sure when I’m in the midst of doing the anger and the hurt part, that I will be able to read these accusations I have written.” So she had made copies for us in case she couldn’t speak the words herself. Someone said, “We’ll read them *with* you, all of us together.” So together we started reading her accusations aloud. And while we did that, Charlene hammered long nails into the wooden effigy. She hammered. And hammered. And hammered. And all the while her tears were streaming down her face. Here are some of her accusations:

I come this day to burn you in flames for crimes committed against my beloved daughters when they were little children.

I burn you to ashes for your crimes so cruel that Jan and Cathy could not bear to bring them to consciousness until many years after they were grown.

I burn you for the suffering they endure as the memories return, the feelings of powerlessness and danger and body pain, as the memories return.

I burn you for committing your crimes against Cathy and Jan in secret, and they had to carry your secret shame inside themselves.

I burn you for the rage I feel, my rage and grief that I could not protect my own little girls.

I burn you, your secrets are exposed.

I expose your crimes.

For these crimes you committed against my beloved Cathy and Jan, I burn you now, forever, and ever.

For each accusation we read aloud Charlene hammered on a nail, however long it took to drive that nail deep into the wood. When she finished one nail, another accusation and another nail followed, until there were fourteen of them.

Then, we doused it all in lighter fluid and lit the wood. It took twenty-five minutes to burn. I have never seen anyone cry so long without stopping. I watched Charlene cry for all those twenty-five minutes until that wood had burned out into nothingness.

Charlene had brought a beautiful new many-colored pitcher for the healing part of the ritual. Before we began, Lucille had gone down to the ocean's edge and filled the pitcher with sea water. We shared the water around, and then we said the celebrations Charlene had written:

I celebrate my daughters and myself, for my courage, for our courage, strength, and survivorship.

I celebrate Jan and Cathy for their courage in going into therapy to heal themselves and for facing the pain of remembering.

I celebrate myself for the love I have given them as their the mother.

I celebrate myself for the courage to make this ritual to help me heal myself.

I celebrate myself for my change, from the isolation of those years with the perpetrator until now, this moment with all of you, you who make it safe to hear my pain and crying. You who hear me into speech. You who celebrate with me all your amazing caring.

Then we gave Charlene various little gifts each of us quite spontaneously had brought for her. And we sat there by the ocean as the dark came. Afterward Charlene said that the ritual truly helped, that it was for her a turning point in her painful journey of healing. Women are creating rituals to heal themselves from unspeakable hurts.

Naming Earth and Nature as Sacred

In 1980 Lucille Longview and Carolyn McDade created what has come to be known as "the water ceremony" for a continental conference of 350 Unitarian-Universalist women, held in East Lansing, Michigan. It was an original worship service, entitled "Coming Home Like Rivers to the Sea: a Woman's Ritual."¹⁷ Seven women had brought water from near where they lived, and they spoke about what that water had meant to them. They brought water from the Atlantic Ocean, the Pacific Ocean, the Great Lakes, the Mississippi River, rain water, amniotic fluid. The original words were not released until we published them in 1988 in *Sacred Dimensions of Woman's Experience*. But the idea had spread like wildfire and literally thousands of women have celebrated their own unscripted water rituals.

Lucille and Carolyn McDade have recently written about that ceremony. "As we worked to give the service its shape, our awareness increased of water's presence and deep meaning in our lives. Water is more than a metaphor. It is elemental and primary, calling forth feelings of awe and reverence.

"Acknowledging that the ocean is considered by many to be the place from which all life on our planet came, it is the womb of life, and acknowledging that amniotic waters surround each of us prenatally, we now realize that the service 'Coming Home Like Rivers to the Sea' was for us a new story of creation." You see, the old sacred circle that traditional male religions drew left women and children and nature out. It was a circle in which only the man, at the middle of

it, was uncontaminated by his bodily functions. All the rest was contaminated and out of the sacred circle.

Today women are claiming the power to re-name the sacred, to draw a new sacred circle that takes in *all* of life. I conclude with these words from the original Water Ceremony in East Lansing in 1980: “*We take these waters, symbolic of a new genesis, to name our love of this earth, of our connectedness with people everywhere, and of our devotion to life itself.*”

* * *

So, if you ask me about the future of women in religion, I say to you that there is a new world waiting to be born. It is the world of meaning which women are creating. It will change everything—and *not a moment too soon.*

Endnotes

¹Elizabeth Dodson Gray, *Patriarchy as a Conceptual Trap* (Wellesley, Mass.: Roundtable Press, 1982), p. 38.

²Cartoon by Dedini, in *Patriarchy*, p. 18. See also cartoon by Stan Hunt, “Gentlemen, Let us pool our expertise,” p. 51.

³Cartoon by Booth, in *Patriarchy*, p. 73.

⁴Personal conversation with a woman colleague who was present at a professional gathering at which Joseph Campbell told this story on himself.

⁵Sue Monk Kidd, *The Dance of the Dissident Daughter: A Woman’s Journey from Christian Tradition to the Sacred Feminine* (San Francisco: HarperSanFrancisco, 1996), pp. 49*51.

⁶*Dissident Daughter*, p. 106.

⁷Elizabeth Dodson Gray, “Interpreting the Furor Over the RE-imagining Conference” in *Presbyterian Outlook* (April 11, 1996).

⁸Margaret R. Miles, *Carnal Knowing: Female Nakedness and Religious Meaning in the Christian West* (Boston: Beacon Press, 1989), “‘Carnal Abominations’: The Female Body as Grotesque,” pp. 145*168.

⁹Lynn Thomas, “My Life As a Bonsai Tree.” Lecture at the Theological Opportunities Program, Harvard Divinity School, April 10, 1997. Available as a pamphlet from Roundtable Press.

¹⁰Carolyn McDade (lyrics and music), “No Woman Is Required” in *Sister, Carry On* (Wellfleet, Mass.: Carolyn McDade Music Co., 1992).

¹¹Dawn Goodrich, correspondence with EDG, 1994.

¹²Thérèse Saulnier, “The Labor after Creation,” in *Sacred Dimensions of Women’s Experience* (Wellesley, MA: Roundtable Press, 1988), p. 73.

¹³Sidney Amara Morris, “Homebirth: The Sacred Act of Creation,” in *Sacred Dimensions*, pp. 56f.

¹⁴Dana Raphael, “The Tender Gift of Breastfeeding,” in *Sacred Dimensions*, p. 181.

¹⁵Frances Croake Franke, “Did the Woman Say” (source unknown).

¹⁶Irene Zimmerman SSSF, “This Is My Body, My Blood” in *Women Psalms*, ed. Julia Ahlers, Rosemary Broughton and Carl Koch (Winona, Minn.: St. Mary’s Press, 1992).

¹⁷Lucile Longview and Carolyn McDade, “Coming Home Like Rivers to the Sea: A Women’s Ritual,” in *Sacred Dimensions*, pp. 124+133.

How Do Changing Needs Shape Future Library Space?: Graduate Theological Education, Information Technology and Library Space Planning

by

Jay K. Lucker

Director Emeritus, MIT Libraries, Cambridge, MA

Outline of Presentation

I. Context

- A. Changes in enrollment patterns, student profile, educational philosophy, curriculum, delivery of instruction, lifelong learning, group learning, collaboration among students, field work, library service delivery.
- B. Information revolution: online catalogs, networks, CD-ROM and online databases, the Internet and the World Wide Web, full-text electronic storage and delivery, multi-media information systems.
- C. Physical space: older buildings, environment, ADA (Americans with Disabilities Act) requirements, life safety, building code changes. The library as place—old and new concepts—sanctuary or intellectual commons—or both?
- D. Financial issues: high cost of renovation and new construction; sources of funding for library building.
- E. Public and management beliefs and misconceptions about the impact of electronic access and the digital environment on library services, library growth, library costs, size of staff, operating costs.

II. Educational Issues and Space Planning

- A. Issue: older students, part-time students; work-study; distance learning; continuing education; foreign students.
Space implications:
 - Group space—wired; media access; variety of sized spaces.
 - Instructional space—group; one on one; hands-on and classroom arrangements.
 - Integrated technology—workstations; printers; scanners; multi-media workstations; laptop and notebook access.
 - Distance learning and teleconferencing facilities—does these belong in the library?
 - Use of the library by the outside community.
 - Adult learners—noise; furniture; food; child care.

- Access to the library staff; number and location of service points.
 - 24 hour access to the library—real and virtual; library hours.
 - Document delivery and full text printing.
- B. Collection space.
Issues: cooperation; electronic storage and digitization; compact shelving; remote storage.
Space implications:
- Multiplicity of formats with differing storage requirements: print, microforms, media, electronic.
 - Visual images (cf. Image Bank at Harvard Divinity School.)
- C. Information Technology.
Issues: wiring; outlets; power; relation to staff; relation to academic and administrative computing.
Space implications:
- Servers and local area networks
 - CD-ROM towers
 - Wireless distribution.
 - The universal workstation vs. partitioned services.
 - Information kiosks.
- D. Physical Space Issues.
- Additions and renovations: how to maximize. Cramming more into the envelope. Unplanned library space changes.
 - Major problems: asbestos; wiring and conduit; self-supporting stacks; ceiling heights; designed for 1960s to 1980s: changes in library organization, e.g. card catalog location determined much of layout; staff areas—workstations and ergonomics.
 - ADA: aisle widths; turnaround; signage; fire alarms; toilets and fountains; furniture; access to all areas; elevators; access to collections.
 - Life safety: exits, sprinklers.
 - Preservation: HVAC, light, and air quality (especially for special collections and archives). Exhibit space.
 - Security and personal safety.
 - Combining libraries and academic computing; AV and media; distance learning; wired classrooms.

III. Critical Architectural Issues.

- A. Modular construction.
- B. Technology and media.
- C. Collection storage; collection growth.

- D. Reader spaces—carrels, tables, group spaces.
- E. Staff—service points; new organizational structures; privacy vs. accessibility.
- F. Accreditation and standards: how to measure collection size; allocations for readers and for workstations; percentage of FTE students to be accommodated; ACRL standards for staff and services.

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PRESENTATIONS

Chat with Dennis Norlin

In the past twelve months we have undergone significant change at ATLA. We have rebounded from the very difficult circumstances we faced last year, and have, I believe, emerged stronger, more focused, and more prepared for the future.

My first year as Executive Director has afforded me many opportunities to witness and appreciate the wealth of experience, wisdom, and talent possessed by ATLA members and staff. When we began last year in Denver, we promised to focus upon the Association as an association and to facilitate more communication with and among members. I hope we have made progress towards that goal.

Now we have presented you with a more ambitious goal: a three-year Strategic Plan to guide ATLA into the next century. It is a work-in-progress; it has been examined, discussed, and refined by the directors, the staff, the Board, and the User Group. I shared with you the highlights of this plan in our business meeting on Thursday. Now I would like to mention three significant writings that have influenced me in its design:

Donald Tapscott, *Competing in the Digital Economy: Promise and Peril in the Age of Networked Intelligence*. US Chamber of Commerce: New Paradigm Learning Corp. (Washington, DC) 1996.

Henry T. Blanke, "Librarianship and Public Culture in the Age of Information Capitalism" in *Journal of Information Ethics* Vol. 5, No. 2 (Fall, 1996), 54-69.

Sally Helgesen, *The Web of Inclusion*. Currency/Doubleday (New York, London, Toronto, Sydney, Auckland) 1995.

These three works present varied—even contradictory—views on current developments in information technology. Collectively, however, they offer a view of the relentless change taking place in the tidal wave of technology overwhelming every institution, tradition and relationship in our society; a strong library-based protest to its impact, and an alternative view of how we can shape our institutions and organizations.

Tapscott rides the wave of technology with enthusiasm and energy. He portrays a society that is being totally transformed by the way we exchange information. Tapscott tries to help for-profit companies understand the dramatic changes they face in today's economy, but many of the themes he describes are of importance for non-profit associations as well.

Tapscott lists twelve themes of this new economy. I will mention just four:

1. Convergence of computing (hardware & software), content (publishing & authorship), and carriage (telephone, cable, TV, satellite). Recent mergers

and shakeups among major companies in these industries would seem to underscore Tapscott's point. Whether it is Microsoft, AT&T, or Macmillan, nearly all of the major companies want to have control over all three factors: computing, content, and carriage. Tapscott hints in his book that those who control carriage will have the major edge, predicting a dramatic increase in bandwidth in a very short time. Bandwidth and long distance will be cheap; OC3 - 3XT3 129,696,000 bits per second—a one-mile wide information highway; OC48 - 16 X OC3 - 2 billion bits per second—a sixteen-mile wide information superhighway.

Last Tuesday (June 10), the Boston Globe reported on Microsoft's purchase of \$1 billion worth of stock in Comcast Corp of Philadelphia, the fourth largest cable company. The reason? To help Comcast convert its cable TV system's network into a high-speed data network, and to encourage the industry's other major players to invest more rapidly in broadband networks.

Microsoft also, as you might expect, is investing in WebTV, the company that enables viewers to view the Internet on regular TV sets.

Tapscott's prediction may come true more rapidly than anyone could anticipate.

2. Digitization. Tapscott points to the impact of digitization by highlighting the current struggles of the *Encyclopedia Britannica*. The new #1 encyclopedia, *Encarta*. Britannica has had to make dramatic changes; Digitization changes definitions of customers, sales, revenue.

3. Integration and Internetworking. All the walls are breaking down. Television/Net, emergence of relationship banking. An organization is shaped by four factors: competitors, suppliers, consumers, affinity groups. First generation of web was informational and advertising; Second generation will be transactional and functional.

4. Disintermediation. When everything becomes bits, everything else disappears. Whole industries will be wiped out—travel agents, for example. Need to re-intermediate; network banks; Peapod groceries.

In last week's Chicago Tribune (June 5) there was a story of a meeting between Ted Turner and Larry Ellison, head of Oracle Corporation. The reason? To advertise the launch of a new service called CNN/Custom News. The goal is to use gigantic databases from Oracle to create individual news reports—each customer fills out a questionnaire which is fed into every kind of information (Yes, I know it is SDI - librarians have been doing this for years).

It won't surprise you to learn that Time Warner and Oracle have also signed a deal with Citibank as the first of the sponsors who, the article says, "will have their ads plastered among the customized output each customer receives."

What would customized news mean for newspapers? for magazines? for libraries?

While fascinating in many ways, Tapscott's book is likely to send a chill down your spine when you keep an eye on the current developments in the information industry.

I am not sure if Henry Blake had read Tapscott's book when he wrote his article, but he certainly was responding to Tapscott-like themes.

Henry T. Blanke, "Librarianship and Public Culture in the Age of Information Capitalism" in *Journal of Information Ethics* Vol. 5, No. 2 (Fall, 1996), 54-69.

Private companies have positioned themselves to profit from information technology—and they have influenced the government—"aggressively promoting the idea that information is a commodity that can, and should, be bought and sold for a profit. This idea runs directly counter to long-cherished library principles and has grave social and political implications because 'knowledge can only become a profitable commodity if democratic access is restricted by removing it from the public sphere and limiting the channels available for its distribution'" (Jansen, 1993, p. 65)

Example of government information and data being "privatized"—largely in the hands of Martin Marietta Data Systems, Mead Data Central, and Knight-Ridder (p. 62)

(Department of Agriculture - National Trade Data Bank, Securities and Exchange Commission - Electronic Data Gathering, Analysis, and Retrieval System (EDGAR) through Mead's Lexis/Online legal research and news service (p. 62)

Blanke says that many librarians are uncritically entranced with information technology and have endorsed this approach:

. . . the profession is in danger of succumbing to a purely instrumental mentality whereby the means of technique and efficiency override the ends that they should be properly serving, namely free and equal public access to a wide range of information and knowledge. (p. 66)

Pure economics drives things—Roger Summit, former president of DIALOG: "we can't afford an investment in databases that are not going to earn their keep and pay back their development costs"—example? humanities. (p. 66) Most database vendors, are, accordingly, devoting most of their attention to business and economics databases.

Conclusion:

It is imperative that librarians muster the political will to intervene in the development of any post-industrial "information society" in ways that foster social solidarity and democratic empowerment rather than private privilege and corporate hegemony. This struggle must begin with a sustained critique of the idea that the information needs of a democratic society can be left to market

mechanisms, and a renewed dedication to the principle of free and equal access to a diverse sphere of knowledge as a public right. (p. 68)

I actually read the last influential work first—Sally Helgesen's, *The Web of Inclusion*. Helgesen addressed the North Suburban Libraries Group of which my wife is a member and I read the book as we were working on the revision of our personnel handbook.

In the book, Helgesen studies five companies/organizations that have adapted, very successfully, to new ways of organizing and doing business. These five companies relate to five themes:

Marketing. INTEL. Each organization today must find a way to become entirely market-driven in order to carve out a niche for itself. Everyone in the company must begin to think like a marketer, constantly conceptualizing how a product or service might suit a need or solve a problem.

Diversity. Miami Herald. Diversity means being able to draw from a wider base of talent, encouraging full participation by all employees.

Empowering the Front Lines. Beth Israel Hospital in Boston. Rigid and top-heavy corporate structures are not suited to take advantage of information technology's capability. There is a need to re-engineer the nature of work to reflect and adapt to what technology enables. Increase in computing power and decrease in software prices puts balance in favor of individual at grassroots level.

Making Training Part of the Process. Anixter, Inc. Skokie, IL. Training will be essential, ongoing, and integrated into the process of daily work. Training will be reconfigured as education, an ongoing process in which everyone participates.

Building Strategic Alliances. Nickelodeon. More powerful technologies enable organizations to get smaller; the bigger the world economy, the more powerful its smallest players. Organizations must stay small and lean by developing partnerships with those who can supply what they cannot. Redefine the nature of their borders—more permeable, opening gates and changing definitions of who's in and who's out.

After reading Tapscott and Blake, however, I went back to Helgesen to consider the applicability of her ideas—not to ATLA staff, but to the entire association. What would happen, I wondered, if we considered all of us to be one organization with more than 700 personal and institutional members.

What if we rid ourselves of the "*Evanston*" and "*everyone else*" syndrome? What if staff and members had free and open exchange of ideas and information? What if every ATLA member felt responsible for promoting ATLA products and services? For improving ATLA products and services? For sharing ideas and goals for the future?

What if we had no more "we" and "they", but only "we"?

Then we would have a very large web of inclusion, an association that can draw upon the ideas, skills, talents, and leadership of 700 members, all of whom are committed to the same goals and values.

My favorite comment of this entire conference came from a member of the User Group who said, “it was wonderful to look at the Strategic Plan and see how many of the ideas we suggested have become part of it!”

In my first year as your Executive Director, I have attempted to learn as much as I can about your dreams and goals and concerns. In developing a plan for the next three years, I have tried to focus on these concerns, while seeking creative and collaborative solutions to the issues.

It has been a privilege, a challenge, and an opportunity to serve as your Executive Director this first year, and my pledge to you is that we will continue to listen carefully, to plan prudently, and to dream creatively about the future of this most remarkable organization.

Digital Imaging/Scanning for Web Publishing
by
Bill Hook
Vanderbilt Divinity Library

Technology Advisory Committee

Web site: <http://divinity.lib.vanderbilt.edu/tac/scanning.html>

Introduction

The Technology Advisory Committee, responding to suggestions from various sources within the Association, will be presenting a “technology update” as a part of these sessions on the Annual Conference Program. Future TAC sessions may also include updates about on-going developments and efforts from the central IT staff in Evanston, or other member initiated programs. Please feel free to submit suggestions, questions, or items you would think it appropriate for the TAC to communicate to the membership (to Jackie Ammerman, who will be the Chair of the TAC for 97/98).

The topic suggested for this year was scanning/imaging technologies. As more libraries are able to establish a Web presence, and the cost of imaging technologies have decreased, there seem to be more “affordable” choices for digitizing images for the purposes of Web pages.

Note that the focus of this update will intentionally stay with WEB images, so as to avoid a range of more costly, not to mention more complex imaging issues. So we will:

NOT be dealing with Archival/preservation digitization.

NOT be dealing with OCR/ text digitization issues (other than briefly)

NOT dealing with HIGH end scanners, professional graphic designers, photo publication quality images.

The assumption here is that affordability of technology and increased WEB site visibility is leading more folks to consider image scanning. Typical applications I would expect in our libraries would be:

- image scanning
- for inclusion on Web pages, or multi-media in the classroom.
- text scanning
- possibly for fax transmission
- possibly for OCR for mss editing w/in limits of accuracy
- Text scanning for electronic Reserves - (Adobe PDF images) is perhaps of interest, but begins to move beyond the scope of what this presentation can do.

FLAT BED SCANNERS

“Capture the Color”

[http://www8.zdnet.com/pcmag/features/scanners/_open.htm]

PC Magazine, review: from March 7, 1997

Editors Choice [<http://www8.zdnet.com/pcmag/features/scanners/ec.htm>]

Their recommendations for the best of the scanners reviewed.

Scanner Resources

[<http://www.dpi-scanner-uthority.com/144int/Resource/resmain.html>]

This page contains material that is somewhat older (1995 and 96) than one might expect given the rapid changes in technology, but much of it still seems useful. Price information may be out of date. The banner above is a link to the DPI Scanner page. Below are some selected links from the page.

- **Search Page**
[<http://www.dpi-scanner-authority.com/144int/search-s/mainsrch.html>] Search for scanner descriptions by manufacturer, resolution, or bit depth. A good place to see a list of scanners of equivalent capacity to one you may be considering.
- **Scanner Assistant**
[<http://www.dpi-scanner-authority.com/144int/scanasst/scanasst.html>] Summary of price range and capability for high-end, mid-range and entry level scanners.
- **“Do You Really Need all that Resolution?”**
[<http://www.dpi-scanner-authority.com/144int/scontent/needres.html>] Is bigger and better resolution always best?
- **Scanning and Optical Character Recognition part 1**
[<http://www.dpi-scanner-authority.com/144int/scontent/ocr-1.html>]
- **Scanning and Optical Character Recognition part 2**
[<http://www.dpi-scanner-authority.com/144int/scontent/ocr-2.html>]

DIGITAL CAMERAS

“Digital Cameras: Point, Shoot, and Click”

[http://www8.zdnet.com/products/aggregate/16_2mo.html]

A summary article about digital cameras from the ZDNet Web Page, Products section.

Low cost digital cameras (relatively inexpensive \$300-\$1,500)

- “Smile, You’re on Digital Camera”
[<http://www8.zdnet.com/products/content/zdim/0205/>]

zdim0016.html] By Bill Wong, ZD Internet Magazine, May, 1997
A review of six “low end”, digital cameras suitable for web publishing.

- “Heave-Ho, Silver!”

[<http://www8.zdnet.com/products/content/pcmg/1601/pcmg0030.html>] By Daniel Grotta & Sally Wiener Grotta, PC Magazine, January 7, 1997 A review of 11 digital cameras all costing under \$1,200.

Image samples taken with an Epson Photo PC are provided on Epson’s Web Site at: [http://www.epson.com/whatsnew/ygtsi/gallery/ppc_gallery.html] Each example notes that there is a difference between the image resolution provided originally by the camera, and the resolution displayed on the Web. However, these images do give the “real world” picture quality you can expect on a Web page. When viewing the page, if you “right click” on the image, and select “view image” you can see jpeg image in the 640x480 resolution.

Mid-range cameras (\$3,000 - \$10,000)

These are much more camera than most of us will ever need for Web publishing. But this is probably a foretaste of what the near future will bring for affordable camera quality. Not too long ago, even what are now “low cost” digital cameras were in this price range.

“Out of the Darkroom”

[<http://www8.zdnet.com/products/content/pcmg/1605/pcmg0029.html>]
By Daniel Grotta and Sally Wiener Grotta, PC Magazine, March 4, 1997

Professional Digital Cameras

If \$10,000 is mid-range (!) what are high end cameras, you ask, purely out of intellectual curiosity? While these are out of scope for this page, I will simply point you to the Kodak Professional DCS 460 (\$27,995) which was used as the base for comparisons in the article immediately above.

KODAK Professional DCS 460 Digital Camera

[<http://www.kodak.com/cgi-bin/webCatalog.pl?section=&cc=US&lc=en&product=KODAK+Professional+DCS+460+Digital+Camera>]

SLIDE SCANNERS

If you have images available already in a slide collection, scanners developed specifically to convert slides to digital images have also dropped substantially in price. As with other scanners, the primary influence on price are speed and resolution.

The following point to descriptions of these products found on the **DPI Electronic Imaging Systems Scanner Site**:

[<http://www.dpi-scanner-authority.com/288int/DPIHome/dpihme28.html>]

Polaroid SprintScan 35 Product Price: US \$769.00

[<http://www.dpi-scanner-authority.com/144int/polaroid/ss35.html>]

Polaroid SprintScan 35/ES Product Price: US \$1499.00

[<http://www.dpi-scanner-authority.com/144int/polaroid/ss35e.html>]

Microtek ScanMaker 35t Product Price: US \$769.00

[<http://www.dpi-scanner-authority.com/144int/Microtek/sm35t.html>]

Nikon Super Coolscan LS-1000 Product Price: US \$1999.00

[<http://www.dpi-scanner-authority.com/144int/Nikon/nkscs.html>]

POSTSCRIPT: SCSI ADAPTERS AND OTHER CHALLENGES

SCSI devices: Many of these imaging devices typically come with their own "SCSI " cards to drop into slot. In an uncomplicated system running windows 3.1 that will work pretty well.

If you have MULTIPLE SCSI devices (scanner, cd, etc), you will want a SCSI card which will allow you to chain devices on one connection. HP scanner card will NOT allow you to attach another scsi device.

ADAPTEC scsi cards are nearly universally accepted for most scsi devices. Scanners often operate at 8 bit bus (ISA - 16 bit; PCI 32 bit). Attaching a scanner device with 8 bit bus to a 32 bit screamer card is overkill. SHOULD match bandwidth of scsi cards with devices.

IF attaching a scanner to a chain on 32 bit capable card, attach scanner as LAST device on chain.

Operating Systems:

Windows 3.1 support for these devices is generally fine. Increasingly Win 95 support is reasonable, after a shakey start with Win 95 drivers Windows NT, while generally an OS which desires SCSI devices, still does not find scanners to be free of problems.

One might assume that newer devices will be more likely to have win NT 4.0 device drivers. This seems to be a shaky assumption with scanners. CHECK IT OUT! before buying.

VENDOR WEB SITES TO REVIEW

Adobe: [<http://www.adobe.com/>]

AGFA: [<http://www.agfa.com>]

Hewlett-Packard: [<http://www.hp.com/PersonalComputing/>]

Epson: [<http://www.epson.com/home.shtml>]

Corporate Products—for Scanners Click on the down arrow of the Product Search field, and select the desired products.

Microtek: [<http://www.microtekusa.com/>]

Nikon: [<http://www.nikonusa.com/>]

Umax: [<http://www.umax.com/>]

Ricoh: [<http://www.ricoh.com/>]

The International Council of Theological Library Associations: Past Foundation, Present Form and Plans for the Future

by
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University of Edinburgh

The International Council of Theological Library Associations, or le Conseil International des Associations de Bibliothèques de Théologie as it is known in Europe and usually referred to in the shortened form as the Conseil, celebrated its twenty fifth General Assembly last September in Pannonhalma, Hungary. During the past twenty-five years this cooperative body has slowly grown until today it boasts a membership of twelve associations, three special member organizations and a number of corresponding associations. We shall take a brief look at the historical development of the Council first, followed by an outline of its present form and the projections for the future.

Similar to the situation here in North America, various organizations of theological libraries began to spring up in Europe some fifty years ago. This year, in fact, the German Association of Catholic Theological Libraries will celebrate its jubilee in Cologne in September. Although specialized work had gone on in libraries dedicated to the collection and preservation of theological materials for centuries, there was very little cooperative effort, or even association between them. Many libraries were small parish collections or libraries housed in monasteries; many of these rather insignificant libraries had valuable ancient manuscripts among their holdings. These small libraries jealously guarded their collections, their secrets and their independence until the pressures of rebuilding in Europe after the Second World War forced them to look beyond themselves and seek for a broader support base.

The Association of British Theological and Philosophical Libraries (ABTAPL), of which I am a member, was founded in 1956 to be the United Kingdom member of an international Association of Theological Libraries which was set up in 1954 following a meeting convened by the World Council of Churches under the auspices of UNESCO. At this meeting there was evidence of a need for wider dissemination throughout the world of information about theological libraries, this specialized field of librarianship and literature. Unfortunately, this international organization did not survive long, but many of its aims and objectives are now carried out by the Conseil International des Associations de Bibliothèques de Théologie, of which ABTAPL is a member organization.

Gradually, small cooperative associations began to emerge in the various countries of Europe. In some countries there were two or even three different organizations with the divisions running along denominational lines. Naturally each association used its own local language, and developed a constitution that met its own particular purposes and needs. Each one operated independently

and at first confined its interests to its member libraries. It wasn't until 1961 that the leaders of the associations in Germany, France and the Netherlands had a vision to form the first International Committee to work towards cooperation among the various national library associations.

Although this first committee was formed by only three participating member-associations, their plans were very ambitious. Their proposals called for the publication of an international bibliographical bulletin called *Scripta Recenter Edita*, a series of annotated thematic bibliographies, the establishment of an international bookshop to serve theological libraries, an exchange program for out-of-print books, and the publication of an annotated bibliographical review of theological periodicals called the *Clavis Periodicorum*. Of these projects, only the last two mentioned have continued to the present.

By the year 1970, many changes had occurred in theological libraries on the continent and the original form of this international committee needed to be revised and altered. One of the events that influenced this change, perhaps more than any other, was the second Vatican Council. Initially the international effort was confined exclusively to cooperation between Catholic institutions, but with Vatican II the approach began to move into the ecumenical sphere. Another major change in the theological libraries was the replacement of the clergy-librarians with qualified lay people. Membership in the theological library associations was even extended to some public libraries that housed collections of theological books.

In 1970, the organization was reformed and officially named *the Conseil international des associations de bibliothèques de théologie*, with official titles in German, Internationaler Rat der Vereinigungen theologischer Bibliotheken, and in English, the International Council of Theological Library Associations. This organization is a cooperative body of the various national associations; the individual libraries belong to their respective national associations, which in turn hold membership in the international association. There are some exceptions to this pattern in that special membership status is granted to important libraries that house extensive theological collections, as those found in the library of the World Council of Churches in Geneva, Switzerland; the National Library of Strasburg, France; and the Centre Informatique et Bible in Maredsous, Belgium. It should be noted here that the Conseil continues to enjoy a friendly and cooperative relationship with the Vatican and the Pontifical Commission for the Church's Cultural Heritage, which is under the direction of Archbishop Francesco Marchisano. Although the Vatican Library is not formally a member of the Conseil, the Archbishop or his representative does attend our meetings as a corresponding delegate.

The annual General Assembly of the Conseil moves from country to country, depending on the invitations that are received from the various member associations. Previously the pattern was to meet in France every second year, to coincide with the General Assembly of the French association, but with the

expansion of the membership that has been changed. Each member association is entitled to send two delegates to the Conseil meetings. From among these delegates a four-member Executive Committee is elected at the annual General Assembly—President, Vice-President, Secretary and Treasurer. In addition to the executive committee, various committees are set up at the General Assembly to give direction to the projects. The working language of the Conseil is French, although at our meetings one hears German, Italian, Spanish and occasionally some English. Generally, all meetings are conducted without any oral translation, for it is assumed that all delegates to the Conseil can manage the major languages of Europe. In this way the Conseil seeks to develop a unified cultural and linguistic approach that spans the vast diversity of the European nations.

Each member association contributes an annual amount to the common budget for the support of the projects and the joint activities of the Conseil. In addition to these set contributions, the Conseil accepts voluntary donations of time and expertise from the member delegates. We are also eligible to receive funds from the European Economic Community, charitable foundations and other private sources.

Since 1990, the Conseil has grown considerably as the political changes in Central and Eastern Europe have opened the doors for the theological libraries in those areas to join the international association. Last year, for the first time, we were pleased to welcome to the Annual Assembly a representative from the Orthodox Patriarchate of Russia. Links with Russia, Slovenia and the Ukraine are still in the preparatory stage, while Poland and Hungary have already been admitted into full membership in the Conseil.

Today, the Conseil represents well over 2,000 theological libraries throughout Europe, with corresponding links to the associations in Australia and New Zealand, South America, India, and some of the African libraries. We are seeking to foster the ties that we have with the American Theological Library Association, and are grateful for this opportunity to share in this conference, bringing more awareness of the European activities to the North American audience. In recent correspondence, it has been confirmed that Dennis Norlin will be attending the General Assembly of the Conseil in Cologne in September to represent ATLA. It is indeed gratifying to see these ties cultivated and strengthened.

One of the biggest obstacles to the international coordination of efforts in Europe is the diversity of culture and language, in addition to the variety of ecclesiastical structures and the variety of library techniques and methods that are in use across the region. Even cataloging rules vary from country to country, and church to church. These obstacles, however, become a challenge and an opportunity to the Conseil to develop bridges that span the gulfs that separate us. As the political structure of Europe moves towards unity, so the Conseil promotes mutual cooperation, seeking to develop the necessary

technical tools for coordinated efforts. The advance of automation and on-line facilities spurs us on to find the appropriate avenues of communication that make the resources of Europe available to the member associations and ultimately to the rest of the world.

Over the period of the last three years, the Conseil has been developing an instrument for indexing in various European languages which is applicable to the fields of religious, theological and Biblical studies. This instrument will be used throughout Europe and will be available for on-line consultation. A copy of the official proposal for this project is attached to this paper in an appendix. We have petitioned the European Community for financial support and have recently been granted a measure of backing to pursue this work.

Last year we published the third edition of the Conseil Brochure. This is a tri-lingual brochure with articles in French, German and English, giving a brief description and historical background of the member organizations. An up-dated *Clavis Periodicorum* is published regularly each year. There is also a proposal on the books to develop a global guide to theological libraries, which would combine all of the national guides into one reference volume. As we look to the future, the Conseil plans to continue to cultivate the connections that have been made with the theological libraries in the rest of Europe and with the other continents overseas. We are anxious to see the proper use of electronic communication to promote unity and cooperation across national borders, a sharing of resources and expertise to the benefit of all. As the departments and faculties of divinity and theology, once the founding cornerstones, are increasingly marginalized in the universities, the Conseil seeks to keep a vision of progress alive and productive to encourage research and study in theology, the foundation of all disciplines.

The bonds that exist between Europe and North America with regard to theological libraries have a history much longer than either ATLA or the Conseil. Surely the founders of the theological libraries in North America were educated and nurtured in Europe. A concrete connection is revealed in ATLA's publication last year, *Essays in Celebration of the First Fifty Years*. In this publication there is an article by Professor Milton Gatch entitled, *A Major Library Acquisition of 1838*, where he discusses the purchase of the library of Leander van Ess, a former Catholic professor in the Protestant University of Marburg, for the newly established Union Theological Seminary. The Atlantic Ocean is not such a formidable barrier as it used to be; we now talk about a hop across the pond, not the week-long sea voyage of yesteryear. Surely this increasing accessibility should nurture cooperation between the Conseil and ATLA. In conclusion, let me quote our president who has stated that his desire is "that the past fifty long years of mutual silence will be followed by another fifty years of fruitful cooperation."

Appendix:

Conseil International des Associations de Bibliothèques de Théologie

International Rat der Vereinigungen theologischer Bibliotheken

International Council of Theological Library Associations

Subject Heading

The main European languages are increasingly in need of a controlled vocabulary that is internationally coherent for the numerous tasks involved in indexing of any specific field. Human sciences, and in particular religious and Biblical studies with their historical roots in Europe, urgently demand an instrument of this nature.

1. The Aim of the Proposal

The purpose of this paper is to propose a working plan for the creation of an instrument for indexing in the various European languages which will be applicable to the fields of religion, theology and the Bible.

2. Terminology

SUBJECT HEADING, which is the specific subject of this proposal, “consists of a word or group of words which indicate the subject matter” of a document.¹ KEYWORD is a term from “the natural language chosen to indicate a document and facilitate its retrieval when a search includes this word.”²

The distinction between the **subject heading** and the **author heading** is not very precise. The distinction between the two is found in the principles laid down in the traditional methods of library science according to the concept of continuing classification (of the American school) or alphabetic catalogue by author (considered to be the basic, and often the sole, method of classification in a library without automation) .

In the past the orthography and the classification of a heading such as Cicero has been the subject of ample discussion.

It is very important, therefore, not to restrict the field of application a priori, while still clearly distinguishing all the various aspects of the same area of investigation: to indicate as precisely as possible a document, the partial content of a document, or a set of documents, by using obvious indices which are well defined within themselves, with reference to a given recognizable network, and which are easily separated by their differences should the need arise.

3. Fields to Explore

In order to reach our goal, the following steps will be necessary:

3.1 Collect and update the bibliography on the subject in order to ascertain the practical applications of the same in the various European linguistic areas (or within national traditions), as well as in the countries outside of Europe (with particular reference to the United States). (see P. Buntschu et al, *Bibliothèques et*

vedettes, *Principes et pratiques de l'indexation matière dans les pays francophones du nord*, Presses Univ. Laval et Ed. Univ. Fribourg, 1993, p.256.)

3.2 Collect the lists (traditional and computerized) of keywords, thesauri, critical indices that are already available, for the fields indicated and for the various European languages.

3.3 Define clearly the meaning of "European languages" without neglecting the problems of graphic description and transliteration.

3.4 Create a specific multi-lingual terminology data-base of the difficult terms of reference, based on the authoritative reference works. (see the reference cited in footnote 1, as well as, *Empfehlungen für Planung und Aufbau von Terminologiedatenbanken*, Gesellschaft für Terminologie und Wissenstransfer e.v., 1954, Saarbrücken, p.54.)

3.5 Compare this terminology with the "classifications" used by the principal classification systems (Dewey, UDC). (see *Dewey Decimal Classification, 200 Religion Class*, Forest press, Albany, 1989, p. 192 and *Ingo Nöther, Modell einer Konkordanz-klassifikation für systematische Kataloge*, Bibliotheksdienst, 28, 1994, H. 1, 15-33, H.2, 175-187.)

3.6 Create a complete, systematically ordered, multilingual thesaurus of the vocabularies appropriate to the field, with links to the terminology data-base. (see the norms in ISO 5964 (1985) for the creation of multilingual thesauri, and Vinod Chachra, *Subject Access in an automated Multithesaurus and Multilingual Environment, in Automated Systems for Access to Multilingual and Multiscript Library Materials*, IFLA Satellite Meeting, Madrid, August 18-19, 1993, K.G. Saur, Munchen, 1994, pp. 63-76.)

3.7 Establish an evolving automated structure which, following these objectives and/or according to a common methodology and/or multilingual access, makes allowance for gathering and accumulating the research of specialists in a given language and in any particular sector of the fields (canon law, New Testament, medieval theology, iconography, liturgy institutions, etc.) (see in particular, Ian Tresman, *Multilingual PC Directory*, Kwonledge Computing, Borehanwood, 1994, No.3, p.256.)

4. Various Sources

The "sources" indicated in the following lines have to be considered merely as exploring the possibilities with a view to beginning the work mentioned in points 1 and 2 of the previous paragraph.

4.1 The Anglo-Saxon area:

- *Religion Index*
- The *Thesaurus* of ATLA (approximately 45,000 terms) along with the supplements published in the *Theology Cataloging Bulletin*.
- *Subject Headings*.

4.2 The German area:

- *Slachwortnormdatei*
- *RSWK* (Anlage)
- *Dietrich* (Periodicals)

4.3 The French area:

- Rameau.

4.4 The Italian area:

- Soggettario (The Vatican Library)

4.5 The Spanish area

5. European Languages

In the first instance we propose a division of the European languages on four levels:

- a) the languages that are most widely spoken
- b) the languages of the European Economic Community
- c) the other European languages
- d) the languages that are related to the appropriate field under consideration.

a) The languages that are most widely spoken (or considered as such with respect to the project under consideration) would be: English, German, Spanish, French and Italian.

b) The languages of the European Economic Community not yet mentioned in a) are: Dutch, Portuguese, Danish, Modern Greek, Swedish and Finnish.

c) The other European languages (not limited to those here mentioned) are: Bulgarian, Catalan, Croatian, Estonian, Hungarian, Latvian, Lithuanian, Polish, Romanian, Russian, Serbian, Slovak, Slovenian, Norwegian, Czech, Turkish, etc.

d) With reference to the field of study (theology), the following related languages should be added: Latin, Classical and Hellenistic Greek, Classical and Modern Hebrew, Arabic; and in addition Syriac, Coptic, Armenian, Ethiopian and Georgian.

This type of clarification allows for a step by step procedure, indicating the priorities which can be used as a reference for other linguistic fields, yet maintaining from the outset an open analysis and the possibility for compatible development with another project of broader scope.

6. Methodology

The following steps are proposed for a project of this nature:

6.A. A general and detailed automated analysis which will produce a calculation of the expenses involved and a budget.

- Estimated costs: 500,000 Bf = 12,716 Ecu (1 Ecu = 39,32 Bf)

6.B. The establishing of a working group with competence in the field for the five languages of the major division (level 1), with at least three experts for each language.

6.B.1. Preparatory work related to the general and automated analysis during 18 months at the rate of one working day every two months, at a calculated cost of 25,000 Bf per day per person (travel expenses included): $3 \times 5 \times 9 \times 25,000 \text{ Bf} = 3,375,000 \text{ Bf} = 85,834 \text{ Ecu}$.

6.B.2. Plenary meetings for international comparison with 2 delegates for each linguistic area: $3 \times (2 \times 5) \times 25,000 \text{ Bf} = 750,000 \text{ Bf} = 19,074 \text{ Ecu}$.

6.B.3. Coordination of the total project by a specialist appointed for each linguistic area and to receive compensation at 25,000 Bf per day of active contribution.

- Estimated costs: to be calculated according to the definition given in point 6.A.

6.C. Practical application (automation) of the creation of the terminology data-base and the systematically ordered thesaurus: codification, programming of management and research, compatibility among the various programs for cataloguing and indexing, preparation of the printed and electronic versions (CD-ROM, diskettes).

- Estimated costs: in accordance with point 6. A.

6. D. Maintenance: the development of vocabularies—the insertion of new languages

- Estimate: the third phase of the project.

7. The phases of the project and planning

The first phase consists of the steps A, B 1, and B2 as described in the previous section.

- Estimated costs: $117,624 \text{ Ecu} = 4,704,960 \text{ Bf} = 229,367 \text{ DM}$.

The second phase consists of the steps C, B3 and D as described in the previous section.

- Estimated costs: (according the definition in 6A) for 45,000 terms in 5 languages = 165,000 terms at 7 Ecu per term = 1,115,000 Ecu.

The third phase consists of the projects mentioned under step 6E in the previous section.

- Estimated expenses: (pro memoria: the necessity of auto-financing, planned during phases 1 and 2)
 - ◇ Phase 1: 18 months starting from the financial approval.
 - ◇ Phase 2: 18 months starting from the end of the first phase.
 - ◇ Phase 3: Following phase 1, depending of the state of the analysis and the finances established for each linguistic area.

8. Direction

The project comes under the direction of the International (European) Council of Theological Library Associations which will appoint a Commission to be responsible for the project. This Commission will be composed of not more than three members of the Council and two specialists (not necessarily members of the Council), who will be appointed following the recommendation of the three Council members of said Commission.

Legal Address: Conseil International des Associations de Bibliothèques de Théologie, Postbus 289, NL - 6500 Nijmegen (Netherlands)

Correspondence Address: c/o Dr. I. Dumke, Postfach 25 0104, D-50517 Köln (Germany)

Address of the Chairman: Dr. A.J. Geuns, Via Muzio Clementi 7 1/C, I-00050 Valcanneto di Cerveteri (Italy)

Address of the leader of the project for the International Council: yet to be appointed.

9. Authors of this Project on Behalf of the International Council

Dr. Wolfgang Friedrich Krämer, Bibliothek der Augustana Hochschule

Fr. R. Ferdinand Poswick, OSB, Directeur CIB - Maredsous

Endnotes

¹Terminology base EURODICAUTOM, library science section (produced by CID-Maredsous in 1989).

²Ibid., sub verbo.

Library Services to Real Students from Virtual and Extension Programs: Serving the Distant Learner

by

John Dickason

Fuller Theological Seminary

Some of you may have read the recent book by Diane Umble, *Holding the Line*¹, which examines the impact of the telephone upon Old Mennonite and Amish faith communities. The telephone, which many of us view as a simple, necessary piece of technology, was the subject of vigorous debate: what dangers lurked behind this device? Will electronic contact with the outside world destroy these faith communities? Should clergy be permitted to own a phone? Will the “virtual” relationships across telephone lines become a substitute for communal meetings and gatherings of the faithful, or can it be used to organize traditional meetings? In a similar fashion, the introduction of new educational delivery systems has posed threats to our profession. What is the future of the book? Are library buildings still necessary? How can we support constituencies that triple overnight? Fuller Seminary has achieved some notoriety in its entrepreneurial advances, and I would like to briefly summarize our experience. Fuller is an institution with three schools: the School of Theology, the School of World Mission, and the School of Psychology. In addition, Fuller has a substantial Doctor of Ministry program, and several distance education centers (located in Seattle, Northern California, Southern California, Arizona, and Colorado). These external programs are administered by a separate division, Continuing Education and Extension, which, if effect, has become a fourth School. This has raised questions of accountability and faculty ownership.

Library services to these extension centers have undergone considerable modification over the years. In the early years, extension sites assumed responsibilities for acquiring adequate resources, and consequently negotiated contracts for library services with local institutions. In recent years, the main campus library endeavored to become more involved in off-campus services.

There are three assumptions that have informed this change of posture: first, these programs will continue to grow—they will not diminish, and librarians must provide leadership in shaping the way these services are created and delivered. If we don’t act now, our future will be determined for us. Second, though we may never achieve it, we need to strive toward a portfolio of services that is equivalent to that offered to on campus students. Contractual relationships with local institutions are not enough, and leaving extension students to sink or swim on their own is irresponsible. Third, print materials will continue to have a vital role in the years ahead; electronic resources are important, but are not sufficiently developed. Finally, faculty setting in off campus programs will provide librarians with clues as to how services may be developed.

We provide several services to our off-campus students: (1) Access to campus collections for extension students in Southern California, and those coming to campus for residency requirements; (2) Small, core collections at some sites; (3) Contracted access to nearby collections (one extension site is located on the campus of St. Patrick's Seminary in Menlo Park); (4) Reference and bibliographic instruction, accessible via a toll-free telephone number; (5) Mediated CD-ROM and database searches; (6) Document delivery through interlibrary loan and direct mail. In order to accomplish some of these tasks, we increased the reference staff, and staggered shifts, so that we might provide reference service on evenings and weekends. We realize that these services are still in their infancy. In the near future, we will have an interactive web site that will facilitate these extended services, and we will install a web-based access to our online catalog.

Certainly, much more can, and should, be done. Alexander Slate has identified thirteen critical components that should be part of a library service program for off-campus students.²

- 1) Core collections, either onsite collections, or reserve materials sent to off-campus sites.
- 2) A capacity to send other library materials specifically requested by students.
- 3) An ability to handle reference queries.
- 4) A special telephone number which off-campus students can use to request help.
- 5) Advertisement of services, which gives evidence of institutional commitment and acceptance.
- 6) At least one librarian, full or part time, whose job description involves off campus services.
- 7) Support staff to handle clerical tasks (document retrieval, photocopying, etc.).
- 8) Bibliographic instruction.
- 9) Online database searching.
- 10) Interlibrary loan.
- 11) Service without charge.
- 12) Assessment of the needs of off-campus students.
- 13) Finally, it is important to implement a process of ongoing evaluation.

Resources on Library Services to Off-Campus Programs

GENERAL INFORMATION ON DISTANCE EDUCATION

World Wide Web Virtual Library: Distance Education

(<http://www.cisnet.com/~cisnetcattales/Deducation/html>)

ORGANIZATIONS AND CONFERENCES

Association of College and Research Libraries: Extended Campus Services Section. For details, and an archive of its newsletters, see <http://ecuvax.cis.ecu.edu/~lbshouse/home.htm>

Off-Campus Library Services Conference. *The Off-campus Library Services Conference Proceedings*. Mount Pleasant: Central Michigan University, 1982-

GUIDELINES AND STANDARDS

Association of College and Research Libraries. "Guidelines for Extended Campus Library Services." *College and Research Libraries News*, April 1990 (corrections in the January 1993 issue)

Association of Theological Schools. ATS Accreditation Standards. <http://www.ats.edu/accred/accnt.htm>

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Slade, Alexander and Marie A. Kascus. *Library Services for Off-Campus Students: The Second Annotated Bibliography*. Englewood, Colorado: Libraries Unlimited, 1996.

Slade, Alexander. "Recent References on Extended Campus Library Services." *ECLSS Newsletter*, Vol. 5, no. 1, 1995.

SAMPLE LIBRARY WEB SITES SERVING OFF-CAMPUS STUDENTS

Central Michigan University Libraries:
<http://www.lib.cmich.edulcmich.ecu/ocls.htm>

University of Wisconsin-Milwaukee Golda Meir Library:
<http://www.uwm.edu/Dept/Library/disted.htm>

Macquarie University Library:
http://www.lib.mq.edu.au/Lending_Services/pamphlet.html

University of California Extension, Center for Media and Independent Learning (not a library web page, but useful):
<http://www-cmil.unex.berkeley.edu/>

Endnotes

¹Diane Zimmerman Umble, *Holding the Line: The Telephone in Old Order Mennonite and Amish Life* (Baltimore, Md: Johns Hopkins University Press, 1996).

²Alexander Slate, "Thirteen Key Ingredients in Off-Campus Library Services: A Canadian Perspective," in *The Off-Campus Library Services Conference Proceedings*, October 24–25, 1986 (Mount Pleasant: Central Michigan University Press, 1987) pp. 285–305.

Library Services to Real Students from Virtual and Extension Programs

by

Allen W. Mueller

Wesley Theological Seminary Library

At the 1996 ATLA Conference, Wayne Goodwin presented challenging ideas about theological education in a paper entitled "Serving Remote Students in Distance-Education Programs."¹ John Dickason, one of my co-panelists this morning, noted that while considerable time was spent on the theoretical justification of new modes of education, more time was needed for librarians actually to discuss the implications of distance education programs on libraries.² I am pleased to join John Dickason and John Muether as we attempt to do just that in this panel presentation.

In this paper, I will focus primarily on the impact that students who are enrolled in extension programs have on my library. I will then briefly address the role that librarians should play as such programs are inaugurated by their own institutions.

As a point of reference, it is helpful to look first at what is meant by "extension programs." The 1996 ATS standards define four types of extension education programs: those which offer all of the work necessary for the completion of a degree, those which make only partial degree requirements available, those which offer occasional courses, and programs which allow external independent study.³

For the first two types of programs, the standards state that appropriate library and information resources need to be available at the extension site. For the third type, the standards require "access to resources students need." ATS stipulates that institutions offering the fourth type of extension program demonstrate "how instructional resources for courses adequately support their goals and objectives."⁴

No ATLA colleagues have made formal requests to me for library services to their extended academic communities in the D.C. area. However, my staff and I, as well as several colleagues from other schools of the Washington Theological Consortium, are keenly aware that students who reside in the D.C. area and who are enrolled in extension programs of other institutions are placing increasing demands on our libraries for service.

Recently, a visitor to my library said that she was working on a major paper. She had difficulty explaining her topic, and she had no idea how to begin to search for materials or what a working bibliography is. She was unaware of the existence of the *Religion Database* on CD-ROM, and she indicated that she didn't like using computer catalogs. Although the student is enrolled in a non-accredited institution in the D.C. area, she represents a type of library user all of us have assisted.

My reason for relating this vignette is to emphasize the fact, obvious at least to librarians, that libraries are not self-service boutiques. Before I agree to offer library services to distance education students from another institution, I need to ask if I can assign additional responsibilities to our one reference librarian, who already serves a community of nearly 700 students, faculty, and staff plus alumni, consortium students, area clergy, etc.

With the increasing number of outside users coming to my library, and I suspect to other libraries, it is necessary to balance the right of our primary constituents to receive quality professional library assistance, including point-of-need bibliographic instruction, with requests from outside users for the same level of help. This balancing act is not an easy task, and to tell an individual "I can't help you any longer" is not a response that will come easily to the service-oriented reference librarian. Yet, a response of this type might well be necessary, especially when a student from our own institution is waiting for similar assistance.

With regard to staffing, it is unfortunate that the ATS standards are not more explicit regarding human resources when addressing library services for extension programs. Section 10.3.2 indicates that if an agreement is reached with another library to provide services to an extension community, the home institution "shall be able to demonstrate that these libraries offer . . . adequacy of resources . . ." ⁵ However, the standards do not specifically mention human resources, a key element of library service.

Recently, a student who lives in the D.C. area and who is a PhD candidate at an ATS school elsewhere in the country, wanted "electronic summaries" of about 25 books listed on a bibliography. He didn't have time to read them, he explained. When he learned that I could not produce these summaries, he wanted someone to retrieve the books in order for him to check them out, assuming that he was entitled to borrowing privileges.

This student's visit poses several problems plus this question: Is our collection adequate to allow distance learners to borrow from it? That is to say, first of all, are there enough resources for additional users? Would extension students and faculty make demands on our collection which would result in materials not being readily available to our own students? For example, an already heavy demand for items dealing with ethnic, racial, and cultural minorities is made by our own students and students of the Washington Theological Consortium, our primary constituents. It would be unwise to increase the competition for these resources by granting borrowing privileges to distance learners.

Distance learners raise another question about the adequacy of library collections. The goal of collection development at the Wesley Library is to have resources which represent the historical depth and intellectual breadth of religious thought and practice.

The word “represent” is a key word, and some thoughts and practices are represented more fully than others. Wesley Seminary can be described as a liberal, main-line Protestant institution with a strong social conscience, with systematic efforts at globalization of the curriculum in place, and with a renewed emphasis on congregation-based education. The library collections, which are inclusive rather than exclusive, adequately support the curriculum and meet the needs of a diverse community.

However, students from another institution were dissatisfied with our collections because of the lack of extensive in-depth resources reflective of theological positions and methods of biblical interpretation taught by their school but which are generally foreign to our experience and setting. Also, even though there are in our library selected materials on many American denominations, students from some churches would likely not find extensive, in-depth materials in our library if they were researching their traditions.

Before I allow an extended learning community to use our collections, whether with or without borrowing privileges, I need to know what these communities expect from our library. I need to define the strengths and relative weaknesses of our collections, and then, if appropriate, I need to say “no” to another school’s request for use of our collections.

There are other questions: If I allow extension faculty use of our library, am I expected to grant them the same privileges awarded to our own faculty: semester loans, free photocopying services, interlibrary loan, reserve book services, and exemption from fines?

What about library facilities? Should extension students and faculty be allowed to reserve study carrels? Should they get permits for a parking lot already too limited for our own students? Does my library have enough study space and photocopiers for more users? Incidentally, the student who wanted “electronic summaries” of twenty-five books eventually asked for directions to the photocopier.

Some may argue that these practical questions can be handled as they arise. But beware. They are likely to face you as soon as you agree to offer library services to extension students and faculty.

If you make a formal agreement to provide library services to extension students and faculty from another institution, consider including these matters in the agreement, and don’t forget to determine how the contract will be reviewed, evaluated, renewed, or terminated, what sanctions you will levy on delinquent borrowers, and whether the home institution will bear ultimate responsibility for their students and faculty.

The question of how much to charge another institution for library services is difficult to answer. Some libraries already offer borrowing privileges to local clergy or lay persons for a minimal fee. A concern for public relations might very well inform the structure of the fee schedule. However, a minimal semester fee for extension students from other schools is unfair to students of

the host institution. One school calculates that it takes \$500.00 per student per semester to operate the library and therefore charges that same amount each semester to outsiders who are approved by the director for borrowing privileges. This method of calculating fees for outside users seems to be appropriate and encourages us not to underestimate the monetary value of library resources and services.

My last suggestion if you agree to provide library services for extension students and faculty from another institution is that in order to avoid misunderstanding, be sure that you are negotiating with librarians. Librarians generally speak the same language, often different from that of other administrators.

I have focused so far on the impact that students from extension programs of other institutions have on my library. What about Wesley Seminary's distance learners?

At the present time, Wesley Seminary offers only the third type of program defined by the ATS. Certain Doctor of Ministry terms are from time to time scheduled in other locations in the U.S., in Europe, or in Korea. These terms are intensive seminars requiring considerable reading in advance of the seminar, and the Library is not required to provide service to the students and faculty as these classes meet.

Just last week, however, one of our administrators told me that he thought that distance education is "the wave of the future," and I suspect that someone in your school is thinking along the same lines. Therefore, it is important for librarians whose schools do not yet offer courses through distance education to ask the question "How do librarians find a voice as administrators begin planning these types of degree programs?"

My best advice is to be clear when explaining to administrators what is required to provide library services. Know the nature of the extension program and know the needs of the users in such programs. Be persistent and precise in your communication as you explain what is obvious to us, namely, that research assistance, the use of electronic resources, the providing of mail and telephone reference service, as well as the potential need to buy additional copies of frequently requested resources for extension centers take time, money, and above all, human resources.

Make it clear that library services cannot be provided by clerk-typists, by reading lists, and by computer work stations alone. Quality library service for an institution's distance learners cannot necessarily be provided even by a contract with another library. Be ready also for the proposed host librarian to ask questions similar to the concerns which I raised earlier in this paper concerning library services to extension communities from another institution.

Above all, we should view ourselves as key persons in developing distance education programs. If we insist on quality library services for distance learners, then we will help guard against the danger of participants in extension

programs becoming second-class citizens. In turn, we will enhance the cause of theological education.

Endnotes

¹ Goodwin, Wayne E., "Serving Remote Students in Distance-Learning Programs," in *Summary of Proceedings; Fiftieth Annual Conference of the American Theological Library Association, June 21-24, 1996* (Evanston: The Association, 1997), 25-50.

² Dickason, John, "Serving Remote Students: A Librarian's Response." In *Summary of Proceedings*, 54.

³ *Bulletin*, 42 Part 3 Procedures, Standards, and Criteria for Membership (Pittsburgh: The Association of Theological Schools in the United States and Canada, 1996), 67-68

⁴ Ibid.

⁵ Ibid., 69.

Library Services to Real Students from Virtual and Extension Programs: “Keeping Faith with the Old Library”

by

John R. Muether

Reformed Theological Seminary, Orlando

It might be helpful for me to begin my remarks by describing what Reformed Theological Seminary has accomplished by way of extension campuses. I came to Reformed Theological Seminary in 1989, when its Orlando campus first opened. In the eight years, Reformed has made a heavy investment in building a traditional campus with a traditional library, through generous book-budgets and major acquisitions (such as full subscription to ATLA microform preservation program). We now have a library of 55,000 volumes and 80,000 microforms, serving a student body of 234 full-time equivalents.

In 1992, Reformed joined the battle for Charlotte. At that time, there were four or five theological seminaries trying to establish a branch campus in Charlotte. Reformed began in modest rented facilities, and our original plan was to develop a minimal “core” library of 5,000 to 10,000 “essential” works, relying heavily on resource sharing from our other campuses to supplement its resources. Three years ago, a very large and attractive facility became available, and plans for Charlotte changed dramatically. We now have a full-time resident faculty there, and a growing library of 20,000 volumes serves a rapidly expanding student body of 71 FTE. Just recently Charlotte hired a full time and fully credentialed theological librarian.

Together with the Jackson, Mississippi campus, formed in 1966, Reformed Theological Seminary presently consists of one institution on three campuses. But Reformed is not finished. Continuing its march up the east coast (a sort of Sherman in reverse), Reformed stormed Washington in 1996, beginning a branch in the facilities of a large Presbyterian Church just inside the Beltway. What this fourth campus library will eventually look like is anyone’s guess at this time.

In one sense, we have come full circle in extension learning at the Orlando campus in that several schools, over the past couple of years, have set up shop in Orlando and asked us for written agreements in order to provide their students with access to library resources. We have generally been accommodating to these requests, declining only one, which gave strong evidence of being a diploma mill.

Reformed, then, has developed within the past decade two branch campuses. It has designed them in more or less traditional pedagogical ways. There is nothing here that is “virtual.” We have staffed them with MLS-trained librarians and we are investing in the development of core libraries. The Jackson campus has been outfitting Orlando with its duplicates, and Orlando is

now doing the same for Charlotte. (A word about the ATLA periodical exchange program is appropriate here. It has enabled us to build a very substantial collection of bound periodicals in very short order. I owe many people in this room a debt of gratitude, and I probably owe a few of you some postage as well!)

In addition to these branches, Reformed recently began to offer “distance learning” courses for academic credit. Currently these courses are audio-cassette based, but soon, we are told, they will be CD-ROM based. Just last month the school hired an executive director for distance learning. (One may be tempted to ask at this point, why would Reformed invest millions of dollars in new campus development, premised on the idea that “if you build it, they will come,” while at the same time creating a cyber-campus premised on the countervailing notion that if you put it on a CD or satellite, they don’t have to come? I cannot answer that question, and it seems to me that we have two philosophies that might be on a collision course.)

As I reflected on my experience and on the assignment of this panel, it seemed increasingly apparent to me that there were some assumptions lurking behind the agenda for distance learning that deserve to be challenged. And so I would like to frame my comments around these concealed assumptions.

The first is embedded in the title of this morning’s discussion: do “real students” attend “virtual campuses?” It’s too early in Reformed Theological Seminary’s experience to tell, but it seems to me that virtual campuses at least run the risk of producing virtual students that become virtual pastors. It has not been my experience that virtual students are library users.

A second assumption is this: to ask the question, “how do librarians find a voice as administrators begin planning these types of degree programs”, is to imply that administrators are, in fact, engaged in coherent planning. This assumes more of our administrators than might be warranted. I am particularly skeptical about claims that schools are establishing distance learning programs for reasons other than marketing considerations. Every distance learning arrangement that I have been involved in, and I speak beyond my experience with my present employer, has been established to tap into new markets, and in every honest conversation with a distance learning director, I eventually hear the term “cash cow.” (I would even go so far as to suggest that “branch campuses” might be the wrong way to describe these cyber-outposts. In my more curmudgeonly moments, I am given to calling them “factory outlets.” That at least has the advantage of truth in advertising.)

Insofar as any thought is given to library resources at branch campuses, the planning tends to be superficial, and what you will likely hear is some form of this argument: “computers are going solve the problems of library resources.” The hope that is lodged in the computer in the development of high-tech cyber-campus leads to my next point. The impression librarians often give is that they are the victims of naive or malevolent administrators. To be sure, there

may be some truth in that assessment. But to say that gets us off the hook too easily. We need to ask, to what extent have we created the problem for ourselves?

After all, where did our administrators first hear these false promises about information in electronic form? Where did they get the idea that information is format-neutral? That there is little difference between books and CDs? Might not this thinking have started with the encouragement of librarians? If so, we may want to consider whether with respect to automation librarians have become their own grave diggers.

Now, of course, the rejoinder to what I am trying to say is well known: libraries are not dying, they are changing. As we are all aware, there is much debate in the literature over what the libraries of the future should look like. This is not the place, and I am not the one to lead us in a discussion about the propriety of the Internet for theological education. The literature on electronic-based learning, pro and con, is vast and growing. But I would point out one article that I have found particularly helpful, "Revolution in the Library" by Gertrude Himmelfarb.¹ While she suggests some value in the computer, Professor Himmelfarb is dubious about the democratization of knowledge wrought by the Internet, and she urges us to keep "faith with the old library with books that are meant to be read and not merely surfed."

Having vented my prejudices, let me conclude with some brief comments on practical issues. When planning for library resources for branch campuses, I have learned that it is helpful to divide the question into two:

What must we do to provide library resources to our students?

What must we do to impress the accreditors that we can provide library resources to our students?

For example, in Charlotte, Reformed Seminary took the lead in establishing, among the seminaries and other theological and missionary libraries in Charlotte, a cooperative that we have called the "Charlotte Theological Library Consortium." We patterned this after similar theological consortia, complete with a brochure of member libraries. (We are still working on the name: CTLC does not trip lightly off the tongue like SEPTLA or BTI.) Now the present state of most of these libraries is not impressive. But when we had our ATS and SACS "substantive change" visit in the Fall of 1995, this little brochure was a valuable asset.

In a similar way, we are all aware, I am sure, of the value of a "paper trail" of written agreements with local libraries for borrowing privileges. Accreditors want these too. As far as offering real help to students, again I am skeptical, because I do not see these students going to local available libraries. But whether they do or not, I believe it is important to get written agreements that assess realistic rates for extension libraries on a per-student basis. What is a reasonable cost per student rate is debatable, and the ATLANTIS list serve had an instructive conversation thread about that some time ago. But I try to

encourage host libraries to which we apply, “don’t be shy about your asking price.” It’s a way of documenting to administrators the real costs of library services. Virtual campuses may not involve real students, but they involve real money.

Let me also add a brief word about reciprocity. Our experience has taught that even a very small library, carefully developed in specialized tradition will have something to offer by way of reciprocity to large local academic libraries.

Finally, a key to the success of library services on branch campuses is careful bibliographic instruction. Bibliographic instruction is particularly crucial on branch sites because one has to fight the ways in which extension education breeds a culture of convenience among students. We have told these students that theological education will come to them, on their terms, accommodating their busy schedules: why should theological research be any different?

What has made Charlotte “work,” I believe, is a system of document delivery from the other campuses that requires training the habits and appetites of its faculty and students. Charlotte students have been bombarded with bibliographic instruction in all of their classes. We have been reasonably successful in training them to be patient in securing resources from the Orlando and Jackson campuses, the catalogs to which Charlotte students have online access.

To whatever extent Reformed has met with success, it is because we have done things rather traditionally. So if our experience has anything to teach on this subject it is this: let us not be so quick to jettison the traditional library for other designs.

Last year a speaker at ATLA suggested the importance of creating “substitutes for the usual walk-in format of the library.”² I would respectfully submit that this is a badly flawed strategy. Librarians would serve distance learning students best if they lobbied not for substitute technologies but rather for complementary technologies, maintaining a commitment to collections while creatively expanding access, thus “keeping faith with the old library.”

Endnotes

¹Gertrude Himmelfarb, “Revolution in the Library” *American Scholar* 66 (Spring 1997): 197-204.

²Wayne Goodwin, “Serving Remote Students in Distance Learning Programs,” in *Summary of Proceedings, Fiftieth Annual Conference of the American Theological Library Association* (Evanston, IL: ATLA, 1997), 25-50.

The New ATS Accreditation Standards

by

Sara Myers

Iliff School of Theology

In June 1996, the Association of Theological Schools in the United States and Canada (hereafter ATS) adopted new standards of accreditation. This workshop is designed to assist librarians, particularly those responsible for writing the section about the library for the institutional self-study document at their school, in using these new standards. I will make some very brief remarks about the standards as a whole, then librarians from a variety of ATS member institutions will describe their experiences in implementing the standards.

During the past year, I attended two ATS-sponsored workshops, one an introduction to ATS expectations about institutional self-studies and the other an orientation for chairpersons of ATS visiting teams who will be using the new standards. Both events have informed my comments for the workshop today. I will discuss: (1) principles that will guide the assessment of schools under the new standards, (2) the process of internal evaluation at an institution, and (3) some goals of the accreditation process. Please note that these remarks reflect my own interpretations, not official ATS policy about the standards.

I. Principles guiding assessment

Under the new standards, schools will be expected to assess two critical issues: the extent to which the school is doing what it claims to be doing and the ways in which the school can do that better. In addressing these issues, it is important to focus on the mission of the institution, that is, the official mission statement, and to determine whether the goals of the educational programs fulfill that mission. In other words, how is the mission related to the goals.

Schools should examine whether or not they are accomplishing their educational goals. Thus, initially, they should be able to identify clearly what these goals are. Then, they should gather information about their educational programs and assess the degree of success or failure in meeting the goals. In part, the assessment will include deciding whether the goals are realistic and valid, and if not, recommending changes.

A corollary concern relates to resources. The school should evaluate the kinds of resources needed to accomplish its mission and goals. The institution must determine if it is utilizing all available resources and whether it is using these assets wisely.

II. Process of internal evaluation

The process of internal evaluation that precedes writing a self-study document should allow for participation by all constituencies at a seminary—faculty, administration, staff, students, trustees, alumni/ae, etc. Successful

internal evaluation depends upon, first, reflecting about current practices and programs, and, second, planning for the future. In some cases, schools may decide that educational programs need to be eliminated or modified. If that is the case, recommendations should be made about which actions can be taken immediately and which will become part of a longer range plan.

The report itself should be descriptive enough to give an overview of the institution, yet also analytical. Schools should remember that the report is neither a public relations document, nor a development office piece. The report should include a brief history of the institution since the last accreditation visit, with responses to requests made in prior reports by visiting teams. While some description is appropriate, it should not simply repeat information found in the catalog. The report should identify both strengths and weaknesses of the institution, as well as recommendations about future actions that would improve the school.

Those responsible for writing the report should allow for sufficient critique of the document, in order to ensure consensus within the school about the contents and the recommendations. Approval of the report by both the chief executive officer and the governing board is crucial.

III. Goals of the accreditation process

Ideally, the self-study report will serve as a planning document for the future, not simply a step in the accreditation process. In fact, the school may decide to act on recommendations made in the report during the process or before the ATS team visits the campus. Furthermore, the accreditation self-study should be part of other institutional procedures, not a process done in isolation.

The standards attempt to encourage schools to engage in reflection about institutional mission and educational goals on a regular basis, rather than undertaking that task only once a decade. Thus, the self-study process should stimulate on-going institutional self-analysis.

In most cases, the new standards will challenge institutions in ways that the former accrediting criteria did not. Therefore, schools should expect the visiting ATS team to identify areas in which the school is not meeting minimal expectations and areas that would benefit from improvement, but also areas in which the school demonstrates excellence.

We now have the opportunity to hear several of our colleagues describe their experiences in applying the new standards. They are all involved in writing accreditation reports about their libraries in preparation for ATS visits within the next year or two.

The New ATS Accreditation Standards: Laying the Foundations for Self Study

by

**Lorena A. Boylan
St. Charles Borromeo Seminary**

St. Charles Borromeo Seminary, operated by the Archdiocese of Philadelphia, is a Roman Catholic seminary with three distinct educational programs. The Theology Division is a four-year graduate level program for priesthood candidates leading to an M.Div. and optional M.A. The College Division, also for priesthood candidates, offers a liberal arts curriculum with a heavy concentration in Catholic philosophy to serve as a foundation for advanced theological study. The Religious Studies Division offers part-time graduate degree and undergraduate certificate programs to any interested persons. St. Charles Seminary is accredited by ATS and by the Middle States Association of Colleges and Schools.

St. Charles is scheduled for a visit by a joint ATS/MSA team in October 1998. We had the revised ATS standards in hand when the steering committee began meeting last fall to discuss the self-study process. The steering committee decided to define the various working groups, which will carry out the self-study, according to the various sections of the ATS standards. Because we will be writing a single self-study document for the joint team, we prepared a set of combined ATS/MSA standards. We found that the standards were complimentary, although the MSA standards sometimes had references that did not appear in the ATS standards. In the library section, the two standards were very similar in their emphases.

The working groups were constituted and their members appointed by the end of May. For the most part, the working groups are chaired by persons who are familiar with, but not actively involved in, the activity being studied. A member of the instructional faculty who is an active library user chairs the library working group. Other members of the group include additional faculty members, representatives of all student constituencies, and members of the library staff.

The working groups will examine how each area of the Seminary measures up to the new ATS standards. The groups will be guided by the results of a rather simple survey of the Seminary community, conducted in February 1997. The questionnaire for the survey, which was distributed to everyone in the Seminary community—students, faculty, administration, and all staff—asked the respondent to list the strengths and weaknesses of the Seminary. Because the questionnaire did not prompt the respondents, their comments were driven by their view of how the Seminary was doing. The results were compiled by sorting the comments according to the areas of responsibility of the various

working groups, who will address the comments—good and bad—in the process of the self-study.

Most of the survey comments relating to the library listed the library's services, staff, and collections as among the Seminary's greatest strengths. However, there were a few critical remarks regarding library collections, and the working group will have to look closely to be sure that the collections are not lacking in some areas. These critical comments may also be an indication that some library patrons need more instruction or assistance in finding what they need.

The library's lack of an automated catalog and the limited number of electronic resources available to patrons generated a good number of negative remarks. There was also much criticism of the library's physical condition, in particular the poor lighting and lack of quiet study space. Of course, there was one person who commented that the library facilities were perfectly satisfactory. This illustrates that survey responses must be carefully examined and a single comment should not be given undue weight.

In general, the survey results will provide the working group with a useful starting point for examining how well the library meets the new ATS standards. Issues that elicited numerous comments from respondents can be targeted for special attention as the working group considers the design of additional survey documents to continue the self-study process.

The New ATS Accreditation Standards: “Doing Self-study at Covenant Seminary’s Library under the New Standards”

by

**James C. Pakala, Library Director
Covenant Theological Seminary**

Provocative questions and concerns about the accreditation standards for seminaries will conclude these remarks. But three clusters of bullets constitute the bulk, and provide a glimpse of one institution’s—and specifically its library’s—current engagement with self-study under the newly revised standards of the ATS (Association of Theological Schools). Since the fall of 1996, Covenant Theological Seminary (St. Louis, Missouri) has been working hard at self-study and by May had completed drafts for each section of its report. During this summer the report is being refined in preparation for further reflection and final approval before it goes to a joint team from ATS and the North Central Association. That team visits the Seminary in March of 1998.

Three questions tended to guide the self-study: How are we doing?; How can we improve?; and, How do we know? Besides having an Introduction and Conclusion of its own, the Library’s section of the report treats: 1) The Collection; 2) Contribution to Teaching, Learning, and Research; 3) Administration, Leadership, Personnel Resources; and 4) Resources: financial, technological, physical. Although description is essential, one of our aims was to avoid the utter dominance of description that is all-too-common in library self-study reports.

The latest ATS standards served our Library well, owing to reasons such as the following:

- ATLA had opportunity to discuss the proposed standards at its 1995 conference and to offer input that was well heeded.
- The ATS standards are substantial and detailed in comparison with the regional accrediting standards of the North Central Association, which offer little tangible guidance to the library.
- The new ATS standards are well done. They “cover all the bases,” achieve clarity, and avoid skewing that easily could result from undue attention to one type of institution, for example.
- The standards somehow manage to serve a range of libraries from the relatively wealthy to the austere, and to command respect and yield “clout” across that range.
- The current interest in documenting evaluation (including discernment of its relevance initially for a given purpose, and determining its effectiveness through follow-up) is both challenging and beneficial for the theological institution and its library.

In self-study, the Buswell Library at Covenant Seminary sought to include the following considerations, each of which were either new or represented a

different approach than in previous studies. Both these and the more traditional components are, in turn, contributing to ongoing processes of self-study in a way that will help avoid tendencies toward the cyclical, accreditation-driven style of institutional self-assessment.

- The Library's role in accomplishing the institution's mission serves as a key measure of the data relevance, phraseology, etc. within the self-study.
- Technological developments and planning receive much attention.
- The Library's relationship with the campus Systems Office is noted and affirmed.
- Evaluation occurs for bibliographic instruction, particularly within two required courses serving the M.Div. and M.A. programs, respectively.
- Library-related aspects of distance education receive attention, particularly within the report contributed by those at the Seminary who oversee distance education.
- The all-too-common insularity of library reports within institutional self-study reports was viewed as something to be avoided.
- Design and implementation of formal data-gathering instruments was well coordinated (and, where appropriate, integrated) by the Dean of Academic Administration.
- Although by no means abandoned, surveys and focus groups were played down somewhat in favor of better analysis of a wealth of available data, plus input from consultants, staff research, exit interviews, committee discussion, and (at least as part of the Library's self-study) interviews with faculty members representing all departments. (These interviews were conducted by one of the faculty members serving on the Library's self-study committee.)

If pressed to specify sections or features of the new ATS standards that perhaps give some pause, Covenant Theological Seminary might list the following:

- Standard 9.4 breaks some new ground, and necessarily leaves much up to the institution. The standard reads: "For planning and evaluation, the school shall create and use various kinds of institutional data to determine the extent to which the institution is attaining its academic and institutional purposes and objectives. The school should provide for the financial costs of developing and maintaining this information. To the extent possible, it should use the most effective current technologies for creating, storing, and transmitting this information within the institution, and it should share appropriate information thus generated among institutions and organizations. The kinds of information and the means by which that information is gathered, stored, retrieved, and analyzed should

be appropriate to the size and complexity of the institution.” Besides the stated necessities such as determining “the most effective current technologies” and the local “extent possible” for their use, the Seminary must ask itself how much “bean counting” (to put it pejoratively) or “detailed stewardship” (to put it proactively) is optimum. Covenant Seminary’s systems office monitors and electronically tabulates every incoming request for assistance, advice, etc. It had to do this because the number of requests strained credulity and anecdotal evidence did not convince administrators. But how far should the Library go in monitoring and tabulating? And with regard to standard 9.4, for what kinds of institutional data should the Library be the locus? How much will this depend on the initiative of one potential locus versus another? How much will or should this vary from institution to institution?

- Faculty status, as the recent discussion of “the terminal degree” on ATLANTIS (ATLA’s listserv) seems once again to show, is something clouded with uncertainties and complexities and, in the end, remains institution specific. Is not clout—among both faculty and others on campus—more significant for theological librarians than *full* faculty status as such, provided remuneration and professional activity are adequately addressed? On the other hand, librarians with clout do require some written and clearly understood faculty status characteristics in order to get their work done. Among these, at least for the library director, are attendance at faculty meetings and social functions, involvement with certain committees, etc.
- Some pause arises from the way certain language in the standards might be interpreted one day so as to exclude, or at least treat as “second-class citizens,” those institutions that fail to conform to contemporary standards of diversity, fairness, etc.

Concluding questions and concerns center around changing technology, pedagogical issues, and complexities of deciding how to plan and fund appropriately for the future. In addition, there is the matter of postmodernism.

- 1) Unlike standards for governance, for example, those pertaining to the library face a major challenge from technological change. Must the standards inevitably lag and appear timid at best? On the other hand, how much should technology guide the writing or revision of accreditation standards? Unless they are more frequently updated, at least here and there, can standards avoid the alternatives of being too generalized to be useful or of becoming quaint within perhaps a few years?
- 2) Along with changes in both technology and student populations and their proclivities, accreditation standards are confronting serious

pedagogical issues and complicated questions related to planning and funding. For example, will prominent scholars be offering lectures or courses globally? Will libraries need to capture, maintain, and provide these events? To what extent will distance education departments and/or campus systems people be involved? Will such departments or people even be traditional campus residents? On the other hand, will they be perhaps the main ones to capture, maintain, and provide lectures and courses of the *resident* scholars, prominent or not?

- 3) Unlike engineering schools, for example, could the standards for theological schools increasingly be seen by some of us as—if not explicitly “postmodern”—at least highly susceptible to such a reading? Rather than agreement on any body of knowledge, together with special competencies in using that knowledge, is the impression given in the standards that no such corpus exists? Are statements regarding academic rigor fewer than they should be? Has the emphasis forever shifted to attitudinal concerns, questions of process and the like, as vitally important as these are? These questions simply are to provoke reflection, not to imply answers or to impugn what are, as noted earlier, fine standards.

In any case, ATS will offer fresh guidance in using the new standards when it publishes a new edition of the *ATS Handbook on Accreditation*, a helpful tool that currently is under revision. Indeed, ATS will better determine good and not-so-good ways of doing self-study as they read self-studies from us, the membership.

The New ATS Accreditation Standards
by
Newland Smith
Seabury-Western Theological Seminary

The United Library serves two institutions, Garrett-Evangelical and Seabury-Western. Alva Caldwell and I serve as the two directors. The United Library was created in 1981. When the two seminaries underwent their most recent comprehensive institutional reviews by ATS and NCA, the visits were a year apart. Seabury was visited in 1986 and Garrett in 1987. Two separate self-studies were prepared and each visiting team reviewed the library. As a result the librarians urged the two presidents to try to schedule the visits at least in the same year. Seabury's visit will occur in February 1998 and Garrett's visit in November of the same year. Because Garrett has been selected by ATS as one of the test sites, it will be expected to prepare additional reports on the impact of the new standards. . In May Alva Caldwell and I submitted a second draft of the library section to the self study steering committees of Garrett and Seabury. Seabury has accepted this second draft as the final report. Garrett's Steering Committee very likely will ask the librarians to do further work.

The most significant change in the new ATS Standards is the requirement that there be ongoing evaluation. Section 1.2, "Planning and Evaluation," reads as follows: "Institutions shall develop and implement ongoing evaluation procedures for employees, students, educational programs and institutional activities." Evaluation, as Sarah Myers has just said, is a process that includes identification of goals, assembling information, assessment of the information, and revising one's goals in light of the assessment. Ronald Diener who served as a consultant for the Association of Chicago Theological Schools Library Council in his final report wrote, "There is no reporting procedure that reviews frequently an agreed body of statistical and financial information to test whether the library is meeting agreed goals and objectives." Mr. Diener's observation about the libraries of ACTS could well be made of the United Library. Although at each annual retreat in November the staff reviews goals established at the previous year's retreat and discusses the extent progress has been made on each of the goals. But rarely does the staff use statistical and financial information on which to base its assessment. The staff has commented that they rarely review progress in meeting the established goals for the year at their monthly staff meetings. Individually the staff has annual performance reviews. But what has become apparent in the library self-study is the lack of ongoing evaluation of the library programs.

The New ATS Accreditation Standards
by
Sharon Taylor
Andover Newton Theological School

Andover Newton Theological School is facing a ten-year review scheduled for March 1998. This will be my first review since coming to Andover Newton; the last review was completed under an interim director the year before I arrived. The accreditation team at that time was extraordinarily gracious, deferring criticism of the library and expressing the hope that a new director would make changes. We are now at the point where I have to justify the work we have done over the last few years and present a vision for the future. Let me offer a brief word about our procedure. Andover Newton established several task forces one of which was Academic and Library Affairs. This group is responsible for gathering information and submitting reports for all aspects of academic life. I met briefly with the group then left for sabbatical—a strategy that I highly recommend. While I will be responsible for writing the library portion of the report, the group will have the responsibility for critiquing it and wrapping it into the overall final report.

I would like to begin with a brief history of our institution as a way of identifying some of the issues that we face in putting together an accreditation report. Andover Theological Seminary was founded in 1807 and established to serve Trinitarian congregational churches. When Harvard College hired a Unitarian, Henry Ware as professor of Divinity, Trinitarian professors and pastors rallied their forces and established Andover Seminary as the first graduate theological school in the country. From the beginning the school had a heavy academic emphasis and a special concern for world missions. Many of the earliest American missionaries were Andover graduates. After a long bout of doctrinal and other controversies, the seminary moved from Andover, Massachusetts, to Cambridge in 1908 and joined forces with Harvard Divinity School. Once again the school was faced with legal challenges, and the Massachusetts State Supreme Court judged that a formal union between the two schools would not meet the stipulations of the school's charter. In 1931 Andover then decided to move to Newton and share a campus with Newton Theological Institution, a Baptist seminary that had been established in 1825. The schools were formally merged into one institution in 1965. Meanwhile, the Andover library remained in Cambridge. Because Harvard Divinity School has the honor of housing about 50,000 of our books, Andover Newton students are permitted to take Harvard courses for free and, more importantly, we also have access to full library services at most of the libraries of Harvard University. The contract between the two schools expires in two years and a new contract has not yet been negotiated. In the worst case scenario I could be faced with finding new

housing for 50,000 older books and periodicals in a library building that is already over capacity.

The school is also a member of the Boston Theological Institute, a consortium of nine schools in the area. We have reciprocal lending privileges at each library and, so far, Boston College and Harvard University have been gracious in providing reference services and database searching for our students.

Some of the toughest issues that I face as I write our report have to do with long-term planning and the changing complexion of our school. Like many other ATS institutions, we are now working with a diverse, mobile student population. While our primary constituency has been the United Church of Christ and the American Baptist Churches, we have students from 47 different denominations. We now have a large number of Episcopalian, Unitarian, and Methodist students despite the fact that there are seminaries serving those denominations in the Boston area. The ages of the students has increased to an average of 38, and about 80% of our students are now commuters. We have students who commute regularly from as far away as New York City and Maine. In addition, the school had started a distance education program with 14 to 16 new courses being developed this year. There has been no decision as to how the library would function in relationship to these courses. We ran a pilot project with two courses last year which was successful—but we found that students were also taking other on-campus courses as well, and they continued to use the library as much (or as little) as they normally would.

One of the substantial challenges we face as a free-standing, ecumenical, mainly commuter school is that of providing a full range of services and an adequately developed collection to every part of our constituency. The BTI operates with an informal agreement that each library will be responsible for developing and maintaining its own denominational history, periodicals, and archives, but we have no formal collection development contract. I am finding that our Methodist students are less and less satisfied with having to travel to Boston University or our Unitarian students to Harvard Divinity School to get materials. We do have a courier service three times a week—but we live in an age when students rarely want to wait, particularly if they are only on campus for a day or two a week. While the new library standards promote cooperative library collecting, I find that this notion can also work against building a collection that serves a diverse population. We are always dependent on other libraries to keep their collections current—yet we have no way of monitoring or evaluating whether in fact they do so. The other seminary deans and presidents could well be saying “just let Andover Newton do it”—or “let Harvard do it”. While our institution will be judged on how well it serves the needs of its students, there is no evaluation about how well we also serve the needs of Harvard students or EDS students. And there is no evaluation covering how well these other schools meet the needs of our students. As a part of the accreditation

report I will be tracking circulation and ILL statistics for the last ten years. We also have some minimal statistics about library usage by BTI seminary students.

Another change that will influence our library policies is the alteration of the doctoral program. Andover Newton had, and continues to have, a large D.Min. program. But until last year we also had a joint Ph.D. program with Boston College. Many of the Ph.D. students lived on the Andover Newton campus and used our library as their primary one. Boston College reorganized the program into a Ph.D. with joint faculties and, along with some housing policy changes, we found that we are serving a much reduced Ph.D. student constituency. The primary affect will be in collection development since there is less demand for foreign language titles. One of the major projects over the next six months will be to redesign a collection development policy that will reflect this programmatic shift.

A third change that may affect our library dramatically is the coming of Hebrew College to our campus. The college, presently in Brookline, will start building next summer. There has been discussion of cross-registration and shared library access—but no one is sure what that may mean for either school.

A final change that has had the most wide-ranging affect on our library has been our head-long dive into technology. Despite the fact that the school continues to undergo financial stresses, the computerization of the campus has been a high priority for the administration. We were able to install an integrated online system and, as of last week, our full library catalog is available on the Internet. We are also developing some other online resources which will be available for students on and off campus. Meanwhile, we have not had an increase in our library materials budget in several years—and we have had to juggle things considerably to find money for CD-ROM databases and other computer services. We have yet to find an acceptable formula for determining what percentage of budget should go for online resources particularly in such a rapidly changing market.

One of our weaker points has been in the area of teaching and the integration of research and learning. Our students are primarily focused on pastoral ministry—and many haven't used an academic library in years. We find we are reaching fewer and fewer students with the traditional library orientation tours or personalized computer training that the library staff offer. Training is made more difficult by the fact that many students take only evening classes. There is some minimal instruction as part of the D.Min. research seminar for those writing theses—and we did manage to get a good number of faculty in for training on the online system. I also experimented with more faculty interaction this year. I sat in on a course called "Women in 19th Century American Missions" as a research consultant with the professor. It proved to be a highly successful method of training. I presented two class sessions on research methods using archival and historical materials and Diana Yount, our archivist, and I were available to help students shape their own research projects. It is a

model that I hope we can expand in the future. We are fortunate in that library staff and services are generally held in high regard by students and faculty. It is my hope that we will be hosting a series of focus groups in the Fall to see if there are things we can do better.

Two critical areas that must receive substantial reflection in the future planning section of our report is that of staffing and physical facilities. In the last ten years or so, we have lost one and a half staff positions and we have not had our full component of staff for almost two years due to a hiring freeze and other resignations. We recently lost our head of circulation and systems person when he was hired away to be the Director of Communications for the school. And with a large proportion of older, commuter students, we find it harder and harder each year to hire student help. With a small staff we face reconfiguration of job descriptions with every new hire. And the job of systems manager and computer trainer has just been loaded onto other library tasks since there are no funds for additional hires. In our accreditation report we will have to present an overview of tasks that must be performed and services that should be offered and demonstrate the adequacies or inadequacies that result from our level of staffing.

We presently have a building that has reached capacity with no easy options for expansion. The bookstack area and especially our archives and special collection areas are over-crowded and we are weeding continuously as we shift and barcode books. We are facing either a dramatic down-sizing of our collection or opting for off-site storage. With the changing study patterns of commuter students, we do have adequate study space, though at times in the past we have had an influx of students from BTI schools using our facilities. The report will have to demonstrate both our awareness of the problem and to address a plan of action for the future.

There are three suggestions that I have gleaned about reporting in the accreditation process and that I would like to pass on to you.

- 1) The first is be analytical, and even critical of what your library has done. Don't make the mistake of glossing over weaknesses, but report these tactfully and honestly. I also leave you with the warning that this is not always easy to accomplish. Several of our colleagues have had to deal with institutional editing of their reports.
- 2) Second, use a variety of methods to acquire your supporting data. While it has been traditional to load library reports with statistics, using other methods like surveys, focus groups, etc. can help with the more evaluative aspects of library services.
- 3) And third, focus on the future. No matter how bad things have been, you need to be able to present a vision for the future, a plan of action that demonstrates that the library is cognizant of changes in theological education in general and in your institution in particular.

To sum up, this new accreditation process forces us to evaluate what we have done over the last ten years. But its most valuable benefit, I believe, lies in the fact that it does press us to present something of a strategic plan, to envision alternative realities if you will, that will make it possible for us to face all the contingencies in our immediate future.

Planning a Library Facility for the Twenty-first Century
Tim Browning
Columbia Theological Seminary

[Please note: this is a transcript from an audiotape.]

My name's Tim and I'm a survivor of a library building project. You're supposed to say, "Hi, Tim." Audience: "Hi, Tim!" [laughter] Clay Hulet, the Associate Director at Columbia Seminary, is here with me this morning. In case those nightmarish flashbacks start reoccurring, he can take over for me. He thinks he's here to ensure that I don't say anything embarrassing about the staff. We'll see which way it goes.

[slide: Planning Library Buildings: Managing the Library During Construction. A presentation by M. Tim Browning, Director of the John Bulow Campbell Library, Columbia Theological Seminary]

When I was interviewed and then hired by Columbia Seminary in the Fall of 1994, I inherited a building project which had finished floor plans sitting on the shelf. Those plans showed the shape of the building and the rooms, and the placement of all projected library furniture and services. They had been developed over two years earlier and were shelved in order to wait for Columbia's capital campaign to raise the needed funding and the hiring of a new Library Director. In the meantime, the architectural team turned over. So, I, as a new Director, began working with new architects, determining if the existing plans were workable. As we began our conversations, trying to determine the reasoning behind the old plans, we quickly encountered the major problem of a lack of a program statement. We did not have written down the functions of the various aspects of the library and how those functions and the library staff relate to each other. Before I moved to Decatur, I met with the library staff, the Seminary's administration and the architects to determine present and future needs. I then wrote a fairly brief statement about relationships that became the working program statement.

We were instructed to work within the parameters of the projected footprint and overall box of the library addition. But we did wind up redesigning the entire interior of the total library to make the building more consistent with the Seminary's and my vision of what the library should be and do. Our plans, then, were to add a 32,000 square foot, three-story addition to an existing building which had 27,000 square feet and four floors, two of which were stack level floors. We also had to decide whether or not we could proceed with construction since we were in the Atlanta area and, by this time, 18 months before the Olympic Games. We concluded that we could proceed, but that we must finish before the Games began, so we flew.

I began as Director in January of 1995. In March we interviewed potential contractors. We did not request bids and at that time we still did not have

finished plans. We took a managed-project approach to construction, which accelerated our pace, but meant that the contractor was sometimes ahead of the architects. We used this approach anyway because we felt that the contractors could help us best by being involved early. They could then advise the final planning in order to increase efficiency and to reduce the overall costs. Construction began in August, 1995, with a targeted completion date of June, 1996. We actually finished construction in October, 1996. The Olympics actually had very little impact on our project. We found companies that did not want to work for the Atlanta Committee for the Olympic Games, and so were eager to work with an established institution such as Columbia. We dedicated the library addition and renovation October 2, 1996.

People ask me if we are finished yet. I still cannot say, "Yes." We still have details that are not finished, punch list items that have not been corrected, and furniture that has yet to arrive. I believe that this ragged end to the project is a result of the "managed" approach. Our speed cost us some quality craftsmanship and good closure.

While I was preparing for this building project I found an abundance of library literature on how to design a library. Even yesterday's plenary session presented a quality comprehensive list of the issues we as librarians face preparing for building changes. Linda and John have also just presented significant points. Therefore, I feel it would be redundant for me to address building planning and design. What I would like to focus on this morning is something I found lacking in library literature and building planning. I want to focus on managing the actual construction process.

As we go through construction, what happens? Does library service stop? Does everyone in the library hold her/his breath until the project is over? Do we prepare ourselves like an emergency triage team ready to react to whatever situations might arise? If we are not planning for the specific steps that occur during construction, then that's what we are doing, just reacting, off the cuff, addressing situations without thinking them through. So, I have compiled a list of several change management issues that I would like to share with you. I have listed these concepts in this PowerPoint presentation interspersed with slides of the progress of our construction.

Stress levels during a building project multiply to extreme levels. The experience is much like being thrown into the deep end of a pool, with lead weights. Planning must move beyond the design aspect just for the sake of survival. Therefore, I believe part of planning is anticipating causes of stress, and then utilizing change management techniques to enable all involved to cope with the construction.

[slide: Who's in control?]

The first thing to consider is, "Who's in control?" Loss of control is the biggest problem we faced, as construction workers basically took over the library building. Even though our project consisted of tacking on an addition to

our back wall, we had workers with muddy boots in and out of the existing building from day one. We had disruptions in power. We had two incidents of water lines breaking above shelving. We had mud on every floor. And we had dust that permeated everything. We are still working on cleaning the collections. So, we tried to find ways to regain control as library staff over our library building. Fortunately, the Seminary empowered me to do that. I was able to stop the construction work if I felt that library service needs were being ignored. Second, I involved the library staff as much as possible in the ongoing design process as construction progressed. We discussed every aspect of the project ahead of time, or at least those about which I was informed.

[slide: What's happening next?]

The second change issue to consider during a building project is, "What's happening next?" This issue is really a matter of good communication. Everyone affected by the project should have some understanding of what will happen next, not just next week, but on down the line. Library staff are often on the edges of the planning discussions, but are the key players in maintaining library service during construction. We actually lost only one day of public service during the project. We worked around each other. We had weekly meetings which consisted of the architects, the contractors, various subcontractors, and the Seminary's library building committee, which consisted of top administrators and myself. I then held weekly meetings with the entire library staff and became the conduit for communication between the two groups.

Going through a construction project is like walking off a cliff with a blindfold. What I discovered is that many people were willing to go over the edge of the cliff if they saw that I had jumped first. I worked most deliberately on helping everyone understand the impact of changes on my life as well as the library in general. At the same time, I worked to keep a positive vision of the finished project in front of them. I became known for my sermons about what the library will be able to do in the great future that we were building. I took on the role of cheerleader, or visionary leader, always holding out the promise of a better tomorrow so that the staff and Seminary community would know why we are jumping off the cliff.

[slide: You didn't tell me that!]

The third change issue is surprises. Surprises come along in daily life, but, with a construction project, you never really know what is going to happen next. A data cable could be severed. A water line could break. Workers in muddy boots and dirty overalls could be found working on a wall in the rare books area. They could decide to punch through a wall at 7:00 a.m., when you arrive at 8:30. Communication again was a key in addressing this major cause of stress. The best we achieved was eliminating drastic surprises, and working to anticipate as much as possible. As we went through the meetings, week by week, whenever I could anticipate that something in the project was to be

changed, I immediately began communicating with the rest of the library staff and with our users as much as possible about the change. If we waited until the final change decision was made, then chances were that the change would be implemented before I could even return to the library building. I became a predictor just trying to stay a minute ahead of the work.

One of our major surprises was the amount of mud. We did not realize that when the grass and trees were removed the Georgia red clay would take on life and invade every square inch of our building. We were constantly cleaning and reminding each other as well as users that the mud was both unavoidable and temporary. We communicated often with the entire Seminary community about the progress of the mud and other aspects of the project. The work disrupted classes, parking, walking on campus, and any serenity which might be expected on a seminary campus. So, we used the Seminary's weekly publication, *This Week*, to make regular announcements. We developed a separate newsletter called, *A Construction Update*, that communicated more long-term issues. Every faculty meeting I reported on the building progress and future activity. Our President also regularly communicated with all the constituencies, including holding occasional forums about the progress. All of this activity helped to ease the shock of new phases of construction.

[slide: Respect the Traditions.]

As we went through the change process, we immediately noticed that our work habits and routines were going to be changed. People need routines and habits in order to work smoothly and efficiently. Construction disrupts many of those routines. So, we attempted to minimize those changes as much as possible. We tried to respect the traditions of how we were functioning as a library staff and how we were being used by our users. We kept many things the same in the beginning, even though we knew that they were going to be changed after we finished the project. We held off changing circulation and cataloging procedures, computers and other equipment with which users interacted. We intentionally maintained some constancy in library services so that at least part of our lives were normal.

[slide: There's always a better way.]

There is always a better way! I can think of better ways now, even when we are mostly done. This second-guessing was a primary stressor in my life as the principle designer of the interior of the expanded and renovated library. I had daily conversations with well-intentioned people who had good ideas about how the library could be built better, how we could improve services, and how the subcontractors should be performing. I was constantly challenged to lay aside my pride and defense mechanisms and listen. If I heard good ideas that could be implemented I tried to incorporate them. But I also had to say, "We've made a decision. We must move on and live with what it is." Otherwise our building would never be built

[slide: How many tries do I get?]

As we shifted into new spaces and prepared for a much expanded building, the staff expressed concerns about competence and excessive mistakes. As we moved from the old into the new, we all became uncertain and hesitant about many activities we took for granted before, including just moving around the building. We had concerns about people getting lost, or not finding the needed item. To keep self-confidence and morale up to at least a minimum level, we allowed for a higher error rate, for mistakes to occur, and for a basic slow-down in normal library operations. I tried to ease the staff through this crisis by being more patient, encouraging, and relaxed. Actually, mistakes were few and the staff found many creative solutions to unexpected problems.

One of the specific steps we took to increase confidence was to train every member of the library staff in giving tours of the new library building. As soon as we had access to the new building I began regularly walking the staff through the new and renovated spaces, explaining each room and reminding them about the decisions we had made. This training proved more useful than I thought because we have been giving regular tours of the building since its dedication.

[slide: Pass it down the line.]

Of course, any change in one area impacts several areas down the line. We experienced a ripple effect on an ongoing basis. Whenever the contractor decided to start work in a certain area, or we changed a design aspect, every area of library service felt the impact. So, before we initiated any changes or the next phase of the project, we took time to discuss possible ramifications, trying to tease out all of the possibilities. We became adept at analysis and prognostications, from a macro to a micro level.

Two examples may help clarify this chain effect. First is the Reference shift. We knew as early as February that we would need to clear the back wall of our Reference room for the break through. We analyzed and planned so that during Spring Break we “parted the curtain” in a day and a half. We were ready because we anticipated all of the problems. The second example was our shift to the building’s new side two weeks before exams. We tried to avoid that timing, but realized there was no way around. We could endure it if we had significant community help. Several of our faculty and many of our students volunteered to assist us with clearing the old third floor and moving to the new second floor in 24 hours.

[slide: Going above and beyond, again and again.]

One of the biggest stressors was the added work for all of the library staff. We didn’t just go above and beyond. We did it again and again and again. We were constantly challenged to accomplish some task for which we had no time, so that we could get the overall project done as well as maintain library service.

Yesterday, Jay Lucker said that a library director going through a construction project should plan on doing nothing else. I don’t know about you, but I don’t have the staff to just turn everything else over. So, it means we say

to each other, “We’ve got extra work to do.” We faced this work as a team struggling together rather than assigning tasks to individuals, and as a team we suffered and endured, and then we celebrated. We approached the project components as a library community building an Amish barn. We sounded the call to work and raised the “project.” Then, we threw informal parties for each other where we could admire our accomplishments and let off steam.

We also publicly recognized each other, and were often recognized by the Seminary’s administration and board for our extra work. Our President, Doug Oldenburg, even said to the faculty, “Each one of you should do at least four hours of library work.” He himself came and did more than that as a way of supporting our efforts. At the end of the construction, the Seminary gave the Library staff a tremendous gift. We were able to close for thirteen consecutive days around Christmas and New Year’s, something that had never happened before at Columbia. I actually found less staff resistance to the added work than I had anticipated. We pulled together as a well-trained team. Through it all I found that we bore each others burdens and shared each other’s woes. Everybody pitched in and revealed a deep commitment to quality service and to community need.

[slide: Do we need the ambulance yet?]

An ambulance did show up at our site twice. Both times it was for a construction worker who passed out from a combination of the heat and inebriation. We had a work-study student injured who required several doctor visits and rehabilitation. We tried to make the site as safe as possible. Our contractor said, “Safety is job one.” Still, we were often frustrated with what I perceived as failures to maintain adequate safety provisions, such as barriers around work areas and a safety fence around the site. Our preparations did, however, allow us to respond to accidents quickly.

More importantly though is the increased risk of illness that results from elevated stress. Every one of the library staff members became ill at some point during the project, some with significant health problems that the stress either caused or aggravated. I had been warned about this by my friends in other projects, and my basic goal was to stay out of the hospital. The area we most neglected throughout the project was health and wholeness issues. We often said to each other, “You need to take better care of yourself,” or “You’re looking ragged,” or “You need more rest,” but there was no time for rest. We should have been more specific and intentional, saying, “Are you eating properly,” or “Are you exercising regularly to deal with the stress,” or “Are you getting quality rest periods” Survival at the end means not taking a last gasp of breath the day after completion, but reaching the end ready and eager to utilize the new resources. We must take care of ourselves and each other as we move through this tremendous change.

[slide: Does it ever end?]

Minor details of our project are still incomplete, but libraries are never static institutions. Even if we had finished everything we planned in 1995, we would be changing something for the perceived needs of 1997. We have already altered seven spaces and so the answer is, yes, there is an ending side, but no, we can never stop and say, "Now we're done."

Planning a Library Facility for the Twenty-first Century: Building Consensus on Building; or, The Politics of Spaceby

Linda Corman

Trinity College, Toronto

Public disenchantment with the costly expansion of post-secondary institutions, including their libraries, was just emerging when I took up my first position as a librarian in the mid-1970s in a library that had been especially blessed: there was still plenty of sleek space in a new building, with ample funds for such luxurious resources as the latest 300-baud portable terminal with a built-in acoustic coupler! (This was not a theological school.)

In 1980 when I began work at Trinity College, under radically different conditions, the lobbying began. The Trinity College Library, though founded in 1852, had never enjoyed proper facilities, I was told. Twice architects had designed fitting space for the library in new college buildings (back in the 1850s and again in the 1920s), and twice that space had been seconded for use as a chapel when building funds were prematurely exhausted. When Trinity's current chapel was completed in the 1950s, instead of the library assuming its rightful quarters, its basement space was extended even deeper, below the new chapel.

It was consistently discouraging to read student publications describing the Trinity Library as a scary subterranean dungeon, albeit with helpful, friendly staff. Merely **finding** the Trinity Library was posed as a challenge in freshman orientation activities at the University of Toronto, with which Trinity College (comprising both graduate divinity and undergraduate liberal arts students and faculty) is federated. A determined group of graduates of the College had organized themselves as The Friends of the Library and begun quietly asserting that, virtually on principle alone, the College should have a decent library, a library equivalent in the quality of its space to other major college facilities—the Oxbridge-style dining hall, the elegant chapel designed by Sir Giles Gilbert Scott.

But there were the other arguments:

- There are already too many libraries on the University of Toronto campus, some forty in all, including, only one block away the largest research library in Canada, to which the seven Toronto School of Theology libraries have for more than twenty years contributed acquisitions funds for the development of what is intended to be the principal theology research collection on campus.
- The demise of the printed text is imminent. Why would Trinity build a new library just when ubiquitous access to the digitized virtual library looms seductively on the millennial horizon?

- We can't afford it. When we cannot even properly maintain the costly, if magnificent buildings we already inhabit, why would we build more?

As College Librarian, I was getting some dramatically mixed signals from my various constituencies. Should Trinity build a new library? Should I be working toward that end, as some people clearly expected of me? And others most certainly did not. Before I could provide leadership on any front, I had to know my own mind. Building the consensus necessary for such a project in the prevailing political economy was not a job to be undertaken without unequivocal personal commitment.

At this point the matter of the "building program" or "brief" arises. Ultimately to guide the architects, this key document (or perhaps especially the exercise of constructing it) usefully advances the effort to clarify issues, articulate arguments, and build consensus for the case, while providing the definition of scope and detail that ultimately shapes the project. There are several good publications on developing the building program. All I will say here, based on my own experience, is this:

- It is never too soon to start drafting the building program, but you will never finally finish. I do not expect to issue a final version, only a last draft.
- The librarian should draft it, even before extensive consultation and even if technical specifications must be amplified or modified by other experts at a later stage. Provide the basis for discussion, and expect to revise as interested parties respond; welcome the response.
- As soon as possible, engage the architects in discussion of the program. This may yield solutions before the problems multiply or become destructively politicized.
- The brief will provide the basis for communicating with all constituencies and should be constructed with that in mind; it is a political as well as a technical statement.

At first "contextualization" of the project in the brief might seem to be a mere frill, perhaps useful to attract financial or political support; but in fact, architects do need to know in the librarian's language what this building is expected to do for the community. To characterize the need before quantifying it is as important to informing a good architect and setting the base for continued dialogue over details as it is to building support in the community.

Our first rudimentary building program was developed for a planning committee ten years ago. While the 1997 version is an entirely new document, it shares some fundamental points that have served as a foundation for communication and consensus-building throughout the past decade; these constitute the response to the case against:

- Given its role in a large library system, the Trinity Library does not aspire to be an ever-expanding repository of printed materials that

needlessly duplicates collections a block away or easily accessible electronically. We used the term “gateway” as early as 1985 to describe our library function, and conceptually we were not so far from what the Harvard College Library means by it today (Dowler, 76ff.). Whether we call it “self-renewing,” as a British study recommended (Thompson, 6), or “well-groomed,” like the Leavey Library at USC, the collection we hold on site is, in most fields (some theology excepted) to be “steady-state.”

- The stress we have always placed on focused, personal service—the humane, non-intimidating environment of a small college library within a massive university—parallels current recognition of the need for human intervention—“human attention,” what Richard Lanham calls the “scarce commodity” in the economy of the new information society. (Lanham, 164).
- The impact of new technologies is precisely what makes a contemporary, high-tech facility of the limited size proposed for our library not only practical and powerful, but essential, rather than redundant; this key component of the rationale has proved increasingly valid.
- A decade ago we defined a need for group study space, reflecting changing styles of learning and teaching; today the need to support collaborative learning in electronically sophisticated facilities is widely espoused in library planning.
- That the Trinity Library is too small has been a claim easy to defend, on the surface: shelf space was effectively exhausted years ago; we have managed up to now only by exercising rigorous restraint in acquisitions (a practice especially offensive to those bearing gifts) and by adding a top shelf to stacks throughout the library (thus compromising the sprinkler system, in violation of the fire code). Staff areas and offices are crowded to the point of caricature: a storage closet is now a computer workstation, the anteroom to the women’s washroom is the a-v/microfilm room....

But expansion was never the lead case, even before the proliferation of technologies that are now touted to herald the death of the book. The pressing and plausible case rested on the principle of quality, not quantity: that Trinity should have a library that can function effectively at the academic heart of the College—fostering intellectual growth and scholarly exchange, facilitating teaching and learning, embracing and promulgating the comprehensive range of knowledge and information resources now relevant to academic life. And such effectiveness requires an ambiance that is both comfortable and challenging, inviting and inspiring. The Churchill quotation used on the title page of Metcalf’s definitive tome on academic library buildings sums it up: “First we design our buildings, then our buildings design us.”

That, in these terms, the basement site of our current library lacks potential for both expansion and significant enhancement constitutes the driving argument for the construction of a new library building. (It is worth noting here that we are talking about such intractables as oppressively low ceilings and the lack not only of natural light, which architects frequently secure in clever ways even below-ground, but of views outside.) When I mentioned to one of the competing architects the fact that in the new library the theology collection, falling at the beginning of the LC classification, would most likely be on the top floor, which promised to have “cathedral” ceilings and splendid views, she recalled a “French architect’s” observation that thoughts formed in the attic fly to the heavens, while those formed in the basement seep down the sewer. Unable to find the source for that quotation, I have concluded that she was remembering Bachelard’s *Poetics of Space*, in which he opposes the rationality of the roof and the attic to the subterranean forces of the cellar: “Up near the roof all our thoughts are clear,” while the cellar “is first and foremost the *dark entity*...in which we are in harmony with the irrationality of the depths.” We have found that no matter how much we increase the light in our basement library, readers remember it as dark and gloomy—a confirmation, I think, of Bachelard’s phenomenology.

But, these are tough times—the case for quality may be viewed as a decadent appeal for luxury—or the manifestation of an “Edifice Complex.” What those who use libraries know to be true must be conveyed convincingly to the administrators and governors—that is, that buildings are not just bricks and boards, not even just **for** people, but **of** people, part of a system to which people contribute, on which they draw, and in which they should thrive. The **place** matters; yes, libraries must be special places (McAdams, 22), vital to both the work and the soul of the academy. At one level the power of space seems finally to have been impressed on doubters by the success of the new mega-bookstores. (Hurt, 76).

Architects, of course, have no difficulty with this notion. An architect’s twenty-five year plan for development of the Trinity campus easily concluded that, given an overall need for more space, any new space that is built should be library space because of the special needs and potential of library buildings. However, the library designed at that time, ten years ago, was to cover part of the playing field, which, being a green space in the heart of Toronto, was not happily sacrificed, and being an athletic field, had its own body of determined preservationists. And in the eyes of the trustees, of course, this also entailed the creation of new space to be perpetually maintained. In the end what moved the fiscal forces to enthusiasm for a new library facility was a proposal to renovate a decrepit but historically significant residence complex of three buildings now leased to the university, but soon to revert to Trinity as a capital burden. Never mind that the cost per square foot of such a complex renovation exceeds the cost

of new space; never mind the constraints on size, shape, environmental conditions, and consequent functionality.

Frankly, I am on their side, even seeing all—I hope—of the downside of this radical renovation. These 1907 arts-and-crafts buildings offer the potential to create space with more character than most contemporary campus buildings have, at least in Toronto. Their location is ideal. A sensitive approach to exterior renovation will ensure that their role in a beautiful two-block streetscape will not be put at risk, while the fact that their interiors are of little interest means that they can be gutted without guilt. The added political benefit of working in a joint venture with the university, who will use two of the three buildings for a flagship international studies center, was, though complicating, not without value to Trinity for several reasons. (We even hint at possible world-improving “synergies,” to sink into the public-relations jargon of the moment, that might result from intermingling theologians concerned with globalization and political scientists, economists, and diplomats studying conflict resolution, human rights, and sustainable development.) Momentum began to build; this project felt right; the “optics” were good. The fundraising consultants concluded not only that we could raise the money, but that its being the lead project in a capital campaign would be good for the whole of the campaign.

The gestation of this building has been prolonged, and in achieving a consensus to build, promises were made, or inferred, and expectations soared, easily filling a building several times the size of ours. There are at least three categories of expectations, though not all constituencies hold them in the same proportions. First, there is *recognition*—the easiest to fulfill, though it requires vigilance to ensure that small donors and devoted laborers for the cause are not eclipsed. There can be plaques on every carrel, every shelf, of all sizes, carefully calibrated; there can be incised paving stones and named staircases. While initially devising the menu with prices for such recognition must not be done carelessly, it **can** be done. Satisfying the second expectation—for *involvement*—is more hazardous because almost everyone lusts to play architect, and the proverbial camel looms ominously. It is often argued that donors should be kept as distant as possible, but their involvement may be a condition of gift and could be insurance against compromising quality at the end, when the coffers are empty. In general, however hazardous, it is a very good thing to implicate in the planning those upon whose support the building rests and whose needs it is intended to meet. *Space* is the third big expectation that seems suddenly to mushroom once the project becomes real. In the end, due involvement may prove most crucial at the point of rationalizing space allocation. One would not wish to be solely responsible for slashing the space for faculty carrels or The Friends of the Library lounge. When it first became apparent that the new library building would fall more than ten percent short of the expressed program requirements, a kind of chill set in. My first response

was, “Well, I guess I don’t really need an office myself.” (The second was that the electronic instruction room can double for rare books, an option still not entirely rejected.) The point is, we can afford neither to disappoint long-time supporters nor turn away newcomers looking for a place on the bandwagon; the more stakeholders, the better.

The politics of space might be the best phrase to describe what I’ve been grappling with. And physical space—the look and layout of the library—has certainly proved a most powerful tool in building consensus and attracting and sustaining support at every stage. We have used the drawings submitted by the architects for the competition (though they were very tentative) to clarify our intentions and to build confidence in the project and commitment to its success. We have used them with major and minor players and potential partners. They have been effective, even when introduced with significant caveats. And now, in order to break a planning impasse between the two partners that has caused months of delay in this joint venture, we are asking the architects to produce sketches of space options on the basis of which we hope defensible and consensual decisions can finally be made and the project accelerated.

Jay Lucker said that in nearly thirty years of consulting, some forty percent of his projects never resulted in a building—a frustrating fact (Lucker, 23). This is the only library building project I have worked on, but having now spent seventeen years of my twenty-three-year career as a librarian on its gestation, I can fairly say that I understand the frustration. I don’t know whether you will consider this propitious or not, but my latest source of optimism is last week’s announcement that, no matter what, there will be a sod-turning (or ground-breaking, as I believe you prefer to say here in the U.S.; I’m not sure either term is appropriate for a renovation!) for the three-building complex on November 19th, a date chosen to fit the corporate schedule of the principal benefactor, in whose honor George Bush is expected to speak at the ceremony. Even if this is but a **virtual** sod-turning, with such fanfare, the real building must surely not be far behind.

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Planning a Library Facility for the Twenty-first Century
John Trotti
Union Theological Seminary

[Please note: this is a transcript from an audiotape.]

I tried to give a little encouragement to Linda in saying that it will come to pass and one of the key things you need if you're thinking about a building is perseverance and patience. I started over twenty years ago, and our annual report to the board of trustees circulated to faculties of all the four schools that are in the cluster—then three schools—saying we need to be looking at facilities, and each year it got more insistent and more insistent. I was a little bit deterred by the former president who, when he moved onto campus and hauled me in the office, the first words when I sat down is, "John, I don't want to hear a damn thing about library buildings." And I said, "Yes, sir." So I knew it would take a little while to begin to move on that.

Well, this is many years later, when finally the president put me on the docket of the board of trustees to speak about the library expansion, and the first words out of my mouth were, "I am not talking about an expansion. I am talking about a whole new building. And here's why: Seventeen points says why we need it." They bought into it immediately. This was eleven and a half years ago. They bought into it immediately and said, "We need to get consultants. We need to get a financial feasibility study and all these things. And if you're able to do so, it is exceedingly valuable to get good consultants."

We looked at several packages from consultants, selected Michaels & Michaels in northern Virginia, Alexandria. They're a wonderful team. She's the librarian, he's the architect, and they've done libraries all over the country. They were absolutely superb to work with. We were very fortunate in that they listened, they wanted to hear what we had to say. You can get in situations where either the consultant or the architect is going to be controlling and have their own ideas. And in one case, that I know of very closely, the librarian has absolutely been excluded from the whole process, if you can believe that.

We were very much included and, over a nine-month period, there were meetings with the total staff, with each department head, with faculty, with the administration, with students. Back and forth, back and forth: designing, plotting, working on program adjacencies—what needs to be near what, and then finally we began to include the architects, who were a local firm, Glave, known to us. They had done historic landmark renovations on our campus before and done them in the city of Richmond. And that's what we were into. How many of you have been on the Union Seminary Campus in Richmond, just to let me know who I'm talking to here? Well, a good number, but some of you don't know.

We are a historic landmark campus in northside Richmond. The library started in 1806 and turned into a seminary in 1812, so we've had a lot of fun with that. We're six years older than the school, but it was in Hampton City, Virginia, moved to Richmond in 1898. So you can imagine next year's going to be a festival year, our 100th in the city. And the original building was built then, 1898, and it fit in very well with the rest of the campus architecture. And we have a relatively unified architecture, whatever you want to call it, and I'm not going to give you the various names it's been given, but it's red brick and it has its own style. In 1942, the main footprint of the library was built, considerably expanded and bookstacks and so forth. 1954, two more floors. 1974, two more and a major renovation and flooring over in the east wing and so forth.

So we had a four part expanded building with multiple heating and air-conditioning possibilities for us, and variations as well. I was committed to the idea we were not talking about expansion. The consultants had to come in with the view, what about expansion? What about other places? And very quickly expansion just went right out the window for all the reasons that were listed yesterday. That was a fabulous presentation, by the way, by the consultant, the architect. If anybody's had anything to do with buildings, they really went down the list of what you need to think about, and we're going to try not to say too much of that over again. But a few pieces of it I will omit because they were particularly emphasized in our program.

Thick concrete floors—no flexibility, stacks that were built in place—nothing could move, all kinds of reasons why we were not in any shape to be a twenty-first-century library. They did look at an open field, now we're not crowded as much as some schools. We've got a lot of land. And they looked at an open field and said well, you could build a stainless steel skyscraper, modernistic, whatever over here, but over here it's got to be historic landmark. We wanted to be on the main quad.

What they selected was Schoffler Hall, which was built as a church and used as a seminary for years. There are classrooms on both ends. The lower level was used a good bit. Sanctuary mostly sat there sucking air conditioning and heat, and was very rarely used. No commencements there, Sprunt Lectures, a few things. They said, "This is it." And we all agreed that was it. To renovate that and then build interior to the campus a new building and hook the two together with an atrium, wonderful concept, and it began to take life.

As we moved with the architects, we went through countless plans and counter plans and meetings. Everyone was involved. And one thing I would absolutely say is, the more heads into it, the better. We all helped one another. It was very much a group effort. And it got better and better and better until finally we just said, you know, we can't afford for it to get any better. We got to build it. So after this nine and a half years, since the board originally said go for it, we finally hit ground.

We didn't do really a ground-breaking. We did what we called a dirt tossing. Nobody could tell when we broke the ground. First, we did the computer network all over campus. There were trenches everywhere. Then they started gutting the old buildings. We didn't know when we broke ground, so we just had a day where we tossed dirt and made little speeches and were happy. Then a little bit further along, we got to the point where we could put the corner stone in, so we had a meeting. It was raining so we had to go indoors in another building, and the corner stone wasn't ready to be laid. So we blessed the corner stone, looked at it, patted it, and put it away until two or three weeks later it could be laid.

So nothing we did was real. Even at the point we moved into the new library, we came up with the idea no, we're not going to move the books hand by hand down the campus, 295,000 in a living chain. We're going to get professional movers, which we did. Well why don't we have a book procession? Get all the faculty in regalia and have each one carry two books that were absolutely vital to go to the new library. Banners, flags, students, books, everything weren't ready to move yet. So we carried the books down, had the ceremony, and then carried them back. So, we really didn't do anything real about the whole deal, but we finally did get there.

Now, as we worked through the design phases, there were a couple of things that were vitally important that were touched on yesterday, but because they were so central to our thinking I'll repeat them. One is flexibility—we didn't have any, but we wanted a lot. The consultants were very reluctant to talk about anything beyond ten years. We said we have to talk about twenty years. And they said well talk about twenty years and we'll deny everything past ten. So actually we're passed their range right now when we move in because that would nearly, well it is ten years ago now. But the technologies are changing. What we tried to do was to accommodate as best we could project what future needs would be. A lot of the offices and spaces have curtain walls. Things that are offices could turn into stacks, things that are stacks could turn into offices. The building is made with cabling and wiring. I think it just hooks everything together. It's everywhere.

We have a lot of flexibility in the group studies. Many of the students wanted group studies. They work in group studies all the time. That was a constant pressure. And we use that as a plan, as one of our pieces of planning, and that is, they tell you on a college campus, don't put the sidewalks down, see where everybody's going, then put the sidewalks down. So we tried to use that as we looked at our students. They were getting into the classroom buildings at night, in groups, using blackboards, working together, all the time. They wanted group studies. Constantly asking us in the library for group studies. So we put in a whole bunch of group studies. Some of them are bigger than some of the seminar rooms in the academic buildings. That has caused a hazard for me because the faculty all want to teach their classes in there, and we tell them if

you do that we won't have any group studies. So we do have two that are regular classrooms and then one multi-media classroom. But if the pattern changes and the students start walking somewhere else, we can chop up some of those big group studies into six carrels and then still have a little group study in the same space. So the big group study could be adaptable if we need to do that. So that was one of the key plans.

Another thing, we wanted to develop a welcoming warm environment so that, not warm in the summer, but encouraging, welcoming environment so that people would actually want to come in. There is a lot in the literature and in the thinking that all you need is information, all you need's a computer, all you need is stuff. You don't need the, really a library to go to. You just need it to get something out of. We wanted to go to it. And want to stay there. So that was part of the thinking too. And we did very well, I think, at that. It is a welcoming environment we came up with.

One of the key pieces in it was the interior designs and I'll tell you, if you want to know ahead of time, what is going to be the most difficult and somewhat controversial, it's going to be when you get down to wall covers, upholstery, and carpets. It's just like the church. What color are you going to paint the door? And are you going to have a carpet down the main aisle or not? We were in great agreement about basic structures and where people were going to be and the flow of things and technology. Then we just went bonkers when all the stuff began to come in for wall coverings and upholstery and carpet. But we all came to some kinds of conclusions and it tied together, I think, very well and we really would love for you to come see it sometime when you're able.

So we built in a lot of flexibility. The tables look old, but every table has in it three kinds of power—plain power, dirty power, and direct computer connection. Dirty power's not what you go to the internet and see those funny movies with, but it's just plain old power like you have in a house. And then clean power for computer and then a direct computer connection. All the tables in the reference room, the reserve reading room, the media room, all of the carrels, all of the tower rooms, all of the offices, everywhere you go, there's three kinds of power. So we really are made out of conduit and electricity in a lot of ways. So we have the flexibility for people to use laptops all over the place and they're beginning to do that.

There's a great deal of beauty to the place and it kind of lifts your spirits. If you've been in the old library, I thought we did pretty well and I was kind of fond of it, but this one when you go into the atrium that connects the two buildings just kind of lifts you almost in a cathedral kind of way. The front of the reference room in the same way kind of lifts you. And I've heard a lot of people say that, unlike the old library, this one lifts my spirits. And that was good, an environmental peace that we were really pleased with.

So we used multiple consultants in the process. We got a lot of ideas from all over the place, staff and others. We didn't have as clear and beautiful a

rationale, poetic and philosophical, about lower levels, basements, but we came to the same conclusion. Nobody wanted to be in the basement. So if you come into our library, you won't find one. There's a lower level. And if you look in the elevator it says "L," because nobody wants to be in the basement. We do actually have windows on the old part of it, but the new part we don't. I was tremendously gratified to find that our consulting team, that I felt confident about, really was singing off the same song sheet that these people were yesterday. It's amazing, right down the line.

We did begin with compact storage of the periodicals and of rare books and archives and that seems to be the same consensus that they were coming out with. That's worked out very well with the exception of the fact that we have real human beings that use the place. Real human beings do what they want to do and when all else fails you read the directions. And we have signs all over the place, how to use the compact shelving, and they're constantly jumping up and down on things and popping the chains inside and then looking to see, oh, you're supposed to make that red light go off. Ding! So we've had about eighteen repair calls on that and we're trying to catechize everyone. But other than that it's working very well. And of course the part in archives of real books, which is under staff supervision, works very well.

We did prepare all of the floors, *all* of the floors, all the way up to the third floor on both sides, that can be weight-bearing for compact. My projection, and I won't be here to see it, I'll be either looking up or looking down at it, whichever way I go, my projection is that we won't ever put compact on the upper floors because when you do that you'll see nothing but a bunch of bookends and one little hole, and that would be a dismal view. The way it is now, you can stand back in old Schoffler Hall and look all the way through the atrium, through the books, all the way to the chapel, which is a beautiful symbol of the kind of education that we're up to. But on the lower level, not the basement, the lower level where the largest part of our collection is, it goes into the terrace out at the front, there are no windows, there's no view.

We went ahead and put the tracks in. We haven't jacked them up and made it compact. We have a shelf space of 420,000 volumes on the shelves as they're configured right now. We moved 295,000. So we've got some growth in there. All the top shelves, most of the top shelves, are empty and we only have about six inches on each shelf, in some places eight, on the individual shelf and then you have the top shelf. So, 420,000 will hold us a good little while. Then when we jack them up in the basement, put them on wheels, we'll go up over 600,000, which I'm not sure that our school will ever need to surpass.

For those of you who don't know us, and I should have said this to start with, we do serve four schools and approximately 800 students in those four schools. And we do offer Ph.D. in several fields at our school and an Ed.D. at the Presbyterian School of Christian Education. So we are a research collection.

We're not related to a university library so we do need to kind of cover our bases, although we do use a good bit of inter-library loan.

I'm not going to say anything more. I think I've maybe said too much now, but given you the gist of what we tried to do. I didn't bring slides, unfortunately the architect didn't have them as I thought they were going to before I came. This rendering actually is very accurate as to what got built. And there are floor plans and stuff in here and also this case statement, this was the fund raising brochure and it has in it pictures and it also has the blueprints, floor plans, if anybody's interested in going into that much detail. There also are two smaller pictures here, one of the atrium that I was talking about and one of the rare book room, and I'll just pass these around. But maybe you'll have questions later.

ROUNDTABLE DISCUSSIONS

Acquisitions Issues: Focus on Automation

Facilitator: Jon Jackson, Graduate Theological Union

About a dozen participants discussed a variety of issues related to the use of automation in acquisitions. The discussion quickly focused on practical questions of the hardware and software elements of an automated system, types of systems and different vendors, issues of acquiring a system, or changing to another system. Some participants already had automated systems, and spoke about the pros and cons of particular systems, as well as pitfalls to avoid in deciding what system to purchase. The consensus was that it is very important to visit other libraries, especially theological libraries, which have already installed systems in order to learn as much as possible about the strengths and weaknesses of the system.

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“New Automation Technology for Acquisitions and Collection Development”, edited by Rosann Bazirjian, Numbers 13/14, 1995 of *The Acquisitions Librarian*, published by Haworth Press.

Changing Roles in Library Organization

Facilitator: Mary Martin (Archbishop Ireland Library, University of St. Thomas)

In one session of this roundtable, the discussion centered around the changing role of the librarian vis-à-vis technology. The need for familiarity with the technical aspects of the hardware can get confounded with the retrieval, organization, and delivery of information to users. It becomes a question of efficiency in deciding who corrects technological problems, i.e., is a librarian making the best use of his/her time by taking on this role? The changing staffing patterns at reference desks was also discussed, including the increased visibility of paraprofessionals at the desk and the primary task of librarians becoming increasingly limited to individual appointments for research consultations.

At the other section of this roundtable the discussion centered around what staffing issues arise when smaller libraries merge with larger libraries. How can the respective organizations' cultures be honored, yet negotiated and redefined while presenting a unified “face” and quality service to users.

Contemporary Fiction with Religious Themes
(Religious settings and/or religious professionals as main characters)

Facilitator: Marti Alt (Ohio State University Library)

Buechner, Frederick.

Godric. Antheneum, 1980.

Brendan: A Novel. Antheneum, 1987.

Burnham, Sophy.

Revelations. Ballantine, 1992.

“Concerns an Episcopal minister, a love affair, a mystical revelation of God, and ultimately the ecclesiastical trial to which [the minister] is brought . . . Narrated by the minister’s best friend.”

Charles, Kate. Book of Psalms Mysteries.

A Drink of Deadly Wine. Mysterious Press, 1992.

The Snares of Death. Mysterious Press, 1993.

Appointed to Die. Mysterious Press, 1993.

A Dead Man Out of Mind. Mysterious Press, 1994.

Evil Angels among Them. Mysterious Press, 1995.

Colson, Charles W., and Ellen Santilli Vaughn.

Gideon’s Torch. Word, 1995.

Cross, Donna Woolfolk.

Pope Joan: A Novel. Crown, 1996.

Crow, Donna Fletcher.

Glastonbury: The Novel of Christian England. Good News, 1992.

Dengler, Sandy. Heroes of the Misty Isle.

Shamrock Shore. Moody, 1994.

King of the Stars: Saint Columba’s Journey to Scotland. Moody, 1995.

Follett, Ken.

Pillars of the Earth. Morrow, 1989.

“Set in twelfth-century England, [Pillars] recounts the four-decades-long construction of a cathedral and the efforts of Prior Philip and his master mason Tom Builder to complete the building and keep it from falling into the hands of a rival bishop.”

Godwin, Gail.

Father Melancholy's Daughter. Avon, 1992.

The wife of an Episcopal priest is killed in an automobile accident, leaving father and daughter to struggle with the meaning of their lives.

Greenwood, D. M. (Diane M.) Deaconess Theodora Braithwaite Mysteries.

Clerical Errors. St. Martin, 1991.

Unholy Ghosts. St. Martin, 1992.

Deaconess Theodora Braithwaite, who stands over six feet tall and comes from a distinguished English clerical family, deals with the politics of cloister and cathedral to sort out ecclesiastical mysteries.

Herr, Ethel. The Seekers.

The Dove and the Rose. Bethany, 1996.

Set in sixteenth-century Netherlands torn apart by the upheavals of the Protestant Reformation.

Holland, Isabelle.

A Death at St. Anselm's. Doubleday, 1984.

Howatch, Susan.

Glittering Images. Knopf, 1987.

Glamorous Powers. Knopf, 1988.

Ultimate Prizes. Knopf, 1990.

Scandalous Risks. Knopf, 1990.

Mystical Paths. David McKay, 1992.

Absolute Truths. Knopf (New York City), 1995.

The plots touch on historical, theological, and philosophical sources based on events concerning the Church of England in the twentieth century.

Karon, Jan. The Mitford Years.

At Home in Mitford. Chariot Victor, 1994.

A Light in the Window. Chariot Victor, 1995.

These High Green Hills. Chariot Victor, 1996.

Out to Canaan. Viking, 1997.

Kemelman, Harry.

Friday, the Rabbi Slept Late. Crown, 1964.

Saturday, the Rabbi Went Hungry. Crown, 1966.

Sunday, the Rabbi Stayed Home. Putnam, 1969.

Weekend with the Rabbi. Doubleday, 1969.

Monday, the Rabbi Took Off. Putnam, 1972.

Tuesday, the Rabbi Saw Red. Author Fields' Books, 1973.

Wednesday, the Rabbi Got Wet. Morrow, 1976.
Thursday, the Rabbi Walked Out. Morrow, 1978.

Lachman, Barbara.
Journal of Hildegard of Bingen. Crown, 1993.

Little, Mary.
Julian's Cat: An Imaginary History of a Cat of Destiny. Morehouse, 1993.
Julian of Norwich.

McInerney, Ralph. Father Dowling Mysteries.
Her Death of Cold. Vanguard Press, 1977.
The Seventh Station. Vanguard Press, 1977.
Bishop as Pawn. Vanguard Press, 1978.
Lying Three. Vanguard Press, 1979.
Second Vespers. Vanguard Press, 1980.
Thicker Than Water. Vanguard Press, 1981.
A Loss of Patients. Vanguard Press, 1982.
The Grass Widow. Vanguard Press, 1983.
Getting a Way with Murder. Vanguard Press, 1984.
Rest in Pieces. Vanguard Press, 1985.
The Basket Case. St. Martin's, 1988.
Four on the Floor: A Father Dowling Mystey Quartet. St. Martin's, 1989.

----. [Pseudonym Monica Quill] Sister Mary Teresa Mysteries.
Not a Blessed Thing! Vanguard Press, 1981.
Let Us Prey. Vanguard Press, 1982.
And Then There Was Nun. Vanguard Press, 1984.
Nun of the Above. Vanguard Press, 1985.
Sine Qua Nun. Vanguard Press, 1986.
The Veil of Ignorance. St. Martin's Press, 1988.

Newman, Sharan. Catherine LeVendeur Mysteries.
Death Comes as Epiphany. TOR, 1993.
The Devil's Door. Forge, 1994.
The Wondering Arm. Forge, 1995.
Strong as Death. Forge, 1996.

O'Marie, Sister Carol Anne. Sister Mary Helen Mystery Novels.
A Novena for Murder. Scribner, 1984.
Advent of Dying. Delacorte, 1986.
Missing Madonna. Delacorte, 1988.
Murder in Ordinary Time. Delacorte, 1991.

Murder Makes a Pilgrimage. Delacorte, 1993.

Death Goes on a Retreat. Delacorte, 1995.

Death of an Angel. St. Martin's Press, 1997.

Page, Katherine Hall. Faith Sigley Fairchild Series.

The Body in the Belfry. St. Martin's, 1990.

Pargeter, Edith Mary [pseudonym ELLIS PETERS] Chronicles of Brother Cadfael.

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Monk's-Hood. Macmillan (London), 1980, Morrow, 1981.

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The Virgin in the Ice. Macmillan (London), 1982, Morrow, 1983.

The Sanctuary Sparrow. Morrow, 1983.

The Devil's Novice. Macmillan, (London), 1983, Morrow, 1984.

Dead Man's Ransom. Morrow, 1984.

The Pilgrim of Hate. Macmillan (London), 1984, Morrow, 1985.

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The Confession of Brother Haluin. Headline, 1988, Mysterious Press, 1989.

A Rare Benedictine (short stories). Headline, 1988, Mysterious Press, 1989.

The Heretic's Apprentice. Headline, 1989, Mysterious Press, 1990.

The Potter's Field. Headline, 1990, Mysterious Press, 1991.

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The Holy Thief. Headline, 1992, Mysterious Press, 1993.

Parker, Gary E.

Death Stalks a Holiday. Thomas Nelson, 1996.

Peretti, Frank E.

This Present Darkness. Westchester, Ill: Crossway Books, c1986.

Piercing the Darkness. Westchester, Ill: Crossway Books, c1989.

Pulver, Mary Monica, and Gail Bacon.

The Novice's Tale. Diamond, 1992.

Features fifteenth-century English nun Dame Frevisse as detective.

Trevor, Elleston.

The Sister. Forge, 1994.

Whitehead, Barbara.

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The Dean It Was That Died. St. Martin, 1991.

Wintle, Francis Edward [Pseudonym: Rutherford, Edward].

Sarum: The Novel of England. Ivy Books, 1988.

Chronicles events spanning tens of thousands of years in the English town of Salisbury, home of Salisbury Cathedral.

Selected Bibliography:

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Menendez, Albert J. *The Catholic Novel, an Annotated Bibliography*. Garland, 1988.

Spencer, William David. *Mysterium and Mystery, the Clerical Crime Novel*. UMI Research Press, 1989.

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Enhancing Cataloging Records

Facilitator: Jeff Siemon (Christian Theological Seminary)

We discussed the following questions:

- Should the capability of keyword searching change what information catalogers include in records?
- Do more contents notes or partial contents notes enhance access to the materials, or clutter the catalog with uncontrolled vocabulary?
- Should we add six or eight controlled subject headings? or should we add tables of contents?
- What local information: “My Seminary” faculty. Indiana publication.
- How does this effect work flow and speed of cataloging?
- Which records should be enhanced?
- How would one justify the extra labor spent on cataloging to an administrator?

Our discussion was informed by the following articles:

Michalak, Thomas J. “An experiment in enhancing cataloging records at Carnegie Mellon University” in *Library Hi Tech* 31:3 (1990) pp. 33-41.

- Michalak gives four reasons for enhancing bibliographic records:
 - ◊ Improves user interaction with OPAC (more hits)
 - ◊ Better exploits the information in a small library (you may have information on a topic, but not an entire book on that topic).
 - ◊ Ability to evaluate the usefulness of a book without going to shelf
 - ◊ Includes the natural language of an author or editor in the record
- The Carnegie-Mellon project had three criteria for enhancing bibliographic records:
 - ◊ Table of Contents which contains “citable” references (i.e.: essays, plays)
 - ◊ Exhibition catalog with twenty-five or fewer artists
 - ◊ Chapter titles which provide keywords not otherwise in record (in cataloger’s judgment)
- The results of the Carnegie-Mellon experiment were:
 - ◊ During one month (April 1990) catalogers added 1,242 books, and enhanced 189 books (15%)
 - ◊ From Oct. 1989–June 1990 catalogers enhanced 7.85% of the books they added.
 - ◊ Early results suggested that “contents enhancement increases the number of records retrieved by twenty to thirty percent.”

Marner, Jonathan C. "Measuring the success of keyword search strategy in an on-line catalog" in *Technical Services Quarterly* 11:2 (1993) pp. 1-11.

Marner took "see also" terms from the authority records associated with 350 randomly selected bibliographic records. Then he used those "see also" terms as keywords. His retrieval rate was about 30%. That is, if a patron used only keyword he/she would find only 30% of the books as if he/she would have used subject searching with a cross reference system. This finding supports the utility of subject cataloging combined with an extensive cross reference system over keyword alone.

Gorman, Michael, "The cost value of organized subject access" summarized in *Cataloging and Classification Quarterly* 22:2 (1996) pp. 94-95.

"Specificity meets the needs of most users, because the catalog has already differentiated the items. It is also extremely important that a verbal subject system have a syndetic [cross referenced] structure, so that the user can explore broader, narrower, and related subjects. The time spent by the cataloger in creating subject headings should be inversely proportional to the time spent by the user on retrieval."

Gorman contrasted the "howling desert of the internet with the well ordered world of libraries, comparing the Internet to a used bookstore in which the binding, indexes and front matter have been removed from all books and they are arranged in no order."

Integrating Electronic and Paper Reference Resources in Bibliographic Instruction

Facilitator: Jan Malcheski (Archbishop Ireland Library, University of St. Thomas)

Participants met to discuss challenges in real-world bibliographic instruction. Skill in using print resources (indexes, bibliographies, reference works) remains essential. The ideal is to be able to integrate hands-on experience with **both** electronic and print resources. Methods offered for achieving this mix included worksheets/assignments in formal BI as well as renewed emphasis on one-on-one consultations or small-group instruction in the reference room.

Issues in Non-Automated Libraries

Facilitators: Joanna Hause (Biblical Theological Seminary) and Christine Schone (Ryan Memorial Library, St. Charles Borromeo Seminary)

At this roundtable, the primary focus was dealing with a card catalog at a time when the main focus of the library world is automation. We discussed the difficulties of maintaining a card catalog. It often seems that card catalogs have become complex and confusing to patrons, especially when headings change over time and the old and new forms are interfiled. The hope of automating the catalog often makes it hard to put much commitment into spending extra time on the upkeep of the card catalog (creating numerous cross references and guide cards). In some libraries, just filing seems to be time-consuming enough. Those in the group felt that retrospective conversion was the most important preparation for the interim period between a card environment and automation of the catalog.

The Library of Congress discontinued its card set printing and distribution service, leaving libraries who relied on this service with a major problem of finding other vendors who can supply pre-printed catalog cards. And there are still smaller schools who do not have access to any type of computerized bibliographic database internally.

Librarians as “Computer Gurus”

Facilitator: Andrew Keck (Hickman-Johnson-Furrow Library Center, Morningside College)

Participants began and concluded by considering how the role of computer guru has changed from being just a hardware/software consultant and now includes being a Webmaster and an expert on the World Wide Web. It was noted that librarians have become computer gurus largely because the library has been ahead of the rest of the campus in terms of technology and because librarians have had to learn a plethora of different systems, software, and computing products. Even when other kinds of computer support are available on campuses, librarians are often preferred over computer technicians due to librarians' customer service orientation. Although librarians may be reluctant to be computer gurus, they must continue to actively participate in campus-technology decisions.

Outsourcing

Facilitator: Valerie R. Hotchkiss (Bridwell Library, Southern Methodist University)

We began each session with the basic question of whether outsourcing is a threat or offers promise. A historical look at the use of outside vendors in library work led to the recognition that libraries have, in fact, been leaders in this area. Many libraries use binderies, almost all of us use LC cataloging (through OCLC, RLIN, or CIP—all provided by an “outsider”), we order books through vendors on approval plans, blanket orders, and, of course, subscription, and now most of us depend on at least some outside automated system support (usually the vendor of the system). We organized the discussion around the themes of 1) Productivity; 2) Economics; 3) Labor Relations: The Ethics of Outsourcing; and 4) Quality Control.

Outsourcing is a given in libraries, but we could all use some assistance in using this management tool most effectively *and* humanely. A concern for standards or guidelines came up in both sessions. It was suggested that we might develop guidelines for planning a project for outside processing. Regional ATLA groups might offer advice and recommendations on vendors in the area. The idea of outsourcing among ATLA libraries also came up, as, for example, exchanging Chinese cataloging skills at one library for Finnish cataloging at another.

We have agreed to keep the discussion going through an internet group, with the goals of 1) developing guidelines for outsourcing projects and 2) inspiring regional ATLAs to gather and share information. We hope that such information might one day be shared with all our members via a link on the ATLA homepage.

Point and Click Catalog Records

Facilitator: Russell Pollard (Andover-Harvard Theological Library)

A group of cataloging imagineers gathered to design the catalog record of the future. Assuming the technology characterized by key words and concepts such as client/server, Z39.50, Graphical User Interface, hypertext links, webcats, and “the catalog as a gateway,” the group brainstormed about both the ways bibliographic records and catalog indexes might look and where links in the records might lead. To put it in “mouse” talk: what will we “click on” and what will we “click to.” In addition to the now conventional notion of linking a record with the actual document that is described, other ideas included: links to images of title pages, especially for rare books and non roman scripts; links to tables of contents, indexes, summaries, and bibliographies; links to portraits and illustrations; links to publishing information such as the publishers’ website; links to author information; and links from the call number to more precise information about the location in the building or hours of availability.

Preservation Concerns

Facilitator: Eileen K. Saner (Associated Mennonite Biblical Seminary)

A lively discussion covered a variety of topics related to preservation including microfilming of serials and archives and digitizing from microfilm. Procedures for mastering sound recordings on archival magnetic tape and making copies were discussed. Preserving sound and images is complicated by rapidly changing technology. One participant pointed out that a demand for the use of the materials must be created in order to raise funding for their preservation.

Problem-Solving Issues: Moving from a Manual to an Automated System

Facilitator: David J. Wartluft (Krauth Memorial Library, Lutheran Theological Seminary)

Decades ago I moved from a 4-on-the-floor manual transmission to an automatic transmission. Only a few things changed. I had to remember to limit my left foot from attempting to disengage the clutch [and in the process slam on the brakes because the brake pedal had been widened in early automatic transmission autos]. The rest was easy: step on the gas and the car went; step on the brake and it slowed or stopped. Slide the little lever to “R” to go into reverse. Overall only one aspect of the car’s operation was changed. But moving from manual procedures for maintaining a card catalog , circulation files, acquisitions files, periodicals check-in and control, etc., to an integrated, automated system is infinitely more complex. Everything changes!

Automation and librarianship have become inextricably intertwined never again to be totally severed. One result of this emerging phenomenon is the rise of continuing education workshops for librarians now dealing with “cyberstress.” This is a phenomenon with which I have a passing acquaintance. One can become nearly catatonic when considering implementation of an automated system while working (and possibly having worked a whole life) with a manual system.

There are two mantras to be lived as one approaches an automated system: **plan—learn**. One can never learn too much nor plan too well. On the other hand it would be easy to become incapacitated by allowing oneself to wallow at that level. Action must be taken, but that action can be in a series of small steps. At that point the task is not as daunting or incapacitating as it may appear viewed from afar.

Here are some basic issues to wrestle with and answer to some degree when looking at automation. Looking at the prospect of automation from afar makes one feel, well, rather primitive. So let’s use a basic, primitive metaphor as we look at the various aspects of moving from a manual to an automated system. Working from primitive anthropology and Maslov’s hierarchy of values, let’s use the food metaphor and divide it into four areas: Surveying, Gathering, Preparing, Consuming.

A. SURVEYING

Why automate?

Is it because everyone else is doing it and fear of obsolescence reigns?

Are there pressures from faculty, students, administration, or perhaps all of the above?

Does it have to do with the reputation of the institution for attracting students and faculty?

What are the anticipated benefits?

What effect will it have on the curriculum and the academic programs of your institution?

Is “distance learning” on the horizon heating up the automation frenzy?

What resources are available or on the horizon?

This includes finances certainly, but also personnel who can deal with computers, people who can run the system as well as input and extricate bibliographic data.

What are the resources currently at hand to move toward automation? Are any records in machine-readable form? Is there any computer hardware in the library? On campus? Are any staff familiar with automation, business or academic? Are staff open to the changes that automation may bring? Are any enthusiastic?

What are the internal human resources? This will help to determine whether data is prepared in-house or farmed out to a vendor of services, or several vendors for complementary services.

Planning Areas

B. GATHERING

1. Bibliographic data
 - sources available
 - conversion methods: In-house, using a bibliographic utility
 - Online? OCLC Cat-Me, Ship shelflist
 - Specialty vendors, e.g., Electronic Scriptorum
 - Automation vendor services
 - Quality
 - full MARC?
2. Interim control
 - Which processes and records will be maintained simultaneously while making the conversion? What will the effect be on such areas as: acquisitions, gift book evaluation, checking before placing new orders, newer editions of older works, series published over many years
3. Methodology to be used for evaluation
4. Constraints Imposed from outside or prior decision
 - Operating system limitations?
 - Network platforms—TCP/IP, Novelle [various versions], Lantastic

- Compatibility with extant institutional equipment and development plans/commitments
5. Type of system—single machine models; central server with dumb terminals; client-server
 6. Information sources
 - Vendors—equipment, supplies, services, trade shows
 - Publications—books, articles, online resources, vendor’s aids & guides
 - Workshops and Conferences; tapping the experiences of others; on-site, hands-on experimentation and test-driving
 - Library associations, consortia, etc.
 7. Transaction analysis
 - Volume of activity
 - number of terminals (public and staff, by location and function)
 - reaction time needed at various stations
 8. Tape processing (if some or all data is available on tape, e.g., OCLC, RLIN)
 - Extract from utility? Regional extract (PALINET, SOLINET, AMIGOS)
 - Third party processor? E.g., Library Technologies, Inc.; Blackwell N.A.
 - Specialized authority records
 - Reputation for careful, quality work, timeliness, knowledge of and compatibility with the automation system vendor
 9. Bar-coding
 - Bar-code formats
 - Smart or dumb?
 - Piggyback bar codes
 - Bar-coding and security tagging
 10. Consultants
 - Walton indicates four types: (1) “process” consultant—works with you from first developing a plan through installation and training; (2) “analysis” consultant—provides technical or managerial expertise only; (3) “politically expedient/legitimacy” consulting—the effect of the consultant is more important than the actual service performed; and, (4) “save-the-sinking-ship” consultant who is called in as a last ditch effort to pull a project back from the brink of disaster.
 11. Institutional preparation (information, publicity)
 12. System evaluation
 - How sophisticated must the system be for your institution’s needs?

- Does the vendor have the resources to maintain leadership in the field? If not, is the system likely to be discontinued in a few years? Will there be regular upgrades to the system?
 - Does the vendor have all modules you may want installed or only on the drawing boards?
 - What support is available? How quickly?
 - Is the programming code available should the vendor go under?
 - Does the system export as well as import according to standards (MARC, Z39.50)?
13. Budgeting/ Finances areas
- Site preparation (cabling, electrical outlets, furniture)
 - Hardware
 - Network (hardware [network cards], software and wiring)
 - Library system software
 - Planning
 - System administration
 - Training/Retraining staff (many vendors have training fee as component of system delivery, built-in or separately billed)
 - Training new staff after turnover
 - Start-up—feeding in patron/supplier data (borrower files; acquisition data; serials data) & on-the-spot information
 - Bibliographic instruction—cost of new guides, on-line help, training sessions
 - Annual support charges by vendor
 - Contingency fund for equipment update—technology does become obsolescent, probably at a greater rate than we anticipate or would like. [Some of our institutions are on their third automation system already]

C. PREPARING

1. Request for Proposal
2. Contract
3. Timetable/Implementation Schedule
 - Projection of various steps to full implementation
 - Choice of time to go “live”—work backwards; obtain firm commitment from vendor
 - How many components will be implemented simultaneously? Only OPAC and Cataloging? Circulation? Acquisitions? [Some vendors sell total package, others market component by component]
4. Revision of job descriptions, workflow, procedures, manuals, bibliographic instruction. Some areas affected:
 - Professional staff

- Support staff
- Student staff
- Administration (data gathering, redefinition of processes)

D. CONSUMING

1. Debugging
2. Acceptance of System
3. Going Online
4. Bibliographic instruction—new guides, on-line help, training sessions
5. Cleanup, revision and moving beyond

Some resources:

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_____. "The Procurement of Library Automated Systems," *Library Technology Reports* 26:5 (Sept./Oct. 1990): 629-749.

Breeding, Marshall. *Integrated Library Systems for PCs and PC Networks: Descriptive and Analytical Reviews of the Current Products*. Information Today, 1996.

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Bridge, Frank, "Selecting a Library Automation Vendor," *Library Journal*, March 1, 1993, 56-57.

Cook, E. I. And Farthing, P., "A Technical Services Perspective of Implementing an Organizational Review While Simultaneously Installing an Integrated Library System" [at Appalachian State University Library] *Library Acquisitions*, 19 (Winter 1995): 445-61.

Corbin, John. *Implementing the Automated Library System*. Phoenix : Oryx Press, 1988.

Cortez, Edwin M., "Library Automation Consultants: Current Realities and Issues," *Library Hi Tech*, 9:2 ((1991): 99-110. [includes Guidelines for evaluating library consultants]

_____. *Proposals and Contracts for Library Automation: Guidelines for Preparing RFPs*. Studio City, CA : Pacific Information; Chicago: American Library Association, 1987.

DiLoreto, Ann, "Library Automation in the 1990s: Let Your Consultant Be Your Guide," *Legal Reference Services Quarterly*, 10:3 (1990): 3-9. [good advice]

GEAC, *Advance Site Installation Planning Guide*. Release 1.9-June 1990.

Genaway, David C. "Online Library Systems : A Decision-Making Guide for Library Managers," *The Electronic Library* 4:2 (April 1986): 104-112.

Glogoff, Stuart, "Reflections on dealing with vendors," *American Libraries*, April 1994, 313-15

Jackson-George Regional Library Administration & Staff, comp. "A Comparative Profile of Integrated Online Library Systems," Pascagoula, MS, 1985.

Library Circulation Systems and Automation: an Annotated Bibliography: 12-year Cumulation, 1977-1988. The Association, 1989.

Mandelbaum, Jane B. *Small Project Automation for Libraries and Information Centers.* Westport, CT : Meckler, ©1992.

Millsap, L., "A History of the Online Catalog in North America," (In: *Technical Services Management, 1965-1990.* Haworth Press, 1996, 79-91).

Reed-Scott, Jutta, "Retrospective conversion: An update," *American Libraries*, 16:10 (November 1985): 694-98

Saffady, W., "Integrated Library Systems for Mini-computers and Mainframes: a Vendor Study," *Library Technology Reports*, 30 (Jan/Feb94) :5-150, and 30 (March/April 94) :147-323.

Shrewsbury, Lynn D, "Sample 'Request for Proposal' for an Automated Library System," ALA Annual Conference, June 1993.

Wilson, Keith, "Networking for the Novice," Provo, UT : Dynix, [s.d.]

Wilson, Rebecca A., "Bringing up the System," presented at the Pennsylvania Library Association Annual Conference (1991).

Winnebago Software Company. *Guide to Library Automation: A Step-by-Step Introduction.* Second ed. ©1994.

Walton, B., "Automation," *Texas Library Journal*, 59 (Spring 1983): 3-5.

Professional Issues Related to Gay and Lesbian Concerns:

Facilitator: Duane Harbin (Bridwell Library, Southern Methodist University)

The Roundtable on Professional Issues Related to Gay and Lesbian Concerns convened on Saturday, June 14, 1997. Despite the brief time allotted, the twelve participants were able to introduce themselves and touch on a number of relevant topics. The subjects identified included:

- Current publications of interest
- Examples of official church documents useful for countering censorship
- Sample statements of academic and intellectual freedom
- The need to update the 1981 ATLA bibliography on homosexuality
- Confidentiality issues, particularly in circulation systems
- Identifying resources for “Open and Affirming” congregations.

All were agreed that there was more to be discussed and worked on than could be accomplished in one session. Therefore, the participants asked the convenor to arrange for another gathering at the next annual conference. The agenda at that gathering will be identifying a plan for an ongoing presence within the Association, most likely as an interest group.

Strategies for Handling Gift Books

Facilitator: Alva R. Caldwell (United Library of Garrett Evangelical and Seabury-Western Theological Seminaries)

Fifteen persons attended the workshop. Three handouts were available: Caldwell presented five guidelines for negotiating, receiving, and evaluating the gift, thanking the donor, and dispensing the gift. A bibliography entitled, “What is a library to do with gifts?” by Paul Stuehrenberg was distributed, and Roger Lloyd made copies of the Duke University Libraries’ “Information for Prospective Donors” available.

Strategies for Handling Gift Books: The Documentation of World Christianity in Denominational Seminary Libraries

Facilitator: Paul Stuehrenberg (Yale Divinity School Library)

The theme of this year's session is the documentation of world Christianity in denominational seminary libraries. As a way of introducing this topic, I would posit that there are three reasons why denominational seminary libraries need to document world Christianity: because they should, because it's there, and because they are uniquely situated to do so.

I. Because we should.

When I was learning homiletics, I was taught that the preacher should start with the law, and so convince the assembled of their sin, and then to turn to the healing power of the Gospel. So, today also I begin with the "should." Now, you might well ask who authorized me to come before you and tell you that you "should" be involved in the documentation of world Christianity. Like a good preacher, though, I will protest that it is not I who say you should do so, but the very documents you hold to be true. And what documents are those, you might well ask? The answer, of course, is the ATS accreditation standards.

The ATS standards are replete with references to the need for seminary education to take place in a context of global awareness. For example, references are made in the sections on teaching (3.1.2.3), scholarly collaboration (3.2.1.~), and diversity (3.2.3.2). In addition, the Standards have a section devoted specifically to globalization. That section states:

3.2.4.1 Theological teaching, learning, and research require patterns of institutional and educational practice that contribute to an awareness and appreciation of global inter-connectedness and interdependence, particularly as they relate to the mission of the church. These patterns are intended to enhance the ways institutions participate in the ecumenical, dialogical, evangelistic, and justice efforts of the church. The term globalization has been used to identify these patterns and practices collectively.

The section on library collections brings all of this home:

5.1.1 Collections in a theological school shall hold materials of importance for theological study and the practice of ministry that represent the historical breadth and confessional diversity of Christian thought and life. The collection shall include relevant materials from cognate disciplines and basic texts from other religious traditions, and demonstrate sensitivity to issues of

diversity, inclusiveness, and globalization to ensure that theological learners and researchers have access to the variety of voices that speak to theological subjects.

In other words, if our schools are to carry on their work in the context of global Christianity, our libraries must have the materials that support that work.

II. Because it's there.

The churches outside the West are creating a literature that provides significant documentation of the history, thought, and practice of Christianity. Moreover, this literature is increasingly different from the literature produced by the Western churches. They might be said to be in the process of “finding their own voices,” as they continue the process of telling the story of the church in the places where they find themselves.

In an article on the documentation of this “new Christianity,” Stephen Peterson observes that this literature can be divided functionally into five categories, which he identifies as ecumenical (international), national, denominational, diocesan (regional), and congregational (local).¹ Peterson suggests that this functional approach ought to inform collection development practices. He posits that there are two possible approaches to a coordinated attempt to gather this literature: geographical and denominational. Peterson opts for the geographical approach, concluding that the denominational approach would result in unbalanced collections.

Peterson seems to be proposing an international, coordinated approach to documenting world Christianity. In this model, theological libraries would form partnerships not only with one another, but also with research university libraries that have area-studies collections. These partnerships would aim to be as exhaustive as possible in their coverage of the literature of world Christianity.

While Peterson's approach makes sense in the abstract, in fact there is currently no realistic mechanism to provide such coordination. That being the case, the natural tendency is to wait for someone else to come up with one. Today I would suggest that we go against this natural tendency (a tendency that with my homiletical hat on I might call “natural sin”) and that we instead begin to think together about what we can do, here and now, individually and collectively, to improve our documentation of world Christianity. At the same time I propose that we begin thinking together about ways to develop a more coordinated, exhaustive approach.

At Yale we have a particular obligation to gather the documentation of world Christianity, an obligation, I would assert, that we share with other research libraries. In terms of Peterson's model, we collect in particular documentation at the ecumenical (international) and national levels. We collect much more selectively (if at all) materials on the denominational, diocesan, and

congregational levels. The reason for this is precisely that there is so much of this literature out there, and so little of it is available in the book trade.

III. Because you can do it!

Which leads to my third point. If we view the documentation of world Christianity as a whole, collecting it is a daunting task, and many of us (in fact) do very little—where, after all, is one to start? The place to start, it seems to me, is where you live. I believe that denominational seminary libraries are uniquely positioned to gather some of the documentation of world Christianity, especially that relating to and produced by their sister churches around the world. Denominational seminaries typically have strong ties with sister churches, both formal and informal. Faculty and students regularly go back and forth between schools, some schools have official partners overseas, missionaries and national church officials make regular—and sometimes prolonged—contact with sister churches.

What I would propose, then, is that denominational seminaries develop programs for documenting their sister churches. If possible, those programs should be coordinated when there is more than one seminary of a particular denomination in this country. The Lutheran, or the Presbyterian, seminaries, for example, might get together at this very conference and decide how they will proceed. But you need not wait for someone else to decide what it is you should do. Rather, I would suggest that you take a look at your institution, at where the missionaries your school trained went, and what churches were planted there. Talk to the faculty at your institution who are teach missions, or who have connections to your denomination's missions agency. Try to get on the mailing lists for national and regional denominational materials. Contact the librarian of your church's denomination in that country and see if it might be possible to establish some sort of exchange program.

I would further propose that ATLA continue to be a forum for us to discuss (1) how we might better fulfill our obligation to meet the ATS standards by building collections that document world Christianity, and (2) how we might systematically collect the literature of world Christianity. This latter, in particular, needs to happen in a global context. As Peterson notes in his report on the Mission Studies Resource Development Project,² to do this work well, we must develop a model that builds on cooperation with centers in other parts of the world.

At this point I will stop. I look forward to hearing from our presenters and from you in the audience what your experiences have been, and what you plan to do in the future.

What is a Library to Do with Gifts? A [Highly] Selective Bibliography

Barker, Joseph W. "Gifts and exchanges." *Technical Services Today and Tomorrow*. Michael Gorman, et al., editors. Englewood, Col.: Libraries

Unlimited, 1990. Pp. 23-37. Summarizes current practices for managing exchange and gift operations in large- and medium-sized academic libraries. Lists rationales for accepting gifts, recognizing, in particular, the public relations aspects: "Even if the library must ultimately discard, give away, or sell much of the donation, the donor is acquitted of responsibility" (p. 27). Barker surveys trends, and concludes that "well-managed and adequately supported gifts and exchanges are becoming accepted as important means of achieving collection development goals" (p. 35).

Bostic, Mary J. "Gifts to libraries: coping effectively." *Collection Management*, 14 (1991), 175-184. Gives useful advice on when to accept gifts, how to establish a gift policy statement, soliciting, selecting, and the dispersal of gifts.

Cooper, Ellen R. "Options for the disposal of unwanted donations." *Bulletin of the American Medical Library Association*, 78 (1990), 388-394. This paper documents a survey of the gift policies and practices of 150 randomly selected medical libraries; 113 libraries (75%) responded. Appendices list back-issue and used-book dealers, as well as domestic and foreign exchange agencies. While the focus is on medical libraries, the article helps to gain an understanding the variety of responses libraries have to gifts.

DeWitt, Donald L. "Unsolicited marginal gift collections: saying no or coping with he unwanted." *Library Acquisitions*, 12 (1988), 357-362. Explores the psychology of why librarians have difficulty saying "no" to unsolicited gifts. Includes some useful advice on managing gifts, but treats gifts as problems, not opportunities.

Lane, Alfred H. "Gifts and Exchange Manual." Westport, Conn.: Greenwood Press, 1980. This manual, while dated, provides a valuable handbook on the practical questions of how to set up exchange programs and how to handle gifts. It includes samples of policy statements and forms. Its advice on IRS guidelines, in particular, has been superseded by changes in tax law.

Endnotes

¹Stephen L. Peterson, "From third world to one world: problems and opportunities in documenting new Christianity," *Library Acquisitions*, 15 (1991), 177-184. Peterson derived this model from Marc R. Spindler, "Indian Christian periodicals: the daily life of Indian theology," *Exchange*, 20 (Sept. 1978), 1-55.

²Stephen L. Peterson, *Mission Studies Resources for the Future* (Monrovia, Calif.: MARC, 1995).

Technical Services Issues for Small Libraries

Facilitator: Lynn Berg (New Brunswick Theological Seminary)

The topic for discussion was how to get work done efficiently and maintain high standards in small libraries where one or two librarians manage a wide variety of technical services processes. Topics brought up for consideration fell into five categories: 1) Time management, 2) Workflow management, 3) Resource management, 4) Personnel management, and 5) Professional development. Participants were encouraged to share their particular problems, offer ideas for problem resolution to other members of the group, and consider viable alternative options. The one dilemma that everyone seemed to share was how to get more done, more quickly, and with higher quality—but with less money and less staff (“more, better, faster, cheaper”). Some of the specific issues discussed were: how to define “small library” (size of collection vs. size of staff; number and type of staff); how to handle internal personnel conflict/demands; how to increase your own productivity; how to reduce the backlog; how to deal with the problems of a unionized staff; how to handle gift books; how to catalog books in foreign languages that you aren’t trained in; how to train student workers/volunteers; and the need for training in the use of macros.

Women’s Issues in Theological Librarianship

Facilitators: Sharon Taylor (Franklin Trask Library, Andover Newton Theological School) and Sara Myers (Iliff School of Theology)

Sharon Taylor and Sara Myers jointly convened both sessions of the Women’s Issues roundtable. Although the groups were small in number, the conversations proved stimulating. The roundtable discussions included, but were not limited to, the following topics:

1. Training and mentoring of theological librarians;
2. Ways to incorporate ideas proposed by staff who are not in positions of power/authority;
3. Perceptions of professional competence; and
4. Merits of different administrative styles, e.g., collaborative vs. authoritarian.

DENOMINATIONAL MEETINGS

Anglican Librarians

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Nineteen librarians from sixteen libraries and the Archives of the Episcopal Church met Thursday afternoon, June 12, 1997, in the Library of the Episcopal Divinity School and Weston School of Theology. Those present shared reports on projects occurring at their libraries. Linda Corman and Cindy Derrenbacher talked about the proposed merger of the Libraries of Trinity College and Wycliffe College. Mark Duffy talked about recent activities at the Archives of the Episcopal Church and steps being taken to improve the record management at the Episcopal Church Center in New York. Marilyn Hulland talked of the work of SPCK in this country as a supplier of books to Third World libraries.

Campbell-Stone Librarians

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The Campbell-Stone Librarians met on Thursday, June 12, 1997, at the library of the Episcopal Divinity School in Cambridge, MA. Thirteen people attended the meeting.

Each person present introduced themselves and related the projects in which their libraries were involved. These projects included automation projects, accreditation programs and indexing programs.

The ATLA Preservation Microfilming project of Campbell-Stone periodicals was described. The progress of the Restoration Serials Index was discussed as was the hymnal collection at Lincoln Christian Seminary, and the Encyclopedia of the Stone-Campbell Movement.

Lutheran Librarians

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Fifteen librarians representing eleven institutions attended the Lutheran Librarians' meeting at Sherrill Hall, Episcopal Divinity School, Cambridge, MA on Thursday evening, June 12, 1997. News and activities of member schools and libraries were shared. A number of the schools reported changes in presidential, dean, and/or librarian leadership at their locations. Some librarians mentioned "technology" components becoming increasingly part of their job descriptions and even job titles. Library systems recently purchased by a few libraries were Ameritech's "Horizon" and Endeavor's "Voyager." Some libraries are changing or planning upgrades of current catalog arrangements toward larger network and/or Internet connectivity; again, distance education was highlighted as a focus for some seminaries. Several reported active or recently completed barcoding projects and engaged in exchange of tips on the process. Concordia Theological Seminary, Fort Wayne; Interdenominational Theological Center, Atlanta; Luther Seminary, St. Paul; Lutheran Theological School at Chicago; Trinity Lutheran Seminary, Columbus are receiving Lilly Foundation grants as participants in the "Information Technology for Theological Teaching" program. Much work has been done at Philadelphia around the celebration of "250 Years of the Ministerium of Pennsylvania"; an exhibit at Harvard centered on the "Bible of the Reformation and the Reformation of the Bible." Mary Ann Urbashich of Jesuit-Krauss-McCormick Library, Chicago and Russell Morton of Faith Seminary, Tacoma were welcomed as first-time attendees of the Lutheran meeting. Deaths of Trevor Zweck, Librarian of Luther Campus, North Adelaide, Australia; Valborg Bestul, retired Librarian of Luther Seminary, St. Paul; and James Schaaf, Professor of Church History and Bibliographic Librarian at Trinity Lutheran Seminary, Columbus were noted.

Orthodox Librarians

Recorded by: Gregory Morrison, Wheaton College

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Present: Fr. George Papademetriou, Soule Papademetriou, Hilary Rogler, Andrew Sopko, Michael Bramah, Gregory Morrison.

Fr. George Papademetriou led the group in prayers to the Holy Trinity.

Fr. George invited members to introduce themselves and to share the highlights of their work and activities during the past year. Fr. George, the Library Director at Holy Cross Orthodox Seminary, shared that workers had broken ground in preparation for the construction of the new library facilities. The anticipated opening of the new library is June of 1998. Fr. George edited a recent issue of the Greek *Orthodox Theological Review* devoted to the work of the late Fr. Georges Florovsky. Fr. George also serves on the International Ecumenical Committee of the Boston Theological Institute (BTI). Fr. George, on behalf of the School of Theology, invited the Archbishop of Albania to come to present two lectures to the BTI schools. In the last year, Fr. George served the Orthodox parish of Southbridge, MA which he found to be a renewing experience.

Soule Papademetriou, a cataloger and Associate Director of the library at Holy Cross, reported on a BTI grant to Holy Cross to help catalog pamphlets and other ephemeral materials. These materials are in Greek and deal primarily with topics of ecumenism and Orthodox Church history and theology. Soule and Fr. George are in the process of evaluating and weeding out the Library's collection and preparing it for the BIG MOVE next year to the new Library. Soule reported the problems with the many gifts received from various donors and the work involved. She also reported that she is doing a great deal of original cataloging of Greek books.

Hilary Rogler, another librarian from Holy Cross, stated that the circulation activity for the Library has been busier than usual, due in part to the access to resources that Holy Cross provides to outside users. Hilary indicated that the Library staff is working hard to barcode, organize and clean up the library materials in preparation for the move into the new building.

Michael Bramal from Atlantic School of Theology Library in Halifax, Nova Scotia, described the challenges of combining the three libraries associated with

his institution, representing the Roman Catholic and Anglican traditions and the United Church of Canada. 60% of the combined collection is now in machine-readable format. Michael has been purchasing a significant number of Orthodox titles for the collection.

Andrew Sopko, director of Kenrick-Glennon Seminary Library, has completed his book on Fr. John Romanides, an Orthodox theologian and historian at the University of Thessaloniki in Greece. He is currently seeking a publisher for his book. Andrew's Library is also in the midst of a weeding project. One-eighth of his collection is online and he is considering the option of outsource cataloging to accelerate the retrospective conversion that remains. The Kenrick-Glennon Library received funding for a new air-conditioning system, which Andrew saw as necessary in order to properly maintain the new online system. Andrew continues to actively collect new and old titles in the Orthodox tradition for his Library.

Gregory Morrison, representing Wheaton College in Illinois, told of the extensive reorganization of the Buswell Library this summer, which includes a complete shift of the collection, the installation of compact shelving to house the bound periodicals and the addition of a computer lab in the lower level of the Library which will serve students in all aspects of computing. Gregory completed his master's degree (MS) in December at the University of Illinois, Champaign-Urbana. He is under some scrutiny at Wheaton College on account of his being Orthodox. The College is being careful to preserve its evangelical Protestant heritage; however, he believes that he will be welcome to stay when it is all over.

Soule solicited comments from the members on their conference experience so far. Michael Bramah indicated that he had already benefited significantly from the conference offerings he had thus far attended. Discussion moved to the Orthodox Vesper service and banquet on Saturday. Vespers at Holy Cross usually begin at 5 p.m. The ATLA schedule had Vespers starting at 5:30. We considered requesting the change be made in the ATLA Conference schedule but because buses were reserved to transport the ATLA members to Holy Cross, it was decided that Vespers would begin closer to 5:15 if possible as a compromise. Gregory has a copy of Pentecost Great Vespers in Greek and English which will be copied for the visitors. The Seminary Bookstore will be open for ATLA members between the end of Vespers and the start of the banquet.

At the conclusion of the meeting, the group agreed to strive for greater communication with one another and to explore ways of networking with Orthodox librarians beyond ATLA. Gregory also shared a vision of putting together Orthodox resources on a Webpage including but not limited to Byzantine chant materials. Fr. George stated his wish for a newsletter of Orthodox library news.

United Church of Christ Librarians

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UCC librarians met during the annual conference with nine librarians in attendance. The preservation of denominational periodicals project was the main item for discussion. A grant has been received from the United Church Board for Homeland Ministries for the project. A list of titles for filming will be compiled including at least *United Church Herald*, *The Congregationalist*, and *Reformed Church Record*. Members were asked to submit other titles to Dick Berg who will compile a master list and forward it to all members for ranking. All four predecessor denominations should be represented (Reformed Church in the United States, Evangelical Synod of North America, Christian Church, Congregational Churches). It was agreed to work through ATLA for the filming. Dick Berg will contact Judy Knop for details and procedures. It was suggested that the United Church Board for World Ministries be asked for a grant to film mission titles. It was also suggested that additional grants be solicited with John Bollier's help. Contact person for the project is Dick Berg. Each library also reported noteworthy news about their library and institution.

MEMORIAL TRIBUTES

**Valborg Elizabeth Bestul
(1904–1996)**

by
Ray A. Olson

Valborg Elizabeth Bestul was born August 19, 1904 at Etrick, Wisconsin. She grew up in a rural Lutheran parsonage, the daughter of Pastor and Mrs. Christian Brandt Bestul. She was a member of a family of nine, five sisters and three brothers.

After graduating from Gale College Academy in 1923, she attended Concordia College, Moorhead, Minnesota, and graduated from that institution in 1927. She taught English and Latin in the high schools of Wildrose, North Dakota and Westby, Wisconsin for eight years. She became librarian at Luther College, Decorah, Iowa for two years and then obtained an M.A. degree in library science at Ann Arbor, Michigan.

Valborg was a librarian at Luther Theological Seminary, St. Paul, Minnesota, from 1943 to 1970. Along with Head Librarian Karl Jacobson, she helped organize a helter-skelter collection of books and took pride in that first modern collection. The holdings of the library numbered about 30,000, and when she attacked them with her cataloging skills, about one half were on the shelves and the other half in boxes. Valborg was single-minded and non-nonsense in her work patterns which allowed her to manage a massive backlog of uncataloged items. In 1949, Valborg organized and directed the move of those books from the basement level of the Old Main (Bockman Hall) to the new library building (Gullixson Hall). One of the highlights of any year for Valborg was attending the American Theological Library Association annual conference. As a charter member, she enjoyed the camaraderie of fellow theological librarians. Back in Minnesota she began occasional meetings with other seminary librarians—for example, David Guston of Bethel Theological Seminary. Their initial, informal conversations led to the next generation of librarians forming the five-seminary Minnesota Theological Library Association of the Minnesota Consortium of Theological Schools.

After Karl Jacobson retired in 1953, she became the head librarian at the seminary. She assumed these greater responsibilities with little professional help, but was later joined by some capable assistants as the collection grew. At the time of her retirement from Luther Theological Seminary Library, the collection had grown to over 100,000 volumes.

In a letter to her (dated August 1990) President Emeritus Alvin Rogness wrote, "I think of the many years we had together—must have been over 15—

before Wente [Norman G. Wente, her successor] came to take over the major spot which you held for so many years, during the organizing of the library. Much of the library is your legacy. Besides your competence, your kindness gave the place a heart. Think of the many students you helped; they are scattered throughout the church.”

After retiring, she continued part-time until she was 80. She cataloged various collections and assisted in the Evangelical Lutheran Church section of Archives of the American Lutheran Church, which now thrives as Region 3 Archives of the Evangelical Lutheran Church in America.

She would leave her work at the library to explore different avenues falling within her range of talent and service. Valborg enjoyed children, growing roses, bird watching, and dabbling in arts and crafts such as rosemaling and embroidery.

The church was always pivotal to Valborg. She was an active member of St. Anthony Park Lutheran Church in St. Paul. At this church across from the seminary, she worked in the church library, was active in the circles, and labored among the quilters.

She entered Lyngblomsten Health Care Center in 1989, suffering from Alzheimer’s disease. There she spent the last seven years of her life until her death on July 15, 1996. She was preceded in death by her parents; a sister, Marie; and three brothers, Reverend Harold Bestul, Erling Bestul, and Christian Bestul. A memorial service was held July 19, 1996 at St. Anthony Park Lutheran Church. We, her friends and family, celebrated her life that day. Many were the stories about how she loved life, libraries, Luther Theological Seminary, and her Lord. We chimed in, wholeheartedly in agreement with the statement of Dr. Rogness: her legacy does live on at Luther and in the Church!

Geraldynne Byrne
(1929–1997)
by
Sang Hui Oh Wimbiscus

Gerry Margaret Ann Byrne, who worked for ATLA from 1989 to 1996, died at her home on May 17, 1997 after a short illness.

Gerry was born on June 23, 1929 and lived her entire life on the South Side of Chicago. She attended the University of Chicago from the Autumn of 1947 to the Spring of 1949 and began working for the University in the early '50s as a secretary. In 1963, she became the administrative assistant to the dean of the graduate library school and worked in that capacity until 1989, when the graduate library school closed.

That same year, she began working at ATLA for the preservation department, followed by the RIO Retro project. From November of 1991 to March of 1996, she served as Al Hurd's administrative assistant. Her attention to detail, her high standards and her intelligence were much valued at ATLA. During her years with ATLA, she also worked for H&R Block as a tax preparer and instructor.

Gerry was a devoted, hard worker who took particular interest in those with whom she served and worked. Whether she worked for the U of C or for ATLA, she knew the ins and outs of the organizations extremely well. Norman Kansfield, who was a student while Gerry worked at the library school, described her as a person who profoundly cared for people. He recalled that while finishing his dissertation, he had taken a full-time position in Michigan. Whenever there were policy changes at the library school that might effect him, Gerry would take the time to call and warn him. Gerry was very proactive in helping those for whom she cared.

She was diagnosed with cancer in February of this year. By knowing that her death was near, she was given the opportunity to examine and reflect on her life in a way that few of us are given. She had spent every Sunday and religious holiday in church. Yet in our conversations during her illness, she shared her uncertainty about whether she was ready to meet the Lord—for she had believed that salvation was by good works and was regretting not having done more. Two weeks before her death, I believe she understood that salvation is a gift from God, and not something one earns—and that gaining salvation is as simple as confessing our sins before God and accepting Jesus' death on the cross as payment for our sins. What good news for anyone, but particularly for one who knew her death was imminent and her many good intentions were much too late. She died in peace with her Maker.

A memorial service will be held on June 21st in Hyde Park, Illinois.

I would like to add that Gerry was a great lover of animals. Her two dogs Toby and Roger were her pride and joy. It was extremely important for her that they would have good homes and she personally saw to it before she died that they would be well taken care of.

Peter de Klerk
(1927–1997)
by
Norman J. Kansfield
Read by **Roger L. Loyd**

Peter DeKlerk was born in the Netherlands in 1927. After graduating from the Royal School of Landscape Architecture in Boskoop, the Netherlands, in 1948, Peter emigrated to Canada and then to the United States. He was a graduate of Calvin College, Calvin Theological Seminary, and Westminster Theological Seminary. He received a Masters degree in Library Science from Emory University in 1968, and served as a cataloger in the Pitts Theological Library of the Candler School of Theology from 1967 to 1969. From 1969 until his retirement, Peter served as the Theological Librarian for Calvin Theological Seminary, in Grand Rapids, Michigan.

Peter joined ATLA as an Associate Member in 1968, becoming a full member in 1970. In 1976, in celebration of the centennial of Calvin College and Theological Seminary, he hosted the Thirtieth Annual Conference in Grand Rapids. From 1977 until 1981, Peter was a member of the Publications Committee, serving as its chair from 1978 to 1979. He was a member of the Board of Directors from 1983 to 1986. Peter was a premier bibliographer, publishing an annual Calvin Bibliography in the October issue of *Calvin Theological Journal* from 1972 until 1996. In addition, he published bibliographies on Henry Stobb, John H. Bratt, Albertus Christiaan VanRaalte, and Ford Lewis Battles. The massive *Bibliography of the Writings of the Professors of Calvin Theological Seminary* was published in 1980. In that same year he served as coeditor of *Essays on Theological Librarianship: Presented to Calvin Henry Schmitt*, published by ATLA.

Peter passed from this life into Life Eternal on March 18, 1997, in his seventieth year.

In the sixty-first chapter of the prophecy of Isaiah, we are told about the results of the work of the Servant of God. Not only will the oppressed have good news preached to them and those with broken hearts find them bandaged and on the way to healing, but these very same persons—the prisoners, the captives, the brokenhearted, the oppressed—will be transformed into oaks of righteousness, the planting of the LORD, that God may be glorified.

Peter DeKlerk was, for me, one of those Oaks of Righteousness. He was God's planting for theological librarianship. Peter was proud to be a theological librarian. He understood our profession to be a form of ministry and always treated the persons with whom he interacted as if they were part of his pastoral responsibility.

Twenty-seven years ago when I began my work as a theological librarian at Western Theological Seminary in Holland, Michigan, Peter quickly became for

me a trusted colleague and a helpful teacher. For all of the thirteen years that I served in Holland, we would meet once or twice a month to have lunch and to talk about what was going on in our lives and our libraries. I always came away from those meetings a little clearer about the meaning of theological librarianship and a little braver in my own practice of our wonderful profession. For theological librarianship, Peter was an Oak of Righteousness. He was God's planting for Calvin Seminary.

Peter profoundly loved Calvin Theological Seminary. He gave, without limit, of his energy, his time, and his intellect (not to mention, his vacations) to make sure that Calvin's bibliographic resources were enriched and that Calvin's reputation, throughout the world, was enhanced. He sought, in every way, so to serve Calvin, that in everything he did, the Seminary would be better prepared to fulfill the unique mission God has given to it. Calvin Seminary's Calvinism Collection and the Meeter Center for Calvin Studies stand as lasting tributes to his service. For Calvin Theological Seminary, Peter was an Oak of Righteousness. He was God's planting for Calvin scholarship.

It was not just for the reputation of the Seminary that Peter undertook his most important work—the compilation of an annual bibliography of works by and about John Calvin and the tradition named for him. Peter understood the great need of serious scholars for such a tool. Persons from around the world wrote to Peter to thank him for his work and to express appreciation for the care and the thoroughness with which he completed each year's bibliography. Twenty-five years of those bibliographies, which hopefully will be published in a cumulative edition, will stand as a perpetual monument to Peter's contribution to theological scholarship. For students of Calvin around the world, Peter was an Oak of Righteousness.

He was God's planting for me, for Mary, and for our family. Our daughter Ann and our son John have grown up with Peter as an important part of their lives. He has been for them, as for Mary and me, a friend, a role model, and a tease. Ann grew up absolutely infatuated with baseball. During one of Peter's visits, she had proudly showed him her collection of baseballs autographed by outstanding players. Shortly after that, Peter and I were attending an ATLA Annual Conference. One evening, as we were walking back to our dormitory, a baseball came careening across our path. We did not see anyone playing baseball and had no idea from where it had come. Peter retrieved the ball and we waited for someone to come and claim it. No one came. After several minutes, we continued toward the dormitory. As we arrived at my room, Peter took out his pen and wrote across the baseball and asked me to give it to Ann. I thought he had probably signed some famous player's name, intending to fool Ann. He had not. He had written Pete (!) DeKlerk.

In spite of our moves to Rochester, New York and New Brunswick, New Jersey, Peter continued to brighten our days with such playfulness. He honored our home by his visits. He honored us by his trust and his friendship. We enjoyed his love and will miss him more than these words can suggest. Peter was for us an Oak of Righteousness.

**Margaret Susanne Garrett
(1936–1997)**

by
Paul A. L. LaCharite

When Margaret Susanne Davidson Garrett, excuse me, when Sue came to the Episcopal Divinity School and the Weston Jesuit School of Theology Library as its new Director almost three years ago, she came with energy, power, and a vision, of which she herself—in her sincere and profound humility—might not even have been aware. Her power was to heal, her energy was to move us along and her vision was to make us an alive and dynamic library at the service of all who entered our doors.

The greatness and goodness of this woman is that, unbeknownst to her, she had this power to move us all along in good harmony and with great cheer, and that when success came—and it did indeed—she knew the source of her strength and courage, and to God she gave thanks. Her humility was the source of her power, her love of the profession was the source of her energy and her commitment to the church was the source of her vision.

When she died suddenly, of a brain aneurysm, on March 14, 1997, at the age of sixty, we experienced it all—the pain, the loss, the anger, the questions and our own mortality—but what we realized first and foremost was how much she had engaged us in that brief time and how much we had come to love her as a dear, dear friend. Much of the shock, pain and loss has been in the realization of just how much she was able to engage us in this most wonderful of all enterprises, that of being one with another in a labor of love, honoring our God and serving others. As one of the presidents of the two schools said after meeting her, “I like the cut of her.” So did we, and we sailed far with her and the sunset shall never fall on our love and appreciation for her. The following is an excerpt of the homily delivered by the Very Rev. William Rankin, President and Dean of the Episcopal Divinity School during the Funeral Liturgy which was held at St. John’s Chapel on the school’s campus, March 19, 1997:

What might it mean to devote your working life to books, and to Christ, as she did, and as we do in our own way? There must be an inmost reverence for truth, compassion, service to others, and a quality of being captured personally by the gigantic mystery at life’s center, which is the Eternal. At this spiritual level is where Sue Garrett lived, moved, and had her being. To be positioned in this nexus is already to have lived in the Resurrection—though not yet, in this life, perfectly. To live already in the Resurrection is to have a certain direction in life. Sue was predisposed to personal humility and a certain lightness in her spirit, for instance, because she knew that the point of everything was not her own striving but the operations of God’s grace through what she could offer of herself . . . Requiescat in pace

**Keith C. Wills
(1917-1996)
by
Robert Phillips**

It is fitting that one memorial to Keith Cameron Wills has already been included in the Proceedings of the fiftieth annual conference, even though he died after the conference on July 25, 1996. For it was in 1947, the year that ATLA held its first annual conference, that Keith Wills first worked in a theological library. The person who hired him, and would become his mentor, was L.R. Elliott, the first President of our Association.

For almost all of his remaining fifty years, he gave as much as he knew of librarianship to as much as he knew of Christ (in both instances, this was considerable):

- first as a student employee with administrative responsibilities at Southwestern Baptist Theological Seminary;
- second, as the Librarian at Midwestern Baptist Theological Seminary (the first person to join the faculty, after the President); and
- as Director of Libraries at Southwestern Baptist Theological Seminary until his retirement in 1984.

During these years, he also served ATLA in official ways as chair of the Membership Committee, as a member of the Executive Committee, and as Director of the Library Consultation Program.

When he retired from Southwestern, he did not retire from his calling to theological librarianship. Very soon afterwards, he and his wife, Ruth, were aboard an airplane to Singapore where he spent the next year organizing the library of the Malaysian Baptist Seminary and training national staff who could continue the work once he left.

He would repeat this pattern twice again before his death. In 1986, he went to serve as founding librarian of the then new Canadian Southern Baptist Seminary near Calgary, Alberta. With the help of willing, but untrained assistants, he developed and cataloged the collection, and trained the national staff who could continue the work once he left.

In 1991, he spent four months at the International Baptist Seminary in Buenos Aires, Argentina, reducing their cataloging backlog from two thousand items to zero—and trained the national staff who would continue the work once he left (I did not learn of this work until after his death; he himself was pleased that he could build a book cart for this seminary while working there during a sabbatical leave in 1973).

Those of us at Southwestern who had served with him before his retirement were pleased when he agreed to return to our staff in 1988 as a part-time archivist and researcher—a position he held until his death.

As a teenager, he had been diagnosed with diabetes. So serious was his condition, that he was advised not to attend college, since he probably would not live to graduate. He did graduate from the University of Washington, a member of Phi Beta Kappa (he would later also earn his B.D. and Th.D from Southwestern Seminary and his M.L.S. from the University of Denver).

In May 1996, against the advice of his doctors, he returned to the Canadian Southern Baptist Seminary to help plan the move of the library collection into a larger space. Soon however, he became ill and returned to Fort Worth for hospitalization and treatment of advancing cancer compounded by this lifelong struggle with diabetes. Death did not come to him quietly nor easily, not because he feared death, but because he loved life—and, perhaps too, because he loved libraries.

Trevor John Zweck
(1939–1996)
by
Linda L. Fry

Trevor John Zweck, Librarian at Luther Campus in North Adelaide, South Australia, was born July 19, 1939, at Blyth, which is in a farming area of South Australia. He received his high school education at Concordia College, his seminary training at Concordia Seminary, a Bachelor of Education at Adelaide College of Advanced Education, and his library science degree at the South Australian Institute of Technology.

After finishing high school, Trevor worked as a bank teller for three years. He completed his seminary training in 1964 and for the next nine years Trevor served Lutheran parishes in Queensland and South Australia. He would continue to preach on occasion the rest of his life. In 1972, he became chaplain and a religion teacher at Concordia College. Trevor suffered from retinitis pigmentosa, or tunnel vision, which slowly took his eyesight. By 1979, his sight had deteriorated to the point that he had to give up his work with high school students at Concordia, but God opened a new door to him.

In 1980 Trevor became librarian of Luther Seminary in North Adelaide. He was their first professional librarian, and in that position he organized and trained the staff, upgraded the cataloging standards of the library and became one of the world's experts on the Julian Pettee classification system. His colleagues in Adelaide say Trevor could have written the book on Pettee, he knew it so well. Trevor introduced automation to the library, especially for cataloging. He increased the library collection's growth rate, and paid special attention to acquiring international materials. Trevor also supervised significant remodeling and expansion of the library facilities.

Beyond the Luther library, Trevor was the long-time president of the Australian and New Zealand Theological Library Association. He served on the editorial board of and was an indexer for the Australasian Religion Index, published by that association beginning in 1989.

Trevor participated in an exchange of staff with Trinity Lutheran Seminary in Columbus, Ohio in 1990. He spent 7 months at Trinity, while Richard Mintel, of the Trinity staff, spent 7 months at Luther in Adelaide. Trevor was our cataloger for those seven months. He also helped with other projects in the library, and shared with us about life and librarianship in Australia. We learned to know Trevor for his sense of humor and willingness to assist with any project he could. He stayed in a seminary apartment and participated in summer courtyard potlucks with the students and their families, chapel, and other community events. Trevor's wife, Pam, and their youngest daughter, Leah, were able to join him in Columbus for the last weeks of his stay. Trevor took

great pleasure in showing them around, and the library staff was happy for the chance to get to know them too.

Beyond the world of librarianship, Trevor and Pam were active in the Arthritis Foundation of Australia, beginning when their oldest daughter, Meryl, was diagnosed with juvenile rheumatoid arthritis at age 6.

Also, Trevor loved sports, particularly Australian-rules football, cricket and chess. When he was with us in Columbus, he always appreciated any news source that announced the results of cricket or football matches from Australia! He shared this love with most of his family and kept us posted on how the teams his children were on were doing.

His colleagues at Luther speak of Trevor with great affection. They recount his strong yet gentle spirit, his caring for others, his sense of humor, and his striving for perfection in his work and for the library. They also remember his incredible mind. Trevor knew everything and remembered everything. He did not hoard his knowledge either! He was always ready to share it, whether answering a cataloging question for the staff or doing reference work with patrons.

Trevor was eager to share information beyond the Luther Library. His work with the Australian and New Zealand Theological Library Association and their Index were part of that. So were his several trips to the U.S. and Europe; and his trip to ATLA in Denver last summer. There he shared with us some of his vision for Australian and international library cooperation. His trip also included stops at several U. S. Seminaries for research, visits to libraries in England, and a visit to a brother in England. In addition to his difficulties with his eyes, Trevor suffered from kidney disease and had undergone a kidney transplant. Trevor's wife Pam wrote to those of us who hosted him during his 1996 trip that:

Although ill at the time of his departure on tour, he was determined to continue and we praise God that he was able to make it home again. Trevor was hospitalized on the day of his return, and although discharged after a week, he was re-admitted with rapidly declining health. The treatment for his transplanted kidney had all but diminished his immune system and he was unable to fight the many viruses which attacked his whole body. As Trevor's health continued to decline, his greatest grief was the loss of his sight completely. While in the hospital, he fell into a coma and was not expected to live through the night, but God spared him for a further three weeks. During this time we were able, to some extent, prepare for Trevor's death and were able to witness the strong reassuring faith which God had given him. On the 13th of September, in His mercy, God took him to his heavenly home.

Trevor was just fifty-seven. He is survived by his wife Pam; their four children and their spouses: Stephen and Tammy, Meryl and Andrew, Jeffrey and Carole, Leah and Steven; and grandson Daniel. His funeral was held on September 19, 1996, at Bethlehem Lutheran Church in Adelaide. The church building was filled with his family, friends, coworkers, students, and fellow pastors. Trevor will be missed by all who knew him. He was a gentle man of faith who loved and served the Lord where ever life took him.

APPENDICES

Appendix I Annual Reports

ATLA Program Committee June Meeting Minutes June 14, 1997, 2:00 to 3:30 p.m.

Present: Al Caldwell, Melody Chartier, Cindy Derrenbacker, Allen Mueller, Dennis Norlin, Jim Pakala, Eileen Saner, Myra Siegenthaler, Christine Wenderoth (chair)

1.0 Look at the new committee:

1.1 Clarification of committee make-up

1.11 It was decided that the ATLA Conference Sub-Committee would consist of :

- a chair who serves a three year appointment
- an immediate future host who serves on the committee for two years
- a “future” future host who serves on the committee for three years
- a present host
- an executive director and a director of member services who serve ex officio

1.12 The education sub-committee consists of:

- four members at large (one public services, one technical services, one administrator, one chair) with three year rotating terms
- one local liaison with a one year appointment that expires following the current conference
- executive director and director of member services who serve ex officio

1.2 Clarification of committee roles

However, it should be noted that the conversation regarding whether there should be three or four at large members on the education sub-committee was inconclusive, based as it was on the matter of whether the education sub-committee would just be responsible for program planning for the conference or for conference program plus other duties as specified in their mandate. This matter is still outstanding. It is the Education Sub-Committee’s responsibility to clarify its own role.

1.21 Program sub-committee role:

- provide theme for current and future conferences
- determine trends in member preferences for conference sites (e.g., hotel vs. campus setting)
- assess and evaluate each conference meet jointly with EC evaluate host applications
- plan conference presentations

1.22 Education sub-committee role:

- plan pre-conference continuing education workshops
- plan roundtables
- provide information to interest groups (via liaisons)

1.23 Joint Program Committee role:

- plan conference presentations
- adopt conference theme
- evaluate past conference

2.0 The conference manual was reviewed and revised, as per 1.0.

3.0 Report from Allen Mueller regarding 1998

Allen reported that:

- the Washington Theological Consortium is our '98 host
- Billington, the Librarian of Congress, will speak to us on the National Digital Library Program
- we will spend a half day at VTS and a half day at LC (for its "religion in America" manuscript exhibition)
- there is a need for an African-American presence on the program
- the banquet entertainment will be The Steel Band

4.0 We talked at length for the need at the '98 conference for a plenary session/business meeting during which members could air concerns and opinions ("Moral ownership") about the Association. All agreed on the need for such a session, especially in light of the business meeting earlier in the day. Pat Graham and Dennis Norlin would be in charge of the content and format of the session.

5.0 Chris Wenderoth will put a piece in the August newsletter explaining the history and rationale for the decision to have the '98 conference at the Xerox Center. The article will put a positive spin on the site, emphasizing community building opportunities, an innovative schedule, as well as the plans to visit VTS

and LC. We will also continue to keep communication channels open through the conference website.

6.0 The fall planning meeting of the program committee will be October 16–19, 1997 at the Xerox Center. The sub-committees will meet separately, then jointly, then separately again, and finally jointly again over the three days.

Report of ATLA Representative to NISO
by
Myron B. Chace

ATLA is a member of the National Information Standards Organization (NISO). NISO members (which are organizations only) participate in balloting or voting on standards (ANSI Z39. series) drafted or revised by NISO standards committees. Member organizations also receive standards documents via NISO's participation in related committees in the International Organization for Standardization (ISO).

While ATLA's representative receives the various NISO mailings, virtually all items are forwarded for consideration by staff members at ATLA. Serving as the contact person at ATLA headquarters has been Don Haymes.

NISO activities described in this report occurred from June 1996 through May 1997.

NISO Standards Activities

Z39.4-199X *Guidelines for Indexes and Related Information Retrieval Devices*

ATLA vote: Yes, with comment (unchanged from first vote).

Balloting on revisions to this standard began in 1993, with negative votes recorded with each balloting; the negatives were not successfully resolved. During December, 1996, a final, reconsideration ballot was distributed. The standard failed this ballot (ATLA made no change from its earlier approval). Thus, the earlier version, Z39.4-1984, is now withdrawn and not replaced. The document proposed as a replacement will be published as a NISO technical report in 1997.

Z39.14-199X *Guidelines for Abstracts*

ATLA vote: Yes, with comment.

Comments addressed the utility and economic feasibility of including abstracts (Z39.14-recommended) with every journal article—particularly for publications in the humanities. Other comments urged adopting a structured hierarchical database via a controlled vocabulary to facilitate free text searching for humanities publications in an electronic environment.

Z39.23-199X *Standard Technical Report Number*

ATLA vote: Yes.

Z39.26-199X *Micropublishing Product Information*

ATLA vote: Yes.

Z39.41-199X *Printed Information on Spines*

ATLA vote: Yes.

Z39.58-1992 *Common Command Language for Online Interactive Information Retrieval*

NISO's Standards Development Committee (SDC) is preparing for the five-year review of this standard. Prior to beginning a review, SDC sought comments on implementation of Z39.58 and its value. Questions of value relate to differences from the similar ISO standard and its reliance on text within a growing dominance of graphical interfaces.

Z39.75-199X *Alphabetical Arrangement of Letters and the Sorting of Numerals and Other Symbols*

ATLA vote: Yes.

NISO Standards Committees

Two proposed standards development committees required member approval, and ATLA voted to establish both.

AP Committee Book Item and Contribution Identifier

AQ Committee The Digital Talking Book: A System for Audio Access to Printed Library Materials

In January, the Standards Development Committee requested nominations to fill two upcoming SDC vacancies. One position requires expertise in integrated library systems and the second asks for experience with information access issues.

NISO and International Standards

A key NISO standard is *Z39.50-1995 Information Retrieval: Application Service Definition and Protocol Specification*. In June, 1996, NISO urged adoption of Z39.50 as an international standard via “fast track balloting.” (A fast track document is intended to be adopted without change.) In its balloting process, ISO identified Z39.50 as DIS 23950, which the U.S. voted to approve without comment. Announced as a spring 1997 publication, the U.S.-approved ISO document is now identified as ANSI/NISO/ISO 23950, but with the same title as the Z39.50 document.

NISO continues its work with ISO Technical Committee 46—Information and Documentation. In general, NISO announces (primarily by e-mail) the availability of ISO documents such as new work items (NWI), committee drafts (CD), and draft international standards (DIS). If a member organization is interested in a document, a copy may be requested from NISO.

ATLA usually has not participated in ISO standards work, although information about ISO documents is provided. Document topics, however, have tended to be beyond the scope of the association’s work. Examples of document topics during the past year include country subdivision codes, data elements for circulation applications, and records management (all DIS); storage requirements for archive and library materials (CD); archives boxes and file covers for paper documents (NWI).

NISO Organization Notes

Late in June, 1996, NISO distributed its first published *NISO Annual Report*. The report (for 1995) identified 69 organizations that are NISO members.

NISO’s annual meeting took place at Baltimore, Maryland, on October 22, 1996. Approximately 100 people attended the one and one-half hour meeting, which was held in conjunction with the American Society for Information Science annual meeting. At the meeting, NISO executive director, Patricia Harris, reported NISO ending 1995 in a very strong financial position with assets of over \$450,000—an increase of 18% over 1994. The meeting also included a program featuring Clifford Lynch, Linda Hill, and Howard Besser as speakers. ATLA’s representative was unable to attend the meeting.

On November 1, Jane A. Thomson joined NISO as its chief administrative manager. Included in her responsibilities is tracking NISO ballots.

Information Standards Quarterly is NISO's news publication. NISO may be revamping its newsletter, and in January, there was an e-mail survey posted to help determine what changes should be made to *ISQ*. The same survey appeared in the January issue of *ISQ*, which was published several months later.

Nominations for NISO office were completed in May. Nominated for vice chair/chair-elect is Donald Muccino. Also nominated to be directors were Lennie Stovel (director—libraries), Vinod Chachra (director—information services), and Albert Simmonds (director—publishing). All nominees are unopposed.

ATLA Education Committee
October 4–5, 1996 Minutes
James C. Pakala, Recorder

Present: Melody Chartier (ex officio), Mary Martin, James Pakala, Eileen Saner, and Roberta Schaafsma, Committee Chair. Dennis Norlin (ex officio) also attended much of the time. Chairperson Schaafsma welcomed the Committee and James Pakala as a new member thereof. Prior to the meeting the Committee had enjoyed a tour of ATLA offices.

1. Chair **R. Schaafsma** opened the meeting at 1:00 p.m. on Friday, October 4 at the ATLA offices in Evanston and proceeded with the agenda distributed by mail prior to the meeting. On motion by M. Martin and seconded by E. Saner, the June 20 minutes were approved.

2. **Grants:** a) owing to this year's budget constraints, the total to be awarded is \$1000 rather than \$1500; b) grants for 1995–96 totaled \$975, for 1994–95 \$1125, for 1993–94 \$1498, and for 1992–93 \$1250; c) 4 of 16 regionals need point of contact clarified; d) E. Saner gave M. Chartier a list of regionals and noted the possibility of adding one centered in Winnipeg; e) the list of regionals may be run in the *Newsletter* and new members may receive notification of regionals with which they might affiliate; e) E. Saner suggested and the Committee agreed that papers should be requested from grant-funded forums and mounted on the ATLA Web site; f) R. Schaafsma agreed to contact each of the regionals to promote the grant program; g) in order to encourage regionals to submit grant proposals and otherwise foster continuing education, the idea of something like an ATLA "speakers bureau" was proposed.

3. **Web presence:** R. Schaafsma and M. Chartier will discuss an Education Committee presence on the Web site. Such a presence would allow the prompt registration of needs and ideas as they arise among ATLA membership.
4. **The Institute:** After discussion of the Jan. 1996 Institute (costing \$20,525 but with revenue of \$7400 owing to ATLA subsidizing it from, in effect, prior annual conference revenue surplus), the Committee concluded that there would be no 1997 Institute and likely “closure” would occur for this aspect of the Committee’s responsibility, at least apart from outside funding. R. Schaafsma agreed to write Bill Miller: a) to glean thoughts from the 1996 Institute Committee about the financial realities; b) request a report; and c) convey the Education Committee’s thoughts.
5. **Mentorship:** Possibilities such as a mentorship program were discussed. M. Chartier agreed to poll the ATLA membership to see who could be mentors and to link them with new members. A grant-funded mentorship program for the 1998 annual conference emerged as something to consider. In this regard, Dennis Norlin mentioned that John Bollier is back on a part-time basis for ATLA and has been busy following up on previous contacts.
6. **Conference evaluations** for 1996 were reviewed. As the Committee’s liaison to the Annual Conference Committee, Mary Martin recorded items here and at other points during the meeting to take to that body. The following emerged from the review of evaluations: a) group dinners were popular and the Committee suggests that each dinner be hosted at the 1997 conference by a board member plus a librarian from the Boston Theological Institute that is hosting the conference; b) clear definition is needed of what are billed as papers, seminars, workshops, etc.; c) better definition should be given to the length of conference sessions and to its relationship to the type of event—e.g. do not use “workshop” unless length and nature of an event merit it; d) pre-conference and other presenters may need to be advised more carefully in advance so as to prevent attendee dissatisfaction with expecting one thing from a program event and receiving another; e) some attendees felt there were not enough tech services events; f) attendees were frustrated at having to choose among several roundtables they wanted to attend and wish roundtables were not all scheduled at the same time.

7. **Ideas** for conferences without regard to precise venue: basic book repair, cataloging electronic media, cataloging rare books, cataloger's workstation, Buddhist resources, world religions, Judaica considered from public svcs and tech svcs angles, Internet basic skills (it was noted that with changes in what these are, such a workshop would hardly be mere repetition), new ATS standards, help for libraries preparing for self-study/accreditation, students and paraprofessionals as reference service providers, document delivery, ownership versus access, electronic products collection and management, training trainers and users for electronic products, strategies for dealing with gift books, harassment, integrating electronic and paper resources in BI, envisioning the future for the theological libraries, library services designed especially for faculty, developing a library in a second/third-world institution, developments in computer technology (technical update for ATLA members), concerns of non-automated libraries, goal setting/involving users, managing with budget cuts, ergonomics and taking care of yourself, professional retraining and/or development plan for the theological librarian, discussion of a specific book, religious publishing trends, distance ed and/or serving remote patrons, writing for publication, text encoding, enhancing cataloging records, hypertext catalogs, scanning and editing images for public presentations, SGML basics, librarians as computer gurus (e.g., how much do we do, should we do, etc.?), moving from a manual to an automated library, migrating from one automated system to a new one, library building programs, library adaptation/renovation for the future, serials management, serials cataloging, acquisitions issues, personnel evaluation, here's-how-I-use-the-library forum by faculty, OCLC's IFM (automated ILL fee-management option), contemporary fiction with religious settings, how-to-get-involved forum for new members and others, computer equipment purchasing, managing security of equipment, user surveys, role of the librarian in institutional planning, setting up book exhibits, bibliographic resources in a particular discipline, selecting a bindery, friends of the library programs, and using volunteers. Some suggestions regarding particularly the structuring of conferences were: highlighting special resources in the local libraries where the conference is held, free time during a weekday to visit local sites closed at other times, opportunity to do conference evaluation rather than being rushed at the end and having trouble turning it in at the time and place requested.

8. **Roundtables** the Committee proposes for the 1997 conference, together with Committee member or ATLA staff responsible for thinking through the roundtable's focus and finding a qualified facilitator:
- Changing roles—Mary Martin
 - Issues for non-automated libraries—Eileen Saner
 - Acquisitions—Eileen Saner
 - Personnel evaluation—Roberta Schaafsma
 - Technical services for small libraries—Eileen Saner
 - Integrating electronic and paper reference resources in BI—Roberta Schaafsma
 - Contemporary fiction with religious settings—Roberta Schaafsma
 - Strategies for handling gift books—Mary Martin
 - Enhancing cataloging records—Eileen Saner
 - Librarians as computer gurus—James Pakala
 - Problem-solving issues of going from a manual to an automated system—James Pakala
 - Ideas for future ATLA publications—ATLA staff
 - Librarians preparing for an accreditation visit—ATLA staff
9. **Referred** to another Committee or a Group: Melody Chartier will forward to the Collection Evaluation and Development Section the idea of doing something to address cooperative collection management, which was a topic suggested by some ATLA members; and, Eileen Saner will refer to the OCLC Users Group the idea of addressing the need for greater awareness of OCLC's IFM option.
10. **Preconference** program events determined by the Committee for 1997 are as follows:, together with the Committee member responsible for finding a presenter (as well as at this meeting drafting a preliminary description to send on to the Annual Conference Committee): Morning: Basic Internet / Mary Martin; Basic Book Repair / Eileen Saner; Cataloging Electronic Resources / Eileen Saner; Judaica Resources / James Pakala. Afternoon: Basic Internet / Mary Martin; Basic Book Repair / Eileen Saner; Serving Remote Patrons / Roberta Schaafsma; Using Technology for Public Presentations / James Pakala. The Committee decided to handle Basic Internet and Basic Book Repair as follows: a) list them as being offered twice; b) include the qualification that if fewer than 5 people sign up, that particular workshop will not meet; c) include notification of a cap on enrollment, owing to the special hands-on

use of equipment/materials in the workshop. The Committee requested Melody Chartier to use her registration form requirement of first and second choices in order to help ensure needed enrollments and see that members are able to attend what they want.

11. Copies of an ALA "COGNOTES" article on the address by **Charles Ogletree** at ALA on July 6 were distributed, and inasmuch as the 1997 ATLA conference is in Boston, it was suggested that this Harvard Law School professor be considered as a possible plenary speaker.

12. **Relationship between Education and Annual Conference Committees:** The Committee noted its diverse responsibilities, the challenges of fulfilling them, the structure and membership of the Annual Conference Committee, some problems related to planning a large chunk of the program without knowledge of or access to upcoming conference facilities and resources, the impossibility of a conference theme with two committees and numerous interest groups planning separate parts of the program, and the need for at least a liaison from the Annual Conference Committee to attend the Education Committee's meetings. Dennis Norlin indicated that the ATLA Board should work on conference planning policy, set up a task force, and report to the Association. After considerable discussion, the Committee by consensus laid out the following suggestions which Roberta Schaafsma will include in a letter to Christine Wenderoth, Chair of the Annual Conference Committee:
 - The Education Committee is changing from four regular three-year term members to three, but plans to add for a one-year term a librarian from the host committee/institutions of the upcoming conference.
 - The Education Committee should meet for three days at the conference site when the Annual Conference Committee does. Preliminary work, informal interaction, and a combination of separate and joint sessions should allow both Committees to do their jobs better and more expeditiously.
 - By dropping the Education Committee from four to three members but adding a one-year term host member and extending by one day the length of our meeting, perhaps we can take responsibility for planning more of the educational programs of conferences and, at the same time, hold down travel costs of both Committees.
 - The Education Committee senses that the division of labor for conference program planning between it and the Annual

Conference Committee and ATLA Interest Groups needs to be reviewed and possibly revised, but that at least a liaison from the Annual Conference Committee is needed on the Education Committee.

13. **Education Committee Restructuring and Duties:** Mary Martin is resigning effective in June 1997, owing to new leadership duties at the helm of a Minnesota library group. When Roberta Schaafsma rotates off in June 1997, Dennis Norlin will appoint someone to rotate off in 2000. Eileen Saner rotates off in 1998, and James Pakala in 1999. At its June meetings with a board member sitting in, the Committee will brainstorm program ideas and also will engage its grant-making and other educational tasks besides conference program planning. In its fall meeting the Committee will do conference program planning, preliminary speaker planning, will visit the next conference's site facilities, and will work on educational tasks as prescribed in the Committee description.
14. **Section and Interest Group liaison:** Committee members will serve in a liaison capacity for 1996-97 as follows (points of contact are shown in parentheses). Mary Martin—College & University (Liz Leahy) and Publications (Bill Miller). James Pakala—Collection Evaluation & Development (Newland Smith or Bill Miller) and Online Reference (Charles Willard). Eileen Saner—OCLC Theological Users Group (Linda Umoh) and Technical Services (Chris Schone). Roberta Schaafsma—Public Services (Al Caldwell) and Special Collections (Steve Crocco).

The Committee member is to write the Section or Group a letter after hearing from Mary Martin following her attendance at the upcoming Annual Conference Committee meeting in Boston. In that letter are to be included the list (from Mary Martin and Melody Chartier) of finalized topics for the 1997 conference and a second list (from Eileen Saner) showing ideas not used for the 1997 conference. Items deemed particularly appropriate for the Section or Interest Group may be highlighted, at the discretion of the Committee member. It is important that the letter specify December 15, 1996 as the deadline by which Melody Chartier must receive the Section or Group's input, for otherwise it cannot be included in the conference program.

15. **Other:** Melody Chartier handles negotiation of travel arrangements, honoraria, etc. for presenters, so that Committee members are to explore with potential presenters only their availability, topic, etc. Melody is going to explore the possibility of implementing conference evaluation on a session-by-session or other basis that would address the concern some have of lacking time to evaluate everything as the conference concludes. Mary Martin agreed to e-mail us the source she knows comparing WWW searching tools. Meeting adjourned 5:30 p.m., Oct. 5.

Preservation Advisory Committee
by
Myron B. Chace

On October 31, and November 1, 1996, the ATLA Preservation Advisory Committee (PAC) met at ATLA headquarters, Evanston, Illinois. (The November 1 meeting was a joint meeting with ATLA's Technology Advisory Committee.) Members of PAC are David Berger, Myron Chace (chair), Cynthia Frame, Patrick Graham, Paul Stuehrenberg, Donald Vorp, and Charles Willard. Staff members attending from the Evanston office were Patti Adamek, John Bollier, Judy Knop, and Dennis Norlin. For this meeting, Charles Willard volunteered to record and prepare minutes.

Meeting discussions began with reports by Patti Adamek and Dennis Norlin describing changes at headquarters plus the role of ATLA's preservation program within the association's strategic plan. Reporting also was Judy Knop, whose presentation prompted a wide-ranging discussion on the current state of preservation at ATLA. Topics discussed included work toward completing the 1093-95 NEH-funded filming project; creation of a guide to the Yale Day Missions microform collection; NEH's rejection of ATLA's two most recent proposals for preservation funding.

One specific topic that commanded PAC's attention was eliminating outstanding credit in PREFIR (Preservation Filming in Religion) accounts. The consensus plan has the executive director sending a letter to account holders informing them about their PREFIR credits. The letter also would urge that there be a decision about purchasing ATLA preservation products by a date as yet unspecified.

Briefly attending the meeting on October 31, was Matthew Hershey, Scholarly Resources, Inc., Wilmington, Delaware. As part of an agreement with ATLA, he reported on site's efforts to market ATLA microforms of serial titles.

At the end of the fall meeting, PAC put forward the following recommendations:

- ATLA headquarters is to gather information related to preservation program costs including: storing, maintaining, and inspecting ATLA camera negatives; creating print masters; preparing original and shared cataloging records and holdings statements; establishing an affordable, on-demand preservation filming program for ATLA libraries.
- Working within fiscal constraints and based on collection needs, the executive director is to place ATLA camera negatives in appropriate storage facilities.
- The executive director is encouraged to prepare a grant proposal to add ATLA serial records to OCLC and RLIN databases.
- With PAC input, ATLA headquarters is to prepare a survey to assess preservation activities at ATLA libraries. Information to be gathered should include what preservation activities are underway, what preservation needs (e.g., binding, book repair, preservation photocopying) are not being met, and what preservation information/instruction could members provide.
- Schedule a PAC meeting during the 1997 annual conference and consider the future of PAC.

During the early months of 1997, there was action on many of the recommendations. This work included signing an agreement for master negative storage, preparing a grant proposal to underwrite efforts to bring microforms of serials under bibliographic control, and reviving the on-demand serials microfilming program.

Preservation Advisory Committee members also agreed with the executive director's proposal to make the PAC permanent with meetings at annual conferences and at the time of the midwinter meetings of ATLA's board of directors. The committee will have three members: Charles Willard (chair)—one-year term; Donald Vorp—two-year term; Cynthia Frame—three-year term. One new member will join the committee each year for a three-year term, and two ATLA staff members will be added later.

In March and April, ATLA took an opportunity to gather information about serials microforms produced by University Microfilms International (UMI). There has been an increase in prices and a number of serial titles important to ATLA institutions are at risk of being removed from UMI's listings. These developments led the executive director to correspond and meet with UMI's vice president, Dan Arbour, about roles ATLA could play to ensure continued availability of titles. Following several reports from Dennis Norlin, PAC agreed to invite Mr. Arbour to its meeting at the Boston conference to continue exploring this subject.

At Boston, PAC convened a luncheon meeting on June 14. UMI's Dan Arbour attended and spoke frankly about economic issues facing the serials microfilming program. Briefly stated, availability of titles is heavily dependent

on a subscriber base. Nevertheless, from an analysis of ATLA-indexed titles filmed by UMI, fewer than ten titles appear to be "at risk" of removal due to a low number of subscribers. A positive outcome from this meeting is a pledge of cooperation between ATLA and UMI to exchange information. One objective is to develop a core list of serial titles, which are indexed by ATLA and have at least five subscribers.

Appendix II

1997 Annual Conference Hosts

The American Theological Library Association gratefully acknowledges the librarians and staff of the Boston Theological Institute libraries for their hospitality and hard work to make the 1997 Annual Conference possible.

M. Susanne Garrett—*EDS/Weston Jesuit Library*

Rev. George C. Papademetriou—*Hellenic College/Holy Cross Orthodox Seminary*

Rodney Peterson—*Boston Theological Institute*

Cliff Putney—*Boston Theological Institute*

Anne P. Reece—*Episcopal Divinity School*

Myra V. Siegenthaler—*Boston University School of Theology*

Betsy Springgate—*Boston University School of Theology*

David Suiter—*Boston University School of Theology*

Clifford Wunderlich—*Andover-Harvard Theological Library*

Appendix III

1997 Annual Conference Institutional Representatives

Representatives of Member Institutions Attending Conference, as identified on registration forms

Sandy Ayer
J. Dale Balsbaugh
Richard R. Berg
David O. Berger
Michael Bramah
Mitzi J. Budde
The Reverend Simeon Daly, O.S.B.
John Dickason
Kenneth R. Elliott
Fang-Li Fan Chiang
Lynn Feider
Paul Fields
Mike Garrett
Sister M. Zita Green, OSF
Fred Guyette
Roberta Hamburger
John Hanson
Joanna Hause
Bill Hook
Marvin T. Hunn
Pam Jervis
Cynthia Keever
Charles T. Kendall
Alan Krieger
Alan J. Lefever
Roger L. Loyd
Melody Mazuk
Allen W. Mueller
Ray A. Olson
Paul S. Osmanski
James Pakala
Fr. George C. Papademetriou
Martha C. Powell
Arthur Quinn
David G. Roebuck

Appendix IV
1997 Annual Conference Visitors

Presenters

Jeffrey Beall
Tim Browning
Linda Corman
John Dickason
Mark Esser
Cynthia Frame
Geoffrey Freeman
E. Dodson Gray
Ruth Haas
Penelope Hall
Bill Hook
Shelia Intner
Paul Jensen

Jay Lucker
Allen Mueller
John Muether
Karen Nipps
James Pakala
Russell Pollard
Chris Schone
Newland Smith
Sharon Taylor
John Trotti
Robin Wendler
Anne Womack

Exhibitors

Laura G. Barrett
Todd P. Bludeau
Wendy E. Brown
Shelia Burnett
Mindy Caldwell
Dana Cooke
Hans Deraeve
Christine Donohue
Dror Faust
Barbara Frechette
Thomas F. Gilbert
Gene Gollogly
Mary Sue Iddings
Shelia Intner
Adam Kissel
Kathie Klein
Cathy A. Kolinski
David Lachman
Brian Logan
Judith Lohr

Marc McGee
Mirjam Philippi-de Mink
Alicia Morris
Mandy Morse
Nancy Nisbet
Sharon O'Connell
Marilyn Ottone
Sandy Piver
Dan Rankin
David S. Richard
John Riley
Martin Rowe
John Rupnow
John Nathan Stroud
Jim Tedrick
Greg Vigne
Barbara Vollick
Susan G. Worst
Quinn Yost

Other Visitors

Rick Adamek
Trudi Bollier
Kathryn H. Brennan
Melody DeCatur
Nina Chace
Kathy Flint
Carolyn Frost
Patti Green
Norma Harrell
Betty Haymes
Susan Higgins

Steven Holloway
Paul Jensen
Zhongwen Jin
Carol Jones
Judy Knop
Kay Lethcoe
Donna McWhirter
Erica Treesh
Joan Trotti
Sanghui Wimbiscus

Appendix V

1997 Annual Conference Sponsors and Exhibitors

The American Theological Library Association extends its appreciation to the following sponsors, exhibitors, and advertisers of the 1997 conference.

Corporate and Institutional Sponsors and Contributors

The Association of Theological Schools	Opening Reception (co-sponsor)
ACME Bookbinding	Notebooks
Boyleston Street Florist	Banquet Flowers
Hagg Press	Morning Coffee Break, June 11
EBSCO Information Services	Tote Bags
Library Technologies, Inc.	Morning Coffee Break, June 12
Overseas Council	New Members Breakfast, June 12
Sanderson Computers	Morning Coffee Break, June 14
Scarecrow Press, Inc.	Afternoon Coffee Break, June 11
Scholarly Resources	Morning Coffee Break, June 13

Conference Exhibitors

ATLA	Library Technologies, Inc.
Baker & Taylor	McNaughton & Gunn
Brattle Book Shop	Overseas Council
Brepols Publishers	Preservation Microfilm Company
Continuum Publishing Company	Puvill Libros
David C. Lachman	Sanderson Computers
Donohue Group, Inc.	Scholar's Choice
Eastern Book Company	Scholarly Resources, Inc.
Edwin Mellen Press	Scholars Press
Endeavor Information Systems, Inc.	Stroud Booksellers
First Bank and Trust of Evanston	Trinity Press International
Harrassowitz	University of Chicago
IDC Publishers	Windows Booksellers
Intervarsity Press	

Appendix VI: Statistical Records Report (1995-1996) Changes in Reporting and Statistical Content

The 1995-1996 statistical report is one of the most complete in several years. Of the 209 institutional members, 181 have reported statistics to ATLA. 161 of the reporting institutions are members of The Association of Theological Schools (ATS) and 20 are not. The 28 member institutions that did not send statistics to ATLA were not members of ATS. Several of the non-reporting institutions do not have statistics to report. Included in these institutions are Oblates Theological Library, the ATLA Archives, the United Methodist Publishing House, and the World Council of Churches.

Long-standing members of ATLA will notice a few changes to the way statistics are reported in this year's Proceedings. This is the first year ATLA has received statistics directly from the Association of Theological Schools (ATS). Some changes are related to the way that statistics were reported to ATLA by ATS. Changes are listed below:

- Institutions are now listed by institution rather than by library name. This conforms with current ATS listings of its member institutions.
- Financial information is reported in U.S. Dollars by U.S. and foreign institutions and in Canadian dollars by Canadian institutions.
- ATS uses zero (0) when an institution reports data as zero and/or if a field is left blank by the reporting institution. Blank fields in an institution's statistical report may mean that the information is not applicable (N/A) for that institution or that the information is not reported (N/R) by the institution. Blanks may have been reported to ATLA as zeroes.

The "Population Served and Library Staff" section of the statistical report reflects the following information:

- The "Library Type" column has been added to this section. Definitions are as follows: a = Independent Library, b = Department/Dept. Branch, c = Integrated Library and d = Shared Library.
- The "Library Holdings" section of the statistical report reflects the following information, some of which may reflect a change in data reporting:
 - The "Bound Volumes" column is a total of "Current Year Net Holdings of Printed Books (Volumes)" and Current Year Net Holdings of Printed (Bound) Periodical Volumes" reported by the institution. The A/V Media column is a total of "Current Year Net Holdings" of the following items: "Audio Cassettes/CDs," "Video Cassettes," and "Music Scores" reported by the institution. The "All" column in the Library Holdings statistical report reflects a total of the five preceding columns plus the total of "Current Year Net Holdings, Computer Databases" reported by the institution.

Statistical Records Report (1995-1996)

POPULATION SERVED AND LIBRARY STAFF							
INSTITUTION	Lib. Type	Students	Faculty	Pro. Staff	Student Staff	Other Staff	Total Staff
ACADIA DIV COL	c	77	8.8	10	10.8	27.5	48.3
ANDERSON UNIV	c	47	10.3	7	6.7	3	16.7
ANDOVER NEWTON TH SCH	a	219	23.8	3	2.5	3	8.5
ARCHBISHOP VEHR TH LIBR	a	N/R	N/R	2	0	1	3
ASBURY TH SEM	a	759	44	5	7	10	22
ASHLAND TH SEM	b	435	30	1	2.5	1.5	5
ASSEMBLIES OF GOD TH SEM	a	234	13.33	1	3	3	7
ASSOC MENNONITE BIB SEM	a	116	12	1.6	1.5	0.7	3.8
ATHENAEUM OF OHIO	a	195	14.2	2.8	1	0.8	4.6
ATLANTIC SCH OF TH	a	69	10.5	3.1	1.6	2.7	7.4
AUSTIN PRESBY TH SEM	a	191	22.8	3.5	4.6	1	9.1
BANGOR TH SEM	a	78	12	2.5	1.5	0	4
BAPTIST MISS ASSOC TH SEM	a	39	6.66	1	3	3	7
BETHEL TH SEM	a	465	22.81	3	2.2	3.2	8.4
BIBLICAL TH SEM/PA	a	176	8.5	1	0.5	1.8	3.3
BIBLIOTECA CENTRAL	a	98	5	1	0	1	2
BILLY GRAHAM CENTER	a	N/R	N/R	3	1	3.3	7.3
BOSTON UNIV SCH TH	a	496	29.5	3	4	3	10
BRETHREN HIST LIBR	a	N/R	N/R	1	0	1	2
BRITE DIV SCH	c	206	17.5	1.9	1.1	1.1	4.1
CALVIN TH SEM	c	224	20	8	12	8.3	28.3
CANADIAN TH SEM	d	71	11.66	1	1	3.3	5.3
CARD BERAN LIBR/U ST THO	a	74	10	2	0	2	4
CATHOLIC TH UNION	a	261	31.66	3	2	3.5	8.5
CATHOLIC UNIV AMER	d	92	20	1.5	1.2	0.5	3.2
CENTRAL BAPT TH SEM LIBR	a	104	8.25	2	1.6	1.6	5.2
CHESAPEAKE TH SEM	a	N/R	N/R	1	0	1	2
CHICAGO TH SEM	a	119	12.5	1.3	1.7	1	4
CHRIST KING SEM	a	56	9	4	0	0	4
CHRISTIAN TH SEM	a	270	23	3	3.2	2.5	8.7
CHURCH GOD SCH TH	d	173	9.7	1.5	1.5	2.5	5.5
CINCINNATI BIBLE COL & SEM	c	176	9.89	3	3.6	2	8.6
CLAREMONT SCH TH	c	283	30.75	4	4	3	11
COLGATE ROCH/AM SWASEY	d	88	26.75	5.8	3.1	3.7	12.6
COLUMBIA INTL UNIV	c	433	26.25	3	3.8	6	12.8
COLUMBIA TH SEM	a	349	22.6	4.1	0.4	3	7.5
CONCEPTION ABBEY	a	N/R	N/R	2	0	2	4
CONCORDIA LUTH SEM/AB	a	21	4.333	1.2	0	0	1.2

POPULATION SERVED AND LIBRARY STAFF							
INSTITUTION	Lib. Type	Students	Faculty	Pro. Staff	Student Staff	Other Staff	Total Staff
CONCORDIA SEM LIBR/MO	a	517	24	3	7	7.5	17.5
CONCORDIA TH SEM/IN	a	197	26.9	3	2	4	9
CONGREGATIONAL LIBR	a	N/R	N/R	2	0	3	5
CORNERSTONE COL/MI	a	124	9.5	3	6	2	11
COVENANT TH SEM	a	340	16	3	1.4	0.6	5
DALLAS TH SEM	a	877	45.5	6.6	6.5	5	18.1
DAVID LIPSCOMB UNIV	a	N/R	N/R	6	4.3	6.35	16.65
DENVER (CONS BAPT) SEM	a	264	16.15	3	2	3	8
DOMINICAN HSE STUDIES	d	30	8.5	2.5	0	3.5	6
DREW UNIV	N/R	425	32.7	10.7	12.6	17.5	40.8
DUKE UNIV DIV SCH	b	501	53.63	2	5	3	10
EAST BAPT TH SEM	a	225	23.96	2	4	2	8
EAST MENNONITE SEM	c	66	11	1.9	2.7	1.7	6.3
EDEN TH SEM	c	125	12.12	10.5	0.5	13.5	24.5
EMMANUEL COL VIC UNIV	b	162	10.6	1	0.6	2	3.6
EMMANUEL SCH REL	a	103	17	2	3	3	8
EMORY UNIV/CANDLER S TH	b	624	47.75	7	3	8	18
EPISC DIV SCH	d	73	15.5	4	3	7	14
EPISC TH SEM SW	d	79	11.5	0	0	0	0
ERSKINE COL & TH SEM	a	185	12.83	3	0	4	7
EVAN SCH TH/PA	a	35	7	1	0.5	0.6	2.1
FULLER TH SEM	a	1845	106	3.6	2.5	10.5	16.6
GARRETT EVAN/SEABURY	d	352	36.83	5	6	3	14
GENERAL TH SEM/NY	d	162	14.4	7	1.7	1.5	10.2
GOLDGATE BAPT TH SEM	a	465	45	2.5	4	6	12.5
GORDON-CONWELL TH SEM	a	473	36.9	3	2.8	5	10.8
GRADUATE TH UNION	d	329	7.25	8.8	7	15	30.8
HARDING UNIV GRAD S REL	a	85	12.75	2	1	2	5
HARTFORD SEM LIBR	a	48	16	1.5	0.5	2	4
HARVARD/ANDOVER HARV	b	516	25	5	8	9	22
HELLENIC COL/HOLYCROSS	a	104	10	4	4.5	1.5	10
HOLY APOSTLES COL & SEM	a	N/R	N/R	1	4	3	8
HOOD TH SEM	a	55	9.5	0	0	0	0
HURON COL	c	38	6.66	0.6	0.8	1.5	2.9
ICI UNIV	a	N/R	N/R	1	0	1	2
ILIFF SCH TH	a	289	23.5	3.5	2	3.5	9
ITC/ATLANTA UNIV CTR	d	284	33	24.5	9.5	32	66
K.U. LEUVEN FAC OF TH	c	N/R	N/R	6	1	1	8
KENRICK GLEN SEM LIBR	a	62	9	1	1.2	1.8	4
KNOX COL	N/R	111	10.3	2	0.7	1	3.7

POPULATION SERVED AND LIBRARY STAFF

INSTITUTION	Lib. Type	Students	Faculty	Pro. Staff	Student Staff	Other Staff	Total Staff
LANCASTER TH SEM	a	104	14	2	0.5	1.5	4
LEXINGTON TH SEM	a	71	9	2	2.5	2	6.5
LINCOLN CHRISTIAN SEM	c	132	13.1	2.6	4.3	2.3	9.2
LOGOS EVAN SEM LIBR	a	50	14.5	1	1	0	2
LOUISVILLE PRESBY TH SEM	a	193	15	2	2.1	4.5	8.6
LSPS/SEMINEX LIBR	d	N/R	N/R	.25	0	0	0.25
LUTHER SEM LIBR/LOHE	a	N/R	N/R	1	1	5	7
LUTHER SEM LIBR/MN	a	618	42.8	7.5	3	3.5	14
LUTHERAN TH SEM /GET PA	a	178	16.6	1.8	1	3.2	6
LUTHERAN TH SEM/PHIL PA	a	168	21.2	2.8	1.3	3	7.1
LUTHERAN TH STHRN SEM	a	148	11	2	1.3	2	5.3
MCCORMICK TH SEM/JKM	d	N/R	N/R	8.5	4.5	4	17
McGILL UNIV FAC REL STUD	b	0	15	1	0	1.5	2.5
MEADVILLE/LOMBARD	a	57	3	0.5	0.5	0.6	1.6
MEMPHIS TH SEM	a	154	15.33	2	2	1.5	5.5
MENN BRETH BIBL SEM	c	81	10.2	4.3	3.4	2	9.7
METH TH SCH/OH	a	190	22.2	2	4	2	8
MIDWEST BAPT TH SEM	a	245	19	5	1.6	0	6.6
MISSIONARY CH ARCHIVES	a	N/R	N/R	3.5	3.75	4.5	11.75
MORAVIAN TH SEM	c	55	10	5.4	7.2	6.4	19
MT ANGEL ABBEY LIBR	a	103	11	5.5	0.5	6.3	12.3
MT ST MARYS COL & SEM	b	224	14	1.5	1.5	2	5
MULTNOMAH BIBL SEM	a	144	9.8	2	3	3	8
NASHOTAH HSE LIBR	a	31	8.2	1	0	2.8	3.8
NAZARENE TH SEM	a	N/R	N/R	2	2.42	1.83	6.25
NEW BRUNSWICK TH SEM	a	83	15	3	1.5	0	4.5
NEW ORLEANS BAPT TH SEM	a	1559	38.5	3.5	6	6	15.5
NEW YORK TH SEM	d	196	6	1	0	1.1	2.1
NORTH AM BAPT COL/AB	c	66	7	1	1	2	4
NORTH AM BAPT SEM/SD	a	123	15.5	1.5	1	2.5	5
NORTH PARK TH SEM	c	82	12	7	15	6	28
NORTHERN BAPT TH SEM	a	157	18.17	4.5	1.8	0.5	6.8
OBLATE SCH OF TH/TX	a	81	24	1	0	2	3
ONTARIO BIBL COL TH SEM	d	419	23.3	3	1.2	3	7.2
ORAL ROBTS UNIV	c	392	23	3	1	1	5
PAYNE TH SEM	a	33	7.25	0	0	0	0
PERKINS SCH TH/BRIDWELL	a	312	28.83	9	3.8	9.6	22.4
PHILLIPS TH SEM	a	132	12.2	2	2.5	1	5.5
PITTSBURGH TH SEM LIBR	a	180	21.2	4.8	2.1	1.5	8.4
PONTIFICAL COL JOSEPHIN	a	95	14	2	0.6	3	5.6

POPULATION SERVED AND LIBRARY STAFF							
INSTITUTION	Lib. Type	Students	Faculty	Pro. Staff	Student Staff	Other Staff	Total Staff
POPE JOHN XXIII SEM	a	61	11.4	2	2	0.5	4.5
PRINCETON TH SEM	a	642	54.75	10.4	10.6	12.8	33.8
PROVIDENCE COL & SEM	a	N/R	N/R	1	1	2.7	4.7
REFORMED PRESBY TH SEM	a	38	5	1	0.2	1.2	2.4
REFORMED TH SEM/MS	a	549	34	5	7	5.8	17.8
REGENT COL & CAREY TH	d	277	28	2	1	2.5	5.5
REGENT UNIV/VA	c	89	11.8	2.4	2.8	4.4	9.6
SACREDHRT MAJOR SEM/MI	a	64	9.4	2	0.8	1.8	4.6
SACREDHRT SCH TH/WI	a	81	16.3	2	0.3	0.7	3
SAMFORD UNIV/BEESON DIV	c	156	16	1.4	1.2	2.4	5
SCARRITT-BENNETT CTR	a	N/R	N/R	N/R	N/R	N/R	N/R
SEATTLE UNIV SCH TH	c	81	10.9	7.5	3.7	15	26.2
SOEAST BAPT TH SEM	a	670	36	2	10	6	18
SOUTHERN BAPT TH SEM	a	988	59.99	8	9	18	35
SOUTHFLORIDA CTR TH ST	a	46	4	1	1	0.2	2.2
SOWEST BAPT TH SEM	a	2165	122.4	9	37.5	11	57.5
SSCYRIL/ST MARYS COL	d	64	14.78	3	1.6	1.2	5.8
ST ANDREWS COL	a	33	5.67	0.5	0.4	1.6	2.5
ST AUGUSTINES SEM	a	77	19.75	1	2.5	1.5	5
ST CHARLES BORROME0 SEM	c	145	13.9	2	1	2	5
ST FRANCIS SEM	a	27	9	2	3	1	6
ST JOHNS SEM/CA	a	86	20.7	0.5	1	2.3	3.8
ST JOHNS SEM/MA	a	100	15.25	1	1	1	3
ST JOHNS UNIV SCH TH/MN	c	91	10.7	6.2	6.9	8.1	21.2
ST JOS SEM/MARY IMMAC	a	N/R	N/R	1	2	1	4
ST JOSEPHS SEM/NY	a	102	21	3	0	3	6
ST MARY SEM/OH	a	40	13.2	1	0	1.5	2.5
ST MARYS SEM & UNIV/MD	a	128	17	3	1	2	6
ST MEINRADS SCH TH	c	83	17	2.1	1.5	6.5	10.1
ST PATRICKS SEM	a	56	13.2	2.5	0.7	0	3.2
ST PAUL SCH TH/MO	a	233	20.2	2	1	2	5
ST PAUL SEM/U ST THO/MN	b	91	13.8	2	2.9	2.8	7.7
ST PETERS SEM/ON	a	53	10.5	2.3	0	1.3	3.6
ST VINCENT DE PAUL	a	72	12.5	2	5	1	8
TH COL CANADIAN REF CHS	a	N/R	N/R	1	0.6	0	1.6
TRINITY COL FAC DIV/ON	c	61	7	1	1	1	3
TRINITY EPISC SCH/PA	a	65	13	2	1	2	5
TRINITY EVAN DIV SCH/L	a	1092	46.8	5.7	10.1	6	21.8
TRINITY LUTH SEM/OH	a	196	22.3	3	2	2	7
UNION TH SEM/NY	a	258	26	7	10.7	7	24.7

POPULATION SERVED AND LIBRARY STAFF							
INSTITUTION	Lib. Type	Students	Faculty	Pro. Staff	Student Staff	Other Staff	Total Staff
UNION TH SEM/VA	a	206	23.5	5.7	3.9	14.8	24.4
UNITED TH SEM TWIN CITIES	a	138	12.6	2	1	0	3
UNITED TH SEM/OH	a	325	30.7	3.5	1.5	2.6	7.6
UNIV NOTRE DAME	c	174	33.5	4.7	2.8	16.4	23.9
UNIV ST MARY OF THE LAKE	a	214	19	1	1	3	5
UNIV ST MICHAELS COL	c	166	17.5	1.6	2.7	2.7	7
UNIV THE SOUTH SCH TH	c	117	11	1	0.5	1	2.5
VANCOUVER SCH TH	a	116	10.2	0	0	0	0
VANDERBILT UNIV DIV SCH	b	128	26	3.3	6.8	2.8	12.9
VIRGINIA TH SEM	a	N/R	N/R	6	2	3	11
WARTBURG TH SEM	a	165	16.47	1.3	2	3	6.3
WASHINGTON TH UNION	a	181	22	1.8	0.3	2	4.1
WATERLOO LUTH SEM	c	99	12	0.4	0.2	0.9	1.5
WESLEY TH SEM/DC	a	377	31.87	5	0.3	0	5.3
WEST CONSV BAPT SEM/OR	a	326	22	1.8	1.6	0.9	4.3
WESTERN EVAN TH SEM	a	142	14.6	1.8	1.5	2.8	6.1
WESTERN TH SEM/MI	a	N/R	N/R	1.75	1.5	2.75	6
WESTMINSTER TH SEM/CA	a	196	10.8	0	0	0	0
WESTMINSTER TH SEM/PA	a	404	25.4	4	2	1	7
WESTON JESUIT SCH TH	d	118	30	4	3	7	14
WINEBRENNER TH SEM	a	45	8.12	0.3	0	2.3	2.6
WYCLIFFE COL	d	110	7.8	1.5	0.9	0	2.4
YALE UNIV DIV SCH	b	251	27.75	7	7	5	19

Note: Library type definitions are as follows: a = Independent Library, b = Department/Dept. Branch, c = Integrated Library and d = Shared Library

FINANCIAL DATA

INSTITUTION	Salary /Wages	Library Materials	Binding	Total Lib. Expn.	Total Inst. Expn.
ACADIA DIV COL	0	38,774	477	39,251	1,225,607
ANDERSON UNIV	360,989	214,658	6,059	674,036	1,110,145
ANDOVER NEWTON TH SCH	240,101	93,697	13,465	512,917	4,930,810
ARCHBISHOP VEHR TH LIBR	70,000	17,386	0	125,786	N/R
ASBURY TH SEM	407,743	209,618	8,068	675,282	12,408,670
ASHLAND TH SEM	83,329	64,346	2,637	160,615	3,222,807
ASSEMBLIES OF GOD TH SEM	97,084	68,776	522	193,939	2,369,026
ASSOC MENNONITE BIB SEM	96,574	45,240	1,561	162,874	2,332,980
ATHENAEUM OF OHIO	100,805	66,379	2,777	196,381	2,636,910
ATLANTIC SCH OF TH	192,144	51,784	1,976	265,421	1,659,132
AUSTIN PRESBY TH SEM	208,815	120,953	12,520	415,158	3,898,563
BANGOR TH SEM	94,605	31,870	1,888	186,015	1,861,569
BAPTIST MISS ASSOC TH SEM	71,068	20,344	1,976	103,346	586,667
BETHEL TH SEM	151,000	67,200	3,797	272,834	4,836,697
BIBLICAL TH SEM/PA	74,508	15,080	3,241	99,679	1,862,832
BIBLIOTECA CENTRAL	28,275	10,784	101	58,731	173,476
BILLY GRAHAM CENTER	192,201	38,664	2,860	254,987	N/R
BOSTON UNIV SCH TH	260,609	59,806	1,453	363,035	3,125,428
BRETHREN HIST LIBR	70,010	2,600	240	79,080	N/R
BRITE DIV SCH	126,432	152,447	1,605	293,381	2,501,449
CALVIN TH SEM	805,117	782,862	37,042	1,757,033	3,390,972
CANADIAN TH SEM	129,768	56,234	50	202,992	1,221,000
CARD BERAN LIBR/U ST THO	59,087	52,617	2,010	165,332	1,262,720
CATHOLIC TH UNION	193,625	101,050	4,500	331,350	3,540,126
CATHOLIC UNIV AMER	67,760	110,104	19,252	228,616	1,705,696
CENTRAL BAPT TH SEM LIBR	133,679	52,800	0	194,159	2,032,859
CHESAPEAKE TH SEM	0	1,983	0	2,501	N/R
CHICAGO TH SEM	88,664	39,575	1,156	142,543	2,184,362
CHRIST KING SEM	91,585	114,490	5,311	229,272	1,577,095
CHRISTIAN TH SEM	211,809	111,171	8,959	372,411	5,494,354
CHURCH GOD SCH TH	97,783	37,213	233	169,788	2,419,180
CINCINNATI BIBLE COL & SEM	169,216	41,497	335	239,508	1,351,185
CLAREMONT SCH TH	171,067	178,532	0	373,628	5,185,512
COLGATE ROCHAMSWASEY	243,398	73,293	9,741	452,388	4,520,944
COLUMBIA INTL UNIV	206,166	105,848	20,672	408,047	4,293,987
COLUMBIA TH SEM	213,030	96,083	4,222	348,326	5,322,199
CONCEPTION ABBEY	110,000	50,383	641	195,387	N/R
CONCORDIA LUTH SEM /AB	46,756	20,672	0	69,459	741,593
CONCORDIA SEM LIBR/MO	343,017	170,486	4,357	600,864	7,440,934
CONCORDIA TH SEM/IN	183,010	107,195	3,444	336,179	4,849,716

FINANCIAL DATA					
INSTITUTION	Salary /Wages	Library Materials	Binding	Total Lib. Expn.	Total Inst. Expn.
CONGREGATIONAL LIBR	169,000	7,565	200	195,465	N/R
CORNERSTONE COL/MI	203,801	163,066	4,313	553,035	952,966
COVENANT TH SEM	105,228	35,653	1,736	203,252	3,730,120
DALLAS TH SEM	330,568	139,521	7,928	575,370	10,844,994
DAVID LIPSCOMB UNIV	339,006	245,344	0	658,531	N/R
DENVER (CONS BAPT) SEM	184,082	58,891	8,009	279,255	4,611,736
DOMINICAN HSE STUDIES	118,046	31,602	2,007	188,364	1,071,252
DREW UNIV	1,270,764	643,787	15,281	2,139,026	8,453,000
DUKE UNIV DIV SCH	239,681	274,684	0	521,239	9,114,372
EAST BAPT TH SEM	135,911	60,762	2,537	220,091	3,090,071
EAST MENNONITE SEM	126,251	68,346	980	210,967	1,367,702
EDEN TH SEM	135,191	46,847	2,315	217,720	3,029,172
EMMANUEL COL VIC UNIV	107,043	53,300	1,500	220,843	2,698,978
EMMANUEL SCH REL	166,645	68,079	9,094	275,866	1,821,591
EMORY UNIV/CANDLER S TH	493,659	346,553	9,471	891,814	19,976,336
EPISC DIV SCH	444,974	135,365	13,089	655,428	3,561,294
EPISC TH SEM SW	0	24,624	0	0	2,129,425
ERSKINE COL & TH SEM	193,306	161,600	2,500	386,306	961,139
EVAN SCH TH/PA	52,998	20,112	1,298	77,217	931,637
FULLER TH SEM	464,293	213,878	8,533	786,635	21,583,792
GARRETTEVAN/SEABURY	344,951	154,407	7,524	563,121	5,259,301
GENERAL TH SEM/NY	289,407	144,220	960	466,389	4,783,704
GOLDGATE BAPT TH SEM	286,918	75,419	1,736	397,753	4,589,933
GORDON-CONWELL TH SEM	300,366	125,733	2,418	499,115	9,919,444
GRADUATE TH UNION	965,427	312,948	14,251	1,535,924	2,255,000
HARDING UNIV GRAD S REL	126,834	60,361	3,111	207,104	1,438,015
HARTFORD SEM LIBR	97,300	33,000	0	157,300	3,372,020
HARVARD/ANDOVER HARV	789,228	315,099	32,249	1,372,606	14,496,337
HELLENIC COL/HOLYCROSS	131,279	71,200	10,000	306,009	2,035,793
HOLY APOSTLES COL & SEM	40,000	25,000	0	65,000	N/R
HOOD TH SEM	58,600	26,411	450	97,294	511,230
HURON COL	76,483	27,191	2,524	117,550	837,297
ICI UNIV	0	47,090	250	70,665	N/R
ILIFF SCH TH	297,782	166,273	3,519	530,489	4,775,873
ITC/ATLANTA UNIV CTR	1,561,837	1,111,884	6,522	3,273,486	3,719,515
K.U. LEUVEN FAC OF TH	356,000	2,765,000	17,000	726,300	N/R
KENRICK GLENNON SEM LIBR	94,989	34,818	2,677	141,914	2,768,203
KNOX COL	140,702	43,989	4,840	200,166	1,650,619
LANCASTER TH SEM	110,265	59,823	680	188,132	1,944,114
LEXINGTON TH SEM	132,250	110,000	9,045	264,496	2,165,246

FINANCIAL DATA

INSTITUTION	Salary /Wages	Library Materials	Binding	Total Lib. Expn.	Total Inst. Expn.
LINCOLN CHRISTIAN SEM	178,913	35,072	1,256	259,960	1,337,456
LOGOS EVAN SEM LIBR	44,734	21,040	0	69,222	980,682
LOUISVILLE PRESBY TH SEM	221,595	130,411	8,748	378,710	5,472,458
L.SPS/SEMINEX LIBR	12,270	6,512	54	21,664	N/R
LUTHER SEM LIBR/LOHE	186,720	68,166	6,424	277,777	N/R
LUTHER SEM LIBR/MN	446,802	178,132	6,888	693,416	8,999,053
LUTHERAN TH SEM /GET PA	134,279	79,847	5,075	276,150	3,053,025
LUTHERAN TH SEM/PHIL PA	205,976	65,963	7,943	305,094	3,517,593
LUTHERAN TH STRN SEM	95,190	71,038	1,119	185,404	3,017,227
MCCORMICK TH SEM/JKM	478,799	171,337	6,021	716,237	N/R
McGILL UNIV FAC REL STUD	113,851	36,177	1,080	189,915	1,838,360
MEADVILLE/LOMBARD	64,248	18,906	0	90,999	1,661,983
MEMPHIS TH SEM	116,461	51,610	4,296	178,986	1,665,482
MENN BRETH BIBL SEM	272,685	224,984	19,336	585,969	2,167,963
METH TH SCH/OH	162,026	56,405	3,332	242,517	3,292,729
MIDWEST BAPT TH SEM	135,399	49,418	4,180	299,420	4,367,619
MISSIONARY CH ARCHIVES	185,730	106,691	6,863	334,338	N/R
MORAVIAN TH SEM	316,764	358,290	12,800	776,344	1,275,746
MT ANGEL ABBEY LIBR	190,566	163,229	5,000	658,722	1,921,575
MT ST MARYS COL & SEM	73,394	68,477	2,990	182,542	1,708,154
MULTNOMAH BIBL SEM	159,809	50,310	0	229,216	1,544,687
NASHOTAH HSE LIBR	91,931	9,966	3,621	119,039	1,943,644
NAZARENE TH SEM	168,876	98,158	3,189	331,608	N/R
NEW BRUNSWICK TH SEM	115,738	60,525	1,217	231,560	2,111,789
NEW ORLEANS BAPT TH SEM	221,085	143,539	14,362	428,701	7,351,232
NEW YORK TH SEM	73,408	5,939	0	190,406	2,243,438
NORTH AM BAPT COL/AB	92,100	34,600	0	163,900	542,875
NORTH AM BAPT SEM/SD	107,362	34,887	1,341	172,098	2,961,171
NORTH PARK TH SEM	439,449	290,890	22,091	924,406	2,201,744
NORTHERN BAPT TH SEM	191,152	34,564	6,112	279,479	3,137,375
OBLATE SCH OF TH/TX	50,363	59,495	3,000	151,434	1,749,766
ONTARIO BIBL COL TH SEM	200,767	68,545	0	279,717	1,584,354
ORAL ROBTS UNIV	101,104	73,225	500	198,827	6,815,661
PAYNE TH SEM	38,026	17,032	0	55,058	681,206
PERKINS SCH TH/BRIDWELL	687,197	339,178	22,508	1,386,889	7,731,508
PHILLIPS TH SEM	110,905	50,454	2,393	187,902	1,770,152
PITTSBURGH TH SEM LIBR	253,809	157,659	12,192	554,569	4,611,707
PONTIFICAL COL JOSEPHIN	165,401	116,621	4,874	319,969	2,456,758
POPE JOHN XXIII SEM	98,851	36,333	2,239	143,168	1,547,629
PRINCETON TH SEM	1,076,189	561,708	53,293	2,044,983	24,702,373

FINANCIAL DATA					
INSTITUTION	Salary /Wages	Library Materials	Binding	Total Lib. Expn.	Total Inst. Expn.
PROVIDENCE COL & SEM	86,263	55,160	867	151,300	N/R
REFORMED PRESBY TH SEM	49,397	16,533	399	80,245	452,392
REFORMED TH SEM/MS	336,818	203,061	28,029	657,896	8,565,172
REGENT COL & CAREY TH	164,406	96,812	1,745	390,780	4,660,766
REGENT UNIV/VA	222,220	77,927	3,053	400,168	2,262,000
SACREDHRT MAJOR SEM/MI	114,961	62,582	4,908	217,962	1,279,692
SACREDHRT SCH TH/WI	83,993	49,460	2,320	146,570	3,759,260
SAMFORD UNIV/BEESON DIV	84,942	53,832	1,761	166,778	3,491,401
SCARRITT-BENNETT CTR	50,291	14,937	660	73,486	N/R
SEATTLE UNIV SCH TH	577,746	27,761	1,574	1,220,633	1,548,185
SOEAST BAPT TH SEM	293,316	104,899	0	429,263	7,454,141
SOUTHERN BAPT TH SEM	752,741	264,158	10,364	1,206,053	14,851,825
SOUTHFLORIDA CTR TH ST	31,377	13,926	0	46,710	368,234
SOWEST BAPT TH SEM	857,051	238,623	9,675	1,419,199	19,417,541
SSCYRIL/ST MARYS COL	0	24,490	0	32,290	952,907
ST ANDREWS COL	63,816	26,352	1,235	96,915	973,779
ST AUGUSTINES SEM	115,601	37,375	2,143	166,712	2,158,938
ST CHARLES BORROMEO SEM	99,744	42,928	4,971	169,369	2,890,644
ST FRANCIS SEM	104,365	68,680	1,037	193,815	2,809,804
ST JOHNS SEM/CA	67,765	53,579	3,071	179,252	3,300,932
ST JOHNS SEM/MA	40,444	84,070	13,278	158,416	1,801,697
ST JOHNS UNIV SCH TH/MN	416,402	398,285	7,474	935,503	1,436,382
ST JOS SEM/MARY IMMAC	N/R	34,750	3,000	41,250	N/R
ST JOSEPHS SEM/NY	101,000	58,246	5,491	196,811	2,924,002
ST MARY SEM/OH	59,136	50,319	6,609	128,237	1,114,708
ST MARYS SEM & UNIV/MD	151,200	75,799	3,974	249,800	N/R
ST MEINRADS SCH TH	191,091	107,664	3,659	334,327	2,503,364
ST PATRICKS SEM	81,538	31,923	1,985	130,936	1,364,872
ST PAUL SCH TH/MO	146,134	70,743	0	248,622	2,809,314
ST PAUL SEM/U ST THO/MN	235,873	69,957	4,428	344,335	2,383,178
ST PETERS SEM/ON	83,120	42,026	3,350	133,401	1,068,183
ST VINCENT DE PAUL	76,213	52,893	4,120	143,227	1,646,853
TH COL CANADIAN REF CHS	36,000	25,000	2,500	66,500	N/R
TRINITY COL FAC DIV/ON	118,850	41,444	1,306	166,203	1,494,882
TRINITY EPISC SCH/PA	166,824	55,177	4,315	236,790	1,929,476
TRINITY EVAN DIV SCH/IL	390,429	143,479	11,869	636,245	9,844,787
TRINITY LUTH SEM/OH	149,424	82,649	1,324	249,006	4,347,011
UNION TH SEM/NY	672,165	156,586	7,484	932,717	9,954,497
UNION TH SEM/VA	732,096	171,136	4,888	1,001,377	7,331,231
UNITED TH SEM TWIN CITIES	93,700	39,534	1,527	151,682	2,272,882

FINANCIAL DATA

INSTITUTION	Salary /Wages	Library Materials	Binding	Total Lib. Expn.	Total Inst. Expn.
UNITED TH SEM/OH	157,535	90,748	2,981	280,898	4,289,248
UNIV NOTRE DAME	542,362	230,630	13,247	998,113	N/R
UNIV ST MARY OF THE LAKE	123,305	65,888	3,531	209,472	4,550,886
UNIV ST MICHAELS COL	231,173	113,560	7,066	385,695	2,176,000
UNIV THE SOUTH SCH TH	101,458	71,795	806	196,658	5,502,090
VANCOUVER SCH TH	0	73,134	0	73,134	2,793,514
VANDERBILT UNIV DIV SCH	275,774	180,001	6,160	855,909	3,902,698
VIRGINIA TH SEM	336,264	152,962	4,475	727,143	N/R
WARTBURG TH SEM	106,073	36,397	999	172,339	3,642,010
WASHINGTON TH UNION	111,023	60,074	3,508	178,240	2,078,379
WATERLOO LUTH SEM	52,012	26,232	1,075	79,540	1,155,869
WESLEY TH SEM/DC	194,739	100,178	3,996	327,660	5,440,165
WEST CONSV BAPT SEM/OR	67,114	23,002	0	103,832	3,298,419
WESTERN EVAN TH SEM	150,890	49,880	4,157	239,192	3,695,081
WESTERN TH SEM/MI	150,890	45,723	4,157	235,035	N/R
WESTMINSTER TH SEM/CA	94,607	52,834	0	203,496	1,817,402
WESTMINSTER TH SEM/PA	189,306	104,254	4,249	322,362	4,130,739
WESTON JESUIT SCH TH	444,974	135,365	13,089	655,428	2,577,304
WINEBRENNER TH SEM	53,858	10,190	500	85,615	921,727
WYCLIFFE COL	74,875	30,613	910	130,356	1,895,607
YALE UNIV DIV SCH	603,430	402,143	37,290	1,195,817	7,686,591

LIBRARY HOLDINGS

INSTITUTION	Bound Vols	Micro-forms	A/V Media	Period. Subs.	Other Holdings	All
ACADIA DIV COL	89,089	0	0	445	0	89,534
ANDERSON UNIV	197,752	89,884	360	947	0	288,955
ANDOVER NEWTON TH SCH	224,703	10,335	28	475	0	235,546
ARCHBISHOP VEHR TH LIBR	141,075	47	0	282	0	141,404
ASBURY TH SEM	204,598	7,798	12,521	0	7,169	232,163
ASHLAND TH SEM	77,988	1,078	2,210	417	71	81,764
ASSEMBLIES OF GOD TH SEM	75,353	63,792	3,993	444	0	143,596
ASSOC MENNONITE BIB SEM	102,562	1,146	1,020	474	535	105,751
ATHENAEUM OF OHIO	89,392	1,184	2,430	398	19	93,423
ATLANTIC SCH OF TH	69,224	160	1	557	0	69,942
AUSTIN PRESBY TH SEM	150,114	7,268	3,100	507	1,000	161,998
BANGOR TH SEM	124,890	772	768	425	0	126,857
BAPTIST MISS ASSOC TH SEM	64,796	928	4,834	497	7,719	78,778
BETHEL TH SEM	215,000	7,682	0	619	0	223,311
BIBLICAL TH SEM/PA	53,171	4,719	1,291	210	0	59,391
BIBLIOTECA CENTRAL	22,891	0	0	340	0	23,231
BILLY GRAHAM CENTER	76,693	130,455	818	648	64	208,678
BOSTON UNIV SCH TH	128,872	10,309	807	0	0	139,992
BRETHREN HIST LIBR	8,561	813	657	150	43,034	53,215
BRITE DIV SCH	115,508	77,483	1,870	1,492	0	196,381
CALVIN TH SEM	503,776	636,378	18,394	2,720	122,337	1,284,124
CANADIAN TH SEM	69,148	23,073	2,299	538	40	95,103
CARD BERAN LIBR/U ST THO	52,074	1,425	2,132	359	1,748	57,744
CATHOLIC TH UNION	115,337	0	2,713	0	0	118,050
CATHOLIC UNIV AMER	307,216	6,974	0	966	0	315,164
CENTRAL BAPT TH SEM LIBR	83,975	10,484	2,282	335	5,397	102,493
CHESAPEAKE TH SEM	11,269	0	0	0	0	11,269
CHICAGO TH SEM	111,800	2,495	0	0	0	114,295
CHRIST KING SEM	138,997	3,507	1,183	448	17,500	161,639
CHRISTIAN TH SEM	151,126	1,286	498	1,197	331	154,445
CHURCH GOD SCH TH	65,600	602	4,428	72	0	70,713
CINCINNATI BIBLE COL & SEM	99,743	39,422	89,181	854	7,157	242,150
CLAREMONT SCH TH	167,726	5,662	202	575	0	174,166
COLGATE ROCH/AM SWASEY	283,490	28,085	3,399	0	0	314,974
COLUMBIA INTL UNIV	92,500	21,500	3,150	425	0	117,585
COLUMBIA TH SEM	126,293	1,055	2,905	696	0	130,957
CONCEPTION ABBEY	130,999	267	2,920	330	15,950	150,466
CONCORDIA LUTH SEM/AB	22,704	54	363	205	69	23,399
CONCORDIA SEM LIBR/MO	213,840	46,045	8,746	1,005	10,878	280,686
CONCORDIA TH SEM/IN	149,769	9,979	6,413	816	4,549	171,539

LIBRARY HOLDINGS

INSTITUTION	Bound Vols	Micro-forms	A/V Media	Period. Subs.	Other Holdings	All
CONGREGATIONAL LIBR	225,275	189	0	105	0	225,569
CORNERSTONE COL/MI	112,699	216,743	4,905	803	1,847	337,008
COVENANT TH SEM	66,803	1,807	1,620	312	0	70,545
DALLAS TH SEM	158,023	43,857	5,925	957	8,399	217,391
DAVID LIPSCOMB UNIV	184,506	217,802	61	878	0	403,268
DENVER (CONS BAPT) SEM	140,875	2,413	0	602	0	143,895
DOMINICAN HSE STUDIES	68,480	1,049	489	334	0	70,358
DREW UNIV	449,271	322,080	0	1,935	0	773,568
DUKE UNIV DIV SCH	308,027	29,624	0	650	0	338,315
EAST BAPT TH SEM	130,257	54	1,287	583	0	132,205
EAST MENNONITE SEM	67,916	24,981	4,269	477	0	97,650
EDEN TH SEM	82,252	36	581	463	0	83,334
EMMANUEL COL VIC UNIV	66,705	4,702	627	184	0	72,221
EMMANUEL SCH REL	105,366	25,789	0	733	0	131,906
EMORY UNIV/CANDLER S TH	469,605	108,153	3,239	1,803	0	582,800
EPISC DIV SCH	277,174	0	0	1,243	0	278,423
EPISC TH SEM SW	100,761	803	620	308	0	102,492
ERSKINE COL & TH SEM	199,487	243	138	565	0	200,444
EVAN SCH TH/PA	64,941	215	383	466	0	66,013
FULLER TH SEM	212,591	30,900	1,003	1,029	0	245,527
GARRETT EVAN/SEABURY	303,408	8,835	0	1,862	0	314,106
GENERAL TH SEM/NY	234,510	1,246	176	1,397	0	237,333
GOLDGATE BAPT TH SEM	127,229	4,441	43,441	790	10,443	186,358
GORDON-CONWELL TH SEM	163,588	43,095	4,422	920	49	212,090
GRADUATE TH UNION	382,523	281,156	4,815	2,559	12,866	683,925
HARDING UNIV GRAD SCH	98,814	1,330	2,577	675	2,891	106,291
HARTFORD SEM LIBR	71,651	6,555	0	310	0	78,516
HARVARD/ANDOVER HARV	432,629	78,494	2,617	2,320	14	516,082
HELLENIC COL/HOLYCROSS	113,000	105	862	0	0	113,975
HOLY APOSTLES COL & SEM	60,600	0	0	0	0	60,602
HOOD TH SEM	19,473	43	72	106	130	19,825
HURON COL	35,095	0	0	0	0	35,095
ICI UNIV	19,741	50	113	118	1,733	21,763
ILIFF SCH TH	181,457	54,699	2,338	822	321	239,646
ITC/ATLANTA UNIV CTR	384,345	756,448	4,749	2,271	0	1,147,835
K.U. LEUVEN FAC OF TH	920,000	15,700	1,000	1,150	60,000	997,858
KENRICK GLENNON SEM LIBR	72,361	580	2,089	280	1,676	76,991
KNOX COL	73,527	1,984	223	0	0	75,734
LANCASTER TH SEM	125,811	6,779	1,225	339	1,483	135,637
LEXINGTON TH SEM	126,655	10,295	0	1,041	25	138,016

LIBRARY HOLDINGS

INSTITUTION	Bound Vols	Micro-forms	A/V Media	Period. Subs.	Other Holdings	All
LINCOLN CHRISTIAN SEM	88,585	5,197	18,897	462	6,506	119,709
LOGOS EVAN SEM LIBR	22,056	0	0	0	0	22,056
LOUISVILLE PRESBY TH SEM	123,692	5,735	1,999	539	1,263	133,231
LSPS/SEMINEX LIBR	38,446	11,024	0	0	0	49,470
LUTHER SEM LIBR/LOHE	90,887	0	0	436	826	92,149
LUTHER SEM LIBR/MN	221,569	33,072	1,034	809	21	256,510
LUTHERAN TH SEM /GET PA	161,386	5,807	0	614	3	167,811
LUTHERAN TH SEM/PHIL PA	177,058	23,178	4,598	652	6,752	212,262
LUTHERAN TH STRN SEM	115,834	0	0	0	0	115,834
MCCORMICK TH SEM/JKM	337,326	117,304	1,114	928	9,906	466,589
McGILL UNIV FAC REL STUD	77,361	9,248	1,346	148	0	88,104
MEADVILLE/LOMBARD	102,051	215	0	121	0	102,389
MEMPHIS TH SEM	92,304	537	348	420	0	93,611
MENN BRETH BIBL SEM	140,108	223,262	4,738	1,114	0	369,225
METH TH SCH/OH	123,714	1,671	3,509	294	0	129,211
MIDWEST BAPT TH SEM	104,101	943	2,572	681	1,618	109,925
MISSIONARY CH ARCHIVES	94,653	3,914	704	421	2,562	102,266
MORAVIAN TH SEM	237,128	7,812	553	1,417	0	246,956
MT ANGEL ABBEY LIBR	238,929	65,000	1,230	730	0	305,904
MT ST MARYS COL & SEM	43,890	1,112	0	955	0	45,957
MULTNOMAH BIBL SEM	64,732	7,611	3,177	410	0	75,932
NASHOTAH HSE LIBR	96,321	0	156	290	0	96,768
NAZARENE	92,584	19,937	290	524	5,421	118,767
NEW BRUNSWICK TH SEM	159,811	0	260	288	0	160,365
NEW ORLEANS BAPT TH SEM	234,597	19,011	33,331	1,003	43,882	332,032
NEW YORK TH SEM	27,013	0	958	7	0	27,978
NORTH AM BAPT COL/AB	61,940	487	162	305	0	62,894
NORTH AM BAPT SEM/SD	64,201	731	1,780	303	8,266	75,283
NORTH PARK TH SEM	229,685	119,609	5,260	1,185	21	355,769
NORTHERN BAPT TH SEM	41,894	2,667	1,327	270	1,821	47,981
OBLATE SCH OF TH/TX	51,753	1,355	272	360	0	53,746
ONTARIO BIBL COL TH SEM	65,628	4,577	5,680	567	0	76,455
ORAL ROBTS UNIV	112,111	14,499	11,347	681	1,197	139,840
PAYNE TH SEM	34,105	0	7	67	0	34,183
PERKINS SCH TH/BRIDWELL	270,919	125,608	0	1,075	0	397,609
PHILLIPS TH SEM	116,961	15,796	2,847	484	11,940	148,032
PITTSBURGH TH SEM LIBR	245,540	64,073	9,367	937	3,163	323,098
PONTIFICAL COL JOSEPHIN	123,861	1,865	2,735	553	2,252	131,272
POPE JOHN XXIII SEM	59,563	9,593	8,207	261	4,065	81,689
PRINCETON TH SEM	404,973	32,768	35	2,650	64,990	505,419

LIBRARY HOLDINGS

INSTITUTION	Bound Vols	Micro-forms	A/V Media	Period. Subs.	Other Holdings	All
PROVIDENCE COL & SEM	53,130	1,907	3,335	190	4,568	63,134
REFORMED PRESBY TH SEM	41,014	329	1,717	222	19	43,315
REFORMED TH SEM/MS	181,964	48,602	9,758	697	0	241,021
REGENT COL & CAREY TH	85,714	32,000	5,103	500	0	123,322
REGENT UNIV/VA	32,102	114,926	648	406	0	148,089
SACREDHRT MAJOR SEM/MI	135,720	6,138	2,936	493	0	145,287
SACREDHRT SCH TH/WI	93,178	9,627	4,416	434	244	107,902
SAMFORD UNIV/BEESON DIV	39,325	76,017	2,814	287	20,639	139,824
SCARRITT-BENNETT CTR	548,575	0	800	152	1,719	551,246
SEATTLE UNIV SCH TH	53,906	1,502	56	263	0	55,727
SOEAST BAPT TH SEM	167,044	87,543	21,081	938	23,935	300,588
SOUTHERN BAPT TH SEM	361,706	65,244	209,221	0	216,396	852,584
SOUTHFLORIDA CTR TH ST	11,531	0	0	84	0	11,617
SOWEST BAPT TH SEM	420,003	16,716	81,130	2,132	75,194	595,843
SSCYRIL/ST MARYS COL	73,832	22,168	1,077	330	194	97,608
ST ANDREWS COL	38,736	34	84	0	2,500	41,354
ST AUGUSTINES SEM	32,351	0	761	214	0	33,329
ST CHARLES BORROMEO SEM	124,546	435	8,230	550	0	133,765
ST FRANCIS SEM	83,433	1,030	682	448	0	85,604
ST JOHNS SEM/CA	76,114	2,094	604	321	0	79,135
ST JOHNS SEM/MA	158,023	1,770	0	0	0	159,793
ST JOHNS UNIV SCH TH/MN	359,707	68,375	8,654	1,111	0	437,847
ST JOS SEM/MARY IMMAC	68,728	3,986	1,848	206	581	75,349
ST JOSEPHS SEM/NY	84,600	8,192	0	285	0	93,089
ST MARY SEM/OH	62,029	1,020	704	326	0	64,085
ST MARYS SEM & UNIV/MD	123,398	1,662	2,062	374	0	127,496
ST MEINRADS SCH TH	155,736	9,856	4,158	615	0	170,370
ST PATRICKS SEM	99,854	2,174	1,367	284	6,167	109,848
ST PAUL SCH TH/MO	94,834	730	1,268	536	0	97,375
ST PAUL SEM/U ST THO/MN	94,539	3,854	0	442	0	98,835
ST PETERS SEM/ON	57,058	7,697	1,760	419	0	66,934
ST VINCENT DE PAUL	57,203	726	474	423	3,160	61,988
TH COL CANADIAN REF CHS	22,611	0	0	109	0	22,720
TRINITY COL FAC DIV/ON	43,071	2,202	0	120	0	45,397
TRINITY EPISC SCH/PA	70,286	668	3,659	452	0	75,077
TRINITY EVAN DIV SCH/IL	235,132	138,913	3,790	1,430	0	379,279
TRINITY LUTH SEM/OH	120,547	2,904	4,666	627	0	128,744
UNION TH SEM/NY	589,624	155,179	3,559	1,694	0	750,062
UNION TH SEM/VA	295,630	28,274	32,591	1,336	32,434	390,265
UNITED TH SEM TWIN CITIES	85,865	8,309	0	280	0	94,454

LIBRARY HOLDINGS						
INSTITUTION	Bound Vols	Micro-forms	A/V Media	Period. Subs.	Other Holdings	All
UNITED TH SEM/OH	125,453	9,130	7,515	502	4,074	146,741
UNIV NOTRE DAME	273,907	219,129	764	526	0	494,340
UNIV ST MARY OF THE LAKE	177,491	1,740	749	419	0	180,405
UNIV ST MICHAELS COL	118,520	5,175	0	411	22,000	146,110
UNIV THE SOUTH SCH TH	129,411	3,864	455	1,454	0	135,211
VANCOUVER SCH TH	86,061	1,571	2,247	407	4,444	94,732
VANDERBILT UNIV DIV SCH	168,729	25,735	1,330	569	0	196,374
WARTBURG TH SEM	111,744	0	0	259	0	112,003
WASHINGTON TH UNION	50,618	140	66	419	0	51,251
WATERLOO LUTH SEM	20,595	16,139	334	160	3,758	41,003
WESLEY TH SEM/DC	139,958	10,642	2,044	551	5,534	158,732
WEST CONSV BAPT SEM/OR	59,608	30,398	5,026	751	0	95,943
WESTERN EVAN TH SEM	109,662	4,437	429	0	5,316	119,844
WESTMINSTER TH SEM/CA	44,949	51,694	2,322	239	0	99,204
WESTMINSTER TH SEM/PA	108,508	0	0	0	0	108,508
WESTON JESUIT SCH TH	277,174	0	0	1,243	0	278,423
WINEBRENNER TH SEM	41,526	373	468	158	0	42,525
WYCLIFFE COL	29,642	0	218	91	0	29,955
YALE UNIV DIV SCH	415,804	188,677	82	1,557	0	606,120

Note: The "All" column in the Library Holdings statistical report reflects a total of the five preceding columns plus the total of "Current Year Net Holdings, Computer Databases" reported by the institution.

CIRCULATION DATA: INTERLIBRARY LOAN			
INSTITUTION	Circ. Trans.	ILL Sent	ILL Received
ACADIA DIV COL	3,044	32	77
ANDERSON UNIV	55,398	1,377	1,214
ANDOVER NEWTON TH SCH	21,208	757	155
ARCHBISHOP VEHR TH LIBR	1,330	0	0
ASBURY TH SEM	91,921	3,685	460
ASHLAND TH SEM	29,823	1,084	81
ASSEMBLIES OF GOD TH SEM	18,023	153	172
ASSOC MENNONITE BIB SEM	9,465	1,533	342
ATHENAEUM OF OHIO	12,421	352	154
ATLANTIC SCH OF TH	0	315	106
AUSTIN PRESBY TH SEM	28,701	319	72
BANGOR TH SEM	7,500	104	86
BAPTIST MISS ASSOC TH SEM	11,432	0	24
BETHEL TH SEM	25,050	988	383
BIBLICAL TH SEM/PA	4,251	16	59
BIBLIOTECA CENTRAL	1,070	0	0
BILLY GRAHAM CENTER	10,799	618	0
BOSTON UNIV SCH TH	30,413	298	327
BRETHREN HIST LIBR	0	0	0
BRITE DIV SCH	12,995	377	173
CALVIN TH SEM	128,927	4,006	3,280
CANADIAN TH SEM	34,765	645	95
CARD BERAN LIBR/U ST THO	6,409	37	79
CATHOLIC TH UNION	0	3,226	1,529
CATHOLIC UNIV AMER	33,500	0	0
CENTRAL BAPT TH SEM LIBR	11,170	141	59
CHESAPEAKE TH SEM	450	0	41
CHICAGO TH SEM	12,000	65	415
CHRIST KING SEM	10,372	46	39
CHRISTIAN TH SEM	18,126	1,193	484
CHURCH GOD SCH TH	11,621	945	440
CINCINNATI BIBLE COL & SEM	42,747	716	658
CLAREMONT SCH TH	40,353	271	189
COLGATE ROCH/AM SWASEY	30,320	1,170	211
COLUMBIA INTL UNIV	46,649	980	390
COLUMBIA TH SEM	15,118	1,130	332
CONCEPTION ABBEY	4,911	283	321
CONCORDIA LUTH SEM/AB	2,382	3	27
CONCORDIA SEM LIBR/MO	34,888	915	213
CONCORDIA TH SEM/TN	19,266	1,123	435

CIRCULATION DATA: INTERLIBRARY LOAN			
INSTITUTION	Circ. Trans.	ILL Sent	ILL Received
CONGREGATIONAL LIBR	2,656	10	0
CORNERSTONE COL/MI	32,337	1,925	423
COVENANT TH SEM	18,526	196	312
DALLAS TH SEM	70,791	3,372	577
DAVID LIPSCOMB UNIV	N/R	N/R	N/R
DENVER (CONS BAPT) SEM	56,693	732	269
DOMINICAN HSE STUDIES	9,039	178	198
DREW UNIV	91,507	6,948	4,256
DUKE UNIV DIV SCH	62,258	N/A	N/A
EAST BAPT TH SEM	13,082	321	91
EAST MENNONITE SEM	3,318	2,009	909
EDEN TH SEM	121,788	3,147	2,810
EMMANUEL COL VIC UNIV	256,868	58	0
EMMANUEL SCH REL	23,546	352	104
EMORY UNIV/CANDLER S TH	18,744	1,338	215
EPISC DIV SCH	14,382	724	157
EPISC TH SEM SW	5,973	213	84
ERSKINE COL & TH SEM	12,924	5	776
EVAN SCH TH/PA	5,587	37	22
FULLER TH SEM	58,000	458	1,249
GARRETT EVAN/SEABURY	35,273	1,550	170
GENERAL TH SEM/NY	7,628	670	425
GOLDGATE BAPT TH SEM	38,542	267	27
GORDON-CONWELL TH SEM	36,146	917	855
GRADUATE TH UNION	73,920	778	579
HARDING UNIV GRAD S REL	12,502	741	47
HARTFORD SEM LIBR	5,200	957	649
HARVARD/ANDOVER HARV	55,818	923	306
HELLENIC COL/HOLYCROSS	4,216	23	46
HOLY APOSTLES COL & SEM	1,600	6	12
HOOD TH SEM	1,553	0	12
HURON COL	3,433	2	2
ICI UNIV	512	0	0
ILIFF SCH TH	21,117	1,802	394
ITC/ATLANTA UNIV CTR	69,925	3,137	2,732
K.U. LEUVEN FAC OF TH	0	510	63
KENRICK GLENNON SEM LIBR	2,404	10	16
KNOX COL	17,072	168	12
LANCASTER TH SEM	11,068	403	73
LEXINGTON TH SEM	12,339	317	75

CIRCULATION DATA: INTERLIBRARY LOAN			
INSTITUTION	Circ. Trans.	ILL Sent	ILL Received
LINCOLN CHRISTIAN SEM	133,354	1,856	1,343
LOGOS EVAN SEM LIBR	5,058	0	3
LOUISVILLE PRESBY TH SEM	11,511	399	62
LSPS/SEMINEX LIBR	996	134	4
LUTHER SEM LIBR/LOHE	15,036	176	45
LUTHER SEM LIBR/MN	46,560	224	311
LUTHERAN TH SEM /GET PA	12,917	38	327
LUTHERAN TH SEM/PHIL PA	12,937	549	84
LUTHERAN TH STHRN SEM	9,789	152	53
MCCORMICK TH SEM/JKM	16,136	791	256
McGILL UNIV FAC REL STUD	24,981	280	128
MEADVILLE/LOMBARD	3,250	226	48
MEMPHIS TH SEM	8,319	62	96
MENN BRETH BIBL SEM	39,089	659	527
METH TH SCH/OH	13,147	292	172
MIDWEST BAPT TH SEM	18,560	621	330
MISSIONARY CH ARCHIVES	17,088	301	121
MORAVIAN TH SEM	55,139	4,208	3,659
MT ANGEL ABBEY LIBR	22,486	2,506	316
MT ST MARYS COL & SEM	7,590	259	636
MULTNOMAH BIBL SEM	51,380	308	163
NASHOTAH HSE LIBR	5,023	665	143
NAZARENE TH SEM	23,560	2,009	303
NEW BRUNSWICK TH SEM	7,000	49	92
NEW ORLEANS BAPT TH SEM	59,338	847	180
NEW YORK TH SEM	5,250	6	1
NORTH AM BAPT COL/AB	4,090	59	9
NORTH AM BAPT SEM/SD	14,393	1,377	309
NORTH PARK TH SEM	81,288	1,598	1,792
NORTHERN BAPT TH SEM	42,742	840	391
OBLATE SCH OF TH/TX	4,800	636	366
ONTARIO BIBL COL TH SEM	67,766	130	140
ORAL ROBTS UNIV	0	826	38
PAYNE TH SEM	1,250	2	34
PERKINS SCH TH/BRIDWELL	24,041	1,105	252
PHILLIPS TH SEM	4,046	1,124	149
PITTSBURGH TH SEM LIBR	28,693	618	178
PONTIFICAL COL JOSEPHIN	11,249	531	361
POPE JOHN XXIII SEM	3,751	0	0
PRINCETON TH SEM	55,227	405	280

CIRCULATION DATA: INTERLIBRARY LOAN			
INSTITUTION	Circ. Trans.	ILL Sent	ILL Received
PROVIDENCE COL & SEM	25,258	35	73
REFORMED PRESBY TH SEM	5,492	316	72
REFORMED TH SEM/MS	28,054	757	976
REGENT COL & CAREY TH	137,000	0	0
REGENT UNIV/VA	14,591	2,032	512
SACREDHRT MAJOR SEM/MI	27,807	157	329
SACREDHRT SCH TH/WI	7,237	175	2
SAMFORD UNIV/BEESON DIV	6,846	503	303
SCARRITT-BENNETT CTR	5,121	0	0
SEATTLE UNIV SCH TH	22,592	1,715	1,137
SOEAST BAPT TH SEM	47,630	882	521
SOUTHERN BAPT TH SEM	60,012	2,399	429
SOUTHFLORIDA CTR TH ST	88	0	5
SOWEST BAPT TH SEM	192,867	4,228	2,140
SSCYRIL/ST MARYS COL	5,391	125	232
ST ANDREWS COL	5,704	105	38
ST AUGUSTINES SEM	7,421	22	0
ST CHARLES BORROMEO SEM	16,616	691	225
ST FRANCIS SEM	4,032	194	186
ST JOHNS SEM/CA	4,508	269	344
ST JOHNS SEM/MA	0	19	0
ST JOHNS UNIV SCH TH/MN	76,559	3,143	4,821
ST JOS SEM/MARY IMMAC	1,333	56	4
ST JOSEPHS SEM/NY	4,215	21	38
ST MARY SEM/OH	2,903	15	32
ST MARYS SEM & UNIV/MD	17,200	100	75
ST MEINRADS SCH TH	12,377	420	171
ST PATRICKS SEM	4,425	138	45
ST PAUL SCH TH/MO	11,251	300	336
ST PAUL SEM/U ST THO/MN	11,831	3,631	1,536
ST PETERS SEM/ON	9,337	62	0
ST VINCENT DE PAUL	4,704	0	10
TH COL CANADIAN REF CHS	2,398	0	4
TRINITY COL FAC DIV/ON	20,093	18	8
TRINITY EPISC SCH/PA	12,315	335	171
TRINITY EVAN DIV SCH/IL	62,521	3,489	2,925
TRINITY LUTH SEM/OH	14,512	222	54
UNION TH SEM/NY	22,473	624	221
UNITED TH SEM/OH	15,762	422	280
UNION TH SEM/VA	61,465	2,696	665

CIRCULATION DATA: INTERLIBRARY LOAN			
INSTITUTION	Circ. Trans.	ILL Sent	ILL Received
UNITED TH SEM TWIN CITIES	6,721	783	299
UNITED TH SEM/OH	15,762	422	280
UNIV NOTRE DAME	50,132	2,132	1,260
UNIV ST MARY OF THE LAKE	13,461	844	355
UNIV ST MICHAELS COL	69,907	325	54
UNIV THE SOUTH SCH TH	6,373	1,980	157
VANCOUVER SCH TH	21,002	10	0
VANDERBILT UNIV DIV SCH	41,241	1,459	410
VIRGINIA TH SEM	16,346	407	43
WARTBURG TH SEM	11,000	653	236
WASHINGTON TH UNION	5,914	13	3
WATERLOO LUTH SEM	7,522	77	53
WESLEY TH SEM/DC	15,686	385	377
WEST CONSV BAPT SEM/OR	12,646	358	103
WESTERN EVAN TH SEM	13,404	385	75
WESTERN TH SEM/MI	13,404	385	75
WESTMINSTER TH SEM/CA	29,967	22	93
WESTMINSTER TH SEM/PA	20,103	259	619
WESTON JESUIT SCH TH	14,382	724	157
WINEBRENNER TH SEM	9,392	30	135
WYCLIFFE COL	15,571	41	0
YALE UNIV DIV SCH	34,558	343	98

Statistics Not Reported for the following Institutions:

AM BAPT HIST SOC
ANDREWS UNIV
ATLA ARCHIVES
BARRY UNIV
BAYLOR LIBR
BENEDICTINE COL
BETHEL SEM WEST LIBR
CALVARY BAPT TH SEM
COMMON GROUND CHARITY
FAITH EVAN LUTH SEM
GRACE TH SEM
JOHN PAUL II INST
KINO INST LIBR
MASTERS SEM
MID AMERICA BAPT TH SEM

OBLATES TH LIBR
SOUTHERN CHRISTIAN UNIV LIBR
ST JOHNS COL LIB/UNIV
MANITOBA/MB
ST LOUIS UNIV
ST WILLIBRORDSABDIJ
SUWON CATHOLIC COL LIBR
TAIWAN TH COL
UNITED METH PUBL HSE LIBR
UNIV DAYTON/MARIAN LIBR
WHITEFRIARS HALL
WOMANS MISSIONARY UNION
WOODSTOCK LIBR
WORLD COUNCIL CHURCHES

Appendix VII

ATLA Organizational Directory 1997-1998

Officers

President: M. Patrick Graham (1999), Director, Pitts Theology Library, Emory University, Atlanta, GA 30322. (404) 727-4165; Fax: (404) 727-1219. E-mail: libmpg@emory.edu.

Vice-President: Sharon A. Taylor (1998), Director, Franklin Trask Library, Andover Newton Theological School, 169 Herrick Road, Newton Centre, MA 02159. (617) 964-1100 ext. 259; Fax: (617) 965-9756. E-mail: staylor@ants.edu

Secretary: Christopher Brennan (1999), Associate Librarian for Technical Services, The Ambrose Swasey Library, Colgate Rochester Divinity School/Bexley Hall/Crozer Theological Seminary and the St. Bernard's Institute, 1100 S. Goodman St., Rochester, NY 14620. (716) 271-1320, ext. 226; Fax: (716) 271-2166. E-mail: crbn@uhura.cc.rochester.edu

Other Directors

Cassandra Armstrong (2000), Systems Librarian, Pittsburgh Theological Seminary, 616 N. Highland Ave., Pittsburgh, PA 15206-2525. (412) 441-2204, ext. 2199. E-mail: brush@lis.pitt.edu

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David Bundy (1998), Director, Library, Christian Theological Seminary, 1000 W. 42nd St., Indianapolis, IN 46208. (317) 931-2365; Fax: (317) 923-1961 [after 1st ring, 2]. E-mail: dbundy@cts.edu

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Roger L. Loyd (1998), Director, Duke Divinity School Library, Duke University, Durham, NC 27708-0972. (919) 660-3452; Fax: (919) 681-7594. E-mail: rll@mail.lib.duke.edu

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Representative to the Council of National Library and Information Associations (CNLIA): Donald M. Vorp, Speer Library, Princeton Theological Seminary, Princeton, NJ 08542-0111. (609) 497-7935; Fax: (609) 497-1826. E-mail: donvorp@ptsml.ptsem.edu

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Richard Berg
Diane Choquette
Mary Williams

Annual Conference Committee: Christine Wenderoth (1999), Chair; Ambrose Swasey Library, Colgate Rochester Divinity School, 1100 S. Goodman Street, Rochester, NY 14620-2592. (716) 271-1320, ext. 230; Fax: (716) 271-2166.

Mitzi Jarrett Budde (1998)
Al Caldwell (1999)
Diane Choquette (2000)
Director of Member Services, ex-officio

Education Committee: Eileen Saner (1998), Chair, Associated Mennonite Biblical Seminary, 3003 Benham Ave., Elkhart, IN 46515-1999. (219) 296-6233; Fax: (219) 295-0092. E-mail: eksaner@goshen.edu

Cindy Derrenbacker (2000)

James Pakala (1999)

Director of Member Services, ex-officio

James Dunkly (2001)

Bonnie VanDelinder (1998)

The Preservation Advisory Committee is charged with responsibility for developing a proposal for the future of ATLA's preservation programs. Chaired by Charles Willard of Harvard Divinity School, the Committee includes these members:

Charles Willard, Chair

Cynthia Frame

Donald M. Vorp

Richard J. Adamek

Judy Knop

Andover-Harvard Theological
Library, Harvard Divinity School

The Burke Library, Union
Theological Seminary

Speer Library, Princeton
Theological Seminary

Preservation Associate, ATLA

Preservation Coordinator, ATLA

The Technology Advisory Committee is a permanent committee that will help focus and direct ATLA's technology-related issues. Chaired by Jackie Ammerman, Hartford Seminary, the committee's members include:

Jackie W. Ammerman (2000)

Duane Harbin (1999)

Bill Mischo (2000)

Kirk Moll (1998)

Sharon A. Taylor (2000)

Kathy Denise Flint

Paul Jensen

Erica Treesh

Hartford Seminary

Southern Methodist U.

Grainger Engineering Library,
University of IL

Dickinson College

Andover-Newton

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The Membership Advisory Committee is a permanent committee whose objective is to enhance and develop methods and programs to improve membership recruitment and retention. Chaired by John Trotti, Union Theological Seminary in VA, the committee's members include:

Linda Corman (2000)
Susan Sponberg (2000)
David Wartluft (1999)

Trinity College Library
Marquette University
Lutheran Theological Seminary

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Norman Anderson
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Lynn Berg, Vice-Chair (1998), Editor of "News and Views" for *Theology
Cataloging Bulletin*

Jeff Brigham (2000)

Elizabeth Kielley (1999), Secretary

Jon Jackson (1998), LC Changes Coordinator)

Paul Osmanski (1998)

Russell Pollard (1998)

Jeff Siemon (1997)

Susan Sponberg (1999)

Judy Knop, Ex officio, NACO/Subject Headings Coordinator,
Representative to ALA CC:DA

Alice Runis, Ex officio, LCSH Changes Coordinator

Eileen Saner, Ex officio, Liaison to ATLA Education Committee

Future Annual Conference Hosts

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Appendix X

Association Bylaws

Article 1 Membership

1.1 *Classes of Membership.* The association shall have four (4) classes of membership: institutional, individual, student, and honorary.

1.2 *Institutional Members.* Libraries of institutions that meet one of the following criteria shall be eligible to apply for institutional membership in the association:

- a) Institutions holding membership in the Association of Theological Schools in the United States and Canada;
- b) Accredited institutions engaged in theological education or religious studies primarily beyond the undergraduate level;
- c) Accredited universities with religious studies programs that also have a librarian or subject bibliographer in the area of religion;
- d) Organizations maintaining collections primarily of theological, religious, or ecclesiastical research material.

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 *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.

1.4 *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.

1.5 *Honorary Members.* 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 an honorary member of the association by a two-thirds (2/3) vote of the membership at any annual meeting of the association. Honorary membership shall be for life. Honorary members are entitled to attend meetings of the association and to receive those publications of the association that are distributed to the membership, but are not entitled to vote. Honorary Members shall be exempt from payment of dues.

1.6 *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.

1.7 *Dues.* The board of directors shall establish the annual dues for institutional, individual, and student members of the association, subject to the ratification of the members at the next following annual or special meeting of the association. Individual members with at least ten (10) years of continuous membership in the association who maintain membership in the association until retirement and who retire from employment shall be exempt from payment of dues.

1.8 *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.

Article 2 Membership Meetings

2.1 *Annual Meeting.* 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 such 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 (1) 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, postmarked no later than the next following October 15. 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, postmarked no later than the next following January 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 mailed by the secretary of the association to all institutional and individual members of the association, postmarked no later than the next following February 15. Ballots shall be returned to the secretary of the association, postmarked no later than the next following April 1.

4.4 *Teller's Committee and Election.* A teller's committee, appointed by the secretary of the association, shall meet during April to count the ballots and report the result to the secretary of the association by the next following May 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) vote, and each individual member of the association shall be entitled to one (1) vote. The method of preferential voting and ballot counting specified in the latest edition of *Robert's Rules of Order* shall be employed in this election. 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.

ERRATA

In the 1996 *Summary of Proceedings*, the following errors were made:

On page 286, the biography of Rev. Simeon Daly incorrectly lists the year of his birth as 1992. Fr. Daly was born in 1922. Apologies to Alan Krieger who pointed this out to editors early.

On page 283, in the biography of John Bollier, his position at ATLA is incorrectly described as a “part-time job.” John served full-time as Development Officer from 1991 until four months before his retirement in 1996. John is also incorrectly referred to as having served “various congregations of the United Church of Christ.” John is a minister of the Presbyterian Church (U.S.A.) and has never served a UCC congregation.

On page 322, James Overbeck’s name is incorrectly listed as “James Overlook.”

We apologize to Mr. Bollier and to Mr. Overbeck for these errors.



PREFACE

The 1997 ATLA Annual Conference was held in Boston, Massachusetts, June 11–14, on the campus of Boston University. There were 255 attendees, including the 16 staff members who were present. Although I was not able to attend the conference myself, I have learned a great deal through editing this volume—not only about the conference, but about the Association and the people it represents. What a pleasure it has been to become acquainted with all the different personalities who helped make the 1997 conference possible!

This *Summary of Proceedings* includes the annual reports of the ATLA staff, committees, and interest groups; summaries of the preconference continuing education sessions; reports of business meetings, interest group meetings, denominational sessions and roundtable discussions; as well as the full text or abstracts of plenary sessions, papers, and workshops presented during the conference. Included in the Appendices are the organizational and membership directories, the individual e-mail directory, and the Statistical Records Report (1995–1996). In the final appendix, you will also find the Association Bylaws, which are published every three years. The last volume containing the Bylaws was V 49, 1995.

As always, this volume is produced through a group effort and would not exist without the contributions of the many presenters, presiders, and facilitators who submitted papers and transcripts. Our sincere appreciation goes out to all those who helped make the conference and these *Proceedings* possible. My personal thanks go to Lowell Handy, Judy Knop, Nina Schmit and Erica Treesh for their willing help and expertise in proofreading this volume and to Carol Jones for her hard work in compiling several of the Appendices. Thanks also to Dennis Norlin for his leadership and for his thorough proofreading of the final draft. And, finally, my gratitude goes to Patti Green and Melody Chartier for their invaluable collaboration, cooperation and patience.

Next year's conference will be held in Leesburg, Virginia at the Xerox Conference Center, June 16–21, 1998, sponsored by the librarians of the Washington Theological Consortium (WTC). I hope to meet all of you there.

Margret Tacke,
Editor